EPAF

Extension Professional Associations of Florida

2014 Professional Improvement &
Administrative Conference
Panama City, Florida

Presentation of Extension Programs
Twenty-eighth 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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UNIVERSITY of FLORIDA

Extension Professional Associations of Florida

"100 Years of Extension: Remembering the Past, Shaping the Future"

Bay Point Wyndham Golf Resort & Spa, Panama City, Florida

28th PRESENTATION OF ABSTRACTS

Oral Abstract Presentation Session:

Tuesday, August 26th, 2014 **9:45 am – 2:00 pm**
Wednesday, August 27th, 2014 **8:00 am – 10:20 am**

Poster Abstract Presentation Session:

Wednesday, August 27th, 2014 **10:20 am – 11:00 am**

EPAF Abstract Committee & Editors:
Brooke Saari (Okaloosa & Walton Counties)
Holly Abeels (Brevard County)
Ramona Madhosingh-Hector (Pinellas County)

EPSILON SIGMA PHI – ESP
Stephanie Toelle (Duval County) ..... **Grand Lagoon Ballroom E (Tues) & St. Andrews Ballroom VI (Wed)**

FLORIDA ASSOCIATION OF COUNTY AGRICULTURAL AGENTS – FACAA
Leslie Baucum (Hendry County) ..... **Grand Lagoon Ballroom ABC (Tues) & Grand Lagoon Ballroom D (Wed)**

FLORIDA ASSOCIATION OF EXTENSION 4-H AGENTS- FAE4-HA
Sarah Whitfield (Camp Ocala) ..... **Grand Lagoon Ballroom D (Tues) & Grand Lagoon Ballroom E (Wed)**

FLORIDA ASSOCIATION OF FAMILY AND CONSUMER SCIENCES – FEAFCS
Cathy Rogers (Suwannee County) ..... **St. Andrews Ballroom IV (Tues & Wed)**

FLORIDA ASSOCIATION OF NATURAL RESOURCE EXTENSION PROFESSIONALS – FANREP
Brooke Saari (Okaloosa & Walton Counties) ..... **Spanish Moss AB (Tues) & Grand Lagoon Ballroom ABC (Wed)**

*** On-site room changes by the hotel may occur. Look for posted announcements of any changes.**

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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Visit the EPAF website at http://epaf.ifas.ufl.edu/ for an online version of this abstract book.

Conference archives include previous year's abstracts.

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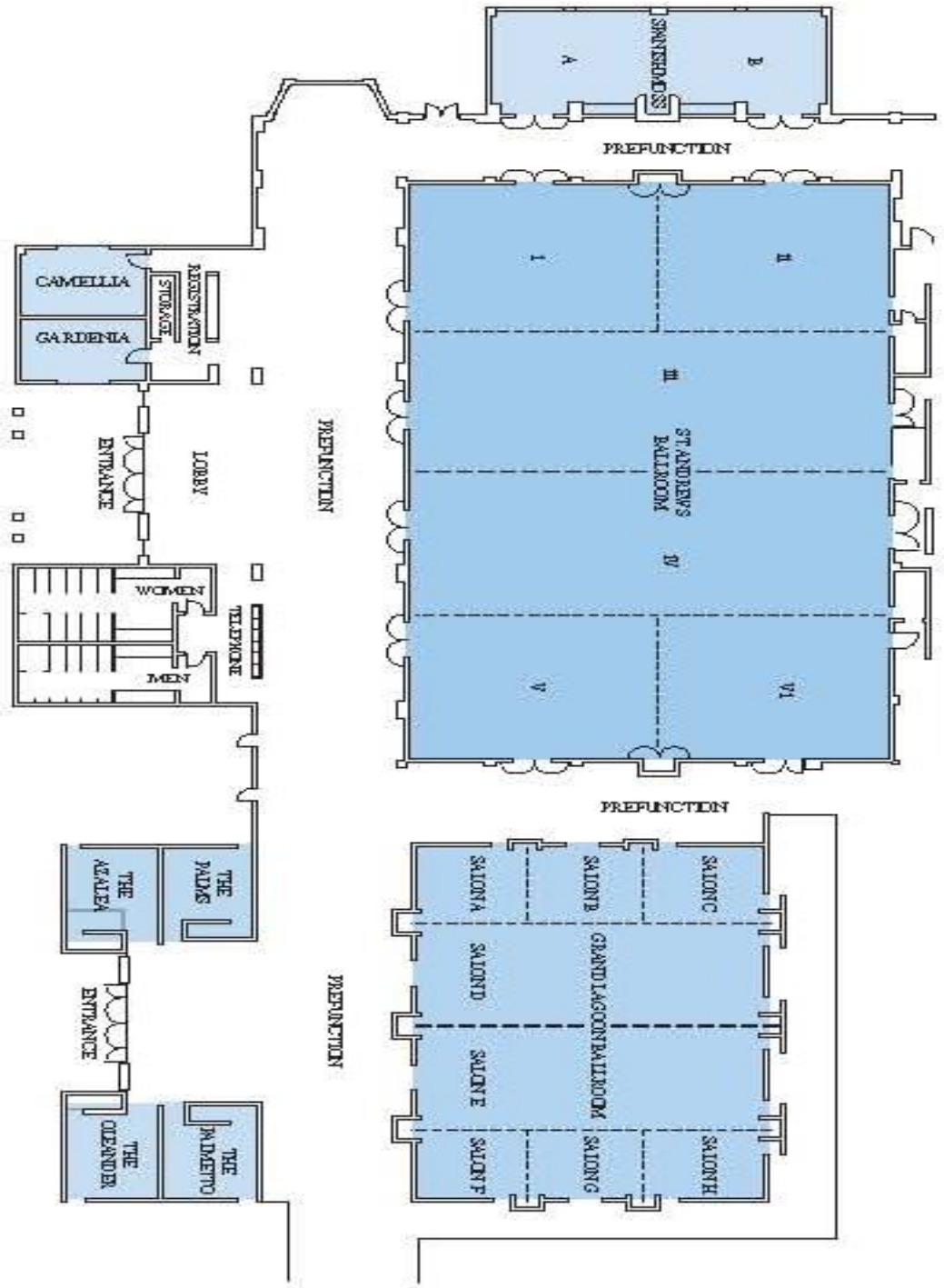

Poster Abstracts

St. Andrews Foyer**

Author(s)*	Abstract
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*For a complete list of authors see the full abstract.
**On-site room changes of presentation locations may occur. Look for posted announcements of any changes.

Florida-Friendly Landscaping™ (FFL) 101: Wallet-Wise Watering Tips

L.A. Barber, UF/IFAS Extension Hillsborough County

Objectives: Florida's population of 19.1 million is projected to increase to 21.0 million by 2020. This growth will increase the demand on our water supply. Managing water is a critical priority for everyone. The curriculum for FFL 101 was designed to teach residents how to conserve water responsibly, economically and environmentally. **Methods:** Collaboration between Urban and Commercial Horticulture resulted in 9 water conservation-related presentations designed to educate participants on decreasing the impact of Florida's current water situation. Presentations included: Why Turfgrass Fails; Microirrigation; Retention Ponds; New Irrigation Technologies; Groundcovers as Alternatives to Turf; Irrigation Audits; High Color; Drought Tolerant and Low Maintenance Plants; Best Management Practices and The Disease Triangle and Irrigation. **Results:** All seventy-two attendees reported knowledge gain from 49% to 425%. All respondents affirmed plans to implement key learnings they experienced. By far the most frequent 'will implement' response involved incorporating groundcovers into their landscapes. Other areas included: update irrigation; decrease use of fertilizers; incorporate low maintenance plants in landscape and install microirrigation. **Conclusions:** There is a need to reduce the demands of population growth for natural resources. Science-based water management decisions need to be individually implemented. Education, commitment and behavior changes are the solutions. FFL 101 is a well received and attended annual event which can be utilized throughout the state.

Florida 4-H Archery

L. Cash, Volusia County; **T. Prevatt**, Glades County; **G. Sachs**, St. Johns County; **G. Culen**, FYCS UF

Objectives: The Shooting Sports Committee seeks to expose youth across the state to S.T.E.M. topics and life skills development through the Archery project. Volunteer development is critical to the success and continuation of this program. **Methods:** Through active clubs at the county level; matches offered by the state committee and counties; and continuous training for the volunteers, especially under-represented male volunteers, the program is expanding and improving. A master e-mail list exists as well as a Facebook page to update and keep current the families, agents and club leaders involved in the program. **Results:** Since 2011, the present leadership has offered a pre-match, state match, F.I.T.A. match, field match, and a 3-D match each year. Several Level I trainings are offered statewide each year to certify new volunteers and advanced volunteers can be re-certified by assisting with state programs. Over 1,000 youth have attended state matches. Funds raised by these matches pay for all incurred expenses and help to finance the youth that attend the national competition. Valuable partnerships have been maintained between the N.R.A., the F.W.C., the Easton Center in Newberry and Florida 4-H. **Conclusions:** According to Florida 4-H Online, there are currently 92 adults and 830 youth enrolled in the Archery project, including youth of various races and disabilities. The Shooting Sports program is one of the fastest growing project areas in 4-H nationally and in Florida. Shooting Sports projects allow agents and volunteers to teach youth how to handle firearms safely, explore their environment, and to provide them with opportunities to exhibit mastery in the project.

Composting and the Benefits: Achieving Practice Change Through Education to Reduce Nutrient Loads and Increase Adoption of Best Management Practices

J. Cohen

Objectives: Florida has 500,000 horses and 700 freshwater springs; Marion County is, "Horse Capital of the World", with two of its largest first magnitude springs currently in the Basin Management Action Plan (BMAP) Process. The Florida Department of Agriculture and Consumer Services (FDACS) equine Best Management Practices (BMP) Manual recommends composting as a viable manure management option. Educational programming will enable a sixty percent (60%) of participants to adopt recommended manure handling practices, such as composting. **Methods:** In 2013, learning sessions provided presentations and composting workshops (4 programs, 71 participants), educating on composting manure as a recommended BMP, compost bin construction and compost's soil-improvement capabilities. Additional individual farm consultations (39 participants at 33 initial farm consultations) and revisits (22 participants at 17 farm revisits) to farm owners and managers further enhanced educational goals. **Results:** Pre and post-test results showed a 62% (82 of 132 total participants) knowledge gain from information taught at workshops and during farm consultations. A total of 71% (n=12 of 17 farm revisit consultations) of farms revisited improved and adopted recommended manure handling practices after receiving education. Additionally, seven farms and facilities have begun cost-share planning with Southwest Florida Water Management District (SWFWMD) for compost bin construction. **Conclusions:** The end results/impacts are for improved farm management practices, coming from a greater knowledge and understanding of BMPs, allowing for a decrease in nutrient levels to protect the ground and surface waters.

Teen Trends and Leadership – Engaging & Growing

S. Conner, Clay County

Objectives: County Teen Leadership Council is a trendy vehicle that affords youth an opportunity to gain life skills while learning about themselves, their community and the trends and pressures youth face today (texting, bullying, suicide, etc.) and how they can make a difference. Youth become aware of their community and youth situations. Youth learn to problem solve and work as a team to develop a plan. Youth learn how they can make a difference and initiate awareness and/or change. Youth gain public presentations skill, leadership skills, empathy, self-confidence and many other valuable life skills. **Methods:** The council is run by the youth and on this council the youth realize failure and successes. No matter the outcome achieved the youth evaluate and discuss how they came to the final result. Youth develop, organize and carry out educational events to promote and/or bring awareness to the chosen trend or activity the council is investigating and/or hosting. Council agreed that if a youth comes up with an idea/suggestion that is accepted by the council, then that youth is the lead on the further development of said idea. **Results:** Youth on the council showed improved presentation skills, organization skills, and community awareness/action. Youth/adult partnerships also strengthened as a result of this councils actions. **Conclusions:** Clay County Teen Leadership Council is a trendy vehicle that affords youth an opportunity to gain life skills while learning about themselves and their community as well as exploring the trends and pressures youth face today and how they can make a difference. It also affords adults the opportunity to engage youth in a respectful way while giving insight to their effect on a young persons decision.

2014 Small Farms Inaugural Blueberry Tour

M.E. Henry, UF/IFAS Extension Polk County

Agritourism offers an additional farm revenue source and an exciting way to connect farm to fork to increase the agricultural awareness of the public. Located half way between Tampa and Orlando and rich in agricultural heritage, Polk County is uniquely positioned to offer and benefit from the development of an agritourism industry. The Agent collaborated with her Advisory Committee, local blueberry industry, and the Central Florida Sports Marketing and Tourism Department to offer a full day tour open to the general public and charging a fee. The tour included a U-Pick blueberry farm, winery and a packing house. **Objectives:** Provide framework and test of theory for organized tours to assist growers to develop a self-sustained and profitable industry while increasing the agricultural awareness of participants. 75% of participants will report a change in their perception of agriculture. 75% of participants will express interest in additional agritourism experiences. **Methods:** Agent developed itinerary, pricing, script and publicized tour; provided oral instruction and transportation. Participants learned about blueberry production, marketing and value added products through walking tours and hands on activities. **Results:** 100% (12/12) of participants reported the experience affected their perception of agriculture. 100% of participants expressed interest in additional agritourism experiences. **Conclusions:** Developing itineraries and guidance may put Extension in the driver's seat to develop agritourism both as a profitable industry and method of Extension outreach to increase agricultural awareness. Significant media interest in tour. Success requires partnerships and momentum. Honey and peach tours proposed.

Manatee County Farm City Week: A Tradition in Agriculture Awareness

C.L. Kirby, **D.L. Smith**, and **C. Snodgrass**, UF/IFAS Extension Manatee County

With the continuation of urbanization encroaching on agricultural lands of Manatee County, it is becoming increasingly important to promote a clear understanding of the economic importance of agriculture in Manatee County. Agricultural production is second only to tourism in its economic impact on Manatee County. The annual impact of agriculture to the county's economy is estimated at over $636 million. This ranks Manatee County in the top ten Florida counties for agricultural sales. Some of the main agricultural industries in Manatee County are vegetables, citrus, livestock and forage production, ornamental horticulture, commercial fishing, and forest products. **Objectives:** The objective of Farm City Week is to increase the awareness of agriculture and its importance to the economy of Manatee County. Manatee County Farm City Week has continually developed since its inception in 1967. **Methods:** Currently the activities include a speech contest, two agricultural tours, an Agriculturalist of the Year Luncheon, an Agricultural Hall of Fame Luncheon, Ag Venture and the Beef Workshop and Prospect Show. Support materials are developed to show the statistics of agricultural enterprises in the county. **Results:** Since 1967 over 25,000 people have been exposed to Manatee County's agricultural enterprises through organized programs. Even more people are exposed to the importance of the agricultural industry through news coverage of the week's activities and articles written by committee members. **Conclusions:** Farm City Week has been celebrated in Manatee County since 1967 honoring the agriculture industry and producers past and present and continues to change public perceptions of agriculture for the better.

Cottage Foods 101

R.A. Kluson and **M. Portelos-Rometo**, Sarasota County

Objectives: Provide science-based information to support the 2011 Florida legislation (House Bill 7209) which allows individuals to manufacture, sell and store certain types of cottage food products from an unlicensed home kitchen. **Methods:** This learning module of two classes was designed for persons interested in the startup of a cottage foods enterprise. This two part class series provided information of the legal requirements of this legislation, the best practices of some specifically allowed production methods, such as canning and dehydration, and business planning, as well as presentations from local farmers market managers providing marketing outlets of cottage foods. In addition, an online library of resources and regulatory updates and Facebook networking is provided to the graduates. **Results:** There was a very positive response to the offering of this module with a final registration of 58 persons. The post module survey of the attendees is ongoing and is demonstrating a slow initiation rate of Cottage Foods enterprises, as well as the need of follow-up workshops. **Conclusions:** The agri-entrepreneurs who attended our learning module sought information for both the startup and implementation phases of their cottage foods enterprises. Therefore, there is a demonstrated need for expanded Extension education and support for the successful implementation by the public of the 2011 FL Cottage Foods Law above and beyond the information provided by FDACS Fresh From Florida.

Freeze the Gain Weight Maintenance Challenge

R. McWilliams, Walton County

Objectives: As a result of participating in the “Freeze the Gain Challenge”, 50% of participants will demonstrate weight maintenance as evidenced by comparison of pre and post Challenge weigh-ins (not gaining more than 2 pounds). 50% of participants will report current practice of healthy behaviors and increased knowledge of nutrition and physical activity as evidenced by post program surveys. **Methods:** A food and activity journal is distributed to participants at the official weigh-in to help with tracking and aid in maintaining weight. Participants sign up to receive weekly emails containing information on nutrition and physical activity along with a 1-page factsheet for easy reference on nutrition/health topics. **Results:** The “Freeze the Gain Challenge” 9-week program taught participants about health behaviors related to nutrition and physical activity in order to ensure that they have the skills to achieve and maintain a healthy weight, thus reducing risk factors for chronic disease. 86% maintained their starting weight (i.e., gained no more than 2 pounds) during the 9-week program. 90% of surveyed participants increased their knowledge of healthy nutrition and physical activity behaviors. 100% of surveyed participants reported performance of at least one of the following healthy behaviors: Engage regularly in at least 30 minutes of physical activity: 57%; Paying attention to portion control during meal time: 70%; Making healthier food choices with food selection: 82% (n=49). The survey also indicated that 33% (n=20) of participants increased number of days per week exercising for at least 30 minutes. **Conclusions:** Participation in this challenge increases awareness and adoption of healthy behaviors.

Outdoor Adventures

K. Popa, DeSoto County

Objectives: This Outdoor Adventures program is used to educate 4-H aged youth about various aspects of our environment as well as to give them valuable life skills which they can use throughout their life. **Methods:** Outdoor Adventures summer camp was a success through the use of an agenda, an Outdoor Adventure Guide which includes native plants and animals with a picture and description as well as a backpacking guide, the ten essentials for hikers, Leave No Trace guide, first aid kit information, an outdoor cooking guide and recipe cards. In addition to the agenda and guide, a pre/post test, word search and Outdoor Adventures Bingo, a game which requires youth to recall knowledge gained throughout the camp was also used. These educational tools can be used as a supplement to various hands on activities and field trips which the youth will participate in. **Results:** Using a pre-post test, we were able to determine that youth involved in the Outdoor Adventures camp increased their knowledge and understanding of the "Outdoors" by approximately 60%. Students were also able to adapt their actions when in the outdoors to follow the Leave No Trace guidelines. **Conclusions:** From parks to boat tours and outdoor activities, youth were engaged in the Outdoors in various ways while learning life skills they will use in throughout their life. Youth enjoyed this camp and successfully gained both knowledge and skills.

AgVenture and Beyond

K. Popa, DeSoto County

Objectives: The AgVenture program is meant to educate 4-H aged youth (in DeSoto County specifically 4th graders) about Agriculture specific to our county and essentially where their food comes from through hands on activities and interaction with industry professionals. **Methods:** In order to implement a successful AgVenture program, one must understand not only how to secure presenters and coordinate hands-on activities and an adequate schedule, but also how to gain supporters and funding both in the community and through grants, how to gain teacher buy-in through classroom activity bins and teacher satisfaction surveys as well as how to best educate youth in a way that they will understand. The DeSoto County 4-H AgVenture program puts all of these aspects together from supporter letters, grants, AgVenture Classroom bins and 16 Agriculture related stations at the annual field trip to educate DeSoto County youth about the importance of agriculture. **Results:** For the past 3 years, DeSoto County 4-H has successfully educated approximately 1,200 county youth about Agriculture. This was possible through monetary funds of approximately $3,000.00 per year which were secured in county to purchase supplies for the day long AgVenture program as well as grant funding which was utilized to supply each classroom with hands-on activities in Classroom bins to reinforce what they learned at the day long program. **Conclusions:** Unfortunately, the majority of todays youth do not know where their food comes or the meaning of Agriculture. Through the partnership with community members and professionals, DeSoto County 4-H has been able to educate youth about both of these topics and many more.

