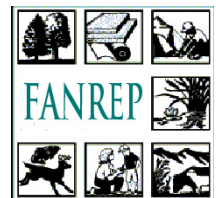


Abstracts of Extension Programs presented at  
Annual Professional Improvement Meetings of the

# **Florida Association of Extension Professionals (1997-2004) & Extension Professional Associations of Florida (2005-2006)**

Maia McGuire (St. Johns County), Editor

EPSILON SIGMA PHI – ESP  
FLORIDA ASSOCIATION OF EXTENSION 4-H AGENTS - FAE4-HA  
FLORIDA ASSOCIATION OF COUNTY AGRICULTURAL AGENTS - FACAA  
FLORIDA EXTENSION ASSOCIATION OF FAMILY AND CONSUMER SCIENCES –  
FEAFCS  
FLORIDA ASSOCIATION OF NATURAL RESOURCE EXTENSION  
PROFESSIONALS—FANREP



The Second Ten Years  
of Professional Development Presentations of Extension  
Program Abstracts

1997-2006

## **Abstracting the Abstracts: The Second Decade of Florida Cooperative Extension Service Programs**

Maia McGuire, Editor

In 1987, the Florida Associations of Extension Professionals - FAEP - (including ESP, FEA4HA, FACAA, FAEFCS and, in 2002, FANREP) initiated peer-reviewed presentation of extension programs at their annual meetings, with a published series of abstracts of those programs. In 2005, the name of the association was changed to Extension Professional Associations of Florida, or EPAF. In 1997, Larry Halsey and Jacque Breman presented a compilation of the first decade of FAEP abstracts at that year's conference. That compilation can be found on the EPAF website, <http://epaf.ifas.ufl.edu>.

This is a similar compilation of the second decade of Florida Extension Abstract presentations. Note that the 2004 EPAF conference was cancelled because of storm damage to the host hotel. Some abstracts that were submitted for the 2004 conference were re-submitted for the 2005 or 2006 conferences—they are only included once in this document. There were also some duplicate abstracts in 1998 and 1999; they are similarly included here only once. The tables on the next page summarize the ten year history from 1997-2006.

ESP abstracts are on pages 1- 28

FACAA abstracts are on pages 29 – 65

FAE4-HA abstracts are on pages 66 – 99

FEAFCS abstracts are on pages 100 – 128

FANREP abstracts are on pages 129 – 144

### Presentation and Abstract Chairs for FAEP and Associations, 1997- 2006

Year	FAEP/EPAF overall abstract chair	ESP	FACAA	FAE4-HA	FEAFCS	FANREP
1997	Larry Halsey	Cathy Neal	Anthony Drew	Shelby Terry- Wolfe	Brenda Rogers	N/A
1998	Larry Halsey	Becky Young	Mary Sowerby	Cindy Higgins	Brenda Rogers	N/A
1999	Larry Halsey	Deloris Wilkins	Stephen Brown	Cindy Higgins	Marilyn Simmons	N/A
2000	Jacque Breman	Mary Beth Salisbury	Jim Fletcher	Nancy Alexander	Marilyn Simmons	N/A
2001	Jacque Breman, Tina Allen & Paulette Tomlinson	Wayne Odegaard	Pam Mattis	Bill Heltemes	Terri Thompson	N/A
2002	Tina Allen & Paulette Tomlinson	Marjorie Moore	Pam Mattis	Bill Heltemes	Terri Thompson	Chris Verlinde
2003	Marella Crane & Maia McGuire	Paula Davis	Charles Brasher	Nancy Moores	Danielle Gordon	Andrew Diller
2004	Marella Crane & Maia McGuire	Paula Davis	Alex Bolques	Heather Kent	Danielle Gordon	Andrew Diller
2005	Marella Crane & Chris Verlinde	Paula Davis	Shelley Humphries	Sonja Crawford	Mary Keith	Andrew Diller
2006	Chris Verlinde & Theresa Friday	Paula Davis	Pam Brown	Sonja Crawford	Mary Keith	Andrew Diller

### Participation in Abstract Presentations, 1997- 2006

Year	ESP	FACAA	FAE4-HA	FEAFCS	FANREP	TOTAL
1997	8	13	10	8	n/a	<b>39</b>
1998	10	20	20	13	n/a	<b>63</b>
1999	9	25	17	8	n/a	<b>59</b>
2000	13	13	13	13	n/a	<b>52</b>
2001	13	13	13	12	n/a	<b>51</b>
2002	12	13	13	10	12	<b>60</b>
2003	11	13	13	13	13	<b>63</b>
2004	5	13	13	13	13	<b>57</b>
2005	11	13	13	13	13	<b>63</b>
2006	13	13	13	13	13	<b>65</b>
<b>TOTAL</b>	<b>105</b>	<b>149</b>	<b>138</b>	<b>116</b>	<b>64</b>	<b>572</b>

## EPSILON SIGMA PHI – ESP

### **Mole Cricket IPM in Florida Pastures and Turfgrass (02)**

**M. B. Adjei\***, RCREC, Ona, **L. Gary** Hardee, **J. Selph**, DeSoto, **J. Walter**, Brevard, **D. Mudge**, Orange, **T. Seawright**, Manatee and **G. Mikulecky**, Highlands Counties

**Keywords:** Integrated pest management, mole crickets, pasture pests, beneficial nematodes

**Objective:** To determine the efficacy of beneficial-nematode releases on mole cricket control and the resultant pasture grass recovery. **Methods:** In September 2000, nematodes were applied in strips at 0, 1/8, 1/4, and 1/2 billion nematodes/A to determine the optimum rate for mole cricket control on pasture. Trapped mole crickets were counted weekly; samples analyzed for nematode infection monthly; and grass canopy groundcover estimated yearly. Additional nematodes were applied at the 1/4 or 1/8 billion/A rate to 20 other sites in 8 Florida counties. **Results:** Infected mole crickets spread the nematodes throughout the 24-acre pasture in six months of the first trial. Percentage nematode-infected mole crickets in April 2002 at that site ranged from 30 to 50%. Mole cricket numbers declined 65-80%, and damaged grass recovered 45-100%. For sites treated in spring 2001, or fall 2001, infected mole crickets in spring 2002 ranged from 20 to 75%, or from 0 to 80%, respectively. Infected mole crickets die within 24 to 48 hours. Data shows that nematodes from Nematac7 S product bred successfully within mole crickets. Nematode offspring persisted in the soil through flood and winter months and continue to attack other adult mole crickets in 19 of the 20 test sites. There were dramatic pasture recoveries validating the efficacy of this biocontrol program and a potential for economic relief to livestock producers.

### **Weed and Seed: A Grant-Funded Collaborative Project (97)**

**J. Allen**, Hillsborough County

The area surrounding the University of South Florida has been selected by the US Department of Justice as one of 15 sites in the US to “weed” out crime and “seed” the area with educational, social and recreational services to improve the quality of life for residents. **Objective:** To create a network of services in the targeted area promoting growth, redevelopment, education and hope to residents. **Methods:** Working collaboratively with the US Department of Justice, Hillsborough County Government, and private agencies, three extension programs offer educational opportunities based on responses given at focus groups surveying residents of community needs. Trained paraprofessionals and volunteers conduct programs in community gardening, foods and nutrition (including EFNEP), parenting and various 4-H projects. Funding began in 1994 and will continue into 1998. Basic food preparation classes are taught, a community garden with 39 plots has been developed, and countless youth projects including butterfly gardens are being introduced in an area previously known as “suitcase city” because of the transient nature of the residents. **Results:** Each year, extension has worked with 500 families and 100+ youth in various educational programs. There has been less youth crime in the area, a feeling among residents that there is a new sense of community, and families have gained skills in coping with various parenting and budgeting challenges. **Conclusion:** Through a collaborative venture between both private and public sectors, community and individual needs can be addressed through an empowerment and community pride process.

### **A Team Approach to Reaching Teen Parents in Escambia County. (98)**

**P. Allen\*** and **D. Lee\***, Escambia County and **L. Cook**, Family, Youth and Community Sciences

**Keywords:** teen, pregnancy, training, EFNEP, CHOICES

Through the Healthy Start Coalition, a needs assessment was conducted that indicated a high rate of teen pregnancy. It also indicated that agencies in Escambia County lacked training and curriculum to target the needs of teen parents. **Objectives:** 1. To work through the Healthy Start Coalition to provide a forum for agencies to share what they offer for teen parents. 2. To provide training and support for agencies working with teen parents utilizing the CHOICES curriculum. **Methods:** The Escambia County Teen Parenting Education Network committee is a sub committee of the Healthy Start Coalition. A teen parenting fair was coordinated by the committee for agencies to share their programs through exhibits and presentations. The committee also co-sponsored a training seminar for local agencies on the CHOICES curriculum. Several lessons were pilot tested at a local school that had the Cyesis program for pregnant teens. **Results:** A total of 64 participated in the teen parenting fair. Thirty-seven attended the CHOICES curriculum training workshop. Survey results indicated that 96% felt that the workshop prepared them to use the CHOICES curriculum. Twelve lessons were developed utilizing the EFNEP and CHOICES curriculum for teen parents at the Cyesis Program in the public school. Seventy five teens participated in the lessons. Teacher observations indicated that the teens were more aware of their nutritional needs and their infants need for stimulation. **Conclusion:** Escambia County Extension has taken a lead role in providing agencies with curriculum and support to work with teen parents. By being a partner with the local Healthy Start Coalition, educational efforts will be more effectively delivered to teen parents in Escambia County.

### **Martin 101: It's Different Here! A Collaborative Educational Program For and About Martin County, A Florida Department Of Community Affairs Sustainable Community (03)**

**C. C. Bailey\***, Martin County, **D. Martinelli**, Treasure Coast Wildlife Hospital, **S. Ranieri**, Sustainable Martin Alliance, **J. Wakeman**, Martin County Environmental Learning Center, **N. van Vonno**, Martin County Growth Management

**Keywords:** sustainability, curriculum development, community development, collaboration

Martin County is a designated Florida Sustainable Community by the Florida Department of Community Affairs (FDCA). The County's agreement with FDCA required the creation of partners that would promote sustainability. The Sustainable Martin Alliance (SMA), a non-profit volunteer organization is the result of this requirement. SMA's mission is to create opportunities for citizen empowerment, involvement and collaboration. Extension is one of SMA's partners. **Objective:** The creation of an educational orientation program for new and existing residents that presents Martin County through its history, environment, built, economic, and social layers. Extension staff provided leadership in committee development as well as curriculum development. Extension help develop speakers and presentations as well as program materials. The intent was to produce a program and a roadmap for development of similar programs. **Materials and Methods:** The systems/layers concept was used to design the curriculum

development team and the actual curriculum. Team members were selected to represent the four layers of a sustainable community. The curriculum was developed with the use of the suitability model and the development of learner objectives and expected outcomes. Martin 101 was presented as a pilot seminar/workshop program in the fall and winter of 2002. **Results:** Pilot program participants indicated that Martin 101 was useful, present information that is not found in other locations, and increased their understanding of their community. All participants indicated that they would recommend Martin 101 to others and would be interested in continued program participation in expanded Martin 201 programming.

#### **An Ecological Approach to Resilience and Competence of Middle School Students. (98)**

**L.B. Barber**, Liberty County

**Keywords:** risk factors, protective factors, perceived competence, self-esteem, locus of control

**Objective:** To explore protective factors related to risk using the ecological approach to risk proposed by Urie Bronfenbrenner.

**Methods:** A risk model is hypothesized and tested using path analysis. The variables in the model are gender, race, socio-economic status, self-esteem, locus of control, family stability, school climate, social support, and perceived competence. This study also includes an ANCOVA of pretest/posttest measures of self-esteem, locus of control, and perceived competence involving 69 students in the experimental and 71 in the control group. The treatment consisted of a public speaking program, career program, and participation in a ropes/challenge adventure course offered by 4-H. **Results:** After two modifications, the data fit the model proposed with a Goodness-of-Fit Index of .99, indicating an overfit. The strongest relationship was from self-esteem to competence. Results of the treatment were not significant from a statistical point of view, but evaluations of the programs proved successful in benefits to the students. **Conclusions:** The model might prove useful in exploring relationships between various protective factors, but the sample was not large enough to generalize to other populations. The treatment may have been more effective if conducted over a longer period of time. Students indicated they benefitted from the programs presented by 4-H, but results were not statistically significant.

#### **Self-Sustaining Impact Programming: Collier's Fastrac (99)**

**D. L. Blanton**, Collier County

**Keywords:** fastrac self-sustaining impact programming

**Objective:** Deliver a major extension program which finances itself and provides operating money for county office. **Methods:** (1) Identify high priority comprehensive program which current faculty do not conduct. (2) Establish coalition that legitimizes publicizes and helps fund program. (3) Charge sufficient tuition to cover instruction, recruitment and follow up maintenance and operating funds. (4) Allocate sufficient extension faculty man days to build program, do some instruction and maintain quality control. (5) Hire skilled, entrepreneurial educator who can recruit and do maintenance as well as instruct. **Results:** Collier's Fastrac impact 2/97 - 8/99 includes 9 completed 11 week sessions with 135 graduates. Three classes are planned for 9/99. Six month follow up, 11/98, on 42 of 66 graduates in first five classes indicates: 29 sustained, 5 started and 23 expanded businesses with 134 jobs sustained, 128 jobs created and a \$2.3 million increase in sales. Extensions' press coverage includes 7 major daily articles, kick off support and a 3 week series by a weekly, as well as a statewide Florida Trend Magazine article. Through networking at graduations, revolving scholarships and a planned directory, graduates stay connected to extension. **Conclusions:** So what? To quote a graduate, "We are better employers ¼. a stronger company can give back to the community. The cash flow speaks for itself." So what for extension? Minimal man days generate major program impact, good media and operating funds.

#### **Entrepreneurship Education: Economic Development in Florida Communities. (98)**

**E. Bolton**, Family, Youth and Community Sciences

**Keywords:** economic development, entrepreneurship education, FastTrac

**Objective:** Entrepreneurship Education provides information and resources to beginning and existing business owners through 4 programs. FastTrac I is for the beginning entrepreneur and provides start-up information and tips. FirstStep FastTrac is also a beginner's class directed towards individuals with limited literacy skills and experience. This curriculum is ideal for welfare transition programs. FastTrac II is focused on the existing small business owner who wants to survive or to expand. FastTrac Non-Profit class is for community non-profits who function as a business operation without the profit motive. FastTrac provides information on starting a business or keeping a business going. As part of the class instruction, participants prepare a feasibility report or a business plan which are essential for business survival and success. They provide the groundwork for business owners to network, realize their potential and build their businesses to last. **Methods:** The FastTrac program series is available to County Extension faculty who want to serve as a local or regional coordinator in order to bring this opportunity to their constituency. The program is a structured learning experience operating on the model for all FL513 programs. A fee is charged to each participant to cover books and instructor fees. The fees are deposited in a county sub account to be used to support the program and pay for books. **Results and Conclusions:** Currently there are 10 sites in Florida that are offering the program. To date over 200 people have participated in the Florida FastTrac series.

#### **WAGES Legislation: Implications for Extension County Programs. (98)**

**E.B. Bolton\***, **M.L. Tamplin** and **S.D. Smith**, Family, Youth and Community Sciences; **G.J. Hochmuth** and **R.C. Hochmuth**, Suwannee Valley REC; **W.H. Clark**, Fisheries and Aquatic Sciences and **L.N. Sturmer**, Levy County.

**Keywords:** economic development, Welfare to Work, local coalitions, WAGES

**Objective:** To promote understanding and participation by Extension County Faculty in local programs and projects related to State of Florida WAGES initiative. The 1998 Florida legislature appropriated \$2.5M to IFAS for programs that could be launched immediately to impact the Florida WAGES initiative that is seeking to assist welfare recipients to transition from welfare to work. Six programs were chosen for dissemination through this appropriation. These will be presented and discussed. Another aspect of the WAGES initiative for Cooperative Extension programs is the interface of selected county faculty with regional WAGES/WorkForce Development Boards. This effort is also in beginning stages. **Method.** The dissemination of these programs will be in selected

areas of the state based on demographics, need, local resources, and local/regional extension commitment. A general description of how the program will operate will be presented. The interaction of Extension local programs with regional WAGES Coalitions will be discussed. **Results and Conclusions:** The programs have not yet begun to operate, however anticipated outcomes can be discussed. Further, since this program is in its early stages of development, it would be useful to have county faculty input.

#### **JobStart Provides PreEmployment Education for Welfare to Work Clients: Methods and Outcomes (01)**

**E.B. Bolton**, Family, Youth and Community Sciences, **G.E. Pleiss\***, Pinellas County, and **M.C. Taylor\***, Suwannee County

**Keywords:** economic development, pre employment education, workforce boards

*JobStart* is one of the curriculum components of the Welfare to Work Initiative funded by the Florida Department of Labor, currently known as the Agency for Workforce Innovation. *JobStart* has been successfully used in Pinellas County with a targeted client group that resulted in economic benefits to the community and jobs for the individuals. **Objectives:** To develop the competencies and attitudes need to find and sustain unsubsidized employment; to share the implementation of the *JobStart* program in Pinellas County as an example of how it might be used; to show how the data are collected for evaluation purposes; to show the results of the *JobStart* program statewide. **Method:** The *JobStart* curriculum has eight modules which are delivered by trained instructors to a selected target group whose eligibility must be established. Follow up is provided through the WorkForce Board Service provider to determine employment and retention for six months. **Results:** Pinellas enrolled 78 WtW participants, 73 completed the course and 29 obtained jobs with an average wage of \$6.90 per hour. Suwannee enrolled 39 participants with 29 completing who obtained 15 jobs at an average wage of \$5.94 per hour. **Conclusion:** Curriculum designed for job readiness combined with effective teaching methodologies can result in measurable impacts for program participants and for the community.

#### **The Learning Continuum: A Model for Sustained Participation with Hard to Serve Clients (01)**

**E.B. Bolton\*** and **R.E. Burford**, Family, Youth and Community Sciences

**Keywords:** adult education; program models; learning theory.

Courses for the Welfare to Work customers are offered on a continuum of learning experiences that include five different occupational skills aimed at job preparation. The continuum is an educational model designed specifically for the Welfare to Work customer and is known as the "Wheel of Success" because it is a progressive series of courses focused on skill building for a specific entry level occupation. **Objectives:** To increase: (a) the number of courses in which the WtW customer participates; (b) the time the WtW customer spends in educational activities; (c) opportunities for job placement. (d) the retention rate for jobs held. **Method:** Instruction is provided in a hierarchy that starts with one course and completion of that course after which the participant receives a Certificate of Attainment and then enters a GED class for approximately one week of instruction. Following, entry into the next course is initiated until all the courses are taken after which a master certificate is presented. **Results:** The learning continuum model is being used in Workforce Region 7 and has proven to be successful although there is not yet enough data to show that a continuum of courses is better for attaining the objectives listed above than single course offering. **Conclusion:** The learning continuum is being implemented with support from Lockheed Martin IMS (OneStop Operators) as co developer of the Learning Continuum. This is a major breakthrough in partnership relations.

#### **Putting Knowledge to Work: Outcome Performance of the UF IFAS Welfare to Work Initiative as of May 11, 2001 (01)**

**E.B. Bolton\*** and **R.E. Burford**, Family, Youth and Community Sciences; **M.E. Chernesky**, Hillsborough County, **M.C. Taylor**, Suwannee County, **G. E. Pleiss**, Pinellas County, **M.J. Moore**, Bay County, and **B.M. Miller**, Leon County, et al.

