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Extension Professional Associations of Florida

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Ponte Vedra Beach, Florida

Presentation of Extension Programs
Twenty-seventh 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
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Extension Professional Associations of Florida

"Driving the Change: Extension Professionals… The Next 100 Years"

Sawgrass Marriott Golf Resort & Spa, Ponte Vedra Beach, Florida

27th PRESENTATION OF ABSTRACTS

Poster Abstract Presentation Session:
Tuesday, August 27th, 2013 **10:30 am – 12:00 pm**

Oral Abstract Presentation Session:
Wednesday, August 28th, 2013 **8:00 am – 4:00 pm**

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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!
- **UF/IFAS Extension Administration** for your continued support of the EPAF Annual Conference!

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Conference archives include previous year's abstracts.

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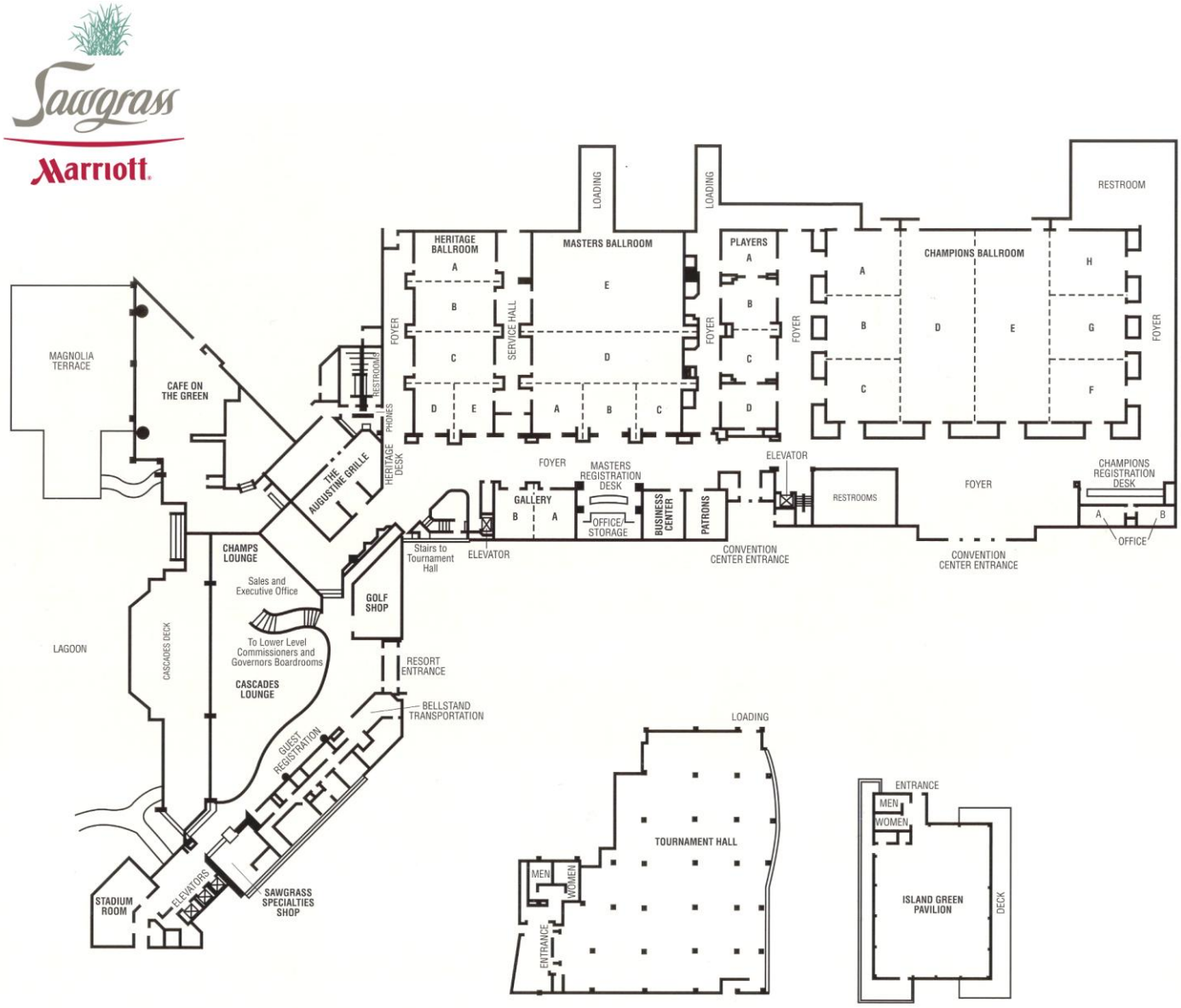

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Champions ABC Foyer

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Residential Camps Help Youth Branch Out with STEM

N. Baltzell*, State 4-H Camp Coordinator; **H. Kent***, NW Regional Specialized 4-H Agent; **K. Blyler***, State 4-H STEM Coordinator

Objectives: Traditionally, residential camp has served as a delivery mode to teach not only interpersonal skills, but science content and skills related to the field of natural resources. The objective of this program was to introduce more engineering and technology education into traditional camp tracks to increase STEM literacy among Florida 4-H campers. **Methods:** Camp schedules were altered to allow for longer classes (two hours for three consecutive days). Classes were designed using nationally reviewed inquiry-based curriculum that incorporated positive youth development principles. Camp staff received six hours of training on the curriculum and were supplied with teaching kits. **Results:** As a result of these camping programs, 57.1% of 1,245 youth reported that their knowledge about rocketry and physics (Newton's Laws of Motion) increased greatly as a result of rocketry classes; 55.3% reported that their knowledge of the engineering design process increased greatly as a result of junk-drawer robotics classes. **Conclusions:** Although residential camp is a very effective way to teach youth about environmental sciences, it is an equally effective delivery mode for more non-traditional science project areas focused on engineering and technology and to reach a larger audience with STEM literacy skills.

A.S.K. 4-H: Adapting Programs for Special Needs Youth

B.V. Bennett, Madison County

Objectives: To expand educational programs targeting the specific needs of special needs youth in an inclusive environment. Agents and other adult volunteers will be exposed to statistical research and methods for adapting programs for special needs youth. **Methods:** A partnership was formed with the Madison Autism Parents (MAP) support group in order to develop a 4-H Club that would specialize in meeting the specific needs of special needs youth. **Results:** This partnership paired with Extension resources and services has expanded awareness of special needs youth, their specific needs, and the importance of supporting inclusive 4-H activities. Most significantly, the formation of the club has allowed for the creation of BUDDY Camp: an overnight camp focusing on Building Understanding of Diversity thru Dynamic Youth that provides a typical 4-H camp experience tailored for special needs youth. **Conclusions:** Since the formation of the Always Support Kids (ASK) 4-H Club, several parents have enrolled their kids (both special needs and neurotypical) in 4-H activities. The Madison 4-H County Council and Leadership Club have made it a club goal to mentor and conduct activities geared specifically towards special needs youth while incorporating the younger neurotypical 4-H members as peer-to-peer teachers/junior mentors. Not only does this show the successful efforts of UF/IFAS and Florida 4-H programming to truly be an equal opportunity institution, it is great proof of the positive influence on the development of all youth to be considerate, contributing citizens.

Putting 4-H Science into ACTION Through Initiative 7

K. Blyler*, State 4-H STEM Coordinator; **H. Kent***, NW Regional Specialized 4-H Agent; **J. Levings**, State 4-H Educational Design Specialist; **B. Broaddus**, 4-H Agent Hillsborough County; **W. Cherry**, 4-H Extension Agent Calhoun County; **J. Dillard**, CED and Extension Agent Washington County; **S. Kraeft**, 4-H Extension Agent Wakulla County; **J. Mayer**, 4-H Extension Agent Palm Beach County; **T. Roland**, 4-H Extension Agent Collier County; **G. Sachs**, 4-H Extension Agent St. Johns County; **S. Sachs**, 4-H Extension Agent Duval County; **A. Stewart**, 4-H Science Extension Agent Marion County

Objectives: The Florida 4-H Science Action Team (SAT) is a sub-committee of the Initiative 7 Team with strong ties to the STEM Super Issue. This team serves to provide statewide leadership for the 4-H Science Initiative, which includes professional development for faculty and volunteers, evaluation, marketing, resource development, and strategies for recruiting science rich volunteers. **Methods:** The SAT has implemented a series of professional development opportunities for faculty and volunteers, and is working to develop relevant support materials to implement and evaluate 4-H science programs with meaningful outcomes and high public value. This presentation will give an overview of the SAT progress and future plans to help faculty build capacity for 4-H science. **Results:** Year two of the YEAK study as well as Waves 6-8 of the Tufts University Study on Positive Youth Development support the case for 4-H science. As faculty recruit and train volunteers to deliver high context, science rich programs, they will achieve similar impacts which include not only an increase in science content knowledge, but also an increase in science process skills, science literacy, and aspirations towards science related careers. These outcomes strongly align with both Initiative 7 and the STEM Super Issue and are extremely relevant to our stakeholders. **Conclusions:** 4-H science programs have the potential to increase the interest of youth in pursuing education and careers in the STEM fields. The SAT is positioned to provide leadership to help faculty implement science programs by providing professional development, resources, evaluation tools, and powerful marketing messages.

A Growing Need for Small Farm Livestock Education

J. Bosques*, **J. Cohen**, UF/IFAS Extension Marion County, UF/IFAS Central Florida Livestock Agents Group; **Y.C. Newman**, UF/IFAS Agronomy Department; **J. Ullman**, UF/IFAS Department of Agricultural and Biological Engineering

Objectives: Small Farms in Marion County and Florida represent over 90 percent of agricultural operations. Providing up-to-date, research based educational opportunities for small farmers in pasture management is a priority in this county due to economic and environmental reasons. **Methods:** A three part pasture management school series was designed covering topics such as basic plant physiology, forage varieties for Central Florida, weed control and grazing strategies. Four classes and a field trip were conducted as part of this course. A total of 28 people attended the Small Farms Pasture Management School. Their animal species of interest were small ruminants (12%), poultry (8%), bovine (35%), equine (35%) and swine (12%). Forty five percent of the audience farmed 1 to 10 acres, 20 percent farmed 11 to 20 acres and 21 to 50 acres while 15 percent had 50 acres or more. **Results:** Survey response rate was eighty-nine percent (n=25). One hundred percent (n=22) would consider implementing pasture management practice changes discussed during the meetings. Examples of practice change include: grazing management (n=8), winter forage production (n=6) and weed management (n=8). **Conclusions:** The survey results indicated a significant need for more educational programs targeting small farmers and ranchers in the State of Florida. Further educational needs identified were: manure management (n=7), farm and pasture mathematics such as calculating fertilization rates (n=6), animal nutrition (n=3) and weed control (n=3). The survey also indicated that the Small Farms Pasture Management School had an average value of $917.85 to the attendees.

Certifying Your Backyard for Wildlife

J. Cohen, UF/IFAS Marion County Extension

Objectives: Marion County, “Horse Capital of the World”, is home to approximately 50,000 horses, residing on more than 1,000 farms; it is also home to the largest first magnitude freshwater spring. Unfortunately, the larger farms in the county are continually bought and parceled into small, urban housing associations, having only quarter to half acre lots for yards. Ironically, individuals moving into these homes tend to be quite “far removed” from the existing natural ecosystems and habitats once found in abundance on the land. The objectives of this course were to 1. Teach urban homeowners ways to peacefully coexist “with” their environment, 2. Create awareness and understanding about how each can to live together. **Methods:** A Power Point presentation workshop was developed and presented to one of the largest housing associations in the county. Individuals not residing in the housing were also invited to take the class. It was offered two times in the fall, with approximately 10-13 individuals participating in each of the two courses offered for the first year. **Results:** Results of the surveys showed one hundred percent (n=23) learned the steps needed to certify their backyard for wildlife and one hundred percent (n=23) learned the steps required to prepare their yards to be more wildlife friendly. One hundred percent (n=23) reported that, as a result of the course, they now have a better understanding how to make their backyard more “wildlife friendly”, and one hundred per cent (n=23) understand the importance of using native vegetation. **Conclusions:** Results/impacts showed improved understanding and awareness regarding peacefully coexisting “with” the environment and how wildlife and urban homeowner.

4-H Food, Fun, and Reading Program

N. Crawson, Holmes County

Objectives: Youth will demonstrate increased ability to identify foods and healthy food choices and increased levels of physical activity to develop improved practices for health and well-being as a result of the 4-H Food, Fun, and Reading. **Methods:** Experiential learning activities facilitated through five classroom session outlines, with each session focusing on a different food group of MyPlate and physical activity. Children learn about healthy food choices and exercise by an interactive classroom discussion on the MyPlate, the reading of storybooks with food-related themes, participating in the making of healthy snacks, and the provision of take-home materials to reinforce concepts and achieve mastery. **Results:** Since 2008, 3,703 first-grade students have been impacted. Essential life skills including communication, problem solving, and decision making were addressed. For 2012 alone, the following impacts have been documented: 77.3% of the 535 youth that participated in the program scored an average gain of 2.5 points on their post-test questionnaire, demonstrating increased levels of food identification; 100% of the eight teachers involved in the program rated the program effectiveness as "Outstanding." They reported students' improved awareness of the MyPlate and were clearly able to identify food items/groups in the school lunch environment. 63% of the thirty returned parent surveys stated that they saw changes in their child's behavior. **Conclusions:** This experiential learning program successfully increased nutritional knowledge of students, parent and teacher satisfaction, school participation, and 4-H awareness.

Spreading the Word: New Strategies for Hydrilla IPM Are Investigated

J. Gillett-Kaufman*, **V. Lietze***, **J. Cuda**, Entomology and Nematology Department; **J. Bradshaw***, Citrus County Extension; **K. Gioeli***, St. Lucie County Extension; **W. Overholt**, Indian River REC; **R. Hix**, FAMU; **J. Shearer**, US Army Engineer Research Development Center

Statewide, the invasive freshwater plant hydrilla causes damaging infestations that choke out native plants, clog flood control structures, and impede waterway navigation and recreational usage. **Objectives:** To develop and demonstrate an integrated reduced risk solution for hydrilla control and to encourage resource managers to adopt new IPM tactics. **Methods:** Partnering research and extension faculty are evaluating a new IPM strategy that involves integrating herbivory by a naturalized insect (hydrilla tip miner) with a native fungal pathogen and low doses of the herbicide imazamox for long-term sustainable hydrilla management. A needs assessment survey identified suitable information delivery platforms for stakeholders who visit Florida freshwater bodies for recreational and occupational purposes. **Results:** Experiments confirmed that temperature conditions in Florida's freshwater systems will support establishment of hydrilla tip miner populations throughout the state. Resource managers are advised that careful selection of imazamox concentration, fungal dosage, and hydrilla tip miner density is critical to successfully reducing hydrilla biomass. Because survey respondents indicated the internet as their preferred information source, a web-portal, which includes learning lessons and a newsletter, was launched and has been visited 13,847 times between June 2011 and March 2013. **Conclusions:** Ongoing collaboration between research and extension faculty will help spread the word about novel tactics available for hydrilla management. For technology transfer, we will develop a Hydrilla IPM Guide that includes current and novel approaches to sustainable hydrilla management. We expect to distribute this guide at EPAF in 2014.

Mechanics of a Master Gardener Plant Sale Fundraiser

Y. Goodiel, UF/IFAS Martin County Extension

Objectives: Conduct a successful Master Gardener Program fundraiser to support programming and scholarships for local youth. **Methods:** For more than 15 years, the UF/IFAS Martin County Master Gardener volunteers have conducted plant sale fundraisers. With each iteration, volunteers contribute suggestions for improvement and gain knowledge and experience. For the past two years, facilitators were recruited to lead the various plant sale crews. The facilitators organize crew members volunteering through the on-line Volunteer Management System. At least once during fundraiser planning, a facilitators' meeting is held, to clarify each crew's role and responsibilities. In 2012, the Master Gardener President created a planning checklist, which is used from a few months in advance all the way through to the week of the event. Press releases are distributed to internet, television, radio, magazine, and newspaper outlets; and flyers are distributed via the Master Gardener contact list, local libraries, Extension office, and Master Gardener outreach events. Following each plant sale, feedback is sought from all participants and used in planning the next event. **Results:** Each year our plant sale fundraiser improves, due to the valuable and insightful suggestions and efforts of our volunteers. **Conclusions:** Some of the keys to a successful plant sale fundraiser are as follows: 1) start planning early; 2) establish crews to plan and implement event areas/features; 3) publicize via a variety of media outlets; 4) share successes and listen attentively to critiques, to identify strengths and potential improvements and to empower and engage volunteers; 5) incorporate recommended improvements; and 6) celebrate everyone's efforts.

Sustainable Floridians℠ - A Statewide Educational Program

R. Madhosingh-Hector, Pinellas; **W. Sheftall**, **H. Copeland**, Leon; **K.C. Ruppert***, Program for Resource Efficient Communities; **E. Foerste**, Osceola; **J.P. Gellerman**, **E. Linkous**, Sarasota

Objectives: The Sustainable Floridians℠ program encourages individuals and communities to become more resilient. Objectives include developing an educated citizenry, increasing participants' knowledge about sustainability at all levels, providing information that identifies Florida-specific actions for conserving resources, motivating the participants to implement those actions, and creating opportunities for community level leadership in sustainability education. **Methods:** The course is very participatory with a variety of teaching methodologies employed including use of multi-media presentations, supplemental readings and a textbook. Participants are engaged in group discussion, group and individual reflection, and personal action over the course of six to eight weekly sessions. **Results:** Graduates usually participate in either a community service project or commit to donating volunteer time within 12 months of their graduation date. In Leon County, graduates are serving as facilitators for local EcoTeams, which are discussion circles organized under the sponsorship of Sustainable Tallahassee, a partnership umbrella NGO. In Pinellas County, the 66 graduates to date have donated more than 1,800 volunteer hours—a dollar equivalent of $33,588. **Conclusions:** The Sustainable Floridians℠ program has proven instrumental in filling the need for sustainability education in the five pilot counties and is on the cusp of expanding to additional counties. The participatory course materials allow county faculty to explore a range of educational materials that encourage sustainable practices and improve the economic, environmental and social conditions of households and communities.

Evaluation of Spanish-language Component for Citrus Global Gap Training Performed by UF/IFAS Indian River Citrus Extension Working Group

C.A. Kelly-Begazo*, Indian River County; **K. Lenfesty**, **T. Gaver**, St. Lucie County Extension; **M. Ritenour**, Indian River Research and Education Center, UF

Citrus producers and packinghouses in the Indian River Citrus consortium export a large percentage of their fresh fruit to European and Asia markets. Citrus Global GAP (Good Agricultural Practices) training is a requirement for all packinghouse and field employees, including contracted harvesting crews. The UF/IFAS Indian River Citrus Extension Working Group offers 4 subjects; Personal Hygiene, Food Hygiene, Worker Protection Standards and Identification of Citrus Diseases and Decontamination. **Objectives:** 1.) Assist the citrus industry in meeting its obligation for training under the Citrus Global GAP agreement; 2.) ascertain if the current program is successfully imparting the necessary information to native Spanish speakers; 3.) determine if participants will be making behavior changes; and 4.) determine if participants will be change agents by sharing this knowledge. **Methods:** A survey was developed and distributed to training participants during the 2011-2012 packing season. **Results:** Of the 390 Hispanic participants 92% stated that they had acquired new knowledge and 98% declared that the information had direct importance in their everyday lives. Ninety percent responded that they would utilize their newly-gained knowledge and 99% stated that they would share this information with others. **Conclusions:** Survey results indicate that participants will increase personal hygiene and help co-workers do the same in order to protect food safety. Based upon the results of this survey, the current program is competent in distributing the necessary information in Spanish, assisting in the behavioral changes of the participants and helping the citrus industry meet its obligation under the Citrus Global Gap agreement.

Analysis of Demographic Information Offered by Citrus Packinghouse and Field Workers in the Indian River Citrus Area During the 2011-2012 Citrus Global Gap Training Period

C.A. Kelly-Begazo*, Indian River County; **K. Lenfesty**, **T. Gaver**, St. Lucie County Extension; **M. Ritenour**, Indian River Research and Education Center, UF

The citrus industry is a multi-billion dollar business that has been the backbone of many Floridian communities. This industry has been threatened by pest and diseases, low crop yields, decline in fruit prices and a labor force that is insecure. There has been an incentive to create a robust guest worker program, but to date, that has not been achieved. One of the reasons for this is the lack of communication and misinformation that exists about this labor force. **Objectives:** Gather demographical information about participants that might help the training instructors understand their audience better, improve programmatic methodology, increase topic understanding and encourage behavioral changes. **Methods:** The Indian River Citrus Extension Working Group developed a questionnaire that was distributed to 390 Spanish-speaking packinghouse and field workers during the 2011-2012 Citrus Global GAP training programs. **Results:** The majority of the training participants were male (62%), with the average age of 40 years (17-68 years). Ninety-two percent were originally from Mexico, and only 5% were from the United States. Seventy-three percent said that they were legal residents of the United States and only 9% said that they traveled to other states to work. Forty-seven percent of the participants stated that they lived in Fellsmere (Indian River Co.), 29% lived in Ft. Pierce (St. Lucie Co.) and the last 24% stated that they lived in Vero Beach (Indian River Co.). **Conclusions:** Survey information pertaining to participant demographics will help adapt the current Spanish language program to better serve its audience.

