# EPAF

# Extension Professional Associations of Florida

2009 Professional Improvement Meeting
Lake Buena Vista, Florida

## Presentation of Extension Programs
## Twenty-third Annual Proceedings

EPSILON SIGMA PHI- Alpha Delta Chapter
FLORIDA ASSOCIATION OF COUNTY AGRICULTURAL AGENTS
FLORIDA ASSOCIATION OF EXTENSION 4-H AGENTS
FLORIDA EXTENSION ASSOCIATION OF FAMILY AND CONSUMER SCIENCES
FLORIDA ASSOCIATION OF NATURAL RESOURCE EXTENSION PROFESSIONALS

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UF UNIVERSITY of FLORIDA
IFAS Extension

# Extension Professional Associations of Florida

***"Leading in Dynamic Times"***

Buena Vista Palace Hotel & Spa, Lake Buena Vista, Florida

## 23nd PRESENTATION OF ABSTRACTS

**Wednesday, September 2nd, 2009** **9:00 am– 3:00 pm**

**Andrew Diller (Escambia County), Co-Abstract Chair and Co-Editor**
**Rebecca Jordi (Nassau County), Co-Abstract Chair and Co-Editor**

**EPSILON SIGMA PHI – ESP**
**Clay Olson (Taylor County)……..Westminster**

**FLORIDA ASSOCIATION OF COUNTY AGRICULTURAL AGENTS – FACAA**
**Wendy Wilber (Alachua County) ……..Scotland B**

**FLORIDA ASSOCIATION OF EXTENSION 4-H AGENTS- FAE4-HA**
**Sarah Hensley (Sumter County)……..Scotland A**

**FLORIDA ASSOCIATION OF FAMILY AND CONSUMER SCIENCES – FEAFCS**
**Judy Corbus (Washington County)……..Scotland C**

**FLORIDA ASSOCIATION OF NATURAL RESOURCE EXTENSION PROFESSIONALS – FANREP**
**Andrew Diller (Escambia County)……..Emerald**

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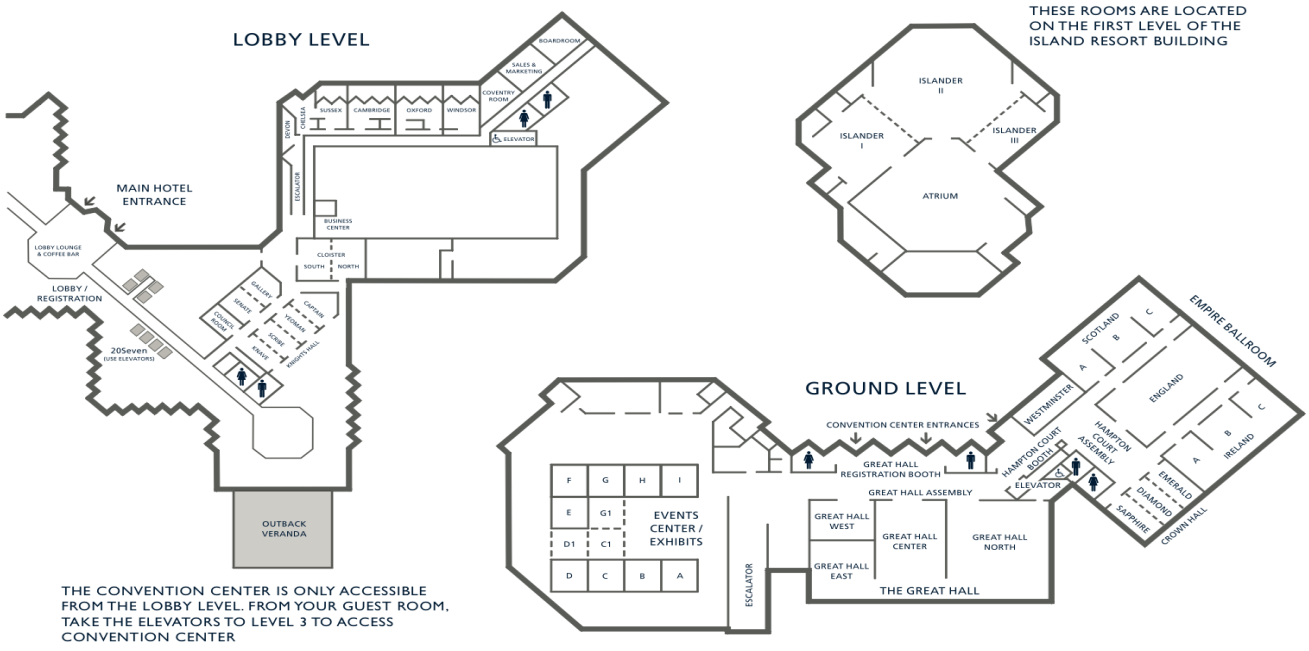
**EPAF offers our thanks to:**

- **The Chairs and members of the ESP, FACAA, FAE4-HA, FEAFCS and FANREP Abstract Committees** who had the difficult task of reviewing and selecting the abstracts to be presented.
- **All Extension faculty who submitted abstracts** – continue the excellent work!

# MAP OF CONFERENCE FACILITIES

## CONVENTION CENTER



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| Wednesday, August 13 | FANREP/FACAA | FEAFCS |
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## International Programs, Marketing, Professional Development, & Agriculture

## Westminster

### Clay Olson, ESP Abstract Chair

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| **9:30** | **P. Vergot** | Internationalizing UF IFAS Extension: Developing and Implementing a Innovative Horticulture Extension Program in Costa Rica. |
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| **10:45** | **D. Converse & D. Palmer** | Got Stress? Build Your Resiliency! |
| **11:00** | **M. Orfanedes** | Ordinance-based Educational Programs: New Opportunities for Extension. |
| **11:15** | **J. Popenoe** | Putting Video And Narrated PowerPoint Shows On Your Website. |
| **11:30** | | **Break for Box Lunch** |

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| **2:00** | | **Break** |
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| **2:30** | **G. England** | Mini Greening Summit: Useful Information to Combat Threatening Diseases Presented in the Major Florida Citrus Production Region. |
| **2:45** | **B. Wilder** | Tobacco Black Shank in Alachua County. |

**Viajamos al Isla del Encanto: An Intercultural and National Experience for Family and Consumer Science Agents**

**S. Kennedy*** Manatee County Extension; **K. Headlee** Lee County Extension; **K. Fogarty**, Family, Youth, and Community Sciences; **E. Baugh**, Family, Youth, and Community Sciences

Cross-cultural Extension programs pose unique opportunities for family and community educational exchanges. Part of the movement to internationalize Extension involves preparing County Extension Faculty to: "develop international outreach programs for local clientele"; improve their ability to "respond to the needs of families and communities impacted by cultural diversity/global interdependence"; and "become involved in overseas projects and U.S. development education efforts" (http://international_extension.ifas.ufl.edu/2002/index.shtml#goals). A visit to Puerto Rico in March, 2009 definitively changed the perspectives of fourteen UF/IFAS County and State Extension Faculty in Family and Consumer Sciences, Agriculture, and 4-H Youth Development. This trip provided five Florida FCS Agents with the above listed opportunities. **Objectives:** Through exposure to Puerto Rican culture, FCS County and State Faculty have: (1) improved their capacity to respond to culturally diverse audiences in their local communities; and (2) become involved in overseas projects and Extension education efforts. **Methods:** (1) Translated (Spanish) presentations of Extension work (Body Image; Work/Family Balance of Extension Agents research from UF/IFAS); (2) Provisions of (in Spanish) (a) curriculum (Body Image) and (b) activities (Decision-making, Roles in Extension); (3) Evaluation results for presentations made; and (4) photos and media accounts (in PR and UF/IFAS) will be shared in a multimedia format (in English). **Results:** Participants increased their outreach toward Spanish speaking audiences within the U.S. and in other countries. Puerto Rican FCS Extension Faculty responded positively to presentations from visiting FCS faculty and receipt of translated FCS curriculum/activities. **Conclusion:** Internationalizing Extension is defined not only by U.S. boundaries but by intercultural exchange.

**Internationalizing University of Florida IFAS Extension: Linking the People's Republic of China to the International Distance Diagnostic and Identification System Network**

**P. Vergot*,** Northwest Extension District, **J. Xin**, IFAS Office of Information Technologies, **T. Friday**, Santa Rosa County, **T. Olczyk,** Miami-Dade County, **L. Buss**, Entomology

**Objectives:** The USDA Foreign Agriculture Service developed a Scientific Cooperation Exchange Program with the People's Republic of China to support international exchanges. The objectives of the "Linking the People's Republic of China to the International Distance Diagnostic and Identification System Network" project were to share the knowledge of an International Plant Diagnostic Network, discuss the creation of regional systems with the technical capacity to diagnose plant diseases in regions, develop a communication and data networking system that details insect and pathogen distribution, diagnosis and integrated pest management options and links target countries to each other, discuss the development of a comprehensive training program to increase diagnostic capacity. **Methods:** The Extension team members held discussions and gave demonstration to administrative leaders of the Ministry of Agriculture and Agriculture Chinese university faculty on the UF IFAS Extension DDIS system. Specific departments and universities visited included the

China Ministry of Agriculture, the National Agro-Technology Extension Center, the China Agricultural Information Center, Extension at the provincial and local level, Chinese Academy of Agricultural Science, the South China Agricultural University. **Results:** The five member team held discussions and presentations focused on the development of plant and animal insect and disease diagnostic capacity by university scientists, Ministry of Agriculture extension workers and first detectors in the People's Republic of China. **Conclusions:** The extension exchange program provided an opportunity to further understand the Extension system of the Ministry of Agriculture and the Agriculture university plant and disease management in the People's Republic of China.

**Internationalizing University of Florida IFAS Extension - Developing and Implementing a Innovative Horticulture Extension Program in Costa Rica**
**P. Vergot*,** Northwest Extension District, **B.K. Singh,** EARTH University, **D Culbert**, Okeechobee County, **A. Hunsberger**, Miami-Dade County, **L. Seals**, Brevard County, **H. Mayer**, Miami-Dade County, **D. Marshall**, Leon County, **A. Bolques**, Gadsden County

**Objectives:** University of Florida Extension and EARTH University faculty developed and delivered a training program for non-formal landscape management in Costa Rica. EARTH University's new LaFlor Campus near the Pacific coast area is similar to Florida in that the region is experiencing rapid growth in tourism development. Stresses of growth, decreased water quality and quantity, and misuse of horticultural chemicals impact the local economy and environment. Extension faculty sought to provide training for landscapers, ornamental producers and homeowners. **Methods:** Two concurrent seven-week multidisciplinary educational programs were presented in early 2008. Seven County Extension faculty each spent two weeks at LaFlor preparing and presenting two concurrent training tracks. Faculty rotated in and out each week for program continuity, developed course materials, and taught lessons in Spanish. The "Master of Gardens" tract was designed for nursery and landscape professionals. A "Gardeners of Costa Rica" tract focused on homeowners and ecotourism personnel. Curriculum was similar to University of Florida IFAS Extension Master Gardener programs. **Results:** Participants learned about best management horticulture practices suitable to dryland tropics, then practiced concepts with hands-on exercises including the installation of demonstration gardens. After seven weeks a graduation ceremony was held and 47 participants received completion certificates. Pre/post test data indicate improved test scores of up to 61 points on concepts taught. **Conclusions:** Follow-up activities including enhancement of a website are on-going. Materials developed will be used for Florida Spanish-speaking audiences. The programs provided an international experience for faculty to broaden their knowledge of different environments and cultures.

**Commercial Horticulture - Marketing and Information Dissemination Using Blogs**
**J. V. Morse**, Pinellas County Extension

**Objectives:** (1) Save on printing, personnel and mailing costs while still being able to market programs; (2) Provide a method for disseminating new and timely information immediately; (3) Provide educational presentations and information indefinitely; (4) Build a following for this new information dissemination method. **Methods:** Develop a web-based

newsletter as a blog to reach clientele. Clients visit the blog via the website or web address, subscribe to the blog and receive notification via email each time the blog is updated. The blog is advertised at all commercial classes, on an educational display board, on the website, on agent's email signature block and with a full-color bookmark. The blog address is http://commercialconnection.blogspot.com **Results:** The number of people that have subscribed to receive the blog has grown steadily from 0 to 73. The blog was first started in October 2008 and there have been 51 postings. Total contacts for the blog from January thru April 2009 were 1,420. **Conclusions:** Blogs are cost effective and sustainable because they are free, use no paper and incur no mailing or printing costs. They disseminate information in a timely fashion (immediately) and provide educational information indefinitely.

**Tapping into the Urban Crowd: Farmer's Market Outreach Booth**
**R.D. Halman*, C. Feser, D. Caldwell, and B. Fluech**, Collier County

**Objective:** Noting the upscale urban location of the 3rd Street market in Naples, the Extension booth was specifically designed to provide urban market goers with timely, relevant topics and market day access to the resources available through the county extension office**. Methods**: Individual program areas were assigned exhibit dates, access to poster and fact sheet preparation materials and the assistance of certified Master Gardener (MG) volunteers. **Results:** Through on-site comments, 95 % of farmers' market patrons have indicated an enhanced appreciation for the resources available at the UF/IFAS Extension office. Utilizing an on-site postcard survey tool, when questioned about usefulness of the information displayed, 63% of the market patrons indicated they were very likely to use the information this year. As a result of the exhibit's promotion of upcoming programs, clientele participating in other Extension programs has increased 50% overall. This was especially true with the Master Gardener Workshop Series, Agriculture Tour and FYN programs. For these three programs, participation increased 120%, collectively, following a booth 'experience' at the market. Master Gardener volunteers indicated they had developed increased customer service techniques and indicated an increased confidence when providing clinic consultation. **Conclusions:** As an outreach tool, the development of an urban friendly extension exhibit has proven to be an excellent resource for enhancing program participation and Master Gardener hands-on training/ learning.

**Modernize your Extension Registration Processes with Fast Form**

**R. Godke***, Duval County Extension

Does your office staff grimace and grit their teeth (behind your back, of course) every year at Camp and Area Horse Show registration time? Do parents complain about completing up to eight different forms? Do you sigh heavily as you hand sort through stacks of forms to complete the registration summary? If you answered any of these questions 'YES', then Fast Form can save you time and money, reduce errors and utilize tools you already have. **Objectives:** Agents will evaluate current and anticipated registration completion and retrieval needs, design a standard Fast Form and directions, and manage the registration process and information retrieval. **Methods:** As the model program developed from a

prototype in the Microsoft Word® Form program with transfer capabilities to a Microsoft Excel® spreadsheet, it was modified and expanded based on formative evaluations completed by prospective users. Following continuous improvement monitoring, the revised program was released for official use by hundreds of 4-H families registering for the 4-H Area Horse Show and 4-H Camp Cherry Lake. **Results:** The program has been successfully tested and implemented at the 2009 4-H Area B Horse Show and 4-H Camp Cherry Lake. This registration method saves time and reduces keying errors. The program permits speedy sorting, printing and management of registration information. **Conclusions:** The value of the program is demonstrated by the 30 minutes of keying time saved per registration and 99% reduction of keying errors. Fast Form utilizes and distributes information in the system as a "value added" benefit.

**Got Stress? Build Your Resiliency!**

**Converse*, D.,** Hillsborough County Extension; **Palmer*, D**., Instructional Media Agent, South Central District

**Objectives:** To help people reduce stressors, control their stress response and improve their health with free on-line education. **Methods:** Stress Management: Build Your Resiliency is a seven-lesson Articulate series designed to allow participants to complete the lessons at their own pace. Each lesson is 5-11 minutes long for a total running time of 58 minutes - one lunch hour. A handout is available for participants to print out and complete as they navigate through the lessons, allowing them to answer crucial lifestyle questions. Topics include how stress affects productivity, the body's stress response, symptoms and costs of stress, making changes, taking control and reacting to stress in a healthier, more appropriate way. The last three lessons include experiential exercises. Check it out at: http://hillsboroughfcs.ifas.ufl.edu/Stress-Management.html **Results:** The series has received an average of 650 visits each month. An evaluation indicates that 94% of the participants rated the overall quality of the workshop as excellent or good, 86% plan on changing at least one life management habit, 81% better understand how attitude affects stress levels, 79% felt that what they learned in the workshop will help them control their stress better, and 75% of the participants reported that this was their first involvement with an Extension training. The link to this series can be put on your county's website. **Conclusions:** Reaching busy audiences with electronic seminars is proving to be a worthwhile venture. An additional on-line series on The Basics of Balancing Work and Family will be available soon.