**Keywords:** economic development, jobs held, hard to serve clients

Under the UF IFAS Welfare to Work Initiative with the Florida Department of Labor, IFAS is delivering specific training programs through cooperating Regional Workforce Boards and UF County Extension Services. The purpose of the Initiative is to assist Florida's welfare recipients find and retain unsubsidized employment and realize economic self-sufficiency. **Objectives:** (a) To train eligible hard to serve clients in one or more job oriented curricula designed for entry level job placement. (b) To assist program participants in finding and keeping a job for a period of no less than six months. **Method:** Instructors are trained in the delivery of the curricula and the elements of developing and maintaining a viable program with the cooperating workforce board. **Results:** Enrollments in all six courses total 491 with 400 completions. *JobStart* showed the highest enrollment followed by Elder Companion. Participant completion and employment by course shows *JobStart* having the highest number of participants completing and holding the largest number of jobs. Fifty nine percent of the total number of participants completing one or more courses reported having jobs with Food Safety and Green Futures showing the highest percentages of participant completions. All jobs reported were above the minimum wage with the program average being \$6.76. Of the 180 jobs reported, 16 percent reported being employed more than 12 months and 17 percent reported being employed from seven to twelve months. **Conclusion:** The UF IFAS Welfare to Work Initiative has produced positive outcomes for participants in terms of jobs held and average hourly wages.

#### **Profiles of the Hard to Employ and the Implications for Job Success (01)**

**E.B. Bolton\*** and **M.E. Jepson**, Department of Family, Youth, and Community Sciences, University of Florida.

**Keywords:** hard-to-serve, employment, client profiles

A joint project with the University of Florida Institute of Food and Agricultural Sciences and the Agency for Workforce Innovation was implemented to provide critical training for hard-to-employ clients, enabling them to move into positions of unsubsidized employment.

**Objectives:** Reach hard-to-serve within targeted regional Work Force Boards (WFB) and provide training through County Extension Facilities so that clients will learn necessary skills to become gainfully employed. **Methods:** Four project training programs were developed and implemented which provided important job skills in areas of significant need: *JobStart*; Food Safety; Elder Companion; Horticulture-Seeds to Success/Green Futures. Client profiles (demographics and personal circumstances) in each of the regions were compared among the training programs and regional WFB. **Results:** Preliminary results show that of 376

participants who have enrolled in training programs 306 have successfully completed their training. Clients are primarily females with an average age of 31 years, the majority with children. Over half of the participants have dropped out of high school. While there are commonalities, client profiles do differ regionally. **Conclusions:** Important variations among client profiles suggest that program completion and job attainment may be linked to key demographic variables and regional differences. This research may provide insight into key variables that have significant impact upon an individual's ability to complete training and become gainfully employed.

#### **Nonprofit Organizations and Extension (05)**

**E. Bolton**, Family, Youth and Community Sciences University of Florida, **M. Brennan**, Family, Youth and Community Sciences University of Florida, **L. Bowman**, Santa Rosa County, **M. Chernesky\***, Hillsborough County, **M. Moore\***, Bay County, **M. Peters\***, Broward County

**Abstract:** County extension faculty are in a unique position to multiply their outreach and resources by collaborating with community based nonprofits which represent a target audience of organizations with common needs and interests. Every type of enterprise is included in the nonprofit sector which cuts across a broad spectrum of social issues, environmental concerns with target audiences ranging from child welfare advocacy to environmental concerns and many more. In every discipline county faculty work with these organizations to meet the needs in the community. **Objective:** The objective of this program, Nonprofit Organizations and Extension, is to prepare county extension faculty to work with community based nonprofit organizations to improve their operations and governance in the pursuit of their mission. **Methods:** To provide training and materials for use by county faculty with local nonprofits which need assistance on operational, organizational or governance issues. For example, writing bylaws, filing articles of incorporation, and applying for tax exempt status (Form 1023), are tasks that every nonprofit has to complete in order to be tax exempt under the 501(c ) (3) authority of the IRC. Additional components of marketing, strategic planning and fund raising will be included in 2006. Risk management, lobbying/advocacy, and financial management will be added in 2007. This content is generic and should apply to all local organizations in Florida that aspire to tax exempt status or desire organizational change. **Results:** The anticipated results include improved collaborations, new linkages/program partnerships, informed and effective advisory committee members or boards of directors.

#### **Leaders of Community Based Nonprofit Organizations: A Potential Target Audience for Extension Educators (06)**

**E. Bolton\***, **L. Spence**, Family, Youth and Community Sciences; **M. Chernesky**, Hillsborough County Extension; **M. Moore**, Bay County Extension; **L. Bowman**, Santa Rosa County Extension; **R. Martinez**, Broward County Extension; **D. Dorschel**, Duval County Extension

Community based nonprofit organizations do not just happen. They emerge when someone sees a need or is confronted with an issue that demands attention. These organizations are founded by a person or persons with a drive, a passion, and a motivation that compels them to act. These are the visionary leaders who organize the first board of directors, support fund raising efforts for the organization's mission, prepare the organizing documents to become a legal entity, and serve in all the roles from leader to volunteer. The economic and social importance of these organizations is well known. What is missing is a knowledge base about the persons who found these organizations. **Objective:** This study was conducted to explore the motives and experiences of founders of community based nonprofit organizations. **Methods:** An open end survey instrument was developed and administered to participants who were known to have launched a nonprofit organization. The grounded theory approach was used to collect and analyze the data. In this approach data is analyzed to yield a theme or central concept that will add to the knowledge base. **Results:** The responses produced findings on motivation, background experiences, changes in roles, confidence to start again, obstacles and opportunities, and self descriptions. **Conclusions:** From the themes that emerged from this study, it is clear that extension educators can be helpful in the development of the nonprofit organization and to their leaders in specific ways which include board development, strategic planning, volunteer management, and obtaining legal status.

#### **Multi-disciplinary, Multi-institutional Institute for Natural Resources Leadership (99)**

**M. B. Breeze\***, Educational Media Serv, & **R. R. Carriker**, Food & Resources Econ Dept

**Keywords:** adult education, conflict resolution, consensus building, methods, interdisciplinary programs, leadership

**Objectives:** Provide rising leaders involved in natural resource use and protection with broad knowledge of natural resource issues and the people and interests they affect. Provide communication, leadership and conflict resolution skills for developing and implementing natural resource decisions to satisfy a wide range of interests. **Method:** The Florida Natural Resources Leadership Institute was formed with cooperating faculty from UF/IFAS, UF law school and the Conflict Resolution Consortium at FSU. Thirty participants were recruited representing government, educational and regulatory agencies; state and local environmental groups; and agriculture and other natural-resource-based industries. Participants paid \$3,000 in tuition and costs. Eight three-day training sessions were conducted at multiple Florida locations. Sessions included: tours and technical briefings on natural resource issues which have been or are controversial; presentations from and discussions with stake-holder panels; and training on communication, leadership and consensus building concepts and skills. **Results:** Participants rated training as very good to excellent. They discovered a shared belief in the importance of protection and sensible use of Florida natural resources. In qualitative evaluation they reported the development of strong contacts across traditional "issue boundary" lines. Graduates of FNRLI Class One have formed an active alumni association to maintain these contacts as they deal with natural resource issues. Participants' agencies or organizations are actively helping with FNRLI Class Two by providing on-going funding and recruiting participants. **Conclusion:** The Florida Natural Resources Leadership Institute is an effective addition to Extension programming in natural resources and public policy education which should continue to be conducted.

#### **Teen High Adventure 4-H Club: A Non-traditional Method of Retaining Teens in County 4-H Leadership without a Formal "County Council". (98)**

**J. Breman\*** and **C. Coody**, Union County, **A. Toelle**, Nassau County

**Keywords:** 4-H, teens, leadership, multi-county programs, adventure

**Objective:** To retain 4-H teen leadership in the county program. **Methods:** Alternative personal growth and leadership activities were specifically designed for teens, in addition to including them in traditional leadership roles at County Events and Awards Banquet. Teens met and planned events with Extension staff and volunteers at sessions where responsibilities were delegated to teens. 1) Multi-county (Union-Nassau challenge, first-aid at Helping Hands Hospital, orienteering in Olustee State Park, canoeing various Florida/Georgia rivers, white water rafting in North Carolina) 2) Union County activities (camping Hart Springs, trust/challenge, houseboat trip on Suwannee River, snorkeling/diving Manatee Springs, hiking Florida Trail, snorkeling with manatees in Homosassa Springs. **Results:** Over a three-year period teens involved in 4-H program leadership ranged from 5 to 15 times over traditional "County Council" format. Teen involvement actually increased at County Events and 4-H Awards Banquet. At the multi-county level events teens and adults were involved in challenge events that helped strengthen respective county programs. At Union County events we have two new adult assistant leaders who have helped for the last two years in planning as well as chaperone capacity.

**Small Farmers: Educational Approaches That Have Worked Well with Increasing Extension Clientele (99)**

**J. Breman\***, Union County; **M. Swisher**, Family, Youth & Community Sci Dept.; **T. Crocker & J. Williamson**, Horticulture Sci Dept.

**Keywords:** small farm, educational strategies, network, information dissemination, partnership, leadership

**Objective:** To develop a state-wide resource-efficient Extension educational infrastructure that supports diverse and unique needs of Small Farmer clientele. **Methods:** Small Farm Conference held in 1998 and partnership with Suwannee Valley Field & Greenhouse Vegetable Conference & Trade Show (Internet marketing sites & Alternative Crops sessions) in 1999 were so successful (based on clientele evaluations & attendance) additional grant from USDA was obtained to continue expanding Small Farm Conferences regionally in Florida. A Small Farm Conference focusing on horticulture was added for Volusia County. FL121 web page was designed and linked to Small Farm information resources. Traditional educational methods were kept at a maintenance level. **Results:** Over 1000 Small Farmers were reached with production and marketing information in methods that efficiently utilized agent, specialist and farm leadership resources to distribute information. This was made possible by building on the Farmer-to-Farmer network (composed of committed Small Farmer leaders, Small Farm organizations, FL121 design team members, specialists and agents) developed over the past three years and adding two new venues: Regional conferences and the Internet. **Conclusion:** Increasing clientele demands for unique, helpful information, in a short time frame require efficient team efforts using a variety of educational modes- innovative as well as traditional. FL121 Design Team and agents programming in Small Farms and Sustainability are working towards those ends in regional and state-wide team efforts.

**Using the Extension Model of Training-the-Trainer: Small Farm Research, Ag. Production Training, Product Development and International Marketing Development by Training the Trainers in two Haitian Farmer Co-ops (APV & MOPAG). (01)**

**J.W. Breman\***, Union County, **W.T.Thomas**, Columbia County, **J. Simmons**, Nassau County, **A. Drew**, Levy County, **J. Rich**, North Florida Research & Education Center - Quincy

**Keywords:** international development, farmer co-operatives, small farms systems, international marketing, on-farm research, value-added, processing, training-the-trainer, Partners of America Farmer-to-Farmer program, USAID

Haitian small farm co-operatives (A.P.V. & M.O.P.A.G.) rely on raw peanut sales and peanut butter for subsistence living.

**Objectives:** 1) Increase peanut yields. 2) Reduce peanut storage losses. 3) Increase peanut butter production. 4) Increase income sources. 5) Train an infrastructure of Trainers to continue training small farmers and marketing their products through co-op ventures. **Method:** 1) Six peanut cultivar trials compared to 'Haitian Runner', soil samples, disease ratings, storage structure modification, processing evaluation, market demand projection conducted. Breman and Thomas 10-99 Trip Reports 2) Cultivar selections seed increases for farmers, para-professional training, peanut production "extension" infrastructure, storage training, processing constraint identification, niche market product development, unique tropical food products, safe food handling training needs identified. Breman and Thomas 4-00 Trip Reports 3) Five key co-op Trainers brought to Miami/South Florida area, international import/export, customs, bar-code, food container, shipping, storage requirements followed with peanut production training in North Florida, processing equipment in South Georgia. Breman and Thomas 10-00 International Training Reports. **Results:** Peanut yields increased (18 - 25%), beginning exporting their trade name tropical jams and jellies as a result of 3-year extension effort funded through Partners of the Americas Farmer-to-Farmer program (USAID). Net income increased for 5,000 Haitians. **Conclusion:** Extension model, training-the-trainer, successful method for Haiti small farm co-op development.

**Advisory Council Empowerment using a Combination of Ag. Development Models to Achieve a Long-term Goal - Creation of a Union County Farmers' Market (03)**

**J. Breman\***, Union County

**Keywords:** extension Advisory Council, Agriculture Development, House Model, Sociogram, Logical Framework Matrix, Linkages, Planning, Evaluation, Marketing Extension

Some tasks require more time, influence and creative financing than an agent can accomplish alone. By enthusing, empowering and supporting committed Extension Advisory Council volunteers larger tasks can be accomplished. **Objective:** To establish a Union County Farmers' Market (UCFM) where small farmers and large gardeners could sell their surplus vegetables and value-added agricultural products and consumers could purchase locally grown or processed products. **Materials and Methods:** Extension Advisory Council members went through a visioning and commitment process. A task force and UCFM Board were developed. The House Model was used to develop a time-line; informal Sociograms were used to develop a Logical Framework Matrix from which clear Linkages were established. Evaluation of the project was done formally and informally. Florida Division of Agriculture & Consumer Services Marketing Bureau was requested to allocate funds for the WIC/FMNP Florida Farmers' Market Nutrition Program and a countywide farmer certification workshop was offered. **Results:** UCFM opened in the open air in 2002 and was so successful that the community and listening session attendees influenced County Commissioners to purchase a permanent, sheltered location. We are now in our second season (2003) in an ideal, permanent location without having to expend



capital outlay funds. Five farmers were WIC/FMNP-certified and WIC clientele were given over \$6,000 worth of coupons to be used only at the UCFM. Extension Advisory Council volunteers achieved the goal in less time and marketed the Extension Office more efficiently than an agent working alone.

#### **Water for the New Century: A Water School for Polk County Decision Makers (02)**

**J.S. Brenneman\***, Polk/Hillsborough Counties

**Keywords:** water, supply, sources and uses, quality, policy, management

**Problem:** Individuals responsible for developing and implementing water policy at the local level are often overwhelmed by the volume of information needed to make sound decisions leading to good public policy related to water management. **Objective:** To provide decision makers with reliable information related to water issues. **Methods:** "Water for the New Century" was developed to present municipal, county, and regional decision makers with an overview of information available relating to water management issues. Topics included: An Overview of County, State and Federal Initiatives, Agencies Involved in Water Related Issues, History of Florida Water Law and Management, Hydrogeology of Central Florida, Water Sources and Uses, Water Quality Issues, Comprehensive Planning and Water Management, and the Future of Water Management in Central Florida. The course was presented in five two and one half hour sessions and an eight-hour field trip to various water projects in Polk County.

**Results:** Evaluations indicated that participants gained in knowledge an average of 40 percent based on self-appraisal of knowledge level before and after the course. Comments received on evaluations indicated that all participants expect to use the information learned in the course in future decision-making. **Conclusion:** The water school was successful in providing decision makers with information related to water issues that will make them better policy makers in the future.

#### **Rethinking Extension Programs to Fit Local Landscape Ordinances (06)**

**S. Brown\***, Lee County Extension

Recent and forthcoming city and county resolutions and ordinances are designed to affect changes in garden and landscape practices. These directives are intended to moderate the impacts of stormwater runoff from lawns and landscapes and set guidelines for plant maintenance. **Objectives:** To review several city and county landscape related directives and their potential effects on Extension programming. **Methods:** Information on current and future local directives was obtained by phone calls, and face-to-face conversations with Extension agents, city and county employees, and water management and industry personnel. **Results:** These new directives take one of two approaches; required training or no required training. Broward County and the City of Naples require tree trimming and best management landscape practices trainings, respectively. All other municipalities have or are proposing directives requiring no training. The list of ordinances and resolutions are as follows. Fertilizer usage ordinance in St. John County; Tree trimming ordinance in Broward County; Fertilizer usage resolution in Sarasota County; Landscape Certification resolution in Naples; Proposed fertilizer resolution in Sanibel. **Conclusions:** Locally driven ordinances and resolutions are expected to increase with time. In all cases, they present new opportunities for changes in Extension programming and increase the prospect of working closely with local partners. The University of Florida Extension Service responses should be both locally and statewide. As Extension Agents educate local customers, Specialists will need to do research and conduct in-service trainings that are better tailored to local demands.

#### **Worksite Wellness Program (05)**

**K. Bryant\***, Volusia County

A worksite wellness program, the "Volusia County Extension Walking Club," was created to improve employee moral while motivating physical activity. **Objectives:** Create awareness of individual fitness/activity levels; motivate co-workers increase physical activity at their own pace and move towards healthier lifestyles; improve worker moral and teamwork; increase awareness of the impact of individual co-workers health on rest of the staff. **Methods:** Each participant received a pedometer and chart for recording daily steps. In addition, motivational materials were distributed each week during six-week project. Incentives for completing the project included a healthy luncheon celebration at the conclusion of the program where recognition awards were presented.

**Results:** Sixteen of the seventeen employees participated. Daily logs sheets encouraged recording of steps, while pedometers were easy to wear and read. Although only a small number of participants reached the goal of 10,000 daily steps, the pedometer activity generated enthusiasm for physical activity. Lunch breaks often included walks. 100% of the daily logs were returned and 50% completed the whole six week project. Total steps recorded were 3,866,075 with average weekly steps at 8,173. Combined days recorded was 473. The three highest steppers received medals and certificates and a celebratory luncheon was provided for all participants. **Conclusions:** The "Walking Club" encouraged teamwork and worker moral. Individuals became more aware of their own level of physical activity. In addition, the office personnel increased awareness of how their health can affect their co-workers and work output.

#### **Entrepreneurial Rural Project Network: Self-sufficient and Determined Rural Residents Shape Online Telecommunications. (05)**

**L. Carter\***, Cooperative Extension Outreach Programs University of Florida; **S. Harris\***, Cooperative Extension Outreach Programs University of Florida

**Objectives:** Decreasing disconnect between rural residents and online telecommunications. **Methods:** Designed an online telecommunications system, ERPNet, which is personalized to address the needs of residents in our six (6) selected limited resource rural counties in North Florida's panhandle. ERPNet is a content management system that pushes the traditional functions of the web-master to rural business and economic development service providers. This allows providers to design and manage web-based content directly - on-the-spot (respond immediately to needs of residents with information dissemination and direct service delivery). ERPNet also allows input of content (specific crops for sale on a particular farm, new loan provider in the neighborhood, an effective method of treating a pest(s) or disease used by a neighboring farmer, Christmas cakes for sale on a particular date) all the way to the end user level (farmer, cake baker, grant writer, etc.). ERPNet can be accessed from public sites (three currently in place) and home computers. **Results:** Telecommunications

usage by rural residents is proportional to its direct and immediate relevance and utility to their business development/expansion, financing and/or marketing needs. **Conclusions:** Personalized and targeted telecommunications is a sustainable business and economic development tool for rural service providers and residents alike.

#### **Family Food Fairs -Interactive Nutrition Education for Limited Resource Clients (00)**

**M. Chernesky, J. Holman and H. Webb** - Hillsborough County

**Keywords:** Nutrition education, limited resource clientele, grants

A \$49,100 grant by Hillsborough County Health & Social Services funded Nutrition Education for their clients. \$16,000 remained unspent with 6 weeks left in the grant period. **Objective:** To provide interactive nutrition education to limited resource residents from neighborhoods surrounding the County's 5 Neighborhood Service Centers and utilize the funding provided. **Method:** Seven FCE members and 1 dietitian employed for 3 weeks, conducted nutrition counseling, 24 hour recall dietary computer analysis, in-store nutrition tours and Family Food Fairs. The Fairs included displays/exhibits, demonstrations and tasting of low cost, nutritious, easy to prepare foods, recipes, handouts (English & Spanish) and door prizes. **Conclusions:** 127 individuals received diet counseling on weight loss/gain, special diets (low Cholesterol, diabetic, high protein, low carbohydrate, feeding children, fresh vs. canned vs. frozen vegetables, pregnancy and lactation). 105 had 24 hour food recalls analyzed by the computer and 563 children and adults attended the Family Food Fairs. Clients post-surveyed indicated that 68% were serving more vegetables, 45% use recipes given, 41% read food labels. Result - cost \$13,212 and Health & Social Services is considering future funding for other programs.