Successful Urban 4-H Programs

J. Mayer*, Palm Beach County; **R. Larosa***, Broward County; **C. Weston**, Miami-Dade County

Objectives: 4-H Agents from District 13, which includes the counties of Palm Beach, Broward and Miami-Dade, will share best practices and successful strategies for the development of relevant, adaptive youth programming that meets the unique and changing needs of children and families within urban communities. **Methods:** A brief snapshot of three successful programs will demonstrate strategies that engage underserved and underrepresented youth, and expand children's services through multidisciplinary internal and external partnerships. In addition, presenters will highlight NAE4-HA's peer reviewed, national, online "Directory of Successful Urban 4-H Programs". The directory provides a wealth of case studies that workshop participants may adapt to their needs. **Results:** Extension's success depends upon our ability to develop programs and resources that consider a wide variety of characteristics unique to urban areas, such as population growth and rapidly changing socio-economic demographics. Participants will gain new ideas, techniques and resources that will help them serve diverse, urban youth. **Conclusions:** The purpose of this presentation is to share knowledge and enhance participants' skills in developing relevant, adaptive youth programming that meet the unique and changing needs of children within urban communities.

Managing Nuisance Wildlife in Residential Landscapes

E. Powell*, **M. Goodchild**, Walton County; **H. Ober***, Wildlife Ecology & Conservation; **S. Jackson**, Bay County UF-IFAS Extension Florida Sea Grant; **K. Rudisill**, Bay Co UF-IFAS Extension; **M. Orwat**, Washington County UF-IFAS Extension; **T. Friday**, UF/IFAS Santa Rosa Extension; **A. Bolques**, FAMU

Nuisance wildlife in the landscape is a growing problem. Agents and one specialist worked together to address the problem. A grant was used to fund the educational effort and used to purchase traps for demo and develop educational materials to control wildlife in residential landscapes. **Objectives:** 1) Homeowners reduce nuisance wildlife by using proven trapping methods. 2) Develop educational materials to increase homeowners' knowledge of identifying and controlling unwanted wildlife. **Methods:** Workshops were held in 3 counties across the Northwest Florida Extension District during spring 2012. The first two events were attended by local clientele. The third event was advertised as an in-service training for Extension agents and open to all counties throughout the state to participate via polycom. A video was developed to demonstrate how to properly set and use traps along with a series of EDIS publications. **Results:** Over 100 homeowners and 8 extension agents gained knowledge on the subject. Five new EDIS pubs were developed. These publications were developed to lead readers through a step-by-step process of determining which species was responsible for the problem, and considering a series of potential solutions that vary in cost and efficiency. The video has been posted on YouTube. Ninety-one % of the clientele gained knowledge for preventing wildlife damage. **Conclusions:** Traps were distributed to agents in 5 different counties in the Northwest Extension District so hands-on demonstrations can be showcased to local clientele. This program has led to a reduction in nuisance wildlife and a better understanding how to manage these pests.

School Garden Collaboration

S. Spriggs*, **Dr. M. Rometo***, UF/IFAS Extension Sarasota County

Objectives: In keeping with Extension's focus on involvement of stakeholders and internal collaboration, Sarasota staff launched a pilot salsa garden program in Spring 2013. Led by the Community and School Gardens Coordinator, representatives from 4-H, FCS/FNP, Agriculture, and Master Gardeners participated. Additional partnerships included Farm to School, local businesses, teachers and principals with the local School District and a private Montessori school. Curriculum from Gardening for Grades and Junior Master Gardener were incorporated. Facebook and local media were involved for program awareness. **Methods:** Following approval of grant funding from Master Gardeners, a calendar of events was scheduled. Dates included garden installation with 4-H, planting and garden related lessons with Master Gardeners, and nutrition lessons taught by FCS during a Cinco de Mayo finale. Ag staff contributed with program development and seed timing advice. Area businesses provided discounts and donations for necessary supplies. Teachers were taught how to make the garden relevant to State Standards through Gardening for Grades. **Results:** Pre and post tests were administered to document knowledge gained. Teachers have been grateful to have access to these educational tools, and have reported high test scores and behavior improvement. Over 70 students have directly benefitted through increased agricultural awareness, with parents, teachers and hundreds of other students at the schools indirectly impacted. Master Gardeners enjoyed being engaged through youth education and students were highly enthusiastic learners. **Conclusions:** School gardens have provided a positive method for staff collaboration and involvement of community partners.

Seafood At Your Fingertips

B. Saari*, Okaloosa/Walton County; **L. Krimsky**, Miami-Dade County; **H. Abeels**, **E. Shephard**, Brevard County; **B. Fluech**, Collier County; **B. Mahan**, Franklin County; **E. Courtney**, Okaloosa County; **K. Zamojski**, Leon County; **C. Adams**, **S. Otwell**, Florida Sea Grant; **J. Merrifield**, **C. Sandoval**, Wild Ocean Seafood Market

The Seafood at Your Fingertips program was created by a multi-disciplinary team consisting of professionals in the seafood, marine, nutrition and industry fields. **Objectives:** Provide extension agents in Florida with updated, easy-to-access information regarding seafood, which will result in increased consumer awareness and consumption. **Methods:** Through the use of focus groups and a statewide survey, the program was designed with input from the consumer in order to provide appropriate information in educational tools created for this program. Program tools include outreach education modules that are given as a resource kit for extension educators to teach their clientele about Florida seafood nutrition, preparation, seasonality and purchasing. Extension educators will be given training through webinars on the resource kit and its content as well as guidance on teaching the curriculum. Additionally, a mobile application was created for the general consumer to assist in purchasing and handling of seafood and promoting seafood consumption. **Results:** By combining education modules, public displays, and the mobile application with the community teaching expertise of extension professionals, this program has provided a wide-reaching Florida Seafood promotion opportunity. Workshop participants have shown behavior changes in consumption patterns and overall knowledge of Florida seafood has increased. **Conclusions:** Seafood extension programming can now be regionally tailored yet conducted statewide, in multiple discipline areas, and allow the program to reach a great audience of consumers throughout the state where we did not previously have an impact.

Creating a Safe Environment for Master Gardener Volunteers and Clientele

N.R. Samuel*, UF/IFAS Marion County Extension; **G. Flecker***, Florida State University

The Marion County Master Gardener (MG) Association is a registered nonprofit with 130 members engaged daily in multiple activities with varying levels of associated risks. Routine activities include: volunteering in the plant clinic, demonstration gardens, and operating small equipment. Direct contact with Florida MG coordinators and a search of other State MG websites revealed that risk management (RM) appeared to be simply a policy statement on worker's compensation and MGs taking due diligence in the information provided to the public. **Objectives:** The purpose for developing the RM Plan was to examine the risks related to the activities conducted and how they can be mitigated to create a safe environment. **Methods:** The MG Coordinator facilitated a focus group session with five MGs. All possible risks were identified and each was examined based on scope, nature, stakeholders involved, and quantification. Risks were placed in a risk impact probability chart with risk treatment and control mechanisms, and potential action for improvement, and then strategies and policies to mitigate identified risks were developed. The plan was reviewed by extension administration before approval and adoption by the MG Board. **Results:** Risk mitigation strategies implemented to date include: new money counting policy, refrigerator designated for food only, and notation of allergies and next of kin on annual renewal forms. **Conclusions:** Development of a RM plan has heightened safety awareness amongst volunteers, created a safe working environment, and reduced liability for the nonprofit and supporting organizations.

Precision Trapping of House Flies on Dairies Using Fly Density Indices

M.E. Sowerby*, Suwannee County Extension; **J.E. Hogsette**, USDA-ARS-CMAVE

House flies are a health hazard and general nuisance for livestock and humans. Traps with house fly specific baits have been found effective for farm fly trapping, but where should they be placed to optimize capture? **Objectives:** Determine if an instantaneous fly density index made with an 18-inch square Scudder grid sampling device correlates with the number of flies actually trapped at that location. **Methods:** One to four Captivator Traps were placed in each of three attractive locations on two northeast Florida dairies. Before trap placement, a fly density estimate was obtained by placing a Scudder grid on each potential trap site and counting the house flies resting there after 1 minute. A Captivator Trap was placed at that location and captured flies were counted after 24 hours. After counting, bait was replaced and traps were set at the same sites after first obtaining a fly density index. Original trap locations were not changed and trapping continued for 4 weeks. **Results:** Regression analysis indicated no correlation exists between a fly density index and numbers of flies trapped at the same site. Number of flies trapped in groups of traps varied from one trap to another over time. **Conclusions:** Results show how quickly localized groups of house flies can change locations. If a density index is high, it might be expected that many flies will be trapped at that site. However that is not always true. If several traps are placed around one site, e.g. calf pens, the traps do not necessarily capture similar numbers of flies. Also numbers of flies captured by each trap can vary daily from low to high. Data indicate the best method for trapping flies in localized areas is to use groups of traps instead of just one.

Marketing Food Check-out Week® in Volusia County

K. Stauderman*, **K. Bryant**, **J. Taufer**, Volusia County Extension, UF

Florida farmers are committed to producing safe and abundant food. UF/IFAS Extension along with Volusia County Farm Bureau and Florida Strawberry Growers Association (FSGA) help consumers find solutions to eating healthy with local produce. **Objectives:** The success of this event is a measure of consumer's motivation to learn about Florida fresh produce and attendance to educational demonstrations held at the farmer's market. Additionally, it is to bring about awareness of produce through 'Jammer,' a strawberry mascot used in marketing Florida strawberries. **Methods:** Agents worked with media publishing articles in the local newspaper on Florida mascots including 'Jammer,' the FSGA mascot. They engaged local growers to supply produce, demonstrate freshness, taste and quality of cooked kale and fresh strawberries while addressing its nutritional benefits. Finally, Jammer was procured to meet and greet patrons at the market which provided educational literature for both adult and youth to promote Florida strawberries. **Results:** Patron participation doubled from previous years; youth attended making the event an educational field day. Customers were motivated and engaged in the educational talks. Stakeholders remain committed to another year in partnership. Children and adults enjoyed the interaction with Jammer and vendors were thrilled with the support for their commodity. The local newspaper and the Volusia County Farm Bureau newspaper published a feature article along with the Florida Farm Bureau on its web site. **Conclusions:** Through this event, clients increased awareness of Florida strawberries and produce, while enhancing their motivation and participation to learn about solutions to feeding their families healthy foods.

Beekeeping Education in Osceola County

J. Sullivan, UF IFAS Extension, Osceola County; **J.R. Denman**, Advanced Beekeeper, Osceola County

Objectives: Beekeeping enhances the viability of agriculture. Pollination by honey bees in Florida adds an estimated crop production value of $20 million annually. Managed European honey bee colonies decrease the potential for more dangerous African honey bees to establish. Human health and the beekeeping industry are at risk from improperly managed colonies and failure to follow regulations. Florida beekeepers increased by 95% since 2008, demonstrating the popularity of beekeeping as a profession and hobby. The UF IFAS Extension in Osceola County began providing education to increase beginning beekeepers' knowledge of beekeeping practices and regulations and to increase the number of registered beekeepers in the County. **Methods:** The Agent and a volunteer beekeeper created a Beekeeping Education Series: Beekeeping: Is it for me? seminar; Intro to Beekeeping seminar; Build Your Own Beehive workshop. In ten months, eleven events were taught. The Kissimmee Valley Beekeeping Association was formed to provide ongoing education for beekeepers. A Beekeeping Mentorship Program was initiated to train beginning beekeepers who will mentor others after completing the program. **Results:** 295 people participated in beekeeping programming. "Intro to Beekeeping" participants completing pre/post surveys (N=43) increased their knowledge of beekeeping practices and regulations by 34%. Four new beekeepers established and registered hives since participating in beekeeping education, demonstrating follow-through with recommendations as they establish colonies. **Conclusions:** Osceola County beekeeping education is meeting a demand for beekeeping education, ensuring that honey bees remain an agricultural asset.

Increasing the Visibility of Master Gardeners in Orange County

E. Thralls, UF/IFAS Extension Orange County

Objectives: Orange County has about 275,000 owner occupied households. About 97% of the owner occupied households meet the challenges of maintaining Florida landscapes and gardens without the assistance of a UF/IFAS Extension trained Master Gardener because they are not aware that the Master Gardener Program exists to serve them. **Methods:** The Master Gardener Advisory Committee was asked to find ways to "increase the visibility of Master Gardeners in Orange County". An aggressive e-mail campaign to veteran Master Gardener Volunteers netted 47 possible solutions that were grouped on commonality/similarity, then prioritized. **Results:** The Advisory Committee determined a trailer was the best solution. Master Gardener Volunteers held a fund raiser and purchased the Mobile Plant Clinic (MPC) to "increase the visibility of Master Gardeners". The MPC is a traveling billboard with graphics that promote UF-IFAS Extension branding, smart phone readable Quick Response (QR) coded web addresses for the County Extension Office, Solutions for Your Life, and Facebook, and telephone numbers and addresses of other Plant Clinics that Master Gardeners staff in the county. The MPC was deployed to three venues in Orange County during the month of January 2013 and reached 181 visitors who have not used the services of the UF/IFAS Extension in Orange County. **Conclusions:** The MPC is achievable within limited resources and readily "increases the visibility of Master Gardeners in Orange County". Future deployments are scheduled.

Wednesday, Aug 28, 2013	**ESP**	**FACAA**	**FAE4-HA**
TIME	**Players C**	**Champions B & C**	**Champions A**
8:00 am	Web Conferencing: Creating Engaging Learning Experiences in a Non-Traditional Classroom **L. Leslie*, E. Courtney*, J. England*, *et al.***	Growing Gourmet Mushrooms for Fun and Profit **A. Gazula*, C. Saft*, C. Olson, M.E. Smith, S. McCoy, S. White**	Pretty Girl Talk **K. Jackson*, J. Lilly, Sr.***
8:20	Who Is Reading My Flyer? Free Online Marketing Tool **E.V. Campoverde**	Using Blue Dye Marking Technique to Illustrate Water and Nutrient Movement through Sandy Soils to Homeowners and Master Gardeners **W.L. Wilber*, A.C. Gazula**	Third Annual Youth Leadership Hendry/Glades Counties **S. Crawford*, T. Prevatt**
8:40	Educational Technology – Report on Successes and Opportunities **S. Toelle**	Turf Tuesdays: A Multi County Turf Program Hosted Through Interactive Videoconference **M. Orwat*, R. Trawick*, *et al.***	Camp Counselors and State Camp Staff Partner to Reduce Risk at Camp **M. Boston*, S. Prevatt*, N. Baltzell**
9:00	Encouraging and Engaging Youth Through Technology: Utilizing Turning Technologies© for Animal Skill-a-Thons **X.N. Diaz*, J.M. Shuffitt**	Florida-Friendly Landscaping™ Program Follow-Up Survey in Northeast Florida **T.B. DelValle*, A.R. Lamborn*, *et al.***	The Power of Collaboration in Nutrients for Life **J. Jump*, J. Breman, B. Hochmuth*, N. Demorest*, D. Barber**
9:20	Utilizing County Facilities to Extend Extension Programming **R. Madhosingh-Hector*, M. Campbell, L. Carnahan, L. Miller**	Chemical Control of Blackberries in Bahiagrass Pasture **A. Fluke*, L. Lindenberg, J. White**	How To: Developing Life Skills in Teens, through High School Enrichment **A. Tharpe*, L. Wiggins***
9:40	**Break**	**Break**	**Break**
10:00	Getting Out of Dodge: Professional Development Leave for County Faculty **C.A. Kelly-Begazo**	Developing a Continuing Education Program for the Limited Certification for Urban Landscape Commercial Fertilizer Applicators **S. Haddock**	Farm City Days Youth Day: Raising Agricultural Awareness Among Fourth Grade Osceola County Students **G. Murza*, *et al.***
10:20	Using Technology to Expand the Master Gardener Help Desk to Other Locations **J.V. Morse**	2013 Florida Citrus Growers' Institute: **C.E. McAvoy*, G. England, W. Oswalt, M. Zekri, S. Futch, T. Gaver**	4-H Robotics for Everyone **N. Crawson*, H. Kent***
10:40	A Participatory Co-Management Strategy for the use of Fish Aggregation Devices in Dominica and St. Vincent **J.E. Hazell*, C. Sidman, K. Lorenzen, R. Sebastain**	Empower Ocala Garden Project: Relationship Building Strategies to Increase Minority Participation in Urban Horticulture Extension Programs **N. Samuel*, A. Moore***	Training 4-H Volunteers Across County Lines **M. Taylor*, M. Brinkley*, W. Cherry***
11:00	Measuring Agricultural Paradigms Held by University of Florida IFAS Extension Agents **L. Sanagorski**	Northwest Florida Agricultural Innovator Recognition Program **D. Mayo*, L. Johnson, J. Ludlow, *et al.***	Hillsborough 4-H Safety and Ethics Training Series: Horse Program **B. Yancy*, B. Broaddus**
11:20	Florida Agriculture Leadership Series **K. Johnson, Jr.**	Demystifying Small Field Fertigation **D.B. Nistler*, J. DeValerio*, B. Hochmuth, E. Simonne**	Water Conservation or Bust! A Game for Water Education **S. McGee*, A. Yasalonis**
11:40	**Break for Lunch**		

Wednesday, Aug 28, 2013	**FANREP**	**FEAFCS**
TIME	**Players B & C**	**Champions H**
8:00 am	Experience Extension through Volunteerism **L. Carnahan**	Safety Doesn't Happen by Accident: Using Extension Programs to Prevent Vehicle-related Injury and Death **G. Hinton**
8:20	Planning for the Future of Recreation Boating Access to Charlotte County Waterways 2010-2050 **E.A. Staugler*, R. Swett**	Women and Money: Stepping Out on Solid Financial Ground **L. Spence*, M. Gillen***
8:40	The Miami-Dade Adopt-A-Tree Program: **A.G.B. Hunsberger**	Pressure Canning Basics 101 **J. Corbus**
9:00	Impact of Russian Thistle (Salsola spp.) on Florida Coastal, Urban, Agricultural, and Natural Areas **D. Griffis**	Creating a Web-Based Financial Challenge **E. Courtney*, M. Gutter, R. McWilliams*, B. O'Neill**
9:20	Development and Use of Criteria and Performance Indicators for Strategic Urban Forest Planning and Management in the City of Tampa **R.J. Northrop*, M.G. Andreu**	Master Food and Nutrition Volunteer Training Program: NE Florida Multi-County Approach **M. McAlpine*, J. Coreless*, J. Cooper*, N. Parks*, J. Schrader*, M. Thomas*, A. Simonne***
9:40	**Break**	**Break**
10:00	Commercial Fishing Perceptions of Marine Debris in Southeast Florida **L. Krimsky*, M. Watson**	Collaborative Partnerships Improve Child Nutrition and Earn Statewide Recognition **G. Hinton*, V. Mullins**
10:20	Pinellas County Goes Gold! **R. Madhosingh-Hector**	Who Gets the Plate? Who Gets the Rod and Reel? **L. Spence**
10:40	Watershed Education for Elected Officials, Resources Managers and Concerned Citizens **S. McGee*, L. Miller*, B.J. Jarvis*, L. Barber***	Take Charge of Your Diabetes: A Diabetes Self-Management Program for Adults with Type 2 Diabetes in Marion County **N. Gal*, L. Bobroff*, D. Diehl***
11:00	Challenges With New Master Volunteer Programs **M. Campbell*, R. Madhosingh-Hector***	Expanding Small Business Opportunities through Education on Florida's Cottage Food Legislation **D.C. Lee*, A. Meharg***
11:20	Mastering the Classic Art of Fly Fishing While Inspiring Youth **V. Spero-Swingle*, H. Abeels**	The Empower Ocala Garden Project: **A. Moore*, N. Samuel***
11:40	**Break for Lunch**	

Wednesday, Aug 28, 2013	**ESP & FEAFCS**	**FACAA**	**FAE4-HA**
TIME	**Players C**	**Champions B & C**	**Champions A**
1:30 pm	Spotlight Tampa Series Presenting Florida-Friendly Landscaping (FFL) Television Segments **L.A. Barber*, V. Overstreet**	Cattle Management 101 **M.S. Hittle-McNair*, S.D. Eubanks*, M.J. Goodchild*, M.A. Meharg, C.M. Simon, J.D. Atkins, J.G. Bearden, P. Vergot**	Utilizing I 4-H National Youth Science Day Experiment to Promote STEM Literacy Among Youth **B. McKenna**
1:50	Effective Evaluations: Standardized Templates and Tabulation **N. Crawson*, J. Dillard*, W. Cherry***	University of Florida IFAS Extension Partnerships Supporting Tri-County Irrigation Programming **H. Mayer*, M. Orfanedes*, L. Sanagorski***	Eating from the Garden **L. Wiggins**
2:10	"Garden Talk" WTIS 1110 AM **L. Barber*, S. Haddock, N. Pinson**	Urban Farming Program Demonstrates Sustainable Practices for Increasing Local Food Production **R. Tyson**	Backyard Bark Beetles **J. Hulcr*, S.M. Steininger**
2:30	Scan And Learn: QR Codes In the Florida Botanical Gardens **T. Badurek**	Northwest Florida Water Management Summit: Educating the Green Industry to Conserve Water Through Practical Use and Utilization of Technology **S. Dunning**	Regional Events - Gaining Confidence & Raising Money - All in One **T. Prevatt*, S. Crawford**
2:50	Passport around the World, a Food and Diversity Experience **G. Negron**	Engaging Commercial Horticulture Professionals to Understand Why Landscapes Fail **S. Haddock**	Dog Days **K. Popa**
3:10	Farm Fresh from Seminole - Marketing Local Produce through Online Education **M. Lollar*, R. Law**	Strengthening Feed Production Capacity in Tamale, Ghana **B. Bactawar**	Youth Plant Show and Sale Improves Life Skills Among Youth Horticulturalists **S.T. Steed, B. Broaddus**