**Ordinance-based Educational Programs: New Opportunities for Extension.**

**M. Orfanedes***, Broward County Extension

**Objectives:** To review the opportunities and methodologies available to Extension professionals interested in developing educational programs based upon local and state ordinances. **Methods:** The development and implementation of two ordinance-based educational programs (the Broward County Tree Trimmer Licensing Ordinance training program and the State of Florida Green Industries BMP training program) will be discussed. Special emphasis will be placed on the development of cooperative partnerships and interactions with outside agencies, curriculum development, accommodations for special needs clients, program promotion and development of evaluation tools for measuring

impacts. **Results:** Ordinance-based educational programs can dramatically increase the number of clientele needing and using extension programs. These programs can facilitate the formation of new partnerships with outside agencies, increase participation of new and non-traditional extension clientele and provide opportunities for acquisition of new resources. **Conclusions:** Extension professionals should consider participation in ordinance-based educational programs as unique opportunities to strengthen their programs and raise the profile of Extension in the minds of local and state leaders and decision makers.

**Putting Video And Narrated PowerPoint Shows On Your Website**
**J. Popenoe***, Lake County Extension; **L. Parker**, Orange County Extension

**Objectives:** To make the Central Florida Website more interactive and interesting we added video and voice to our current text based content. **Methods:** We put short video interviews of program speakers and virtual nursery tours made with Windows Movie Maker (a component of Microsoft Office) and digital camera photos/video, and narrated PowerPoint slide shows on the website. These allow clientele to catch up with programs they missed and extend the educational outreach of the website. **Results:** For the same six month period this year compared to last year, we have a 2.5 times increase in web traffic. **Conclusions:** These techniques are easy and effective to use and more extension agents could use them if they were aware of the possibilities.

**A Taste of Lee: Introducing Locally Raised Exotic Products to Growers and Consumers**
**S. H. Brown*, F.B. Beckford, C.B. Hill, K.S. Headlee,** Lee County Extension

**Objectives:** Southwest Florida has a bounty of natural products from land and sea; grown; reared, and caught. A Taste of Lee provided the opportunity to sample many of these products and the motivation to grow or rear them. Long term the event serves as a platform to economic development of niche markets. **Methods:** The event involved four Extension Agents from three disciplines. The gathering was organized with the help of the local Caloosa Rare Fruit Society. The society members were important in planning and displaying tropical fruits at the exhibition. For five hours, the Taste of Lee brought together diverse groups consisting of backyard and commercial growers, anglers, bee keepers, food processors and consumers. Where appropriate, exhibitors were required to provide samples of their products for tasting by consumers. **Results:** The event attracted more than 1,500 people from Lee and surrounding counties. The numbers of consumers overwhelmed the venue and the ability of most exhibitors to maintain sufficient supplies of samples for tasting and products for sale. Of those who responded to a survey of the event, 99% were very satisfied with their experience. **Conclusions:** Growers, producers, and consumers were educated with regards to locally grown, reared and caught edibles. Vendors at the event all made significant profits and were encouraged to increase their production for next year's Taste of Lee. Consumers are more inclined to grow and purchase some of the items. The Rare Fruit Society increased its membership. Extension increased its exposure in the community.

**Internationalizing University of Florida IFAS Extension:**
**Local Leaders and Extension Faculty Explore Biofuels in Brazil**

**P. Vergot *,** Northwest Extension District, **W. Bowen,** IFAS International Programs, **K. Allen,** Suwannee County, **J. Atkins,** Santa Rosa County, **A. Norman,** Palm Beach County, **D. Holmes,** Marion County, **S. Rosenthal,** Leon County,

**Objectives:** An Extension Brazil Biofuels study program was developed for county commissioners and county extension faculty of Florida. Five county commissioners and five county extension faculty from the same counties participated in a five day study tour in the São Paulo State of Brazil to gain firsthand knowledge of Biofuels and the challenges associated with local governments.
**Methods:** Planning sessions were scheduled by the project leaders to prepare the members of the team prior to departure. The group was exposed to many facets of ethanol production including agriculture research universities, a sugarcane association, a private research and extension facility, a conglomerate getting into the ethanol plant business, sugar production and ethanol factories, a growers' cooperative and a mill equipment manufacturing plant. The group also discussed with university researchers and local officials on relevant research and policies. **Results:** The participants were educated firsthand about techniques like mechanical harvesting and biological pest control, which are being utilized to reduce the water consumption and pesticide usage. Participants visited mills which are creating bioelectricity to power the plants and sell the excess back to the grid and that flex-fuel vehicles have become standard. **Conclusions:** The participants gained firsthand knowledge of many types of biofuel development and production including inputs required for ethanol production, biodiesel production by visiting production plants and talking with researchers and producers directly involved in the production of products utilized by these production facilities. Participants also discussed policy issues with officials assisting biofuel production facilities and processes.

**Something Old is New Again: Wood Gasification**

**C. Olson,** Taylor County Extension

**Objectives:** Farm and residential energy needs are on the minds of everyone recently. The cost of fuel affects everything from production and storage to the transportation of goods. Gasification is a technology that is not well known in the US, but was used extensively in Europe during WWII to address gasoline shortages. The main objective of this educational program was to demonstrate wood gasification for power needs in the home and small farm. **Methods:** A mid 1970's 75 hp gasifier reactor was loaned to Taylor County Extension by the Renewable Resource Conservation Council in Alachua. With the help of a local engineer, businessmen, and volunteers, and some financial donations, the gasifier was restored to working condition. **Results:** The public demonstration/education of the gasifier technology was done May 9 2009. The demonstration produced syn gas for the operation of an internal combustion, gasoline 6 cylinder Ford irrigation motor. The event occurred on May 9, 2009 at the Taylor County Extension Office with 35 in attendance.
**Conclusions:** Gasification technology has wide application in diesel and gas engines for heat and power needs on the farm and in residential applications as well. Gasification of wood using a downdraft gasifier provides energy for the farm and home at 1/10$^{th}$ the cost when oil is $80/barrel and wood is $25/ton. For more information http://taylor.ifas.ufl.edu

**Development of Jatropha curcas for biodiesel feedstock.**
**F. Beckford*, Lee county Extension.**

**Objectives:** *Jatropha curcas* has been identified as having significant potential for the production of oil for biodiesel. Southern Florida is an ideal location for field cultivation because its subtropical conditions provide comparative advantage over other growing regions in the United States. To exploit the potential of *Jatropha curcas*, Lee County established test plots from which to collect data to support and inform the agronomic improvement of the species, and to demonstrate potential commercial feasibility for biodiesel production. **Methods:** Seed collection and establishment of the test plots serve as a germplasm collection for the species in Florida. The test plots will further serve as demonstration areas to educate growers and the general public. Seed collection, collation and analyses will be utilized to showcase UF commitment to research and development in alternative energy crops. Collected data will orient further genetic development and scientific research on *Jatropha curcas* among research scientists. **Results:** Research will offer an understanding of the growth and production characteristics, with subsequent development of agronomic best management practices (BMP's) of *Jatropha curcas*. This information will include specific techniques for soil management practices that promote optimal growth of plants, irrigation, fertilization, higher production of fruits and seeds, reduced time to maturity, increased fruit yield, seed oil content and seed quality. **Conclusions:** The transfer of knowledge and scientific guidance to growers through educational and extension programs, including short courses, workshops, and seminars; and through distribution of scientific and extension articles will ensure the success of production of *Jatropha curcas* in Florida.

**Blackberry Management on Small Farms with a Mow-N-Spray Applicator.**
**C. Smith***, Jackson County Extension; **D. Mayo**, Jackson County Extension.

Blackberry (Rubus spp.) is a common weed problem in north Florida pastures. Once established, blackberry thickets limit grazing by shading and competition with forages. **Objectives:** We wanted to evaluate blackberry control with a "Mow-N-Spray" applicator where the herbicide is sprayed behind the mower while mowing. Three herbicides applied with the "Mow-N-Spray" were compared to mowing alone for blackberry control. **Methods:** A standard 7-foot rotary mower was fitted with a 25 gallon 12-volt sprayer and a flood jet nozzle to spray herbicides behind the mower. Blackberry thickets were mowed and treated with either Telar®, Remedy Ultra®, or Weedmaster® herbicides in August of 2008. The entire area was mowed but only the blackberry thickets were sprayed with herbicide. Treated Areas were evaluated at 1, 2, 5, 7, 8, and 9 months after application. **Results**: Remedy offered the best early blackberry control at the 1-month and 3-month evaluations. At 8 months after application, the Telar treatment gave better than 90% control of blackberry and was being grazed by cattle in the pasture. **Conclusions:** Blackberry can be successfully managed using the "Mow-N-Spray" system. The producer acknowledged that he saved money because he was able to treat only the infested areas with his own equipment. Additional herbicide applications may be needed to fully eliminate blackberry from the grazing area.

**Mini Greening Summit: Useful Information to Combat Threatening Diseases Presented in the Major Florida Citrus Production Regions**

**G. England***, Sumter County Extension; **M. Zekri,** Hendry County Extension; **W. Oswalt,** Polk County Extension; **G. Hurner,** Highlands County Extension; **S. Futch,** Hardee County Extension; **R. Atwood,** Lake County Extension; **T. Gaver,** St. Lucie County Extension

**Objectives:** Increase the knowledge level of at least 70% of the 187 citrus professionals that attended six statewide seminars focusing on pertinent topics such as Asian citrus psyllid management, characteristics of the causal agent of citrus greening disease *Candidatus Liberibacter asiaticus*, horticultural aspects of citrus greening and the latest recommendations for managing citrus canker. **Methods:** As a follow-up to the Greening Summit held in April, 2008 and part of the continuing extension effort that was funded by a grant from the Florida Citrus Production Research Advisory Council to provide educational programs designed to increase industry knowledge of citrus greening disease, county citrus extension faculty from around the state planned and presented six half-day seminars which took place throughout the major production regions during the fall of 2008. The programs focused on the latest research-based information on four topics of interest for citrus production personnel that are formulating programs to manage threatening diseases in their groves. These sessions presented an opportunity for agents to give additional detail and include updates on information presented at the Greening Summit. **Results:** According to the response to the post-program survey, 98.7% of the 79 attendees who completed the survey considered the knowledge gained at the Mini Greening Summit to be useful in their operations and 77.2% will change or improve management techniques because of this knowledge gain. **Conclusions:** The Mini Greening Summit was a successful program which provided useful information about important aspects of threatening citrus diseases to key citrus industry personnel.

**Tobacco Black Shank in Alachua County**.

**B. Wilder***, Alachua County Extension, **A. Gevens**, Plant Pathology, University of Wisconsin-Madison.

Black shank is a devastating, soilborne disease of tobacco caused by the pathogen *Phytophthora parasitica* var. *nicotianae.* Once the pathogen has infested the soil, it cannot be eliminated. IFAS control recommendations are to rotate tobacco out of the infested fields for a minimum of 5 years. If rotation is not possible, the best control options are planting black shank resistant tobacco varieties and applying the fungicide mefenoxam (Ridomil®). Due to heavy use of the fungicide, mefenoxam tolerant black shank isolates have become a concern. There are currently two races of the pathogen, 0 and 1. There are only 4 tobacco varieties that have resistance to both races and all have only moderate resistance to race 1. **Objectives:** To determine the mefenoxam sensitivity and race type of black shank from Alachua County tobacco fields to assist the producers in developing a management strategy. **Methods:** In June 2008, black shank isolates were collected from 5 tobacco fields in Alachua County. A total of 20 isolates were collected from infected stalks and tested for mefenoxam sensitivity and evaluated for race identification. **Results:** All 20 black shank isolates tested negative for mefenoxam tolerance and were identified as race 1. **Conclusions:** Due to the presence of race 1, crop rotation is still the best strategy for black

shank control. If for a particular growing season tobacco cannot be rotated out of production, planting a resistant variety such as K 346, and multiple applications of mefenoxam are still effective management options for Alachua County growers.

# Agriculture and Horticulture

## Scotland B

### Wendy Wilber, FACAA Abstract Chair

| Time | Speaker | Abstract |
|---|---|---|
| **8:45** | **Moderator** | Introductions & Procedures |
| **9:00** | **R. Rice** | Including Farmers as Partners in the Development of Improved Nitrogen Fertilization Strategies for Sandland Sugarcane in South Florida. |
| **9:15** | **L. Johnson** | Raising Agriculture Awareness Through Focus—Farmers Offering Consumers Untold Savings |
| **9:30** | **B. Burbaugh** | Growing a Local Food System. |
| **9:45** | **R. Kluson** | An Extension Program in Policy Education of Sustainable Agriculture and Local Food System Development for Sarasota County. |
| **10:00** | | **Break** |
| **10:15** | **L.F. Wiggins & C. Davis** | The South Florida Beef Forage (SFBF) Weed Garden committee |
| **10:30** | **J. Walter** | Seeded Bermudagrass Evaluation for Central Florida – a Multi-County Applied Research/Demonstration Program. |
| **10:45** | **T. Wilson & C. Sanders** | Determining Forage Availability in the Pasture. |
| **11:00** | **L.F. Wiggins & C. Davis** | Grazing Management School: The South Florida Beef Forage Program (SFBF) |
| **11:15** | **M. Thomas** | Wildlife Management Field Day |
| **11:30** | **Break for Lunch** | |

| Time | Speaker | Abstract |
|---|---|---|
| **1:00** | **J. Welshans-Pelham & J. Sullivan** | Turning Over a New Leaf: The New Leaf Horticulture Training Program |
| **1:15** | **R. Atwood** | Refining Team Based Pesticide Applicator Training Based on Evaluation of Test Results to Determine Teaching Performance. |
| **1:30** | **M. D'Abreau** | Master Gardener Mentoring: Necessary Evil or Blessing in Disguise? |
| **1:45** | **L. Parker** | Financial Programs for Greenhouses and Nurseries**.** |
| **2:00** | | **Break** |
| **2:15** | **J. Moll** | Thinking Inside the Box (Store) |
| **2:30** | **M. Dessaint** | Mortality of *Sabal palmetto* from Texas Phoenix Palm Decline in Manatee and Sarasota Counties. |
| **2:45** | **F. Beckford** | Lee County Urban Farm Tour 2009. |

**Including Farmers as Partners in the Development of Improved Nitrogen Fertilization Strategies for Sandland Sugarcane in South Florida**

**R. Rice***, Palm Beach County Extension; **L. Baucum**, Hendry County Extension; **K. Morgan**, UF/IFAS South West Florida Research and Education Center; **M. McCray**, UF/IFAS Everglades Research and Education Center; **R. Gilbert**, UF/IFAS Everglades Research and Education Center

Over the past three decades, Florida sugarcane has expanded from organic "muck" soils into low-fertility sands. Current UF/IFAS sugarcane fertilizer recommendations (developed in the mid-1970s) reflect research conducted on nitrogen-rich organic soils and fertile transitional sands using long-abandoned low-yielding sugarcane cultivars. Growers suggest that the maximum 180 lb N/acre recommendation is not relevant for growing high-yielding cultivars on low-fertility sands. **Objectives**: Increase grower understanding of sandland sugarcane N requirements and encourage growers to adopt improved N management practices. **Methods**: Beginning June 2006, extension meetings were held to elicit farmer perceptions of UF/IFAS sugarcane fertilizer recommendations and to document N fertilization practices used on sandland farms. Thereafter, UF/IFAS Deans for Research and Extension directed us to form the Sugarcane Fertilization Standards Task Force, tasked to review/evaluate historical sugarcane fertilization recommendation literature, identify knowledge gaps, and design extension-based research to develop improved nutrient management strategies relevant to sandland sugarcane. Eight multi-year on-farm N fertilization trials were installed to demonstrate N application strategies for improved N-use efficiencies that included slow-release N formulations. **Results**: Early results indicate that 180-220 lb N/acre (plant cane) and significantly reduced rates of 150-180 lb N/acre (ratoon crops) appear adequate for economic yields. N-use rates can be reduced by 25% with slow-release formulations, and growers are now interested in testing this strategy on a commercial scale. **Conclusions**: Consistent with statewide efforts to identify improved Nutrient Management Plans, the Sugarcane Focus Area Team partnered with farmers and designed extension-based on-farm trials that identified improved N-management practices for sandland sugarcane.