#### **Volunteer Patterns of FAFCE Volunteers (00)**

**N. J. Conner, IFAS/AEC, T. S. Hoover\*, IFAS/AEC and N. T. Place\* IFAS/AEC**

**Keywords:** Volunteers, professional development, FAFCE

Volunteers contribute substantially to the educational programming and effectiveness of the Cooperative Extension Service. The Florida Association for Family and Community Education (FAFCE) is a volunteer group that works with the Family and consumer Science program area of the Florida Cooperative Extension Service. Currently, there are approximately 3200 FAFCE volunteers in the state of Florida, and their number is declining annually. **Objective:** This study explored the volunteer patterns of FAFCE volunteers, determined the demographic characteristics of these volunteers and Extension agents that work with them, and looked at training efforts provided for agents and FAFCE volunteers. **Methods:** A demographic questionnaire was administered to volunteers and Extension agents attending meetings in Florida Cooperative Extension districts 2, 3, and 4 from January to April 1999. Two hundred seventy-four FAFCE volunteers and 10 Extension agents participated in this study. **Results:** Findings from this study provided useful insight and baseline data on the FAFCE volunteer program. Results showed that FAFCE volunteers and Extension agents experience minimal professional development opportunities in the areas of volunteerism and volunteer leadership. **Conclusions:** Training efforts need to be focused in areas including the mission of the organization, recruitment, educational training and diversity with respect to race, gender and age.

#### **Marketing Techniques Utilized by Southern Region Family & Consumer Sciences Extension Programs. (00)**

**E. Courtney**, Okaloosa County.

**Keywords:** marketing, publicity, brochures, faculty development leave, internet

**Objective:** To survey and study the marketing techniques used at the local level by Extension Family & Consumer Sciences Agents in the Southern Region. This was completed as part of a Faculty Development Leave. **Methods:** Extension faculty not only develop programs, they also must market these programs, in addition to institutional marketing. A survey was developed to assess the training agents had received on marketing, what techniques they used, and whether they were utilizing the internet as a new technique. Surveys and explanatory letters were sent to the Directors/Department Chairs of the twelve Southern states. Directors were asked to distribute to Family & Consumer Sciences Agents in their respective states. One hundred sixty-nine (169) responses were received and tabulated. A review of Extension web sites and other marketing materials was conducted. Interviews and visits with agents in other states were conducted to discuss marketing strategies used at the local/county level. **Conclusions:** Marketing local Extension programs is vital to the success of the program, whether or not any statewide institutional marketing efforts are made. Agents have received limited training in marketing, with the majority of their knowledge coming from "on the job training." District marketing specialists are being used effectively in some areas. There is a great deal of use of the internet for institutional marketing, but not used effectively for local Extension programs.

#### **Pasco County Employee Workshops. (98)**

**B. Crisp\*, Pasco County and J. Pergola**, Hillsborough County

**Keywords:** employee, wellness, stress, time, image

**Objective:** To Target 1500 Pasco County employees, striving to 1) increase knowledge in area of food, nutrition, health, and safety; 2) teach employees to take control and make necessary lifestyle changes to improve life (balancing home and work); 3) reduce health problems related to diet and stress. **Methods:** Coordinated with Pasco County Personnel Department a series of four programs: 1) "Wellness, the Work Place, and You"; 2) "Coping with Pressure in the Work Place"; 3) "Managing Multiple Priorities"; 4) "Sharpening Your Professional Image." Computer-assisted health risk appraisals were completed for employees at a county-sponsored health fair. A free (Healthier Community Initiative) HCI Newsletter was developed to cover ten topics: wellness, dietary fat and cholesterol, vegetarian diets, vitamins and minerals, stress, osteoporosis, food safety, diabetes, fad diets, and holiday eating tips. **Results:** A total of 15 classes were offered at three locations (New Port Richey, Land O' Lakes, and Dade City) with 427 total participants. A total of 115 participated in health risk appraisal assessments and 180 signed up to receive the newsletter series. **Conclusions:** This series of programs has proven very valuable: 1) county employees became new target audience; 2) workshops helped to spread awareness of our programs to employees, as well as administrators; 3) additional funds in budget were obtained to

support programming efforts; 4) evaluation tools provided feedback to personnel office as to knowledge gained, usefulness, and quality of programs; 5) county saved many dollars by utilizing Extension services rather than contracting with outside agencies.

#### **Pasco County Employee Workshops - "Team Building". (00)**

**B. Crisp\***, Pasco County and **J. Pergola\***, Hillsborough County.

**Keywords:** employee, self-improvement, training

Betsy Crisp and Joe Pergola have been teaming up for the past five years to present a continuing series of workshops for 1600 Pasco county employees. The most successful so far has been this program on team building. **Objectives:** Participants will learn to identify benefits. Characteristics of an effective team; will assess the strengths and weaknesses of their current team; will develop good communication and problem-solving skills; and will practice methods for achieving better working relationships among team members. **Methods:** A series of 4 programs were offered at several locations across the county. Each program was 2 hours long. The first program was based on "True Colors," a program to help identify different personality characteristics and how they can each contribute the total group in decision making and other tasks. The second hour covered leadership styles in a "Tower Building" exercise; a review of communication techniques; and a "Problem Solving" group activity. **Results:** A post, the pre-evaluation survey was conducted of the 119 participants. Overall, the evaluation indicated that participants used many of the skills being taught "about half of the time" and after the program they indicated that they would use the skills "often." Conclusion: The program has increased awareness in the participants and can be characterized as an unconditional success! Word of this success made it necessary to schedule 4 more classes to serve Pasco County employees, as well as repeat the program to District Florida Recreation and Parks Association meeting.

#### **"Men & Women in Conversation" - Pasco County Employee Workshops (01)**

**B. Crisp\***, Pasco County and **J. Pergola\***, Hillsborough County

**Keywords:** employee, self-improvement, relationships, training

Betsy Crisp and Joe Pergola have been teaming up for the past 6 years to present a continuing series of workshops for 1650 Pasco County employees. One of the newest and most innovative so far has been "Men & Women in Conversation." **Objectives:** Participants will become aware of individual (men & women) differences and learn the necessary communication skills to improve relationships in the workplace. **Methods:** A series of 4 classes, 2 hours each, were offered across Pasco County during May, 2000. The first hour included a skit, "You Just Don't Understand!" and a "Gender Awareness Activity." The second hour reviewed how men & women react in business situations, a review of basic communication skills, and a group activity (discussion of reactions to different office scenarios). **Results:** Participants reported by survey (on a scale of 1 to 5): satisfaction with program 86% (score 4-5); increased knowledge 71% (score of 4-5); behavior change/will use 83% (score 4-5); and 90% would recommend this program to others. **Conclusions:** This program stresses that people are different and that we need to be aware of and appreciate these differences. Using good communication skills is the key to developing and maintaining good relationships in the office as well as at home.

#### **Be Prepared for Meetings: How to Lead Productive Business Meetings (03)**

**B. Crisp\***, Pasco County; **J. Pergola**, Hillsborough County

**Keywords:** meetings, business, employees, communication

Pasco County experiences high turnover and trouble filling vacant positions due to traditionally lower pay than similar jobs in neighboring counties. As a result, current employees feel over-worked and under-paid. Morale is low. By participating in this annual series of programs, on company time, employees feel better about their jobs, improve communication, and become more productive. **Objectives:** Participants will learn to: 1) structure & design meetings that accomplish goals; 2) plan & organize productive meetings; 3) encourage participation & maintain pacing; 4) keep on track & control problem participants; 5) get results & close on schedule. **Methods:** Two agents co-presented 6 classes. Through PowerPoint presentation and 3 group activities, participants learned how to make the meetings they lead or attend more productive. **Results:** A total of 51 attended. Surveys showed that participants (91% average) learned to the importance of using an agenda, establishing a time frame, and providing information in advance. New behaviors they would most likely adopt were: use a meeting checklist (74%) and assign bin issues (68%). A 4-month follow-up survey showed that 82% were reframing conflicting concerns and getting feedback from attendees. **Conclusions:** This is the 6<sup>th</sup> year that Extension has provided employee training. All programs have been well-received. A total of 3 or more topics were taught each year, presented 6 times at various locations across Pasco County, reached an average of 200 employees. They are a benefit, both to attendees and government, as well as a bargain since these programs are provided *free of charge!*

#### **Quality Customer Service (04)**

**B. Crisp\***, Pasco County Extension; **J. Pergola\***, Hillsborough County Extension

Crisp and Pergola have been developing and presenting employee workshops for Pasco County for the past eight years. Other counties are now requesting services. When Manatee County government requested training for their employees, these two Extension faculty teamed up again to teach "Quality Customer Service." **Objectives:** Participants will learn to: 1) present themselves in a professional manner; 2) show concern for their customers; 3) make good first impressions 4) become aware of body language; 5) and develop communication skills to deal with difficult people. **Methods:** Extension faculty co-presented two classes (am + pm). Through a PowerPoint presentation (38 slides) and a short 14-minute video, "The Guest," participants learned to improve customer service skills. **Results:** A total of 60 attended. Surveys (57 completed) showed: customer satisfaction 83% rated above average (4) or highest (5); knowledge gained with average scores from 3.7 to 4.0 (on a scale of 1 to 5) on the 3-Cs of customer service, telephone skills, calming customers, and positive attitude; scored 4.1 average in plan to use these skills. **Conclusions:** This program was so well received by Manatee County employees, the human resource department wants to repeat

classes again this year. Word has now spread to Hardee County. These programs are not only a benefit to the employees but also a valuable savings to employers since these educational programs are provided *free of charge!*

#### **Perceived Job Satisfaction and Self-Efficacy of 4-H Professionals (02)**

**P.M. Davis\***, Bay County; **B. R. White**, Auburn University, **W. Spencer**, Auburn University, **N.J. Vandyke**, Auburn University, **R.C. Wilson**, Auburn University.

**Keywords:** 4-H, Job Satisfaction, Self Efficacy

The research problem of this study was to determine the perceived job satisfaction and self-efficacy of Extension 4-H professionals while evaluating characteristics to identify successful, satisfied 4-H professionals. Findings of this study could influence Extension Administration in determining ways to assist 4-H professionals with their perceived self-efficacy and job satisfaction. **Methods:** A research instrument was developed to conduct a national survey (356 professionals, from 31 states) of 4-H Extension professionals' perceived self-efficacy and job satisfaction. Independent variables included personal characteristics and work-related characteristics for multiple regression models. Canonical correlation models were used to determine if the independent variables of personal characteristics and work-related characteristics had statistically significant (.05) effects on the Job Satisfaction Survey (JSS) facets for job satisfaction (dependent variables). **Results:** Both the composite and facet job satisfaction scores were similar with regard to work-related and personal characteristics. Recurring themes in almost every person's response were that they enjoyed working with people and flexibility of the job. Respondent enjoyed setting their own schedules, the type of program offerings, and the ability to be creative. Least liked themes that occurred were the amounts of paperwork, pay for job expectations, long hours, too many nights and weekends, and an overwhelmed feeling. Administrators who did not understand the county level work or did not communicate with the counties were also noted as less desirable.

#### **Extension Assists With Mayor's Neighborhood Program (97)**

**T. B. DelValle\***, **M. J. Halusky**, **D. M. Dorschel**, Duval County

**Keywords:** urban horticulture, city government, teamwork, neighborhoods, volunteers, minorities

Jacksonville's Mayor Delaney developed a neighborhood program with three initiatives which include 1) Clean It Up/Green It Up, 2) Intensive Care Neighborhoods and 3) \$100,000 Matching Neighborhood Grant Program. The Mayor also pledged to plant 1 million trees over 5 years. All departments in city government developed a plan of how they would tie in to this program. **Objective:** The Extension Office proposed to provide landscape expertise to assist in efforts to enhance the community, assist with community building by establishing 4-H clubs and school enrichment programs, provide health fairs and educational classes on nutrition and provide newsletters/classes on parenting skills. **Methods:** Extension promoted tree planting information via mass media; conducted neighborhood workshops, assisted with landscaping projects at schools/neighborhoods/Habijax/Paint-the-Town, assisted with tree giveaway, monitored nursery tree sales, recruited volunteers to establish 4-H clubs, contacted teachers to use 4-H experiential teaching methods, offered health fairs, held teen parenting classes and recruited families for EFNEP. **Results:** As a result of a teamwork approach with city government, 220,000 trees were planted in the first 15 months. Extension provided leadership to landscape improvements for 40 homes in targeted neighborhoods. Seven community 4-H clubs were established. School enrichment groups learned public speaking techniques and the importance of seat belt safety. 383 families were enrolled in EFNEP and 220 teens were reached through 26 teen parenting classes. **Conclusions:** Because of a team approach with city government and neighborhoods, families are working together to improve their living conditions, thereby creating a safer and more beautiful community.

#### **Staying Light on Your Feet: CCE'S Response to Youth Violence (99)**

**S. G. Fisher**, Partnership Programs, UF; Cornell Coop Ext

**Keywords:** youth, organizational response, technology, public issues

**Objective:** Within six days of the tragic event in Littleton, Colorado, CCE responded! School personnel, parents, youth, and community leaders learned strategies for preventing similar types of youth violence and to relieve growing stress. "Not In My School; Not in My Community", a two hour satellite broadcast and a related web site were designed and produced. The broadcast featured a nationally recognized Cornell faculty member who had just completed a study of youth violence and representatives of a NY community that had instituted a character education program. **Methods:** A quick response CCE faculty and technology team was assembled within 24 hours; program leadership was established; clear program outcomes were outlined. Electronic technology was used to announce the broadcast and the new web site within New York and nationally. County Extension staff invited key program partners to the broadcast down link sites so local dialogue and planning could begin. **Results:** Based on questions submitted during the Q&A portion of the broadcast, follow-up requests for information from the web site and sale of broadcast tapes, it is estimated that the broadcast was viewed in 25 states. Based on participation of Cornell and county Extension staff in follow-up conference calls, a statewide CCE programming initiative is now being developed. **Conclusions:** Participant responses indicated that the information was useful in developing local programs. Organizationally, CCE learned a number of lessons enabling the system to become even more "light on our feet" and ready to respond to serious youth crises on a timely basis. Important among the lessons is to have a team of "ready" community based program partners.

#### **Learn More Than a Language Through International Studies (06)**

**E. Foerste\***, Osceola County Extension

**Objectives:** Osceola County demographics have changed significantly during the last few decades with nearly 40% of the population is of Hispanic origin. New residents bring with them rich culture including language, customs, foods, art and attitudes. Familiarity with different cultures provides insight that can lead to better understanding and opportunities to meet educational needs of this growing target audience. The objective was to learn about aspects of Hispanic culture as a starting point for designing effective natural resources programs. **Methods:** This faculty member participated in three UF Spring Break study tours as well as attending an intensive Spanish language school while living with a Costa Rican family. Funding was provided through faculty awards

programs, Extension Professional Development Mini-grants and International Programs grants. Courtesy faculty are not eligible for UF faculty development leave, but the county authorized professional time and administrative leave for part of the study period.

**Results:** Participation in an international experience provided more than language training. Lessons learned include a greater respect and appreciation for newcomers to our culture. The Spanish language is complex. The Costa Ricans are friendly and proud and hard working. Their political system is similar and they are facing corruption issues as well. Lifelong friendships were created as well as everlasting memories. Contacts were established for continued educational programs in aquatic science education and sustainable development and green construction. Plans are underway for a Florida Marine Science Educators Tour as a result of this visit. **Conclusions:** International study is a valuable personal as well as professional experience.

### **International Extension Programming (03)**

**L. A. Gary\***, Hardee County

**Keywords:** international programs, livestock, training, demonstrations

Extension programs often address situations that are not unique to a particular region, state or country. International Extension efforts can be highly rewarding for both the agent and the foreign nationals involved. While there may be language and cultural barriers to overcome when dealing with foreign countries, the outcomes of these programs can be impressive. **Objectives:** To provide Extension faculty with the opportunity to become involved in international Extension programs. To develop an international Extension program aimed at improving dairy and sheep herd health management in remote villages of Azerbaijan by teaching farmers appropriate U.S. Best Management Practices. **Methods:** Three, twenty-one day trips were taken to remote villages in Azerbaijan to train refugees in herd health management and parasite control. Demonstrations were conducted on local livestock immediately followed by the farmer demonstrating his ability to perform the task. Nine newspaper articles were written and 115 presentations were made describing the internationalization of Extension programs and resulting improvement in livestock performance. **Results:** Twelve, one-day seminars were conducted in remote villages in Azerbaijan. Three hundred and fifty farmers were trained in herd management and parasite control techniques. In excess of 16,000 head of livestock were dewormed following fecal sampling. Over 6,000 local citizens were made aware of Extension efforts in international agriculture. **Conclusions:** Extension type demonstrations and hands-on training are effective teaching methods which help to overcome language and cultural barriers in third-world countries. Internationalizing Extension programs has increased public awareness and expanded local clientele base.

### **Putting The T.E.A.M. Back Into Your Shared Drive. (06)**

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

**Objectives:** Is your team frustrated about information retrieval and storage in your current IT system? Is it difficult for issue-based teams to quickly group, efficiently communicate to solve the problem and swiftly disband while leaving the products of their labor in an easy-to access location? If the answer to these questions is 'yes', you're faced with a situation that is just plain old work not teamwork. **Methods:** Sharing knowledge and information is critical in the successful operation of any Extension office. With the value added nature of extension education today many programs overlap. Providing access to this interconnected information is critical when working as a team. The sharing and management of all information becomes even more important and more difficult as the size of the staff increases and as turnover occurs. Put some T.E.A.M. into your shared drive during this fastpaced review of the real-life overhaul of an unmanaged shared drive that was unorganized, out of date and difficult to use. **Results:** During this session, participants will learn to *Test* their current shared drive for efficiency and ease-of-use, *Evaluate* current and anticipated shared drive needs, *Activate* teams to design standard formats and guidelines, and *Manage* the file and folder migration process and continuing upkeep. **Conclusions:** Techniques from Saturn's team-based training and the presenter's 12 years as an Extension agent and director will be combined with his 10 years of experience as an IT manager for over 300 users in an agri-business setting. Develop some real solutions to real life Extension information problems.

### **Using a Checklist Tool Improves Program Preparation, Presentation and Evaluation (05)**

**D. Goode\***, Columbia County

**Objectives:** There are a several steps involved with preparing, conducting, evaluating and reporting our educational programs. It is not enough to decide on a topic and hope someone shows up for our programs. For new agents, this total process is a big hurdle to take on from the start. Consistency helps avoid mistakes and missed opportunities to promote our programs and meet clientele needs. **Methods:** A checklist was developed to assist with the many decisions and activities in the process of delivering educational programs. These steps have been grouped in the broader categories of planning, promoting, preparing/setting up, conducting/evaluating, shutting down/ clean-up, after the meeting closure, and recording contact and budget information. **Results:** Without the checklist, parts of the educational program process were "slipping through the cracks." The checklist helps guide the agent in the many steps from program promotion to final reporting and follow-up. **Conclusions:** Using a checklist can help Extension Agents improve the total process of delivering educational programs to meet clientele needs. In today's world of accountability and reporting, it helps to have a form to capture the educational process and the impacts of our programs.

### **Master Gardener Program Management (99)**

**P. Grace**, Putnam County

**Keywords:** master gardener, volunteer management.

The majority of counties in Florida have active Master Gardener programs. Some are successful, some are not. Most are some where in between, i.e. successful in some areas but not in others. The **Objective** of this ongoing study is to determine effective methods of managing a county Master Gardener Program. **Methods:** Various strategies have been tried over a period of nine years to manage Master Gardener volunteers. **Results:** The current management system which includes a mission statement, carefully identified activities, yearly job sign-up, reminder notices, regular ongoing educational programs, regular communication, opportunities for socialization and volunteer recognition has proven an effective management system for Master Gardener

volunteers in Putnam County. Effectiveness is determined by number of hours contributed by volunteers, successful completion of assigned tasks, impact of programs on county residents and satisfaction of the County Agent and the volunteers with the program. **Conclusions:** County Master Gardener programs have the potential for great success when effective management methods are employed in the program.