Wednesday, Aug 28, 2013	**FANREP**	**FEAFCS**
TIME	**Players B & C**	**Champions H**
1:30 pm	Partnerships for Successful Extension Programming: The Polk County Water School Model **S. McGee*, N. Walker***	National Food and Nutrition Practices in Adult Care Homes **A.L. Ford*, N.J. Gal*, W.J. Dahl**
1:50	Citizen Scientists Documenting Bay Scallop Trends in Southwest Florida **E.A. Staugler*, J.E. Hazell**	Successful Educational Programming at Wakulla County Food Pantries **S. Swenson*, G. Harrison**
2:10	Promoting Resiliency in Coastal Communities **L. Carnahan*, R. Madhosingh-Hector***	Sew Much Fun Day Camp **A. Griffin*, P. Peacock, A. Crossely**
2:30	Panhandle Outdoors LIVE **M. Orwat*, R. O'Connor*, *et al.***	Therapeutic Gardening Experiences for Special Needs Youth Through Extension Programs **L. Johnson*, E. Bolles*, A. Hinkle, D. Lee**
2:50	Recreation and Watershed Education: Let's Go Kayaking! **S. McGee*, M. Carnevale**	Weekend Food Security: Bridging the Monday thru Friday Gap **R.M. McWilliams**
3:10	Arbor Day: A Collaborative Educational Approach **E. Alvarez**	Fabulous Foods: A Multi-County Back to the Basics Approach **M. Brinkley*, S. Swenson*, K. Zamojski***

Professional Development, Marketing, Technology, International

Players C

Katherine Allen, ESP Abstract Chair

Time	Speaker(s)*	Abstract
7:50	**Moderator**	Introductions and Procedures
8:00	**L. Leslie, E. Courtney, J. England, A. McKinney, M. Gutter**	Web Conferencing: Creating Engaging Learning Experiences in a Non-Traditional Classroom
8:20	**E.V. Campoverde**	Who Is Reading My Flyer? Free Online Marketing Tool
8:40	**S. Toelle**	Educational Technology – Report on Successes and Opportunities
9:00	**X.N. Diaz, J.M. Shuffitt**	Encouraging and Engaging Youth Through Technology: Utilizing Turning Technologies© for Animal Skill-a-Thons
9:20	**R. Madhosingh-Hector, M. Campbell, L. Carnahan, L. Miller**	Utilizing County Facilities to Extend Extension Programming
9:40		**Break**
10:00	**C.A. Kelly-Begazo**	Getting Out of Dodge: Professional Development Leave for County Faculty
10:20	**J.V. Morse**	Using Technology to Expand the Master Gardener Help Desk to Other Locations
10:40	**J.E. Hazell, C. Sidman, K. Lorenzen, R. Sebastain**	A Participatory Co-Management Strategy for the Use of Fish Aggregation Devices in Dominica and St. Vincent
11:00	**L. Sanagorski**	Measuring Agricultural Paradigms Held by University of Florida IFAS Extension Agents
11:20	**K. Johnson, Jr.**	Florida Agriculture Leadership Series
11:40		**Break for Lunch**

Time	Speaker(s)*	Abstract
1:30	**L.A. Barber, V. Overstreet**	Spotlight Tampa Series Presenting Florida-Friendly Landscaping™ (FFL) Television Segments
1:50	**N. Crawson, J. Dillard, W. Cherry**	Effective Evaluations: Standardized Templates and Tabulation
2:10	**L. Barber, S. Haddock, N. Pinson**	"Garden Talk" WTIS 1110 AM
2:30	**T. Badurek**	Scan and Learn: QR Codes in the Florida Botanical Gardens
2:50	**G. Negron**	Passport Around the World, a Food and Diversity Experience
3:10	**M. Lollar, R. Law**	Farm Fresh from Seminole – Marketing Local Produce through Online Education

*For a complete list of authors see the full abstract.

Web Conferencing: Creating Engaging Learning Experiences in a Non-Traditional Classroom

L. Leslie*, Hillsborough County; **E. Courtney***, Okaloosa County; **J. England***, Lake County; **A. McKinney**, Duval County; **M. Gutter**, Family Youth and Community Sciences

Objectives: 1) Participants will increase knowledge and self-efficacy in the areas of personal health and finance. 2) Participants will adopt positive behaviors that lead to improvement in their health and finances. **Methods:** People want learning experiences that transcend brick & mortar classrooms. In response, a team of faculty developed & taught engaging web conferences. The goal was to motivate participants to make positive behavior changes. The team used a variety of methods to hold participants' attention, reduce multi-tasking, and facilitate participant involvement. The team members co-taught the online classes and used invited guest speakers for certain subjects. The team developed multi-media presentations that included customized graphics, skits, and audience polls. Agents used chat questions that facilitated discussion among participants as well as with the speaker. Participants included faculty from other states who participated regularly and contributed much to those chats and shared resources. Presenters demonstrated interactive online tools that participants could use to get customized answers. Financial management webinars were approved for continuing education credit. Following the webinars, participants received additional resources and post-evaluations. **Results:** 19 webinars were taught. 467 educational contacts were achieved. 187 of the participants completed an after session evaluation. 164 reported increased knowledge (88%) & 62 (33%) increased self-efficacy. 67 returned follow-up evaluations and 25 (37%) of the respondents reported they had adopted 1 or more positive behavior practices. **Conclusions:** Web conferences can be designed to motivate participants to make positive behavior changes.

Who Is Reading My Flyer? Free Online Marketing Tool

E.V. Campoverde, UF/IFAS Miami-Dade County Extension

Objectives: To present a new free and user-friendly online tool to help marketing Extension programs. **Methods:** The only requirement is having access to a computer with an internet connection and a program/class to advertise. Visit the Smore website at http://www.smore.com and register as a user, experiment with the drag-and drop editor and choose colors, layout, theme, pictures or videos and a font available. **Results:** Using the free Smore website to develop online flyers to advertise educational programs in conjunction with traditional media to attract prospective clients to Extension classes has helped to reach new audiences. The flyer continues to be viewed even after the class is over, even on smartphones. This free online flyer generating website is easy to use and creates user-friendly reports that allow us to duplicate a successful formula for programs that were not popular in the past and also to have greater exposure to future clients. The analytics update continuously and provide information about the number and geographic location of each viewer. For example: one program's flyer had 600 visitors at 55 different locations. **Conclusions:** Creative marketing of County and State Extension programs are vital if they are to be successful. Graphic designers and marketing specialists are rarely able to help promote County Extension programs. Smore is a free online marketing tool which is both time and cost-effective because it is easy to use and require no previous skills experience. Can be shared with Facebook pages and emails to clients. The social analytics have a huge potential for Extension, as they provide a way to measure the audience response to these promotional announcements of our educational programs.

Educational Technology – Report on Successes and Opportunities

S. Toelle, Duval

Objectives: To survey the use of educational technology by Family and Consumer Sciences Agents in the NEAFCS southern region. The survey questioned types of electronic devices and programs used for educational purposes, effectiveness of these, maintenance of the technology media, and creative uses. **Methods:** Qualtrics, was utilized to create a survey to investigate the objectives. It included 32 questions. The Qualtrics program generates a web link that was sent to the NEAFCS state affiliate presidents to distribute to FCS agents in their states. Qualtrics provides immediate analysis. **Results:** 229 FCS agents completed the survey, with 10 southern states represented. Only 64% of agents felt confident with their technical skills. Of all the devices, the laptop and projector severely outscored all other options though reports of its effectiveness varied. PowerPoint was nearly the only application used, with a smattering of other programs. Regarding social media, 64% reported using any form, with 96% of those using Facebook. 76% of agents have an active website, but 57% of those websites are maintained by someone other than the agent. The most common forms of promoting their programs are word of mouth (84%) and flyers or posters (85%). **Conclusions:** Although a variety of technological devices and programs are available for educational delivery, most agents stick with the laptop and projector, utilizing PowerPoint. Most are not comfortable beyond these tools. Training and resources need to be available to update educational delivery for a society that is becoming more technologically savvy and instantaneous with their demand for information. Abstract presentation will feature creative uses of technology by survey respondents.

Encouraging and Engaging Youth Through Technology: Utilizing Turning Technologies© for Animal Skill-a-Thons

X.N. Diaz*, **J. M. Shuffitt**, UF/IFAS Extension Marion County

Objectives: Marion County Youth Fair had over 1,000 non-duplicated animal exhibitors in 2012; 30% participated in species skill-a-thons. By utilizing Turning Technologies©, Extension Agents can modify traditional skill-a-thons into an efficient and entertaining PowerPoint format appealing to youth. (1) Implement an efficient method for evaluation of participants' knowledge gain. (2) Incorporate new technology to increase participation. (3) Reduce amount of time required for coordination, implementation and evaluation. **Methods:** By utilizing Turning Technologies©, agents designed specific questions and diagrams adapted to rabbits, lambs, poultry and goats for three age divisions. Skill-a-thon design improved measurement and evaluation of knowledge acquired in these project areas. This technology was designed to gather and tabulate answers automatically, reducing the number of staff and time required for calculation. Participants were given transponders for recording answers electronically allowing them to have an interactive experience when compared to traditional tests. **Results:** Extension Agents and show coordinators who have used this evaluation method responded positively to Turning Technologies© applicability to skill-a-thons for all species. Ninety percent of youth (n=274) reported competing in this contest was enjoyable and released the tension compared to traditional skill-a-thons test. **Conclusions:** Show coordinators requested this type of skill-a-thon for their shows including: dogs and swine for 2014. In addition to motivating more animal exhibitors to participate in skill-a-thons, Turning Technologies© is an innovative way to evaluate and minimize the number of volunteers needed and time required to complete the contests in a timely manner.

Utilizing County Facilities to Extend Extension Programming

R. Madhosingh-Hector*, **M. Campbell**, **L. Carnahan**, **L. Miller**, UF/IFAS Pinellas County Extension

Objectives: To leverage the UF/IFAS presence in the county, Pinellas County Extension partnered with Pinellas County Government to assume management of the educational centers at Weedon Island and Brooker Creek Preserves. The goal was to develop, deliver, and evaluate educational programs that would increase visitor attendance and complement the natural attributes of the county-owned facilities. **Methods:** Faculty utilized a combination of educational hikes, in-classroom trainings, workshops and hands-on citizen science. Programs focused on natural resources in the coastal and upland environment e.g. water quality, coastal habitats, urban forests, and plant and wildlife identification. Faculty actively engaged with existing volunteers and support organizations through volunteer training and community events. **Results:** In 2012, faculty delivered 201 educational classes with 5275 participants; 131 guided hikes with 1262 participants; and supported five special events, each with more than 100 people in attendance. Customer satisfaction surveys revealed that 86% of participants rated hikes as "Excellent" and 90% (n=368) rated educational classes as "Excellent" or "Very Good". Faculty also provided supervision and training for volunteers who collectively donated more than 11,000 hours or $205,260 to support programs and operations at the centers. **Conclusions:** The wide variety of programs offered at the centers highlight the resources available to county residents through UF/IFAS Extension; contribute to increases in center attendance; increase visibility of UF/IFAS Extension in the county; and solidify that the educational centers exist for the benefit of the public.

Getting Out of Dodge: Professional Development Leave for County Faculty

C.A. Kelly-Begazo, Indian River County

Professional Development Leave (PDL) is available to all county faculty with permanent status and at least six years of continuous full-time employment with the university. PDL enables county faculty the opportunity for professional renewal, travel, study, complete formal education and other professionally valued experiences. **Objectives**: 1.) Learn about the administrative process and apply for PDL; 2.) Obtain appropriate approvals for PDL from county and university administration; 3.) Plan and execute PDL for six months in Honduras; 4.) Share information and knowledge gained about the process with peer and encourage their participation. **Methods:** Agent proposed a six-month PDL from February - July 2013 In Honduras with the following goals. Increase skills in reading and writing Spanish, create modules in Spanish for small vegetable producers to use with Hispanic audiences, improve currently used Spanish modules for citrus Global Gap and to analyze data taken from Spanish-speaking participants during the 2011-2013 citrus packing season. **Results:** Agent was able to complete proposed program due to the support of IFAS district director and immediate county supervisor. **Conclusions:** The process for obtaining PDL for county faculty is not clearly defined or understood by most directors or county and university administrators. Advanced planning (1-2 years before execution) for county faculty wishing to take PDL is advisable. Immediate supervisors need to be fully vested in the PDL plan of execution or success can be delayed or derailed.

Using Technology to Expand the Master Gardener Help Desk to Other Locations

J.V. Morse

Objectives: To expand the Master Gardener Help Desk to another location without having to send a horticulturist to the location with them. This was a new location and we did not expect to have huge crowds. With our limited resources we could not afford to have a staff member at the remote location to help the MGs answer questions. **Methods:** An area was set up in the remote location with a computer (including a web camera) and a digital photographic microscope, as well as some key resources for reference such as IFAS card decks and books. The Skype program (free) had been added to the computer the Master Gardeners (MG) were using as well as to the computers of all of the horticulture staff, along with web cameras ($15 ea). We held a training session with staff and MGs on Skype and added our accounts to the program so we could call each other easily. **Results:** MGs who were not willing to be at a remote location from staff, felt comfortable enough knowing they could reach us and consented to staff the remote location. Plant samples could be identified via the Skype video and the digital camera could also be plugged into Skype so horticulturists could see what the microscope was showing. Microscope pictures as well as digital camera pictures could also be sent to horticulturists via email for identification. **Conclusions:** Using different types of technology such as Skype, a digital microscope and camera and email allowed MG staffing of remote locations from the main office. MGs were comfortable enough to staff these locations when they had this type of back up system. This allowed us to keep our horticulture staff at our main location. These technologies can be used to expand the MG help desk to other locations.

A Participatory Co-Management Strategy for the Use of Fish Aggregation Devices in Dominica and St. Vincent

J.E. Hazell*, Lee County; **Dr. C. Sidman**, Florida Sea Grant; **Dr. K. Lorenzen**, School of Forest Resources and Conservation, Program in Fisheries and Aquatic Science; **R. Sebastain**, Fisheries Division, Dominica

Objectives: The Dominica Fisheries Division partnered with the St. Vincent and Grenadines Fisheries Division, the UF Florida Sea Grant Program (FSGP), and the Caribbean Regional Fisheries Mechanism to evaluate catch success and benefits by fishers who use fish aggregation devices (FADs). The project initiated with one year of data collection on fish weight and species caught on FADs by fishers at three sites in Dominica. **Methods:** In December 2012 the FSGP traveled to Dominica to hold stakeholder meetings at each data collection site. The meeting objectives were to (1) thank fishers for providing catch information, (2) share the results of the data collection, and (3) solicit input from FAD fishers about options to improve fishing success. Over 100 stakeholders attended the meetings which included a presentation of the analyzed data and small group discussions aimed at soliciting fisher input. **Results:** Project partners gathered information on FAD options, management challenges, and co-management opportunities. Two common subjects discussed were (1) the need for more FADs, and (2) the need to foster greater communication and cooperation among fishers. **Conclusions:** Two new FADs have recently been deployed in the vicinity of one study site. Data collection efforts at that site will be expanded to include the new FADS, allowing the project team to test the effect of these additional FADs on catch success and profitability. In addition, the project team has developed a Daily Activity Planner to foster greater communication amongst fishers at a second study site. Follow-up meetings will be held at both sites. Project results will be applied to the Agent's work with Florida fisheries.

Measuring Agricultural Paradigms Held by University of Florida IFAS Extension Agents

L. Sanagorski, Palm Beach County

Objectives: The objectives that guided this study were: 1. Revise a tool to be used to measure and evaluate agricultural paradigms; 2. Describe University of Florida Extension faculty's demographic and background characteristics; and 3. Document Florida Extension faculty's agricultural paradigms. **Methods:** An electronic survey was administered to a random sample of 188 UF Extension faculty members in all disciplines to identify and document their paradigmatic preferences. The survey utilized paired Likert-type responses representing polar opinions on the alternative/conventional agriculture continuum. Participants were also asked to provide demographic information and self-identify with a specific paradigmatic group. **Results:** The Sustainability Score mean was 80.64 (SD=12.74), slightly above the median value of 72 between the most sustainable and conventional potential scores. The range of Sustainability Scores for all respondents was 40 to 114. A significant difference was identified in the scores between the Moderates (M=78.91, SD=9.76) and Sustainables (M=87.38, SD=13.21); t (64)=2.93, p = 0.005. The effect size of this difference, as measured by Cohen's d, was .73, interpreted as a medium effect (Cohen, 1988). **Conclusions:** This study generated a valid and reliable instrument useful in quantitatively measuring attitudes, and identified three distinct agricultural preferences. Florida Extension faculty were found to align with mostly moderate or sustainable paradigms, indicating promise for furthering sustainable agriculture education. Summary of characteristics and implications for Extension faculty and administration's future use of this data and instrument will be revealed in the final presentation.

Florida Agriculture Leadership Series

K. Johnson, Jr., DeSoto County Extension Director

Objectives: To provide leadership development resources to emerging leaders (18-35 years old) in the agricultural sector. To provide the participants with: an increase in knowledge of their individual leadership traits, styles, and preferences, an increase in knowledge of public speaking to advocate for agricultural, an increase in knowledge in the lifelong learning model, personal interaction with current agricultural leaders, provide opportunities for continued leadership development. **Methods:** This program was developed as: a four part series, held one day per month, based on materials developed in partnership with the Wedgworth Institute & the Ag. Ed. and Comm. dept., sessions on Leading, Speaking, Learning, Serving, in conjunction with a 6 county Farm Bureau associations. **Results:** Engaged 10 emerging leaders across a large spectrum of ag enterprises, allied trades, and FFA/JFCA members. An increase in knowledge for 90% of the individuals. Evaluated using course pre and post tests and post surveys for each session. 80% of the participants said they would be more likely to engage in leadership roles in their associations. 50% have taken on greater responsibilities in their associations. 10% have used the skills in public speaking to engage political leaders to advocate for their association and agricultural. **Conclusions:** This program was in response to the call from industry to provide education that would help fill the void of skills and abilities of the next generation of potential agricultural leaders. This program leveraged knowledge from various faculty members including professors, and extension agents in order to provide a wide swath of information resources and experience.

Spotlight Tampa Series Presenting Florida-Friendly Landscaping™ (FFL) Television Segments

L.A. Barber*, **V. Overstreet**, UF IFAS and Hillsborough County Extension Service

Objectives: Increase exposure for UF/IFAS County Extension offices state-wide, resulting in horticulture related knowledge gain and Extension Service contact by viewership; increase implementation of water conservation alternatives (microirrigation and mulch), appropriate landscape maintenance practices and environmental conservation (decreased stormwater runoff, pollution and erosion) while considering decreases in staff/time resources. **Methods:** Targeted audiences for Spotlight Tampa, City of Tampa TV (CTTV) viewing area are Hillsborough, Pinellas, Sarasota, Polk, DeSoto, Pasco, Citrus, Highlands, Manatee and Hernando Counties to whom we are presenting horticulture-related education; e.g. benefits of microirrigation; mulch: types of, how to and reasons to mulch; and transplanting and enjoying holiday plants for years to come. Topics are selected based on the time of year so information is timely and relevant. **Results:** Spotlight Tampa has the 4th highest viewership of all CTTV programs, with 40.2% of those surveyed having seen or regularly watching the show. Spotlight Tampa runs more frequently than any of CTTV's shows at 12 times each week and place all Spotlight stories on YouTube, which can easily be tracked. We have received very positive feedback from the CTTV's viewers about the information provided, have seen increased attendance at our workshops and seminars, in the number of walk-in clients, telephone calls, emails and website hits from these viewers. **Conclusions:** Partnering with regional media enables us to reach more residents while utilizing fewer resources resulting in client knowledge gain and behavior change. This process can be utilized throughout the state.

Effective Evaluations: Standardized Templates and Tabulation

N. Crawson*, Holmes County; **J. Dillard***, Washington County; **W. Cherry***, Calhoun County

Objectives: Standardized tools to measure program impacts are essential to continually evaluate the effectiveness of 4-H programming. By creating and adopting a standardized set of evaluation tools, 4-H Agents can aggregate collected data for a more solid report of measurable impacts. The ease in which the tools can be implemented will reduce the time Agents spend creating evaluations, end the number of varying formats and ease the process of combining collected data. Consistent use of a standardized template will allow the tracking of behavioral changes in youth and volunteers who remain in 4-H over time. **Methods:** A standard evaluation template was created. Resources such as rating scales and verbiage for measurable objectives were created to aid Agents in quickly and efficiently adapting the evaluation template to meet the specific needs of the program. The standard evaluation template includes statements and open-ended questions to collect both quantitative and qualitative data on internal and external components of programs without the need to distribute additional materials. **Results:** By creating consistent, reliable and efficient evaluation tools for programming, Agents will become more proficient in administering evaluations. Data collected will become more useful through the tabulation tool by allowing Agents to make changes to programming where needed, show positive impacts, and potentially increase funding sources. **Conclusions:** Additional evaluation tools in the form of youth, parent, and volunteer questionnaires as well as pre/post surveys to capture both quantitative and qualitative data are being created to share with all county 4-H programs to avoid the unnecessary overlap of evaluation creation.