**Raising Agriculture Awareness Through Focus—Farmers Offering Consumers Untold Savings**

**L. Johnson***, Escambia County Extension; **E.R. Bolles**, Escambia County Extension; **M.C. Donahoe**, Santa Rosa County Extension; **J.D. Atkins**, Santa Rosa County Extension; **D.E. Mullins**, Santa Rosa County Extension.

Escambia and Santa Rosa counties, located in the extreme Northwestern corner of Florida, have a population currently estimated at 436,222 with less than 20,000 considered to be "farm" shares. Although there is not a negative view of agriculture within the county, many residents in this county know nothing of our rich agricultural heritage and the impact that it has on the economy. Extension agents and EscaRosa Young Farmers and Ranchers (YF&R'ers) were very interested in targeting governmental and civic leaders to increase the agricultural awareness in both counties. The following were the public relations **objectives**: to meet, discuss, and explain the role of agriculture to the counties' continued economic development to at least four commissioners in each county, provide factual information concerning production and diversity to at least 150 individuals, and to establish a

relationship between the YF&R'ers and elected officials. **Methods**: FOCUS, held simultaneously in both counties, reached more than 300 people, all ten county commissioners and many other elected officials, as well as many civic leaders. A $4930 grant purchased agriculture products used as giveaways, the most popular being the "I met a Farmer" stickers. **Results**: More than 40,000 saw the two television segments where a YF&R was interviewed, and those surveyed responded positively when asked if they increased their agricultural awareness. March 20, 2008 was declared Escambia and Santa Rosa Agriculture Day by commissioner proclamations. **Conclusions**: By working cooperatively with county partners, Escambia and Santa Rosa counties were able to get a positive message across to a diverse clientele.

**Growing a Local Food System**.
**B. Burbaugh,** Duval County Extension

**Objectives:** Recruit and educate new farmers that will direct market to the Jacksonville community, diversify local market channels, develop a support network for regional farmers and increase the revenue of local family farms. **Methods:** A series of educational programs aimed to give a realistic picture of what it takes to run a successful small-scale produce operation—including capital, management, labor, and other resources. Topics include soil fertility, crop production, plant health and pest management, cover crops, equipment needs and labor considerations. Assemble local stakeholders and provide technical expertise on planning, developing and opening new farmers markets. Establish a regional small-farms group to build a network for farmer to farmer support. **Results:** Nine new farmers are currently direct marketing produce locally and one individual has started the first community supported agriculture operation in Duval County. With the technical support from the agent, the number of direct marketing outlets within the county has tripled in the last two years. Agents and advisory members created The Northeast Florida Small Farms Working Group and listserv to operate as a regional support system. There are currently 91 members who plan on-farm programs that employ practical, applied and hands-on approach to production, marketing and processing. The direct-marketing revenue of Duval County family farms increased by $34,382 in 2008. **Conclusions:** This multifaceted approach was able to grow a local food system, forge a direct relationship between farmer and consumer, support local farmers and develop an economy of scale for their products.

**An Extension Program in Policy Education of Sustainable Agriculture and Local Food System Development for Sarasota County**
**R.A. Kluson***, Sarasota County Extension

**Objective:** Due to increasing public demand for sustainability-based policies, there's a growing need for extension education of the opportunities in sustainable agriculture and local food systems to policy and decision-makers. For example, an extension policy education program was developed in Sarasota County in response to county staff needs for the Florida statute requirement of an Evaluation and Appraisal Report (EAR) of the Comprehensive Plan. **Methods:** This program facilitated the formation of the Sarasota Agriculture Policy Council (SAPC) in the spring of 2005 in order to develop agriculture policy recommendations to the Board of County Commissioners (BCC) to support the

sustainability initiatives in Sarasota County. The SAPC was designed to provide inclusive representation of the community food system of Sarasota County, such as, producers, consumers, advocacy groups, venders, county staff, elected officials, government agencies, etc. At the meetings presentations and discussions of the concepts and models of sustainable agriculture and local food systems were conducted. **Results:** Meetings were held regularly for 1.5 years and produced twenty seven (27) recommendations that were formulated into five (5) policy amendments which were adopted by the BCC for the revised Comprehensive Plan. The BCC then requested the SAPC to serve an advisory role for the implementation of the adopted agriculture policies which continues at this time. **Conclusions:** The development of policy education programs based on sustainable agriculture is an important role for extension in these changing times. The successful program in Sarasota County was dependent on broad public participation, comprehensive education, and facilitation.

**Ona REC Weed Garden**

**The South Florida Beef Forage (SFBF) Weed Garden committee**
**L.F. Wiggins*,** Hendry County Extension; **L.E. Baucum,** Hendry County Extension; **B. Carlisle,** Polk County Extension; **S.C. Crawford,** Hendry County Extension; **C.B. Davis,** Glades County Extension; **C. Kirby,** Manatee County Extension; **B.A. Sellers,** Ona Range Cattle REC

**Objectives:** Weed infestation decreases productivity and profitability. For example, a 20% infestation on 100 acres has 20 un-grazable acres. The recommended stocking rate is 5 acres per pair, implicating that 5 acres carry 4 sellable calves. In this example, the rancher is forfeiting $1,760.00 ($.80 X 550lb. calf = $440/calf X 4 = $1,760). Florida is hospitable to an abundance of undesirable weeds. The first step to weed eradication is identification. Identification enables the producer to select proper control and avoid over application of caustic chemicals. **Methods:** In an effort to educate livestock producers, SFBF members designed a “weed garden” at the Ona Range Cattle REC. The garden consists of common weeds that frequently appear in pastures. Each weed is contained in its own box with a label indicating the common and scientific name. Throughout the year the REC hosts several programs, and the participants are welcomed into the garden where the weed scientist is available to answer questions. In addition to providing the producers with a quality education, the garden also hosts several in-service trainings for extension agents to stay acquainted with weed production. **Results:** Producers that visit the garden are able to identify weeds in their pastures and can properly equip themselves with chemical or biological control agents. Proper identification alone can increase profits, save lives – if dealing with poisonous plants, and prevent the application of ineffective chemical controls. **Conclusions**: Approximately 500 producers visit the weed garden, annually, and according to evaluations, it exceeds 100% of their expectations.

**Seeded Bermudagrass Evaluation for Central Florida – a Multi-County Applied Research/Demonstration Program**

**J. Walter*,** Brevard County Extension; **S. Gamble**, Volusia County Extension; **Y. Newman,** Agronomy Department; **D. Mudge**, Orange County Extension; **R. Bateman**, Osceola Extension; **E. Jennings**, Hernando/Pasco County Extension; **M. Shuffitt**, Marion County

Extension; **M. Thomas**, Lake County Extension; **M. Warren**, Flagler County Extension; **C. Kelly**, Indian River County Extension

**Objectives:** Hybrid bermudagrasses are outstanding warm-season perennials, however, vegetative propagation is not suitable for many small landowners. Seeded types offer ease of establishment. On-the-other-hand, many new landowners are inexperienced but highly motivated to learn about pasture management to sustain their livestock. The objectives of this program are i) to use this applied research to generate needed information for producers while using the on-going evaluation for demonstrations of forage concepts in multiple field days, and ii) to incorporate the cultural practices used in the plots as educational tools for the pasture management schools planned for different Central Florida counties. **Methods:** For the demonstration area, three replicates of eight seeded varieties plus two hybrids bermudagrass were planted in a randomized block in July 2008. During the establishment period, plot cover, winter survival, and flower measurements were taken. During the growing season plots are harvested every 28 d and evaluated for dry matter yield and quality. Fertilization and weed control practices follow IFAS recommendations. Field days and pasture management schools have been planned and conducted to include educational material generated in field plots. **Results:** Plots have been successfully established and initial data collected. Field days have been conducted to showcase the different concepts of pasture production. This is an on-going effort and planned field days have been executed.**Conclusion:** This is a concerted effort by several central Florida county extension agents, the Extension Specialist, the seed industry, and cooperator farmer that brings IFAS pasture recommendations and the option of seeded bermudagrass to producers.

## Determining Forage Availability in the Pasture

**T. Wilson*, Bradford County Extension; C. Sanders*, Alachua County Extension; J. Breman, Union County Extension; and L. Sollenberger, Agronomy Department**

**Objective:** It is important to know forage dry-matter availability in pastures used for livestock production. Determining the amount of material available in the pasture can assist managers in deciding whether forages should be baled or grazed. **Methods:** Using a metal ring with a diameter of 2.33 feet (area = 1/10,000 ac), six forage samples were taken from a four-acre bahiagrass hay field to determine dry-matter availability. Prior to forage removal, average height was recorded at each site. All material within the ring was clipped to a 2-inch stubble. Fresh weights for each sample were recorded to determine percent moisture. Samples were dried using methods described in the EDIS publication SS-AGR-178 “Forage Moisture Testing”. **Results:** Once sample weights were determined, total dry-matter availability was calculated. Forage height for each sample ranged from 7 to 8 inches and dry-matter ranged from 0.7 to 1.4 ounces. Average dry-matter availability was 635 lbs/acre and average forage height was 7.2 inches. **Conclusion:** If an average round bale is estimated at 900 lbs (including 15% moisture), this four-acre pasture would yield approximately 3.25 round bales. Under normal hay production, approximately 4 round bales per acre should be harvested. Therefore, based on data collected for this example, this pasture should either be grazed or allowed to continue growing until forage available justifies the costs associated with hay production.

**Grazing Management School**
**The South Florida Beef Forage Program (SFBF)**
**L.F. Wiggins,** Hendry County Extension; **L.E. Baucum,** Hendry County Extension; **B. Carlisle,** Polk County Extension; **S.C. Crawford,** Hendry County Extension; **C.B. Davis,** Glades County Extension; **L.A. Gary,** Hardee County Extension; **R.D. Halman,** Collier County Extension; **P.J. Hogue,** Okeechobee County Extension; **C. Kirby,** Manatee County Extension; **O.P. Miller,** Okeechobee County Extension; **B.A. Sellers,** Ona Range Cattle REC; **J.F. Selph,** DeSoto County Extension; **M.L. Silverira,** Ona Range Cattle REC; **J.M. Vendramini,** Ona Range Cattle REC

**Objectives:** Agents and specialists are frequently required to deliver research based information to agriculturists that enhance the quality of lives, and encourage profitability and sustainability. Grazing has been identified to have a positive impact on native range by decreasing invasive vegetation and therefore, increasing the wildlife habitat, proving a symbiotic relationship between livestock and wildlife. Improvement of water quality via pasture management is another aspect covered extensively by the Grazing Management School. Management practices to maximize fertilizer benefits, while preventing nutrient run-off, especially phosphorous, are presented. **Methods:** For the past two years, the SFBF group has offered the Grazing Management School to educate participants about utilizing native range, pasture establishment, soil fertility, weed control, and forage management. The School is composed of two sections; the basic school for beginners and the advanced section for experienced farmers. Participants are taught grazing management concepts and methods in a classroom setting and the presented information is supported by practical applications in the field during a tour of local ranches. The tour is conducted in association with the Natural Resources Conservation Service (NRCS) to illustrate best management practices of rangeland and native areas. **Results:** Eighty participants have attended the Grazing Management School in the past two years. Pre/post tests and follow-ups show, 95% of participants have implemented new practices or exhibited a behavior change based on a 65% increase in knowledge. **Conclusions:** The implemented Best Management Practices and increase in knowledge qualifies producers to be “presumed in compliance” by regulation agencies.

**Wildlife Management Field Day**
**M. Thomas***, Lake County Extension; **R. Bateman**, Osceola County Extension; **S. Gamble** , Volusia County; **E. Jennings**, Pasco County Extension, **M. Shuffitt**, Marion County Extension; **D. Mudge**, Orange County Extension; **J. Walters**, Brevard County.

**Objectives:** Teach property owners about the management of deer, turkey, and quail on Florida’s natural areas. Demonstrate how improving the habitat can provide the property owner with a source of income by offering paid hunts. **Methods:** Field days start out in a class room setting followed up by lunch and a property tour. Guest speakers from IFAS and Florida Fish and Wildlife Conservation Commission (FWC) explain the proper management techniques for improving the habitat for the species of wildlife being managed. FWC also provide information about the Landowner Assistance Program (LAP). There are many forms of assistance that include technical, financial, educational, and various forms of recognition that seek to award landowners who manage their habitat properly for wildlife. Ranches that are visited have food plots planted so that attendees can see the results of planting a

wildlife food plot. **Results:** The first field day was held in Citrus County in 2008. Central Florida Livestock Agents group plans to rotate the field days to different ranches in the central Florida area. Participants then can see the different techniques being implemented and also the different environments. With 56 participants and a 34% survey response rate, 100% agreed that the presentations were useful in their wildlife management planning. **Conclusions:** Wildlife field days provide clientele tools to improve the habitat for wildlife on their land. Increasing the wildlife population can be a great source of income for a struggling landowner. Attendees provided comments about the success of the program.

**Turning Over a New Leaf: The New Leaf Horticulture Training Program**

**J. Welshans-Pelham***, Osceola County Extension; **J. Sullivan***, Osceola County Extension.

In July 2008, the New Leaf Horticulture Training Program was implemented at the Osceola County Corrections Facility as a pilot program. There are two components to the program, a landscaping component and a general horticulture component. Objectives: The objective of the program is to increase professionalism in the landscape maintenance industry by training potential landscape industry employees as well as teaching gardening, specifically vegetable gardening, as a life skill to the participants. Methods: Through classroom and hands-on training, Extension faculty provide programming for the inmates on key horticulture components, such as landscape maintenance, integrated pest management and general horticulture topics. If a participant successfully attends all the sessions, they may take an exam to become certified in the program. Results: Since the beginning of this program, fifty-four inmates have participated in the program with twenty-two completing the sessions and passing the certification exam. Due to the various “release” dates of the inmates, many left the program before being able to take the certification exam. Conclusions: New Leaf offers vocational training for potential future employment, helps develop purposeful leisure skills, and provides a focus for the future. This program can extend beyond the corrections facility and be taught at a homeless shelter and career center. Program materials are designed such that a layperson can teach the lessons, so the program could actually be a train-the-trainer program in the future. With region-specific modifications to teaching materials, the New Leaf model could be used statewide in various facilities to offer vocational training.

**Refining Team Based Pesticide Applicator Training Based on Evaluation of Test Results to Determine Teaching Performance.**

**R. Atwood***, Lake County Extension **C. White,** Orange County Extension, **J. Welshans-Pelham,** Osceola County Extension, **J. Popenoe,** Lake County Extension**, R. Tyson,** Seminole County Extension, **M. Thomas**, Lake County Extension.

In Central Florida (Lake, Orange, Osceola and Seminole counties) there are 992 pesticide licensees in the Private Applicator (PA) or Ornamental & Turf Applicator (OTA) categories. **Objectives:** A team of agents developed training materials and educational opportunities to increase the knowledge and number of passing grades for PA and OTA exams. The goal for 2008 trainings was to increase the knowledge of attendees as reflected by the pesticide exam scores and the percentage of passing tests. **Methods:** Evaluation of the existing

pesticide training by the agents was conducted to determine areas to improve. Presentations, videos, DVD's, fact sheets, label exercises, and calibration problems were updated or developed to enhance the training. **Results:** The overall program success was measured by comparing post-training exam results with those from clients who did not take the training but took the exams. In addition, post-training exam results were compared between 2007 and 2008. For all tests post-training exams averaged 10% higher scores and 19% more individuals passed the exams. When comparing 2008 post-training results to 2007 post-training results exams averaged 5% higher scores and 16% more individuals passed the exams in 2008. **Conclusions:** Refining 2008 pesticide applicator training materials resulted in increased levels of knowledge, resulting in higher test scores and more passed exams than the previous year.