Examining the Efficacy of Peanut Fungicide Programs with On-Farm Trials

K. Wynn, Hamilton County Extension; **N. Dufault**, UF Assistant Professor and Extension Specialist; **B. Wilder**, Alachua County Extension

Each year peanut producers in North Florida are faced with the difficult task of determining the best fungicide spray program for disease management in peanuts. **Objectives:** To enable peanut producers an opportunity to learn experientially about the different fungicide spray programs and the utility of on-farm trials. **Methods:** During the 2012 and 2013 growing seasons, four agro-chemical companies' fungicide spray programs were compared. Products for each program were donated by the companies and applied by the peanut producers with the same equipment used to treat the rest of their acreage. Plots consisted of 24 rows and were replicated 4 times. Peanuts were harvested by the grower and both yield and quality were recorded for each replicate plot. These programs were discussed at both in-season and winter peanut production meetings. Producers were also encouraged to visit the on-farm trial throughout the growing season to form their own assessments about the products. **Results:** Two seasons of testing indicate that each of the companies spray programs was successful at reducing disease and saving yields. Evaluations and field consultations suggest that producers prefer demonstrations at on-farm trials and trust the data generated through typical field production methods. **Conclusions:** On-farm trials are vital in extension when encouraging producers to try new production techniques. For example, one producer was able to increase their yields by more than 700 lb/A using a program similar to the on-farm trials which generated an additional $5600 on the 40 acre field.

Tuesday, Aug 26, 2014	**ESP**	**FACAA**	**FAE4-HA**
TIME	**Grand Lagoon Ballroom E**	**Grand Lagoon Ballroom ABC**	**Grand Lagoon Ballroom D**
9:45 am	Extension Faculty Study Tour to Costa Rica Expands Knowledge and Attitudes **E. Foerste*, J. Bosques*, J. Gamble*, S. Gamble*, J. Popenoe***	Enhancing the Profitability of Peanut Producers in North Florida **K. Wynn*, D. Fenneman*, M. Bauer*, A. Drew, E. Toro, C. Vann**	Let's Get Up and Dance – Using a Country Line Dancing 4-H Club to Teach Lifeskills **L. Black*, C. Kelly-Begazo***
10:05	Volunteer Retention **W. Cherry*, H.C. Kent***	Building Partnerships and Beekeepers **M.E. Henry**	4-H My Government Day **S. Amolsch*, J. Altum*, A. Toelle***
10:25	Leadership Competencies and Needs of County Extension Directors as Perceived by County and District Extension Directors and County Administrators in Florida **C. Sanders**	Vegetable Pest Management and Nutrient Workshop and In-Service Training **C. Snodgrass*, G. McAvoy*, A. Whidden*, M.B. Henry**	AgVenture – UF/IFAS Extension Hillsborough County **L. Barber*, B. Broaddus***
10:45	**Break**		
11:05	ANREP Professional Development Webinar Series **L. Miller*, R. Jordi, R. Madhosingh-Hector, J. Cohen, *et. al.***	Engaging Homeowners To Remove Invasive Species Through An Expert Panel Forum **G. Milch*, T. Sudol***	BUDDY Camp: Building Understanding of Diversity thru Dynamic Youth **B.V. Bennett*, N. Baltzell***
11:25	The Economic Contributions of Local Agriculture on the Treasure Coast **Y. Goodiel*, A. Hodges, E. Skvarch, C. Kelly-Begazo**	Green Beer & Witches Brew: Themed Pesticide Training **K.M. Stauderman*, M. Lenhardt*, M. Lollar**	4-H5K: A Fast Approach to Fundraising **M. Benge**
11:45	Perspective on Computerized Restricted Use Pesticide Exams From Two Urban Counties **F. Dowdle*, E. Harlow*, F. Fishel**	Increasing Farm Surface Area in an Urban County With Hydroponics and Aquaponics **M. Lollar*, E. Felter**	4-H Cloverbud Kits: Tools Volunteers Can Use **N. Crawson*, J.P. Dillard*, W. Cherry***
12:00 pm	**Lunch**		
12:45	Cooperative Extension: Building Alliances Across State Lines **D. Fenneman*, K. Wynn*, J. Price*, J. Shealy***	Florida Gardening 101 Workshop Series **N. Samuel**	Budding 4-H Clovers: 4-H Cloverbud Fair **A Squitieri*, N. Walker***
1:05	Back Pocket Grower – A Customizable Horticulture Training Website for Mobile Devices **P.R. Fisher**	Triple Workshops – UF/IFAS Extension Hillsborough County **L.A. Barber**	Youth Explore Careers in Extension by Attending C.L.U.E. Youth Camp **V. Spero-Swingle, A. Thompson*, E. Shephard*, H. Abeels*, S. Scalera, G. Whitworth**
1:25	The Volunteer in You – An Investment in Your Future… An Immeasurable Return **A. Granger**	On-Farm Potting Soil Solarization Increases Sustainability of Environmental Horticulture Industry **S.T. Steed**	4-H Tech Wizards STEM Mentoring Program for Underserved, Underrepresented Youth **J. Mayer*, B. Broaddus***
1:45	Growing Extensions Impact with Synchronized On-Farm Demonstrations **T. Wilson*, A. Blount, J. DeValerio, A. Shaw, C. Mackowiak, B. Wilder, D. Barber, A. Burnett**	South Florida Winter Supplementation Program **C.L. Kirby*, L.J. Wiggins*, B. Carlisle, C.B. Davis, M. Hersom, P.J. Hogue, P. Lancaster, T.R. Prevatt, J. Vendarmini**	Impact of Civic Engagement Education on Communities: A Measure of Social Capital in 4-H Alumni **D. Nistler*, G. Israel, N. Stedmann, A. Harder, K. Fogarty**

Tuesday, Aug 26, 2014	**FANREP**	**FEAFCS**
TIME	**Spanish Moss AB**	**St. Andrews Ballroom IV**
9:45 am	Exploring Environmental Education Curriculum (ECO) Teacher Training Summer Camp **L. Miller**	Meals on the Grill **R. McWilliams*, J. Corbus*, A. Griffin*, M. Mauldin***
10:05	Tampa Tree Map **R.J. Northrop**	4-H Fit on the Farm **B. McKenna**
10:25	Aquaponics 101: A Beginner's Workshop to Sustainable Food Production for Home Gardeners and Small Farmers **B. Thaxton*, R. O'Connor*, C. Verlinde*, J. Pickens**	StrongWomen Healthy Hearts: Reducing Risk of Heart Disease through Nutrition and Fitness Education **W. Lynch**
10:45	**Break**	
11:05	Brevard Oyster Gardening Partnership for the Indian River Lagoon (Oyster PIRL) **H. Abeels**	4-H Project Success **B.A. Hughes**
11:25	Living with Lionfish **R. O'Connor*, B. Saari, C.M. Verlinde**	Empowering Taxpayers **L.M. Leslie**
11:45	Timely Response to Critical Floodplain Management Issues **L. Carnahan*, R. Madhosingh-Hector*, T. Ruppert**	Saving Homes from Foreclosure **L. Royer**
12:00 pm	**Lunch**	
12:45	Traveling Tree Walk **L. Miller**	4-H Milk Run 5K **K. Miliffe*, E. Pardo***
1:05	Service Learning Program Empowers Youth **L. Carnahan**	Helping Floridians to Understand the Affordable Care Act **M. Gillen, J. Jump*, T. Spangler, M. Gutter**
1:25	Invasion of Beach Vitex **R. O'Connor*, B. Saari, C.M. Verlinde**	Osceola County Fair Food Booth Curriculum Allows 4-H Club Leaders to Train Their Members **G. Murza**
1:45	Evaluating the Practicality of Fish Descending Gear in Florida's Gulf and South Atlantic Waters **B. Fluech*, E. Staugler*, J. Stevely, H. Abeels*, L. Krimsky***	National Nutrition Month: A Community Collaboration to Address Hypertension **A. Mullins*, H. Copeland*, P. Schmidt*, A. Jacobs*, R. Stevens***

Wednesday, Aug 27, 2014	**ESP**	**FACAA**	**FAE4-HA**
TIME	**St. Andrews Ballroom VI**	**Grand Lagoon Ballroom D**	**Grand Lagoon Ballroom E**
8:00 am	Role of Extension Education in Improving Cattle Productivity in Mali **B.R. Bactawar**	My Brevard Yard: Creating Beautiful Lawns and Protecting Our Waterways **M. Lenhardt*, S. Scalera*, L. Seals**	Deploying STEM Through Underwater Robotics **N. Crawson*, A. Granger***
8:20	Piloting Facebook as a Means of Advertising Extension Events in Central District **N. Samuel*, G. Israel, K. Greer*, S. Kelly, K. Leymaster, L. Singleton*, H. Payne, R. Wells*, T. Momol**	Early Detection: Rose Rosette Disease Workshop and In-service Training **M. Orwat*, A. Bolques*, M. Paret, G. Knox, B. Babu, H. Dankers, T. Schubert, C. Baker**	Who Knew That Learning to Sew a Pillow Case Can Lead to a Fun and Interesting Fashion Show and Ending With a Completed Service Learning Project **J. Hink**
8:40	Online and On-site Training on Hydrilla IPM: How to Reach Diverse Audiences **J.L. Gillett-Kaufman*, V. Lietze*, E. Weeks*, K. Gioeli, J. Cuda, R. Hix, J. Shearer**	UF/IFAS Treasure Coast Green Industries Working Group – Meeting the Educational Needs of the Green Industry for Indian River, St. Lucie, Martin and Okeechobee Counties **C.A. Kelly-Begazo*, E. Skvarch, D. Culbert, Y. Goodiel, F. Burkey**	Mobilizing Trainings: Meeting the Needs of Today's Volunteer **J.P. Dillard*, W. Cherry*, M. Boston, M. Brinkley, N. Crawson, P. Davis, S. Duda, Y. Goode, H.C. Kent, L.S. Jackson, J. Lilly, M. Taylor, H. Worley**
9:00	**Break**		
9:20	Thinking Green Blog **L. Miller*, M. Campbell, N. Jensen, R. Madhosingh-Hector, L. Carnahan, J. Rogalsky**	School Garden Support: Success Stories and Lessons Learned **T. Badurek**	4-H Community Service Project: Bicycle Safety and Helmet Fitting **G. Sachs*, N. Samuel*, X. Diaz***
9:40		Thistle Management in North Florida **B. Wilder*, T. Wilson*, J. Ferrell**	Southwest Florida Weather Camp **P.A. Roland**
10:00		Osceola County Small Farm Network: Growing Local Connections **A. Fluke*, J. Sullivan***	Hatching Helpers: Enhancing Embryology for the Classroom **S. Bennett**
10:20-11:00	**Poster Session**		

Wednesday, Aug 27, 2014	**FANREP**	**FEAFCS**
TIME	**Grand Lagoon Ballroom ABC**	**St. Andrews Ballroom IV**
8:00 am	Water Patrol: Catching Our Run-off! **A. Squitieri*, S. Carnevale***	Camp Cuisine: Collaborating for Science **L. Duncan*, G. Murza*, M.S. Kennington, E. Pardo, A. Petersen**
8:20	2014 4-H State Marine Ecology Event: Integrating Service Learning for Environmental Literacy, Science, and Youth Leadership **K. Blyler**	Issues-Oriented Extension: The Healthy Communities Initiative in Pinellas County **T. Badurek*, L. Carnahan, M. Campbell, N. Jensen, L. Miller, J. Morse, J. Rogalsky***
8:40	Economic Impact of Ecosystem Services Provided by Ecologically Sustainable Roadside Right of Way Vegetation Management Practices **L. Harrison*, J. Norcini**	Increasing Youth Awareness in Community Food Systems Through Quirky Culinary Camp **E. Gorimani-Mundoma**
9:00	**Break**	
9:20	Yards to Parks: Invasive Exotic Plants Know No Boundaries **A. Burnett**	Current Situation of Food Insecurity in Polk County and the Roles of Extension Programming **W. Fung*, N. Walker*, M. Swisher, K. Monoghan**
9:40	Living with Snakes **R. O'Connor**	Get Fit with 4-H **A. Tharpe, L. Wiggins***
10:00	**Break**	**Break**
10:20-11:00	**Poster Session**	

*On-site room changes of presentation locations may occur. Look for posted announcements of any changes.

Professional Development, Marketing, Technology, International

Grand Lagoon Ballroom E (Tues) & St. Andrews Ballroom VI (Wed)**

Stephanie Toelle, ESP Abstract Chair

Time (Tues)	Speaker(s)*	Abstract
9:35am	**Moderator**	Introductions and Procedures
9:45	**E. Foerste, J. Bosques, J. Gamble, S. Gamble*, J. Popenoe**	Extension Faculty Study Tour to Costa Rica Expands Knowledge and Attitudes
10:05	**W. Cherry, H.C. Kent**	Volunteer Retention
10:25	**C. Sanders**	Leadership Competencies and Needs of County Extension Directors as Perceived by County and District Extension Directors and County Administrators in Florida
10:45		**Break**
11:05	**L. Miller, R. Jordi, R. Madhosingh-Hector, J. Cohen, et. al.**	ANREP Professional Development Webinar Series
11:25	**Y. Goodiel, A. Hodges, E. Skvarch, C. Kelly-Begazo**	The Economic Contributions of Local Agriculture on the Treasure Coast
11:45	**F. Dowdle, E. Harlow, F. Fishel**	Perspective on Computerized Restricted Use Pesticide Exams From Two Urban Counties
12:00pm		**Lunch**
12:45	**D. Fenneman, K. Wynn, J. Price, J. Shealy**	Cooperative Extension: Building Alliances Across State Lines
1:05	**P.R. Fisher**	Back Pocket Grower – A Customizable Horticulture Training Website for Mobile Devices
1:25	**A. Granger**	The Volunteer in You – An Investment in Your Future… An Immeasurable Return
1:45	**T. Wilson, A. Blount, J. DeValerio, A. Shaw, C. Mackowiak, B. Wilder, D. Barber, A. Burnett**	Growing Extensions Impact with Synchronized On-Farm Demonstrations

Time (Wed)	Speaker(s)*	Abstract
8:00am	**B.R. Bactawar**	Role of Extension Education in Improving Cattle Productivity in Mali
8:20	**N. Samuel, G. Israel, K. Greer, S. Kelly, K. Leymaster, L. Singleton, H. Payne, R. Wells, T. Momol**	Piloting Facebook as a Means of Advertising Extension Events in Central District
8:40	**J.L. Gillett-Kaufman, V. Lietze, E. Weeks, K. Gioeli, J. Cuda, R. Hix, J. Shearer**	Online and On-site Training on Hydrilla IPM: How to Reach Diverse Audiences
9:00		**Break**
9:20	**L. Miller, M. Campbell, N. Jensen, R. Madhosingh-Hector, L. Carnahan, J. Rogalsky**	Thinking Green Blog

*For a complete list of authors see the full abstract.
**On-site room changes of presentation locations may occur. Look for posted announcements of any changes.

Extension Faculty Study Tour to Costa Rica Expands Knowledge and Attitudes

E. Foerste*, UF IFAS Extension Osceola County; **J. Bosques***, UF IFAS Extension Marion County; **J. Gamble***, Volusia County; **S. Gamble***, UF IFAS Extension Volusia County; **J. Popenoe***, UF IFAS Extension Lake County

UF IFAS Extension faculty develop educational programs to address issues and problems based on audience needs. As our population diversity changes, our clients come from varied backgrounds, cultures, customs, knowledge and experiences. UF IFAS Extension faculty members need to be sensitive to diversity issues as well as subject matter. Many newcomers are not familiar with UF IFAS Extension Services and may not be aware of best practices, marketing networks, regulations or environmental issues of importance in Florida. **Objectives:** UF IFAS faculty will participate in an international travel experience to learn about cultural norms, language, agricultural operations, and environmental issues in a different locale. **Methods:** UF IFAS Extension faculty traveled to Costa Rica in March, 2014 for a professional development experience. Arrangements were made through EARTH University in Guicimo, CR for housing and transportation. **Results:** Four faculty members from UF IFAS Extension Central District participated in the 8 day study tour. Participating faculty indicated knowledge was gained in many areas including: organic farming, animal waste management, biogas energy production, beneficial microorganisms, forest carbon sequestration calculations, wildlife species diversity, pest management, waste recycling, foods, language, and customs. Faculty returned with ideas that will benefit their local educational efforts including program content and sensitivity to diverse audience needs. Faculty will report professional and personal benefits of participating in the study tour. **Conclusions:** International experience is important for understanding changing audience needs at home.

Volunteer Retention

W. Cherry*, Calhoun County; **H.C. Kent***, NWD 4-H RSA

Objectives: As professional workloads increase, it is beneficial to recruit quality volunteers to serve in helpful roles. After investing time in recruiting, screening, and training volunteers, it is of economical and programmatical importance to retain those volunteers for as long as possible. **Methods:** Volunteers receive no monetary compensation for their efforts, so what incentives do they have to continue in their roles? Research shows that volunteers who feel appreciated are more likely to remain active in their service. Furthermore, it shows that all people respond favorably to one of five "languages of appreciation". By identifying which languages of appreciation a volunteer responds to, and through using that language to communicate appreciation for them, we can increase their loyalty to our programs and lengthen their time of service. A simple survey will be provided to attendees which will help them identify their volunteers' languages of appreciation, and strategies for how to speak each language will also be shared. **Results:** By implementing the simple strategies of effectively communicating sincere appreciation to volunteers, agents will see decreased turnover (by as much as 88%) and increased productivity in their volunteers. This is because volunteers will feel more valued, and will be more willing to spend their time and efforts where they feel they matter and can make a positive difference. **Conclusions:** Whether it's running an event, managing websites, editing newsletters, teaching classes, juding at fairs, or leading 4-H clubs, we can all use more help. But training volunteers takes time, and this presentation will help agents ensure their intitial investment does not become an annual one.

Leadership Competencies and Needs of County Extension Directors as Perceived by County and District Extension Directors and County Administrators in Florida

C. Sanders

Objectives: 1. To identify the leadership competencies needed by Florida county Extension directors as determined by Extension county and district directors, and county administrators. 2. To determine the level of importance knowledge and proficiency of CED leadership competencies as perceived by CEDs and county administrators. 3. To determine the relative need for additional training for each CED leadership competency as perceived by CEDs and county administrators. **Methods:** The research design included both qualitative and quantitative research methods. Data in this study were collected through focus groups, semi-structured interviews, and an electronic questionnaire. **Results:** Data from the focus groups and interviews resulted in a list of 40 competencies that were used in the survey. The overall mean for importance for the set of 40 leadership competencies for both CEDs and county administrators was 4.42; with “fair, honest, and trustworthy” and “having a positive attitude” rated highest. Mean weighted discrepancy scores were calculated and, “conflict resolution” ranked as the highest professional development need with a MWDS of 4.32 for CEDs. County administrators’ had a MWDS of 3.45 for “having a positive attitude” which was the highest. **Conclusions:** CEDs and County administrators have similar views on the professional development needs. The CEDs professional needs focused on human skills. The type of county is a significant predictor of county administrators’ perceptions on CED leadership skill. CEDs have limited experience in Extension before becoming a CED. CEDs that expend more time in their CED roles tend to have a higher level of importance and proficiency to the 40 leadership competencies.