"Garden Talk" WTIS 1110 AM

L. Barber*, **S. Haddock**, **N. Pinson**, UF IFAS and Hillsborough County Extension Service

Objectives: Reach larger audiences with timely and pertinent environmental horticulture and other Extension programming area information in view of limited resources. **Methods:** By partnering with a local area radio station (WTIS 1110 AM) interested in airing a weekly gardening program, "Garden Talk", we are able to spend our recording time once and reach a significant number of people on occasions that best suit their listening time, whether live or archived shows. **Results:** WTIS provides free air time for "Garden Talk". The normal charge is $100 per half hour. To date, our in-kind financial benefit from the station exceeds $6,100 of air time. Productivity has increased because one recording reaches a larger targeted audience. There are 48,000 listeners for each 30-minute show, and 700 listeners per day for archived shows. These educational radio programs are process improvements compared to teaching methodologies where we reach 6, 20, 50 or 100 people, e.g. an educational event, workshop or conference. We have recorded more than 44 segments to date. **Conclusions:** There has been a marked increase in resident contact from WTIS listeners. We have made "Garden Talk" a regional program by including Pinellas, Polk and Pasco Counties and our local Specialist to present while we host the shows we aren't presenting. By using this marketing media, we are able to provide resource efficient, high quality environmental education to more area residents via live and archived shows than we could during several months of face-to-face programming. This can easily be replicated throughout the state.

Scan And Learn: QR Codes in the Florida Botanical Gardens

T. Badurek, Pinellas County Extension, UF

Objectives: The objective of this project was to create a system that uses QR (Quick Response) codes to increase knowledge gain by visitors to the Florida Botanical Gardens. QR codes are two dimensional barcodes that contain virtually any kind of data, including links to websites, text, videos, etc. These QR codes were placed on existing botanical signs in the Gardens. The QR codes can be scanned by visitors' mobile devices which link them to an online resource for further information, such as a University of Florida publication or website. **Methods:** First, a QR code generator was chosen. The chosen generator is free and creates traceable codes that record which codes are being scanned and how often. Next, a team of Master Gardener volunteers created a database of existing signs and coordinating documents and websites. Finally, the team worked together to create the QR codes which were then printed on heavy duty, waterproof, UV-resistant, adhesive paper for installation on signs. The results include a database of botanical signs in the Florida Botanical Gardens and QR codes for those that link to University of Florida publications. Funding for materials and technology for the project was provided through an Extension Program Enhancement Grant. These codes were installed in the spring of 2012. **Results:** These QR codes have been scanned over 1235 times. This represents 1235 fact sheets that were accessed on site by various users. A local college field botany class uses them regularly to learn more about the plants. **Conclusions:** QR codes are very flexible, easy to create, simple to track, and therefore could be applied to any demonstration landscape to educate visitors with a minimum investment.

Passport around the World, a Food and Diversity Experience

G. Negron, Osceola County Extension

Objectives: (1) Increase knowledge of making healthful food choices and the benefits of being physically active (2) Experience a "virtual" visit to other countries and cultures. **Methods:** A six lesson nutrition education series was held at Saint Cloud Civic Center with children ages 5- 10 year olds. Through a virtual trip around the world, participants learned concepts and skills in Food and Nutrition, Social Studies, Science, Health, Physical Education, Math and Language Arts. Topics included food groups, nutrients, food labels, and use of a passport, facts about different countries (languages, currency, and flags) and traditional foods. An Olympic game was held to celebrate the World Olympics and emphasize the importance of physical activity. In closing, participants traveled virtually to six continents where guests dressed in traditional attire from Walt Disney World International Program stamped their passport, shared facts of their country and culture, followed by savoring dishes representing different countries. **Results:** 75 children participated, knowledge in using food labels to make healthful choices increased from 40% to 80%. Twenty six guests representing countries in Africa, Americas, South America, Asia, Australia and Europe from the Walt Disney International Program participated. **Conclusions:** Through this comprehensive educational program and collaborative partnership we maximized participants understanding of educational concepts as well as celebrated the cultural and language differences in Osceola County; 19.5% of County residents are foreign born and 45.4% speak a language other than English.

Farm Fresh from Seminole – Marketing Local Produce through Online Education

M. Lollar*, **R. Law**, UF/IFAS Extension at Seminole County

Objectives: Farmers are oftentimes unable to develop an ideal market for their products. This is especially true with the production of various niche and exotic produce. Farm Fresh from Seminole gives the public an in-depth look into these unique growing practices and provides instruction on cooking with these crops. **Methods:** Farm Fresh From Seminole is a television series in which each episode begins with a tour of a Seminole County farm and a discussion of the growing practices and techniques with the featured farmer. The host then brings the produce back to the extension kitchen to prepare a dish. In the kitchen, the host welcomes the county Family and Consumer Sciences agent to provide healthy facts about the featured produce. Each episode concludes with the farmer returning to sample the dish. The series is filmed by Seminole County Government Television (SGTV) and airs on the SGTV channel. The videos can also be found online at: http://www.seminolecountyfl.gov/extensionservices/videos.aspx **Results:** The first episode, "Seminole Pumpkin", aired on cable television in November of 2012 and has been available on the Seminole County Extension website since its initial airing. The second episode, "Citrus", is available online and can be viewed at the URL listed above. SGTV is aired on Bright House Networks channel 199 and airs in households throughout Seminole County. **Conclusions:** Farm Fresh From Seminole provides a fresh look into what's growing in Seminole County and teaches residents how to cook with unique local produce. Promoting local produce through this television series provides farmers with an additional marketing outlet. The Seminole pumpkin farmer featured in episode one sold out of pumpkins in 2012.

Agriculture and Horticulture

Champions B & C

Leslie Baucum, FACAA Abstract Chair

Time	Speaker(s)*	Abstract
7:50	**Moderator**	Introductions & Procedures
8:00	**A. Gazula, C. Saft, C. Olson, M.E. Smith, S. McCoy, S. White**	Growing Gourmet Mushrooms for Fun and Profit
8:20	**W.L. Wilber, A.C. Gazula**	Using Blue Dye Marking Technique to Illustrate Water and Nutrient Movement through Sandy Soils to Homeowners and Master Gardeners
8:40	**M. Orwat, R. Trawick**	Turf Tuesdays: A Multi County Turf Program Hosted Through Interactive Videoconference
9:00	**T.B. DelValle, A.R. Lamborn**	Florida-Friendly Landscaping™ Program Follow-Up Survey in Northeast Florida
9:20	**A. Fluke, L. Lindenberg, J. White**	Chemical Control of Blackberries in Bahiagrass Pasture
9:40		**Break**
10:00	**S. Haddock**	Developing a Continuing Education Program for the Limited Certification for Urban Landscape Commercial Fertilizer Applicators
10:20	**C.E. McAvoy, G. England, W. Oswalt, M. Zekri, S. Futch, T. Gaver**	2013 Florida Citrus Growers' Institute: Back to Basics-Citrus Nutrition and Root Health Sessions Offers Citrus Producers Options for HLB Infected Trees
10:40	**N. Samuel, A. Moore**	Empower Ocala Garden Project: Relationship Building Strategies to Increase Minority Participation in Urban Horticulture Extension Programs
11:00	**D. Mayo, L. Johnson, J. Ludlow**	Northwest Florida Agricultural Innovator Recognition Program
11:20	**D.B. Nistler, J. DeValerio, B. Hochmuth, E. Simonne**	Demystifying Small Field Fertigation
11:40		**Break for Lunch**

Time	Speaker(s)*	Abstract
1:30	**M.S. Hittle-McNair, S.D. Eubanks, M.J. Goodchild**	Cattle Management 101
1:50	**H. Mayer, M. Orfanedes, L. Sanagorski**	University of Florida IFAS Extension Partnerships Supporting Tri-County Irrigation Programming
2:10	**R. Tyson**	Urban Farming Program Demonstrates Sustainable Practices for Increasing Local Food Production
2:30	**S. Dunning**	Northwest Florida Water Management Summit: Educating the Green Industry to Conserve Water Through Practical Use and Utilization of Technology
2:50	**S. Haddock**	Engaging Commercial Horticulture Professionals to Understand Why Landscapes Fail
3:10	**B. Bactawar**	Strengthening Feed Production Capacity in Tamale, Ghana

*For a complete list of authors see the full abstract.

Growing Gourment Mushrooms for Fun and Profit

A. Gazula*, UF/IFAS Extension Alachua County; **C. Saft***, UF/IFAS Extension Suwannee County; **C. Olson**, UF/IFAS Extension Taylor County; **M.E. Smith**, Department of Plant Pathology; **S. McCoy**, NE District Regional Specialized Extension Agent; **S. White**, Coordinator of Educational and Training Programs, UF/IFAS Suwannee Valley Agricultural Extension Center

Florida's climate is conducive to growing shiitake and oyster mushrooms. However, very few farmers in Florida grow mushrooms using either the synthetic or natural log culture techniques. **Objectives:** Develop educational materials and 1) annually deliver three small scale shiitake and oyster mushroom production programs for small farmers, Master Gardener volunteers, and gardeners. 2) Annually, 100 class attendees will increase their knowledge of small scale shiitake and oyster mushroom production by 50%. 3) Annually, class attendees will produce 100 pounds of oyster or shiitake mushrooms. **Methods:** Agents utilized a multi-faceted approach to education including traditional classroom instruction, peer-reviewed publications, and experiential learning through hands-on activities, demonstrations, and farm visits. The 2-8 hour programs include lecture style PowerPoint presentations followed by demonstrations of growing either/both shiitake and oyster mushrooms and hands-on inoculation activities. Program attendees received over 600 inoculated oyster or shiitake mushroom kits and logs. Also, after the programs agents have provided educational support to the attendees. **Results:** 516 small farmers and gardeners have attended 14 workshops on small scale shiitake and oyster mushroom production, processing and marketing. The average knowledge gain was 79%. Following completion of the workshops, attendees have grown around 1,050 pounds of oyster mushrooms and 3,740 pounds of shiitake mushrooms valued at $38,320 ($8/lb). **Conclusions:** Due to the experiential learning methods of hands-on demonstrations and take-home inoculated oyster and shiitake mushroom kits, class attendees have successfully established mushroom production systems.

Using Blue Dye Marking Technique to Illustrate Water and Nutrient Movement through Sandy Soils to Homeowners and Master Gardeners

W.L. Wilber*, **A.C. Gazula**, UF/IFAS Alachua County Extension Service

In Florida Friendly Landscaping™ programs horticulture agents stress the principle "Water Efficiently" to homeowners and Master Gardeners. This principle teaches residents to conserve water and protect the environment from non-point source pollution through run off and leaching of plant nutrients. Current UF/IFAS recommendations call for ½ inch-¾ inch of irrigation water per application. Calibration of irrigation systems and sprinklers is strongly encouraged so homeowners know how much water is being applied to turf of landscapes. Often clients do not calibrate their systems and guesstimate the amount of water being applied. **Objectives:** As a result of viewing the blue dye demonstration in a landscape setting 90% of homeowners will adopt appropriate irrigation amount to conserve water and prevent nutrient runoff and leaching and 90% will calibrate their irrigation system. **Methods:** A water soluble spray pattern indicator blue dye demonstration was done with Alachua County Master Gardeners and a group of homeowners to illustrate how water and nutrients move through our soils. **Results:** All the participants (n=40) responded that the demonstration made an impact on their understanding of water movement in Florida's sandy soils. And 100% (n=40) reported that they would calibrate their irrigation systems to apply ½ to ¾ inch to make certain they were irrigating appropriately and to ensure the water applied was within the root zone of their turf or landscape plants. **Conclusions:** Visually demonstrating water movement in landscape soils convinces homeowners to adopt efficient irrigation methods, and to calibrate their irrigation systems.

Turf Tuesdays: A Multi County Turf Program Hosted Through Interactive Videoconference

M. Orwat*, Washington County Extension, UF; **R. Trawick***, Jackson County Extension, UF; **R. Carter**, Gulf County Extension, UF; **A. Bolques**, Gadsden County Extension, FAMU; **L. Williams**, Okaloosa County Extension, UF; **J. McConnell**, Bay County Extension, UF; **E. Bolles**, Escambia County Extension, UF; **R. Leon-Gonzalez**, West Florida Research and Education Center, UF; **S. Eubanks**, Holmes County Extension, UF; **M. Derrick**, **B. Thaxton**, Santa Rosa County Extension, UF

Objectives: To develop and increase proficiencies in turf management by focusing on soil pH, soil structure, turf type, turf selection, fertilization, Integrated Pest Management (IPM) and lawn weed control. Class participants will demonstrate a willingness to reduce water use and fertilizer runoff by following UF / IFAS irrigation and fertilization Best Management Practices (BMPs). **Methods:** Turf Tuesdays was a district wide evening class series, taught in spring 2013, for homeowners. The information delivered through the class series consisted of practical knowledge to assist homeowners in managing the complex challenges climate, insect, and disease pose to turf culture. Cultural methods derived by the Florida Yards and Neighborhoods program were used in the development of the curriculum for this series. This series was organized and implemented by Northwest District Extension Agents and UF Specialists through videoconference, which enabled the team to maximize effort and productivity while minimizing travel. Four two hour classes comprised the series. Each session had a total of over 90 participants across seven counties of the Northwest Extension District. **Results:** Pre and Post tests indicated that 90% of participants gained knowledge in turf cultural techniques with over 80% indicating they will change their practices of fertilization or irrigation to comply with turf BMPs. **Conclusions:** The Turf Tuesday's series would be easily adaptable to programs and clientele in other extension districts and states. UF research has demonstrated that following turf BMPs will reduce fertilizer runoff, thus improving water quality throughout the state. Participants indicated a willingness to follow these BMPs through post-surveys.

Florida-Friendly Landscaping™ Program Follow-Up Survey in Northeast Florida

T.B. DelValle*, **E.E. Harlow**, Duval County Extension; **A.R. Lamborn***, Baker County Extension; **J.T. DeValerio**, Bradford County Extension; **D.N. Demorest**, Columbia County Extension; **R.L. Jordi**, Nassau County Extension; **K.D. Fuller**, St. Johns County Extension; **C.S. Saft**, Suwannee County Extension; **W.L. Wilber**, Alachua County Extension

Objectives: Develop standardized follow-up evaluation tool to measure impact of Florida-Friendly™ Landscaping (FFL) Programs delivered by Horticulture Agents in Northeast Florida. **Methods:** Agents developed questions with the help of Drs. Esen Momol, Michael Dukes, and Glenn Israel to measure practice changes and adoption of FFL practices. Questions were arranged in categories: fertilizer, pesticide, irrigation, and right plant right place. Program participants were asked in exit survey if they would participate in follow-up survey. Survey was created using Survey Monkey and sent to clients 3 to 6 months after the educational program. **Results:** 132 individuals completed the survey in 2011 and 158 responded in 2012 for a total of 290. Of the 290 responses, 153 (53%) indicated they made one or more changes to make their landscape more Florida-friendly, 92 (32%) started with changes but were not finished, 31 (11%) will make changes over the next 12 months, and 13 (4%) will not make any changes. 237 participants responded to adoption of fertilizer practices, 228 to adoption of pesticide practices, and 227 to adoption of irrigation practices. For example, of the 227 participants responding to adoption of irrigation practices, 54 (24%) use a rain shutoff device, 103 (45%) use a rain gauge to track rainfall, 78 (34%) calibrated sprinkler system to deliver between ½" and ¾" water, 126 (56%) manually turned irrigation system off when adequate rainfall, and 114 (50%) adjusted irrigation run times based on seasonal weather changes. **Conclusions:** Electronic surveys electronically are an effective tool that can be used by Extension to measure adoption of FFL practices and responses can be pooled to demonstrate state-wide impacts.

Chemical Control of Blackberries in Bahiagrass Pasture

A. Fluke*, UF/IFAS in Osceola County; **L. Lindenberg**, Dow AgroSciences LLC, Range and Pasture in Brevard County; **J. White**, Soil and Water Technician in Osceola County

Objectives: Blackberries are over populating pastures in Osceola County, creating a loss of grazing acreage for cattle producers. After treatment we will demonstrate the efficiency of PasturegardTM for blackberry control in Bahiagrass pasture, determine the best timing for application, and evaluate the economic implications of the particular control method used. **Methods:** Over a 2 year period we will apply PasturegardTM to two plots. Plot 1 will receive two fall applications and Plot 2 will receive a fall and then spring application. Two Bahiagrass pastures were observed pre-trial and visually evaluated for blackberry coverage. Plot 1 (20 acres) had an estimated 50% blackberry coverage. Plot 2 (10 acres) had an estimated 60% coverage of blackberries. Both plots were treated with PasturegardTM at a rate of 1.5 pints per acre. A surfactant was used and the producers were taught to calibrate the sprayer to ensure an accurate application. Plot 1 was treated in October of 2012 and will be re-treated in October of 2013. Plot 2 was sprayed on the same October 2012 date and will be re-treated in May of 2013. **Results:** Thus far in the trial, in Plot 1, after one fall application of PasturegardTM the live blackberry coverage was 10%, or 80% control. In Plot 2, the live blackberry coverage was 10% after treatment, or 83% control. Treatment resulted in 13 additional acres available to graze. **Conclusions:** PasturegardTM, applied in the fall at a rate of 1.5 pints to the acre, provided 80% or better control of blackberry in Bahiagrass pastures, thus appearing to be a viable method of control.

Developing a Continuing Education Program for the Limited Certification for Urban Landscape Commercial Fertilizer Applicators

S. Haddock, UF/IFAS Hillsborough County Extension Service

Objectives: Florida Statutes 482.1562 and 403.9338 require that all commercial fertilizer applicators obtain a limited certification for urban landscape commercial fertilizer certification from the Florida Department of Agriculture and Consumers Services (FDACS) by January 1, 2014. The certification is renewed every four years by completing four hours of continuing education units (CEUs) at least 90 days prior to certification expiration. The primary program objective was to develop easily accessible avenues for applicators to renew their certifications. A secondary objective was to provide supplemental Green Industries Best Management Practices training to reinforce water conservation and water quality issues. **Methods:** Three article modules, each with a pre and post test, educate applicators on non-point source pollution, urban storm water run-off, managing urban storm water runoff, and fertilizer regulations. Five video modules, each with a pre and post test, educate applicators on the Green Industries Best Management Practices, non-point source pollution, watering wisely, fertilizer facts, and spreader calibration. The modules are available on-line and on DVD. A successful score on question sets earns the applicator CEUs toward certification renewal. The videos are also designed to be used as an introduction to in-the-field and hands-on trainings which, again, earns the applicator CEUs toward certification renewal. **Results:** 100% of individuals seeking avenues for certification renewal approved of the method and accessibility. 97% of individuals reading the articles and viewing videos showed knowledge gain. **Conclusions:** The program provides an easily accessible method for horticulture professionals to obtain the CEUs.

2013 Florida Citrus Growers' Institute: Back to Basics-Citrus Nutrition and Root Health Sessions Offers Citrus Producers Options for Huanglongbing (HLB) Infected Trees

C.E. McAvoy*, Sumter County Extension; **G. England**, Lake County Extension; **W. Oswalt**, Polk County Extension; **M. Zekri**, Hendry County Extension; **S. Futch**, Hardee County Extension; **T. Gaver**, St. Lucie County Extension

Objectives: Increase the knowledge level of at least 75% of over 300 citrus professionals who attended the 2013 Florida Citrus Growers' Institute on overall citrus tree health, water and nutrition management when trees are infected with HLB or citrus greening disease. **Methods:** For the ninth consecutive year, with grant and industry funding, the Florida Citrus Extension Agents planned and conducted a one-day program in April 2013 focusing on the key production challenges facing citrus producers. Over 300 citrus professionals (industry representatives, managers, and growers) participated in the program. Key topics of this year's program included tree health, water and nutrition management when trees are infected with HLB. Similar to previous years, presentations (video and PowerPoint) are posted on the Florida Citrus Agents website. **Results:** According to the post-program survey (n=79 of 325 attendees), 85% to 88% gained knowledge related to citrus nutrition and tree health management, respectively. Survey results indicate that 34% of those surveyed plan on changing or improving their nutritional or tree root health production strategies related to knowledge gained through these two sessions. **Conclusions:** The tree health and citrus nutrition sessions at the 2013 Florida Citrus Growers' Institute was successful in providing strategies on the nutritional management of citrus trees infected with HLB. The webpage containing videos of the presentations from previous programs has over 600,000 hits. These video presentations provide an opportunity for those who could not attend the program to obtain critical information on citrus production issues related to HLB.

Empower Ocala Garden Project: Relationship Building Strategies to Increase Minority Participation in Urban Horticulture Extension Programs

N. Samuel*, UF/IFAS Extension Marion County; **A. Moore***, Agricultural Education and Communication Department, University of Florida

The U.S. Census Bureau projects that the current minority population will become the majority by 2042. Extension should therefore position itself to become versed in program delivery to minorities. The Empower Ocala Garden project was designed for low income minorities residing in the food desert surrounding the Marion County Extension Office. **Objectives:** Increasing minority participation in the urban horticulture program and food security, and providing exposure to other extension activities. **Methods:** This was the first time many Master Gardeners (MG) were working with such a group, so buy-in was necessary. A needs assessment involved visiting nearby apartments and churches to talk with residents and property managers. The project team held relationship building activities for those interested fall 2012 prior to spring planting. Twelve families were each given a small vegetable plot in the Extension demonstration gardens. Participation was encouraged with reminders via mail and phone, giving transportation as needed, and Extension partnering with Ocala Housing Authority to provide volunteer hours for attending sessions. **Results:** The needs assessment showed people had an interest in gardening but lacked knowledge. The families engaged in project activities and successfully grew a vegetable garden. Based on verbal feedback and observations participants are now confident about growing a garden; use correct horticulture terms and practices; have access to fresh vegetables; attended other MG activities, and two youth will attend Marion Sprouts Summer Camp. **Conclusions:** This non-traditional audience needs much time and effort to obtain long-term engagement, but it is worth the effort to watch growth during the process.