**Master Gardener Mentoring: Necessary Evil or Blessing in Disguise?**
**Marina R. D'Abreau,** Hillsborough County Extension

The purpose of this project was to evaluate the effectiveness of existing Master Gardener Mentoring programs. Benefits of a volunteer program include cost-effective delivery of services, access to additional expertise, and better community relationships. Attrition and lack of participation of volunteers is common, no matter how successfully managed the program, but mentoring programs may significantly counteract this trend. **Objectives:** The evaluation was designed to: 1) determine the difference in volunteer attrition between first-year Master Gardeners that were mentored and those that were not, and 2) define the components of a successful mentoring program. **Methods:** The agent traveled to 5 Florida counties to conduct focus groups and interviews with Master Gardener mentors and mentees and the Master Gardener Coordinators. **Results:** The average attrition rate between 2000 and 2005 for Master Gardener volunteers in Florida counties with active programs was 27 percent. An evaluation of five Florida counties that implemented a Master Gardener mentoring program during that same time period indicated an average attrition of only 7 percent. Components of a successful Master Gardener Mentoring program include proper training of mentors, clear communication of expectations, structured and scheduled opportunities for interaction between mentors and mentees, and consistent short-term and long-term follow-up of both parties for constructive feedback and program improvement. **Conclusions:** Master Gardener Mentoring programs are effective at reducing volunteer attrition and better transitioning first-year Master Gardeners into their role with Extension. Proper development, management and evaluation of mentoring programs by Master Gardener Coordinators are necessary to ensure long-term success.

**Financial Programs for Greenhouses and Nurseries.**
**L. Parker*,** Orange County Extension.

**Objectives:** The greenhouse and nursery industries are not immune from the current economic conditions. Now more than ever it is imperative that growers learn account management and financial benchmarking for their production systems. The primary objectives of this program were to teach growers the legal procedures for check collection, the actions to take in the event of receiving insufficient funds, and proactive management of their financial accounts. **Methods:** In March of this year we held a financial program for

greenhouses and nurseries. Topics covered consisted of legal actions to take when not receiving funds for plant material, cost analysis for nursery production, and financial receivables and budget management. At the end of the program growers participated in a case study to illustrate their knowledge in financial management. Furthermore; five minute interviews with each of the speakers were held and placed on the Central Florida Website for growers that were unable to participate in the program. **Results:** There were 20 attendees for the financial program. As a result of the program 86% of growers are now paying closer attention to their accounts and 80% have established account receivable guidelines. **Conclusions:** The more growers become knowledgeable about account management and receivables, the more money they can save and utilize toward other crop production costs. This program will be held again in the fall of this year in a continuing effort to help growers protect their finances.

**Thinking Inside the Box (Store)**
**J. Moll** Hernando County Extension

**Objectives:** Secure and staff a plant clinic in Hernando County's urban population center after our satellite office in Spring Hill was closed by county government August, 2008. **Methods:** A Master Gardener, who had previously staffed plant clinics at various public functions in another county, approached several "big-box" stores. Lowes of Spring Hill stepped up to the plate and allowed us to set up a question and answer table in the garden center, near the cash registers. The simple eight foot table is covered with a University of Florida/IFAS table cloth, and has handouts, class schedules and other educational materials. A carousel rack offers University of Florida fact sheets on many gardening subjects. Two Master Gardeners are available on Saturdays and Sundays to answer horticultural questions. **Results:** Our new found home has greatly improved community visibility compared to our satellite office. 2,192 educational contacts were logged from January 1 through May 31, 2009; compared to 281 educational contacts during the same period of time one year ago at the satellite location. This is a 680% increase in clientele contacts. **Conclusions:** Being available to answer gardening questions at the point-of-purchase has increased our visibility, and our educational outreach. We are able to provide assistance to the buyer at a critical decision making time, whether it is choosing the right-plant for the right-place, proper fertilization or expanding consumer interest in the foundations of integrated pest management.

**Mortality of *Sabal palmetto* from Texas Phoenix Palm Decline in Manatee and Sarasota Counties**
**M.D. Dessaint***, Manatee County Extension; **D. Rainey,** Sarasota County Extension; **K. Oliver**, Manatee County Extension, **S. Shives,** Manatee County Extension

**Objective:** Texas Phoenix Palm Decline (TPPD) is a lethal phytoplasma disease diagnosed on several *Phoenix* species and *Syagrus romanzoffiana* (queen palm) in Ruskin, FL in 2006. It has been confirmed on Phoenix species in six counties. In May 2008, it was first diagnosed on *Sabal palmetto* (cabbage palm) in northern Manatee County; it has been confirmed in five other counties. We describe our efforts during the past year with two state specialists so that agents who confront TPPD can use these methods to better understand

the disease and educate clientele. **Methods**: Track its spread and distribution; record the progression of disease expression; educate professionals and consumers through multiple venues; and scout for sap-feeding vectors with sticky traps. **Results:** Records show the disease has spread widely throughout Manatee and northern Sarasota County. It was diagnosed on multiple cabbage palms, and observed on over 200 symptomatic and/or dead cabbage palms. Time between earliest and mid-level symptom expression varies from several months to a year. Over 350 attendees at 14 classes and/or site visits learned about the disease, sampling techniques, and antibiotic treatment method. Monitoring stations with sticky traps collected two species of planthoppers. **Conclusion:** The impact of this joint effort has improved our understanding of the disease and helped us educate commercial clientele. A follow-up survey showed that 60% (90 out of 150) learned and applied diagnostic and treatment skills. We will provide further information to clientele about the disease and the importance of cabbage palms in Florida's environment.

**Lee County Urban Farm Tour 2009.**
**F. Beckford*, Lee County Extension.**

**Objectives:** In Lee County**, c**hanging demographics, tastes and preferences have transitioned local farming systems, requiring a matched response in Extension methodology. The 2007 Agricultural census revealed a 47% increase in the number of new farms, with these being located closer to urban/niche markets. Farm tours are a popular method by which the public is educated about local farming systems, so providing a unique tour to serve the interests of urban farming is an important step toward changing perceptions. **Methods:** Each participant was given a re-usable bag with UF/IFAS educational material. SARE/SAWG small-farming videos were shown between tour stops. Four urban farms were visited, with the focus on exposing 60 tour participants to new products and production systems. Production systems included micro-greens, container gardening, vermiculture and hydroponics. Host farmers explained the unique production system and marketing methods employed. **Results:** 98% of participants indicated that the tour provided them with new insight and education about urban farming. 100% of participants indicated an interest in an annual urban farm tour, with the same number of respondents indicating that they will purchase products produced on urban farms. 30% indicated gaining a greater knowledge about farming technologies than traditional farm tours have provided. **Conclusions:** The Lee County urban farm tour has generated significant interest among local residents. One local women's club has pre-booked 60 seats one year in advance. Based on demands, and driven by the trend toward urban farming, the urban farm tour will become a planned annual event at the Lee County Extension.

# 4-H and Youth

## Scotland A

### Sarah Hensley, FAE4-HA Abstract Chair

| Time | Speaker | Abstract |
|---|---|---|
| **8:50** | **Moderator** | Introductions & Procedures |
| **9:00** | **A. Diaz & I. Valentin** | 4-H World Map Project |
| **9:15** | **J. P. Dillard & C. Adcock** | Project Challenge 4-H Club Outdoor Classroom and Learning Garden. |
| **9:30** | **J.Hink** | Fun with Food and Entertaining. |
| **9:45** | **M. Williams** | Giving Them Our Best: National 4-H Learning Priorities. |
| **10:00** | | **Break** |
| **10:15** | **K. Bryant & S. Ellison** | 4-H Common Courtesy Academy |
| **10:30** | **L. Cash & J. Taufer** | Xtreme Cuisine: 4-H Nutrition and Cooking Program |
| **10:45** | **L. Wiggins** | Explore Embryology through 4-H School Enrichment. |
| **11:00** | **S. Crawford** | Hendry County 4-H'ers Participate in Project Linus. |
| **11:15** | **S. Michael** | A Horseless Horse Club – Leadership Development for 4-H Teens in Seminole County. |
| **11:30** | | **Break for Box Lunch** |

| Time | Speaker | Abstract |
|---|---|---|
| **1:00** | **C. Suggs** | Marketing You and Your Swine or Steer Project. |
| **1:15** | **P. Phillippe** | What Do They Do After the Fair? |
| **1:30** | **M. Boston** | The 4-H Wildlife Camp At Jubilee: How to Deal With Returning Campers. |
| **1:45** | **A. Cletzer & P. Phillippe** | Citizen Washington Focus – the Ultimate Citizenship Program |
| **2:00** | | **Break** |
| **2:15** | **K. Blyler** | 2009 4-H State Marine Ecology Event - Building Ocean Literacy and Life Skills. |
| **2:30** | **J. Lilly** | How to Start 4-H School Clubs. |
| **2:45** | **K. Fogarty** | Extension Agent and Youth 4-H Exchanges in La Isla del Encanto: Expanding Florida 4-H's Horizons for Youth Programming. |

**4-H World Map Project**
**A. Diaz*, I. Valentin***, Miami-Dade County

4-H World Map Project (http://miami-dade.ifas.ufl.edu/4h/geography.shtml) is a fun innovative geography program that reinforces 4-H subject matter, and life skills. **Objective:** Engage 4-H after school and organizational clubs in multicultural awareness and education activities that enhance traditional 4-H curriculum materials. Youth will increase:*Geographic knowledge. *Cultural demographic awareness. *Understanding of logistics (management of flow of goods and other resources, including energy and people, between the point of origin and the point of consumption), specifically food source and production. *Increase social issue and health issues around the world. **Method:** *A hands on visual fun learning activity is conducted through drawing a mural sized world map. *Students are placed in groups in which they compete with other groups in conducting country reports and country comparison reports. *An illustrated talk activity is done by each group participant on their comparison and country report. * Competitive learning process is achieved through a Geobee, and through group scores of group presentations. **Results:** As a result youth were highly motivated to participate in a group competitive learning format in which they all showed knowledge increase in geographic/cultural demographic awareness as well origins and source of their food source. **Conclusion:** The 4-H World Map Project provides life skills such as teamwork, and develops oral skills which meet 4-H objectives. Additionally, it provides an opportunity for 4-H to bring a fun and innovative program to institutional partners such as, after school and community programs.

**Project Challenge 4-H Club Outdoor Classroom and Learning Garden**
**J. P. Dillard*,** Washington County Extension and **C. Adcock*,** Washington County Extension.

Larson's 2009 article on Therapeutic Horticulture from University of Minnesota Extension states a garden can increase learning potential, energy renewal, relaxation and create a sense of self-esteem, accomplishment and peace. Working with plants contributes to increased attention span, concentration levels, improved ability to work as a team and problem solving skills. **Objective(s)**: (1) Introduce 4-H Club to proper landscape design principles, (2) Teach youth how to install a landscape, (3) Create outdoor classroom. **Method:** A $500 dollar grant was awarded by Chevron Corporation/Community Pride Grant to implement program. 4-H, Horticulture agent and club leader collaborated to implement project. Educational programming was provided by agents on landscape design/installation along with plant selection and planting techniques. With guidance from agents and club leader, the outdoor classroom was designed, created and planted by club members. **Results:** 100% of 43 club members agreed they learned how to properly install a plant and had knowledge gained in landscape design and plant selection. 59% of club members stated they would be willing to implement these skills. Garden was submitted to the UF/IFAS Disney World School Garden Competition and was awarded 3$^{rd}$ in the state in multi-classroom division. **Conclusion:** Nine month program resulted in youth increasing knowledge in horticulture field as well as inadvertently contributing to increased attention span, elevated concentration levels and improved ability to work as a team. Youth created a stimulating environment to perform educational activities, learned landscape design and installation skills and have potential to improve overall physical and mental health.

**Title: Fun with Food and Entertaining**
**J.Hink*, Pasco County Extension; J. Cullura, Volunteer; J. Gentry, UF Intern**

**Objectives:** Teach beginning and intermediate cooking and entertaining skills during a five day summer camp. **Methods:** Demonstrations, Guest Speakers and Hands on application. **Results:** Youth first learned food safety and kitchen safety skills. Then we used a black light and germ power to demonstrate how easy it is for germs to spread and how hard it was to wash them all off. Youth learned how to measure, use cooking tools, equipment and the proper way to handle, wash and store them. Youth then moved right into the kitchen and started to cook. One guest speaker taught the table setting, table manners, and napkin folding. They learned cost comparison of store bought vs homemade and were given the opportunity to try different foods through food tastings such as root beer, cheeses, fruits and vegetables, and then they made homemade root beer. On the last day the youth prepared dinner for 50 family members **Conclusions:** Youth mastered basic and intermediate cooking skills and some advances skills such as baking homemade white bread in the oven from scratch. Pre and post evaluations showed that the youth did show significant improvement in their confidence in the kitchen and did improve their cooking skills. The youth were engaged in all the activities and vocalized their joy on multiple occasions. Based on the feedback from the youth, parents and the community that the camp was a big success and we have already had requests to do this again and have commitments from volunteer for next year.

**Giving Them Our Best: National 4-H Learning Priorities**
**M. Williams,** Nassau County Extension

**Objectives:** National 4-H Learning Priorities were identified to focus on professional development for 4-H staff. The long range goal was to develop learning opportunities for 4-H professionals that will ultimately enhance program quality and consistency, which will lead to positive outcomes for young people and improve the long term success of 4-H. National Learning Priorities resources are meant to support, not replace, state-sponsored professional development. **Methods:** National 4-H Headquarters Program Leader for Professional Development identified the five key priorities based on input from field staff throughout the country. Priorities are grounded in the 4-H PRKC 2004, reflect the needs expressed from the field, align with the National 4-H Strategic Plan, and are closely linked to the goals and ongoing efforts of eXtension. Williams served as Project Manager for the Steering committee and content teams, which included members from every region and over 20 different institutions. **Results:** The content teams reviewed existing resources and developed a variety of additional resources available to 4-H field staff regardless of role, location or experience. Materials are now being shared throughout the nation at conferences, in webinars, and syllabi are available on-line. **Conclusions:** This national effort brought together experts in the field of youth development to enhance the professional development resources of the entire 4-H system. This abstract presentation will serve to introduce the Learning Priorities to anyone interested and involved in professional development efforts, regardless of your official role.

**4-H Common Courtesy Academy**

**K. Bryant**,* Volusia County Extension, **S. Ellison**,* Volusia County 4-H Program Assistant

**Purpose:** Today's youth lack basic skills in common courtesy and social etiquette such as public behavior, communication, telephone etiquette, and table manners. Mastering these skills is critical to future success in work and everyday life. **Objective:** To develop an educational program that teaches basic behavioral and social skills that promotes positive behavior and self esteem. **Method:** A team-approach was employed to develop and market a six-hour workshop that targeted middle school age youth. The concepts of minding your manners, introductions, and respecting others were taught using demonstration, lecture, and role playing techniques. Youth completing the six-hours of education received a certificate of completion and a participation ribbon. **Results:** Pre and post-tests were used to measure knowledge gained while reports from parents and youth program directors indicated behavioral changes. Ninety-five percent responded that they gained knowledge of acceptable social behavior and table manners and 96% gained confidence in making introductions. Seventy percent of parents and program directors reported improved manners. Interest and requests for the program has necessitated training four volunteers to assist in teaching. In addition, curriculum materials have been shared with other counties in Florida and two other states. **Conclusions:** The 4-H Common Courtesy Academy is a unique and innovative approach to instilling basic manners in youth as well as in adults. These skills will carry youth throughout their lives, increasing their self-confidence and interpersonal success.

**Xtreme Cuisine: 4-H Nutrition and Cooking Program**

**L. Cash*, J. Taufer*,** UF/Volusia County Extension

**Purpose:** Because food plays such an important role in our lives and health, it is essential that we learn how to make choices regarding the nutritive values of food. The "Xtreme Cuisine" curriculum, developed by the Florida Department of Agriculture and Consumer Services, is an ideal way to teach youth about eating well. The participants also acquire cooking skills that promote self sufficiency. **Objectives:** Participants completed a 10 question pre- and post-test. It was expected that the knowledge gained would increase by ≥40 %. Learning about the importance of agriculture to Florida's economy was part of the program. Physical exercise was incorporated between instructional segments. The students also displayed what they learned on a banner that was submitted for the "Smart" Award. **Methods:** A six-hour class was offered to fifteen Volusia County youth. Hands-on activities were used to teach the objectives outlined in the "Know Your Nutrition Activity Book." **Results:** 100% showed knowledge gained. Volusia County was awarded the Smart Award for demonstrating knowledge gained and behavioral changes resulting from the workshop. **Conclusions:** The collaboration between the 4-H agent and the FCS Agent contributed to the success of the program. As the Smart Award recipients, the 4-Her's participated in a special cooking demonstration hosted by the Florida Department of Agriculture Chef. Because of the success of the program the curriculum was added to an Ag. In the Classroom grant application which was awarded in May. Xtreme Cuisine will be taught at Blue Lake Elementary in the fall.