ANREP Professional Development Webinar Series

L. Miller*, Pinellas County; **E. Burkett**, Minnesota; **J. Schieffer**, Pennsylvania; **M. Megalos**, North Carolina; **R. Jordi**, UF/IFAS Extension; **R. Madhosingh-Hector**, Pinellas County; **J. Cohen**, UF/IFAS Extension; **J. Bilotta**, Minnesota; **C. Jones**, Arizona; **D. Solomon**, Michigan; **J. Theuri**, Illinois; **J. Gordon**, Mississippi; **K. Buhls**, Vermont; **M. Platten**, Colorado; **N. Strong**, Oregon; **R. Johnson**, Montana

Objectives: Provide professional development opportunities for ANREP and JCEP member to extend educational knowledge and skills specific to extension for the advancement of Extension programs throughout the country. **Methods:** The Professional Development committee, conducted a qualitative analysis of ANREP survey questions relating to desired professional development topics and delivery format. The committee used this information to guide the development of seven webinars in 2013. During this initial year templates were developed for registration forms, promotional flyers, and evaluation surveys of professional development webinars. Of the seven webinars, two focused on international extension opportunities. Other topics included: social media, producing webinars, climate science, and one on the ANREP awards procedures. **Results:** Five of the seven webinars were evaluated with an online survey. A total of 84 survey responses were received, reaching members from each association within the Joint Council of Extension Professionals (JCEP) and 29 states including Washington DC. Results from these surveys showed 42% (n=72) of respondents saved an estimated $100-$200 in time, travel and resource savings by participating in the online webinar (versus face to face training), translating to $3,000-$6,000 in savings. The webinars were highly recommended with 92% (n=72) agreeing or strongly agreeing they would recommend ANREP webinars to others and 65% (n=68) agreed or strongly agreed with the following statement, “I will change my practices based on what I learned from this presentation”. **Conclusions:** Overall, the webinars have been a huge success reaching extension agents/educators in a range of fields throughout the nation.

The Economic Contributions of Local Agriculture on the Treasure Coast

Y. Goodiel*, Martin County; **A. Hodges**, Food/Resources Economics; **E. Skvarch**, St. Lucie County; **C. Kelly-Begazo**, Indian River County

Objectives: Quantify the economic contribution of local agriculture and related industries across the Treasure Coast. **Methods:** The IMPLAN regional economic modeling system (IMPLAN Group, Inc.) and associated state and county databases were used to estimate the economic contributions of local agricultural producers in Martin, St. Lucie, Indian River, and Okeechobee counties. **Results:** In 2012, agriculture, natural resources, and related food industries in the Treasure Coast region generated 69,097 jobs and $3,523 million (M) in value-added impacts, representing 22.6% of total employment and 18.9% of gross domestic product for the region. The highest-ranking counties in terms of agricultural value-added contributions and employment were St. Lucie ($1,216M, 22,043 jobs) and Martin ($1,103M, 25,536 jobs). Between 2001 and 2012, the number of agricultural jobs increased from 56,519 to 69,097 and the value-added contribution increased by $1,294.5M across the Treasure Coast. The primary industry groups were Food and Kindred Products Distribution (32,838 jobs and $1,304M in value added); Crop, Livestock, Forestry and Fisheries Production (17,153 jobs, $1,155M); and Agricultural Inputs and Services (11,122 jobs, $398M). Major agricultural commodity groups along the Treasure Coast included Environmental Horticulture (landscape services; greenhouse, nursery, and floriculture production; and retail lawn and garden centers), Fruit and Vegetable Farming and Processing, and Livestock and Dairy Farming and Animal Products Manufacturing. **Conclusions:** Agriculture, natural resources, and related food industries represent a major component of the Treasure Coast economy, and have continued to grow in recent years.

Perspective on Computerized Restricted Use Pesticide Exams from Two Urban Counties

F. Dowdle*, Palm Beach County Extension; **E. Harlow***, Duval County Extension; **F. Fishel**, UF Pesticide Information Office

Palm Beach and Duval counties were part of a pilot group to offer computer-based restricted-use pesticide (RUP) exams because they administer high number of these exams. **Objectives:** The long-term goal of the program was to provide an updated, secure, streamlined way for applicators to complete their pesticide exams and obtain their licenses. The objective for the pilot program was to combine efforts of the Florida Department of Agriculture and Consumer Services and UF's Pesticide Information Office and implement and access feasibility and procedural difficulties before introducing it to other counties. **Methods:** Five counties were provided exam equipment. Exam administrators received training to use the website and implemented test schedules as each county was ready. **Results:** In the last year 23% (N=82) of RUP exams in Duval County were computer-based. Of those examinees, 89% reported liking computer based exams. The most common reason is being given exam results immediately. Palm Beach County provided 814 exams since January 2013 with 41% being completed on the computer. Computer testing has reduced the time to receive a license by almost 3 weeks. **Conclusions:** The computer-based format is beneficial to all users: examinees, administrators, the Florida Dept. of Agriculture & Consumer Services, and UF's Pesticide Information Office. Pilot counties have even experienced examinees from several counties away coming to take exams on the computer because of the fast results for job placement.

Cooperative Extension: Building Alliances Across State Lines

D. Fenneman*, Madison County Extension; **K. Wynn***, Hamilton County Extension; **J. Price***, Georgia Extension-Lowndes County; **J. Shealy***, Georgia Extension-Echols County

Objectives: Agriculture Extension Agents from Madison and Hamilton counties in Florida joined with agents from Lowndes and Echols counties in Georgia to form a learning alliance. The team's objectives are to deliver extension programs that meet clientele needs through shared resources and expertise from both states. **Methods:** To achieve these objectives, the group has met on numerous occasions since 2010 to discuss various clientele needs. As a result of these meetings, educational events were conducted with the combined resources and expertise from both states. Field days and field visits were also utilized to educate producers. **Results:** From 2010 through 2014, the team planned and conducted eight educational events. Approximately 650 producers from South Georgia and North Florida attended these events. Many of the programs were evaluated using end of meeting surveys and by one-on-one follow-up consultations. **Conclusions:** A shared alliance with agents from both Florida and Georgia has brought more diverse educational opportunities for producers in both states. It has also afforded agents the opportunity to learn as well.

Back Pocket Grower – A Customizable Horticulture Training Website for Mobile Devices

P.R. Fisher, Environmental Horticulture Dept., UF IFAS Gainesville

Objectives: To develop a website ("Back Pocket Grower™", backpocketgrower.com) formatted for use on smart phones and tablets, to deliver floriculture training information in the greenhouse work environment. **Methods:** The website has three components. A crop planning component presents a database of scheduled management activities such as planting, pinching, and agrichemical applications by crop type and crop stage, based on published or confidential in-house plans. A tools component includes calculators related to best management practices (primarily fertilizers, water quality, growing substrate testing), and crop costing. The training component includes videos and text providing background education and detailed standard operating procedures. Training topics are targeted towards temporary and production staff, with English/Spanish access. Content is password-protected and customized for a particular organization or workshop event. The main advantage of using a mobile website rather than standalone apps is greater compatibility across devices and easier maintenance. **Results:** Current resources include 8 calculators and 138 training videos. Back Pocket Grower is a new initiative available for use by UF IFAS Extension Professionals in August 2014. The beta test audience includes New Zealand and U.S. grower and allied companies. Impacts will be measured based on website traffic, with a certification component to test learning outcomes. **Conclusions:** Widespread use of mobile devices means that technology is no longer a critical barrier to information access by horticulture professionals in the field. Challenges now relate to marketing, funding, collaboration, and adoption of training resources rather than technical issues.

The Volunteer in You – An Investment in Your Future… An Immeasurable Return

A. Granger, Jackson County

Objectives: The Jackson County 4-H Program relies on the recruitment of trained adult volunteers, who are dedicated to helping youth gain the knowledge and life skills they need to supplement their formal education, enhance their life skills development, and prepare youth for tomorrow's workforce. Using video recordings, from current 4-H Volunteers, and making them available through television and the internet, allows the general public an "up close and personal" visit with people just like them who are stepping up to make an investment in their future. **Methods:** The Jackson County 4-H Agent has implemented a volunteer recruitment method that included the recording of a 30 minute television interview during National Volunteer Week, hosted by the 4-H Agent, with four organizational 4-H Club Leaders with over 25 years of combined service. This interview was recorded at the local community college and was provided to the Agent on a DVD. **Results:** The interview has been aired on the local cable channel several times a day, and will be for the next 6 weeks. The Agent also used portions of the DVD to create a "flash video" for the Jackson County 4-H web page and Facebook page, and a YouTube video. The total number of views and hits has not yet been collected/aggregated for this method. **Conclusions:** Sharing the points of view of current 4-H Volunteers, through multiple media applications, has helped the Jackson County 4-H Youth Development Program reach a larger and more diverse client base. Hearing, first-hand, what draws people into volunteering and what they gain from it, sheds light on the need for 4-H Volunteers and makes the role of becoming a 4-H Volunteer more "real" and "user friendly".

Growing Extensions Impact with Synchronized On-Farm Demonstrations

T. Wilson*, UF/IFAS Bradford County Extension; **A. Blount**, UF/IFAS Agronomy Department; **J. DeValerio**, UF/IFAS Bradford County Extension; **A. Shaw**, Bradford County High School Agricultural Instructor; **C. Mackowiak**, UF/IFAS Soil and Water Science Department; **B. Wilder**, UF/IFAS Alachua County Extension; **D. Barber**, UF/IFAS Columbia County Extension; **A. Burnett**, UF/IFAS Nassau County Extension

Objectives: Multiple demonstration sites were designed to provide hands-on farmer, land manager, and Agent access to cool season winter forage crops that can be grown in Northeast Florida. **Methods:** County Agents from four counties (Alachua, Bradford, Columbia and Nassau) teamed-up to plant winter forage food plots (18 varieties) and/or wildlife food plots (21 varieties) in partnership with State Specialists. Each planting location provided the Agent with hands-on experiences related to designing, site preparation, planting, forage establishment and fertilizing. At one location, FFA students participated in each stage of the planting process. After plants matured, field days were set to showcase the differences in varieties to clientele. **Results:** Two locations failed to provide a suitable growth for evaluation; unfortunately, on-farm demonstration projects do have relatively high failure rate. Two field days were designed to facilitate travel time for specialists. One was held in Columbia County in the morning and the other in Bradford County in the evening on the same day. **Conclusions:** Planned, multiple demonstrations provided Agents and Specialists the opportunity to demonstrate hands-on experiential learning experiences tailored to farmer and land manager needs. One FFA student completed his "Proficiency in Research" project by analyzing data from this project. New relationships were developed between the Agents, Specialists, farmers and high school agriculture teachers and students. Eighty-five participants attended the two field days (5 Agents, 2 Specialists and 78 farmers from 10 different counties). Data compiled from on-farm demonstration projects like these contribute to reports published in EDIS.

Role of Extension Education in Improving Cattle Productivity in Mali

B.R. Bactawar, IFAS/Union County Extension

In Mali, there is a short rainy season followed by a dry season from October to May when the quality and quantity of forages are inadequate for cattle. This has a negative impact on all phases of cattle production, and consequently on the life time productivity of a cow. **Objectives:** Thirty two cattle producers increased their knowledge in improved methods of production by 80% through teaching and demonstrations. Eighty percent of them implemented the new production practices on their farms. **Methods:** A listening session was held with cattle producers to understand the constraints to production. A training program was subsequently developed based on the listening session. It consisted of 8 days of teaching animal nutrition as it relates to heifer growth, calving interval, balancing rations, feeding minerals and the regular supply of drinking water. Classroom sessions were complemented with two farm visits to demonstrate body condition scoring on cattle. **Results:** At the end of the sessions, producers were asked what changes they would make on their farms based on the new knowledge they gained during the training. Ninety percent of them recognized that adequate nutrition is a limiting factor in producing cattle, and they planned to feed supplements through balanced concentrate rations. Eighty-six percent of them planned to provide water and feed minerals at all times. They learned to body condition score their animals, and planned to use this technique to manage their feeding program. **Conclusions:** Improvement in the regular supply of more quality feed and forage throughout the year, and continued training of producers in all aspects of the cattle business have the potential to increase cattle productivity in Mali.

Piloting Facebook as a Means of Advertising Extension Events in Central District

N. Samuel*, Marion County Extension; **G. Israel**, Agricultural Education and Communication Department; **K. Greer***, Orange County Extension; **S. Kelly**, North Carolina State University Extension; **K. Leymaster**, Harry P. Leu Gardens; **L. Singleton***, Sumter County Extension; **H. Payne**, Hickory Nut Gap Farm; **R. Wells***, IFAS Communications; **T. Momol**, IFAS Extension Central District

The majority of internet user groups utilize social media (Pew Research Center, 2012). Advertising on social media sites such as Facebook (FB) can supplement an organization's outreach beyond traditional audiences. **Objectives:** To use FB as a means of promoting Central District Extension events. **Methods:** In 2013 three Central District counties received $200 each to advertise four events: Orange County's Economic Living Expo; Sumter County's Florida Nursery Growers and Landscapers Association and Agritunity events; and Marion County's Master Gardener Spring Festival. Each county ran a series of ads four weeks prior to each event. **Results:** Four weeks before the event the number of FB likes on each county's page was constant. Page use four weeks prior to advertising was constant for Sumter and Marion County pages; while the Orange County page showed multiple small peaks in use during that time. FB likes more than doubled during the advertising timeframe for all FB pages. Page use increased for all events during the advertising period. The number of FB likes leveled off on all FB pages after advertising was completed. **Conclusions:** Investment in FB advertising increased the number of FB likes and is a means of engaging audiences that utilize social media. Follow-up surveys are recommended at advertised events to determine the effectiveness of FB advertising as a tool for increasing event attendance and engaging audiences online.

Online and On-site Training on Hydrilla IPM: How to Reach Diverse Audiences

J.L. Gillett-Kaufman*, **V. Lietze***, **E. Weeks***, and **J. Cuda**, Entomology and Nematology Department; **K. Gioeli**, St. Lucie County Extension; **R. Hix**, FAMU; **J. Shearer**, US Army Engineer Research Development Center

Hydrilla is an invasive freshwater plant causing damaging infestations that displaces native plants and impedes waterway navigation and recreational use. These issues can impact a diverse set of stakeholders from water body managers to businesses that support ecotourism to homeowners. **Objectives:** As UF/IFAS Extension specialists, we target a wide stakeholder audience to deliver training on hydrilla IPM and remind water body visitors about the importance of minimizing the spread of invasive species to new locations. **Methods:** A needs assessment survey identified suitable information delivery platforms for stakeholders. Based on the results that we published in the Journal of Extension, online courses and face-to-face trainings were developed. **Results:** A website including learning lessons and a newsletter archive was established and visited by interested stakeholders 33,227 times in 3 years. Hydrilla IPM learning lessons were watched 10,135 times, and an online CEU course was launched in 2014. Our team has partnered with LAKEWATCH to deliver face-to-face trainings to citizens. Preliminary data from pre- and post-tests show that the trainings changed the way 91% of participants think about hydrilla management and that 100% will share the new information with other people. Complete results from evaluations will be presented. **Conclusions:** Regular website updates and collaboration with organizations like LAKEWATCH facilitate the distribution of information on new hydrilla IPM tactics as they become available. For technology transfer, we have developed a Hydrilla IPM Guide that includes current and novel approaches to sustainable hydrilla management. The guide is available for free in print and online.

Thinking Green Blog

L. Miller*, **M. Campbell**, **N. Jensen**, **R. Madhosingh-Hector**, **L. Carnahan** and **J. Rogalsky**, Pinellas County

Objectives: To provide relevant educational information on a variety of Extension topics through a sustainable and innovative online blog format resulting in knowledge gain and behavior change of the readers. **Methods:** Dates are coordinated in which each agent will contribute a post. Thinking Green blogs are posted on a weekly basis. Agents develop a short article on a topic within their field of work. A minimum of one image is requested to accompany the post. Articles are peer reviewed by colleagues before being posted via WordPress through the official UF/IFAS Extension blog site (blogs.ifas.ufl.edu). A brief online survey was developed through SurveyMonkey® to evaluate the success of Thinking Green. **Results:** In 2012, a total of 54 blogs were posted among six agents and one staff member, receiving a total of 6,257 views. Results from the online survey revealed: 83.3% of subscribers share the information they receive with others; 88.2% of respondents agree or strongly agree their knowledge of the topics addressed has increased; 20% started attending Extension classes; 73.3% use less water (at home); 53.3% shopped at local farmers markets; 20% installed a rain barrel; 80% switched to CFL or LED lighting; 46.7% bought Energy Star appliances; 26.7% spent more time outdoors (e.g. hiking, fishing); 40% cooked more meals at home; and 53.3% bought green products (e.g. cleaning supplies, carpets). As a result of these behavior changes, 66.7% of subscribers stated they have saved money and 76.9% have better overall health. **Conclusions:** Thinking Green will continue into the foreseeable future. The free blog posts are a quick, easy, and sustainable way to communicate with a large audience of interested clientele.

Agriculture and Horticulture

Grand Lagoon Ballroom ABC (Tues) & Grand Lagoon Ballroom D (Wed)**

Leslie Baucum, FACAA Abstract Chair

Time (Tues)	Speaker(s)*	Abstract
9:35am	**Moderator**	Introductions & Procedures
9:45	**K. Wynn, D. Fenneman, M. Bauer, A. Drew, E. Toro, C. Vann**	Enhancing the Profitability of Peanut Producers in North Florida
10:05	**M.E. Henry**	Building Partnerships and Beekeepers
10:25	**C. Snodgrass, G. McAvoy, A. Whidden, M.B. Henry**	Vegetable Pest Management and Nutrient Workshop and In-Service Training
10:45		**Break**
11:05	**G. Milch, T. Sudol**	Engaging Homeowners To Remove Invasive Species Through An Expert Panel Forum
11:25	**K.M. Stauderman, M. Lenhardt, M. Lollar**	Green Beer & Witches Brew: Themed Pesticide Training
11:45	**M. Lollar, E. Felter**	Increasing Farm Surface Area in an Urban County With Hydroponics and Aquaponics
12:00pm		**Lunch**
12:45	**N. Samuel**	Florida Gardening 101 Workshop Series
1:05	**L.A. Barber**	Triple Workshops – UF/IFAS Extension Hillsborough County
1:25	**S.T. Steed**	On-Farm Potting Soil Solarization Increases Sustainability of Environmental Horticulture Industry
1:45	**C.L. Kirby, L.J. Wiggins, B. Carlisle, C.B. Davis, M. Hersom, P.J. Hogue, P. Lancaster, T.R. Prevatt, J. Vendarmini**	South Florida Winter Supplementation Program

Time (Wed)	Speaker(s)*	Abstract
8:00am	**M. Lenhardt, S. Scalera, L. Seals**	My Brevard Yard: Creating Beautiful Lawns and Protecting Our Waterways
8:20	**M. Orwat, A. Bolques, M. Paret, G. Knox, B. Babu, H. Dankers, T. Schubert, C. Baker**	Early Detection: Rose Rosette Disease Workshop and In-service Training
8:40	**C.A. Kelly-Begazo, E. Skvarch, D. Culbert, Y. Goodiel, F. Burkey**	UF/IFAS Treasure Coast Green Industries Working Group – Meeting the Educational Needs of the Green Industry for Indian River, St. Lucie, Martin and Okeechobee Counties
9:00		**Break**
9:20	**T. Badurek**	School Garden Support: Success Stories and Lessons Learned
9:40	**B. Wilder, T. Wilson, J. Ferrell**	Thistle Management in North Florida
10:00	**A. Fluke, J. Sullivan**	Osceola County Small Farm Network: Growing Local Connections

*For a complete list of authors see the full abstract.
**On-site room changes of presentation locations may occur. Look for posted announcements of any changes.