#### **How I Count My Beans (AKA: Keeping Track of Data for the FAS) (02)**

**P.E. Grace**, Putnam County

**Keywords:** Reporting, accountability.

Keeping track of data and numbers for reporting in the current IFAS Faculty Accountability System (and the past Report of Accomplishment) can be confusing, frustrating and time consuming. A number of years ago I spent some time developing a system by which I could keep track of my data. **Objective:** To develop a system which would allow for relative ease and efficiency in keeping track of and recording data. **Methods:** I determined what data was needed for the report and how best to track it. Some data needs to be recorded daily. I developed tally sheets for this. Other data needs to be recorded following educational programs, field visits, meetings, etc. I developed simple methods for doing this. Since Putnam County requires a monthly report of activities, I selected a monthly interval to tally and enter data. I designed a multi-page spreadsheet in "Excel" in which to do this. At the end of the year, the program automatically tallies data in the manner in which I have programmed it to do so. **Results:** I have created a system, which enables me to "count my beans" effectively and efficiently. This system has significantly improved my mental health around FAS time.

#### **Personal "Sustainability" (05)**

**P. Grace\***, Putnam County

Most of us are familiar with the concept of environmental sustainability. However, there is a broader definition of sustainability which includes social and economic sustainability as well. Social sustainability includes taking care of our health so that we can continue to be productive in our personal and professional lives. Many Extension Agents, including myself, often find themselves overwhelmed by the demands of the public, volunteers, advisory committees, administration, co-workers and themselves. These numerous and constant demands and the inability to meet them all can cause considerable long-term stress and related health problems. We seldom, if ever, take the time to think about what we are doing and why we are doing it. **Objectives:** To discover what I actually should be spending my time doing. **Methods:** Initially, taking a planned "time out" to assess current activities, rethink personal and professional belief systems and ask, "What am I actually supposed to be doing?" The more simply we can express the answer to this question the better. Then following up on a weekly basis with the question, "Am I doing what I decided I'm supposed to be doing?" **Results:** Taking the time to ask important questions can help us prioritize which ultimately allows us to be more effective, get more enjoyment and satisfaction from our work and lead healthier lives. **Conclusions:** To insure personal sustainability, busy Extension professionals should set aside time on a regular basis to ask themselves, "What am I actually supposed to be doing and am I doing it?"

#### **Bridging the Gap of Isolation: A Grant-Funded Community Youth Development Project. (98)**

**H. Grant\***, Gadsden County, **D. Miller**, 4-H Youth Development, and **S. Fisher**, Partnership Programs

**Keywords:** youth-adult partnerships, community asset mapping, rural communities

Geographically and economically isolated areas face particular challenges in making a full range of opportunities and resources available to youth. In the Fall of 1997, a Gadsden County community was one of ten sites selected nationally to participate in "Bridging the Gap" (BTG), a three year project funded by the DeWitt Wallace Reader's Digest Fund. **Objective:** To help rural, isolated communities grow and develop in ways that positively support youth development and promote understanding and respect for diversity in ways that include all youth and adults of the area. **Methods:** With the leadership of National 4-H Council, training and support for the local 4-H agent were provided on a continuous basis. To guide the project, a Vision Team of youth and adult members from the Greensboro community was established. National training conferences were conducted with representatives from all ten sites. Participants learned philosophies and methods in community building, methods in community asset mapping, how to use community data in planning and promoting change, and group facilitation and mediation skills. **Results:** Greensboro's BTG Vision Team has demonstrated skill in asset mapping and is now working with local leaders and investors to develop a new community center in cooperation with several organizations. **Conclusions:** In the project's final year, the Vision Team will identify another community and repeat the successful development process. The results of this R & D project are being documented by outside evaluators and will be shared by National 4-H Council through documents and training at the conclusion of the three-year project.

#### **Jefferson County and FSU-URP Cooperate for Sustainable Development Assessment (97)**

**L. Halsey\***, Jefferson County and **I. Audirac**, FSU Regional/Urban Planning

**Keywords:** sustainable development, regional planning, environmental safeguard, rural, community

Jefferson County enjoys a rich history and a distinct cultural heritage, a high-level rural quality of life. The community is experiencing a declining agriculture and a stagnated economy. Growth is anticipated, principally as a bedroom community for Leon County/Tallahassee. There is strong sentiment within the community that growth and development be constrained by preservation of cultural/ethnic/historic heritage and by safeguards for environmental quality. **Objective:** To provide Florida State University Regional and Urban Planning students a □real-world□ environment for exploring sustainable development concepts while sharing their findings with leaders of the county. **Methods:** Students were grouped (3-5 per group) and assigned a three week project in spring semester, 1996 and 1997. They were instructed to research the county through visits and review of published materials. The CED, president of the Chamber of Commerce, County Planning Administrator and other community/county leaders presented information about the county, in on-campus classes and in Saturday seminars in the county. Students were required to prepare a project related to sustainable development in the form of a written course paper. **Results:** Students submitted assessments and

recommendations for a Sustainable Future for Jefferson County/Monticello. A total of nine student team reports were prepared for the instructor with copies for the county. **Conclusion:** Local planners, agencies, and community organizations received valuable (but no-cost) input equivalent or superior to that of development consultants, in seeking development projects while students received experience. For many, this was their first exposure to a small rural community and to the Cooperative Extension Service.

#### **Abstracting the Abstracts: A Decade of Florida Cooperative Extension Service Programs (97)**

**L. Halsey**, Jefferson County and **J. Breman\***, Union County

**Keywords:** Extension, professional development, abstracts, electronic publishing

Florida Associations of Extension Professionals - FAEP - (including ESP, FEA4HA, FACAA, FAEFCS and Sea Grant agents) in 1987, initiated the presentation of extension programs at their annual meetings, with a published series of abstracts of those programs. The program continues. **Objective:** A combined publication of abstracts from the decade 1987-1996 in print and electronic form as a professional development tool and a means of public accountability, with an analysis of participation by extension professionals. **Method:** Printed copies of abstracts were scanned into word processor form, consolidated by author, by year, by association. The resulting collection was formatted and reproduced as a word processor file (WordPerfect 6.0 and ASCII). The file was reproduced on disk for distribution to each county. The file is being tagged in HTML for mounting on the FAEP world wide web Internet site as it is developed. **Results:** During the decade, 431 abstracts were published, representing 669 contributors, with 317 individuals, omitting duplication. Participation peaked in the second year, with 61 abstracts. FAEFCS sponsored 144 presentations, the largest among the four associations, but has experienced a marked decline in the past five years. 30-40 programs are presented annually. **Conclusion:** The electronic re-publishing of the abstracts provides a repository of program ideas, methods and analysis that may be shared over a wider spatial and temporal range, including new-hire professionals in Florida and extension professionals in other states. The collection provides a concise, diverse view of Extension programs in Florida to assist UF/IFAS and FCES in documenting program accountability.

#### **Virtual Samples with Digital Cameras for Crop Diagnostics. (98)**

**L. Halsey\***, Jefferson County; **J. Fletcher\***, Madison County; **J. Xin**, **H. Beck** and **F. Zazueta**, Information Technology

**Keywords:** diagnostic, digital image, camera, internet, object database

A digital picture is worth a thousand words and several million pixels. Advances in digital cameras and Internet communications provide easy, efficient, effective identification of problems supporting agents and their clientele. **Objectives:** To facilitate submission of diagnostic samples using digital images. To shorten turn-around time for samples. To provide an archive which enhances future diagnoses. **Methods:** In March, 1998, a few agents and specialists began a trial of digital photography for diagnostics and identification of crop disorders. UF/IFAS Information Technology developed a net-based form for submitting digital "samples." Software captures images and descriptive data sent by agents, then routes the "virtual sample" to specialists. Diagnostic results are collated with images, then sent back to the agent. The two-way traffic of information is captured as a searchable object database, building a rich, extensive archive of images. **Results:** A Java applet was developed which transmits large digital files quicker than e-mail attachments. A model was reviewed by specialists and agents. The test group reviewed photo techniques, compression standards, digital camera features. Specialists have received images, identified problems and responded in a matter of minutes. Even where "real" (biological) samples are submitted, pictures of the sample, its field distribution and the milieu or environmental context provide a valuable diagnostic aid. **Conclusion:** Use of digital imagery immediately went beyond insect and disease identification. The operationalized archiving concept allows shared images for all extension programming and accountability. The development group will present the project at the 7th International Computer Conference in Agriculture.

#### **Digital Diagnostic and Identification System (DDIS) (99)**

**L.A. Halsey\***, Jefferson County; **J.H. Fletcher\***, Madison County; **J. Xin**, **B. Sevier**, **H. Beck**, **F.S. Zazueta**, IFAS/IT; **T. Momol**, **R.K. Sprengel**, NFREC-Quincy; **P. Vergot**, DED (I)/NFREC-Quincy.

**Keywords:** diagnostic, digital, image, camera, LE-Adapter, microscopy, Mavica

A web-based framework was conceived, software developed and procedures/techniques refined to handle digital crop and livestock diagnostic samples. Development of Distance Diagnostic Identification System (DDIS) was presented at 1998 FAEP meeting. DDIS is the combined effort of county agents, state specialists and technical staff of IFAS Information Technologies. **Objective:** To enhance the basic DDIS project through magnified images of acceptable quality from digital microscopy at lowest possible cost. To introduce the system in Florida Extension using pilot counties and through agent/specialist training. **Method:** Dean for Extension provided \$30,000 for pilot project employing microscopy. Steering committee (mainly these authors) evaluated hardware and selected agents in ten counties to pilot the use of stereos (dissecting) and compound microscopes. Other state digital diagnostic projects use RGB video cameras and digital capture devices. Committee selected Sony Mavica FD91 as digital camera component, using LE-Adapter to mount on scope oculars. Numerous, varied training sessions, with demonstrations and hands-on experience, were conducted. **Results:** Direct digital images were found satisfactory for identification. Site cost for camera/adaptor unit was less than \$1,000, and \$1,250 for stereoscope. Fungal structures were identifiable with images from both microscopes. System was released to all county ag/natural resource agents, all diagnostic specialists. Extensive introduction at Field Days, In-service Training, Soil & Crop Science Society, NACAA and others conducted throughout year. **Conclusion:** A pilot project, with integrated accountability documentation, was implemented to provide efficient, effective diagnostics of animal and plant pests, physiological disorders and identification through field and microscope images. During the pilot, live samples should accompany DDIS submissions.

#### **Digital Images and the Photographic Process for DDIS (00)**

**L.A. Halsey\***, Jefferson County; **J.H. Fletcher\***, Madison County; **J. Xin**, IFAS Information Technologies, Gainesville.

**Keywords:** distance diagnostics, technical photography, imagery, sample quality assessment

Distance Diagnostics and Identification System is a web-based process introduced in 1998 for communicating data for identification of pests and plant disorders. Agents' goal in using DDIS is to provide specialists with necessary and sufficient digital images with text descriptions, to make quick, accurate diagnoses. As DDIS moved from pilot to full implementation, effectiveness was assessed. **Objective:** To assess DDIS use patterns, and provide assessment-based training to users. **Methods:** Analysis of use (ver 1.1) by reviewing e-mail traffic and DDIS samples, spring, 2000. Successful outcomes were noted and nature of images (photo content and technical quality) was qualitatively evaluated. **Results:** Of 67 DDIS inquiries, there were: 22% positive, 27% tentative, 51% negative identifications or diagnoses. Majority were addressed to PDC-NFREC/QCY and Herbarium. Samples originated from 15 agents. Five agents with 5 submissions constituted 70% of samples and of non-negative outcomes. Photo quality in many cases was poor, indicating significant need for training in photographic technique. DDIS team developed two instructional presentations that were presented at ISTs during 2000, and scheduled for others in 2001: Getting the Image (Halsey) and Processing the Image (Fletcher). Photo content, technique and image postprocessing runtime tutorial presentations and FAQs were added at DDIS website <<http://ddis.ifas.ufl.edu>>. **Conclusion:** For DDIS to be an effective extension tool, more agents will need to submit more samples of higher quality to more specialists. The system must continue to evolve based on user experience. DDIS, FL131 Design Teams must continue to offer custom-fit user training, based on observed and expressed needs.

#### **Improving Quality of Digital Images for Distance Diagnostics (06)**

**L. A. Halsey\***, Jefferson County Extension; **T. L. Friday\***, Santa Rosa County Extension; **T. M. Momol**, North Florida Research & Education Center; **J. Xin**, UF/IFAS Information Technology

A review of agent-submitted samples to the Distance Diagnostics and Identification System (DDIS) with associated digital images reveals widely varying quality of photos. Specialists indicate on DDIS reports that many samples could not be successfully identified or diagnosed due to poor photo quality. Improved image quality became a high priority training focus for the National Plant Diagnostic Network Training and Education Committee. **Objective:** Provide training through numerous media to improve digital photograph quality. **Methods:** Published technical photography tips and experience of the authors in traditional and digital camera techniques were assembled. Photo content essential for ID or diagnosis was suggested by specialists and diagnosticians. Example photos from DDIS submissions showing good, bad and ugly results were collected. All were combined in PowerPoint and printed fact sheet formats for direct use and mounted on websites for agent reference. Similar tips have been submitted for the Content Management Systems being developed by UF/IFAS IT and NPDN for web-based agent access. As new technologies evolve such as direct capture cameras, materials have been updated. **Results:** Florida specialists indicate a modest but noticeable improvement in photo quality. **Conclusions:** Materials for training agents were included in In-Service Training in several states, distributed at two NACAA annual meetings and presented at the May, 2006 UF/IFAS Extension Symposium.

#### **Learning About Professional Development Leave, A Guide to the Sabbatical (02)**

**C.M. Higgins\***, Columbia County

**Keywords:** professional development, sabbatical

Many extension agents are unaware that professional development leave can be obtained through the University of Florida. Most agents believe that professional development leave can only be used to obtain advanced degrees, which is not the case. Professional Development Leave or sabbatical is definitely a "perk" that agents can apply for and possibly receive as a faculty member of the University of Florida. **Objectives:** Demonstrate how to go about writing and possibly receiving a paid professional development leave from the University of Florida. Clarify misconceptions concerning professional development leave. Encourage agents to apply for paid leave. **Method:** Show and discuss guidelines/ rules and regulations to interested faculty at FAEP in September. Encourage faculty members to apply for professional development leave. Discuss possible different projects that could be accepted by the committee. **Results:** Faculty participating in discussion will understand the steps to take to apply for paid faculty development leave.

#### **Florida 4-H Shooting Sports Program (05)**

**W. Hill, Jr.\***, Polk County

4-H Shooting Sports is one of the fastest growing programs in 4-H today. In addition to teaching youth concepts related to shooting safety and firearm responsibility, the curriculum offers opportunities for youth to develop important life skills such as citizenship, leadership, sportsmanship, ethics, critical thinking, and an appreciation for nature. 4-H Shooting Sports is a community-based, volunteer-directed, family-oriented activity that emphasizes hands-on learning. **Objectives:** To provide the leadership and management of the 4-H shooting sports program. This includes training, curriculum development, program oversight, youth activities, donor relations and image enhancement. **Methods:** Over the past five years, members of the group have planned, coordinated and taught statewide, regionally and district-wide. There have also been two in-service trainings for agents. The group has provided information upon request on how to start a shooting sports club, planned and implemented the state shooting sports/sport fishing camp, state matches and opportunities for youth to participate in the National 4-H Shooting Sports Competition. **Results:** Facilitated and conducted twenty hours of training as requested by counties and districts (464 volunteers certified from year 2000 through 2004). One thousand one hundred forty four (1,144) youth participated in 4-H shooting activities. **Conclusions:** Significant impact was realized. The 4-H Shooting Sports program is the fastest growing program in the state. Information continues to be given out to agents and volunteers weekly.

#### **"Toot Your Own Horn" Understanding FAE4-H Awards and Recognition (05)**

**J. Hink\***, Pasco County, **R. Gore\***, Brevard County

**Objective:** To educate members on the awards process. Members will be provided information of the opportunities to gain recognition for the work they do in their program. To further identify the bar of quality that exists for work to be merited for recognition and to educate members on the ease and simplicity of the system to submit their accomplishments for recognition. **Method:** Negotiating the maze of recognition application is relatively painless and simple. It requires being familiar with the awards



programs to be sensitive to how an individual agents programming might be in harmony with an award recognition area. It requires setting aside organizational time to complete an awards packet for submission by specified deadlines. As well as becoming familiar with past award winning programs in order to identify the bar for quality in programming helping recognize the merit in their own program efforts. **Results:** Agents will be able to gain an understanding of how to evaluate their programs for excellence in programming. They will understand the recognition awards that are available and learn how to easily assemble their awards packet in a timely manner for submission. **Conclusions:** 4-H Youth Development Life Skill Programming efforts conducted by extension educators is one of the most demanding Career Areas in the extension family. It also attracts personalities that are humble and shy about pursuing recognition for themselves. After learning about the opportunities that are available and the ease of applying, members will feel more comfortable about attempting to "toot their own horn" about their program areas.

#### **The Extension 4-H Evaluation Study: What Do Youth Think about their Local 4-H Program? (06)**

**J. Hink\***, Pasco County Extension; **S. Wilkens\***, Seminole County Extension; **C. Wyatt\***, Hardee County Extension; **J. Jordan\*** and **K. Fogarty\***, State 4-H Specialists, FYCS.

**Objectives:** The goal of the presentation is to share how a statewide evaluation system can assist agents with program evaluation and accountability. 4-H program features (volunteers, types of programs) influence positive youth development – notably life skills. Environments that foster positive youth development have notable features. Ideal settings for youth are those that provide: a sense of emotional and physical safety; structured activities; supportive relationships; positive expectations of behavior; opportunities for empowerment; established connections between youth and adults; and life skills development. **Methods:** A statewide evaluation tool was made available to county faculty in the fall of 2005 to evaluate 4-H community club programs. Measured youth life skill outcomes included: *decision-making; communication; relationship skills; and leadership/service skills*. More important, how volunteers and delivery of programs (camping, after-school programs, clubs, etc.) influence life skill development among youth will be shared through presentation of evaluation findings from 628 youth participants representing selected counties around the state. **Results:** Life skills were stronger among youth who attended clubs and other delivery systems with greater frequency. Ultimately, frequency, intensity, and duration of programming, as well as the degree to which volunteers foster an environment conducive to positive youth development, all positively influence life skill development. **Conclusions:** Helping youth professionals use evaluation information to sustain or improve programs is critical to improving environments for youth. The presentation will conclude by sharing how data can be used to improve marketing, training, and volunteer/staff development as well as accountability for sustainable youth programs.

#### **Using A Dollar Approach to Describe Program Values (97)**

**D. Holmes**, Marion County

**Keywords:** monetary value, program impact, advisory committee

**Objective:** Extension has been challenged to prove the value of the return of Extension programs for the dollars invested. Officials have begun to expect communication of program values in dollar terms. **Methods:** Each faculty member prepared a bullet statement relating the monetary value of one program. The statement included the dollar value of the program, the program objective and how the monetary figure was determined. This information was compiled on one page to reflect the total county effort. Monetary returns were listed on the left of the page with the program description and benefit to citizens on the right. A brief description detailing the purpose of Extension and the nature of the cooperative venture headed the paper. Each overall advisory committee member was asked to select either a county commissioner or state legislator to work with. Advisory committee members were briefed about programs listed and were asked to share this information with their decision maker, either through a phone call, mailing the paper with a handwritten note or preferably through a personal visit. The information was also provided to County Administration. **Results:** Use of monetary values to describe impacts of Extension programs has been positively received by political decision makers in two counties. Administrative officials in these counties also expressed satisfaction with this approach. Their appreciation for the value of extension programs was increased through these efforts. Faculty members found value in determining how a program might be measured fiscally. **Conclusions:** To compete effectively for funding, Extension must relate the dollar value of programmatic efforts to political and fiscal decision makers and citizens. Design of a simple, one page summary, and involvement of advisory committee members has proven an effective method for accomplishing these tasks.