**Explore Embryology through 4-H School Enrichment**
**L. Wiggins*,** Taylor County Extension

The 4-H Embryology Program gives youth of all ages a hands-on experience through the hatching and brooding of chickens while teaching youth science and life skills. This program is designed to provide youth with information and exciting experiential activities dealing with life science for use in the classroom and with homeschool groups.

**Objectives:** This program will help youth to learn by listening, observing, experimenting, and applying their knowledge to a real-world situation. Students will develop an understanding of biology concepts through direct experience with living things, their life cycles and their habitats. The youth also learn valuable life skills related to science processes, teamwork, keeping records, and planning and organizing. **Methods:** Incubators are set up in individual classrooms and the National 4-H Embryology in the Classroom materials are used in addition to powerpoints and the internet. The Extension Agent presents an overview of the program to the students. **Results:** All K-5$^{th}$ grade students, in Taylor County, participated in this program. Program participation totals over 1,200 students each year and 48 teachers. Over 1900 eggs were incubated last year with a 60% hatch rate. Teachers reported that the top three skills that their students gained from participating in the 4-H Embryology Program was observation, data collection and cause & effect. The top three impacts reported by teachers were organization, responsibility and cooperating with others. **Conclusions:** This project is one that teachers will come back to year after year and is a learning activity that youth remember for years.

**Hendry County 4-H'ers Participate in Project Linus**
**S. Crawford,** Hendry County Extension

**Objectives:** To teach youth the basic principles of quilting as well as to teach youth citizenship and leadership using their skills to create quilts for deserving children. **Methods:** Two five-day programs, one in Pioneer and one in LaBelle, were offered to youth in the summer from 9:00 a.m. to 3:00 p.m. Monday through Friday. Each participant was supplied a sewing machine, notions, quilt instructions, batting, and material to create their quilt for Project Linus. The material was selected and precut to be selected by the 4-H'ers. Project Linus is a 100% volunteer non-profit organization. They provide new handmade blankets and afghans created by volunteer "blanketeers" as a gift to seriously ill or traumatized children. **Results:** Fifteen 4-H'ers participated in the Pioneer 4-H Quilting Day Camp and 17 4-H'ers participated in the LaBelle 4-H Quilting Day Camp. Thirty-two quilts (100% of the 4-H'ers) were completed and donated to Project Linus. The 4-H members were proud to know their quilt was being donated as a gift to a deserving child. Project Linus awarded the 4-H'ers a "Blanketeer" patch for their donation. **Conclusions:** The quilting summer day camp was such a success and rewarding to the 4-H'ers they are ready to sew quilts next year for Project Linus. Involvement in service activities offers an excellent way for youth to practice and enhance their leadership and social skills by working for the common good of their community. Their participation helped to build discipline, provide self-satisfaction, foster respect for others, and promote civic responsibility.

**A Horseless Horse Club – Leadership Development for 4-H Teens in Seminole County**
**S Michael*,** Seminole County Extension

**Objectives:** To provide youth interested in horses an opportunity to gain knowledge about horses. To give 4-H teens that are currently enrolled in the 4-H Horse Program the opportunity to go out of their comfort zone and add leadership in their project area. **Methods:** Teens were recruited to teach monthly Club activities. A joint training program was held with the 4-H Teen Club to teach the developmental stages of children, the 4-H experiential model, and lesson plan writing. Teens developed a display board and press releases were written to promote the club. Topics covered included History of the Horse, Breeds & Colors, Tack & Equipment, Grooming & Hoof Care, Safety, and Parts of the Horse. A field trip to a horse farm was also scheduled to give youth hands on experience with an animal. R**esults:** A total of 23 teens & youth participated in the first year of the Horseless Horse Club. Even though the requirement for teens was to teach one lesson during the year all participated in multiple months of teaching. Teens gained skills in planning, teaching others, time management and responsibility. All members of the Horseless Horse club participated in 1 county level activity. Teen youth spent an average of 6 hours planning, organizing and teaching lessons to younger 4-H members. **Conclusion:** This program gives youth in the 4-H Horse Program an opportunity for leadership development as well as opening a new door to 4-H for youth interested in horses.

**Hendry County 4-H'ers Participate in Project Linus**
**S. Crawford,** Hendry County Extension

**Objectives:** To teach youth the basic principles of quilting as well as to teach youth citizenship and leadership using their skills to create quilts for deserving children. **Methods:** Two five-day programs, one in Pioneer and one in LaBelle, were offered to youth in the summer from 9:00 a.m. to 3:00 p.m. Monday through Friday. Each participant was supplied a sewing machine, notions, quilt instructions, batting, and material to create their quilt for Project Linus. The material was selected and precut to be selected by the 4-H'ers. Project Linus is a 100% volunteer non-profit organization. They provide new handmade blankets and afghans created by volunteer "blanketeers" as a gift to seriously ill or traumatized children. **Results:** Fifteen 4-H'ers participated in the Pioneer 4-H Quilting Day Camp and 17 4-H'ers participated in the LaBelle 4-H Quilting Day Camp. Thirty-two quilts (100% of the 4-H'ers) were completed and donated to Project Linus. The 4-H members were proud to know their quilt was being donated as a gift to a deserving child. Project Linus awarded the 4-H'ers a "Blanketeer" patch for their donation. **Conclusions:** The quilting summer day camp was such a success and rewarding to the 4-H'ers they are ready to sew quilts next year for Project Linus. Involvement in service activities offers an excellent way for youth to practice and enhance their leadership and social skills by working for the common good of their community. Their participation helped to build discipline, provide self-satisfaction, foster respect for others, and promote civic responsibility.

**What Do They Do After the Fair?**
**P. Phillippe**, Charlotte County Extension

**Objectives**: To keep 4-H market animal youth excited and engaged in educational activities after the county fair, there needed to be extensions of the market animal project. Many youth and their parents consider the county fair show and sale the final activity for this project. To create a more in-depth market animal program, related activities needed to be offered. **Methods**: Before the county fair, most of the educational activities focus on project animal selection, proper animal care and feeding, successful showmanship techniques, and marketing techniques. After the market animal shows and sales, the educational activities continue with: the meat production industry; meat cookery; and financial investment of the sale proceeds. The youth tour meat packing houses and meat departments of local grocery stores and supermarkets, both with hands-on experiences. After the tours, small groups of youth are assigned specific methods of preparing either beef or pork. Each group then works with a volunteer leader to prepare meat dishes for a club potluck dinner. Food handling and safety, grilling safety, and kitchen safety are added lessons. Following the food preparation activities, club members and their parents participate in a commodity investment seminar presented by volunteers. **Results**: These added farm-to-table activities have helped to keep the members involved year round, as well as introduce the members to a wide array of career possibilities. Comments from the youth and parents have all been extremely favorable. **Conclusions:** Encouraging 4-H members to think beyond auction money has increased the knowledge of the farm-to-table process.

**The 4-H Wildlife Camp At Jubilee: How to Deal With Returning Campers**
**M. Boston*, S. Rosenthal, W. Sheftall, L. Harrison,** Leon County Extension **J. Lilly, H. Copeland**, Jefferson County Extension

The 4-H Wildlife Camp began in 2004 with many excited youth ready to experience a fun filled day in the woods. Since its incepting we began to see many return campers who looked forward to what new exciting opportunities that awaited them on the other side of the door to the forest. We needed to establish new educational opportunities for our newcomers as well as provide challenging sessions for our returning campers. **Objective:** To teach the youth participants: How to enjoy being outdoors by engaging them in “hand on” educational sessions that focus on forestry, wildlife, shooting sports and natural resources,. We also wanted to provide additional educational sessions for the returning campers that would keep them engaged in the whole camping experience. **Method:** Campers were divided into 3 color coded groups that were matched up with a specific discipline area. The regular class sessions were Forestry, Wildlife, and Conservation. This past year we added a “Green” group that would be for campers who had attended the camp at least 2 times prior to the current year. The Green Group sessions covered: Pioneering, Outdoor Cooking, and Nature Crafts. **Results:** Results from the Green Group evaluations reflected a 99% increase in knowledge of the specific material covered in the Pioneering, Outdoor Cookery, and Nature Crafts sessions. **Conclusion:** The modification made to this existing camping program will allow us to extend the impact of our environmental education programs with our 4-H members throughout their school age years.

**Citizen Washington Focus – the Ultimate Citizenship Program**
**A. Cletzer***, Indian River Extension; **P. Phillippe***, Charlotte County Extension.

**Objectives**: The week of Citizen Washington Focus (CWF) is designed to help youth gain citizenship skills and hands-on experience in the nation's capital. During the week, youth will: strengthen their communication, leadership, and citizenship skills on a national level; understand the importance of civic and social responsibilities as they relate to the development of better citizens and leaders; exchange ideas, practice respect, and form friendships with other youth from diverse backgrounds; and experience hands-on learning using the historical backdrop of our nation's capital city, Washington, D.C. **Methods**: Teen 4-H members, 15 to 18 years old, are invited to attend this national program. Selection of participants is determined by individual county standards, with some youth receiving the trip as an award. Participants conduct research prior to the trip to be better informed of their senators and representatives. While in Washington, D.C., participants visit with their congressional district's representative, and with both senators. They also tour memorials, museums, and points of interests in the D.C. area. **Results**: Teen 4-H members rank CWF as one of their favorite, most memorable 4-H experiences. Participants report increased knowledge of how our federal government works; an increased confidence when discussing federal policies; a better understanding of issues facing youth across the nation, and the commonality of those issues; and a much greater appreciation for the historical significance of the memorials and museums in Washington, D.C. **Conclusions**: Citizens Washington Focus is an excellent venue for teen 4-H members to expand their citizenship and leadership knowledge and skills.

**2009 4-H State Marine Ecology Event - Building Ocean Literacy and Life Skills**
**K. Blyler**, 4-H Marine/Environmental Education Coordinator, 4-H State Office

**Objective:** The State Marine Ecology Event (MEE) is an annual contest that 4-H youth may enter. The event "tests" youth's knowledge of marine habitats and organisms. This PowerPoint presentation will provide an overview of the 2009 State Marine Ecology Event, its major components, how youth prepare and how 4-H agents, Sea Grant faculty, and others can assist in getting youth ready. **Methods:** Study materials are available on line at http://florida4h.org/projects/marine/state_mee.shtml To prepare for the contest, county youth and leaders often take field trips to beaches, marshes, estuaries, museums, aquariums, nature centers, and more. Other preparation methods include working in study groups, developing visual aids, and holding mock contests. Sea Grant educators and other marine specialists often assist county 4-H agents and/or leaders in helping youth learn the material. **Results:** Not only do youth improve their level of ocean literacy, they often practice a number of life skills – team work, critical thinking, leadership, and others as they prepare. Although trophies and awards are given to those who achieve high scores in the MEE all are recognized for their achievement. **Conclusion**: The 4-H State Marine Ecology Event not only provides youth with opportunities to practice life skills through subject matter learning experiences but fosters a sense of achievement and positive self-esteem.

**How to Start 4-H School Clubs**
**J. Lilly,** Jefferson County Extension

**Objectives:** Seventy five percent or more youth will enroll in school clubs, and will develop life skills by participating in the following activities; improving communication skills, problem solving, goal setting, and being a good citizen in their community by volunteering. **Methods:** Once a month this agent along with the program assistant visits the 3rd, 4th, & 5th graders at Jefferson Elementary School to conduct 4-H Club meetings. The enrollment forms are completed and returned to the Jefferson County Extension Office before the first meeting. Each homeroom elect officers using the blind ballot method. Project books are developed by the staff of each grade, with the exception of the 5th grade. A typical 4-H Club meeting will consist of a business meeting, working in their project book, and recreation. Students focus on learning the history of 4-H, Food & Nutrition, exploring citizenship, earth connections and leadership. **Results:** Sixty percent of the overall 4-H enrollment comes from the school clubs**.** 4-H is able to maintain 15% of those students when they reach high school. Jefferson County 4-H has been successful in marketing 4-H programs to the students in school by making face-to-face contact. Jefferson County enrolled 701 students in 2008. **Conclusion:** Due to the success of school clubs, the 6th & 7th grade teachers have expressed interest in starting 4-H School Clubs.

**Extension Agent and Youth 4-H Exchanges in La Isla del Encanto: Expanding Florida 4-H's Horizons for Youth Programming**
**Kate Fogarty**, Family, Youth, & Community Sciences, **Andy Toelle**, Duval County, **Ivette Valentin-Bayon**, Miami-Dade, **Alex Diaz**, Miami-Dade, **Carolyn Wyatt** Hardee County, **Sonja Crawford** Hendry County, & **Marilyn Norman**, Associate Dean, 4-H Youth Development

**Background:** In 2009, five Florida 4-H Extension faculty visited Puerto Rico (PR) to gain cultural understanding and expand their Extension outreach. Continued Youth exchanges (2007 until present) between Miami-Dade and Puerto Rico 4-H programs demonstrated positive results such as gained knowledge of one another's cultures and Florida 4-H (Roberts & Valentin-Bayon, 2007 FAE4-HA EPAF Abstract Presentation; Valentin-Bayon, 2009, Miami-Dade 4-H March Newsletter). **Objective:** The faculty and youth exchanges with Puerto Rico's 4-H program helped expand: (1) Extension faculty's capacity to respond to culturally diverse youth audiences; (2) "international outreach programs for local clientele"; and (3) Extension outreach efforts overseas (see Program Goals of International Extension http://international_extension.ifas.ufl.edu/2002/index.shtml#goals).
**Methods:** (1) FL 4-H faculty interaction with Puerto Rican Extension faculty and site visits to PR 4-H programs; (2) Use/dissemination of translated materials (e.g., the "build a bug" activity; and the "Health Rocks" drug abuse prevention curriculum); (3) hosting exchange delegations in Miami and PR, with potential 4-H youth exchanges in Spanish speaking countries (e.g., Ecuador, Colombia, Peru, & Bolivia); and (4) Photos and media accounts (e.g., FAE4-HA Agenteer). **Results:** 4-H faculty exchange participants better understand Latino youth programming, transportation concerns, and how PR faculty focus Extension programs. Puerto Rican and Miami-Dade youth benefited from their cultural exchange with a central focus on 4-H youth development. Collaboratives and networks were formed between

4-H Extension Faculty in PR and FL. **Conclusion:** Both 4-H youth and faculty made positive gains in terms of youth development and internationalizing Extension as a result of the PR-FL exchange programs.