Enhancing the Profitability of Peanut Producers in North Florida

K. Wynn*, Hamilton County Extension; **D. Fenneman***, Madison County Extension; **M. Bauer***, Columbia County Extension; **A. Drew**, Levy County Extension; **E. Toro**, Suwannee County Extension; **C. Vann**, Lafayette County Extension

Over the past ten years peanut production acreage has nearly tripled in the North Florida area. Currently there are approximately 48,000 acres of peanuts grown generating an estimated $50 million farm gate value. Determining when to harvest peanuts is one of the most important management decisions producers will face each year. Research suggests that peanuts will gain an additional 300 to 500 pounds per acre during the 10 day period before optimum harvest. Extension agents in Columbia, Hamilton, Lafayette, Levy, Madison, and Suwannee counties assist these producers in determining their optimum harvest time. **Objectives:** To educate peanut producers in the importance of peanut maturity, reflecting optimum harvest and maximum yields. Weekly peanut maturity clinics will be provided to educate peanut producers on how to track a peanuts maturity. **Methods:** Each week during the peanut harvest season agents held peanut maturity clinics at extension offices, buying points, and peanut farms. At these clinics producers provide a sample of peanuts to evaluate the crops maturity and are encouraged to discuss specific crop conditions. **Results:** Over 2000 peanut samples have been evaluated to determine maturity in these North Florida counties during the past three years. These producers were educated to combine peanut maturity with the crops condition to determine optimum harvest time. **Conclusions:** Peanut maturity clinics have resulted in peanut yield increases of an estimated 400 lbs. per acre. North Florida producers received an additional $100.00 per acre by learning to harvest at optimum times. This earned North Florida peanut producers an additional $4,800,000.

Building Partnerships and Beekeepers

M.E. Henry, UF/IFAS Polk County Extension

2007 USDA statistics rank Polk County second in the number of beehives per Florida County, yet prior to the establishment of a Small Farms Extension Program, little programming had been provided to Polk County beekeepers. The Agent cultivated a relationship with the local beekeeping association and established an annual introductory beekeeping seminar conducted in collaboration with the Ridge Beekeepers Association. The Agent conducted an orientation to terminology using an interactive quiz, served as moderator, and presented other Extension information. **Objectives:** Provide effective beekeeping instruction and build relationship with local beekeeping association.75% of participants will report a better understanding of the startup considerations and daily operations of a commercial beekeeping operation. **Methods:** Participants cycled through ten, twenty minute demonstration stations: looking inside the hive, building frames and hive boxes, wax rendering, queen bees, nectar sources, bee pests and diseases, honey extraction, moving bees, apitherapy, and splitting colonies. Instruction was provided by experienced beekeepers, UF Honeybee Lab, FDACS Apiary Inspectors, and the Agent. **Results:** 2012 - 2014: Three workshops, 202 participants. Of 98 respondents (2012 – 2013, 2014 yet to be compiled), 95% reported improved understanding of startup considerations.90% reported improved understanding of daily operations. 82-100% gained knowledge in subjects presented. 94% said the teaching methods were effective. 85% said the program exceeded their expectations. **Conclusions:** Agents may increase their effectiveness by partnering with trade groups and looking for opportunity to invigorate stalled relationships.

Vegetable Pest Management and Nutrient Workshop and In-Service Training

C. Snodgrass*, Manatee County Extension; **G. McAvoy***, Hendry County Extension; **A. Whidden***, Hillsborough County Extension; **M.B. Henry**, Polk County Extension

Objectives: To provide training to growers, industry representatives and extension agents on: the latest techniques in fertilizer and irrigation application to meet BMP recommendations, nutritional requirements of popular crops, identification and treatment of insect, disease and weed pests. Attendees will achieve a 10% overall knowledge gain and 80% will make better pest management decisions. 75% of agents will feel confident in presenting the material to county clientele. **Methods:** Classroom style presentations were delivered on all topics for several key crops. Hands on sessions were provided both in the classroom and field. Participants had the opportunity to work with microscopes to recognize key pest characteristics. A field tour showcased current research trials and allowed participants to complete hands on scouting exercises. Participants were provided PowerPoint presentations as well as other educational materials including EDIS publications and copies of the 2012-2013 Vegetable Production Handbook for Florida. **Results:** 207 participants and 21 extension agents were educated in a three year period, in the areas of pest management and nutrition. All participants were provided with print and online resource materials to aid in the identification of pests and plant nutritional deficiencies. Pesticide CEUs were provided to license holders. Pre and post tests indicated an overall 15.5% knowledge increase. 93% of participants indicated that they would make better pest management decisions after attending the workshop. 82% of extension agents surveyed indicated that the workshop was relevant to their programs and that they would feel confident providing similar programs in their respective counties.

Engaging Homeowners To Remove Invasive Species Through An Expert Panel Forum

G. Milch* and **T. Sudol***, UF/IFAS Extension Seminole County

Invasive species are exotic plant or animals known to cause harm to the environment, economy and/or human health. As such, their removal would benefit our ecosystems and society. Residential properties with their conservation easements are a source of invasive species, leaving it up to motivated homeowners to arrange for invasive plant removal. We organized a new learning format to meet homeowners' needs. **Objectives:** 1) increase participants' knowledge about the problems invasive species pose, 2) have participants identify at least one invasive plant in their yard or neighborhood, and 3) distribute resources for invasive plant removal in the participants' area (including both eradication research and neighborhood cooperation). **Methods:** We organized a two-hour program which consisted of: a PowerPoint on invasive species (11 slides), a discussion with a six person panel of local invasive species experts (representing six different academic and governmental agencies), live samples with information sheets for 36 invasive plants, and a "neighborhood toolkit" for a community-based invasive plant removal event. During the class we conducted a needs assessment. We delivered a follow-up survey a week later. **Results:** We had 23 public participants attend including nine Master Gardeners. Sixteen participants responded to a follow-up survey (70% response rate). We found that 15 participants improved their awareness of invasive species problems, 10 could identify an average of five invasive species in their yards/neighborhoods, and 15 (93% of those surveyed) are willing to remove them. **Conclusions:** Our results showed that an evening panel-based program with samples of the plants was an effective learning platform.

Green Beer & Witches Brew: Themed Pesticide Training

K.M. Stauderman*, UF/IFAS Volusia County Extension; **M. Lenhardt***, UF/IFAS Brevard County Extension; **M. Lollar**, UF/IFAS Seminole County Extension

Annually, pesticide license holders seek Continued Educational Units (CEUs) to maintain their state certification. Traditional educational methods used by County Extension offices occur in routine classroom settings. Many of the licensees are technology oriented and are choosing online training to acquire their CEUs. There is a need to attract licensee holders to return to the classroom setting. **Objectives:** Attract audiences to attend pesticide training. Increase knowledge by 20% from audiences attending themed trainings. Build attendance in classroom settings by 25%. **Methods:** Two pesticide training classes were offered in Volusia County having Halloween and St. Paddy's Day themes. Marketing efforts including Facebook, web sites, email list serves and print media. Holiday décor and descriptive food terms including 'witches brew' and 'green beer' were used to capture audiences. County agents and staff dressed in costume themed attire. **Results:** Audience levels grew from the popularity of the themed programs with a 54.7% gain in attendance. Post survey results revealed knowledge level gains of 22.4%, and 21.2% after attending the Halloween and St. Paddy's Day training, respectively. Overall, 76% (n=35) and 94% (n=64) of the Halloween and St. Paddy's day attendees, indicated they would attend a theme-style training again. Attendees also admitted that 69.7% and 76.9% felt confident to pass the certification test. **Conclusions:** Using theme-styled educational programming is an effective way to draw audiences that may not attend traditional classroom settings. Audiences responded positively to these creative learning programs. Volusia County themed pesticide trainings are becoming preferred options to obtain CEUs.

Increasing Farm Surface Area in an Urban County with Hydroponics and Aquaponics

M. Lollar, UF/IFAS Extension Seminole County; **E. Felter**

More than 98% of Seminole County Farms are categorized as small farms and 89% are family owned (Florida Agricultural Statistical Directory, Florida Department of Agriculture and Consumer Services). Farms in the county are encouraged to diversify their crop profile in order to maximize profits. **Objectives:** A hydroponics and aquaponics workshop was conducted to educate clientele on concentrated production techniques to increase farm surface area on small acreage. Participant knowledge of open shade structure hydroponic production and aquaponic production will be increased by at least 50% and 80% respectively. **Methods:** A combination of local businesses and UF/IFAS specialists educated participants on various aspects of hydroponic and aquaponic production. Businesses represented at the workshop were Village Farms, the largest producer of greenhouse vegetables in the nation, and owners of two small hydroponic operations. Two UF/IFAS specialists presented on the topics of open shade structure production and aquaponic production. The workshop was comprised of three segments: lectures, hands-on demonstrations, and an open discussion. **Results:** Ninety participants attended the Hydroponics and Aquaponics Workshop in 2013. Participant knowledge of open shade structure hydroponic production and aquaponic production was increased by 56% and 90% respectively. **Conclusions:** Although the average farm size in Seminole County is small, a potential exists to make a substantial impact through intensive agricultural production. Educational workshops such as the Hydroponics and Aquaponics Workshop help to diversify agricultural operations in an urban county.

Florida Gardening 101 Workshop Series

N. Samuel, UF/IFAS Extension Marion County

According to the University of Florida's Bureau of Economic and Business Research (2013) 80-90% of Florida's population growth is due to net migration, mostly from other states and abroad. This translates into residents constantly seeking information on how to correctly garden in Florida. **Objectives:** To provide basic gardening tips for new residents and novice gardeners to be successful at gardening in Central Florida. Seventy percent of participants will show a 30% increase in knowledge gain. **Methods:** Florida Gardening 101 (FLG 101) is a one-week series held twice per year, February and September, from 6:00 to 8:30 p.m. Sessions are taught by agents and Master Gardeners (MGs) and incorporate use of PowerPoint presentations, hands-on activities, and garden tours. The series provides season appropriate gardening information on topics such as: Soils, Florida-Friendly Landscaping, Annuals and Perennials, Vegetable Gardening, Lawns, Pruning, and Pests in the Florida Garden. Participants are provided a notebook of reference materials related to the topics taught. The series is evaluated using pre and post tests and follow-up surveys. **Results:** A total of 532 residents have taken FLG 101 since 2009. Participants have shown an average knowledge gain of 36% as a result of participating in the course. One participant indicated "this class has shown me that I'm doing a lot of things wrong in my yard." The 2012 follow-up surveys (n=60) indicated that 91% of the respondents adopted between one to three gardening practices. **Conclusions:** Many new residents and novice gardeners struggle to garden successfully in Florida. FLG 101 provides the knowledge needed to successfully create a beautiful landscape with minimal inputs.

Triple Workshops – UF/IFAS Extension Hillsborough County

L.A. Barber, UF/IFAS Extension Hillsborough County

Objectives: Increase county residents' knowledge gain and behavior change; increase implementation of water conservation alternatives (mulch, microirrigation and rainwater harvesting), appropriate landscape maintenance practices and environmental conservation (decreased stormwater runoff, pollution and erosion) while educating large groups consecutively. **Methods:** Triple Workshops are held one Saturday morning/month. Targeted audience is Hillsborough County residents. Workshops are promoted via newspapers, radio, Facebook, internet, local gardening events, office exhibits and television. PowerPoint presentations, hands-on experiences and live demonstrations are provided. This environmental conservation/horticulture-related education includes: composting: how to, types and why to; mulch: types of, how to and reasons to; types and benefits of microirrigation; and rainwater harvesting: how to and why. **Results:** 2,110 attendees in FY 2013 reported: minimum knowledge gain of 39%; minimum dollar savings of $780 and identified 2-4 behaviors they will change. **Conclusions:** Partnering with local media outlets enables us to reach more residents. Providing consecutive workshops allows residents to make one trip, spend 3 hours and receive the education and tools to utilize their knowledge gain and initiate behavior change. Composting bins, thermometers, microirrigation kits and rain barrels are provided post-survey completion and submission. This process can be utilized throughout the state.

On-Farm Potting Soil Solarization Increases Sustainability of Environmental Horticulture Industry

S.T. Steed, Hillsborough County

Objectives: Used potting soil from the environmental horticulture industry is a problematic waste. About 10% of potting soil is dumped due to various problems during plant production. The objective in this study was to utilize a novel and inexpensive method to turn waste into a reusable input and create less demand for peat and pine bark resources. **Methods:** In an effort to recycle this waste, a Southern Sustainable Agriculture Research and Education On-Farm Grant was obtained to investigate a series of methods to solarize the used potting media. Plastic thickness, soil depth and covering configurations were manipulated to generate best outcomes with the help of Stardust Tree Farm our farm cooperator. **Results:** Successful methods were achieved scaling from a mid-scale (one cu. yd.) to large-scale (3.56 cu. yd.) approach. Highest temperatures in the study reached a maximum of 159 F in the large-scale experiment within a few days. Solarization reduced nematode populations compared to untreated used soil. Weed seed germination at 14 days was reduced about 91% compared to untreated soil. **Conclusions:** The research has found that solarization can be a method employed by growers to recycle used potting media back into production. Preliminary data suggests that it will cost about $4.67/cu. yd., a cost savings of $30.33/cu. yd. for each cu. yd. of potting soil recycled. Payback for the material costs would be recovered after 2.16 turns. This could have huge benefits to the environmental horticulture industry and the environment in general if adoption becomes widespread.

South Florida Winter Supplementation Program

B. Carlisle, UF/IFAS Extension Polk County; **C.B. Davis** and **P.J. Hogue**, UF/IFAS Extension Okeechobee County; **M. Hersom**, UF/IFAS Extension Animal Science Department; **C.L. Kirby***, UF/IFAS Extension Manatee County; **P. Lancaster** and **J. Vendarmini**, UF/IFAS Extension Range Cattle REC; **T.R. Prevatt**, UF/IFAS Extension Glades County; **L.J. Wiggins***, UF/IFAS Extension Hendry County

South Florida is a unique environment to raise cattle. Producers are able to graze year-round providing forage for their cattle. Issues arise when forage quality and quantity declines and cows begin declining in body condition score (BCS) when suckling a calf. **Objectives:** The extension agents in South Florida noticed a need for providing information that producers could use to properly and economically supplement their animals through the winter months. The South Florida Winter Supplementation Seminar was developed to meet these needs. **Methods:** The seminar covers cattle nutritional requirements, forage supplementation, winter supplementation programs and managing cost of supplementation. Each topic is explained by extension specialists and agents to assist producers in gaining a full understanding of how to properly provide supplemental nutrients to their animals. **Results:** In two years 87 producers have attended the course. In response to post program surveys 45 percent have reported an increase in knowledge and 89 percent plan to implement techniques they learned during the seminar. One of the techniques which producers are implementing is to begin the supplementation program before you begin to see BCS decline in your cattle. **Conclusions:** Research has shown that BCS is directly correlated to reproductive efficiency. In a state where the cow-calf enterprise is the predominant sector of the cattle industry this becomes important. When explained to producers that the difference between a cow in a BCS-3 versus a cow in a BCS-5 can mean a difference of $223 or more in calf weaned per cow exposed they begin to understand the importance.

My Brevard Yard: Creating Beautiful Lawns and Protecting Our Waterways

M. Lenhardt*, **S. Scalera***, and **L. Seals**, UF/IFAS Extension Brevard County

Objectives: The Indian River Lagoon (IRL) is the most diverse ecosystem in North America. Years of nutrient loading and pollution from septic systems, fertilizers, and storm-water run-off have contributed to the IRL's impaired status. In Florida, landscape professionals are required to have a license to apply fertilizer, whereas homeowners require no such education. Realizing the need for homeowner education, UF/IFAS Extension Brevard County horticulture agents adapted the Green Industries Best Management Practices training to develop My Brevard Yard (MBY), a creative approach to teach homeowners how to properly fertilize and irrigate their properties. **Methods:** My Brevard Yard consists of a one hour classroom and 'hands-on' workshop plus an optional site visit. Collaboration with local municipalities helps promote the workshops in their local communities. **Results:** Six MBY workshops with 97 participants have been held. Pre and post tests indicated a 28.3% knowledge gain in topics such as: proper walking speed for applying fertilizer, recommended amount of slow release nitrogen to apply to a lawn, and using a soil test to develop a fertilization program. **Conclusions:** The MBY workshops and site visits were designed to capture a variety of practice changes including: correctly calculating fertilizer amounts, selecting fertilizer analysis based on soil tests, setting irrigation clocks correctly, calibrating irrigation systems, etc. The adoption of these practices by a large number of residents can contribute to decreased pollution in the Indian River Lagoon.

Early Detection: Rose Rosette Disease Workshop and In-service Training

M. Orwat*, UF Washington County Extension; **A. Bolques***, FAMU Gadsden County Extension; **M. Paret**, **G. Knox**, **B. Babu**, and **H. Dankers**, UF North Florida Research and Education Center; **T. Schubert** and **C. Baker**, Florida Department of Plant Industry

Objectives: As a response to the detection and confirmation of the Rose Rosette Disease (RRD) and virus in Florida, a workshop was created to develop and increase proficiencies in RRD early detection and ability to scout this disease in the field. **Methods:** RRD is a devastating disease vectored by a tiny eriophyid mite that threatens Florida's rose nursery, retail and landscape industry. Since no cure exists, early recognition of RRD plant symptoms is a key component to containing the spread of the disease. Detection and confirmation of RRD in Florida by RT-PCR was done by the extension pathologist at the NFREC in late 2013. The RRD workshop was held during the spring of 2014 at the NFREC in Quincy for leaders in rose nursery production and landscape industries. Instructors from three state extension services and Florida regulatory agencies presented a variety of classroom and hands-on activities. The workshop included the latest RRD research, taught techniques to assist in recognition of RRD and featured demonstrations utilizing quarantined plants housed at the NFREC. **Results:** Of the 30 surveys returned, 96% of program participants had very good to excellent ability to recognize key symptoms of RRD as a result of hands-on demonstrations as opposed to 33% before the program. Surveys indicated a 60% average knowledge increase in RRD topics. **Conclusions:** This and other planned RRD extension educational programs for Florida nursery growers, landscape maintenance personnel and county extension agents will assist the environmental horticultural industry in detection and management of this disease as well as protect the Florida horticulture industry – economic benefit.