#### **Human Capacity Development Project in South Africa (Part of the BI-National Commission between the United States and Republic of South Africa) (00)**

**B. A. Hughes**, Seminole County

**Keywords:** human capacity development, rural and female leadership development, South Africa

**Objectives:** Conduct training and assessment in rural communities in Kwazulu-Natal and Northern Province, South Africa. Provide training and assistance for tropical programs and activities. **Methodology:** Initial directive by USDA in Washington for this project was to teach leadership development priority and goal setting skills and networking to tribal people in rural/poor areas of South Africa. In order to be able to communicate with rural people, meetings first were held with the National Department of Agriculture, Provincial Governments, Tribal Leaders, and Extension Administration. They set their highest priority as food preservation skills as opposed to leadership development. **Results:** 36 hour Train-the-Trainer classes were provided to 70 rural leaders. Extension offices were given basic equipment, handouts and book resources for project continuation. Leaders were given resources to teach five more families in each subject matter area. Approximately 1,050 hands-on training programs will be provided to families. A solar project book was developed and a cookbook is currently being translated into English and Zulu. Women have the opportunity to take on more leadership roles. **Conclusions:** Our IFAS website has much to offer developing countries throughout the world. It is important to learn culture, learning needs and expectations of the people you are targeting to help. Informal needs assessments of your specific clientele can help determine targeted programs that may provide their best resources. AFRICARE and the National Department of Agriculture have determined they are going to continue and expand these programs in other provinces with South Africa.

### **Mobile Tools and Geographic Information Systems for Management and Education (03)**

**C. E. Hutcheson\***, J.M. Jeter, Palm Beach County

**Key Words:** mobile computers, GIS, education

Palm Beach County CES is using GIS and hand-held computers to manage the Mounts Botanical Garden and to deliver horticultural information to the public. A survey finds high public acceptance of hand-held computers as information delivery tools. **Objective:** To explore the value of GIS and hand-held computers in managing a horticultural teaching garden and delivering information to the public. **Methods:** An electronic map of the Mounts Botanical Garden, its infrastructure, and its plants was created along with a database of plant records and horticultural data. Maps and data were made available through the internet. Hand-held computers were prepared for garden staff containing complete maps, horticultural data, and custom forms for data entry. An application on the hand-held computers allowed garden visitors to input a code from a plant's label and receive horticultural information on that species. Forty randomly chosen garden visitors tried the devices and gave their impressions through a written survey. **Results:** Hand-held computers have been deployed to Mounts' horticultural staff. The garden's web site provides access to maps and horticultural information. The user survey indicates high acceptance of, and satisfaction with, the hand-held computer as an information tool. **Conclusions:** GIS is becoming more accessible. Palm Beach County CES will evaluate the impact of its system over the coming year. The user survey proves hand-held computers to be a viable and desirable means of delivering information to the public.

### **The Elder Companion, UF/IFAS Welfare to Work Initiative (00)**

**J.L. Jimenez\***, Family, Youth and Community Sci. Dept.; **L.D. Cook\***, FYCS; **E.B. Bolton**, FYCS

**Keywords:** elder, companion, Welfare to Work, aging, communication skills

The Elder Companion curriculum was designed to provide Welfare to Work customers with the skills and knowledge needed to find employment as care givers or companions to the elderly. **Objectives:** To create an experiential curriculum for training Welfare to Work customers to provide high quality care for the elderly; assistance with daily living activities; home management services; and companionship for older adults. **Methods:** Development of the Elder Companion program was guided by a steering committee from the Department of Family, Youth and Community Sciences at the University of Florida. The Elder Companion Training program covers the following topics: understanding the aging process; nutrition, meal planning and food safety; communicational skills; home management services; emergency response and first aid; time and stress management; leisure activities; field observations; finding and keeping a job. **Results:** Training was provided regionally and individually to fourteen extension professionals and community educators to implement the program. Eight counties have conducted the training; thirty-one students have been enrolled in the training; twenty-three have successfully completed the training showing a considerable gain in knowledge; and seven students have been placed in jobs. **Conclusions:** Evaluations indicate that the participants increased their knowledge and skills. The diversity of topics such as home management services, time and stress management, and communicational skills enables students to be marketable for jobs in a diversity of areas.

### **Welfare-to-Work, Economical Self Sufficiency in the Food Service Industry (00)**

**J.L. Jimenez\***, Dept. of Family, Youth and Community Sci. ; **L.B. Bobroff**, FYCS; **E.B. Bolton**, FYCS

**Keywords:** Welfare-to-work, economic self-sufficiency, at-risk-citizens, employment

The UF IFAS curriculum "Food Safety at the Tip of Your Fingers" was designed to provide hard-to-serve Welfare-to-Work customers with basic skills and knowledge necessary to obtain employment in the food service industry. This program creates sustainable community programs through linking education of at-risk individuals with extension services, community institutions and the industry. Communities benefit when their at-risk citizens become economically self-sufficient. In addition, communities and employers benefit when food service employees are educated in safe food handling practices. **Objectives:** To create an experiential curriculum that serves people transitioning from welfare dependence to economic self-sufficiency. **Methods:** Development of the Food Safety curriculum was designed to create a direct encounter between the student and basic issues of food safety through hands-on activities. This practice creates a conscious transformation of the experience into new knowledge. The curriculum was designed to maximize the accessibility of the information for participants who may have limited literacy skills. **Results:** Training was provided regionally and individually to twenty-three extension professionals and community educators. Nine counties have conducted the curriculum. Twenty-nine students enrolled in the program. Twenty-seven successfully completed the training. Students are being placed doing volunteer work in community institutions including the VA Hospitals in Lake City and Gainesville, and the Union County School District. Eight students were placed in jobs. **Conclusions:** Evaluations indicate that participants increased their knowledge and skills. Hands-on activities, role-playing and volunteer work helped increase student self-esteem by providing confidence to successfully market themselves in the food service industry.

### **National Extension Natural Resource Conference Provides Strong Professional Development Opportunities to Extension Educators. (00)**

**A. P. Kersey**, Polk County Extension Service

**Keywords:** natural resources education, professional development, ANREP

The second National Extension Natural Resources Conference was held May 16-18, 2000, at Lake Tahoe, Nevada for purpose of enhancing the professional development opportunities of Extension's natural resource educators throughout the Extension System. **Objectives:** To increase communication, cooperation, and networking among diverse natural resource professionals; to share case studies and model programs; to enhance the visibility, credibility, and relevancy of natural resource programs in Extension; and to strengthen skills, educational methods, communication technologies and program evaluation methods. **Method:** A national conference sponsored by the Association of Natural Resource Extension Professionals was held for three and a half days. Conference activities included: tours, guest speakers, seminars, poster sessions, and recognition for excellence. **Results:** over 300 Extension professionals with a programmatic interest in natural resources attended. Over 200 presented program methods and results through seminars and poster sessions. Forty-six states were represented including Florida. Included were Extension

professionals from 4-H, forestry, land management, water, energy, wildlife, etc. **Conclusion:** The newly organized Natural Resource Conference builds connections and professional development for divergent groups within the National Extension system.

#### **District IV Agents Provide Diverse Programs Supporting A Sustainable Florida Economy (01)**

**A.P. Kersey\***, Polk County

**Keywords:** Extension methods, natural resources education, sustainable development

The author analyzed the 2000 Reports of Accomplishments of county Extension faculty in District IV in order to identify the diversity and scope of programming for adult audiences which generally could be classified as making positive contributions to the sustainable development of Florida's economically significant natural resources. **Objectives:** To identify and classify the extent to which Extension programs in an 11 county area could be associated with building a more sustainable future for Florida and the people who live and work here. **Methods:** The author accessed the Reports of Accomplishments of sixty five Extension faculty in District IV through the web address <<http://it.ifas.ufl.edu/accountability/ded/>>. Each agent's record was examined for programs that made educational contributions to situations where Florida's future was determined to be at risk because people lacked best management practices. Examples of topics included: water quality; irrigation; fertilization; invasive species; energy; runoff water; recycling; hazardous waste management, etc. Audiences and impacts were also identified in this study of Extension methods. **Conclusion:** Most Extension agents in District IV plan and implement programs which provide participants with best management practices related to maximizing long term economic benefits to people in Florida. These educational programs were implemented by agents hired in all program areas. When aggregated across these program areas, impact is significant.

#### **Front-Line Disaster Responders: The Needs of Florida's County Extension Professionals (05)**

**M. Kistler\*, N. Place, T. Irani, R. Telg**, Alachua County, Department of Agricultural Education & Communication

**Objectives:** The purpose of the study was to determine UF/IFAS Extension personnel's involvement and impact – in terms of Extension faculty's personal and professional development needs, communication channels, resources, and impacts within their communities – as a result of the 2004 hurricane season. **Methods:** A 76-question survey instrument was developed by a team of researchers in Agricultural Education and Communication. The mixed method survey, which included both quantitative items and open-ended qualitative questions, was converted to an online web form with the Zoomerang software program. **Results:** A total of 184 agents responded, for a 56.1% response rate. Approximately 75% experienced damage to their home or other personal hardships, in some form, and 88% experienced personal stress or emotional symptoms while involved in hurricane preparation and relief efforts. As far as addressing the professional challenges they faced during the hurricane season, 11% of faculty did not feel prepared, 30% felt slightly prepared, 50% felt moderately prepared, and 10% felt greatly prepared. Respondents felt that the general public was only aware to a slight extent of Extension's efforts during the hurricanes. **Conclusions:** Results from this study indicate that Florida's Extension agents were, indeed, front-line responders following the four hurricanes that struck the state. This study provides evidence as to how far-reaching the personal and professional impacts of the hurricanes were on Extension personnel and suggest areas for future research and in-service professional development opportunities.

#### **Creation of an Educational Workbook for Incorporating Plant Science Across the Curriculum (02)**

**E. Lamb, and A. Neal\***, St. Lucie County

**Keywords:** K-12 education, Sunshine State Standards

Requests from local agribusinesses and teachers led to the development of a 4H Gardening Program in St. Lucie County in 1998 with a 4H Gardening Workbook provided to participants. Since then, teachers have voiced a need for additional information to make the connection between the outside activities in the gardens and classroom activities required by the Sunshine State Standards for student achievement. **Objective:** The creation of an educational workbook for grades 3-5 that will provide plant science activities that reflect the Sunshine State Standards in Science, Language Arts, Mathematics and Social Studies. The intent is that the workbook will be useful whether or not the classes are involved in the 4H Gardening Program. **Methods:** Teachers of grades 3 thru 5 in St. Lucie County were surveyed as to their interest in the project and information needs. A trial chapter was chosen based on survey results and previous work done with teachers. The format chosen has a teacher objective, Sunshine State Standards for grades 3<sup>rd</sup> thru 5<sup>th</sup>, activities, additional resources, estimated time for completion, equipment needed and a student competence evaluation question. **Results:** The needs assessment survey indicated that there was a strong perceived need for additional plant science activities and information. The teachers reviewing the trial chapter indicated that the chapter was easy to comprehend and work with and that 3<sup>rd</sup> thru 5<sup>th</sup> grade teachers would utilize educational materials with this format.

#### **Focusing on Energy and Water Efficiency and Termite Resistance in a Homeowner Remodeling Class (03)**

**L.M. Leslie\***, Hillsborough County

**Keywords:** energy, water, conservation, termites, homeowner education

There are over 400,000 residential housing units in Hillsborough County. Many are older homes that do not have updated equipment which can increase energy and water efficiency. Homeowners also need information about how to protect their homes from termites. Homeowners are at a teachable moment when they are searching for information about how to start a home remodeling project. At the suggestion of local power and water utilities, realtor's association, and Hillsborough County Building Department the agent launched a class called "Secrets of Successful Remodeling." **Objective:** Homeowners will gain the knowledge necessary to choose appropriate energy and water efficient upgrades. They will also be better able to choose effective termite protection treatments. Further, they will learn how to start remodeling projects in regards to developing a budget, getting permits, choosing a contractor, and avoiding contractual problems. **Methods:** The agent, in collaboration with the Green Homes Advisory Committee, developed and presented a 3.5 hour class to teach homeowners about energy and water efficient upgrades, rebates from the local power company, termite treatments, and basic information about how to start a remodeling project. **Results:** Thirty people attended the class and 25 completed a post evaluation. Ninety-two percent increased their knowledge of energy and water efficient upgrades, 88% are better able to monitor the termite treatment method used on their home, and 88% increased their

knowledge of how to start a remodeling project. Another class is planned for the fall. **Conclusions:** This class is an effective method to provide comprehensive homeowner education.

#### **When the Gulf Is Your Backyard. (98)**

**S.W. Mahler**, Escambia and Santa Rosa Counties

**Keywords:** Gulf, landscape, native, dune, hurricane, homeowner

For those of us who live in coastal counties, everyone is a waterfront resident. Every time we wash our hands, clean our drains, or water our lawns, we add our wastes and excesses to the water flowing into bayous and bays. **Objective:** To educate coastal residents, homeowner associations, civic organizations, condominium owners and managers, marina operators, Master Gardeners, and nurseries about issues affecting water quality. **Methods:** "When the Gulf is Your Backyard" programs are offered throughout the year. The Sea Grant agent works with horticulture agents and the statewide Florida Yards and Neighborhoods Program to offer information on waterfront living (hurricane preparedness, swimming pools and septic tanks, water conservation, boat maintenance) and on waterfront landscaping (use of fertilizers and pesticides, native and salt-tolerant plants, irrigation, dune restoration). **Results:** Over 2500 people have participated. Ninety-eight percent of those who responded on questionnaires made a commitment to make changes based on what they had learned. When asked to list changes that they planned to make, respondents listed (in this order) use less fertilizer, water their lawn and landscape properly, use pesticides less frequently, use native plants and appropriate plants for each setting, share this information with family and neighbors, report violations, move their septic tank or hook up to mainline sewer, attend public hearings, and monitor local water quality. **Conclusion:** Coastal residents have received educational materials and technical assistance to help them save money, time, and effort and maintain a balance between coastal development and protection of our natural resources.

#### **Using Site Visits As A Teaching Tool (03)**

**P. Mattis\***, Duval County

**Keywords:** digital technology, landscape, training resources

**Objective:** To provide timely and documented troubleshooting services to both the Pest Control Industry and the Landscape Service Industry. And expand the educational value of these visits by using them to illustrate different horticultural concepts in the classroom and have a searchable database. **Methods:** A standardized form was developed to capture key information that could then be arranged in a database for future references. Digital pictures are used to document each visit and for use in future educational programming. The site visit form is organized into Problem Presented, Observations, Tests Done, and Recommendations. Data entered can be sorted by date, technician, company or problem presented. **Results:** By using a preformatted form data can be collected consistently and quickly. Write ups are focused, illustrations help document observations and avoid misunderstandings that can happen when words alone are used to describe a situation. When these digital pictures are used in other local presentations the audience has a better idea of the horticulture concepts being taught because they are familiar with the locations. In three years over 60 reports have been added to the database and the information was used in presentations attended by over 650 professionals in Duval County and throughout the state. **Conclusions:** Site visits are a valuable tool for field education but can be a greater educational resource when documented with digital pictures and used for larger audiences.

#### **Benchmarking: A Process to Identify Successful Programs to Emulate (03)**

**A. McKinney\***, **T. DelValle**, **S. Toelle**, **H. Jones**, **N. Connor**, Duval County, **G. Israel**, University of Florida

**Keywords:** quality improvement, benchmarking, volunteer mentoring, volunteer recruitment

A multi-disciplinary committee of the Duval County Extension Service professionals and volunteers utilized the quality improvement benchmarking process to identify a benchmarking partner and to study their successful volunteer programs. **Objective:** To improve the quality outcomes of the "Delivery of Educational Programs Utilizing Extension Volunteers" process. **Method:** The committee surveyed over 100 Extension and non-Extension organizations that utilize volunteers to deliver educational programs to find a similar agency that had superior outcomes to their own. After site visits and further study, the committee revealed two program enhancements to implement in the first year and two additional improvements to implement over a five-year period. **Results:** A formalized Volunteer-to-Volunteer Mentoring Program and an agency-wide, coordinated volunteer recruitment program were implemented in the first year with the expectation of increasing the cumulative dollar value of volunteer hours through greater numbers of volunteers recruited and better retention and participation by new volunteers.

#### **Empowering and Motivating Extension Advisory Councils . . . a comparative study (01)**

**M.F. McKinney\***, Hillsborough County

**Keywords:** advisory councils, empowerment, motivation, volunteer leadership development, organizational development

A project was designed to observe and measure Extension's ability to empower their volunteer advisory councils and to study the variables that influence motivation. The project took place between March 1, 2000 and August 31, 2000 as part of a faculty development grant. **Objectives:** To conduct a search to assess the status of volunteer empowerment programs currently being implemented by the Cooperative Extension Service on a national and regional basis and to establish measurable variables that could tell us how Extension Advisory Council members are motivated and to what degree Extension professionals are willing to empower their volunteers. **Methods:** Personal and written interviews were conducted with 38 County Extension Directors in Florida, Texas, Michigan, Minnesota, New York and Indiana. A total of 549 advisory council members participated in a mail survey. **Results:** The study revealed that variables such as empowering or utilization, meeting frequency, orientation of new advisory members, and communication skills all contribute to motivate individuals who volunteer for Extension Advisory Councils. **Conclusion:** Although responsibilities for advisory councils will vary from state to state and county to county, the overriding ingredient for an effective and motivated Extension Advisory Council is **empowerment!**

### **Building Capacity for Multi-State Programming (05)**

**B. Miller\***, Leon County, **E. Courtney\***, Okaloosa County

Agricultural Research, Extension and Education Reform Act (AREERA) of 1998 requires 25% of Smith Lever dollars in each state be used in multi-state programming. **Objective:** Expand Extension Family and Consumer Sciences (FCS) multi-state programming and accountability among Extension faculty in Alabama, Georgia, and Florida. **Methods:** Northwest District Extension faculty hosted a Multi-state Capacity Building Retreat. Thirty-five FCS faculty from Florida (20), Alabama (8), and Georgia (7) participated in the two-day conference. Eighty-one Extension faculty completed an electronic survey developed prior to the retreat to provide program direction and allow faculty with budget restraints to provide valuable program planning input even if travel budgets would not allow them to attend. Evaluation specialists from Georgia and Florida emphasized utilizing common evaluation tools that meet the accountability requirements of each collaborating state allowing aggregated impacts. The retreat facilitator lead the program planning process using innovative techniques that encouraged teamwork, creative thinking, and a relaxing, yet energizing environment that proved productive. **Results:** Multi-state program plans were developed for three focus areas identified as common among the participating states: Financial Security; Nutrition and Health - Chronic Disease Prevention; and Parenting and Family Development. Plans were made for expanding the existing web site to better serve faculty currently programming at the multi-state level and to encourage others to join our multi-state efforts. **Conclusion:** Multi-state programming is a positive way for FCS and other UF/IFAS faculty to efficiently utilize resources and promote scholarship in Extension.

### **Leadership Development: Increasing Minority Females Who Aspire to Administrative Roles in Extension (01)**

**M. Moore\***, Bay County

**Keywords:** administrators, African American, females

**Objective:** To explore and describe the challenges African American women administrators face and what they believe contribute to their success in breaking the concrete ceiling within the 1890 Cooperative Extension System (CES). **Methods:** This qualitative study used the method of triangulation to assess how African American women were successful in breaking the concrete ceiling. Methods included observational data, open-ended questions, biographical data, and member checks. Data were cross-referenced to determine the credibility of emerging themes. Data analysis began with an induction process. Analysis of the study consisted of qualitative measures and content analysis. **Results:** The six female participants had varied work experiences, years of experience, and had prepared themselves through additional leadership trainings for their leadership role. Although their backgrounds varied, there were more similarities than differences among them. Emerging from the data were eight broadly defined themes to support the common values, motives and actions of these women administrators. The themes were barriers, leadership style, work environment, communication, conflict management, decision-making, professional development, and success. **Conclusions:** If Extension increases leadership development opportunities for minorities, we should experience an increase of minorities in leadership positions. This helps the potential employee realize that there is possibility for advancement in their Extension career. It is my premise that as the number of minority leaders increase so will the number of minorities in county program positions; therefore, an increase in minority clientele.