# Family and Consumer Sciences

## Scotland C

### Judy Corbus, FEAFCS Abstract Chair

| Time | Speaker | Abstract |
|---|---|---|
| **8:50** | **Moderator** | Introduction & Procedures |
| **9:00** | **K. Stauderman, K. Bryant, & J. Taufer** | Casual Gardening: Agriculture In The Classroom |
| **9:15** | **S. Swenson, S. Jackson & T. Hylton** | Extension's Role in Fostering a Community Network to Feed those in Need. |
| **9:30** | **K. Headlee & C. Hill** | Elder Nutrition and Food Safety (ENAFS), Train-the-trainer workshops. |
| **9:45** | **K. Shelnutt** | Congregate nutrition site participants gain knowledge from ENAFS diabetes module |
| **10:00** | | **Break** |
| **10:15** | **N. Gal** | Healthy Lifestyles for Youth … Making a Difference with Nutrition Education. |
| **10:30** | **C. DeCubellis, B. Estevez, H. Futch, & C. Rogers** | Hamburger Day Camp |
| **10:45** | **A. Hinkle** | Pack It to Snack It. |
| **11:00** | **N. Crawson** | *Food, Fun, and Reading* Revised |
| **11:15** | **V. Spero, L. Seals, & E. Shephard** | Budding Gardener Nutritional Camp |
| **11:30** | | **Break for Box Lunch** |

| Time | Author | Abstract |
|---|---|---|
| **1:00** | **L. Leslie** | Financial Empowerment through Education and Coaching. |
| **1:15** | **S. Wilkens & B. Hughes** | Success on Savings: A Financial Literacy Program for Foster Youth |
| **1:30** | **B. Hughes & S. Wilkens** | Managing Tough Times in 2009 – Financial Education for Consumers |
| **1:45** | **B. Rogers & S. Kennedy** | Employee Enrichment Program |
| **2:00** | | **Break** |
| **2:15** | **H. Copeland** | Early Childhood Education Administration for Child Care Directors. |
| **2:30** | **J. England** | Get Organized! |
| **2:45** | **M. Maddox & B. Burn** | Getting Healthy, Gardening and Spicing It Up With Herbs |

**Casual Gardening: Agriculture In The Classroom**
**K. Stauderman*, K. Bryant*, and J. Taufer***, UF/Volusia County Extension

**Purpose:** Amid reports of food poisoning outbreaks and tough economic times, increased interest in locally grown produce has been experienced. The Volusia County Extension Team created the "Casual Gardening Series." **Objectives:** To develop an easily implemented, sustainable program to enlighten audiences about the benefits of growing and consuming their own crops; teach food sanitation; increase awareness of the importance of Agriculture to the state economy. **Methods:** A series of workshops were developed, using cross-discipline; team-teaching methods featuring 'Florida Grown' produce. Agriculture, Horticulture, and Family and Consumer Sciences collaborated to generate unique and informative learning opportunities. Presentations include: Chutney, Salsa, Chipotle, Oh My! Strawberry Jammin,' Snack Packs To Go, From Canes to Grains, Plant Propagation. Teaching methods included demonstration, hands-on, and sample tasting. Participants were surveyed about their knowledge of Florida agriculture, fruits and vegetables and nutrition both at the beginning and end of the program. Educational materials and take home samples were provided. Outside funding was secured to support the programs. **Results:** Five programs have been presented to forty-three participants. Evaluations showed that 78% of participants increased knowledge relating to the nutritional value of fruits and vegetables and 70% increased their understanding of Florida Agriculture. **Conclusions:** The Casual Gardening Series provides an effective and enjoyable way to connect Florida Agriculture and the food we eat.

**Extension's Role in Fostering a Community Network to Feed those in Need.**
**S. Swenson***, Wakulla County Extension; **S. Jackson*,** Wakulla County Extension; and **T. Hylton*,** Leon and Wakulla County Extension

**Objectives:** To Increase the community's capacity in providing adequate nutrition to an additional 248 households in Wakulla County requiring food assistance due to economic recession. **Methods:** Households requesting food assistance in Wakulla County increased 27.5% and statewide 29.0% (+215,356) from March 2008 to February 2009. To address this need, Wakulla County Extension brought together community groups working to feed impacted families. A series of facilitated discussions and field visits explored successful models in proximal Florida counties and across the nation. Information gathered was used to formulate a coordinated local response. **Results:** A cohesive community network was formed. Feeding Wakulla Taskforce is comprised of representatives from government (5), non-government (1), community (2), and faith-based groups (17) working together without relinquishing their independence and organizational missions. Increased collaboration has resulted in a community guide of resource information useful to the needy and service providers. Extension provided technical expertise to support the development of 1/3$^{rd}$ acre church vegetable garden. Volunteers with horticulture experience led teams of gardeners to plant, maintain, and harvest produce. Taskforce members coordinated transportation of produce to distribution sites to the needy. Fresh produce was incorporated into the existing community distribution. Nutritional education, family meal preparation, and storage methods are also provided in concert with local food pantries. **Conclusions:** The economic disadvantaged do not consume adequate amounts of fresh produce which research has

proven to enhance one's overall health. This easily replicated interdisciplinary response serves as model for linking community groups and increasing their capacity to address this timely challenge.

**Elder Nutrition and Food Safety (ENAFS), Train-the-trainer workshops**
**K. Headlee*, C. Hill*,** Lee County Extension

Lee County's elder population is projected to increase in the coming years by 22 %. This elderly population is particularly vulnerable to a declining economy and increasing food costs. Financial scarcity often leads to poor food choices in an effort to conserve money. There is a need to educate elderly residents on current nutrition and food safety guidelines. This may improve their food choice decision making and food safety practices leading to improved long term health and quality of life.
**Objectives:** Using University of Florida, Elder Nutrition and Food Safety curriculum, Agents Headlee and Hill conducted two train-the-trainer workshops. The objective was to increase nutrition and food safety education to vulnerable senior populations.
**Methods:** Eleven, Senior Friendship Centers (SFC) site coordinators were trained in twelve elder nutrition and food safety topics in 2008. Curriculum, hand outs and evaluation instruments were given to the site coordinators for use with elders. Once trained, the site coordinators conducted monthly nutrition workshops for their residents.
**Results:** Fifty percent of lessons conducted by the trained site coordinators were evaluated for a total of 1,187 participant responses. Of the 1,187 evaluated:
66% (778) reported learning "some to a lot"
55% (655) answered yes when asked if they planned a positive change in their diet
850 elders received UF nutritional education fact sheets with their home delivered meals.
Partnering with Lee County Extension for nutrition education has enabled SFC to redirect $26,000 into the elder feeding program for the 2008 program year.

**Congregate nutrition site participants gain knowledge from ENAFS diabetes module**
**K. P. Shelnutt*, D. C. Diehl, E. Byrne**, and **L. B. Bobroff,** Department of Family, Youth and Community Sciences, University of Florida IFAS

In 2005, 44% of adults in Florida with diagnosed diabetes were 65 years and older. To address this problem, the University of Florida Elder Nutrition and Food Safety (ENAFS) Program developed a diabetes module to be used with at-risk older adults who attend Older Americans Act Nutrition Program sites. This module consists of nine lessons – lessons one through five are geared toward all older adults; lessons four through nine target those with diagnosed diabetes. **Objective:** To evaluate the effectiveness of this module in increasing general knowledge about diabetes. **Methods:** The first five lessons were presented consecutively for a week at a senior center located in Gainesville, Florida; topics included general diabetes information, diabetes complications, healthy eating, meal planning, and physical activity. Pre-test and post-test data for each lesson were collected to evaluate participants' knowledge gained. **Results:** On average 16 older adults participated in each lesson during the entire week. There was a significant ($p<0.001$) increase in the overall percentage of questions answered correctly from pre-test to post-test (63% to 75%, respectively), indicating a significant increase in knowledge gained overall. When separated

by topic, there was a significant increase in knowledge gained about general diabetes information (44% to 64%; p=0.007) and diabetes complications (71% to 91%; p=0.013) and a trend for healthy eating (54% to 65%; p=0.076). **Conclusion:** These data indicate that the ENAFS diabetes module is effective in increasing general diabetes knowledge of at-risk older adults who may already be familiar with the basics of meal planning and physical activity.

**Healthy Lifestyles for Youth … Making a Difference with Nutrition Education**
**N. Gal,** Marion County Extension

The purpose was to promote healthy eating and physical activity behaviors early in life for proper growth, development, and disease prevention. **Objectives:** At least 50% of youth will increase knowledge of at least two concepts and adopt at least one healthy lifestyle practice as recommended by the USDA *MyPyramid for Kids*. Objectives were measured using two written pre/post summative evaluations: seven item survey and one-day diet recall. **Methods:** Five-part (seven month duration) series was provided for three 4$^{th}$ grade classes. Activities reinforced key concepts and offered opportunity for reflection and application at school and home. *MyPyramid for Kids* was the foundation for the lessons, complemented by UF/IFAS publications. Key messages: choose healthier foods from each group, eat more from some food groups than others, every color every day, and be physically active every day. Teaching strategies: group discussion, handouts (puzzles, completions, math exercises), and classroom and take-home activities. Visuals included MyPyramid cloth display, food cards, rubber food models, and food packages. Proper hand washing was taught using a special hand washing kit. **Results:** Sixty youth participated and were surveyed**.** All increased their knowledge of at least two healthy nutrition/physical activity concepts, learned how to plan a balanced meal, and indicated adoption of healthier food choices. Concepts learned: five food groups and oil, meal planning, healthy food choices, and hand washing. Behaviors adopted: increased intake of fruits, vegetables, and low-fat milk and decreased intake of soda and sports drinks. **Conclusions:** Youth demonstrated proficiency in knowledge and practices of a healthy lifestyle.

**Hamburger Day Camp**
**C. DeCubellis***, Gilchrist County; **B. Estevez*,** Suwannee County; **H. Futch*,** Hamilton County; **C. Rogers***, Suwannee County; **E. Toro**, Suwannee County.

Recent studies have shown that a high percentage of the U.S. population is estimated to be overweight and obese increasing the risk for development of chronic disease. This is especially true in rural counties. According to CDC, foodborne illnesses cost over $6.5 billion annually resulting from approximately 76 million illnesses, 323 hospitalizations, and 5,000 deaths. Gilchrist, Hamilton, and Suwannee Counties are no exception to these statistics. In addition, many youth in these counties are not exposed to the agricultural industry as they grow up in town and do not have access to those experiences. **Objectives:** Teach youth food safety, nutrition, and raise awareness of the processes by which food comes to their table. **Methods:** Advertised in three counties. Arranged visits to UF Beef Teaching Unit, UF Meat Processing Center, Publix Meat Department and Bakery, NFREC-Suwannee Valley, and Belibassis Farm. Planned day camp for three days, with

each day including a different experience or visit. Time was set aside to teach food safety and nutrition. Finally, youth cooked and created hamburgers. **Results:** Youth increased their knowledge by 60% in the areas of ground beef and vegetable production, food safety, and nutrition. **Conclusions:** Youth were able to apply the concepts of nutrition and food safety in creating their own hamburgers after having been exposed to the processes which brought food to their table through demonstration with hands on experiences. This program also enabled youth to interact with youth from other areas as 22 participants from Gilchrist, Hamilton, and Suwannee Counties participated.

**Pack It to Snack It**.
**A. Hinkle**, Escambia County Extension

**Objectives:** The *Pack It to Snack It* hands-on healthy snack box was designed to help youth to create a nutritious snack environment and gain an awareness of the roles of healthier snack options. The program was designed to empower children to build the skills and self-confidence necessary to affect their nutritional choices. By establishing a personalized healthy snack habit, self-efficacy of the youth in making healthy snack food choices would strengthen. **Methods:** Pre- and post-tests were given regarding nutritious snack knowledge and behavior. Along with healthy food choices from MyPyamid, the children were taught that healthy snacks make learning and play time more productive and they give energy along with nutrients for a strong healthy body versus unhealthy “junk food”. Children received their own plain cardboard box, then decorated it with colorful pictures of healthy snacks. They were then allowed to choose three healthy snacks, from seven choices, to put into their new healthy snack box. Discussion involved what is found in common snack machines, what would be in a healthy snack box, and what would be the healthier choices. **Results:** A total of 174 youth participated. 82% increased knowledge shown on post-test results. 90% wrote of sound nutritious snacks they would add to their healthy snack box thereby showing intention to perform a nutritious healthy behavior. **Conclusions:** *Pack It to Snack It* equipped youth with resources to personally incorporate healthy snacks into their daily lives. It increased their awareness of how choosing nutritious snacks added value to their life.

***Food, Fun, and Reading* Revised**
**N. Crawson*,** Holmes County Extension; **J. Corbus,** Holmes/Washington County Extension; **J. Dillard***, Washington County Extension

This abstract details the successful revision and implementation of a hands on nutrition and literacy program, *Food, Fun, and Reading*, designed to educate pre-kindergarten through grade two about the importance of making health food choices and staying active daily. Educating children at a young age about making healthy food choices and the importance of being physically active can increase the likelihood of their maintaining a healthy body weight and engaging in physical activity on a regular basis. **Objectives:** To educate youth about the MyPyramid for Kids, making healthy food choices, and the importance of being physically active. **Methods:** Experiential learning activities are planned, coordinated, and evaluated through five classroom session outlines, with each session focusing on a different food group of MyPyramid and physical activity. Children learn about healthy food choices

and exercise by having storybooks with food-related themes read to them and then participating in hands on nutrition activities to reinforce concepts and achieve mastery. **Results:** Total impact included over 725 youth participants in two rural counties serving first grade students in local schools. **Conclusions:** As a result of this program, 73.2% reported gained knowledge in the areas of healthy snack choices and increased routine physical activity. In addition, essential life skills such as communicating and relating to others, acquiring and using information, and problem solving and decision making, were addressed through this program.

**Budding Gardener Nutritional Camp**

**V. Spero***, Brevard County Extension; **L. Seals***, Brevard County Extension; **E. Shephard** *, Brevard County Extension

**Objectives:** 80% of 17 youth, ages 8-11, involved in Budding Gardeners Nutritional Camp (scheduled for June 15-19, 2009) will increase their knowledge of plants, gardening, entomology, soil composition, nutrition, health, and agriculture at the end of a 5 day, 40 hour summer camp. **Methods:** Pre- and post-tests will measure the youths' actual and perceived knowledge gain, as well as their attitudinal changes. **Results:** At the end of camp, youth will have increased their knowledge of the aforementioned subject areas and youth will feel comfortable to garden and make healthy food choices. **Conclusions:** This garden camp site, made possible through a grant from Florida Ag in the Classroom and Brevard County Master Gardeners, allows youth to explore gardening and nutrition through hands-on experiential learning activities. The morning sessions focus on gardening and biology while the afternoon sessions focus on nutrition and eating healthy. Both sessions consist of multiple activities, experiments, games, and crafts all with an emphasis on Extension principles. This camp also provides an opportunity for Extension Staff to collaborate in teaching a multi-disciplinary program to hit key target teaching areas.

**Financial Empowerment through Education and Coaching**

**Lisa Leslie,** Hillsborough County Extension

The purpose of this project was to help individuals gain the perspective, knowledge, and skills to increase financial stability. **Objectives:** Participants will: 1) Increase knowledge and self-efficacy; 2) Identify at least one sound financial practice they intend to adopt; 3) Decrease financial debt and/or an increase their savings. **Methods:** The agent received a $10,000 grant for this financial education project, which made it possible to provide financial coaching, childcare, food, and materials. The agent partnered with local agencies to offer the program at five locations. A bilingual (English/Spanish) translator was present for one set of classes. Educational materials were mailed to class participants after the program. Financial education trainings were also held for one of the partnering agency's caseworkers. **Results:** Ninety-one of 119 people enrolled completed 6 hours of financial education and 38 attended at least one coaching session. Thirty-four caseworkers completed 7 hours of training. Eighty-three percent of participants responding (N = 123) reported increased knowledge; 95% (N = 113) were more confident in their ability to manage their debts; 79% (N = 115) identified at least one specific practice they intended to adopt. Follow-up results: Nineteen people reported they developed a budget; 21 reported they opened a savings

account or increased their monthly contributions by a collective total of at least $1000/month; and 13 reported they were able to lower their debts by a collective total of $3,771. **Conclusions:** A combination of financial education, coaching, and follow-up can enable individuals to increase their financial stability.

**Success on Savings: A Financial Literacy Program for Foster Youth**

**S. Wilkens*,** Seminole County Extension**; B. Hughes*,** Seminole County Extension

**Objectives:** To develop and present a series of 9 financial literacy programs that would reach at least 20 at-risk teen youth in the Community Based Care (CBC) Foster Care Program with financial training in goal setting, saving, budgeting, banking, career planning, and interviewing. 20% of participants will set and follow through with at least 1 of the 3 goals (personal, school, or financial) they set for themselves by class graduation. **Methods:** Meetings were conducted with CBC and both financial and staff support for the program was secured. A class schedule, activities, and student homework were developed. **Results:** A strong partnership has been formed with CBC of Seminole. They have supported the program with incentives (gift cards & cash awards) for youth who complete monthly homework and attend 3 consecutive classes. CBC has invested over $3500 in youth incentives. To date a total of 46 different youth have participated in at least one of the financial classes. Nine (9) youth (19.5%) have the potential of completing 8 of the 9 financial literacy classes. 18 youth or 39% of all participants have received the $25 incentive from CBC for attending 3 consecutive classes. Final graduation incentives will be given to youth who accomplish financial, personal, and school goals. **Conclusions:** Only about 3% of Florida's foster care youth complete a college education even though it is fully funded. Teaching youth financial education with a strong emphasis on goal setting has potential to raise this success rate.