UF/IFAS Treasure Coast Green Industries Working Group – Meeting the Educational Needs of the Green Industry for Indian River, St. Lucie, Martin and Okeechobee Counties

C.A. Kelly-Begazo*, Indian River County Extension; **E. Skvarch**, St. Lucie County Extension; **D. Culbert**, Okeechobee County Extension; **Y. Goodiel** and **F. Burkey**, Martin County Extension

Objectives: To form a regional team of extension educators that would offer various outreach programs to the landscaping industry in order to meet their needs for education, certification, licensing and CEUs. This team would include extension agents from Indian River, St. Lucie, Martin and Okeechobee counties. **Methods:** Three main teaching components are offered via the Treasure Coast Green Industries Working Group (TCGIWG); Green Industry Best Management Practices (GI-BMP) training and certification, Limited Commercial Landscape Maintenance (LCLM) pesticide license training and other classes that offered CEU's in various categories for the Chapters 482 and 487 licenses. Each of the four counties provided various trainings on a rotational basis with all agents participating as instructors and the host county being responsible for organization and execution. **Results:** Since its inception, almost 1000 people have been trained in the GI-BMP program within the TCGIWG area with an average pass rate of 96%. In 2013 alone, 45 participants attended LCLM pesticide training with an unspecific number attending other classes just for CEU's. Participant evaluations were very positive with regard to tag-team training and the different teaching styles offered when using a variety of speakers. **Conclusions:** There is a definite advantage for the agents delivering green industry programs to work together as a team. Care must be taken though to have planning meetings where training dates and locations are selected and specific tasks are assigned so that each training activity is executed in a manner that is beneficial to the green industry participant.

School Garden Support: Success Stories and Lessons Learned

T. Badurek, UF/IFAS Extension Pinellas County

Objectives: School garden popularity is increasing every day in Pinellas County. Our objective was to increase Extension education in at least ten school gardens in Pinellas County in 2013, while also increasing the quality of those gardens and their learning opportunities. **Methods:** First we identified one of our horticultural staff who could assist this agent with providing information and guidance to new and expanding school gardens. Next, we reached out to every public school in the county through email to offer our services. This agent and staff provided site visits, emails, fact sheets, grant funding information, links to the Farm to School program for school gardens, curriculum material information, and a one day school garden summer camp for teachers. **Results:** The results have been successful; we have aided in the establishment, expansion, or rejuvenation of eleven school gardens. We have also linked three Master Gardener volunteers closely with several of these new school gardens for ongoing education. **Conclusions:** Along the way we have learned many lessons about the logistics of how Extension can support school gardens. Some of those lessons include how to communicate with school board employees, visiting schools in light of increased school security measures, aligning our outreach with school and test scheduling, and how to coach school staff on the time and resource requirements for a successful school garden. Most importantly we have learned to manage the schools' expectation of what Extension can provide (education, resources, volunteer support) as well as what we cannot provide (labor, free plants, free curriculum materials).

Thistle Management in North Florida

B. Wilder*, Alachua County Extension; **T. Wilson***, Bradford County Extension; **J. Ferrell**, UF/IFAS Extension Weed Specialist

Objectives: Thistles are troublesome cool season weeds that ranchers and hay producers face in north Florida. The demonstration has two main goals: first, to exhibit to producers which pasture herbicide provides the most effective thistle control, and second, to show the importance of early season applications compared to late season applications for the management of thistles. **Methods:** Demonstration plots were treated in Alachua County on February 14 and in Bradford County on March 19. The following herbicides were tested: 2,4-D at 1 quart per acre, 2,4-D+dicamba at 1 quart per acre, GrazonNext® H/L (aminopyralid +2,4-D) at 1.5 pints per acre, 2-4-D at 2 quarts per acre and 2,4-D+dicamba at 1.5 quarts per acre. A final plot in each county was an untreated check. Plots adjacent to the ones treated in February will be sprayed in late April to demonstrate late season thistle control. Ranchers and hay producers will be invited to a follow-up demonstration in May to compare the late season application results. **Results:** At 1 week after treatment (WAT) none of the herbicides provided more than 40% control. At 4 WAT the plots treated with GrazonNext® H/L had 90% control. At 7 WAT the GrazonNext® H/L plot had 100% control. 2,4-D+dicamba at 1.5 quarts and 1 quart rate both provided 90% control. 2,4-D at 2 quarts resulted in 90% control and at 1 quart provided 80% control. **Conclusions:** GrazonNext® H/L provided the most effective control of the thistles at a cost of $7.16 per acre. It was the only herbicide to provide 90% control at 4 WAT and controlled 100% of the thistles at 7 WAT. 2,4-D+dicamba also provides good control but costs between $11.87 and $17.81 per acre depending on the rate.

Osceola County Small Farm Network: Growing Local Connections

A. Fluke* and **J. Sullivan***, Osceola County

The Agents offer programs for small farmers, but participation has been minimal. Opportunities for small farmers to collaboratively address common challenges have been limited (i.e. working with policy makers to resolve regulatory issues). To increase program participation and provide a forum for communication, Agents created the Osceola Small Farm Network. **Objectives:** 1) Provide education to small farmers, increasing profitability 2) Encourage communication and collaboration among local producers in order to focus efforts towards collective goals. **Methods:** Agents developed the Osceola Small Farm Network, an informal working group of small farmers. A networking forum and on-farm field days were conducted. Hands-on demonstrations, presentations, and facilitated discussions among farmers offered experiential learning and connected producers. Local businesses, industry representatives, and NRCS participated in Network events to introduce resources for small farms. **Results:** Producers have indicated that farmer-to-farmer interaction and education is invaluable to them. Post-program follow-up with farmers shows that there has been continued communication among Network participants and that all participants gained knowledge in farm production and marketing. Following Network events, producers indicated that they have utilized introduced resources such as NRCS Technical Assistance. Network participation has increased with each event. **Conclusions:** By providing relevant, hands-on education that appeals to producers, the Small Farm Network enhances the success of farm enterprises. Participation in Extension programs has increased through Network events. Local producers are more unified, enabling them to effectively address challenges.

4-H and Youth

Grand Lagoon Ballroom D (Tues) & Grand Lagoon Ballroom E (Wed)**

Sarah Whitfield, FAE4-HA Abstract Chair

Time (Tues)	Speaker(s)*	Abstract
9:35am	**Moderator**	Introductions & Procedures
9:45	**L. Black, C. Kelly-Begazo**	Let's Get Up and Dance – Using a Country Line Dancing 4-H Club to Teach Lifeskills
10:05	**S. Amolsch, J. Altum, A. Toelle**	4-H My Government Day
10:25	**L. Barber, B. Broaddus**	AgVenture – UF/IFAS Extension Hillsborough County
10:45		**Break**
11:05	**B.V. Bennett, N. Baltzell**	BUDDY Camp: Building Understanding of Diversity thru Dynamic Youth
11:25	**M. Benge**	4-H5K: A Fast Approach to Fundraising
11:45	**N. Crawson, J.P. Dillard, W. Cherry**	4-H Cloverbud Kits: Tools Volunteers Can Use
12:00pm		**Lunch**
12:45	**A Squitieri, N. Walker**	Budding 4-H Clovers: 4-H Cloverbud Fair
1:05	**V. Spero-Swingle, A. Thompson, E. Shephard, H. Abeels, S. Scalera, G. Whitworth**	Youth Explore Careers in Extension by Attending C.L.U.E. Youth Camp
1:25	**J. Mayer, B. Broaddus**	4-H Tech Wizards STEM Mentoring Program for Underserved, Underrepresented Youth
1:45	**D. Nistler, G. Israel, N. Stedmann, A. Harder, K. Fogarty**	Impact of Civic Engagement Education on Communities: A Measure of Social Capital in 4-H Alumni

Time (Wed)	Speaker(s)*	Abstract
8:00am	**N. Crawson, A. Granger**	Deploying STEM Through Underwater Robotics
8:20	**J. Hink**	Who Knew That Learning to Sew a Pillow Case Can Lead to a Fun and Interesting Fashion Show and Ending With a Completed Service Learning Project
8:40	**J.P. Dillard, W. Cherry, M. Boston, M. Brinkley, N. Crawson, P. Davis, S. Duda, *et. al.***	Mobilizing Trainings: Meeting the Needs of Today's Volunteer
9:00		**Break**
9:20	**G. Sachs, N. Samuel, X. Diaz***	4-H Community Service Project: Bicycle Safety and Helmet Fitting
9:40	**P.A. Roland**	Southwest Florida Weather Camp
10:00	**S. Bennett**	Hatching Helpers: Enhancing Embryology for the Classroom

*For a complete list of authors see the full abstract.
**On-site room changes of presentation locations may occur. Look for posted announcements of any changes.

Let's Get Up and Dance – Using a Country Line Dancing 4-H Club to Teach Lifeskills

L. Black* and **C. Kelly-Begazo***, Indian River County Extension

Objectives: 4-H members gain knowledge about healthy life skills through dance. Members will extend this knowledge to community participants via dance performance and instruction. 4-H program will gain additional members from diverse backgrounds as it is a fun, affordable, healthy and productive project for many families. **Methods:** A pre-test is given to measure basic knowledge about the importance of exercise and healthy eating habits. Throughout the 4-H year, adult volunteers teach about healthy living; including hygiene, balanced eating and exercise. Youth members are taught how to execute several line dance steps and routines. Practices are held every week and performances at least once a month. At the end of the year, members are given a post-test to determine knowledge gained about healthy lifestyles and determine behavioral changes. **Results:** This club was the first ever line dancing 4-H club in Florida and has allowed members to master healthy life skills through dance. Many youth had not previously been involved with 4-H and in three years the Dixie Wranglers club has grown from 10 members to over 50. Of the members surveyed, 85% said that they include regular exercise in their daily routine and 98% felt that they would be healthier adults because of their involvement with 4-H. **Conclusions:** 4-H members have become more knowledgeable about the benefits of a healthy lifestyle and have learned how to communicate and encourage this knowledge to viewing participants. Members have not only gained valuable knowledge about healthy lifestyles but also gain confidence in performing in public venues.

4-H My Government Day

S. Amolsch*, **J. Altum***, **and A. Toelle***, Duval County

Objectives: Educating about and engaging youth in various aspects of local government, as well as providing senior-age youth with an opportunity to develop leadership skills. **Methods:** Annually, the 4-H Duval County Council plans, organizes and hosts My Government Day, an activity for 4-H age youth to explore various aspects of local government. Recent topics of exploration have included the Jacksonville Aviation Authority, the Jacksonville Port Authority and the Jacksonville Electric Authority. Youth learn how local government plays a role in many aspects of their lives and what they can do to be engaged citizens. **Results:** Youth participants gained knowledge about how local government functions and developed skills in leadership, responsible citizenship, and planning and organizing. **Conclusions:** Providing youth an opportunity to explore aspects of local government promotes civic engagement and life skill development.

AgVenture – UF/IFAS Extension Hillsborough County

L. Barber* and **B. Broaddus***, UF/IFAS Extension Hillsborough County

Objectives: AgVenture is a "hands-on" learning experience designed to teach 3rd-grade students in Hillsborough County about the importance of agriculture, help them develop an understanding and appreciation of where their food comes from and the impact of agriculture in their everyday lives. **Methods:** Students visit five, twenty minute stations representing different aspects of agriculture/horticulture and participate in a variety of hands-on activities. Activities include making cream, identifying whether specific vegetables are roots or shoots, creating their own radish necklace and learning a song: Peas and Beans are Good to Eat. **Results:** 94% of FY 2013 attendees (n=2,987) self-reported knowledge gains. **Conclusions:** Collaboration between 4-H and Florida-Friendly Landscaping™ affords opportunities to introduce youth to agriculture and horticultural sciences. The AgVenture educational activities focus on helping 3rd grade students develop science awareness, an interest in learning, engage them in their communities, help youth develop healthy lifestyles, and encourage them to get outdoors, appreciate nature, agriculture and natural resources. This process can be utilized throughout the state.

BUDDY Camp: Building Understanding of Diversity thru Dynamic Youth

B.V. Bennett* and **N. Baltzell***

Objectives: 4-H B.U.D.D.Y. Camp (Building Understanding of Diversity thru Dynamic Youth) is an overnight camp with special needs and neurotypical (i.e. without disabilities) youth. This unique opportunity allows neurotypical youth to expand their awareness and increase their acceptance of youth with differing abilities, while also allowing special needs youth to achieve the Essential Element of Belonging. The camp was originally created in 2013 as a special opportunity for Madison 4-H members of the Always Support Kids (ASK) 4-H Club. This all-inclusive club specializes in meeting the needs of special needs youth. **Methods:** 4-H Camp Staff and 4-H Teen Volunteers teach educational programs and activities as is seen in a typical week of 4-H camp. This allows the camp staff and teens to be exposed to teaching diverse audiences and better prepares them for working with other special needs or challenging youth during residential camp weeks. The unique segment of this overnight camp is the provision of educational workshops and support group time for the parents attending the camp. **Results:** The camp's inaugural year hosted 27 participants, this year 36 participants are registered thus far. During the camp's concluding adult discussion session, 100% (n=12) of the adults reported seeing a noticeable positive change in their child while at camp and that they would like to continue the program next year. 83% (n=10) of these adults said they would be enrolling their youth in more 4-H opportunities; the remaining 17% (n=2), although unsure about enrolling their child, did agree that 4-H was an ideal learning environment for youth of all abilities. In a follow-up interview with each of the adults, 100% (n=12) reported significant positive change in their child's behaviors regarding social skills, receptiveness to new environments, and knowledge retention from specific 4-H activities as a result of their participation in B.U.D.D.Y Camp and the ASK 4-H Club. **Conclusions:** Florida 4-H Camping provides an ideal learning environment for youth of all abilities. Special needs and lower-level functioning youth thrive in small group situations with peer-to-peer teaching activities, benefit from inclusive environments, and are limited only by their instructor's willingness to adapt to their needs. B.U.D.D.Y. Camp has received much praise and requests for continuation along with tremendous support from the community. The goal is to eventually have multiple weekends and expand the invitations to multiple counties, and eventually host these events at each of the four 4-H camps in Florida. The ultimate goal is to establish special needs programming and camps throughout National 4-H. Programs like B.U.D.D.Y Camp and the ASK club are helping bring more activity and awareness to the special needs population in 4-H and our communities at large.

4-H5K: A Fast Approach to Fundraising

M. Benge*, UF/IFAS Extension Alachua County

Sustainability is part survival and part success, and nonprofit organizations need ongoing bases of financial support to continue its mission (Carroll, Gross & Leist, 2003). In response to this call for action, the Alachua County 4-H Association developed a fundraising plan to empower volunteers and expand the 4-H program in Alachua County. The 1st Annual 4-H5K is one piece of the plan, where funds raised would support 4-H camping scholarships. **Objectives:** The primary objective of the event was to raise $1,000 for 4-H summer camping scholarships, and the secondary objective was to increase 4-H awareness in the Alachua County community through the Healthy Lifestyles Initiative of the 2012 Florida Extension Roadmap. **Methods:** The 4-H Association utilized Active.com as the host site for pre-registrations. The event was held at Payne's Prairie State Park where participants received free entry and access to the park after the race. Volunteers were recruited to help with specific race duties, such as water stations, check-in, refreshments, awards, and advertising. **Results:** There were 69 registered runners for the race. $1,211 was raised from the event, and an additional $312 was received from in-kind contributions. 80% (n = 55) of the registered runners were not part of the 4-H program, creating new contacts and potential future clientele. A post-race questionnaire was administered, where 70% (n = 48) of participants reported they would participate in the 4-H5K next year. **Conclusions:** The 4-H5K exceeded its fund raising goal in its first year. A local business has verbally stated they will sponsor the event in 2014. The 2014 4-H5K is planned for December 6, with a fund raising goal of $2,000.

4-H Cloverbud Kits: Tools Volunteers Can Use

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

Objectives: Seeing a need for volunteer-led, age-appropriate, science-based programs, agents created 4-H Cloverbud Kits. **Methods:** Each ready-to-go kit emphasized the integration of introductory science concepts through a read-aloud story, experiential activity, recreational activity, creative activity and evaluation tool. In the initial phase of project development, six children's books were chosen for the Cloverbud audience. Agents developed a cohesive PowerPoint presentation for each book which led the volunteer step-by-step through the kit in a one hour time frame or less. Kits were packaged with essential materials for volunteer convenience. **Results:** Of the 42 youth participating in this 4-H Cloverbud science program to date: 81% (n=34) reported knowledge gain; 100% (n=42) reported science is fun; and 95% (n=40) reported they will participate in more science based learning activities in 4-H. Presented at a recent professional conference, 21 participants reviewed the Cloverbud Kit library and reported the following: 97% of 21 attendees (n=20) reported the information presented was useful. 86% of 21 attendees (n=18) gave an overall rating of the session as "Above Average". **Conclusions:** Additional kits have been created producing a useful library available to volunteers along with a website housing all presentations for other agents to access.

Budding 4-H Clovers: 4-H Cloverbud Fair

A. Squitieri* and **N. Walker***, Polk County

Objective: 4-H Cloverbuds are 4-H members who are in the early childhood stage of development. They build confidence through learning opportunities that emphasize success, however small. The 4-H Cloverbud Fair was held as a noncompetitive experience to encourage participation and develop positive self-confidence in this specific group. **Methods:** A committee was formed to plan and host the event. Volunteers were delegated responsibilities of finding judges, soliciting donations, running concessions, handling registrations, and other roles. 4-H clubs set up booths with hands-on learning activities and demonstrations to engage participants while judges made comments on entries. Each participant received a trophy for their participation. It was a successful group effort among 4-H clubs, members, and volunteers. **Results:** In the first year, 28 Cloverbuds participated. There was very positive feedback from youth and parents. A number of 4-H youth members (15) and adult volunteers (30) were involved. **Conclusions:** The event provided a chance for 4-H Cloverbuds to showcase and be recognized for their project work and enjoy a fun-filled afternoon created specifically for them. Even though scores were not given, participants received encouragement and helpful comments on ways to improve their projects and prepare for competition. Older 4-H members had the opportunity for leadership and citizenship development in leading activities and demonstrations. Next year will include suggested event improvements and evaluation. While 4-H Cloverbuds are participatory, they are sometimes overlooked as full-fledged 4-H members. The idea is a possible activity that may be implemented to strengthen and expand other county 4-H Cloverbud programs.

Youth Explore Careers in Extension by Attending C.L.U.E. Youth Camp

V. Spero-Swingle, **A. Thompson***, **E. Shephard**, **H. Abeels***, **S. Scalera**, and **G. Whitworth**, Brevard County

Objectives: Careers and Life Under Exploration (CLUE) camp was designed to enhance life skills of youth and give them an opportunity to learn about jobs in natural resources, family and consumer sciences, agriculture, and horticulture disciplines. **Methods:** The camp is offered to second through sixth graders. They meet twice a week for 3 weeks for a total of 6 sessions. Each youth member is hired for one of the following jobs: Junior Chef, Poultry Farmer Apprentice, Aquarium Assistant, and Deputy Gardener. The youth are given a paycheck for completing their job and then they learn about one of the disciplines. Youth bring their paycheck to the CLUE bank, pay taxes, balance their checkbook, deposit money, withdraw money and then visit the CLUE store so they can purchase items. Throughout camp, items are made during the job phase of the session to be sold in the CLUE store. Youth also learn about the benefits of "paying it forward" by putting money towards various non-profits that is matched by real dollars. **Results:** For the 11 youth who participated in the 2013 CLUE summer camp survey, the following was self-reported: 55% knowledge gain in learning about chickens, 36% knowledge gain in learning about marine science, 18% knowledge gain in learning about plants, 9% knowledge gain in learning about cooking, 45% knowledge gain in learning about banking. The post test documented the following: 91% knew the steps to depositing a check, 82% knew how to take care of chickens, 100% knew what plants needed to grow, 82% could name two types of Florida seafood, 100% knew how to wash their hands correctly. **Conclusions:** Under each discipline, youth become part of a community and explore and engage in the various jobs offered.