Northwest Florida Agricultural Innovator Recognition Program

D. Mayo*, Jackson County Extension; **L. Johnson**, Escambia County Extension; **J. Ludlow**, Calhoun County Extension; **P. Vergot**, Northwest Florida Extension District; **L. Andrews**, **D. Shuler**, Farm Credit of Northwest Florida

Agriculture Extension Agents and Farm Credit personnel collaborated for two years to recognize innovative farmers from 13 counties. Agents nominated an honoree from each county. From this distinguished group, an "Innovator of the Year" was selected to represent Northwest Florida. **Objectives:** Provide recognition of innovative farmers who work closely with Extension Agents, provide leadership to the Agriculture Industry, and the communities where they live. Increase awareness of the diversity and innovation of modern agriculture by sharing their stories with regional media, and the general public to build a new appreciation for the business of agriculture in their area. **Methods:** Agents nominated a farmer for recognition, interviewed their candidate, wrote up their story including pictures, and submitted it to be judged by a panel of judges, so that an Agricultural Innovator of the Year could be selected. An award luncheon was held in the home county of the previous year's Innovator of the Year to allow for a farm tour and in-depth look at their unique farming operation. An awards booklet made up of the nominees story and pictures, along with their contact information was provided to everyone in attendance. Also a multi-media presentation was made by each Agent providing an overview of the innovation and leadership of these individuals. The final effort of the project is to share their stories through local media and social media. **Results:** 22 ag innovators were recognized in the first two years of the project, and their stories were shared through the media. **Conclusions:** Honoree surveys indicated: 100% felt the program was worthwhile, 96% gained new ideas, and 87% planned to make contact with other honorees.

Demystifying Small Field Fertigation

D.B. Nistler*, Clay County; **J. DeValerio***, Bradford County; **B. Hochmuth**, Suwannee Valley Agricultural Extension Center; **E. Simonne Ph.D.**, District Extension Director

With an increasing number of farmers growing fruit and vegetables on small acreage for specialty local markets, a need for fertilizer efficiency has emerged. These farmers commonly grow several crops at different stages of development simultaneously in order to have a variety of produce to sell to customers at weekly intervals. This situation forces farmers to schedule plantings accordingly and be prepared to make several fertilizer calculations because of their diverse crop demands. **Objectives:** Create and disseminate an applicable guide that enables farmers with diverse small field cropping systems to fertilize their crops effectively. **Methods:** A group of IFAS Faculty, compiled information and lessons learned at the farm level, recognized the need for a guide that would help farmers address their fertilization needs. The agents used the guide to assist farmers in developing customized fertigation plans tailored to their farms. **Results:** A publication was created (Fertigation for Vegetables: A Practical Guide for Small Fields, HS 1206) and disseminated that illustrates a practical step by step process for fertigating diverse small field cropping systems. Using the document as a guide, custom fertilizer plans were made for four Bradford County and two Clay County farms, resulting in simpler fertilizer calculation and application decisions. **Conclusions:** This guide will help farmers correctly interpret fertilizer recommendations and calculate accurate fertilizer amounts, resulting in a greater likelihood that the farmer will practice recommended BMP fertilizer application rates because fertigation events are based on crop nutrient requirements.

Cattle Management 101

M.S. Hittle-McNair*, **M.J. Goodchild***, Walton County Extension; **S.D. Eubanks***, Holmes County Extension; **M.A. Meharg**, Escambia County Extension; **C.M. Simon**, Covington County Extension; **J.D. Atkins**, Santa Rosa County Extension; **J.G. Bearden**, **P. Vergot**, Northwest Extension District

Cattle Management 101 is a beginner program developed for small farmers with little or no beef cattle experience. **Objectives:** 1) Provide basic level knowledge and skill in cattle production to small farm clientele. 2) Clientele will increase knowledge and life skills in the following areas of cattle production: cattle breeds, genetics, nutrition, forage management, herd health, reproduction, facility development and management, marketing, poisonous plants, equipment, and beef quality assurance. **Methods:** The Cattle Management 101 course consisted of five two hour sessions, held over a two month period. The course was offered to five counties via internet enabled interactive videoconference equipment. The course was designed to deliver basic knowledge, skills, and resources to small and beginning cattle farmers. A tradeshow on the final night allowed participants to meet their local beef cattle industry representatives and see equipment, tools, and supplies first hand that were discussed during the series. **Results:** A total of 49 participants were registered for the program. The survey reported 85% of the clientele gained knowledge of the beef cattle and the industry. Of the 47 respondents, 89% reported a greater understanding of beef cattle genetics, reproduction, and herd health, 85% have greater confidence in establishing or expanding their cattle herds, 93% had a greater understanding of the importance of Marketing, Facilities, and Equipment, and 91% had a greater understanding of beef cattle Best Management Practices and Beef Quality Assurance. **Conclusions:** Cattle Management 101 was a successful course that facilitated education of new and beginning farmers with limited experience in cattle production.

University of Florida IFAS Extension Partnerships Supporting Tri-County Irrigation Programming

H. Mayer*, Miami-Dade County; **M. Orfanedes***, Broward County; **L. Sanagorski***, Palm Beach County

Objectives: 1.conduct educational programming to encourage water conservation by property managers and landscapers in Miami-Dade, Broward and Palm Beach counties 2.offer CEUs for professional certifications including Community Association Managers, International Society of Arboriculture & Florida Nursery Growers & Landscape Association in order to support professionals in maintaining their credentials 3.offer the most up-to-date irrigation technology information such as Soil & Evapotranspiration (ET) Based Smart Irrigation Systems 4.explain Florida law regarding irrigation systems and 5.familiarize participants with Irrigation BMPs to save water and improve water quality. **Methods:** Three irrigation symposiums were conducted by extension agents from 3 counties and a private firm during 2012 and 2013. The format for the symposiums included Powerpoint presentations taught by Extension faculty and irrigation specialists supplemented with displays by irrigation vendors and in one case, a panel of smart system early adopters. **Results:** Total of 116 attendees participated in these free pilot symposiums, through which CAM, ISA and FNGLA CEUs were issued. Knowledge gains using pre- and post-tests averaged 17%. Participants rated their satisfaction with the classes at an average of 4.7 (1=very dissatisfied - 5=very satisfied). **Conclusions:** Developing cross-county partnerships with Extension and private entities can be an innovative approach to environmental education. Extension can program more effectively and to a wider audience when it works across county lines and in conjunction with the private sector. Providing results-oriented BMP education to property managers represents a new and potentially huge opportunity for Extension.

Urban Farming Program Demonstrates Sustainable Practices for Increasing Local Food Production

R. Tyson, UF/IFAS Extension Orange County

Orange County, Florida, is rapidly urbanizing with a population of 1.2 million. It had a long tradition of diverse agricultural production until recently. In 1998, 20,000 acres of local vegetable production was shut down due to concerns about phosphorus laden water discharges into Lake Apopka. The County moved overnight from a net exporter to an importer of vegetables. **Objectives:** To identify, demonstrate and encourage the adoption of sustainable agricultural production methods that can be used in and around urban centers by farmers and market gardeners to take advantage of local markets. **Methods:** Activities and teaching methods over the last 3 years include research / demonstrations, exhibits, seminars and workshops, tours, TV and web videos, as well as journal, fact sheet and newsletter articles. **Results:** Publications were viewed widely by state and national audiences. Annual Urban Farming Workshops averaged attendance of 117. Post program surveys indicated 92% of attendees will be more efficient and change growing practices to save time or money as a result of the knowledge gained. The Homegrown Food Coop in Orlando is reporting local food producer participation increasing from 5 to 60 producers and membership in the Coop increasing from 10 to 800 members over the last five years. **Conclusions:** Impacts for local food hubs and producers are significant with increasing activity and are expected to be reflected in the 2012 USDA Census of Agriculture data as increases in number of local farms and farm produce sales.

Northwest Florida Water Management Summit: Educating the Green Industry to Conserve Water Through Practical Use and Utilization of Technology

S. Dunning, Okaloosa County

The Water Management Summit of NW Florida is an annual workshop organized by the Panhandle Chapter of the Florida Irrigation Society and the UF/IFAS Okaloosa County Commercial Horticulture Agent. The one-day event brought together industry workers, product suppliers, and university researchers. **Objectives:** The goal of the summit was to provide educate to all facets of the landscape/irrigation industry on practical techniques and research driven technology, therefore enabling them to make conscientious decisions regarding water use in the landscape. **Methods:** Speakers from the Water Management District, UF, irrigation supply businesses, and state agencies presented information on regulations, issues and research to an audience consisting of landscape businesses, pest control operators, irrigation installers, golf course superintendents, and municipal employees. "Smart" technology devices and on-line resources in addition to more efficient traditional techniques were introduced. Vendors from local supply businesses displayed products, providing an opportunity for hands-on experience with the technologies introduced. A program evaluation survey was conducted at the conclusion of the event. **Results:** 100% of the respondents expressed a knowledge gain on water management and its effect on the lawn care industry. 91% stated that they already did or intended to utilize the information received at the event. An average of 73% declared that they would use the recommended application practices, implement "smart" technology and update their clientele on the advantages of making the changes. **Conclusions:** The partnership of UF Extension and Research with industry shows promise as an agent of change. The 2014 Water Summit is planned.

Engaging Commercial Horticulture Professionals to Understand Why Landscapes Fail

S. Haddock, UF/IFAS Hillsborough County Extension Service

Objectives: Commercial horticulture professionals performing maintenance on properties often inherit poorly performing landscapes. Poor performance is defined as a landscape that is difficult or impossible to maintain using standard maintenance and best management practices. In many cases professionals do not understand the cause of failure and may resort to pesticide applications or improper cultural practices to attempt to solve an unknown problem. **Methods:** The program objective was to develop traditional in-class room and in-the-field trainings to educate professionals on underlying causes of landscape failures. Presentations and field training were developed to address issues encountered in urban development, regulatory and design compromises, improper plant and irrigation installation, wrong plant/wrong place, nutritional deficiencies, and unusual pests that affect long term landscape success. The secondary objective was to educated landscape professionals how proper management practices can positively impact Florida's water quality and conservation efforts. Presentations include Why Landscapes Fail, Why Turfgrass Fails, and Why Palms Fail. Presentations are supplemented with Fact Sheets that address specific issues, planting guides, irrigation audit forms, and soil test information. **Results:** 98% of horticulture professionals attending programs showed knowledge gain. 92% of horticulture professionals indicated that they would change at least one landscape management practice as a result of attending the program. **Conclusions:** Educating horticulture professionals on underlying factors that may impact landscape performance is crucial to the development of a landscape management plan.

Strengthening Feed Production Capacity in Tamale, Ghana

B. Bactawar, Union/IFAS Extension Office

Alhassan Farm produces guinea fowl. It is the first farm to set up a feed mill in Tamale, Northern Ghana. However, this farm was challenged with the lack of knowledge and experience in feed formulation as indicated by poor growth of the birds and eggs that broke easily. Technical support was urgently needed to help kick start this operation. A request was made to Agricultural Cooperative Development International/Volunteer Overseas Cooperative Assistance (ACDI/VOCA) for technical assistance. **Objectives:** To review, update and develop four (4) feed formulations for guinea fowl, and three (3) staff members would learn to use the formulation spreadsheets. **Methods:** Visits were made to ingredient suppliers, producers and industry representatives to understand the issues. A manual was prepared on feed processing and prevention of mold growth. Three (3) staff members were trained to use the spreadsheets. One ration was fed to laying birds. **Results:** Four (4) rations were formulated. Three (3) of the staff knew how to use the spread sheets to formulate rations. The owner reported a ten (10) percent increase in egg production and observed the eggs stopped breaking. **Conclusions:** Based on the discussion I had with the Secretary of the Guinea Fowl Association, improvement in feeding and controlling worm infestation in the guinea fowl industry would reduce mortality mainly in guinea fowl chicks. There are over twelve thousand (12,000) guinea fowl producers in Northern Ghana. The improvement in productivity through the availability of quality feeds would lead to more financial returns to the farmers, thereby reducing poverty as well as adding value to the grain and oil seed sector in Northern Ghana.

4-H and Youth

Champions A

Sarah Whitfield, FAE4-HA Abstract Chair

Time	Speaker(s)*	Abstract
7:50	**Moderator**	Introductions & Procedures
8:00	**K. Jackson, J. Lilly, Sr.**	Pretty Girl Talk
8:20	**S. Crawford, T. Prevatt**	Third Annual Youth Leadership Hendry/Glades Counties
8:40	**M. Boston, S. Prevatt, N. Baltzell**	Camp Counselors and State Camp Staff Partner to Reduce Risk at Camp
9:00	**J. Jump, J. Breman, B. Hochmuth, N. Demorest, D. Barber**	The Power of Collaboration in Nutrients for Life
9:20	**A. Tharpe, L. Wiggins**	How To: Developing Life Skills in Teens, through High School Enrichment
9:40		**Break**
10:00	**G. Murza**	Farm City Days Youth Day: Raising Agricultural Awareness Among Fourth Grade Osceola County Students
10:20	**N. Crawson, H. Kent**	4-H Robotics for Everyone
10:40	**M. Taylor, M. Brinkley, W. Cherry**	Training 4-H Volunteers Across County Lines
11:00	**B. Yancy, B. Broaddus**	Hillsborough 4-H Safety and Ethics Training Series: Horse Program
11:20	**S. McGee, A Yasalonia**	Water Conservation or Bust! A Game for Water Education
11:40		**Break for Lunch**

Time	Speaker(s)*	Abstract
1:30	**B. McKenna**	Utilizing I 4-H National Youth Science Day Experiment to Promote STEM Literacy Among Youth
1:50	**L. Wiggins**	Eating from the Garden
2:10	**J. Hulcr, S.M. Steininger**	Backyard Bark Beetles
2:30	**T. Prevatt, S. Crawford**	Regional Events – Gaining Confidence & Raising Money – All in One
2:50	**K. Popa**	Dog Days
3:10	**S.T. Steed, B. Broaddus**	Youth Plant Show and Sale Improves Life Skills Among Youth Horticulturalists

*For a complete list of authors see the full abstract.

Pretty Girl Talk

K. Jackson*, **J. Lilly, Sr.***, Jefferson County Extension

Objectives: Pretty Girl Talk (PGT) has four core objectives. The first objective is to annually have 25% (n=30) of girls who attend PGT report increased knowledge about how to live healthier lifestyle. The second objective is to annually have 10% (n=12) of girls who attend PGT report an intention to adapt a more positive behavior after attending PGT. The objective is to annually have 50% (n=29) of the girls will identify a service or a program that they would like to receive more of or participate in during the year. The fourth objective is to annually have 100% (n=6) of teen leaders who help coordinate the PGT event will have hands on experience with goal setting, planning/organizing, wise use of resources, and recording keeping. **Methods:** PGT is a one day workshop where a variety of classes are taught on the following topics: healthy life-style choices, stress management, disease prevention, personal safety, self-esteem, self, responsibility, character, managing feelings and/ or self-discipline. Teen leaders in partnership with trust adult community member hold weekly/monthly meetings to plan the event. **Results:** Surveys of participants have shown the following results: 97% reported increased knowledge about how to live healthier lifestyle, 44% reported an intention to adapt a more positive behavior after attending pretty girl talk, 42% reported an intention to adapt a more positive behavior after attending pretty girl talk and 100% of teen leaders who help coordinate the PGT event actively participated in hands on activities requiring goal setting, planning/organizing, wise use of resources, and recording keeping. **Conclusions:** PGT fosters civic engagement among youth leaders and caring adults to provide research.

Third Annual Youth Leadership Hendry/Glades Counties

S. Crawford*, Hendry County Extension; **T. Prevatt**, Glades County Extension

The Third Annual Youth Leadership Hendry/Glades Counties is a cooperative effort between Leadership Hendry/Glades Counties, UF/IFAS/Hendry County Cooperative Extension Service, UF/IFAS/Glades County Cooperative Extension Service, and Hendry County Economic Development. Five – six sophomore or junior youth from each of the public high schools in Glades and Hendry Counties as well as Kings Academy located in Hendry County were selected to participate. Youth were selected by either the school principal or the career resource advisor on the basis of their leadership abilities. **Objectives:** The community-wide leadership program is designed to develop leadership potential and to acquaint participants with community needs, problems, and resources through interaction with community leaders and decision makers. **Methods:** Six week day sessions were conducted that included topics of defining leadership skills and successful teamwork, local government and the judicial system, agri-business, water and environment, careers, and a community service project. Each day began with an overview and conclusion of the day as well as the topic of the upcoming session. **Results:** The five month program consisted of 21 participants attending the Third Annual Youth Leadership Hendry/Glades Counties. The participants represented Clewiston High School, Kings Academy, LaBelle High School, and Moore Haven High School. As a result of the program, 86% (18) of participants successfully graduated. **Conclusions:** Participation in this program continues to grow and is viewed by the community as a great program. With tremendous amount of support from the community the Fourth Annual Youth Leadership Hendry/Glades will begin in November, 2013.

Camp Counselors and State Camp Staff Partner to Reduce Risk at Camp

M. Boston*, **S. Prevatt***, Leon County; **N. Baltzell**, State Camp Director

Objectives: While summer camp provides countless opportunities for youth to gain skills in cooperation, responsibility, and self-worth, there can also be many potential dangerous or "high risk" areas on camp grounds that go undiscovered or just simply ignored. These areas if not properly addressed could pose a serious safety threat to youth as well as adults that attend camp. The objective of this program was to provide a platform for Leon County Camp Counselors to assist State Camp Staff in implementing a risk analysis of camp grounds and aid in developing a plan of how potential risk can be avoided or minimized. **Methods:** Camp Counselors were divided into small groups of four or five and paired up with state camp staff members. The state camp staff members led each group to a specific area on the camp grounds, challenged the counselors to visualize camp activities and programs that occur each summer and answer the following questions: What are the possible risks as it relates to the camp activities in this specific location? Can risk be reduced, or avoided in this activity? What adjustments need to be made to make the area more safe? **Results:** As a result of the risk analysis performed by the staff/counselor lead groups, the counselors identified 11 areas where risk can be reduced, and five where risk can be avoided all together. Results of risk analysis by counselors and state staff will minimize insurance claims during camp from accidents and decrease daily visits to the camp nurse. **Conclusions:** This "high risk" exercise will be shared with other county camp clusters in hopes of keeping campers safe and decrease visits to the emergency room during their week of camp.

The Power of Collaboration in Nutrients for Life

J. Jump*, **N. Demorest***, **D. Barber**, Columbia; **J. Breman**, Emeritus; **B. Hochmuth***, Multi-County SVAEC

Ft. White High School is situated on soils within the Itchetucknee Springs Basin, an area of critical concern for the Suwannee River Water Management District. Nutrient management and water management are intertwined by affecting plant growth through their interactions. **Objectives:** 90% of youth participating in Nutrients for Life will make positive choices by demonstrating responsibility, critical thinking skills, financial literacy, and goal setting/achievement, and team work as demonstrated during the programs. **Methods:** A team of Extension agents worked with a local agriculture instructor and 60 high school students. Agents taught plant, soil, nutrient best management, and food safety in classroom settings, and used an in-field demonstration. The community was invited to an open house just before harvest and students showcased what they had learned. Six (6) food safety classes were held in conjunction with a taste test to demonstrate proper food handling procedures. **Results:** Knowledge gain was demonstrated as students, explained their experiment and the scientific processes to attendees. Youth participated in all data collection and four subsequent community event presentations. Students were asked to list the four ways to keep food safe: 95% (n=55) of the students listed all four steps correctly. Nearly 1,500 pounds of greens were donated to local charities, thus adding the element of service learning. The program received $10,000 in awards to continue, and the community received national recognition. **Conclusions:** Agents collaborating across programmatic lines can affect not only their participants but also the community as a whole.

How To: Developing Life Skills in Teens, through High School Enrichment

A. Tharpe*, **L. Wiggins***, Taylor County

The number of our nation's youth exhibiting at-risk behavior points to a lack of skills necessary for adulthood-skills in working with others, understanding self, communicating, making decisions, and leadership. These skills are required by adults for everyday living and are often called leadership life skills. **Objectives:** To teach youth grades 9th -12th basic life skills as it relates to nutrition, leadership development, team building, sun safety, and the importance of agriculture and how it affects their everyday lives. **Methods:** The 4-H Agent met with the Assistant Principal at Taylor County High School. Working together, they agreed to have local County Extension Agents, come in once a month to teach life skills. Through, this enrichment program, 4-H reached 345 youth grades 9th -12th and taught them how to cope with their environment by making responsible decisions, having a better understanding of their values, and being better able to communicate and get along with others. This enrichment also taught them how to live a healthy lifestyle by focusing on nutrition tips to incorporate into their daily lives, as well as, agricultural information that taught them where food comes from and how to create a small garden. **Results:** As a result of conducting monthly life skill lessons on leadership development and team building, 80% of 345 Taylor County High School youth demonstrated responsibility and making positive choices as reported through success stories, evaluations, and qualitative interviews. Youth talked about how they were getting along better with peers and working on their decision making skills.