### **Northwest Extension District Stakeholders Forum (06)**

**M. Moore\***, Bay County Extension; **P. Vergot\***, Northwest District Extension Director; **M. Brinkley**, Liberty County Extension; **R. Carter**, Gulf County Extension; **L. Christenberry**, Escambia County Extension; **H. Grant**, Gadsden County Extension; **E. Jowers**, Jackson County Extension

The Northwest Extension District County Extension Directors and the District Director created an opportunity for county leadership to meet with IFAS Extension leadership in a district-wide forum setting. **Objectives:** 1) To showcase Extension educational programs in the district; 2) To provide networking for local county and extension leadership; and, 3) To provide opportunity to thank county leadership. **Methods:** County Commissioners, Managers and Clerks were invited to attend the forum in one of the three sites: Walton, Jackson, and Wakulla Counties. The event was held via interactive video, which involved the District Extension Director, Senior Vice President for IFAS, Dean and Director for Extension, Associate Dean for Extension, and the Executive Director for the Florida Association of Counties. County faculty provided displays and pictures for a slide presentation. **Results:** 1) I attended a very impressive and informative meeting today regarding our Extension Service. Part of the presentation included the new Extension website, "Solutions for your Life". I was very impressed with the format of the web page and thought a similar format would be very user friendly and customer service oriented if applied to our County's web page. 2) Please let us know what you need so that we can fight for you! 3) Maybe I have made some connections into getting a new office building. Seeing the Jackson County facility made some feel that changes are needed in my county. 4) We put some faces on something called IFAS. County leaders understand a little more about the partnership they fund.

### **Development of Low-Cost, Portable Displays (06)**

**J. Morse\***, Manatee County Extension

**Objectives:** To provide colorful, easy to understand, easy to make, very visual displays that will interest and educate the general public. Displays were also developed so they would be easy to take to outdoor, offsite venues, and also to use for pre-learning and post-learning reinforcement of knowledge learned in class situations. **Methods:** Tri-fold displays were built using a wooden frame with Styrofoam inserts. This was then covered with felt material. Different colors were used on different boards. Hinges, handles and locks were placed to complete the displays. Educational information developed on PowerPoint is printed off on single 8 1/2 by 11 sheets of stock paper. These are then laminated and Velcro is placed on the back side. The educational information is then stuck on the boards. **Results:** These were displayed at several public events and were used in educational classes. UF publications were supplied along with the boards to reinforce and expand upon the display information. **Conclusions:** The display boards are very useful in attracting and teaching people. They are easy to use because they are light-weight and will fit in most car trunks. The information can also be updated easily or changed out. The boards are relatively easy to make and can be custom sized.

**Florida Home-A-Syst: Drinking Water Pollution Protection and Improvement (99)**

**D. M. Mudge \***, Orange County, **S. Williams & A. Hornsby**, Soil & Water Sci Dept

**Keywords:** natural resource, drinking water, contamination, environment, self-assessment

Water will be the critical natural resource in the new millennium. **Objective:** To help non farm and suburban residents assess and reduce risks affecting the quality of their drinking water and nearby surface water. **Methods:** County faculty worked cooperatively with state faculty to prepare a 1½- to 2-hour training to empower citizens to effectively use the Home-A-Syst self assessment and educational materials. These materials, developed at UFL, are designed to help Floridians to discover potential sources of contamination and decide what to do about identified problems. Trainings were held regionally throughout Orange and Seminole counties. Pre and post tests were used to assess perceived usefulness of materials and subsequent adoption of environmentally wise practices. All class participants completed pretests. Post surveys were sent to clients chosen in a random site cluster method. **Results:** 93% found information relevant. 91% shared information with someone. 46% had already made changes as a result of the program, while an additional 15% had planned future changes. 100% claimed to be satisfied with the program. Testimonials included very dramatic stories of success, environmental water quality problems solved and homeowners' satisfaction. **Conclusion:** Floridians can and will take steps to safeguard their health by preventing and solving ground water contamination problems. Education concerning drinking water quality is desired and needed. Trained homeowners will share vital environmental practices with other concerned citizens when given opportunity.

**"The Watermelon Project" - An Educational Fund Raising Experience for Youth and Volunteers (00)**

**D. E. Mullins\*** and **V. B. Mullins\***, Santa Rosa County; **R. Elliott**, Escambia County; **R. Schoellhorn**, **D. Miller**, **R. Puckett**, West Florida Research and Education Center.

**Keywords:** youth, watermelons, funds

A joint project with UF Milton Campus IFAS Faculty, Student Club and West Florida Research and Education Center was planned and implemented, teaching 4-H youth about producing and marketing alternative crops. **Objectives:** To acquaint youth with modern methods used in watermelon and cantaloupe production; to raise funds for 4-H and UF Student Club activities. **Methods:** Two crops were grown. Youth were involved in most stages of production and marketing. West Florida REC staff assisted by preparing beds, laying plastic mulch and installing trickle irrigation system. 4-Hers seeded and transplanted melons and were involved in 3 pest scouting sessions. Harvesting and marketing was done by the youth, with Extension agent, West Florida REC staff and UF Student Club assistance. **Results:** Over \$3,000 was raised and divided equally between the University of Florida - Milton Campus Student Club and 4-H Youth in Santa Rosa and Escambia Counties. Over 70 youth were provided with hands-on experiences and learned how environmental factors, technology and marketing are involved in crop production. Some of these young people were from the inner city and most had no previous far, experience. **Conclusions:** This project served as a fund raiser, a demonstration and followed the 4-H slogan - "Learn by Doing". Though funds were raised that helped sponsor present and future youth activities, the educational opportunities provided were of the greatest value. Youth and volunteers alike exhibited a high level of interest in all phases of production and marketing of the crops.

**The Farmers' Opry - A Family Atmosphere Featuring Home Grown Food and Music (02)**

**D.E. Mullins\***, Santa Rosa County

**Key Words:** opry, urban, rural, farmers

The Farmers' Opry has become a major event each week in Santa Rosa County. On Friday and Saturday evenings meals are served using locally produced food items, followed by two hours of music presented by local and national artists. A demonstration vegetable garden is located on the property. **Objectives:** To provide a clean, wholesome family atmosphere for families. To provide a marketing alternative for local fresh market producers. To promote better understanding between the urban and rural population. **Methods:** A local entrepreneur contacted the Santa Rosa County Extension office for assistance in planning the Farmers' Opry. A building, including a 300 seat auditorium, stage and commercial kitchen, was completed in early 2002. With Extension assistance, a one-fourth acre garden, demonstrating plasticulture, was established near the building. **Results:** The Opry opened on February 15 and has experienced a full house each Friday and Saturday night. Hundreds of people who attend visit the garden to see the growing of some of the vegetables that are offered at the evening meals. Approximately 25% of the vegetables offered are produced in the garden. **Conclusion:** The Farmers' Opry provides a venue for entertainment, education and better understanding between the agricultural and urban population.

**Agent Response to the Florida 4-H Volunteer Recruitment Campaign (03)**

**M. N. Norman\***, State 4-H Office, **W. Heltemes**, Alachua County, **A. Neiberger-Miller**, Virginia

**Keywords:** volunteerism, 4-H, marketing, evaluation

Volunteers hold the key for program stability and expansion within county 4-H programs. In fall 2001, an 18 month 4-H Volunteer Recruitment Campaign was initiated through a cooperative funding arrangement between the University of Florida IFAS-Extension Program, the Florida 4-H Foundation and the Florida Department of Agriculture and Consumer Services (DACS). **Objectives:** To increase the number of qualified, adult volunteers placed in 4-H youth development programs in Florida by 15%. **Materials and Methods:** This campaign included the development of recruitment materials, marketing videos, brochures, and a volunteer training handbook supplemented with in-service programs. William Heltemes provided leadership for this effort and trained agents to prepare, implement and follow-up volunteer inquiries. County agents were asked to prepare a plan, work with volunteers on the campaign, and provide a quality entry-level experience for new volunteers. Extensive media support was provided by DACS. **Results:** A 12 percent increase in volunteers was seen during the first program year for this campaign. 4-H agents completed an evaluation survey in the winter of 2002, indicating materials usage and successes resulting from the campaign. The evaluation examined agent perceptions of materials and training, as well as use and distribution of promotional materials by county extension faculty. This presentation will provide in-depth information about supporting extension field staff in program development and

volunteer recruitment. **Conclusion:** 4-H Agents can be successful in a volunteer recruitment campaign, but require support in training materials, media outreach, and continuous coaching for maximum effectiveness.

#### **Enterprise Zone Education Provides Major Economic Development Impact (04)**

**C. B. Olson\***, Taylor County Extension

Fifteen of seventeen rural enterprise zones in the Northwest Extension District have little or no impacts (incentive returns for local residences or business) for their communities. **Objective:** Provide education for businesses and residences pertaining to incentive availability, eligibility and the application process. **Method:** Monthly workshops were held at the local Chamber of Commerce and one on one education at businesses and extension office locations were provided. **Results:** Monetary refunds to local residences, businesses and contributions of local projects through the enterprise zone community contribution tax credit program exceeded 240,000 dollars last year and have exceeded 1.4 million dollars since zone inception in 1997.

#### **Perennial Peanut Hay Marketing Survey Provides Valuable Price and Industry Information for Current and Potential Producers (05)**

**C. Olson\***, Taylor County, **R. Degner**, FRE/IFAS, Gainesville; **T. Stevens, III**, FRE/IFAS, Gainesville.

Many existing agricultural crop producers are considering diversification due to low profitability of existing crop options. Those considering perennial peanut production need current marketing and price strategies to evaluate fiscal feasibility. **Objectives:** To provide current and potential perennial peanut hay producers with price and demand data as well as existing industry structure and perceptions about perennial peanut hay utilization. Specific objectives were to determine the types of hay preferred by owners, relative quantities purchased, seasonality of demand and prevailing prices. **Methods:** An eight page survey was mailed to 3400 Florida members of the USA Equestrian Association in the winter of 2002-2003 requesting data reflecting the awareness and use of perennial peanut hay as well as other hays utilized among horse owners in Florida. **Results:** A total of 549 usable questionnaires were received giving a response rate of 17%. The survey showed legume hays constituted about 28% of the total hay purchased. Alfalfa represented 19% of the total. Perennial peanut had 5.9% market share with clover hays at 3% of market share. Prices paid for perennial peanut horse quality hay has increased since 1998 by over 90% to about \$7.00/bale. This Florida membership is estimated to have purchased 533,000 square bales of legume hay annually. Eighty-six percent of the survey respondents were female. **Conclusions:** Perennial peanut as a hayed forage legume continues to gain market share as availability increases. An average retail price of \$7.00/bale represents a significant per acre profit to producers able to produce a horse quality product. This summary information provides valuable objective data for those considering diversification into perennial peanut hay production.

#### **Non-Profit Capacity Building Results in 500K Loan Guarantees for Workforce/Affordable Housing Development. (06)**

**C. Olson\***, Taylor County Extension

**Objectives:** Rural housing needs parallel those of urban areas except the clientele numbers are much smaller. Most national banks (Wachovia, Bank of America, etc.) supporting workforce housing initiatives will not engage the smaller rural communities because of this. Median home prices have far exceeded the earning capacity of many in service sector industries (teaching, corrections, food service, etc.) **Methods:** Non-profits are the chosen vehicle in most communities to do workforce/affordable housing projects, for several reasons. Conveyance of property, decision making – less bureaucracy are just a couple reasons. Perry MainStreet is a non-profit with a Board interested in housing. By-laws and Articles of Incorporation had to be changed to address housing issues. Community financial support was developed to hire a consulting group to develop capacity. **Results:** The non-profit is in the process of receiving six lots from the City of Perry for development. The non-profit has become dealer/distributor for modular/system built homes. Capital City Bank provided a \$500,000 line of credit for construction. The non-profit is participating in the Florida Bond program to assist first time homebuyers with 15K in down payment assistance and has qualified 7 applicants for mortgages. **Conclusions:** Capacity development required for non-profits to address community housing concerns is challenging but can be done, a working boards is essential to success. The Florida Housing Coalition says for every mortgage dollar spent six are returned to the local economy, so wealth generation and economic development are housing development by-products greatly impacting local rural economics.

#### **Young Children's Brain Development. (98)**

**J. Pergola** and **L. Masino\***, Hillsborough County

**Keywords:** child care, brain development, volunteers, FCE

**Objective:** Provide parents and child care providers with the latest research in how a young child's brain develops and practical strategies to help children reach their full potential. The goal of the program is to reach as many parents and child care providers as possible through an informal network of volunteer teachers. **Methods:** Volunteers receive a free eight-hour training and commit ten hours of their time sharing this information in the community. Completion of the eight-hour course prepares participants to share pre-developed presentations to parents and child care providers in the community. The program is taught in two- hour segments. This incremental approach lets participants develop presentation skills at a comfortable rate. In each segment the training format includes brief lecture, group discussion, skills practice, and an opportunity to develop a presentation. Each volunteer will have access to a kit of presentation materials that consist of a tabletop flip chart and handout materials. A small portable flip chart has been developed for volunteer to use when doing a presentation. The chart has a small visual in front for the audience and notes for the presenter on back. **Results:** The program was piloted with a small group of Family and Community Education (FCE) members. The volunteers were able to learn the material while simultaneously developing their presentation skills. **Conclusion:** Trained volunteers will be available to assist county faculty. The program might be a way to attract younger members to FCE.

#### **Large Animal Disaster Committee: Nuisance or Programming Opportunity? (00)**

**M. B. Peters\***, Broward County, **B. Newman**, Broward County, **C. Webster**, Broward County

**Keywords:** Disaster planning, large animals, programming

The responsibility for planning for disaster recovery and care of large animals in Broward County was assigned to Extension several years ago. A committee was developed to plan for evacuation and sheltering, and to implement recovery necessary after a major hurricane or other disaster. More recently the committee has determined to make its work a more complete educational effort.

**Objectives:** To plan for implementation of an orderly recovery period following a disaster. To train volunteers to implement the recovery. To educate horse owners to plan for disasters, and to strengthen their barns/stables to better withstand storms. To educate horse owners to properly identify their animals prior to a storm to increase their chances of the animal being returned to them. **Methods:** Over the past 2 ½ years members of the committee have held a series of volunteer organizational meetings to prepare volunteers for service. Over 48 volunteers have signed up and been trained. In 1999 a video was developed to teach horse owners to plan, properly identify their animals and methods to strengthen their barns. This program has been presented to over 200 horse owners to date and has been sold around the country. **Results:** Horse owners are eager to learn how to protect their own animals, and the horse community is more than willing to band together to assist each other in times of emergency. During Hurricane Irene, more volunteers came to help than were actually needed. Because of the previous planning and the system that we had in place, the evacuation of animals from flooded pastures and barns went smoothly and there were no issues with law enforcement or other groups.

#### **"County Ordinances: Building Programs, Partnerships, and Budgets" (01)**

**M. Peters\*** and **M. Orfanedes\***, Ph.D., Broward County

**Keywords:** program development, funding, partnerships, county budgets

County ordinances and Commission directives can be utilized to strengthen county Extension programs educationally, to develop new audiences, build partnerships both within and without of county government and increase county budgets during times of budget reductions. **Objectives:** To reduce the frequency of poor pruning practices such as over lifting, rounding, flush cuts, stub cuts, hat-racking and other forms of pruning-related tree abuse. To protect the health, safety and welfare of the public from storm failure and other hazardous situations which may result from poor pruning techniques. **Method:** An ordinance was adopted by the Broward County Board of County Commissioners regulating tree trimmers, and requiring that one condition for obtaining a license is to take a training class and pass an examination offered by Extension. **Results:** An ordinance was passed and goes into effect September 1, 2001. Extension was funded to provide the training, and given two new positions. Training of tree trimmers has just begun, and while initial numbers are small, 87% of those taking the class and exam, are passing with a score more than 70%. Classes are being offered in Spanish, and materials and tests are available in Spanish and Creole. New partnerships have been built with the Division of Biological Resources, Division of Building Code Enforcement and the Landscape Inspectors Association, among others.

#### **Moving the Audience: Principles of Effective Engagement (04)**

**N. T. Place\*** Department of Agricultural Education and Communication, University of Florida, **T. Park\*** Department of Agricultural Education and Communication, University of Florida

**Objectives.** Extension educators play a crucial role in communicating and educating Florida residents about many diverse topics. In most cases they are on the front lines with the public to relay information and to help people build a knowledge base that brings about positive changes in how people manage their homes, build communities, develop families, interact with the environment, and produce food and fiber. The objectives of this presentation are to educate Extension professionals about improved methods of presenting in public, to initiate new strategies for presentations, and to improve the quality of educational experiences with all audiences. **Methods.** We can categorize presentations into three general categories: visual, auditory and hands-on. Many different methods and techniques may be utilized for communication. Additionally, a number of essential elements will help learners become actively involved and effective. In this workshop, we will look into several different types of presentations and the various keys to success. Through active participation each person will learn principles that can be applied for more effective presentations. **Results.** After completing this workshop, participants will be empowered with skills necessary for effective communication to the variety of audiences encountered by Extension professionals. **Conclusions.** Effective communication is essential for educating audiences and informing the public about agriculture, the environment, communities, and families. Only through continuing education and practice can the skills of oral communication be improved. This workshop will engage the audience in ideas to improve their presentation skills.

#### **The Three-Week Experience. A New Agent Orientation Model. Recommendations from Goal Area 7 (06)**

**N. Place,** Agriculture Education and Communication; **C. Higgins\***, Columbia County Extension

**Objective:** To allow new extension faculty an immediate orientation to the extension service, to county structure, and to meet and form an association with other faculty in surrounding counties. **Methods:** New faculty will have the opportunity to be involved in a "three week experience" upon hiring. The program is designed to be flexible and weeks are interchangeable according to individual county situations. Week 1: Agents will be oriented to their county structure. The CED/DED guidebook will be used as a check sheet for items to be accomplished during that week. In addition, new faculty will be encouraged to job shadow another agent(s) in the office. Week 2: Agents will be paired with a "training agent" in a neighboring county to become oriented to the district as well as the state structure. Training agents will be selected by DED's and trained by state professional development staff. Training agents will work one-on-one to assist with questions, help with basic programming information, and to allow new faculty to immediately have a colleague to turn to during the first year. Week 3: Spent at the University meeting with specialists and state program leaders. In addition, extension orientation web modules will be utilized for better familiarity of extension. NOTE: This program is not designed to replace new faculty orientation, but to enhance existing programs. **Results:** Implementation will take place in 2007 with positive results expected. This program is hoped to increase agent retention during those critical first two years.

#### **Virtual Tours for the Internet Made Simple (06)**

**J. Popenoe\***, Lake County Extension



Filming a virtual tour is difficult and expensive. However, if you have a digital camera, you can make your own professional-looking virtual tour easily. **Objectives:** Create a virtual tour to put on a web page. **Methods:** Evaluate programs for ease of use. Software must require only still shots and voice over, but give a smooth, professional result with ease. Compared PhotoStory 3 for Windows and Windows Movie Maker, both free or supplied with Microsoft Office, for ease of use and quality of result. **Results and Conclusions:** Examples of both and the methods used to create will be shown. It is very easy to create these, but photo quality over the internet can be problematic with file size. Options will be discussed.

#### **Using Interactive Teaching Techniques to Increase Trainers' Effectiveness in the Worker Protection Standard Train the Trainer Program (03)**

**L. Powell\*, C. Asuaje**, Palm Beach County

**Keywords:** worker protection standard, train-the-trainer

Since 1995, the EPA's Worker Protection Standard (WPS) has required agricultural producers to train their workers on how to protect themselves from the hazards of pesticides and pesticide residues. Unfortunately, most trainers are currently not using methodologies and techniques necessary to reach the educational goals of the Worker Protection Standard. As a result, agricultural workers may be at an increased risk from pesticide exposure. **Objective:** To improve the effectiveness of WPS trainers by providing them with interactive training techniques, opportunities to prepare and present effective trainings, and class evaluations of each presentation. **Materials and Methods:** The extension agents provided both an explanation and an example of each of the following techniques: case study, role play, group discussion with illustrations, flip chart, video, and quiz games. Participants were then required to make a presentation using one of the techniques to educate other participants on one of the eleven requirements of the Worker Protection Standard. Participants and extension agents evaluated each presenter on the content of their presentation and their ability to engage the group. **Results:** Most participants acknowledged that they had little if any experience using the techniques presented prior to the class. 100% of program participants indicated that they planned to use one or more of the training techniques they learned in the session. **Conclusion:** Participants who attend a train the trainer program will be better prepared to implement interactive Worker Protection Standard training programs, which will contribute toward a reduction in the incidence of pesticide exposure among agricultural workers.