4-H Tech Wizards STEM Mentoring Program for Underserved, Underrepresented Youth

J. Mayer*, Palm Beach County; **B. Broaddus***, Hillsborough County

Objectives: Workshop participants will explore the National 4-H Tech Wizard STEM (Science, Technology, Engineering and Math) Mentoring Program for underserved, underrepresented youth living in disadvantaged communities. Currently being implemented at several sites throughout Florida, presenters will highlight efforts and impacts in Palm Beach and Hillsborough Counties. Participants will gain knowledge and skills in implementation of culturally relevant, small-group mentoring programs for youth in grades 4-12. **Methods:** 4-H Tech Wizards capitalizes on innovative technology and community partnerships as a way to engage at-risk youth in development of life skills, workforce skills and civic engagement. Under the guidance of county faculty, local site coordinators support trained mentors who implement out-of-school mentoring programs composed of STEM learning, service-learning, leadership development and family engagement opportunities. **Results:** 100 percent of youth mentees have shown an increase in STEM knowledge and skills. In addition, a majority of youth have demonstrated behavior change as evidenced by improved attendance at school, greater participation rates in 4-H opportunities outside of the 4-H Tech Wizards program, and engagement in service-learning programs within their communities. **Conclusions:** Nationally, nearly 90 percent of youth who have participated in 4-H Tech Wizards have demonstrated behavior change as a result of researched based, best practices in small group, STEM mentoring. Participants who wish to enhance their current efforts in serving at-risk youth within disadvantage communities will benefit from this session.

Impact of Civic Engagement Education on Communities: A Measure of Social Capital in 4-H Alumni

D. Nistler*, **G. Israel**, **N. Stedmann**, **A. Harder**, and **K. Fogarty**

Objectives: This study examined the citizenship levels of Florida 4-H Alumni, focusing on measuring social capital. The working hypothesis was: 4-H Alumni who participated in service learning and civic engagement experiences through the 4-H Legislature program will exhibit higher levels of social capital than youth who did not participate. **Methods:** An online survey was used to determine alumni current community engagement as it relates to the five constructs of social capital: Groups & Networks, Trust & Solidarity, Cooperation, Collective Action, and Empowerment & Political Action. **Results:** The results of this study determined that service learning in 4-H develops competencies that will be continued into adulthood. Study participants that reported service projects as 4-H members also reported engaging in service as adults. This study reinforces the reflection and application process of experiential learning model and the “learn by doing” approach of 4-H. The results of this study also determined that 4-H alumni demonstrated higher levels of Empowerment and Political Action and Groups and Networks social capital than a comparison group of non-4-H persons. Empowerment and Political Action competency building was associated with the Florida 4-H Legislature program. Similar competency building opportunities are not found in other Florida 4-H programs. **Conclusions:** Using social capital to measure community impact provides 4-H an opportunity to demonstrate public value as a youth development organization both in development citizenship and communities. As a result of this study it is recommended that Florida 4-H integrate social capital measurement into its evaluation system.

Deploying STEM through Underwater Robotics

N. Crawson*, Holmes County; **A. Granger***, Jackson County

Objectives: The Holmes County 4-H SeaPerch program is an innovative robotics program that incorporates experiential learning processes to increase youths' knowledge and skills related to Science, Technology, Engineering and Mathematics (STEM). Through the experiential learning process of building an underwater Remote Operated Vehicle (ROV), that follows the SeaPerch curriculum, youth are taught science concepts while strengthening life skills such teamwork, critical thinking, and goal setting. **Methods:** The SeaPerch program was delivered in two stages to assist in the ease and sustainability of the program. The initial stage was a summer week-long program workshop. This was the foundation for the year-round SeaPerch program, used as a marketing platform to introduce and motivate the youth interested in robotics. Then, the SeaPerch program was introduced as a chartered 4-H club to engage a larger audience. **Results:** Of the ten youth who participated in the summer workshop: 100% (n=10) reported an increased knowledge and ability to design and build mechanical projects; 100% (n=10) reported increased confidence in working with a team to build a hands-on project; 80% (n=8) reported an increased ability in science; 90% (n=9) reported an increased ability in math; and 90% (n=9) reported an increase in consideration of a career in a STEM-related field after this program. Club program results for SeaPerch robotics has not yet been collected/aggregated for this year. **Conclusions:** Through the SeaPerch robotics curriculum, Holmes County 4-H has efficiently established a successful robotics club, incorporating the 4-H philosophy to offer youth hands-on learning activities in science, citizenship, and healthy living.

Who Knew That Learning to Sew a Pillow Case Can Lead to a Fun and Interesting Fashion Show and Ending With a Completed Service Learning Project

J. Hink, Pasco County

Objectives: This camp allows beginner sewers to experience a sense of accomplishment associated with completing a project. It also provides an opportunity for youth to learn how to operate; thread and trouble shoot their sewing machine. They learn to understand textiles, construction techniques, design principles as well as develop eye/hand coordination. Once youth gain knowledge and skills on how to use a sewing machine, youth then apply their newly gained knowledge and skills to one pillow case for themselves and then take their skills and complete a service project. Their first project is a "Hot Dog Pillow case". Then they can make their own pillowcase or use a donated one to design and sew a pillowcase dresses for girls in Haiti. **Methods:** This is a hand on method using lecture, personal one on one teaching, and videos to help the youth complete their project. Their first project is a "Hot Dog Pillow case" or the "roll-sew-pull" pillow case. This method of construction dramatically reveals a perfect finished edge that hides imperfections. Next they make a pillowcase dress using a donated pillowcase or one that they make into a dress that they design and donate to girls in Haiti. **Results:** 35 youth gain project knowledge and skill related to beginning construction, care of fabric, the apparel and textile industry, design and fashion and service learning. Each child goes home with their own sewing machine, a finished pillowcase and one to donate. **Conclusions:** The experiential learning activities in this project are designed to provide a positive learning experience for youth. Sewing helpers are encouraged to focus on the fun, experience, and accomplishments attained in the project rather than on attaining "perfection".

Mobilizing Trainings: Meeting the Needs of Today's Volunteer

J.P. Dillard*, Washington County; **W. Cherry***, Calhoun County; **M. Boston**, Leon County; **M. Brinkley**, Liberty County; **N. Crawson**, Holmes County; **P. Davis**, Bay County; **S. Duda**, Leon County; **Y. Goode**, Gadsden County; **H.C. Kent** and **L.S. Jackson**, RSA; **J. Lilly**, Jefferson County; **M. Taylor**, Gulf County; **H. Worley**, Okaloosa County

Objectives: The training series was created to engage current and new volunteers in development and delivery of county programs, emphasize positive youth development principles and practices, create a cohesive systems to strengthen programs and utilize agent expertise. **Methods:** Over six years, 4-H Agents in the Northwest District hosted bi-annual district-wide trainings. Data collected indicated volunteers felt district-wide face-to-face trainings were highly beneficial and worthwhile. From 2010-12, an increase was seen in the number of volunteers asking for trainings to be delivered in-county, utilizing technology and of shorter duration. Agents expressed concerns including: knowledge gap on training topics, creating effective volunteer systems, the basic information needed, outdated, incomplete, irrelevant or overwhelming materials, not teaching the information in the correct format and fear of overwhelming volunteers. Literature reviews confirmed old programs designed for a very different world were no longer relevant. The challenge was to utilize volunteers without sacrificing training needed to be effective 4-H volunteers. **Results:** Data measuring knowledge gained and behaviors changed will be shared. Comparison data will be presented measuring the full impact on new and returning volunteers, number of new clubs and number of additional youth served. The approach has been adopted in the district by the Horticulture PIT and the Volunteer/Organizational Systems Priority Team to deliver programs. An abstract will be presented at the 2014 National Extension Technology Conference. **Conclusions:** The series began with a traditional and social media marketing campaign and delineation of responsibilities. The cohesive training series was delivered district-wide using a synthesis of three delivery modes: traditional classroom style in each county, teleconference technology webinar software allowing remote link-in. Session surveys were administered after each session.

4-H Community Service Project: Bicycle Safety and Helmet Fitting

G. Sachs*, UF/IFAS Extension St Johns County; **N. Samuel*** and **X. Diaz***, UF/IFAS Extension Marion County

In 2010 the National Highway Traffic Safety Administration reported 618 deaths and 52,000 injuries from bicycle crashes. Twenty percent of those injured were under the age of 16 and crashes could have been less severe if helmets were worn. **Objectives:** To conduct community service projects aimed at educating Marion and St. John's County youth on the importance of bicycle safety and wearing a helmet. **Methods:** 4-H youth, parents and faculty attended a train-the-trainer class on Bicycle Safety and Proper Helmet Fitting led by the Florida Traffic and Bicycle Safety Education Program. Free helmets and promotional materials were ordered for planned events. A Marion County 4-H Club partnered with local schools to host two Bicycle Helmet and Safety Awareness events. Club members took on responsibilities to coordinate events with the help of their club leader and faculty, and collaboration with other community organizations. In St. Johns County the event was incorporated with the 4-H Youth Expo; an exhibition of 4-H project work and hands-on educational stations hosted by various community organizations. The bicycle helmet station was a positive draw for 4-H and non-4-H families. **Results:** The efforts of both 4-H programs resulted in a total of 477 youth properly fitted with bicycle helmets and educated on bicycle safety, during the 2012-2013 school year. 4-H youth working on this project demonstrated and reported gaining the following skills: teamwork, time management, planning/organizing, goal setting, communication, cooperation, and leadership. **Conclusions:** This is a low-cost community service project that can increase audience participation at events. Organizers believe that preventing even one tragedy is worth the effort.

Southwest Florida Weather Camp

P.A. Roland, Collier County

Objectives: Southwest Florida Weather Camp 2013 was designed to teach middle school youth about how meteorologists study weather and how it happens in the atmosphere. This camp provides youth with skills to create weather so that they can have first-hand experience with the reasons why and how weather occurs. The goal is to increase the cognitive level of participating youth so that they achieve a higher understanding of the science associated with weather in the world around them. **Methods:** Twenty two youth from Collier County were randomly selected to attend a five-day Weather Camp at Ava Maria University. The camp was a partnership between 4-H, a local meteorologist, middle school science teacher, and Ave Maria University. Activities included learning meteorological-related terminology, writing in daily journals, participating in weather-creation simulations, building and launching a hot air balloon, and much more. **Results:** The results showed motivated youth interacting with science experiments and creating weather. Youth used everyday equipment to make rain, snow and other weather occur. From their experiments they learn the reasoning behind the weather. Youth were given a pre and posttest to measure knowledge-gain. Test results showed that all youth gained knowledge about “weather” the knowledge gain ranged from 3-42%. **Conclusions:** The importance of this camp was that youth engaged in hands-on learning seeking to understand the science of the weather around them. They were participants and not onlookers; they made a hypothesis and then did trial and errors seeking the answers. They were involved!

Hatching Helpers: Enhancing Embryology for the Classroom

S. Bennett

Chicken Embryology School Enrichment is the main form of school enrichment for Baker County 4-H. Chicken Embryology School Enrichment is conducted in Baker County elementary schools every year. However, there was a lack of teacher involvement other than wanting to hatch chicks in their classroom. To engage both the teachers and students in this program a curriculum based on classroom instruction was developed. **Objectives:** Create a curriculum to increase teacher knowledge and engagement in the subject matter. Have interesting curriculum to maintain student engagement throughout the project to increase overall knowledge gain. **Methods:** The Baker County 4-H Agent created a curriculum of lessons for third grade students. These lessons are based off of current Next Generation Sunshine State Standards and Common Core Standards that address all subjects taught in third grade. Teachers were given the curriculum, and instructed to incorporate two lessons per day with pre and post surveys to be conducted. **Results:** Overall, hatch rates in the classrooms went up, youth demonstrated an increased knowledge gain from pre surveys to post surveys of 80% (n=90) had 9 out of ten questions right on the post survey. **Conclusions:** Because of the introduction and explanation of the curriculum, teachers were more educated and comfortable with the subject matter, incorporated it into the classroom more, thus improving student knowledge gain and improving their attentiveness to the eggs in the incubator.

Natural Resources

Spanish Moss AB (Tues) & Grand Lagoon Ballroom ABC (Wed)**

Brooke Saari, FANREP Abstract Chair

Time (Tues)	Speaker(s)*	Abstract
9:35am	**Moderator**	Introductions & Procedures
9:45	**L. Miller**	Exploring Environmental Education Curriculum (ECO) Teacher Training Summer Camp
10:05	**R.J. Northrop**	Tampa Tree Map
10:25	**B. Thaxton, R. O'Connor, C. Verlinde, J. Pickens**	Aquaponics 101: A Beginner's Workshop to Sustainable Food Production for Home Gardeners and Small Farmers
10:45		**Break**
11:05	**H. Abeels**	Brevard Oyster Gardening Partnership for the Indian River Lagoon (Oyster PIRL)
11:25	**R. O'Connor, B. Saari, C.M. Verlinde**	Living with Lionfish
11:45	**L. Carnahan, R. Madhosingh-Hector, T. Ruppert**	Timely Response to Critical Floodplain Management Issues
12:00pm		**Lunch**
12:45	**L. Miller**	Traveling Tree Walk
1:05	**L. Carnahan**	Service Learning Program Empowers Youth
1:25	**R. O'Connor, B. Saari, C.M. Verlinde**	Invasion of Beach Vitex
1:45	**B. Fluech, E. Staugler, J. Stevely, H. Abeels, L. Krimsky**	Evaluating the Practicality of Fish Descending Gear in Florida's Gulf and South Atlantic Waters

Time (Wed)	Speaker(s)*	Abstract
8:00am	**A. Squitieri, S. Carnevale**	Water Patrol: Catching Our Run-off!
8:20	**K. Blyler**	2014 4-H State Marine Ecology Event: Integrating Service Learning for Environmental Literacy, Science, and Youth Leadership
8:40	**L. Harrison, J. Norcini**	Economic Impact of Ecosystem Services Provided by Ecologically Sustainable Roadside Right of Way Vegetation Management Practices
9:00		**Break**
9:20	**A. Burnett**	Yards to Parks: Invasive Exotic Plants Know No Boundaries
9:40	**R. O'Connor**	Living with Snakes

*For a complete list of authors see the full abstract.
**On-site room changes of presentation locations may occur. Look for posted announcements of any changes.

Exploring Environmental Education Curriculum (ECO) Teacher Training Summer Camp

L. Miller, Pinellas County

Objectives: 80% of participants of the week-long teacher training at Brooker Creek Preserve will implement a lesson plan they created or utilized from materials they received at the training by January 10, 2014 as determined by a follow-up evaluation; 90% of participants will strongly agree (rating of 5) the workshop has prepared them to use the materials they received with their audience as determined by a post-evaluation; 75% of participants will indicate their knowledge of the subjects taught has increased (much, moderate or slight) as determined by a post-evaluation. **Methods:** Ten elementary school teachers and 10 pre-service students aspiring to be elementary school teachers attended this week-long workshop. This unique registration allowed for a mentoring relationship to be established. Each day focused on a different environmental topic and showed participants how to incorporate science, technology, engineering and math (STEM) into the national curriculum. The program used curriculum and training programs from Project Learning Tree, 4-H, Project WET, Gardening for Grades, and Project WILD. **Results:** 80% of respondents (n=10) have already implemented at least one lesson plan they created or utilized from the materials they received at the Teacher Training Summer Camp. 86% of those have conducted 2 or more which have reached over 200 students. 95% strongly agreed that the information, strategies, and instruction methods shared were helpful and prepared them to use environmental education materials with their audience. 100% of respondents (n=20) indicated their knowledge of the subjects taught has increased moderately (15%) and much (85%). **Conclusions:** A successful program that can be implemented anywhere in the state.

Tampa Tree Map

R.J. Northrop

Objectives: Tampa Tree Map is a web-based map and database that enables government, businesses, non-profits, volunteers and the general public to collaboratively create an accurate and informative map and inventory of the trees in the City of Tampa. **Methods:** We developed our own tree map website, modified and adapted available open-source code and developed applications for smart phone and pads. Field testing was conducted using university students and tree care professionals. Instruction on use was provided to City staff and a test neighborhood interested in mapping and monitoring their trees. **Results:** Tampa Tree Map is now used extensively by the City to map and track tree resources and plan work; students are mapping tree resources on the campus of USF; and the test neighborhood is actively working with City staff to map their neighborhood's trees. **Conclusions:** Tampa Tree Map has led to the engagement of citizen scientists in the mapping and assessment of urban tree resources; provided the City staff with a valuable tool for managing tree resources; and established a partnership between City staff and neighborhood tree care activists. Workshops teaching the use of Tampa Tree Map have been incorporated into the City’s Neighborhood Tree Steward educational series taught once a quarter.

Aquaponics 101: A Beginner's Workshop to Sustainable Food Production for Home Gardeners and Small Farmers

B. Thaxton* and **C. Verlinde***, Santa Rosa County; **R. O'Connor***, Escambia County; **J. Pickens**, Auburn University

Objectives: There is great interest in sustainable food production in today's society. Aquaponics is an exciting production system where fish and plants grow in harmony. The aquaponic system can be a fun project for the home gardener but can also become a new farming venture. The objectives of the event were to attract a minimum of 30 interested participants, 75% of participants were to gain knowledge on several topics, and for participants to construct a small aquaponics system. **Methods:** The full-day workshop began with presentations on aquaponics topics including fish, plants, systems, and rules and regulations. The hands-on afternoon session allowed participants to build a small aquaponics system and a field trip to a small commercial aquaponics farm. **Results:** A total of 40 people attended the event, 30 filled out an end of program post-pre test evaluation. Evaluations indicated 86% gained knowledge on the basics of aquaponics, 86% gained knowledge of plants in aquaponics, 90% gained knowledge of fish in aquaponics, 93% gained knowledge on Florida rules and regulations, and 86% gained knowledge on construction of an aquaponics system. 86% of participants indicated that they have plans to start an aquaponics system or expand a current system. **Conclusions:** The workshop was a great success in terms of participation and evaluation. Additional research will be conducted to further evaluate the system design and production capabilities. A follow-up survey will be conducted in six months to determine additional results of the workshop.

Brevard Oyster Gardening Partnership for the Indian River Lagoon (Oyster PIRL)

H. Abeels, Brevard County

Objectives: The Brevard Zoo, Brevard County Natural Resources Management Department, and UF/IFAS Extension Brevard County partnered to create and launch the Brevard County Oyster Gardening program in order to address concerns of decreasing water quality, increases in algae blooms, and decreases in seagrass density in the Indian River Lagoon (IRL). Oysters were once abundant in the IRL and, because of their importance in estuarine ecosystems, this program seeks to restore oysters to the IRL while engaging the citizens of Brevard. **Methods:** Brevard residents who live along the IRL and own a dock attend a 2.5 hour training where they learn about the importance of oysters, stormwater projects occurring in Brevard, and their role and expectations as an oyster gardener. During the workshop, gardeners make 4 habitats (i.e. cages) and receive all the supplies they need to hang, clean, and provide data during the program. Gardeners are expected to clean, inspect, and weigh their habitat once a week. Master oyster gardeners (a higher level of commitment and monitoring) also count the number of live oysters and measure 25 oysters in each habitat biweekly. **Results:** Eleven workshops were conducted between January and March 2014. Over 460 residents have been trained, and 306 gardening sites established. Six additional workshops are planned in April and May. The goal is to have 1000 gardening sites by Fall 2014. **Conclusions:** This programs success, so far, is the huge outpouring of support and citizen scientists willing to be a part of the solution in the IRL. Once funds are secured for an oyster restoration site in Brevard, the oysters will be collected from the gardeners and, hopefully, more oysters given to them for gardening.