Farm City Days Youth Day: Raising Agricultural Awareness Among Fourth Grade Osceola County Students

G. Murza*, **A. Fluke**, **E. Foerste**, **J. Sullivan**, **J. Pelham**, **L. Royer**, **K. Miliffe**, **G. Negron**, University of Florida/IFAS Extension Osceola County

Objectives: To expose students and teachers to the various agricultural industries prominent in Osceola County and their impact on their lives. Fifty percent of teachers completing the survey will rate the quality of the learning stations as very good or excellent; 50% of teachers completing the survey will rate the overall quality of the event as very good or excellent; and 50% of respondents will show knowledge gain as shown by self-reporting of at least one fact learned from participating in their assigned stations. **Methods:** Fourth grade students and their teachers are assigned to groups and led on an assigned "track" to various stations that focus on a different aspect of agriculture. They participate in discussions and hands-on activities while teachers receive materials to be used in the classroom. 4-H and FFA youth Ambassadors lead groups on these "tracks" throughout the five hour event. Surveys assessing program quality and knowledge gain are given to teachers to complete toward the end of the day with their students, allowing time for discussion and reflection. Packets containing additional ag-related Extension resources (e.g. Florida Ag in the Classroom; 4-H in the Classroom) were provided to the teachers. **Results:** Fourteen of 36 surveys were returned, representing 14 teachers and 252 students. All 14 respondents rated the quality of the learning stations and overall quality of the event as very good or excellent. All teachers shared three new facts learned. **Conclusions:** FCD Youth Days helped educate and raise awareness among participants of the agricultural industries prominent in Osceola County. Additional resources help teachers continue discussion in the classroom.

4-H Robotics for Everyone

N. Crawson*, Holmes County; **H. Kent***, NW Regional Specialized 4-H Agent

Objectives: Nearly 400,000 youth participate in robotics through 4-H, but few counties in Florida offer robotics programs. "Robotics for Everyone!" is a statewide approach to educate faculty and volunteers about the benefits of 4-H robotics programs, and build capacity for training and developing financial resources and partnerships to implement new robotics programs. **Methods:** "Robotics for Everyone!" helps faculty understand how to implement robotics across different 4-H delivery modes and age divisions both competitively and cooperatively. It provides support for volunteer recruitment, training, marketing, and fund development to support 4-H robotics at the county level and is flexible enough to be implemented in any county on a small or large scale. **Results:** Robotics is an effective way for volunteers to teach the engineering and design process through an inquiry-based approach to problem solving. Research has shown that robotics programs promote math and science careers; engage youth in cross-curricular disciplines; develop problem solving skills; and promote cooperative learning. In addition, female students are more likely to appreciate learning with robots than with traditional STEM teaching techniques and robotics may be effective for at-risk or under-served youth populations. **Conclusions:** The use of robotics appears to be an excellent mechanism to engage and motivate youth in STEM activities and to channel them into the 4-H Science pipeline. In addition, it can attract new science content rich volunteers to the 4-H program. By understanding the resources available and the costs involved, faculty and volunteers will build capacity for implementing or enhancing robotics programs.

Training 4-H Volunteers Across County Lines

M. Taylor*, Gulf County; **M. Brinkley***, Liberty County; **W. Cherry***, Calhoun County

Objectives: Increase the number and diversity of adult volunteers that will gain the knowledge and skills to provide safe and secure environments for 4-H youth by completing the application, screening, training, appointment, and evaluation process in compliance with UF/IFAS 4-H Extension Policies through multi-county training opportunities. **Methods:** Polycom and Adobe Connect technologies are used to train 4-H adult volunteers in a variety of topics including club development, risk management, emblem usage, etc. The adult participants interact via technology and experience hands-on activities in their localities, but still share ideas, thoughts, and questions via the form of technology in use. Agents share teaching responsibilities and materials including a uniform 4-H Volunteer Leader Notebook. **Results:** Participating counties were rural and agents felt that sharing training expertise would be beneficial for local volunteers. However, travel funds and distance between counties were limiting factors. In answer, agents created a Multi-county 4-H Adult Volunteer Training Workshop Series which was conducted via polycom and which will use Adobe Connect for future sessions. This cooperative effort allowed agents to train more efficiently, reach a 19% (n=21) larger audience, and allowed volunteers to interact with and learn from people with similar responsibilities in other counties. **Conclusions:** Participants were able to receive quality 4-H volunteer training and interact with volunteers from other counties without traveling from their home counties. The information was well received, and the adults enjoyed hearing different agent speakers and discussing questions and topics with other agents and volunteers.

Hillsborough 4-H Safety and Ethics Training Series: Horse Program

B. Yancy*, **B. Broaddus**, Hillsborough County Extension

Objectives: Hillsborough County 4-H's ongoing horse safety and ethics training series promotes safety awareness education and practices while providing horse safety resources and activities to 4-H youth, volunteers, and parents. Youth and adults will reinforce ethical behavior by modeling honesty, fairness, consistency, sportsmanship, leadership and teamwork. **Methods:** Agents separate youth from adults during all trainings. During the 2011-12 4-H year horse industry professionals shared knowledge of horses, horse safety, and their professions. Hands-on activities with live horses and discussion on ethical scenarios engaged participants. During the 2012-13 4-H year, agents presented horse and rider safety, horse behavior, ethics, and pillars of character. Youth and adults discussed good sportsmanship, ethical scenarios, and personal experiences. Participants divided into smaller groups to create their own 4-H horse program code of conduct. **Results:** Over the past two years 140 adults and youth participants attended the trainings. 100% (n=140) reported learning at least one new safety practice or technique while working with horses. 76% (n=140) reported their intention to model higher ethical practices at 4-H Horse events. **Conclusions:** Within two years, this training has improved safety, sportsmanship, leadership and communication among 4-H horse clubs. Annual trainings will further promote horse health and safety, ethics, sportsmanship, cooperation, leadership, and teamwork. Future formats will include youth leadership development through teaching opportunities by senior level 4-Hers and youth made safety and ethics videos. This training series will also be adapted to fit other species in the upcoming 4-H year.

Water Conservation or Bust! A Game for Water Education

S. McGee*, **A. Yasalonis**, Polk County

Objectives: The objective of this game is to effectively educate 50-120 fourth graders about water availability, where our water comes from, residential water use (consumption), and water conservation in less than 20 minutes. After participating in the activity and the rest of Agri-Fest, students will indicate via a pre/posttest that they learned the percentage of the earths' freshwater available for consumption and at least one water conservation technique. **Methods:** Students are split into groups of 10-25 students depending on the total number in the group and sent to one of six stations. When the students are in their station the extension agent will work through an introduction that includes vocabulary (conservation, water budget, consumption) and an introduction to the topic. At each station, students will find 50 unused gallon jugs (the water budget) and a bucket filled with 'water use' and 'water conservation' cards. A teacher or volunteer helps the students work through the cards 'using' and 'conserving' water gallons (the jugs) from their water budget. As the students work through the game, they will eventually run out of jugs to move out of their budget. **Results:** This game is in its second year and has been played with approximately 6,000 fourth graders. Changes made this year in response to teacher feedback regarding the introduction and overly rambunctious game play were successful. Several teachers have requested the game cards for use in their classrooms. Student pre/posttests are still being analyzed for objectives success. **Conclusions:** In response to an extremely limited classroom setting, the "Water Conservation or Bust" game has been a successful addition to Polk County Agri-Fest's lineup.

Utilizing I 4-H National Youth Science Day Experiment to Promote STEM Literacy Among Youth

B. McKenna, Seminole County Extension

Utilizing the National 4-H Youth Science Day (NYSD) experiment is an effective tool in soliciting the interest of youth in science, technology, engineering and math (STEM) related skills. The National 4-H Youth Science Day experiment is geared toward assisting youth in exploring STEM related careers. In order to reach a broader audience of youth in Seminole County this agent collaborated with Seminole County Schools during their National Teach-In at a local middle school. The experiment was facilitated with 6th - 8th grade youth in their science classes. **Objectives:** 80% of 4-H School Enrichment participants (ages 11-12) will participate in the annual National 4-H Youth Science Day Experiment (STEM literacy, Workforce development) as documented through post test evaluation of school enrichment participants. **Methods:** 4-H Agent utilized NYSD Experiment 4-H "Eco-Bot" Challenge. Curriculum emphasized methods used by environmental scientist to assist in cleaning up environmental disasters such as a toxic spill. The experiments were facilitated in small groups in each of the classrooms. **Results:** 58 youth participated in the National Youth Science experiment. Of the youth surveyed, 81.6% (n=51) believed that the experiment made them more interested in science. Also, 65.3% of the youth surveyed stated that the experiment helped them "some or a lot" in learning how to use science for problem solving. **Conclusions:** Research by Dr. Robert Tai suggests that a non-formal science education is more likely to increase a students aspiration towards science related degrees and career choices (Planning Early Careers in Science, R.Tai et al., 2006;2010).

Eating from the Garden

L. Wiggins, Taylor County Extension

Objectives: Through a year-long nutrition and gardening program students learned how the food we eat relates to plants, they learned how to plant, maintain and harvest fruits and vegetables, students learned about MyPlate Food groups, the importance of eating lots of fruits and vegetables, and the importance of physical activity and water. **Methods:** This school garden and nutrition program provided hands-on, problem-based environmental and science education for two-hundred and fifty-two third grade youth. Weekly classes were taught by Extension Staff and Master Gardeners using the Eating from the Garden curriculum, at the school. Raised bed gardens were planted, maintained and harvested by the students and were used as a teaching tool. **Results:** As a result of the program, the students learned about gardening techniques and planted/maintained their own garden plot of fruits and vegetables. They also learned about the MyPlate food groups and especially the importance of eating a rainbow of fruits and veggies. The kids engaged in physical activity through gardening and most importantly learned to prepare several yummy, healthy recipes that they truly enjoyed eating each week. After participating in the nutrition and gardening program, the student's knowledge about the benefits of eating fruit and vegetables significantly improved from 53% to 84%. The students also reported eating healthier snacks and being more active after participating in the program. **Conclusions:** Faculty and teachers surveyed about the program reported this as being the best enrichment program ever at the school. The teachers reported also noticing students bringing healthier snack choices and trying more fruits and vegetables during lunch time.

Backyard Bark Beetles

J. Hulcr*, **S.M. Steininger**

Objectives: 1: To provide and educational program on Forest Entomology that county faculty can use for their educational efforts. 2: To develop and deliver a new Citizen Science program that educates hundreds or possibly thousands of participants on forest entomology. Backyard Bark Beetles is a Citizen Science program designed to develop and improve understanding of forest pests, particularly invasive ones, among general population. The target audience is rural and suburban public, mostly youth. The need: Forest pests are everywhere, but for the public they are a media creation rather than real organisms, since few people have actually seen one. Measurable objectives will include the number involved participants, and gain in knowledge measured by a pre/post test. **Methods:** Children, coached by County faculty and other educational networks, deploy a simple soda-bottle beetle trap in their backyards. The UF Forest Entomology team analyzes the catch and returns results to participants through an interactive website: www.backyardbarkbeetles.org. A previous program on ants with identical framework attracted >10,000 participants. The program is just being developed; the following networks are invited to participate: The Florida Cooperative Extension, Florida 4-H, LEEF, CFEOR. **Results:** 1) Fully funded by the National Science Foundation. 2) An interactive website is near completion. **Conclusions:** County faculty will be involved, and will benefit: The program is being developed with feedback from county faculty to assure that they can use it to increase their educational impact and public engagement. Particularly valuable will be engagement of faculty in rural areas, and those specialized on youth, such as 4-H.

Regional Events – Gaining Confidence & Raising Money – All in One

T. Prevatt*, Glades County Extension; **S. Crawford**, Hendry County Extension

Three years ago in Glades County the 4-H youth showed and sold their animals and that was it. At that time only 3 youth left the county lines to experience 4-H on a regional or state level. In addition fundraising was difficult for clubs since Glades is a small county with a limited funding base. To solve both of these issues we started holding regional or statewide events in our own backyard. **Objectives:** To provide youth a safe place close to home participate in multicounty activities in order to improve life skills such as: self-esteem, teamwork, cooperation, social skills, and to foster confidence in our youth. **Methods:** We held a 3D archery match in our county and invited youth from around the state. This allowed our youth to experience a multicounty event without leaving their familiar surroundings. In addition to the 3D archery shoot the club also provided a concession stand and a fun shoot for the adults. **Results:** We had 45 youth from 4 different counties come and compete at our event. Our youth and their families were able to see the social benefit of participating in a multicounty event. In addition though entry fees and concession sales the club was able to earn a little bit of money to travel to other events throughout the year. In addition after our 3D match our swine leader whose son had participated decided to put on a multi county swine prospect show with our neighboring county (Hendry). **Conclusions:** Two years after our first regional event we have held 2 3D tournaments and 2 prospect shows, raised a total of over $1,600 profit from the events, exposed both adults and youths to multicounty competitions, and have had a total of 39 youth participate in different out of county events this past year.

Dog Days

K. Popa

Objectives: This camp was used to increase the knowledge of at least 50 percent of the 4-H aged youth involved in the program about dogs, including basic dog care, training, exercise and breeds as well as to promote better pet care in the community. In addition to educating youth about animal science, youth involved should also learn about food science, food preparation and food/kitchen safety. **Methods:** This program utilized an educational PowerPoint presentation which addressed Dog Obedience, Agility, Body Language, Grooming, Breeds, as well as body parts. The PowerPoint presentation is an educational tool used as a supplement to hands on activities and mini field trips. Educational games such as Dog Breed Bingo required youth to recall knowledge gained throughout the camp. The Educational Fact Sheet How to: Choose the Best Dog for You, addresses various qualities which one should address before choosing a dog for their family and can be utilized by youth as well as adults. Hands on activities such as baking dog treats and making dog toys, visiting the local animal shelter and visiting the local groomer and touring the facility led to a greater understanding of pet care. **Results:** Eighty percent of the youth involved in the day camp showed an increased knowledge of dog breeds as well as animal care, health and nutrition. Sixty six percent of youth showed an increase in knowledge regarding kitchen and food safety. **Conclusions:** Through this day camp, we hope that youth not only gained knowledge, but that this camp will help youth educate others about proper dog care, thus altering behaviors and lessening the number of dogs ending up at the shelter.

Youth Plant Show and Sale Improves Life Skills Among Youth Horticulturalists

S.T. Steed, **B. Broaddus**, Hillsborough County

Objectives: The objective of the Youth Plant Show and Sale is to challenge youth to grow and market wholesale quality ornamental plants for profit while having a positive impact on desirable life skills. Skills were assessed with a novel evaluation method. **Methods:** This year all participants of the Youth Plant Show and Sale were asked to fill out a new 16 questions before/after evaluation tool that gauged level of skill or knowledge change in different life skills. The questions assessed skills in plant production knowledge, managing, planning, thinking, and communication among others. **Results:** The youth plant show and sale had 79 youth participants who successfully raised 155 plant lots that met the Florida Fancy or #1 grade according to the Florida Grades and Standards for Nursery Plants. Youth earned $29,560 for their plant projects at the auction. 58 before/after surveys were turned in. This youth program realized an average of 14% positive increase of 16 measured life skills among participants. The least increased skills were decision making and setting goals with a positive 8% and 9% change per student respectively. The most improved skills after the project was knowledge of Florida Friendly Landscape Principles and applying pesticides correctly with an average of 20% and 22% increase respectively per student. **Conclusions:** The new evaluation tool greatly decreased the time to extract results from the student projects. The method was extremely effective in gathering participant self-assessment change. It allows the agent to gather relevant programmatic impacts and refine major youth program to better serve youth interested in ornamental plant production.

Natural Resources

Players B & C

Lisa Krimsky, FANREP Abstract Chair

Time	Speaker(s)*	Abstract
7:50	**Moderator**	Introductions & Procedures
8:00	**L. Carnahan**	Experience Extension through Volunteerism
8:20	**E.A. Staugler, R. Swett**	Planning for the Future of Recreation Boating Access to Charlotte County Waterways 2010-2050
8:40	**A.G.B. Hunsberger**	The Miami-Dade Adopt-A-Tree Program: A Reforestation Program to Replace Lost Urban Canopy Due to Disasters
9:00	**D. Griffis**	Impact of Russian Thistle (Salsola spp.) on Florida Coastal, Urban, Agricultural, and Natural Areas
9:20	**R.J. Northrop, M.G. Andreu**	Development and Use of Criteria and Performance Indicators for Strategic Urban Forest Planning and Management in the City of Tampa
9:40		**Break**
10:00	**L. Krimsky, M. Watson**	Commercial Fishing Perceptions of Marine Debris in Southeast Florida
10:20	**R. Madhosingh-Hector**	Pinellas County Goes Gold!
10:40	**S. McGee, L. Miller, B.J. Jarvis, L. Barber**	Watershed Education for Elected Officials, Resources Managers and Concerned Citizens
11:00	**M. Campbell, R. Madhosingh-Hector**	Challenges With New Master Volunteer Programs
11:20	**V. Spero-Swingle, H. Abeels**	Mastering the Classic Art of Fly Fishing While Inspiring Youth
11:40		**Break for Lunch**

Time	Speaker(s)*	Abstract
1:30	**S. McGee, N. Walker**	Partnerships for Successful Extension Programming: The Polk County Water School Model
1:50	**E.A. Staugler, J.E. Hazell**	Citizen Scientists Documenting Bay Scallop Trends in Southwest Florida
2:10	**L. Carnahan, R. Madhosingh-Hector**	Promoting Resiliency in Coastal Communities
2:30	**M. Orwatt, R. O'Connor**	Panhandle Outdoors LIVE
2:50	**S. McGee, M. Carnevale**	Recreation and Watershed Education: Let's Go Kayaking!
3:10	**E. Alvarez**	Arbor Day: A Collaborative Educational Approach

*For a complete list of authors see the full abstract.

Experience Extension through Volunteerism

L. Carnahan

Objectives: The UF/IFAS Florida Sea Grant Extension Agent in Pinellas County provides college students with experiential, service-learning opportunities that increase knowledge, build skills, and offer a life-changing experience in Florida's environment. **Methods:** The agent worked with 22 students from The Ohio State University's BUCK-I-SERV (Students Engaged in Responsible Volunteering) program in December 2011 and 2012. Students learned about near-shore and coastal habitats, local wildlife, ethical fishing and marine issues. Training included classroom seminars plus "teachable moments" during field hikes and guided canoe trips. Service work included environmental restoration, removal of marine debris and conducting a youth fishing clinic. **Results:** Students assisted with restoration of 23 acres of habitat at county preserves; mentored 15 at-risk youth at a fishing clinic; and developed 3 YouTube videos. Since inception of this partnership, OSU students have donated 756 hours of service, valued at $14,000 ($18.66/hr). Through pre/post-tests, student knowledge of natural resource issues increased 26%. All students demonstrated practical skill at exotic plant removal, species ID and ethical angling. **Conclusions:** Students reported increased likelihood to volunteer with an environmental organization (92%), share information with others about ethical fishing practices (100%) and organize a volunteer event to benefit the environment or community (71%). This program helps students diversify their academic skill set and participate in a meaningful service-learning experience. In turn, such partnerships enable Extension agents to conduct beneficial, cost-saving projects and impactful educational programs.

Planning for the Future of Recreation Boating Access to Charlotte County Waterways 2010-2050

E.A. Staugler*, Charlotte County; **R. Swett**, Fisheries and Aquatic Sciences

Objectives: The goal of this project was to provide Charlotte County with a planning instrument that specifies the type, quantity, and location of public access facilities needed to meet anticipated future demand. **Methods:** The study included conducting an inventory of land-side infrastructure and water access adjacent to parcel locations; developing supply-demand characteristics of boating access; evaluating the suitability of potential sites to expand marinas, ramps, docks and mooring fields; identifying regulatory policies that affect development and use of the County's marine resources; and presenting the findings to the Board of County Commissioners for adoption as a plan amendment to their comprehensive plan. **Results:** In 2050 the county can expect 8,000 additional registered vessels, most within the 16-<26' range. Currently, 53% of Charlotte County residents who boat, gain access to the water from a residential dock, while 35% use a boat ramp and 12% a marina (wet or dry slip). When examining who uses boating facilities located in Charlotte County, we find that County residents constitute 53% of those who use a boat ramp and the remaining 47% are non-residents. Likewise, 51% of in-county marina patrons are County residents, while 49% are non-residents. **Conclusions:** When planning for the future, the projected increase in demand indicates that Charlotte County will need to add 600-1600 marina slips and 15 ramp lanes. The document also includes an analysis of suitable sites for managed mooring fields, for expanding existing marinas and boat access facilities. Charlotte County's Board unanimously approved the report findings in early 2013.

The Miami-Dade Adopt-A-Tree Program: A Reforestation Program to Replace Lost Urban Canopy Due to Disasters

A.G.B. Hunsberger, Miami-Dade County Extension

Objectives: Miami-Dade County has an average tree canopy cover of less than 10%, compared to the national average of over 30%. This low tree canopy coverage is due to losing 1/2 million trees to the Citrus Canker Eradication Program and countless trees lost from hurricanes. To help replace lost tree canopy, we partnered with another Miami-Dade county department and the county received a $6,000,000 grant which was used to create the "Adopt-A-Tree" Program. This allows county homeowners to "adopt" two trees per year. Tree adoption events are held throughout the county. **Methods:** UF/IFAS Miami-Dade County Extension faculty conducted grades & standards workshops for nursery growers, developed bilingual (English and Spanish) educational materials, and Master Gardeners staffed "adoption" events. As part of the "adoption" process, homeowners must attend an educational component before receiving trees. This includes a hands-on demonstration of correct planting procedures. Extension's educational materials are distributed to participants as part of the program. **Results:** Since 2001, over 220,000 people have been taught basic tree care; over 164,000 trees have been distributed. Program participants were surveyed one to two years post-adoption. An average of 79.2% trees survived, 96% of participants stated that the program met or exceeded their expectations, and 94% said that the educational materials were useful. **Conclusions:** In addition to the main goal of reforesting the county, this program has produced several additional effects: increased public awareness of the Extension office as an educational resource and increased knowledge of proper tree care. This by far the largest urban reforestation project of its kind in Florida.