#### **Potential of Export Markets for Florida's Horticultural Products. Should Extension Agents Consider This? (02)**

**A. R. Rafie\*, T. Olczyk, and J. Garofalo**, Miami-Dade County

**Keywords:** export, import

**Objective:** To provide county extension agents with evidence that overseas customer represent attractive marketing alternatives for Florida horticultural products. **Method:** Collect export and import data published by the USDA to provide the information needed. **Results:** Due to globalization phenomenal, U.S agriculture faces severe competition from overseas, particularly for fresh vegetables. In the year 2001, the total value for exported fresh vegetables from the U.S. was \$1.21 billion, in comparison to \$2.45 billion for imports, indicating considerable dependency on offshore production. There are many reasons to believe that overseas markets can be a valuable option for U.S. products. For example, the Caribbean countries, where there are 28 nations with a population of 27 million. The Caribbean is the world region most dependent on agricultural imports. In 2001, a total of 16.7 million tourists visited the Caribbean. Most tourists are staying in luxurious hotels, expecting the best fresh fruits and vegetables and spectacular tropical landscaping. In the year 2001, the Caribbean imported \$48.6 million of fresh fruits and vegetables and 8.6 million of nursery products from the U.S. With the cheapest transportation cost and a high level of quality products, the U.S. is essentially trading in its own backyard. There is a need for Florida growers to aggressively consider export markets as an alternative. The USDA has many programs such as the Southern United States Trade Association with enormous financial and logistic resources to help growers export. **Conclusions:** Export topics can be an important area for those extension agents dealing with commercial horticulture by providing growers and shippers with educational training. Miami-Dade Cooperative Extension Service has initiated a series of programs to train local growers and shippers for export. Program details will be presented at the FACAA.

#### **Wellness Abounds with Osceola County Government Employees (03)**

**M.B.R. Salisbury\*, C.M. Walter**, Osceola County

**Keywords:** wellness, marketing, parenting, health, nutrition, food-safety

Health Care costs were skyrocketing and Osceola County government needed to contain these costs. In 1993 the Risk Management Department began a program to encourage employees to be pro-active in regards to their and their families health. Extension was invited to be a partner providing the educational component to this program. **Objective:** To encourage Osceola County Government employees to take a pro-active role in the maintenance their families' health. **Method:** Educational programs on a variety of topics related to health, nutrition, parenting, food-safety and money management are offered throughout the year at county facilities. Class offerings are posted on the intranet and in all county offices. Annually employees who attend four educational programs, a health fair, have a physical and two dental exams are rewarded with a bonus of \$150.00. Family participants may receive up to \$250.00 depending on their coverage. **Results:** In 2003, 685 county employees (34% of the total number of employees and a 12% increase from 2002) completed and received checks totaling \$121,350.00. An estimated 1,850 persons were reached at four health fairs. As health care costs soar, Osceola County Government's rates held steady from 1991 to 1997 and are 4% below the national trend in costs of health care increases. Price Waterhouse's analysis of health care costs identified that this educational component was the only difference between programs offered by Osceola County Government and other counties. As a side benefit county government has a clearer understanding of the mission and role of Extension in the county.

#### **An Interactive Extension Newsletter (99)**

**M. Sanford**, Entomology & Nematology Dept

**Keywords:** newsletters, electronic, World Wide Web, Internet, database, interactive

**Objective:** To make current information available to the widest possible clientele using their input. **Methods:** This paper describes the evolution of the Apis (Apicultural Information and Issues) monthly Florida Cooperative Extension beekeeping newsletter <http://www.ifas.ufl.edu/~mts/apishtm/apis.htm> from a paper document to an integrated electronic database on the World Wide Web and the use of Listserv<sup>®</sup> for generating pre-published beta "interactive" editions. It also shows how this particular newsletter might be used as a model for others. **Results:** Statistics generated by the APIS web site, shows a continued increase in accesses for the years 1997 and 1998 from 71,383 to 103,251 requests respectively. The paper and electronic beta edition have reached parity at about 1200 circulation. Numerous messages from scientists, beekeepers and others indicate this format is well received by clientele groups. **Conclusions:** The success of the paper and electronic format of the newsletter is shown by recognition of trade associations (awards) and individual users. The continued use of a beta pre-paper-published edition via Listserv<sup>®</sup> has netted worldwide recognition as revealed in interactive electronic guestbook entries. The cornerstone of any extension specialist program should be a paper newsletter with electronic distribution and organization, published based on user input.

#### **Web-based Extension: Gauging Your Impact (06)**

**J. Sapp\***, Taylor County Extension

**Objectives:** Most Extension clients have internet access and utilize web-based media for making personal, financial and professional decisions. A Web site can not replace traditional programming efforts, but it can supplement all current Extension programs while increasing the use of Extension services and the public awareness of our role in the community. A consistently strong web presence serves to increase office visits and phone calls and the people who visit the updated Web site are typically more knowledgeable and either required less "general" assistance (clients were more aware of basic principles of program area and staff could focus on specific, custom-tailored assistance) or they seek to enroll in existing programs that they were previously unaware. The Web can also help to prioritize programs as you learn to assess client demand. Finally, the Web can be used to save considerable money compared to traditional resource distribution methods such as mailings and print media. Statistics for Web traffic can be accessed from IFAS Web Stats at <http://webstats.ifas.ufl.edu/>. **Objectives:** Instruct Extension agents on the protocol for accessing web statistics to evaluate the impact of their Web site. **Methods:** Through hands-on instruction and publications, users can begin to determine the impact of their Web site to assess client demand and make improvements to save time and money. **Results:** Taylor County Extension Web site: 1,000% increase in visitation in one year, increased "exposure" of Extension in the community, and thousands of dollars saved. **Conclusion:** In addition to increasing awareness of your program area, an updated, organized, accessible, and relevant Web site can facilitate technical operations and provided a boost to Extension programming in the local area and the region.

#### **Responding to Erroneous SFWMD Speculation and Probable Outcome (Update) (00)**

**T. J. Schueneman**, Palm Beach County

**Keywords:** agricultural sulfur, methyl mercury, subsidence, sulfur budget

As reported in 1999, South Florida Water Management District (SFWMD) and U. S. Geological Survey (USGS) officials attributed high levels of methyl mercury (MeHg) in south Florida to sulfur (S) use in the Everglades Ag Area (EAA). They said that S might have to be controlled. No S budget for the 550,000 acres in the EAA was given, but the S use-rate claimed was 4,000 lbs/A/yr. This level is truly excessive. **Objective:** Account for the major sources of S in the EAA, make these data part of the public record, and provide the data to the SFWMD and the sugar industry. **Methods:** Determine IFAS S recommendations, actual S application practices, and S sales in the area. Determine the amount of S resulting from soil mineralization, rainfall, Lake Okeechobee water, and S in fertilizer carriers. **Results:** As reported previously, S is recommended by IFAS at the rates of 500 lbs/A for pHs over 6.6 for sugarcane and 500 lbs/0.2 pH unit reduction, up to 4,000 lbs/A, on vegetable land. This could result in 82 lbs/A/yr averaged across the EAA. Also, total annual S sales for the region were estimated at 34 lbs/A (revised) and farms reported applying S only where needed, averaging 10-25% of the IFAS recommendation. For this report, soil subsidence, Lake Okeechobee waters, rainfall, and fertilizer carriers, added 217, 107, 5-8, and 1.5 lbs S/A/yr respectively. **Conclusions:** S-use claimed by SFWMD and USGS officials was 100-200 times too high. Natural sources contribute 10 times more to the environment than farm applications. Data were presented to the SFWMD via letter and to the sugar industry via the American Society of Sugar Cane Technologists. The SFWMD included and published the above farm-use S data in their year-end report. In May, 2000 the SFWMD reported that Hg problems are of aerial origin, not caused by aquatic Hg deposition, and do not come under the purview of the SFWMD. All Hg funding for new projects at the SFWMD has since been canceled.

#### **Florida Master Wildlife Conservationist: A New Volunteer Training Program (97)**

**W. Sheftall\*** and **S. Rosenthal**, Leon County, **D. Bennett\***, Wakulla County, **C. Cichra**, Fisheries & Aquaculture, **W. Kern**, Pinellas County and **G. Tanner**, Wildlife Ecology & Conservation

**Keywords:** wildlife, pond, volunteer, training, nonpoint source

**Objectives:** To train citizens for community outreach education in wildlife habitat conservation, pond and lake management, and nonpoint source pollution prevention. To develop knowledgeable grassroots leaders in neighborhoods and communities, who can define the practices required to maintain high environmental quality of life. To develop and pilot a new volunteer training curriculum for adults, both urban and rural. **Methods:** Two Extension Advisory Committees were formed, comprised of outdoor recreation club presidents in Leon and Wakulla counties. One committee reflected traditional and the other non-traditional outdoor recreation. These committees worked with faculty to develop a comprehensive training curriculum that was taught during winter / spring 1997 at two locations -- Tallahassee and Crawfordville. The twelve-week, 50-hour course was advertised through local media and outdoor recreation clubs. County faculty and state specialists collaborated to deliver lectures and to team-teach field trips. Weekly pre-tests and a final post-test were used to assess learning. **Results:** Eighty-six citizens returned an application packet modeled on the Master Gardener "Sprouting Kit" and were interviewed. Seventy-six were selected for the volunteer training program. Seventy enrollees were still active in the program at course completion. **Conclusions:** Trained volunteers are now available to assist county faculty in teaching neighborhood associations and other adult civic groups, schools and other youth groups, and the general public.

Volunteers have signed up to work in bi-county teams focused on eleven areas of service reflecting different educational delivery mode / audience combinations. Team leaders appointed by county faculty will form a middle management group to coordinate volunteer program delivery.

#### **Florida Natural Resource Leadership Institute Integrates Skill-building with Case Studies (99)**

**W.L. Sheftall**\*, Leon County, **W.T. Mahan**\*, Franklin County, **R.R. Carriker**, Food & Resource Econ Dept

**Keywords:** conflict resolution, leadership development, public policy issues, natural resource management, methods

**Objective:** Designing the curriculum for a new professional development program in natural resource problem-solving presented an opportunity: Could a Florida version of the Natural Resources Leadership Institute (NRLI) improve upon the successful North Carolina model we had observed? Participants in the NRLI 1) learn and practice skills in communication, conflict resolution, facilitation, and leadership; 2) explore examples of the policy-making process utilized by natural resource agencies at different government levels, and by convened groups such as task forces; and 3) build a network of colleagues affiliated with public, private, and non-governmental organizations. Our challenge was to improve the learning experience by teaching the Institute's "process" concepts and skill-building exercises within the context of a representative set of natural resource issues in Florida. **Methods:** Seven natural resource issues in Florida were selected as organizing themes for the NRLI's seven, three-day instructional sessions. A session location geographically central to each theme was chosen. Case studies were selected to illustrate resolution of conflict on a specific issue within each theme. Case studies were explored utilizing background briefings, field trips and stakeholder panels. For the seventh session, a local site-planning committee was convened. The committee selected case studies that illustrated skills to be taught in the session, planned and arranged the field trip, and identified and invited stakeholder panelists. **Results:** NRLI participants responded enthusiastically to the thematic focus of the sessions, to the field trips and stakeholder panels as learning tools, and to the sessions whose curriculum had a greater degree of integration among the skill-building and case study components. Utilizing a local site-planning committee to strengthen this integration resulted in the highest composite evaluation score for any of the sessions. Contributing to the high rating was the comprehensive analysis of the case studies that higher levels of stakeholder participation and involvement made possible. **Conclusions:** Changes made to the NRLI curriculum structure resulted in enhanced educational impact. Curriculum integration with case studies can be improved by using a local site planning committee. Therefore, a local site planning committee will be used for each session of the second NRLI, and case studies will be more consistently used as the context for teaching concepts and building skills in leadership, communication, and facilitation.

#### **Residents Learn from Successful Peers How to Landscape for Wildlife (00)**

**W.L. Sheftall, Jr.\***, Leon County; **G. Brown\***, Wakulla County; **C. Brown\***, Leon County; **S. Rosenthal**, Leon County; **D. Marshall**, Leon County; **L. Heitmeyer**, Leon County; **J. Schaefer**, IFAS/CNR

**Keywords:** volunteer training, urban wildlife, wildlife management practices, landscaping for wildlife, landscape design, Florida Yards & Neighborhoods, Master Gardener, Master Wildlife Conservationist

**Objective:** 1) To train Master Gardeners and Master Wildlife Conservationists to be backyard consultants on improving urban wildlife habitat. 2) To model a backyard-based, peer-instructed curriculum and method. 3) To test the curriculum with the public -- our ultimate audience. **Methods:** Focus of our training was terrestrial and aquatic wildlife management practices appropriate for the suburban homeowner. "Landscape Design with Wildlife in Mind" was offered as a 30-hour series comprised of ten 3-hour seminars. We utilized 9 Master Wildlife Conservationists with recognized expertise as co-instructors. Curriculum emphasis was three-fold: 1) which wildlife species are attracted by specific practices and why; 2) how to plan, construct, install, plant or otherwise implement each practice; and 3) the success story of each homeowner whose backyard we used as a teaching site. Participants were taught the principles of landscape design, then applied them to their wildlife habitat goals and developed individual landscape plans for wildlife. **Results:** 58 of the 75 participants earned a certificate by attending at least 7 of the 10 seminars. Evaluation showed that 12.5 % were "exceptionally satisfied" with the series, 50% were "highly satisfied," and 37.5% were "well satisfied." Post-test scores showed an average increase in knowledge of 73%. The average participant knew 43% of the series material at the beginning, and 74% at the end. **Conclusions:** Enrollment was overwhelming -- indicative of the high level of interest in learning about landscaping for wildlife. 41% of enrollees were MGs or MWCs being trained to provide backyard consultations. From this group of Extension volunteers, a new team is being formed to provide FYN backyard wildlife consultations.

#### **Combining History with Ecology to Teach Wildlife Habitat Conservation (01)**

**W. Sheftall\***, Leon County, **C. Brown**, Leon County, **G. Brown**, Leon & Wakulla Counties, **S. Rosenthal**, Leon County

**Keywords:** newspaper, history, ecology, wildlife, habitat, conservation

**Objective:** Educate youth and adults in the St. Marks River Watershed about past and present uses of natural resources, and conservation of habitat within the watershed's five eco-regions. Format five newspaper supplements as a serial interpretive guide. Catalyze outdoor recreation on public lands and waters in the five eco-regions, through first-hand accounts and GIS maps. Highlight habitat restoration projects, and teach ethical practices that minimize human impact to wildlife habitat. **Methods:** Planned, developed and published five 12-page newspaper inserts to the *Tallahassee Democrat*. Coordinated the writing, editing and illustrating of 60 pages of articles by Extension Master Wildlife Conservationist volunteers, and by professionals with expertise in science and history. 92,500 copies of each insert were printed and distributed to newspaper readers and to elementary, middle and high school students in Leon and Wakulla counties. Developed and distributed a Teacher's Guide for each newspaper insert. Administered different evaluation instruments to readers, park visitors, assistant principals and teachers. **Results:** 92.1% of respondents to the Reader Survey reported having become more aware of the local environment. 70.4% of respondents reported having saved at least one of the inserts for future reference. 83.0% of respondents reported having been prompted to do something ranging from outdoor recreation to backyard conservation. 52.6% of the 38 respondents to the Teacher Survey reported using at least a portion of one insert. 47.6% used the Teacher Guides. 57.1% of the reported utilization was in social studies and history classes as opposed to 38.1% in science classes. **Conclusion:** Many readers commented that they liked the combination of history with ecology in describing local natural resource use and conservation. Heavier use of the inserts by social studies than science teachers points to an under-exploited avenue for Extension to utilize in helping schools educate students about their local

environment, and the role of man in conserving it.

**GIS as a Tool for Evaluating Practice Changes and Communicating Impact of Watershed-focused Education Programs (02)**  
**W.L. Sheftall\***, Leon County; **D. Marshall\***, Leon County; **C. Brown**, Florida A&M University

**Keywords:** GIS (Geographical Information Systems), Florida Yards & Neighborhoods, landscape practices, nonpoint source pollution, watershed protection

Many extension education programs teach homeowners and landowners about best management practices (BMPs) to protect the environment. For example, through Florida Yards & Neighborhoods (FYN) programs, homeowners learn landscape practices to reduce nonpoint source pollution within their watershed. Analyzing homeowner/ landowner adoption of BMPs geospatially would allow assessment of impact by acreage and location, and allow policymakers to see impact in map format. **Objectives:** Devise a survey for measuring environmental compatibility of homeowner landscape practices with protection of water quality. Store the data in a form that allows for statistical analysis and interface with GIS. Depict landscape practices and changes in a geospatial dimension. **Methods:** Standard FYN questionnaire was modified to allow for GIS-based evaluation of environmental compatibility. Series of 3 questions was used to assess each of 9 landscape practices relevant to watershed protection. Practices were assessed before and after training. Scores were assigned to answers. Microsoft Access was used for data storage. Advanced functions were used to create input forms and provide quality control. Database was joined to county GIS tables by linking common field of Tax Identification Number. Scores within range of 0-9 were subdivided into "Good, Fair, and Poor," and mapped using ArcView. Various GIS themes were incorporated to show importance of practice changes in context of landscape position and watershed location. **Results:** GIS provided a more sophisticated way to evaluate impact within a watershed than conventional methods. Visual depiction of area under a particular practice allowed for easier understanding of information being conveyed. **Conclusion:** GIS-based evaluation is a useful tool for measuring and mapping spatial extent of land management practices, and communicating watershed impact of extension programs.

**Internationalizing Extension: Experiencing Costa Rica. (04)**

**J. Shuford-Law\***, Leon County Extension, **M. Taylor**, Suwannee County Extension, **R. Carter**, Gulf County Extension, **N. Place**, Agricultural Education and Communication, **M. Shelby**, Sarasota County Extension, **P. Vergot**, District Extension Director

**Objectives:** To help Extension play a role in assisting our audiences adapt to a new era of heightened globalization. **Methods:** UF/IFAS-Extension received one of ten USDA grants as part of the national initiative to internationalize extension. The professional development opportunity was designed to include a team of 15 participants, 2 UF faculty, 4 county commissioners matched with 4 county extension faculty, 4 graduate students and 1 District Extension Director. The team completed a total of 9 days of in-state training and 10 days of study in Costa Rica. While in Costa Rica the team met with faculty and students of Earth University, local and state government officials and extension professionals. Tours of farms, organically grown produce and landscape operations, a school and a women's orchid cooperative were also made. Each team member was hosted overnight by a local Costa Rican family. **Results:** Participants became more aware and open to diverse cultures, which is critical in the implementation of sensitive, effective educational programs in FL as the population becomes more international. **Conclusions:** Team members (County Commissioners, UF state and county faculty, students) are better prepared to work with diverse audiences and to assist colleagues to respect and appreciate the diversity in our audiences as our world becomes more interdependent. Pairing county government officials and extension agents provided a unique opportunity for each to become more aware of the other's issues and responsibilities.