Living with Lionfish

R. O'Connor*, Escambia County Extension; **B. Saari**, Okaloosa/Walton County Extension; **C.M. Verlinde**, Santa Rosa County Extension

Objectives: To educate stakeholders on the issue and potential impacts of the lionfish invasion of the northern Gulf of Mexico. To assist with the development of a regional lionfish management plan for the northern Gulf. **Methods:** Agents will work with local government and non-profit organizations to conduct a needs assessment. The management plan will address methods of data collection, organizing and training citizen volunteer groups, development of direct control methods, reviewing and utilizing marketing ideas, and education of general public. Agents will be directly involved in the presentation of education/outreach efforts. **Results:** A pilot removal project was developed which ran from July 4 to September 2, 2013. 8 dive charters participated and 156 lionfish were submitted. This was followed with a workshop facilitated by REEF, Inc. 40 citizens attended and 87% indicated knowledge gained. Two new local nonprofit organizations were formed as a result of this workshop. 6 presentations have been given with 206 attending; 93% showed learning gains. The Santa Rosa County Commission voted to support a bill proposed by the Florida Association of County Commissions to ban the sale of lionfish in Florida. WordPress articles, fact sheets, and radio, TV, and newspaper articles have reached approximately 150,000 additional citizens. The Sea Grant Agents assisted Escambia County with a regional workshop where 48 attended including citizens from Escambia, Santa Rosa, and Okaloosa counties as well as citizens from Alabama. **Conclusions:** The efforts by Agents have led to an organization of citizens to develop a regional action plan to manage lionfish as well as increase awareness.

Timely Response to Critical Floodplain Management Issues

L. Carnahan* and **R. Madhosingh-Hector***, Pinellas County; **T. Ruppert**, Florida Sea Grant

Objectives: Proposed changes to the National Flood Insurance Program (NFIP) pose a significant impact to Pinellas County homeowners and business property owners, which account for 35% of the subsidized policies nationwide. The Biggert Waters Flood Insurance Reform Act of 2012 required the NFIP to raise flood insurance rates to reflect true flood risk, make the program more financially stable, and change how Flood Insurance Rate Map updates impact policyholders. In 2013, Extension agents developed a responsive educational program to provide clear, consistent information on this "hot topic issue" for public sector employees and community stakeholders. **Methods:** Agents designed a flood insurance workshop, developed fact sheets, and served on an inter-departmental county team to address the issue. Along with the agents, invited state and national subject-matter experts presented the changes to the NFIP, impending legislation, the New Community Rating System, evaluating the effectiveness of mitigation strategies, and the Coastal Resilience Index Tool. **Results:** Sixty-one floodplain managers, planners, and municipal leaders attended from 13 surrounding counties. Continuing education credits were offered. Extension agents utilized follow-up surveys to evaluate the effectiveness of the outreach effort. 95% of attendees responded that the workshop met or exceeded their expectations. **Conclusions:** Community stakeholders' benefit when a multi-faceted approach is used to enhance learning about complex issues. UF/IFAS Extension faculty filled a program niche by providing a relevant regional program to assist counties and municipalities struggling with issues related to NFIP.

Traveling Tree Walk

L. Miller, Pinellas County

Objectives: The Traveling Tree Walk is designed to increase participants knowledge of ecosystem services, increase the amount participants value trees, and increase the number of trees participants plant in their yards (if applicable). **Methods:** Common trees throughout the county were identified for the sign-making process. Signs were designed in the shape of a large price tag to emphasize the ecosystem services component of this project. Signs include specific tree statistics from the National Tree Benefits Calculator as well as tree pictures and a QR code linking to a factsheet of the particular tree species participants are viewing. Various sites will reserve the signs for a three month period through an EventBrite registration page. The Traveling Tree Walk will be accompanied by a brochure defining and explaining ecosystem services. Participants will use these brochures to identify the positive impacts trees have on the environment. Knowledge gain and behavior change will be evaluated with an online survey accessed by a QR code or link supplied on the brochures. Supplies for this project include weather proof signs, Velcro straps, brochures, brochure holders, and promotional cards. **Results:** Results from the survey and QR code statistics reveals 100% (n=6) of respondents increased their knowledge of ecosystem services, 83% value trees more, and 83% stated they are more likely to plant a tree in their yard. A total of 114 participants have been engaged in accessing the QR code to find out more information on the tree species. **Conclusions:** The unique design allows for easy sharing among extension agents and other natural resource organizations and has been adopted by three outside natural resources professionals.

Service Learning Program Empowers Youth

L. Carnahan, Pinellas County

Objectives: The mission of the Ranger Naturalist 4H Program is to provide service learning opportunities for youth (ages 15 to 18) to build leadership skills and environmental awareness. Over the course of the 8-week summer program, 100% of youth participating in the program will demonstrate leadership as evidenced by interacting with the public and supporting their peers. All participants will show increased environmental literacy through completion of their self-selected project. **Methods:** The agent developed student resource handbooks that include natural resource modules, site specific information about Weedon Island Preserve history and archaeology, and accompanying post-tests. The program incorporates a balance of classroom instruction, 4H leadership activities, field excursions, and self-directed project planning. College interns support the program as mentors for the high school students. **Results:** In 2013, 4 students graduated from the program, having completed a minimum of 75 volunteer hours and a service project. Based on program surveys, 100% of Ranger Naturalist students said they learned a lot of information about the natural environment through the program and reported increased leadership skills. **Conclusions:** The Ranger Naturalist 4H Program succeeds in empowering the county's youth to understand linkages between their behavior and environmental and social impacts. Six students graduated the program in 2011 and 2012 and continued on to college. The program fulfilled the volunteer requirement for Bright Futures Scholarships for those students, offsetting the cost of their college education by at least $2,300 per year. In evaluations, 100% of students said overall the program was an excellent experience.

Invasion of Beach Vitex

R. O'Connor*, Escambia County; **B. Saari**, Okaloosa/Walton County; **C.M. Verlinde**, Santa Rosa County

Objectives: To educate residents of barrier islands along Florida's panhandle on the issue of the invasive beach vitex and methods on how to remove. **Methods:** The Agents developed a "Wanted" poster to help residents identify the plant and contact extension if they found it. This, along with an information fact sheet, were posted through the county website and local papers to reach residents on the barrier islands. The Agents also conduct bike surveys on the islands to identify properties that have the plant and provide educational materials on the issue. Those who contacted the Agents were educated on methods to remove the plant. Those who gave permission had their properties logged on EDDmaps.com. **Results:** After the first year of the project 16 properties have been identified as having beach vitex. 9 of these have contacted the Extension office and 7 of those have removed the plant. Total area removed to date is 812 m^2. **Conclusions:** With awareness of the issue residents are interested in removing this plant. The Agents are currently planning annual work days where volunteers can assist with the proper removal. The Agents are working with the Six Rivers CISMA and other agencies to have the plant listed as an invasive in Florida as it is in other states. With the early detection, and assistance from other counties, it is hoped we may be able to eradicate this plant from our state.

Evaluating the Practicality of Fish Descending Gear in Florida's Gulf and South Atlantic Waters

B. Fluech*, UF/IFAS Collier County Extension; **E. Staugler***, UF/IFAS Charlotte County Extension; **J. Stevely**, UF/IFAS Manatee County Extension; **H.Abeels***, UF/IFAS Brevard County Extension; **L. Krimsky***, UF/IFAS Miami-Dade County Extension

Research from the U.S. west coast indicates that survival of released rockfish can be significantly increased using rapid recompression practices and fish descending gear that quickly return fish to depth. There is a growing interest among researchers, managers, and Florida's fishing industry to utilize these methods as the regulations for its reef fisheries continue to be more restrictive. **Objectives:** Florida Sea Grant (FSG) initiated a project to 1) train extension faculty on the use of fish descending gear, 2) involve stakeholders in the evaluation of the practical use of the devices and 3) share the results of their efforts with fisheries managers. **Methods:** Sea Grant agents in collaboration with charter captains, researchers and anglers conducted field trials to test out and evaluate the practicality of a variety of fish descending gear in Florida waters. **Results:** Eleven FSG Extension agents were trained on the use of the gear and 26 field trials were conducted involving 72 volunteers. Seventeen project-related communications products were developed and results were also presented at 13 professional meetings. **Conclusions:** According to the Director of the Gulf of Mexico Fishery Management Council, FSG's outreach efforts played a major role in the Council's decision to modify existing regulations to allow the use of fish descending gear in its reef fisheries. As a result of this decision, the state also modified its regulations. As this gear continues to gain acceptance there is a growing demand to educate anglers about its use and value. FSG continues to play a role as a national leader in meeting these training needs and is contributing towards the conservation and sustainability of Florida's marine fisheries.

Water Patrol: Catching Our Run-off!

A. Squitieri* and **S. Carnevale***, Polk County

Objectives: 4-H Water Camp focuses on teaching youth about environmental science and connects Initiatives 2 and 7. "Water Patrol: Catching Our Run-off!" was created to illustrate the relationship between lake pollutants, aquatic plants, natural occurrences, and human activities. **Methods:** During the camp, youth were taught about pollution, aquatic plants, and the importance of water protection and conservation. Closely resembling the game of tag, a "biologist" tries to catch "lake pollutants." The "biologist" must properly identify and place aquatic plants (hula hoops) in the lake (playing field) to serve as traps for "lake pollution." Disturbances such as hurricanes or boating are introduced to simulate the influence of natural and human activities. After each round, group discussion was facilitated to share youth experiences and review and explore more efficient problem solving means for lake management. Players also learn about current organizations and career opportunities related to such work. **Results:** Youth were able to identify aquatic plants in the field based on appearance and location. 100% of 4-H Water Camp attendees showed a gain in knowledge in different types of lake pollution. **Conclusions:** "Water Patrol: Catching Our Run-off!" creatively teaches youth about natural and human interactions within lakes and their responsibility to protect water. It can be tailored for various ages and has the potential to be used in 4-H and environmental science programs as an effective teaching activity such as for the Youth Educator Watershed Training. Real world application includes water management and protection practices utilized and 4-H life skills such as problem-solving, use of resources, and responsibility involved.

2014 4-H State Marine Ecology Event: Integrating Service Learning for Environmental Literacy, Science, and Youth Leadership

K. Blyler, State 4-H Science Coordinator

Objectives: The State Marine Ecology Event (MEE) is an annual contest that 4-H youth may enter. The contest helps youth learn about Florida's marine habitats and organisms. In 2014, the MEE received funding from the Guy Harvey Ocean Foundation to support the event and create additional skill-building opportunities for youth through service learning projects. This presentation provides an overview of the MEE and how this new funding will benefit youth. **Methods:** Study materials are online at http://florida4h.org/programsandevents_/marine/. To prepare for the contest, county faculty and/or leaders take youth on trips to beaches, marshes, estuaries, museums, aquariums, and nature centers. Youth also prepare by working in study groups, mentoring others, and developing educational games. A new service learning category will help youth apply what they learned to community-based projects that foster environmental literacy and stewardship. **Results:** Surveys from adults (65) involved in the MEE indicate that 99% felt youth had gained knowledge in marine science; 94% felt youth's interest in science had increased; and 90% felt youth had practiced science skills as a result of participating in the MEE. Skills identified were: making observations; categorizing and classifying organisms; critical thinking; and communicating with others. The MEE also recognizes the achievement of youth, thus building self-esteem. **Conclusions:** The 4-H MEE helps youth gain subject matter knowledge and provides opportunities for them to practice science and life skills. Adding a service learning component to the MEE will also create opportunities for youth to develop and be recognized for their skills in leadership and citizenship.

Economic Impact of Ecosystem Services Provided by Ecologically Sustainable Roadside Right of Way Vegetation Management Practices

L. Harrison* and **J. Norcini**

Objectives: To determine the dollar value of the Florida's State Highway System right-of-ways (ROW) when considering the economic worth of existing and potential environmental services and cost reduction through change of current maintenance practices. Storm water runoff prevention, carbon sequestration, pollination and other insect services, air quality, invasive species resistance, and aesthetics were all examined as part of the currently existing environmental services. **Methods:** Through a grant funded by the Florida Department of Transportation's (FDOT), a study examine the cost of the state's highway system's ROW's, the value of the current environmental services, and projected values for environmental services if practices were improved. Standard cost accounting practices were employed to review the expense categories in each FDOT district. The benefits transfer method was utilized to evaluate environmental services and to forecast values if practices were improved. **Results:** The sum of benefits, if practices were improved, was conservatively estimated at about a half billion dollars annually. Practice changes included reducing the ROW mowing schedule and the elimination of mowing in certain areas which would naturalize to a pre-manicured condition. **Conclusions:** Utilizing sustainable vegetation management practices more than doubles the total value of state highways system's public ROW system. Incorporating Wildflower Areas (WAs; remnant native plant communities as well as wildflower plantings) nearly triples the value of these benefits. While roadside ROW vegetation historically has been treated as a cost center/liability to fulfill main FDOT functions, information in this report provides evidence.

Yards to Parks: Invasive Exotic Plants Know No Boundaries

A. Burnett, Nassau County Extension

Objectives: To identify public parks that are threatened by invasive exotic plants from neighboring private properties and deliver a program targeting those homeowners so that they have the knowledge, attitudes, and skills to: identify invasive plants in their yard; replace invasives with alternative native plants; remove invasive plants mechanically or chemically; and have a greater sense of ownership, appreciation and protection for the public park they live near. **Methods:** To contact private homeowners in the target areas, letters were mailed, flyers advertising the program were displayed, newspaper articles were published, and yard signs were made so that participants could spread the word to neighbors about the invasive plant initiative. The Yards to Parks program included PowerPoint presentations, plant specimens for invasive plant identification, and a nature hike or guided tour. **Results:** 35 people have participated in three Yards to Parks programs hosted at a state and city park. Assessment of behavior changes six months following the workshops will begin in May. All participants have indicated that they are likely or very likely to scout their yards for invasives, to share what they learned with others, and to remove invasive exotic plants from their yard. All have said that they agree it is important to control invasive exotic plants and that they know some method to remove them. **Conclusions:** The Yards to Parks program has successfully increased homeowner awareness, knowledge, and attitudes about the threat of invasive exotic plants to public parks and the skills to manage them in their yards. Long term behavior change impact and invasive plant data from the parks will be assessed in the coming months.

Living with Snakes

R. O'Connor, Escambia County Extension

Objectives: To educate local residents on the natural behavior of snakes, how to reduce encounters, and best practices when encounters occur. **Methods:** The Agent will use EDIS documents, develop a series of county fact sheets, and a PowerPoint presentation which will be delivered at local community centers; live snakes will be used to introduce the public to these animals. **Results:** 16 public presentations were conducted. 396 attended and 190 submitted post program evaluations. 91% showed learning gains and 48% indicated they would make changes to reduce encounters. 6 county fact sheets were developed on local snake species and 561 youth attended community events to learn about them. The Agent visited 4 homes to advise on how to reduce encounters and provided education on radio and TV programs. **Conclusions:** There was great interest and need for this information. With the recent increase in rain there have been more snake encounters. The program was requested in several neighboring counties.

Family and Consumer Sciences

St. Andrews Ballroom IV (Tues & Wed)**

Cathy Rogers, FEAFCS Abstract Chair

Time (Tues)	Speaker(s)*	Abstract
9:35am	**Moderator**	Introductions & Procedures
9:45	**R. McWilliams, J. Corbus, A. Griffin, M. Mauldin**	Meals on the Grill
10:05	**B. McKenna**	4-H Fit on the Farm
10:25	**W. Lynch**	StrongWomen Healthy Hearts: Reducing Risk of Heart Disease through Nutrition and Fitness Education
10:45		**Break**
11:05	**B.A. Hughes**	4-H Project Success
11:25	**L.M. Leslie**	Empowering Taxpayers
11:45	**L. Royer**	Saving Homes from Foreclosure
12:00pm		**Lunch**
12:45	**K. Miliffe, E. Pardo**	4-H Milk Run 5K
1:05	**M. Gillen, J. Jump, T. Spangler, M. Gutter**	Helping Floridians to Understand the Affordable Care Act
1:25	**G. Murza**	Osceola County Fair Food Booth Curriculum Allows 4-H Club Leaders to Train Their Members
1:45	**A. Mullins, H. Copeland, P. Schmidt, A. Jacobs, R. Stevens**	National Nutrition Month: A Community Collaboration to Address Hypertension

Time (Wed)	Speaker(s)*	Abstract
8:00am	**L. Duncan, G. Murza, M.S. Kennington, E. Pardo, A. Petersen**	Camp Cuisine: Collaborating for Science
8:20	**T. Badurek, L. Carnahan, M. Campbell, N. Jensen, L. Miller, J. Morse, J. Rogalsky**	Issues-Oriented Extension: The Healthy Communities Initiative in Pinellas County
8:40	**E. Gorimani-Mundoma**	Increasing Youth Awareness in Community Food Systems Through Quirky Culinary Camp
9:00		**Break**
9:20	**W. Fung, N. Walker, M. Swisher, K. Monoghan**	Current Situation of Food Insecurity in Polk County and the Roles of Extension Programming
9:40	**A. Tharpe, L. Wiggins**	Get Fit with 4-H

*For a complete list of authors see the full abstract.
**On-site room changes of presentation locations may occur. Look for posted announcements of any changes.

Meals on the Grill

R. McWilliams*, Walton County; **J. Corbus***, Holmes/Washington Counties; **A. Griffin***, Jackson County; **M. Mauldin***, Washington County

Meals on the Grill teaches healthy meal preparation and food safety using charcoal or gas grills. **Objectives:** Annually, 50% of 30 persons attending a healthy cooking demonstration will indicate an intention to prepare at least one of the demonstrated foods at home as measured by end-of-class evaluation form responses. **Methods:** The FCS Agents and Agriculture & Natural Resources Agent in Washington, Holmes, Walton, and Jackson Counties presented three two-hour classes in three locations. Topics: meat selection, grill selection/safe use, safe food handling practices, and nutrition through preparation of a meat, vegetable side dish, and fruit dessert on a grill. Participants sampled each food item and received an agent-developed recipe booklet and Extension factsheets on retail cuts of meat and food safety. **Results:** 46 persons attended the three classes. 40 end-of-class surveys were completed. 35 (87.5%) indicated they planned to prepare at least one of the recipes demonstrated. A sampling of concepts respondents learned/found most helpful: How to use the grill–controlling heat, gas grilling, charcoal bed preparation, grilling time and safety tips; 4 Food Safety Steps: Clean, Chill, Cook, Separate; Types/cuts of meat to use for grilling/grilling methods; Meat thermometer use; Preparing a whole meal in 15 minutes. Three-month follow-up survey responses: 3 prepared one or more of the recipes; 2 are cooking/grilling more frequently; 1 is cooking healthier/selecting meat more carefully; 1 purchased a new meat thermometer. **Conclusions:** Meals on the Grill was an effective multi-county interdisciplinary program that increased understanding of alternative cooking methods and grilling techniques and decreased foodborne illness risk.