**Managing Tough Times in 2009 – Financial Education for Consumers**

**B.A. Hughes***, Seminole County Extension; **S.R. Wilkens***, Seminole County Extension

**Objectives:** Provide a series of educational programs for residents and county employees on timely financial issues. Develop an e-mail distribution list of participants to use for follow up evaluation and to share ongoing financial information. Use the County cable channel (SGTV) to film the programs for broadcast and for the county's website. **Methods:** A series of 10 topics were developed into monthly educational programs. Extension Agents and local professionals were recruited to teach the twice a month classes (morning and one evening sessions were offered). Topic examples included Bankruptcy; How to Avoid Foreclosure; Debt Management; Stretching Your Food Dollar; Bare Minimum Insurance. **Results:** To date 156 people have attended the 7 financial education program. 71% of class participants strongly agree they have been worrying about money a lot in the last year. 83% agree to strongly agree that they are able to make better financial choices as a result of their participation in these classes. **Conclusions:** These classes have made a positive impact on the lives of those that have attended the classes. Developing programs on timely

financial topics is a way to attract new clientele to Extension programs. This has also been a positive connection to local professionals who have not worked with Extension in the past, but who are willing to provide educational programs in partnership with Extension.

**Employee Enrichment Program**
**B. Rogers*, S. Kennedy*, Manatee County Extension**

**Objectives:** To address increased stressors associated with holidays through education, information, and involvement of county employees while exposing county administration, commissioners, and employees to previously untapped resources of extension. **Methodology:** Multifaceted educational program delivered electronically, face to face, and via interactive web to 1200 county employees. A daily "tip" was delivered via email each morning for 30 days. An educational presentation was delivered at worksites throughout county government addressing stress management, budgeting, shopping skills, holiday foods, and low cost gifts, along with general time management and coping skills. **Results:** County Supervisors reported improved moral due to increased feelings of situational control. Employees reported increased family involvement in preparation for holidays, task sharing within the households and co-workers and application of cost savings measures for gifting and menu selections. County administration and commissioners acknowledged new awareness of Extension Service resources. **Conclusions:** Managing stress is achieved by accepting life's challenges then addressing the individual facets one at a time by engaging the support of others, sharing tasks, using available resources, prioritizing goals and recognizing personal limitations such as time, energy, and money. Additionally, providing educational opportunities for county employees enhances public relations and marketing of Extension programs with decision makers.

**Early Childhood Education Administration for Child Care Directors.**
**H. Copeland***, Leon County Extension; **D. Douglas,** Madison County Extension; **D. Humphries**, Taylor County Extension

**Objectives:** After completing the class Program administrators will maintain a leadership role in creating an organizational structure in an early child care center; maintain effective personnel policies; maintain effective budgeting, and accounting systems; implement a learning environment and curriculum based on principles of child development; maintain systems for assessment of individual children; maintain systems for monitoring health, safety and nutrition; and to implement policies that promote collaboration with families. **Methods:** The team developed objectives, curriculum, a series of Powerpoint presentations and hands on activities for the course. The course was taught in Jefferson, Madison and Taylor counties in fifteen sessions of three hours each. Florida A & M University Small Business Development Center presented a workshop on starting a business using Polycom videoconference for participants. **Results:** Participants developed skills; increased knowledge and developed a personal mission statement, an employee orientation and incentive plan, advertisement or logo, budget for their center, and a program improvement plan. Twenty-three participants completed the requirements of the class and learned to enhance the operations of a child care center. Participants received 4.5 CEU's needed to complete the requirements for the Director Credential as defined by the State of Florida.

**Conclusions:** Child care directors learned knowledge and skills which enabled them to develop the knowledge base for problem solving, planning, implementing and evaluating a quality child care and education program. The directors of each center enhanced their centers and improved child care for the children in their care.

**Get Organized!**

J. England, UF/IFAS Lake County Extension

Poor organizational skills result in lost time and money as well as increased stress. A cluttered home may be a safety risk, especially for older adults. **Objectives:** Two extension programs, *De-Clutter Your Life* and *Organize Your Financial Life*, focus on increasing knowledge on the consequences of disorganization and motivating participants to organize their home and financial documents. Problems addressed include how to safely store and replace important documents, preparing an up-to-date home inventory, reducing household clutter and preventing falls in the home. **Methods:** The preferred presentation method is a one-hour interactive presentation with instructional handouts. A shorter version of *Organize Your Financial Life* was also used for several community groups. In addition, *De-clutter Your Life* was presented on a television show in a senior adult community. **Results:** The programs where presented to 412 adults. End of program results for *Organize Your Financial Life* (n=44) showed 98% gained knowledge on how to better organize financial information; 90% increased knowledge to help prepare for a disaster; and 93% intended to use at least one technique learned to organize finances. In results from *De-Clutter Your Life* post-tests (n=84), 99 % of participants increased knowledge of how falls may occur and 92% plan to eliminate clutter in an area of their home by using a method suggested. **Conclusions:** Adults recognize the need to improve organization skills but often do not know where to begin. Extension programming can provide knowledge and motivation to better organize finances, reduce household clutter and potential falls.

**Getting Healthy, Gardening and Spicing It Up With Herbs**

**M. Maddox*,** Sumter County Extension; **B. Burn*,** Sumter County Extension; **L. Davis,** North Florida Research Suwannee County

**Objectives:** In Sumter County Florida, 33% of the adult population has been diagnosed with high blood pressure. Statistics indicate that cardiovascular disease, heart disease, and hypertension were responsible for 1142 deaths over the past four years. To address this concern, the Extension Family & Consumer Sciences Agent, Urban Horticulture Agent and Agricultural Technician from North Florida Research & Education Center formed a partnership to provide educational information on growing and using herbs to replace sodium in the diet to both producers and consumers. M**ethods:** An in-depth PowerPoint presentation was developed to increase the awareness and knowledge of the use of herbs as a means to reduce sodium in the local diet. The presentation was used with both farmers and consumers as a method to teach different techniques in growing herbs and using herbs as flavor enhancers to reduce or eliminate sodium in a consumer's diet. **Results:** This program has been well received. Follow-up surveys of participants indicate an increased knowledge about herbs and different ways they are grown, decreased consumption of sodium which reduced the risk of high blood pressure and strokes, modified eating habits

and an increased awareness of herb substitutes to enhance flavor. **Conclusions:** During 78 educational seminars over the past year 3,842 consumers and farmers attended educational workshops and viewed this PowerPoint presentation. Program evaluations revealed that 1,242 individuals gained the knowledge necessary to lower their blood pressure by eliminating the use of additional sodium and 2,824 individuals were able to reduce the sodium in their diets

# Natural Resources and Horticulture

## Emerald

### Andrew Diller, FANREP Abstract Chair

| Time | Speaker | Abstract |
|---|---|---|
| **8:50am** | **Moderator** | Introduction & Procedures |
| **9:00** | **J. Hazell** | The Latino Environmental Education Network |
| **9:15** | **B. Fluech** | Engaging Migrant Youth in Marine Science Through Experiential Learning Opportunities. |
| **9:30** | **M.P. McGuire** | There's A Manatee In My Classroom! |
| **9:45** | **C. Stevenson** | Project BATS |
| **10:00** | | **Break** |
| **10:15** | **C. Kelly-Begazo** | ABC's of Africanized Honey Bees: Training School District Employees. |
| **10:30** | **T. Friday** | The Panhandle Butterfly House |
| **10:45** | **L. Barber** | Impact of Compost Workshops for South Central District Residents |
| **11:00** | **M. McCready** | Water Use Efficiency Program: a Partnership between Miami-Dade Water and Sewer Department and Cooperative Extension. |
| **11:15** | **A. Post** | Community Managers' Impact on Water Quality and Water Use |
| **11:30** | | **Break for Box Lunch** |

| Time | Speaker | Abstract |
|---|---|---|
| **1:00pm** | **F. Beckford** | The SustainabLEE Community Partnership Meetings – a participatory approach to community consensus through Sustainability Extension. |
| **1:15** | **K. Lenfesty & J.P. Gellermann** | Sustainable and "Green" Programming: Using a Multi-Faceted Approach to Assimilate and Deliver Programming to Diverse Audiences |
| **1:30** | **M. Campbell** | Pinellas County Green Local Government Programs |
| **1:45** | **S. Swenson & Dr. D. Diehl** | Wakulla County Green Living Energy Expo and Education Fair |
| **2:00** | | **Break** |
| **2:15** | **R.Northrop** | Florida Community Forest Steward Program. |
| **2:30** | **Sherri Hood** | Coordinating the Department of Environmental Protection's (DEP) Learning in Florida's Environment (LIFE) Program to Reach SET Goals through Wakulla County 4-H. |
| **2:45** | **S. Hetrick** | Hydrilla Field Day |

**The Latino Environmental Education Network**

**J. Hazell*,** Lee County Extension; **B. Fluech**, Collier County Extension; M. Avila, Lee County Extension; B. Washburn, Gulf of Mexico Alliance; A. Chavez, Rookery Bay National Estuarine Research Reserve; Ernesto Lasso De La Vega, Charlotte Harbor National Estuary Program

**Objectives:** Cultural barriers may prevent traditional outreach programs from reaching Latino citizens. The Latino Environmental Education Network (LEEN) aims to overcome barriers by collaborating with Latino organizations, businesses and media outlets to deliver environmental information and promote positive stewardship actions. Our objectives are; provide access to information and increase awareness on environmental and sustainability issues, encourage behaviors that increase environmental stewardship and protect the environment, and expand communication efforts between the Hispanic community, UF Extension, and its partners. **Methods:** LEEN held a series of workshops to identify Latino community leaders as future partners, determine the educational interests of workshop participants, connect workshop participants with informational resources, and improve existing outreach strategies. The meetings included group discussions that allowed participants to share ideas about expanding environmental educational to Hispanic populations. LEEN also produces a bi-lingual quarterly newsletter highlighting current environmental issues, suggested actions for individuals to minimize environmental impacts, and information on education and outreach programs. **Results:** Eighty Hispanic community members participated in the events. Participants identified top environmental concerns, barriers to reaching Hispanic populations, and methods, strategies and organizations that could assist LEEN in reaching diverse audiences. Distribution of the LEEN newsletter has increased by approximately 400% to 1000 individuals**,** media outlets, and organizations**.** Local Hispanic media stations have begun using the newsletter's content to develop environmental stories. **Conclusions:** Initial responses from the Hispanic community to outreach efforts have been overwhelmingly positive. Based on these responses, LEEN continues to partner with Latino organizations to increase and improve its outreach efforts.

**Engaging Migrant Youth in Marine Science Through Experiential Learning Opportunities**

**B. Fluech, Collier County Extension**

**Objectives**: The Collier Sea Grant Agent partnered with the County's Title 1 Migrant Program and Rookery Bay Reserve to develop and instruct an eight week afterschool marine science program at a local middle school in East Naples. The program was created to 1)engage and excite migrant students about marine science through experiential learning opportunities and 2)increase students' exposure to their local coastal environment. **Methods:** The class met once a week for eight weeks beginning in March 2009. Students spent the first five weeks dissecting specimens of various marine taxonomic groups. Students learned basic dissection techniques and gained knowledge on marine biodiversity, ecology, and careers. Students kept journals to take notes, diagram dissected specimens, and reflect on their experiences during the program. The second component of the program included field trips to two local coastal sites. Students explored a seagrass and beach environment by foot and toured a local estuary by boat. They collected organisms using various gear and practiced identifying and classifying their catch. The program concluded

with a review game, and graduation ceremony. **Results:** Nine students graduated from the program. Pre/post test scores were used to asses short-term knowledge gain (39% increase) and students also completed evaluations to assess the overall quality of the program. 89% indicated the program increased their general interest in science. **Conclusion:** Based on the success of the program, plans are underway to incorporate a service learning component to the program and continue working with the graduates to foster their interest in marine science.

**There's A Manatee In My Classroom!**

**M.P. McGuire*,** Flagler County Extension

**Objectives:** A survey of 271 K-12 teachers in St Johns and Flagler Counties found that 47% of teachers report that the lack of time to teach science is a major concern. In elementary schools, the focus is on teaching reading and math at most grade levels. The agent wanted to show teachers and administrators that it is possible to address state math and reading standards while teaching science. **Methods:** Three elementary school curricula were developed using the manatee as the theme. Volunteers were recruited and trained to teach the three curricula. One volunteer would wear a manatee mascot costume (purchased on eBay). Curricula included pre-visit suggestions, the classroom session (30-60 minutes) and post-visit activities which were given to the teachers. **Results:** Seventy-six classes (1383 students) were visited, at five schools. Volunteers contributed 154.5 hours of time. Twenty-two teachers returned evaluations. Evaluations showed that 95% of teachers felt that the program taught their students about ways to protect manatees, and that the post-visit activities would be useful. 91% would recommend the program to others. 55% felt it helped with science skills, 41% said that it helped with language skills and 32% felt it helped with math skills. **Conclusion:** The program will be modified based on teacher and volunteer suggestions, but overall, it showed that it is possible to address state standards for math and reading while teaching students about a science topic.

**Project BATS**

**C.T. Stevenson*, K.D. Brown, & E.R. Bolles,** Escambia County Extension; **H.K. Ober**, North Florida Research and Education Center; **S. Dunning & J. Heady,** Okaloosa County Extension; **P. Davis**, Bay County Extension, **N. Crawson**, Holmes County Extension; **J. Dillard**, Washington County Extension; **J. Ludlow & W. Cherry**, Calhoun County Extension

**Objectives:** Project BATS (Bats, Applied Technology, and Science) seeks to increase awareness of bat ecology while engaging youth in field-based science and technology. Bats are a fascinating group of animals, but we also sought to counteract misconceptions due to negative images of bats as dangerous pests and carriers of disease. **Methods:** $8,300 in grant funding was obtained through the Florida and Escambia County 4-H Foundations to fund construction of a large hurricane-proof bat house at the Langley Bell 4-H Center (Pensacola), a 4-H Bat curriculum book for use by clubs and school groups statewide (and nationally) hands-on bat house building workshops, youth educational programs, new educational publications and multimedia presentations, and an interactive GIS-based website. **Results:** Bat Conservation International has provided blueprints for building the large and small bat houses. Five teams of 4-H Agents, club leaders, and teen

counselors have been trained across the Northwest Florida District in bat house construction, and 13 workshop/presentations have been conducted for 520 youth, teachers and parents. The largest workshop included 95 participating 4-H youth at Camp Timpoochee in summer of 2008. Four PowerPoint presentations and four EDIS publications have been created on bats. **Conclusions:** Post-workshop survey results indicate youth had more positive attitudes towards bats and understood the truth behind common bat myths. They also retained important information on bats, including roosting preference, nocturnal activity, typical diet, and variety of bat species. Work continues on the large bat house, website, and 4-H curriculum book, which will be completed in 2009/early 2010.

**ABC's of Africanized Honey Bees: Training School District Employees.**
**C. Kelly-Begazo*,** Indian River County Extension.

**Objectives:** Develop and implement a training program for School District employees about Africanized Honey Bees (AHBs). Teach the participants how to react during a possible AHB incident. **Methods:** A PowerPoint presentation was developed for the school district audience which included teachers, maintenance workers and administrators. Pre and post-tests were also developed to measure knowledge gained. Role play with different scenarios of bee activity on school grounds were read to the audience by audience participants. Their responses enforced concepts learned from the presentation. Participants were encouraged to discuss their particular reactions to bees and possible bee swarming. **Results:** Due to the different schedules between teachers, administrators and maintenance workers, each group was taught separately. This allowed for comparisons within the data taken from the surveys. Teachers and administrators indicated that they would be willing to allow a non-dangerous swarm to continue to search for a hive location as long as the public was not in danger. Maintenance workers were less willing to differentiate between a swarm and a hostile group of bees and indicated that they would prefer to have them destroyed. **Conclusions:** Most of the teachers felt more comfortable with their knowledge about AHBs and even indicated that they were going to incorporate some of what they learned in their own lesson plans. Administrators were more concerned about public safety than the demise of non-hostile bees and maintenance workers felt more comfortable if bees were not allowed the opportunity to stay on campus even if they were just seasonally swarming.