Impact of Russian Thistle (Salsola spp.) on Florida Coastal, Urban, Agricultural and Natural Areas

D. Griffis, UF IFAS Volusia County Extension

Objectives: To educate local government elected officials and employees, sea turtle volunteers, ocean front property owners, and beach visitors on the identification and control of Russian Thistle (Salsola Spp.). **Methods:** A power point presentation was developed and presented to five different clientele groups including the New Smyrna Beach City Commission, the East Central Florida and Central Florida Cooperative Invasive Species Management Areas. Onsite field identification training and plant removal programs were conducted on three occasions. Trainings were conducted in Daytona Beach Shores, Ponce Inlet and New Smyrna Beach. One herbicide demonstration was conducted on an ocean front condominium with a 95% dune cover of Russian thistle. **Results:** Eighty-four people (N=84) 100% increased their knowledge of Russian thistle and (N=84) 100% would be able to identify Russian thistle when encountered on the beach. Forty seven garbage bags of plant material were removed from the beach. **Conclusions:** Russian thistle is a potentially dangerous invasive plant that has the potential to out compete native dune plants, disrupt sea turtle nesting and cause harm to beach users as a result of the severe thistle thorns found on Russian thistle. Working with an ocean front condominium that had a 95% dune cover of Russian thistle, a demonstration herbicide spray control was undertaken. Using Rodeo at label directions, 100% of target species was controlled with no impact on existing native vegetation. In the fall of 2012, tropical storm Sandy resulted in rather severe erosion of Volusia County beaches. With the sand removal, Russian thistle was also removed. Populations were reduced. In the spring of 2013, the plant has returned.

Development and Use of Criteria and Performance Indicators for Strategic Urban Forest Planning and Management in the City of Tampa

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

Objectives: Develop a strategic plan for sustainable urban forest management for the City of Tampa that can be formally integrated into the City's legal framework and set operational. **Methods:** Through a deliberative and iterative process, involving government, business and community groups we developed a set of management criteria and performance indicators for urban forest sustainability. Criteria define essential environmental, economic and socio-cultural elements against which urban forest sustainability is judged. **Results:** The Criteria and Performance Indicators have been used to amend the city's comprehensive plan, make adjustments to current zoning ordinances and landscape regulations. **Conclusions:** The strategic plan has been embraced by the city's government agencies and has been incorporated into its legal framework. The basic structure of the strategic plan and process for its development now serve as a model for urban forest planning throughout Florida and the southeastern United States (USDA Forest Service).

Commercial Fishing Perceptions of Marine Debris in Southeast Florida

L. Krimsky*, Miami-Dade; **M. Watson**, San Diego Coastkeeper

Results from a related study shows that 60% of all debris along the Florida Keys Reef Tract (FKRT) is composed of trap gear. This indicates the need for outreach efforts targeting commercial trap fishermen; however trap fisheries vary markedly between counties. Miami-Dade does not have any commercial fishing association or organization, while the Monroe fishery is very heavily organized. **Objectives:** In order to accurately develop outreach efforts which will minimize derelict fishing gear in the FKRT we first needed to understand perceptions held by the commercial fishing industry from both counties. **Methods:** 8 structured interviews were conducted. Each respondent was given the same set of questions concerning marine debris presence and analyzed according to the emotional response; positive, negative or neutral. **Results:** Participants from both counties acknowledged the presence of debris though there was agreement that it isn't necessarily a problem. Despite this, both groups were interested in potential removal efforts with the primary reasoning being to benefit their industry's sustainability and health. The biggest difference in perceptions between the two counties was in understanding the regulations surrounding derelict trap gear. Responses from Miami-Dade participants showed an uncertainty and severe misunderstanding about the regulations in place regarding derelict trap removal. **Conclusions:** These results indicate that commercial fishermen are interested in participating in debris removal events and that educational efforts targeting Miami-Dade County commercial fishermen focusing on regulations, rights, penalties and potential benefits in mitigation efforts are necessary.

Pinellas County Goes Gold!

R. Madhosingh-Hector, UF/IFAS Pinellas County Extension

Objectives: The Florida Green Building Coalition (FGBC) designates Green Cities and Green Counties for outstanding environmental stewardship and uses Silver, Gold or Platinum rankings. Pinellas County was the first Green Local Government certified at the Silver level in 2006. **Methods:** Agent utilized the FGBC tool to facilitate county department audits through face-to-face meetings and telephone calls. Agent also promoted policy development to support green practices, conducted program evaluations, and developed a website to highlight sustainable practices. **Results:** In 2013, Pinellas County received 55% of 399 applicable points earning not only a Gold certification level but also bragging rights as the first local government to be re-certified with FGBC. The county earned innovation credits for fertilizer ordinance, solar flashers and re-timed traffic signals. The county increased scores in the following categories: 35% in Building and Development, 23% in Human Resources and 25% in Administration. The county constructed 2 LEED certified buildings, enacted a green building ordinance, developed a Green Business program, offered GreenStar employee training, and hosted county initiatives on the Green Pinellas website. **Conclusions:** Green governments gain recognition and publicity for their efforts but also function better through cost reduction and internal efficiencies. The voluntary, performance based certification program allows local governments to establish sustainable practices using existing programs and policies while still promoting innovation.

Watershed Education for Elected Officials, Resource Managers and Concerned Citizens

S. McGee*, UF/IFAS and Polk County Extension Service; **L. Miller***, UF/IFAS and Pinellas County Extension Service; **B.J. Jarvis***, UF/IFAS and Pasco County Extension Service; **L. Barber***, UF/IFAS and Hillsborough County Extension Service

Objectives: Increase participants' awareness/knowledge of local & regional water issues; regulatory stakeholders' responsibilities; science available from UF/IFAS Extension & the influence water issues have on public policy. For elected officials, utilize knowledge gained to make sound policy decisions for future planning & development. **Methods:** 3 water schools were presented, each with a slightly different format. Basic methods involve in-class presentations by topic experts & educational field tours. Manatee & Tri-County Water Schools (Pinellas, Hillsborough & Pasco County) are 2 full days. The 1st day includes expert presentations, class activities & a panel discussion; the 2nd involves field tours exploring the path water takes from aquifer through use & back to treatment. Polk County's Water School is a 7 week seminar with 1, 3-hour class weekly. Course consists of 5 content sessions with professional presentations & 2 field tours. The 1st tour is similar to other water schools, following the water path & the 2nd is a field tour following the Peace River from Polk County to the Charlotte Harbor Estuary. **Results:** Post-evaluation data indicates participants gained knowledge & understanding of water systems & their inter-connectedness to human activities within the watershed; learned about resources available to communities & governments to make better choices on water management & acknowledged the need to consider potential impacts of future policy decisions on local & regional water supplies. **Conclusions:** It is imperative for UF/IFAS Extension to become the leading educational authority on the future of water in our state. Water School formats can be adapted to any community issue at local, regional & state levels.

Challenges With New Master Volunteer Program

M. Campbell*, **R. Madhosingh-Hector***, UF/IFAS Pinellas County Extension

Objectives: The Sustainable Floridian Master Volunteer program offers a structured educational program focusing on sustainability awareness. The program seeks to increase participants' knowledge about sustainability and create opportunities for community level leadership. **Methods:** Classroom training, multimedia presentations, discussion groups, formal and informal surveys. Participants also engage in ongoing training, mentoring through monthly meetings, and donate required volunteer hours. **Results:** Since program launch in 2011, 66 participants enrolled and donated more than 1500 volunteer hours. A 2-year program survey conducted in 2013 assessed program challenges and volunteer return per participant. Although 64% of respondents (n=25) donated the required number of hours, participants cited the following barriers: over-commitment on volunteer activities (29%), lack of interest in current volunteer opportunities (29%) and interest in course knowledge not volunteerism (24%). Though 76% indicated that the volunteer requirement did not influence their participation in the program, 52% stated the program should require volunteerism. Barriers to attendance at monthly meetings included meeting time (54%), other commitments (46%), and distance to travel (31%). **Conclusions:** Going forward, the program should strive to provide meaningful volunteer engagement opportunities. Additionally, the program should adopt a flexible approach for required number of hours and volunteer hour reporting. Continued upper-level learning opportunities through cross training with other Extension programs is an important component of program success.

Mastering the Classic Art of Fly Fishing While Inspiring Youth

V. Spero-Swingle*, **H. Abeels**, Brevard County

Objectives: Programs that inspire youth to be active in their environment and create a strong connection with nature, such as fishing, are an essential element in 4-H Youth Development. A survey of 619 participants in a national fishing education program done by Siemer and Knuth (2001) found that youth who participated in programs that included fishing were more likely to show environmentally responsible behavior due to the knowledge they gained in relation to the sport. In addition to improving the attitudes towards the environment, being outdoors is essential to the overall health of youth. **Methods:** The UF/IFAS Brevard County Extension Service 4-H program partnered with the Backcountry Fly Fishing Association to develop a youth fly fishing program geared towards 12-18 year olds. Fly fishing has been around since the late 19th century in North America and requires practice and skill not usually necessary for other fishing methods. In fly fishing, the line rather than the lure is cast and this technique is one that, by design, needs to be practiced and is easier to learn if someone can guide and teach. **Results:** Through collaboration with Backcountry, Brevard County 4-H created a basic Fly Fishing and Tying program. Through a combination of classroom teaching and hands-on outdoor activities, proper fly fishing techniques such as casting, knot and fly tying, and making flies, are taught. Youth also learn about the different species of fish they can catch on the fly, angling ethics, sportsmanship, the environment and natural resources. **Conclusions:** Youth are confident in their fly fishing techniques and have learned about their environment while having fun, spending time with other youth, and developing relationships.

Partnerships for Successful Extension Programming: The Polk County Water School Model

S. McGee*, **N. Walker***, Polk County

Objectives: Planning for significant programs at the county level often require extensive partnerships and shared funding. Water School's objective is to share information with elected and informal community leaders regarding water issues and science-based information for informed public decision making. The objective of this abstract is to share planning and collaboration information garnered through planning Polk County Water School 2012. **Methods:** Water School, through collaboration with state, multi-county/regional, and county partnerships is offered free of charge to all participants. As the result of collaborative planning and funding, participants can attend a multi-week seminar that includes two field tours and expert presentations. **Results:** Water School's planning committee consisted of members from nine community partners who dedicated eight months of their time to planning a wonderful course. In addition, Water School received funding from seven organizations and was able to feature seven webinars and two field tours. As a result of all this effort, Polk County Water School had 43 participants who attended at least five sessions necessary to graduate and reached a total of 75 individuals. **Conclusions:** Lessons learned through this process can be applied to any extension program that can use its resources to fulfill community partners' educational requirements. Polk County Water School is not new; however, the partnerships and collaborations developed in 2012 are a fantastic step forward to unleashing future extension potential.

Citizen Scientists Documenting Bay Scallop Trends in Southwest Florida

E.A. Staugler*, Charlotte County; **J.E. Hazell**, Lee County

Objectives: Once abundant in southwest Florida, bay scallop populations essentially disappeared decades ago. Improvements in water quality, increases in seagrass acreage, and efforts to stock scallops have led to hopes that bay scallops might return. In order to document the health and status of bay scallop population, citizen science initiatives are being carried out in SWFL Florida. These initiatives have been developed to educate citizens in fun meaningful ways, create bay scallop ambassadors, and identify areas within southwest Florida estuaries suitable for restoration projects. **Methods:** Citizen scientists conduct adult bay scallop surveys after attending a pre-event training to learn scallop and seagrass identification and field survey and data collection procedures. Volunteers then board boats and proceed to pre-assigned grids to deploy transects and count scallops. Upon return to dock they turn in the gear and datasheets, fill out an evaluation and receive lunch and an event t-shirt. Adopt a scallop volunteers are trained onsite when they receive bay scallops. Monthly volunteers pull cages measure scallops and record data. Bay scallop volunteers also assist with other monitoring and restoration activities throughout the year. **Results:** Over 300 citizens volunteer on Sea Grant led bay scallop projects annually. More than 60% of volunteers from 2009-2012 have obtained at least a 2 magnitude increase in understanding of bay scallop and seagrass heath as indicated through program evaluation. **Conclusions:** Citizen Scientists provide an effective means of collecting quality scientific data. The results of these combined efforts have led to the release of bay scallop larvae into two SWFL estuaries in 2012.

Promoting Resiliency in Coastal Communities

L. Carnahan*, **R. Madhosingh-Hector***

Objectives: Coastal communities are increasingly vulnerable to hurricanes, storm surge, and coastal flooding. This project will assess disaster preparedness of coastal communities, increase participant knowledge about community resiliency, and build capacity to successfully address community resiliency. **Methods:** Extension agents facilitated workshops for local community leaders utilizing the Coastal Resilience Index (CRI) low-cost self-assessment tool. The CRI, developed by Mississippi-Alabama Sea Grant, gauges a community's ability to recover after a disaster. The tool identifies vulnerabilities and strategies for critical facilities and infrastructure, transportation, mitigation, community and business plans, and social systems. This project is part of a larger effort to assess community resiliency in states that border the Gulf of Mexico. This project can easily be replicated throughout Florida, and is supported through a regional network of trained facilitators. **Results:** Extension agents facilitated CRI assessments for 4 governments in Pinellas County. Key staff in these departments participated in the process: emergency management & response, city planning, public works, and administration. Governments were ranked High, Medium, or Low for their ability to recover after a disaster in each category. **Conclusions:** Overall Pinellas County governments have worked hard to prepare themselves for disasters, as is reflected by CRI scores. All (100%) participants reported increased knowledge of subjects explored in tool. As a result of this process, participants (60%) plan to implement new preparedness strategies, as well as improve inter-departmental and external collaborations.

Panhandle Outdoors LIVE

C.T. Stevenson, **L. Johnson**, **R. O'Connor***, Escambia County Extension; **B. Saari**, Okaloosa/Walton County Extension; **W. Sheftall**, Leon County Extension; **M. Orwat***, Washington County Extension; **C.M. Verlinde**, Santa Rosa County Extension; **L.S. Jackson**, Bay County Extension; **W. Mahan**, Franklin County Extension; **S. Dunning**, Okaloosa County Extension; **J. Ludlow**, Calhoun County Extension

UF IFAS Natural Resource agents from northwest Florida developed "Panhandle Outdoors LIVE" (POL), a series of ten day-long ecological field trips to highlight the region's biodiversity. The excursions incorporated the excitement of a guided ecotour (kayaking, hiking, snorkeling) with educational topics. **Objectives:** Annually, 50% (103/205) of adults participating in the ten Panhandle Outdoors LIVE field trips will demonstrate increased awareness or report positive behavior changes in the areas of ecology, plant and animal identification skills, water conservation, stormwater management, and healthy lifestyles as reported by surveys. **Methods:** Agents designed a flyer and eventbrite site to centralize information and registration, http://panhandleoutdoorslive2012.eventbrite.com/ along with the itinerary, curriculum, materials (including plant and wildlife field guides), maps and surveys for their tours. They led portions of their trip and partnered with landowners and government agency staff to guide tours, provide transportation, and deliver educational information, along with granting access to hard-to-reach locations. **Results:** In 2012, 205 participants from 11 Florida counties and five states participated in the POL programs. 11% of participants were new to IFAS Extension. Of 103 returned surveys, 100% gained new knowledge as a result of attending the trips. 57% (59) said they would incorporate behavior changes based on information learned during the POL trips, and many noted their skills in scientific observation and canoeing improved. **Conclusions:** Agents and partners involved reach new clientele in a creative way and many participants attended multiple trips, broadening understanding of ecosystems in the district.

Recreation and Watershed Education: Let's Go Kayaking!

S. McGee*, Polk County; **M. Carnevale**, City of Winter Haven

Objectives: The objective of the watershed kayak tour program is an increase in Environmentally Responsible Behavior (ERB) as a result of the knowledge and awareness gained regarding the interconnectedness of Florida ecosystems. In addition, this program aims to increase the number of "1st time participants" of the Polk County natural resources extension project. **Methods:** The 2013 kayak tours will occur once a month (May - August) for 2-3 hours depending on location and topic area. Locations in the Peace River watershed that are compatible with group kayaking have been identified and reviewed by the Natural Resources Extension Agent and the City of Winter Haven's Natural Resources Division for environmental significance regarding aquatic vegetation, wildlife habitat, stormwater and urban impact, and development pressure. Currently, the kayak tours will visit two locations (Peace River and Lake Elbert); however, additional tour locations are being researched. **Results:** Results of the 2012 pilot program were successful; results included requests for additional tours from participants and a "letter to the editor" from an impressed citizen. Results for 2013's tours will be available by the end of August and will include preliminary results for the participant focus groups. The focus group questions are designed to develop understanding regarding motivations for participating in environmental education (EE) and the potential impact one-day EE can have on ERB. **Conclusions:** Pending the results of follow up research, one day kayak trips or other outdoor recreation may be a viable option for reaching new extension audiences. This model can be applied to any extension program area by focusing on the fun and bringing the fun!

Arbor Day: A Collaborative Educational Approach

E. Alvarez, UF/IFAS Extension Sarasota County

Sarasota County officials engaged Extension in a discussion regarding Arbor Day. County staff and Advisory Board members felt that traditional tree plantings did not achieve the goal of public awareness of proper tree care. UF/IFAS Extension Sarasota County partnered with the county and the International Society for Arboriculture (ISA) to deliver programs on tree management in urban landscapes. **Objectives:** Observe Arbor Day with education on tree care and promote tree care in a holistic way by delivering consistent messaging to the public and industry. **Methods:** A one-hour class for the public was taught by Sarasota County Extension faculty. A half-day lecture and demonstration workshop for industry professionals was taught by Sarasota County Extension faculty, the director of a local botanical garden, county arborists, and the president of Florida ISA. Professional CEUs were offered. Bound sets of pruning cue cards were printed for attendees. County Commissioners issued a proclamation to support tree education. **Results:** 66 attendees, including 27 city and county staff. 100% of attendees reported the classes as very useful, indicated an increase in knowledge level and a desire to attend future programs. Behavior change surveys will be conducted in three months. Significant positive feedback was received from attendees and county staff. **Conclusions:** Opportunities exist for training partnerships between Extension and government staff. A significant need exists for quality tree care programs for professionals. Better program promotion to the public is needed. The success of this program has resulted in plans to deliver similar programming on a regular basis, and to expand public outreach to improve participation.

Family and Consumer Sciences

Champions H

Cathy Rogers, FEAFCS Abstract Chair

Time	Speaker(s)*	Abstract
7:50	**Moderator**	Introductions & Procedures
8:00	**G. Hinton**	Safety Doesn't Happen by Accident: Using Extension Programs to Prevent Vehicle-related Injury and Death
8:20	**L. Spence, M. Gillen**	Women and Money: Stepping Out on Solid Financial Ground
8:40	**J. Corbus**	Pressure Canning Basics 101
9:00	**E. Courtney, M. Gutter, R. McWilliams, B. O'Neill**	Creating a Web-Based Financial Challenge
9:20	**M. McAlpine, J. Coreless, J. Cooper, N. Parks, J. Schrader, M. Thomas, A. Simonne**	Master Food and Nutrition Volunteer Training Program: NE Florida Multi-County Approach
9:40		**Break**
10:00	**G. Hinton, V. Mullins**	Collaborative Partnerships Improve Child Nutrition and Earn Statewide Recognition
10:20	**L. Spence**	Who Gets the Plate? Who Gets the Rod and Reel?
10:40	**N. Gal, L. Bobroff, D. Diehl**	Take Charge of Your Diabetes: A Diabetes Self-Management Program for Adults with Type 2 Diabetes in Marion County
11:00	**D.C. Lee, A. Meharg**	Expanding Small Business Opportunities through Education on Florida's Cottage Food Legislation
11:20	**A. Moore, N. Samuel**	The Empower Ocala Garden Project: A Model for Hunger Alleviation and Program Parity

11:40		**Break for Lunch**
Time	**Speaker(s)***	**Abstract**
1:30	**A.L. Ford, N.J. Gal, W.J. Dahl**	National Food and Nutrition Practices in Adult Care Homes
1:50	**S. Swenson, G. Harrison**	Successful Educational Programming at Wakulla County Food Pantries
2:10	**A. Griffin, P. Peacock, A. Crossely**	Sew Much Fun Day Camp
2:30	**L. Johnson, E. Bolles, A. Hinkle, D. Lee**	Therapeutic Gardening Experiences for Special Needs Youth Through Extension Programs
2:50	**R.M. McWilliams**	Weekend Food Security: Bridging the Monday thru Friday Gap
3:10	**M. Brinkley, S. Swenson, K. Zamojski**	Fabulous Foods: A Multi-County Back to the Basics Approach

*For a complete list of authors see the full abstract.

Safety Doesn't Happen by Accident: Using Extension Programs to Prevent Vehicle-related Injury and Death

G. Hinton

Motor vehicle crashes are a leading cause of injury and death statewide for both children and adults. Lack of restraint use and misuse are critical issues in keeping children safe in cars. Reducing misuse through child passenger safety educates parents, saves lives, reduces injury potential and produces significant cost savings. **Objectives:** 1) Caregivers of children birth to 8 years will correct errors and demonstrate mastery of correct restraint installation procedures. 2) Local professionals will successfully complete child passenger safety technician (CPST) certification and offer services to caregivers. **Methods:** The Extension agent educated caregivers in child passenger safety through individual "curbside" sessions where caregivers learned best practices for how to correctly install their own child restraints. Car seats were provided for a donation which is used to fund FCS and child passenger safety activities. The agent served as lead instructor for 5 child passenger safety certification classes and helped local CPSTs with continued education in child passenger safety. The agent also serves as a resource for both caregivers and certified technicians (CPSTs). **Results:** In 2 ½ years, the agent inspected car seats of 130 caregivers, finding approximately a 90% misuse rate. After learning correct installation, the caregivers demonstrated mastery with their own vehicles and seats. A total of 44 individuals became nationally certified child passenger safety technicians (CPSTs), expanding services to caregivers in the Florida panhandle. **Conclusions:** Child passenger safety programs provide parents with education and resources to prevent injury or death to their most important passengers.