4-H Fit on the Farm

B. McKenna, Seminole County

Objectives: The main objective of the video series 4-H Fit on the Farm, “Barnyard Yoga”, was to educate Seminole County youth on daily physical activity. Ninety percent, (n= 164) of Seminole County Youth in grades K-2 will increase their knowledge about the importance of physical activity. The secondary objective of the program was to encourage youth to drink more water with meals. Ninety percent, (n= 164) of Seminole County Youth in grades K-2 will choose water over other beverages at meal times. The target audience was 182 K-2nd graders at Goldsboro Elementary Magnet School, a Title I school. **Methods:** Planning for the video was implemented by the 4-H Agent, a Personal Certified Trainer and Seminole County Government Television. The pilot school received 182 yoga mats, water bottles and a DVD for each K-2nd grade classroom. The DVDs were utilized during recess or as a break between lessons to emphasize the importance of physical activity and encourage water over other beverages by daily reminders for youth to utilize their water bottles. The content of the video “Barnyard Yoga” created by Michelle Zitt MS, RD was adapted from the Youth Understanding My Plate, YUM, curriculum developed by UF/IFAS Extension for K-2nd grade youth. "Barnyard Yoga" is demonstrated by Certified Personal Trainer, Mandy Nice and narrated by 4-H Agent, Bridgete McKenna. **Results:** Ninety-one percent (n=165) of 182 youth evaluated could identify and explain the importance of daily physical activity. Additionally, 78% (n= 141) of participating youth reported choosing water over juice or soda at meal times on post evaluations. **Conclusions:** Future program outreach includes three Head Start programs and two Parks and Recreation Summer Programs.

StrongWomen Healthy Hearts: Reducing Risk of Heart Disease through Nutrition and Fitness Education

W. Lynch, Putnam County

Cardiovascular disease is the leading cause of death for women; forty-two million American women are living with or at risk of heart disease. The StrongWomen Healthy Hearts (SWHH) program from Tufts University is a cardiovascular disease prevention curriculum that aims to help women reduce the risk of heart disease through fitness and nutrition education. **Objectives:** The objective of SWHH is to help prevent or delay the onset of heart disease in middle-aged and older women by increasing access to structured, safe, and effective aerobic activity, and nutrition education related to heart health and weight control. **Methods:** Twenty-four classes, approximately one-hour each were held for twelve weeks. Participants learn about heart-healthy eating through direct instruction and hands-on cooking experiences, as well as participate in moderate to vigorous physical activity. Participants are evaluated by pre and post scores from 3 questionnaires (food intake, mindful eating and physical activity self-regulation), body mass index (BMI), waist circumference, and a 6-minute walk test. **Results:** Prior class evaluation data included 19 participants. On average, participants reported consuming three extra servings of fruits and vegetables per day. They also increased activity level by 1,320 metabolic equivalent (MET) minutes and reduced average daily sitting time by 47 minutes. Participants lost a total of 83.82 kg. Additional evaluation data will be available after the close of the current program. This data will be included in the presentation/poster. **Conclusions:** The findings suggest that it is possible to facilitate meaningful behavior change to reduce risk of heart disease in women during the 12-week program implementation.

4-H Project Success

B.A. Hughes, Seminole County

Objectives: All Foster Care Teens will learn pertinent social and work related skills. Teens will use a slow cooker to cook at least one meal for their foster families. Teens will develop a resume to use with potential employers. Each teen will have an opportunity to interview a professional in their field of interest. Each teen will be given money to buy a "Dress for Success" outfit. **Methods:** Foster Care Teens who are aging out of the system from three group homes attended seven monthly classes. Home visits were conducted to reinforce topics taught, to establish trust and keep teens interested in the classes. Topics taught included: etiquette, health education/STD lab game, purchasing vehicles and insurance, resume development, dress for success information, a career fair. Each class had a meal made in a slow cooker and recipes were made available. Food safety and basic meal preparation were taught. **Results:** 100% of teens gained workforce knowledge, developed a resume or learned basic food preparation skills. 100% of the teens were able to interview professionals in their field of interest. One teen changed his career goal from a welder to a banker. One teen volunteers in their area of career interest. 63% (2) of Foster Homes had teens that started cooking weekly in a slow cooker. 4 of the 20 participants attended a sponsored graduation dinner with community leaders who had participated in some way for the teens. 19 community partners helped with this program, 9 of them were new collaborators for Extension. **Conclusions:** Foster care teens are at risk with a 3% success rate. The participation numbers will be small. Extension has many resources to help this at risk audience. They are worth the effort.

Empowering Taxpayers

L.M. Leslie

Tax filing can be confusing for many tax filers. Although free online software is available to taxpayers with incomes of $58,000 or less, many are still intimidated by the process or lack the knowledge to complete their return. The average cost to have a return prepared by a professional tax service in the Tampa Bay area is $160. **Objectives:** 1) Moderate income tax filers will avoid unnecessary tax preparation fees; 2) Tax filers will increase their knowledge of the tax filing process; 3) Tax filers will increase their confidence in their ability to complete a tax return; and 4) Federal refund dollars will come back to the local community. **Methods:** Annually, United Way and the IRS lead an effort to provide free tax preparation to moderate income households at sites throughout Tampa Bay. Hillsborough County Extension has been a partner in this effort since 2012. The Extension site is unique because residents are taught how to use tax preparation software and complete their own return. This method is especially helpful to people who want to avoid tax preparation fees, need one-on-one help, and want to learn more about their taxes. **Results:** 82 tax payers completed a return at the Extension site and saved an estimated total of $13,120 in preparation fees. 82 increased their knowledge of the tax filing process. 62 reported more confidence in their ability to complete a return on their own. A 2012 IRS report stated that 20 filers at the Extension office in 2012 received a total of $22,127 in federal refunds. **Conclusions:** Providing one-on-one tax preparation guidance enables tax payers to better understand personal finance and avoid unnecessary fees. It also facilitates bringing federal refund dollars to the local community.

Saving Homes from Foreclosure

L. Royer, UF/IFAS Osceola County Extension

Today's homeowners are facing many financial challenges causing them to be at risk for foreclosure. Florida remains first in the nation with one in every 407 homes in foreclosure. With 54% of the households earning less than median income and unemployment remaining high there is a continued need to provide homeowners with options for preventing foreclosure. **Objectives:** 40% of homeowners will avoid foreclosure by assessing immediate needs and identify solutions to avoid foreclosure. **Methods:** First, participants attend a 2-hour class that addresses the various options available. Second, the participant meets with a counselor to review individual situation and discuss options most viable for them. The initial appointment includes an assessment of the client's financial situation and ability to meet the criteria of specific options. Afterward, the counselor helps the client create an action plan to achieve preventing foreclosure. The counselor will submit necessary documentation to the lender and follow up with both the lender and client monthly until the client has successfully met their goals. **Results:** Since 2010, 43 classes reached 455 adults and 319 participated in counseling. Of the 319, 51% were able to prevent foreclosure on their home, 18% were effectively referred out for legal advice due to the sensitivity of their case and 28% are still under review. Additionally, 95% of these individuals had tried to resolve the issue on their own, but were denied. Upon the help of our HUD-counseling program, most of them were able to achieve success in choosing an option best fitting their needs. **Conclusions:** The Save Your Home from Foreclosure program is a proven program that successfully keeps homeowners in their homes.

4-H Milk Run 5K

K. Miliffe* and **E. Pardo***, UF/IFAS Extension Orange County

It is a common ideology that Extension Agents are challenged to create and maintain funding to support educational programming. Creating funding avenues that connect to 4-H programming can support not only monetary costs of the program, but also further the 4-H mission. Healthy Living is a major program area for 4-H. According to the Teen Take on Health research, teens view obesity as a top issue. One solution teens offered is to do physical activity as a family. **Objectives:** To present an opportunity for families to participate in physical activity, through a 5K race and to garner funding for the county 4-H program. **Methods:** A 5K race was organized to benefit the 4-H program and offer families an opportunity for physical activity. Over three years, 330 people have participated in the 4-H Milk Run 5K. Race participants run or walk on the former T.G. Lee Dairy property in one of the few off-road races in the region. In addition to collecting registration fees, donors are secured to assist with the cost of the race, to maximize profits. The race attracted competitive racers and those who participated 'just for fun.' **Results:** In survey of results from participants (n= 62), 78% indicated that they appreciated the opportunity to demonstrate 4-H Health Living; 59% enjoyed supporting the 4-H organization in this way and 100% of respondents would recommended the event to family and friends. **Conclusions:** The 4-H Milk Run 5K is an opportunity to garner funding, advance the 4-H mission and promote 4-H Healthy Living to the community.

Helping Floridians to Understand the Affordable Care Act

M. Gillen, **J. Jump***, **T. Spangler**, and **M. Gutter**, Family, Youth and Community Sciences

Objectives: As part of a multistate project headed by the University of Georgia, UF/IFAS Extension is providing outreach, education, and enrollment assistance to help Floridians understand their options under the Affordable Care Act (ACA). Extension agents are able to provide county residents factual information about health insurance coverage, tax premium subsidies, penalties, and exemptions under the ACA. Presentations to groups also include health insurance basics and navigating the Florida Marketplace. Agents also help guide consumers through the application for health coverage through the marketplace. **Methods:** Participating agents are registered as Certified Application Counselors by the Centers for Medicare and Medicaid Services (CMS). Agents then conduct group presentations, Q&As, enrollment assistance events. Education outreach also includes blog posts, newsletters, e-mails, and EDIS publications. Some agents and the project assistant provide consumers with assistance when completing the health coverage application. During summer 2014, there will be an increased focus on small business owners and employees, to clarify their requirements and incentives under the ACA. **Results:** This project began in January 2014, and seven events have occurred in Citrus, Columbia, Okaloosa, and Jefferson Counties. Hundreds of Floridians have been reached though one-on-one assistance and even more through educational outreach. Additional evaluation tools are being developed by UGA to measure consumer knowledge and behavior change. **Conclusions:** This project provides Floridians with unbiased information about the ACA so they can understand their options and find trustworthy answers to their questions.

Osceola County Fair Food Booth Curriculum Allows 4-H Club Leaders to Train Their Members

G. Murza, Osceola County

Objectives: To provide Osceola County 4-H club leaders the materials needed to train their club members on proper food handling practices for the Osceola County Fair Food Booth Fundraiser. After conducting train-the-trainer workshops, club leaders will receive all materials and have the ability to teach the information to their members. **Methods:** With the help of a small committee of 4-H club leaders, a curriculum was developed, which included a 1) PowerPoint presentation covering How to Make Food and Use Equipment, General Food Safety, Cleaning and Storing, Procedures, Customer Service, Emergencies, Adult vs. Youth Roles, and Crew Chief Duties at End of Shift and End of Night; 2) Nine training videos covering similar topics, all developed by club youth; and 3) Three activities to help reinforce the information. The current Food Booth Manual that has this information was revamped to include new guidelines in a format that was easier to read and follow. Two manuals were placed in each food booth. All 4-H club Leaders were required to attend the train-the-trainer workshops for information updates and to get the materials, which were all provided on a thumb drive and given to each club Leader. **Results:** Five workshops reached 41 Leaders and Co-Leaders, including all 27 Leaders. Nineteen of the 27 active clubs, involving 262 youth and adult members, were trained. All materials were used, namely the presentation, training videos, and at least one activity. **Conclusions:** Creating a curriculum with all of the materials allowed the club leaders to reach more members by conducting the training themselves. Club leaders expressed gratitude for being given the autonomy to conduct the training at the club level.

National Nutrition Month: A Community Collaboration to Address Hypertension

A. Mullins* and **H. Copeland***, Leon County Extension; **P. Schmidt***, **A. Jacobs***, and **R. Stevens***, Tallahassee Diabetes Center

Objectives: To increase participant's awareness, knowledge, and skills necessary to improve nutrition behaviors related to the reduction of chronic hypertension risk. Through collaboration with the registered dietitians at Tallahassee Memorial Diabetes Center, a community outreach effort was made to recognize National Nutrition Month (NNM) and address dietary causes of chronic hypertension. **Methods:** Groups (8) participated in one-time presentations at various community sites. The Diabetes Center printed all handouts in-house and contributed food/supplies with a total monetary value over $650. Teaching methods included lecture with visual presentation, cooking demonstrations with tasting, and discussion. Participant's knowledge gain and intent to change were measured, using a 5-question post-test tool. **Results:** A total 357 participants attended presentations, with 58% (207) of evaluations returned. Data indicated that 60% (125) have been diagnosed with high blood pressure and/or cardiovascular disease; 52% (108) believe they currently consume over the recommended amount of sodium on most days; 78% (162) indicated their intent to read nutrition facts on food labels; 68% (140) plan to increase dairy, fruits/vegetables and whole grains; 57% (118) plan not to add additional salt to food; 65% (134) plan to reduce salt in home-cooked foods; and 78% (161) plan to try other methods of flavoring foods (herbs). **Conclusions:** Forming community partnerships can lend expertise, recognition, and resources that are valuable to delivering effective food/nutrition programs. NNM is a perfect opportunity for program collaboration with other agencies and healthcare providers, especially diet and lifestyle-related chronic disease prevention.

Camp Cuisine: Collaborating for Science

L. Duncan*, **M.S. Kennington**, **E. Pardo**, and **A. Petersen**, UF/IFAS Extension Orange County; **G. Murza***, UF/IFAS Extension Osceola County

Objectives: Youth will increase knowledge in applied science, food safety and nutrition. They will develop life skills and continue to use those skills at home. College students and volunteers will develop teaching skills. **Methods:** In an effort to increase science, technology, engineering and math (STEM) awareness and interest, increase life skills and make healthy food choices, Camp Cuisine was developed. Camp Cuisine is a day camp for youth that combines science and food preparation to address these skills. To provide current chemistry knowledge, University of Central Florida Chemistry students were recruited to help plan and implement the science experiments for the camp. As the camp evolved, additional volunteers have included Master Food and Nutrition Volunteers, Extension Agents in 4-H and Osceola County, Disney VoluntEARS [sic], and Department of Defense, "Soldiers to Scholars" program. Disney VoluntEARS [sic] taught youth recipes from other countries, and try some new fruits and vegetables. The JC Penney After-school Grant and Department of Defense provided additional funding and resources. Four camps have been conducted. Participants rotated through experiment and cooking stations (8) each day and participated in whole group learning experiences and reviews. Participants were introduced to basic scientific knowledge related to the food which they prepared. They participated in hands on experimentation techniques. Pre- and Post-tests were conducted, in addition to end of camp interviews. **Results:** Each participant learned about the science behind cooking, food safety, nutrition and techniques to use in meal preparation. The University student volunteers report improved skills working with and teaching chemistry to youth. Parents report that youth are preparing recipes at home and sharing what they learned with other family members. Youth also desire to learn more about science. **Conclusions:** Partnering with a variety of local resources, science is made fun and memorable with lasting impacts.

Issues-Oriented Extension: The Healthy Communities Initiative in Pinellas County

T. Badurek*, **L. Carnahan**, **M. Campbell**, **N. Jensen**, **L. Miller**, **J. Morse**, and **J. Rogalsky***, UF/IFAS Extension Pinellas County

Objectives: In 2013 the Pinellas County Board of County Commissioners created a strategic vision to improve quality of life in the county. An interdepartmental workgroup led by the County Department of Health and Human Services (HHS) identified specific zones with high rates of poverty and defined their geographies, demographics, and economic impact. These zones have food deserts, high unemployment rates, and other economic challenges. This approach was taken since specific clusters of poverty are detrimental to the whole community. The objective is to break the cycle of poverty by working across departmental lines, so county administration approached us to see how Extension could help. **Methods:** Many faculty members are already educating in the target zones. Faculty began tracking clientele served in those areas and evaluating existing/potential impacts on their quality of life. Extension and HHS now meet regularly to refine a strategy to provide Extension programming to citizens in need. Each program aims to improve life skills, personal finance skills, job skills, conserving resources, increasing availability of healthy affordable food and other knowledge that will help people escape poverty. **Results:** The results are specific goals and objectives for the initiative from each program area. Several defined specific improvements that their existing programs already provide, like the ability to grow/prepare healthy food, energy savings, and improved job/life skills. **Conclusions:** The multi-disciplinary team approach provides synergy and support for more impactful programming and outcomes. Focusing on a strategic priority for county government unifies the community vision and strengthens Extension's value in the community.

Increasing Youth Awareness in Community Food Systems Through Quirky Culinary Camp

E. Gorimani-Mundoma, UF/IFAS Gadsden County Extension

Objectives: 1) To increase awareness of food science and food systems by educating youth about food science and the food system. 2) To heighten curiosity about the chemistry of food consumed among youth. 3) For youth to apply critical thinking skills in food processing and food borne illness. **Methods:** Children as consumers and as future food scientists form ideas and food preferences at an early age. Twelve youth enrolled in a week long "Quirky Culinary Camp" which focused on heightening youth's curiosity on the science of food system and food preservation. Youth participated in workshops, hands on food preservation and preparation as well as farm tours. Youth documented their observations during each activity and monitored food changes at each stage of "processing" and in the food system. **Results:** Following guidelines youth prepared and processed food correctly, observed and recorded each stage as food changed in texture, color and taste. Youth increase knowledge on the effects of food additives on food texture, color and taste. Youth identified 3 distinct agriculture enterprises and how each method affects production. **Conclusions:** Summer camps in food science are essential in allowing students to become aware of food systems.

Current Situation of Food Insecurity in Polk County and the Roles of Extension Programming

W. Fung* and **N. Walker***, UF/IFAS Extension Polk County; **M. Swisher** and **K. Monoghan**, Family, Youth and Community Sciences

Objectives: 1) To examine Polk County's approach to reducing food insecurity 2) Assess the potential for community food security programming through interdisciplinary partnerships with Extension. **Methods:** According to the United States Department of Agriculture Economic Research Service, 19.2% of the population in Polk County, Florida (total population, approximately 602,000 in 2010) was below poverty level in 2011, of which 30.2% were children 17 or under. One in six people in Polk County are food insecure, equivalent to about 103,530 people, of which 72% qualify for federal nutrition programs, leaving 28% without help (Feeding America, 2013). This session will discuss the role of food policy councils in addressing food insecurity as well as how Polk County's Hunger Council is currently in the early stages of needs assessment and vision planning. **Results:** Using a Model for Community Food Security Programming (Swisher, 2013), ideas for extension programming will be shared involving various program areas such as 4-H, Small Farms, Community Development, Horticulture and community gardens, and Family and Consumer Sciences. **Conclusions:** Food insecurity is an alarming issue that continues to spread across the country as well as around the world in developing and developed nations. Extension programs could strengthen current programs by combining efforts from interdisciplinary areas in order to alleviate issues such as food insecurity.

Get Fit with 4-H

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

Objectives: This program was developed to increase awareness and make positive changes on the nutrition and physical activity behaviors of youth. Participants will recognize the importance of eating healthy and will be able to identify healthy foods from each food group on the USDA's My Plate, understand the importance of physical activity, understand the importance of heart rate, warm-ups, stretches and water in physical activity, record and analyze their own eating and exercise patterns on a weekly basis, and participants will understand how to set and reach reasonable goals. **Methods:** This is a four month long program; with meetings twice a month focusing on nutrition and physical activity lessons, food preparation activities, lots of hands on experiential learning activities, a parent and child education night, pre and post tests were administered along with Body Mass Index being measured at the beginning and ending of the program. **Results:** As a result of this program 26 out of the 35 participating youth had a decrease in weight ranging from 2-8 lbs. Through the post evaluations, 100% of youth reported that it is important to eat a lot of fruits and vegetables and get at least 60 minutes of physical activity each day. **Conclusions:** With more educational programs like this, youth will understand the importance of eating a healthy diet and being active and the risks for youth being overweight can be decreased.

NOTES

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Pat Hogue	**Auction**
Tom Obreza	**Administrative Liaison**

Members of the Extension Professional Associations of Florida are encouraged to prepare program abstracts for 2015. 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 2015

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 2015 annual meetings!