**The Panhandle Butterfly House**
**T. Friday*,** Santa Rosa County Extension

**Objectives:** To promote environmental stewardship; to teach about butterflies and their habitat; to teach and encourage the use of integrated pest management; to assist with butterfly conservation efforts and to increase awareness of 4-H. **Methods:** Teaching methods include (1) A 2,000 square foot vivarium filled with host and nectar plants and approximately 300 Florida native butterflies. (2) "Kiderpillar" School, a youth education program, focuses on teaching butterfly identification, life cycle, integrated pest management and conservation. (3) The Agent coordinates a group of approximately 80 volunteers and provides an annual docent training. (4) Surrounding gardens demonstrate Florida-friendly landscape practices. (5) Annually, a three day Butterfly Festival is held. The public assists in the tagging of monarch butterflies to support the Monarch Watch program. (6) Our

website provides exhibit information as well as butterfly educational resources. (7) A quarterly educational newsletter is published and distributed. **Results:** In 2008, Grade K-2 participants increased their knowledge of beneficial insects by 42% (98/236), knowledge of metamorphosis by 49% (111/226). Grade 3-12 participants increased their knowledge of butterfly conservation by 80% (64/80), knowledge of metamorphosis by 47% (34/72) and knowledge of butterfly plants by 88% (57/65). Pre-K participants increased their knowledge of good vs. bad bugs by 92% (111/121). First grade participants increased their knowledge of beneficial insects by 100% (48/48). **Conclusions:** In 2008, there were 14,132 visitors, educational programs were conducted for 1,051 youth and 397 adults, 80 volunteers contributed a total of 3,241 hours and 3,085 people attended our Butterfly Festival.

**Impact of Compost Workshops for South Central District Residents**
**Lynn Barber,** Hillsborough County Extension

The purpose of this project was to help residents decrease yard and kitchen waste typically disposed of as garbage and increase recycling through home composting efforts. **Objectives:** After participating in a composting workshop, participants will: 1) install and use a home composting bin; 2) adopt at least one method of home/yard recycling, such as composting kitchen waste or leaving grass clippings on the lawn; and 3) decrease the amount of yard and kitchen waste going to landfills. **Methods:** For over 10 years, Horticulture and FYN agents/coordinators have taught compost workshops to residents in the South Central District. Inter-departmental and county funding provided educational materials, compost bins and thermometers to workshop attendees. In 2009, a District-wide questionnaire was distributed to more than 900 households that attended a workshop. **Results**: Seventy-seven percent (N=212) adopted at least one recycling method after attending the workshop. Ninety percent (N=297) indicated they installed and used the compost bin received at the workshop, and 54% (N=135) began composting for the first time after attending. Two hundred forty-eight people decreased the amount of kitchen and yard waste going to the landfill by an average of 3, 32-gallon bags per household per month. **Conclusions:** Based on survey results, heightened knowledge about composting has increased recycling and decreased landfill waste.

**Water Use Efficiency Program: a Partnership between Miami-Dade Water and Sewer Department and Cooperative Extension**
**Mary McCready*,** Miami-Dade County Extension; **Don Pybas,** Miami-Dade County Extension; **Laura Vasquez,** Miami-Dade County Extension

In 2006, Miami-Dade County developed the Water Use Efficiency Plan to promote water conservation. This plan utilized conservation strategies including; rebate programs and on-site irrigation system assessments combined with water saving technology for the irrigation system. **Objectives:** To work with single family homeowners (SFHs) and homeowners' associations (HOAs) to promote more efficient irrigation practices thereby conserving water. **Methods:** The Florida Yards & Neighborhoods (FYN) Water Use Efficiency Program started in 2006 with a grant from the South Florida Water Management District (SFWMD) and had 2 HOAs participate. In 2007, the program was funded by the Miami-Dade Water and Sewer Department (MDWASD) and the number of HOA's to be targeted was increased to 10 and

to 50 in 2008. The Urban Conservation Unit (UCU) was developed in 2009 at the Extension Service, through funding by MDWASD, to conduct irrigation assessments and provide a free soil moisture sensor and educational materials to 200 SFHs and 25 HOAs. **Results:** Since the program began, 53 SFHs and 86 HOAs have received irrigation assessments and educational materials pertaining to proper irrigation and landscape maintenance based on IFAS recommendations. All 86 HOAs and 45 SFHs have received soil moisture sensors. This program is assisting the county to reach conservation goals. **Conclusions:** Homeowners are interested in irrigating more efficiently. While this program requires a lot of time and hands-on-work with each individual SFH and HOA, the estimated water savings from the educational materials and irrigation control technology will offset the necessary inputs to the program.

**Community Managers' Impact on Water Quality and Water Use**
**A. Post*,** Sarasota County Extension; **M. D. Dessaint**, Manatee County Extension.

**Objective:** Community association managers are instrumental in helping the boards of community associations make decisions about landscape maintenance. Recognizing this, the Sarasota County *Florida-Friendly ™ Landscaping Program for Community Associations* and the Manatee County Commercial Horticulture Program initiated a program to reach this audience by providing CEUs for the Community Association Management (CAM) license. The purpose of these classes is to educate community managers on how environmental landscape maintenance principles can be utilized in their communities. **Methods:** Managers associated with professional associations, such as the Community Associations Institute (CAI), attended classes on topics such as *Selecting a Landscape Maintenance Company - Specifications of the Landscape maintenance Contract, Irrigation Efficiency*, and *Tree Maintenance*. **Results:** The evaluation of the 2008 classes revealed that the attending managers control approximately 6,240 acres! Results of studies suggest that the behavioral changes implemented by community associations as a result of the Florida-Friendly Landscaping™ Program can have a significant impact on water quality (FLDEP 2006 FYN Report). Observed water savings of community associations that have implemented Florida-Friendly Landscaping™ principles in Sarasota County is approximately 390,000 gallons per acre. Potential future water savings of the communities managed by managers that received the CEU training (6,240 x 390,000 gallon/acre): 2,433,600,000 gallons annually. In addition, a much wider audience was reached since associated professionals (landscape maintenance companies) and board members of community associations also attended the classes. **Conclusion:** The impact of this program indicates that reaching this new audience has a significant impact on water quality and water use.

**The SustainabLEE Community Partnership Meetings – a participatory approach to community consensus through Sustainability Extension.**
**F. Beckford*, Lee County Extension; M. Avila, Lee County Extension**

**Objectives:** The mission of the Lee County Sustainability Program is to connect individuals, businesses and government; promoting sustainability among a range of focus areas including sustainable agriculture, alternative energy, water conservation, green buildings and promoting energy-efficient techniques which are cost competitive, environmentally

compatible and renewable. Sustainable approaches largely exist as independent projects with differing objectives and varying levels of impact in which decisions are taken without the knowledge of similar county efforts. These individual ad-hoc approaches toward developing sustainable efforts have seen generally poor results. **Methods:** The Program commenced a series of bi-monthly meetings, bringing key stakeholders together to learn about new issues in sustainability, exchange information on sustainable products and practices, and stimulate local collaboration. Keynote speakers share expertise on sustainability and lead in the discussion that follows. Meetings are addressed by a County Commissioner and the Smart Growth Department whose collaboration are crucial for the consolidation of efforts. **Results:** Key stakeholders and interest groups working in sustainability have been identified and brought together in a single setting. This allows county government to identify sustainable action plans in order to make decisions which are inclusive and effective. Attendees noted in evaluations that meetings are a valuable connecting point between the private sector and government. **Conclusions:** Working with key stakeholders, the SustainabLEE Community Partnership meetings provides education on sustainable policies and practices. It serves as the central forum for sustainability planning in Lee County, effectively identifying IFAS as the catalyst agency with which to consult on matters of sustainability education.

**Sustainable and "Green" Programming: Using a Multi-Faceted Approach to Assimilate and Deliver Programming to Diverse Audiences**

**K. Lenfesty*,** St Lucie County Extension**, J. Gellermann*,** St Lucie County Extension

Due to rapid unrestrained development, sustainable and "Green" programming was an unfulfilled need in the community. **Objective:** To strategically promote on going Sustainable and "Green" awareness; policies; practices; and programming using a multi-faceted approach targeting government, residents and business. **Methods**: Using established and new community partnerships, St. Lucie County agents (Housing and Growth Management) jointly confronted the need. They integrated, developed, and provided a number of programs; informational pamphlets; PowerPoint presentations; special events; radio programming; and series of videos for air on public access channels (governments and school districts). **Results**: These efforts resulted in: four home energy/water savings programs to residents (attended by 173 with positive evaluations); presentations to build sustainable capacity among youth (interactive role-plays for 9 classes /130 students with 95% indicating a better understanding of the development process and water conservation); an annual Green Conference (400+ annual attendance with over whelming positive responses {elected officials, developers, and citizens}); assistance to Chamber of Commerce Green Team (creation of a green business designation, "Green" business pledge (business awareness); aid to a public utility (energy/water customer education); and public outreach home energy/water programs. **Conclusions**: This assimilated programming approach enabled these agents to reach a broader audience with a greater array of information. Sustainable and "Green" programs lead to: increased knowledge, practical applications of sustainability and energy/water saving measures by citizens, businesses and government; a greater understanding of the development process; and the importance of community involvement by government and business.

**Pinellas County Green Local Government Programs**
**M. Campbell,** Pinellas County Extension

**Objectives:** Implementation of practices by county staff that support local government sustainability. Program participants will report an increase in sustainable practices, such as green purchasing, energy conservation, recycling and other green office practices. Implementation of government policies that support sustainable practices. **Methods:** An inter-departmental county team**, e**ducational programs, workshops and on-line resources were provided to assist with the implementation of sustainable practices. Assistance with the development of policies was provided to appropriate county departments. **Results:** Through the support of the Pinellas County Board of County Commissioners, Pinellas County Extension took the lead in implementing sustainability programs and achieving the Green Local Government certification through the Florida Green Building Coalition. Through the development of a Sustainability Resolution, county administration supported program implemented by Extension. Extension programs assisted with an increase in green purchasing within the county by 8% in one year. **Conclusions:** Sustainable practices within county operations are a critical issue and even small changes have large impacts. Providing a model for the community, cost savings and implementing positive environmental practices support a sustainable future for county government.

**Wakulla County Green Living Energy Expo and Education Fair**
**S. Swenson*,** UF/IFAS Wakulla County Extension; **Dr. D. Diehl***, Associate Professor, Family, Youth and Community Sciences, UF/IFAS

**Objectives:** To encourage participants to experience a more sustainable life and to learn ways to save money and reduce their impact on the earth. **Methods:** The Expo is a community fair which seeks to raise awareness and educate residents on more sustainable approaches to life. The event includes education workshops in several tracks to include 'Do It Yourself" (e.g., Make Your Own Rain Barrel), 'Food for the Sustainable Family' (e.g., Shopping Close to Home), and 'In and Around the Home' (e.g., Landscaping with Native Plants, Retrofitting Your Home), and 'Savings on Transportation' (e.g., Bicycle Tune-ups). The event also includes an Up-cycling Display featuring people's success at creatively using recycled items in new ways, a children's bike rodeo, green vendors and distributors, local entertainment, local farmers featuring home grown produce and children's. **Results:** 770 persons registered from 6 states. Most educational workshops were filled to capacity. Evaluations were secured both at the workshops and at the registration desk. Immediate evaluation data is ready to share. A follow up survey will be completed 6 months after the event to note behavioral changes as a result of attending. **Conclusions:** Evaluations indicated very high levels of satisfaction with the event as well as intent to change behaviors. In comparison to those who attended the broader event, workshop attendees were more positive, indicating that the most intense education activities had the most positive outcomes. Follow-up evaluations will offer ways that the Expo can continue to meet the educational needs of future participants.

**Florida Community Forest Steward Program**

**R.J. Northrop***, Hillsborough County Extension; **Michael G. Andreu**, Ph.D., School of Forest Resources and Conservation

There is great interest in urban and community forestry in Florida, with an ever-increasing need for trained volunteers. The Florida Community Forest Steward Program was developed fill that void. **Objectives:** Develop a cadre of citizens with a basic knowledge of the ecology and management of urban trees and woodlands who provide community-based leadership in community forestry and tree care. **Methods:** Using lecture and problem-based learning participants are trained to conduct community forest inventories; act as a first line of consultation on insect and disease questions; and conduct public workshops and lead conservation projects. Each graduate agrees to contribute 30 hours of volunteer time in his or her community in the year following graduation. **Results:** The Spring, 2009 Community Forest Steward Program (1st cohort) produced 15 trained volunteer graduates. Evaluations of the program showed that 99% of the participants strongly agreed that the classes met or exceeded their learning expectations and 93% felt that the instructional materials would be immediately useful. Pre and post-testing were used to evaluate immediate gains in knowledge and skills. Pre-tests averaged 48%, while post-tests averaged 81%. **Conclusions:** An informal telephone survey indicates that all volunteers are providing service to their communities at this time. The program has been initially successful in providing trained volunteer leaders for community forest management. A second program is set for Fall, 2009.

**Coordinating the Department of Environmental Protection's (DEP) Learning in Florida's Environment (LIFE) Program to Reach SET Goals through Wakulla County 4-H.**

**Sherri Hood***, Wakulla County Extension, **Scott Jackson,** Wakulla County Extension, **Will Sheftall**, Leon County Extension.

**Objectives:** To partner with and utilize current DEP LIFE curriculum and evaluation methodology in teaching water quality monitoring to middle school students in Wakulla County as 4-H school enrichment. Also, to provide exposure to 4-H life skills and culture to a larger population of students within Wakulla County. **Methods:** Teachers used DEP curriculum to teach and prepare students for the water quality monitoring field trips to Lake Munson, Wakulla Springs, the St. Mark's National Wildlife Refuge and the Florida State University Marine Laboratory. Students conducted water quality tests; learned to take intertidal transects; explored the Karst features; seined for marine macroinvertebrates and fish; and made soil core and slope classifications. The 4-H Agent coordinated student field trip exercises and worked with teachers to tabulate results. **Results:** Six science teachers' classes in 6th through 8th grades at Riversprings Middle School participated in field experiences at three sites within Wakulla and Leon Counties. Over 140 students were engaged in the environmental education program. Based on evaluations of pre and post-tests conducted by teachers and analyzed by DEP personnel, students from all sites showed a 69% overall increase in environmental awareness, water quality impact of environmental practices and demonstrated proficiency in collecting data using a variety of scientific apparatuses. **Conclusions:** This is an extremely effective partnership between

DEP and 4-H and could serve as a model for any county with a state park. Students may continue to use their community service and leadership skills to participate in a traditional 4-H project club.

**Hydrilla Field Day**

**S. A. Hetrick*,** Osceola County Extension

The Hydrilla Field Day is part of Osceola County's Hydrilla and Hygrophila Demonstration Project which seeks to find new methods for controlling aquatic weeds and to share these findings with the industry and public. **Objectives:** Showcase the progress of the project to stakeholders including elected officials, applicators, community leaders, agency personnel and the public. **Methods:** The Hydrilla Field Day was conducted on June 4, 2009 at Kissimmee Lakefront Park. Six stations were set up throughout the park to showcase the project, including four exhibits that represented the main elements of the Demonstration Project and an airboat ride to demonstration areas on the water. An introduction was given at the beginning of the Field Day and then the attendees broke into groups and rotated around to the six stations. One of the project coordinators was present at each station to relay the project findings to the attendees. Master Gardener volunteers served as 'group leaders' that lead the attendees from station to station and kept the event organized and on time. A survey was sent to attendees following the event to determine their satisfaction, knowledge gained, and potential future behavior changes as a result of the event. **Results:** Over 112 people participated in the Field Day including two of our county commissioners, numerous agency personnel and applicators, several key community leaders, and many members of the public. **Conclusions:** From attending the event, participants gained knowledge and awareness about the Demonstration Project, aquatic weed issues, and the new methods for controlling these weeds.

## NOTES

# Extension Professional Associations of Florida

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Members of the Extension Professional Associations of Florida are encouraged to prepare program abstracts for 2010. Abstracts are ranked for selection based on a scoring system that emphasizes objectives and measurable results. The **abstract title** should briefly identify the subject and indicate the purpose of the program. The abstract should be a brief, factual summary of the content of the program and should include:

- **objectives** of the educational effort/program
- **methods** used
- the **results**
- **conclusions** or interpretation of the program's significance
- the body **should not exceed 250 words.**

**CONTENT**

Abstracts should describe a creative method implemented or an innovative subject researched by the author(s) as part of an Extension program.

**ENTRIES FOR 2010**

The Call for Abstracts is made by electronic mail in April or May. Format and entry instructions will be specified then.

**Prepare now for the 2010 annual meetings!**