Women and Money: Stepping Out on Solid Financial Ground

L. Spence*, Marion County; **M. Gillen***, Assistant Professor, Family, Youth and Community Sciences

Uniquely positioned, Extension has responded to the need for financial education in a women's correctional institution. The changing roles and responsibilities of re-entering offenders presents a multitude of obstacles and opportunities. These concerns span the life-cycle, pervading incarceration and family transitions. This program provided ninety-one women with information and encouragement about being financially successful as they prepare to rejoin society, many for the first time as adults, having spent years or decades in prison. **Objectives:** Participants will 1.) learn about unique money issues facing women, 2.) identify and set financial goals, 3.) develop household spending plan, 4.) order and review at least one credit report. **Methods:** Participants met two hours per week for five weeks to learn about money communication and behaviors, financial goal setting, budgeting, and credit. To strengthen their skills and change behaviors that in the past may have rendered them insecure, ill-informed, indifferent, unaware, or unable to save, participants role played and completed worksheets in and outside of class. **Results:** Post evaluations indicated 1.) one hundred per cent learned about unique money issues facing women today, 2.) one hundred per cent identified and set financial goals, 3.) ninety-seven per cent developed household spending plans, and 4.) ninety-five per cent ordered at least one credit report. **Conclusions:** Participation in financial management educational programming increased participants' confidence in their ability to be productive members of society, whereby strengthening self, family, and community.

Pressure Canning Basics 101

J. Corbus, Washington and Holmes Counties

The current economic climate, renewed interest in home gardening, and a desire to prepare an emergency food supply have sparked interest in learning home food preservation methods. Many adults have little or no experience using a pressure canner and are fearful of the apparatus exploding. To address these issues, Washington/Holmes Extension offers hands-on beginners pressure canning classes. **Objectives:** Annually, 50% of 30 persons who complete a beginners canning class will increase their knowledge of safe food preservation methods as indicated by increasing their test scores from pre to post by at least 30 percent. **Methods:** The FCS Agent and a Master Food and Nutrition Volunteer taught eight bi-monthly 4-hour beginners pressure canning classes to a total of 141 persons in Washington and Holmes Counties. Methods included a PowerPoint presentation, displays, and hands-on learning activities. Participants learned basic food safety and food preservation skills while preserving various vegetables using a pressure canner. **Results:** One hundred twenty-four of 141 persons completed both the pre and posttest with an average improvement of 53% in posttest scores over pretest scores; 109 planned to preserve low-acid foods during the next year; 35 were "somewhat confident," 58 were "confident," and 31 were "very confident" about using a pressure canner after completing the class. A follow-up survey will be administered to measure how many participants have pressure canned foods since completing the class. **Conclusions:** A thorough overview of the pressure canning process and hands-on experience in preparing jars for processing reduce fear, increase understanding of, and raise confidence in pressure canning foods safely.

Creating a Web-Based Financial Challenge

E. Courtney*, UF/IFAS Okaloosa Extension; **M. Gutter**, UF/FYCS; **R. McWilliams***, UF/IFAS Walton Extension; **B. O'Neill**, Rutgers University

Objectives: 1) Develop and market an on-line five week "America Saves Financial Challenge;" 2)Motivate 100 individuals to take positive financial action to save, reduce debt, build wealth, and "start small, think big;" 3)500,000 will be reached indirectly through marketing and media outreach. **Methods:** People like to know how they are doing compared to others and make progress toward their desired goals. The online financial challenge, the first of its kind, was developed to promote and track financial behaviors over a five-week period, patterned after the Small Steps to Health & Wealth Challenge. Online venue provided participants ability to see their progress and compare to others. Development and implementation was funded by a grant from America Saves. Individuals completed online registration and daily submission of positive financial actions completed (for point accumulation). Marketing was developed and used to promote the program using social media, etc. **Results:** 111 registered, with 49 completing financial actions. Each individual completed an average of 99 positive financial actions during the program. A survey was sent one week after program ended and was completed by 16: 75% reported Challenge experience was very positive & motivational; 66% saved $251 or more. **Conclusions:** An on-line financial challenge can promote positive results for participants and provide daily motivation to encourage traditional program clientele to adopt positive financial actions. Further development will increase participation and results.

Master Food and Nutrition Volunteer Training Program: NE Florida Multi-County Approach

M. McAlpine, Nassau; **J. Coreless***, **J. Schrader***, Clay; **J. Cooper***, St. John's; **N. Parks***, **M. Thomas***, Duval; **L. Bobroff**, **K. Shelnutt**, **A. Simonne***, FYCS

Six Northeast Florida counties implemented a Multi-County Master Food and Nutrition Volunteer (MFNV) Training Program for selected individuals to assist with Extension Family and Consumer Sciences educational programs in nutrition, food safety, food preservation, and food preparation programs. **Objectives:** Volunteers will enhance Extension Family and Consumer Sciences (FCS) programs while improving the health and well-being of Northeast Florida residents; gain knowledge and demonstrate understanding in nutrition, food safety, principles of food preparation and food preservation techniques. **Methods:** Twenty four individuals attended a nine-week series of classes, @ six hour each week. Pre and post-tests, post program evaluation and a ten minute presentation were used to assess knowledge gains and behavior changes. **Results:** All participants received a safe food handling certificate (SafeStaff®) and the title "Master Food and Nutrition Volunteer." Average increase in knowledge gained was 22%, and 91% improved food safety practices and personal nutrition and physical activity. These MFNV have donated 123 hours to enhancing FCS programs to assist with 21 events reaching 1,390 individuals by judging canned and baked goods at county fairs (2 fairs; 400 people), developing and disseminating health and nutrition information at school and community health fairs (8 events; 800 people), and assisting with school enrichment programs (10 classes; 180 children) and one adult diabetes training program (10 people). At $18.66 per hour, these MFNV hours are valued at $2,295.18. **Conclusions:** The MFNV enhanced FCS Extension programs and improved the health and well-being of Northeast Florida residents.

Collaborative Partnerships Improve Child Nutrition and Earn Statewide Recognition

G. Hinton*, **V. Mullins**, Santa Rosa County

Santa Rosa County nutrition education is a joint project of UF/IFAS Extension Service, Sodexo School Food Service, the health department and school system. The agencies offer stand-alone programs and work together to build the scope and impact of nutrition education. The collaboration increases opportunities for county-wide impact and statewide recognition. **Objectives:** To increase student knowledge of good nutrition. To increase knowledge and encourage behavior change through family-based education. To create positive nutrition-focused environmental/policy change. **Methods:** UF/IFAS Extension and Sodexo coordinate to provide experiential, evidence-based nutrition education to elementary students in 14 schools and 4-H offers after-school nutrition education classes. Family education includes nutrition newsletters and parent-night events with interactive nutrition stations. Each partner agency works with the schools to implement policies that promote healthy lifestyles. Agencies share their efforts through the School Health Advisory Council to reinforce gains and avoid duplication. **Results:** Students showed increased knowledge on nutrition education post-tests. Parents reported knowledge gain and a majority indicated that they planned to begin making healthier food choices. Santa Rosa was recognized by the Florida Commissioner of Agriculture for having 14 schools out of 47 statewide to receive Healthy US Schools Challenge (HUSSC) awards. In 2012, Santa Rosa also became one of the first three counties to receive the Healthy School District Gold Award. **Conclusions:** Interagency partnerships facilitate the combination of resources, avoid duplication, and increase the scope and impact of nutrition education.

Who Gets the Plate? Who Gets the Rod and Reel?

L. Spence, Marion County

Passing on sentimental objects impacts relationships regardless of financial worth, heritage, cultural background, or age. Who Gets the Plate, Who Gets the Rod and Reel?* informs participants about how to develop a plan to transfer non-titled property, whereby reducing stress associated with end of life issues. **Objectives:** Participants will 1.) Identify at least two sentimental objects and indicate to whom the items should transfer, 2.) Select distribution method(s) that fit their goals, 3.) Discuss the transfer process in advance. **Methods:** To raise awareness for end of life programming, applicant joined forces with a local hospice. Seven, ninety-minute programs were conducted throughout the area. 139 participants learned about the Florida Statute, matching sentimental objects with an intended recipient, identifying a rationale for the match, telling the story behind the object, how to select a distribution method to fit their goal, and different ways to broach the subject with loved ones. In class, participants completed “What Does Fair Mean to Me?” and “The Story Behind this Object” worksheets. **Results:** Post evaluations indicated 1.) one hundred per cent (n=139) of participants identified at least two sentimental objects and indicated to whom the items should transfer, 2.) Eighty-three per cent (n=115) selected distribution methods that fit their goals, and 3.) Seventy-seven per cent (n=107) intend to discuss the transfer process in advance. **Conclusions:** Objects of sentimental value provide continuity, bridge generations, and strengthen relationships. Individuals, families, and communities benefit from the stories about sentimental objects, as they represent a piece of living history.

Take Charge of Your Diabetes: A Diabetes Self-Management Program for Adults with Type 2 Diabetes in Marion County

N. Gal*, UF/IFAS Extension Marion County; **L. Bobroff***, **D. Diehl***, UF/IFAS Family, Youth and Community Sciences

Type 2 diabetes affects an estimated 26 million Americans. It contributes $245 billion to the nation’s health care bill. Diabetes self-management education (DSME) helps persons with diabetes make positive lifestyle choices that can reduce risk of debilitating health complications and improve quality of life. **Objectives:** Objectives were to: monitor blood glucose; take medications as directed; increase activity; plan appropriate meals; increase practice of American Diabetes Association Standards of Care; improve blood glucose control; and lower blood pressure. Target audience was adults with type 2 diabetes. **Methods:** Take Charge of Your Diabetes is a comprehensive, eleven session DSME program taught by the Agent with local health professionals. Teaching methods include: group discussion, hands-on-activities, home assignments. **Results:** In 2012, 51 participants learned to manage their diabetes by addressing medical issues, nutrition, self-care, and exercise. Evaluation was based on self-reports, and measurements of weight, blood pressure, and hemoglobin A1c levels, which indicate average blood glucose over time. Data were collected at baseline, end of program, and three-month follow-up. From pre-test to follow-up, participants engaged in more diabetes self-management behaviors in all areas; statistically significant increases in seven of nine practices. A1c scores and weight were significantly reduced. Economic impact based on cost savings for consumers relative to hospital programs, projected health care savings, and value of volunteer time indicates an economic benefit of over $135,000. **Conclusions:** Given increasing rates of obesity and type 2 diabetes, this is a timely program that meets a critical community need.

Expanding Small Business Opportunities through Education on Florida's Cottage Food Legislation

D.C. Lee*, **A. Meharg***, Escambia County Extension

The downturn in the economy left many people without jobs and little opportunity for career training. Florida's Legislature changed state law in 2011 to allow individuals to manufacture certain goods in their homes without having a licensed. Escambia's FCS and Small Farms Program teamed up to provide education on starting your own cottage food business. **Objectives:** 1) To increase knowledge of the cottage food legislation and w requirements for compliance, 2) To increase knowledge in food safety, food handling, and basic production/preservation practices, and 3) To increase use of basic business planning practices and marketing plans. **Methods:** The team hosted five programs in 2011-12 with attendance of 200 people from a seven counties through in person and video conferencing instruction. The first programs focused on introduction to the new law. The next programs included: food preservation, marketing, and food safety. **Results:** In 2011 and 2012, at least five businesses began operation after attending a program. Most attendees had been baking or canning for family, but indicated they now possessed the skills to expand to a food business. The local farmer's market has expanded the number of cottage food vendors by 25%. 50% of participants were currently manufacturing goods for sale and considering expanding to include more items. 90% of participants indicated they increased their knowledge in the basics of the law and how to start an operation. **Conclusions:** The program has been able to offer business opportunities to residents. Now the manufactured food business is open to anyone that can follow the guidelines. We hope to see continued growth over the next few years into licensed manufactured food businesses.

The Empower Ocala Garden Project: A Model for Hunger Alleviation and Program Parity

A. Moore*, Agricultural Education and Communication Department, University of Florida; **N. Samuel***, Marion County Extension

Objectives: The Empower Ocala Garden project was created to increase parity of participation and serve residents of subsidized housing in the "food desert" surrounding the Marion County Extension office. The Ocala Housing Authority partnered with the project. Land was allotted at the office and 12 households given plots and plant materials. Bi-weekly trainings on gardening skills were conducted over a four month period. The project's impact was assessed by measuring participants' knowledge and attitude changes of gardening and vegetable consumption. **Methods:** Participants completed a pre-test post-test questionnaire before and after the four-month period. Each question was ranked from one (low) to five (high) to assess four attitudinal and nine knowledge indicators. Changes between pre- and post-test means and percent change were calculated to show program impact for each indicator. **Results:** Positive changes in attitude were found. Attitudes on gardening increased by 14.6%, growing a garden by 7.8%, growing a home garden by 12.5%, and eating garden vegetables at home by 10.0%. Knowledge scores also showed positive changes. Overall knowledge increased by 15.5%. Among specific indicators, knowledge of preparing garden soil improved by 29.4%, composting by 20.3%, planting vegetables by 17.3%, and maintaining gardens by 22.2%. **Conclusions:** The Empower Ocala Garden project produced changes in attitudes on vegetable gardening and increased participants' gardening knowledge. These results can elicit behavior changes such as home gardening and increased vegetable consumption while potentially increasing participation in extension programs by this audience, thereby meeting the project's long-term objectives.

National Food and Nutrition Practices in Adult Care Homes

A.L. Ford*, **W.J. Dahl**, Food Science and Human Nutrition Department; **N.J. Gal***, Marion County Extension

Objectives: To determine the food and nutrition practices, and education needs of adult care homes (home-like settings for individuals needing long-term care) as a baseline for developing extension programming to improve the nutritional well-being of frail older adults. **Methods:** Contact information for adult care homes was obtained from the certifying/licensing agency's website from each state. A national survey was carried out targeting individuals responsible for menu planning and food preparation. The 29-item survey, through telephone interview, included questions on food and nutrition education, supplement use and menu planning. **Results:** Response rate was 46% (n=501), with 51% being owners of the facility. Most homes using menus did not have a RD involved in creating/evaluating it and infrequent use of supplements was reported. Food safety education was received by 67% of homes, meal planning (60%), texture-modified food preparation (51%), special diets (69%), however 19% received no food and nutrition education in the past 2 years. A strong need was indicated for education on special diets (74%), meal planning (64%), preparation (57%), and the nutritional needs of the elderly (69%). The major barrier identified by respondents was lack of time for education, specifically onsite education. **Conclusions:** There is a significant need for food and nutrition education in the nation's adult care homes. Extension programming to meet this educational need may result in improved nutritional well-being of frail older adults and individuals needing texture-modified diets in care.

Successful Educational Programming at Wakulla County Food Pantries

S. Swenson*, **G. Harrison**, Wakulla County

Objectives: To provide those who frequent the Wakulla County food pantries the opportunity to learn how to utilize gardening to provide healthy food during times of struggling with economic challenges. **Methods:** The Container Gardening/Cooking series was a multi-agent series involving the Extension Agriculture and the Family and Consumer Sciences Agents. The series was piloted at one site to evaluate its effectiveness. Each class included an educational session on how to plant two of six vegetables through a container or hydroponic method and a review of healthy eating practices. Each participant planted two vegetables per class reflective of the presentation. The participants then dined on several dishes featuring the items planted. Reusable dishes and napkins were utilized to encourage the saving of both money and nonrenewable resources. Participants discussed how their future behavior would change based on the experience. **Results:** Seventeen participants increased their knowledge about gardening, sustainability, and nutrition. The participants have asked for a continuation of the series to include fall gardening practices and nutrition. Through the sharing of expertise between Agents, a better-rounded curriculum was provided. Community-building between an often unreached Extension clientele and Extension Agents resulted. **Conclusions:** Increasing the gardening practices of those who are experiencing economic challenges is an excellent example of teaching a person a skill instead of only providing an end product. This multi-Agent project provided such a venue.

Sew Much Fun Day Camp

A. Griffin*, Jackson County Extension; **P. Peacock**; **A. Crossely**

Objectives: 4-H Initiative 7: Preparing youth to be responsible citizens and productive members of the workforce. Annually, 90% percent of all youth participating in “Sew Much Fun” day camp will develop life skills in managing - wise use of resources and self-discipline and commitment to finish projects as a result of workshops, day camps, competitive events and project curricula measured through pre/post-tests, project reports, and skill-a-thon scores. **Methods:** The FCS Agent, 4-H Program Assistant, and 1 volunteer taught 15 youth basic sewing skills, how to operate a sewing machine, using resources and created 3 sewing projects during “Sew Much Fun” Day Camp (3 all day sessions, 15 youth). Teaching the youth to sew their own items helps them learn to use resources that they already have on hand such as towels for swimsuit wraps or old jeans for bags. Youth learn that not everything has to be bought from a retail store which could save money. **Results:** 15 (100%) of 15 youth, surveyed after participating in the “Sew Much Fun” day camp shared in their surveys that participation in 4-H programs helped them learn about sewing and sewing machine safety. One child indicated she planned on asking her mom for a sewing machine of her own. Another child said she was going to ask her mom if she could use her mom’s sewing machine to make items at home. **Conclusions:** Youth are better equipped with life skills required to manage and use resources they have available to them. The accomplishment that youth feel from creating something functional leads to an increase in self-discipline to complete projects.

Therapeutic Gardening Experiences for Special Needs Youth Through Extension Programs

L. Johnson*, **E. Bolles***, **A. Hinkle**, **D. Lee**, Escambia County Extension

Objectives: Therapeutic gardening experiences were used by Extension Agents to strengthen specific motor skills, enhance communication and listening skills, reinforce academic knowledge, and improve interactive social skills of youth with physical and cognitive disabilities. **Methods:** Two teaching strategies were implemented by Extension Agents to reach individual students and small groups under the guidance of trained therapists. The first was weekly 'On the Job' semester sessions that focused on job training skills such as following directions, professionalism, teamwork, and positivity. Youth learned concepts through gardening experiences of planting, weeding, mulching, composting, and other garden maintenance tasks. Activities occurred in a specialized outdoor garden designed for special needs persons. The second teaching strategy involved interactive subject matter classes for small groups to reinforce classroom lessons of plant science, genetics, earth science, energy, and geography. Classes include discussions and hands-on experiences. Each class ended with a healthy lifestyle or nutrition lesson. **Results:** Twelve interns completed the semester long 'On the Job' training and information from school therapists indicated that the students met or exceeded skills needed in preparation for after high school community involvement. Five students now have community jobs. Eighteen interactive classroom sessions reached 83 youth. Teacher inputs indicated that knowledge and awareness of students was both improved and reinforced following lessons. **Conclusions:** Cooperative efforts with trained therapists have allowed Extension to development and teach successful gardening programs for special needs youth.

Weekend Food Security: Bridging the Monday thru Friday Gap

R.M. McWilliams, Walton County Extension

Currently, 1 in 6 children are living in food-insecure homes. Food insecurity/hunger can account for developmental risks and poor academic performance. Schools provide a means of obtaining food while in session but those children living in food-insecure homes may not have access to food when not in session. Backpack Buddies' at Paxton was started to reduce the effects of childhood hunger by providing food over the weekend to children in food-insecure homes in rural Paxton and surrounding areas. **Objectives:** Implementing Backpack Buddies will bridge the gap between Friday and Monday when food may not be available, and thereby provide some food security for the participants. **Methods:** Teachers identified children that were not eating on the weekend. Extension used several sources of media to raise awareness of food insecurity in the community. Through community support food, monies and backpacks were donated to start the program. Backpacks were packed with donated foods and nutritional education. **Results:** As community awareness rose creative partnerships were formed securing funds so area food bank could provide packaged foods, no longer relying on food donations to support the program. Post evaluation results: 83% of teachers value program as good/excellent; 100% of teachers reported improved behavior in the classroom and improved grades. **Conclusions:** This program can be adapted for use in different food insecurity situations across extension. Through extension education and community partnerships food security can be increased for school-aged children as well as provide an outlet for nutrition education to families. It is necessary to continue partnership with food bank to improve nutritional values of food packed.

Fabulous Foods: A Multi-County Back to the Basics Approach

M. Brinkley*, Liberty County; **S. Swenson***, Wakulla County; **K. Zamojski***, Leon County

Objectives: To provide a series of Back to the Basics food and nutrition classes meeting the needs identified in the Strategic Planning Listening Sessions. To provide hands-on learning opportunities teaching basic cooking skills, nutrition, food safety and sustainability. **Methods:** Fabulous foods is a multi-county series of cooking classes. The topic changes each month and is offered in each of the three counties. Each class is designed to include a nutrition and food safety lesson, a sustainability message and a hands-on opportunity for participants to practice and learn new cooking skills. Participants get to taste the fruits of their labor and discuss the new skills they have learned. **Results:** One hundred and sixty five participants increased their knowledge of nutrition and food safety. Participants gained awareness about how to incorporate sustainable practices into their daily life. Community-building among county citizens resulted from sharing the experiences of preparing and sharing a meal. **Conclusions:** Listening sessions indicated a need for people to learn basic cooking skills. This multi-county project responded to the need. Hands-on cooking classes are an effective method for attracting audiences and teaching people nutrition, food safety and sustainability skills. Based on the response, another series is planned for fall of 2003 with two additional agents participating.

NOTES

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Members of the Extension Professional Associations of Florida are encouraged to prepare program abstracts for 2014. 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 2014

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 2014 annual meetings!