**International Extension Training – Why Should You Participate? (02)**

**M. Simmons\***, Levy County, **M. Brinkley**, Liberty County, **H. Grant**, Gadsden County, **D. Bennett**, Wakulla County, **P. Vergot**, District Extension Director, **D. Converse**, Hillsborough County, **K. Gioeli**, St. Lucie County, **J. Stevely**, Manatee County, and **S. Brown**, Lee County

**Keywords:** international, training

**Objectives:** To be better able to respond to the needs of individuals and communities impacted by cultural diversity and global interdependence. To prepare County Extension Faculty to develop international outreach programs for local clientele. To improve local county programs by helping County Extension Faculty apply their expanded knowledge and increased cultural sensitivity to local problems and programs. To involve Extension clientele in understanding how international linkages/interdependencies affect our daily lives. To recognize ways to provide international trade and development education programs to Extension clientele. To provide County Extension Faculty with the opportunity to become involved in overseas projects and U.S. development education efforts. **Methods:** An In-Service Training was planned and funds solicited for eight county faculty to study international Extension programs. The orientation provided: (1) an overview of international programs; (2) preparing for personal travel abroad; and (3) Extension Education in Costa Rica. The second training session included information about Costa Rica – culture, government, education, and Extension. The third training session took place in Costa Rica where EARTH University hosted the group. The fourth training session provided an opportunity to reflect on what had been learned and to explore possible ideas for future work abroad. **Results:** Eight County Extension Faculty and one District Director participated. **Conclusions:** All agents felt the program was beneficial in helping them understand a culture different from the one in which they live. Knowledge gained of families and cultures, business and agriculture systems will be beneficial in working with clientele.

**Public Relations for Family and Consumer Sciences Programs (04)**

**S. Toelle\***, Duval County Extension

Extension programs are often a community's "best kept secret." Professional development leave provided an opportunity to study the basics of public relations and to survey the successes and wisdom of other family and consumer sciences agents in the southern region. **Objectives:** To learn and apply public relations techniques that would be effective for family and consumer sciences programs. **Methods:** Two public relations courses were taken at the University of North Florida, and a survey was distributed by the FCS Southern Region Program Leader to agents within those states. The agent visited three individuals who can

serve as a resource to later efforts and could share experience from the field. **Results:** Formal study revealed several techniques to promote programs, while the survey showed that only 35% of agents had implemented a public relations campaign. The survey also examined the level of success with various forms of media and written communication. **Conclusions:** As agents, we tend to focus on our educational efforts with less attention to promoting the program. We should use a myriad of techniques to promote our programs to targeted audiences for successful results.

### **Educating the County Citizenry About The Local Option Tourism Tax (97)**

**A. Tyree**, Hamilton County

**Keywords:** economic development, rural development, community development, tourists, tax

Hamilton County is a poor rural county in North Central Florida. The county is looking for alternative ways to generate jobs and income for the area. One of the alternatives is tourism. Currently we have very little tourism. By state statute, a tourist development tax can be enacted by every county in the state, if local citizenry approve the tax. The funds generated from this tax are used to promote tourist activities in the county. **Objective:** To adequately inform the local citizenry about the tourist development tax. **Methods:** News articles for the local newspaper, extension newsletter articles, radio announcements, speaking engagements, flyer mail-outs, the development of a county tourism task force, and word-of-mouth were used to educate the public about the tourist development tax. **Results:** The county citizenry were informed. Seventy percent (70%-2,477 votes) of the voters in the county approved of the tourist development tax. Out of the three (3) local counties (Columbia, Hamilton, and Suwannee), who now have the tax, Hamilton County was the only county to pass the tourist development tax on the initial try. A referendum on the tourism tax was also held in adjacent Madison County during the same time period. It failed to pass, however. Currently, we are the most rural (smallest -- population-wise) county in the state to pass the tourist development tax. **Conclusions:** The extension educational effort on the tourist development tax helped voters make informed choices. The tax passed overwhelmingly (70%) in the county. A referendum on adopting a local tax can be passed, even in a small rural conservative county, if the public is adequately informed about the tax.

### **Iraqi Agricultural Exchange with University of Florida IFAS/ Extension (05)**

**P. Vergot\***, Extension Northwest District Director, **K. Rudisill\***, Bay County, **L. Barbee\***, Calhoun County, **P. Davis**, Bay County, **B. Finn**, IFAS International Programs, **L. Stall**, Assistant Director IFAS International Programs

**Objective:** This program was designed by Extension faculty to provide an overview of the University of Florida system for Iraqi Agriculture and Extension Personnel. **Methods:** The program was designed with tours of facilities and interviews with key individuals in extension and industry. This tour explored advanced technologies in crop production, dairy, UF Campus, Research and Education Centers, and a local county extension office. **Results:** The Iraqi team identified major things that can be done, excluding monetary support upon their return to Iraq. The top two ranking for topics were: Communication and training, and equipment, materials for cooperative research. A survey was conducted that asked "to what degree has this program increased your competency" 4 point scale 4 = a lot:

- ability to teach others on these topics 3.8,
- use of programs/activities in your career 3.5,
- collaborate with other organizations 3.7.
- address emerging issues in this area 3.5.

These items were on a five point scale

- opportunities to use the information in their programs/activities 4.5.
- committed to using information from this program in my county 4.5.
- would recommend this program 4.8.
- cooperation from UF/IFAS Faculty 4.8,
- overall program rating 4.9.

**Conclusions:** Iraqi team members are better prepared to work with diverse audiences and to assist colleagues with dissemination of information using Extension Methodology. They understood that our system pairs county government and extension agents with the University to provide a unique opportunity for delivery of research to the public via extension.

### **Disaster Education and Recovery of the Northwest Extension District (06)**

**P. Vergot\***, Northwest District Extension Director; **D. Mayo\***, Jackson County Extension

**Objectives:** During the past four years, Extension faculty have been faced with assisting clientele with educational materials before, during and after numerous disaster conditions caused by hurricanes. In addition, they have assisted their peers in recovering from the aftermath of hurricane destruction. **Methods:** Extension received over \$14,000 from USDA CSREES to assist in disaster awareness and training of clientele. The faculty of the Northwest Extension District developed a faculty committee to determine what types of equipment and educational materials could be assembled to assist in education of disaster preparedness and assist county faculty during disaster recovery. The committee then turned over their recommendations to an operations group of extension faculty that purchased equipment and supplies and assembled the educational materials needed for the project. **Results:** Two utility trailers were fashioned (identified as University of Florida IFAS Extension Disaster Education and Recovery) to be used as both storage and transport of hundreds of household items for creating educational displays during events such as fairs and festivals and extension teaching activities of disaster preparedness. Instructions were developed for use and a calendar for scheduling was implemented. The equipment, supplies and educational materials were used by county faculty during more than twelve different single and multi-day events during April through June of 2006. **Conclusions:** The assembly and use of disaster related equipment, supplies and educational materials assembled for use by extension faculty across the Northwest Extension District was successful in aiding in increased disaster preparedness education.

#### **“State 4-H Congress Programming” – Educational and Personal Development Can Be Fun (01)**

**M.A. Wade\***, State Extension Specialist

**Keywords:** 4-H, programming, educational, personal development, fun

The annual state 4-H Congress provides a unique opportunity for member's across the state to join together in fellowship, competition and participation in activities and learning opportunities. It can be difficult for state extension specialists to develop programming based upon their expertise for this audience. Suggestions and strategies for program development are discussed based upon experience gained from approximately 16 workshops over three years of Congress participation. **Objectives:** To provide proven strategies for developing workshops for the State 4-H Congress; to discuss the advantages of state extension specialist participation. **Methods:** Previous workshops will be presented and discussed. Areas of success and improvement will be analyzed. Participant likes and dislikes are reviewed. Ways to incorporate specialist expertise into fun, age appropriate programs are profiled. **Results:** Approximately 16 Congress workshops have been developed and presented over the past three years (including the 2001 Congress). Most have been extremely successful according to participant evaluations. Combinations of lecture, discussion, interaction and athletic participation were used. Workshops ranging from career development, skill development and martial arts were conducted. Participation levels and fun were had by all, including the state specialist. **Conclusions:** The Florida State 4-H Congress provides a valuable learning experience for student participants and presenters. The opportunity to gain new experiences, new knowledge, skills and friends will last 4-Hers a lifetime. However, there is great opportunity for state specialists and other extension leaders to gain from access to this audience as well.

#### **“Agricultural Marketing and Postharvest Handling” – An Extension In-Service in Nigeria” (01)**

**M.A. Wade\***, State Extension Specialist and **D. Picha**, Louisiana State University.

**Keywords:** marketing, postharvest, in-service, Nigeria

A USDA project with the University of Florida, Louisiana State University and the Ministry of Agriculture and Rural Development was planned and implemented, providing a train-the-trainer workshop on agricultural marketing and postharvest technology to extension agents in Nigeria. **Objectives:** To provide agricultural marketing and postharvest technology in-service training to the Nigerian extension service. **Methods:** Two extension specialists were sent to Nigeria. Field trips were conducted to agricultural markets, processing facilities, extension offices and farms throughout Nigeria. Information was integrated into a two-day workshop on market development, alternative commodities, and postharvest technology. Special attention was paid to horticultural crops. **Results:** The Minister of the Federal Ministry of Agriculture personally opened the meeting. Extension agents and extension administrators from all 36 states were represented. One day was spent on agricultural marketing and one day on postharvest technology. Bound reference materials were distributed. Program evaluations were completed. The 65 train-the-trainer participants committed to training 11,064 people in marketing and 6,135 in postharvest nation wide. **Conclusions:** This project was the first USDA educational program conducted in the newly democratic Nigeria. An understanding of Nigeria's agricultural problems and potential was developed and a foundation for future extension development training was laid. Important concepts for the creation of new market opportunities were introduced and postharvest solutions to the 20-50% crop loss experienced in Nigeria were proposed. Nigeria's extension service has many needs, but the agents represented at the meeting were excited and ready for the challenge.

#### **Development of Local, State and National Communication Outlets Can Improve Extension Effectiveness (02)**

**M.A. Wade\***, State Extension Specialist

**Keywords:** newspaper columns, magazines, radio shows, communication

A key component of extension education is the development of materials for a variety of client and audience types. Access to consumers of information can be greatly enhanced through the use of mass media outlets like newspapers, magazines, web based newsletters, radio and television. Suggestions and strategies for program and column development are discussed based upon experience gained from writing columns/programming in each of the above formats on the local, state, national and international level. **Objectives:** To provide proven strategies and approaches to developing communication outlets for extension programming. **Methods:** Current column and programming experiences are presented and discussed. Approaches to identifying needs, securing an outlet, identifying the audience, budget generation, time management and equipment considerations are analyzed. The session is designed to focus on a variety of media outlets and the advantages and disadvantages of each. An assortment of examples is utilized. **Results:** Approximately 6 weekly or monthly columns and programs have been developed over the past two years involving on-line newsletters, local newspapers, state and national magazines, and national public radio. Most have been extremely successful according to reader/listener feedback and have reached a wide range of audiences. **Conclusions:** Utilization of mass media outlets can be a cost effective way to reach a wider audience. In addition to improved reader access, the opportunity to write a regularly scheduled column can improve communication skills and enhance the author's reputation as a recognized leader in their respective field.

#### **Osceola County Farm-City Days (02)**

**J. Welshans\***, **M. B. Salisbury**, **E. Foerste**, **C. Moore**, **C. Walter**, Osceola County

**Keywords:** agriculture, community, tourism, farm-city days

Tourism is a highly visible part of the local economy. Many Osceola County residents and visitors do not realize the importance or diversity of agriculture. **Objectives:** To make urban and rural residents, along with youth, aware of the interdependence of agriculture and businesses through bus tours and hands on activities. **Methods:** Osceola County Extension partnered with nearly 120 individuals and agricultural and community businesses to conduct a variety of activities for Farm-City Days. Bus tours were planned to demonstrate the diversity of local agriculture to elected officials, key community leaders and the public. Presentations and stops included local agricultural history, citrus production, purebred cattle, sod production, fish farming, egg production, and other agriculture industries. A field trip was arranged for fourth graders. They were invited to experience hands on activities to help them become familiar with agriculture and the history of their county. Ten demonstration stations were conducted such as butter making and squeezing oranges. Educational exhibits were displayed for the public on different agriculture commodities. **Results:**

Approximately 1200 youth and adults participated in farm tours, viewed educational displays, and participated in hands-on activities. Many were astonished of the diversity of agriculture that exists in the county, commenting, "excellent exhibits," and "educational exhibits for our home school children". **Conclusion:** Osceola County Board of County Commissioners, the City of Kissimmee, and the City of St. Cloud signed a Farm-City Days proclamation. Osceola County Extension plans to hold the Farm City Days events again this year.

#### **Community Leaders Address Welfare Reform In Nassau County (97)**

**M. S. Williams**, Nassau County

**Keywords:** welfare reform, WAGES, public issues

**Major Program Objective:** The Florida Legislature recently enacted the WAGES program In an effort to redesign welfare, encourage gainful work, and reduce dependency on public assistance. Welfare reform will have an impact not only on the clients it serves, but on all private and public agencies who provide assistance to families and children. This major program was undertaken to provide a public forum for issues identification, resource mapping, and community involvement in addressing local concerns. **Method and Teaching Activities:** A series of public Issues forums and workshops were held to bring together representatives from service agencies and businesses, elected community leaders, current welfare recipients, and others. The first forum was a facilitated brainstorming session to identify and prioritize local issues, concerns and possible strategies related to welfare reform. Other workshop topics have included employment issues, mapping local resources, and model programs from other communities. A fall workshop will address child care issues. Follow-up newsletters are prepared after each workshop to update local officials and summarize proceedings. **Significant Results/Impacts:** Representatives from 54 service agencies and 130 businesses have participated in one or more workshops. Smaller coalitions have formed to address specific issues of concern. Significant results and impact to track throughout 1998 will be the transition of 400 Nassau County families from welfare to work. **Conclusions:** Extension can be a major resource in providing educational programs, facilitating public issues forums, organizing job and management related trainings, and providing other assistance to communities dealing with well are reform. Efforts can be linked to state major programs in Community Development, Strengthening Families and Resource Management.

# FLORIDA ASSOCIATION OF COUNTY AGRICULTURAL AGENTS - FACAA

## 2002 Northwest Florida Beef Cattle and Forage Survey Results (03)

A. Andreasen, J. Atkins, D. Bennett, G. Edmonson, R. Elliot, S. Eubanks, H. Grant, L. Halsey, L. Heitmeyer, G. Israel, D. Mayo\*, C. Olson, P. Vergot, B. Ward

**Keywords:** beef cattle, forages, management practices, survey

Beef cattle producers from 12 counties in the Northwest Florida Panhandle were surveyed on the management practices used in the 2002 production year. **Objectives:** The purpose of this study was to develop a generic description of the type of beef cattle operations in this region, compare current management systems to other regions of the state and U.S., determine future needs for extension and research programs, and determine the usefulness of current extension information delivery methods. **Methods:** Mailing lists from 12 County Extension Offices were used to develop an overall mailing list, and producers were randomly selected to participate in the study. A survey instrument was developed, evaluated by a panel of experts and pilot tested. Pre-survey post cards, a cover letter and the actual survey instrument were mailed and non-respondents were mailed reminder postcards and a follow up cover letter and survey. **Results:** From the final mailing list, 411 surveys were returned, but of these 264 were actually involved in the management of a beef cattle operation in 2002. Individual responses were entered into an Excel spreadsheet and a summary was developed comparing the results of this study to one completed in South Florida in 1998 and one of the top 26 cattle producing states in the U.S. **Conclusions:** Strengths and weaknesses of the current level of management of the operations in this study were observed. These perceived weaknesses will be used by Extension Agents and Specialists to make long range programming decisions to better serve this clientele group.

## Utilizing the Pull Strategy of Market Demand in Environmental Landscape Management (04)

M. Beckford\* Miami-Dade County Extension

For homeowners using landscape maintenance companies, the emphasis of urban horticulture programs on landscape best management practices (BMP's) rests on him / her making informed choices on what to DEMAND of their landscape company. **Objective:** To utilize the 'pull strategy' of market demand for implementing landscape BMP's on commercially maintained properties. A 'pull strategy' is one which drives market demand from the consumer end rather than from the supplier end. **Methodology:** Two 2-hour seminars on landscape BMP's were presented to the Board of Directors (BOD) of 2 Miami-Dade homeowner associations, representing a total of 500 households. These seminars stressed preventing landscape problems by implementing BMP's. Since the recommendations would have to be adopted by a landscape maintenance company, the strategy emphasized was, armed with science-based information using resources of the Cooperative Extension Service and Mobile Irrigation Lab (MIL), the BOD could demand that any landscape company hired utilizes landscape BMP's. **Results:** After the seminars, the BOD for each homeowner association had the MIL calibrate their irrigation systems. Problematic plants were replaced with low-maintenance alternatives; controlled-release fertilizers were applied to nutrient-deficient palms; a 'green' (environmentally conscious) landscape maintenance company was hired by one community's BOD and the other community's BOD forwarded landscape BMP recommendations to their landscape maintenance company for compliance. **Conclusion:** For commercially maintained properties, a 'pull strategy' is successful in increasing practice change adoption of landscape BMP's, because it increases consumers' confidence due to increased knowledge. This informs their choices and demand from suppliers of landscape maintenance services.

## Is Your Educational Workshop Grower-Friendly? (06)

M. Beckford\*, R. Rafie, T. Olczyk, Miami-Dade County Extension

**Background:** The effectiveness of Extension educational workshops targeting growers is often measured by how grower-friendly their contents are. However, the perception of what is grower-friendly may be different for Extension Agents than for growers. A survey was conducted to compare the perception of what 'grower-friendly' means between these two groups. The **objective** of this paper is to determine what grower-friendly means to Extension Agents and growers, and to use the information to develop educational workshops that meet growers' needs. **Method:** The survey was sent to 50 County Extension Agents working in District V. The same survey was sent to 50 growers in Miami-Dade County. **Results:** The survey results are being compiled and analyzed and will be presented at the 2006 annual EPAF meeting. **Conclusions:** Will be presented at the EPAF meeting.

## Lawn and Garden Seminars: Educational Demonstrations for Homeowners (99)

B.R. Bolles. Escambia County

**Keywords:** horticulture, demonstrations, seminars, homeowners

In response to the public's request for accurate, up-to-date horticulture information, the Escambia County Horticulture Program conducted three Lawn and Garden Seminars at the Escambia County Demonstration Garden. **Objective:** Each program was designed to educate homeowners on current gardening issues, environmentally-friendly landscape practices, and appropriate plants for the Panhandle. **Methods:** The Horticulture Agent conducted lectures on gardening problems and provided a question-and-answer session on a local gardening radio program broadcasted from the demonstration garden. Master Gardeners distributed Extension information and assisted homeowners with their specific horticultural concerns. **Results and Conclusion:** Over 1,042 residents have participated in the events and were introduced to the Extension Horticulture and Master Gardener Program as a source of qualified information. In subsequent programs, 446 participants reported using seminar information in their weekly or monthly landscaping activities.

## Development of a County Tree Repopulation Program (01)

E.R. Bolles\*, L.T. Christenberry\*, and R.M. Elliott\*, Escambia County

**Keywords:** live oaks, transplanting, tree replacement



Several areas in Escambia County are experiencing a decline of numerous mature water and laurel oak tree specimens. The decline is due to old age, harsh weather conditions, and the impacts of urban development on the trees. **Objective:** In attempts to preserve the beauty and environmental quality of the county and promote proper tree maintenance techniques, Escambia County Extension Service has been involved in the growing and transplanting of live oak trees from a county-owned tree nursery to public lands. **Methods:** The Escambia County Extension Service and Master Gardener volunteers established and maintained 500 live oak trees which matured to approximately three inches in caliper. Trees were transplanted to sites using a county tree spade and by contracting with a local landscaping company. The Extension Service staff directed the proper placement of trees and established a barrel-type drip irrigation system to each tree. **Results:** More than 80 trees have been transplanted to sites around the county, including the Langley Bell 4-H Camp, a new county commerce park, and property in an historic area of Pensacola. **Conclusion:** The success of the transplanting project is leading to new opportunities for the Extension Service to offer healthy trees to the public to replace hazardous trees. Future fines from violation of the county tree ordinance will be used to develop a tree replacement program on public land.

#### **Progressive Farmer Farm Safety Day Camps Offer Youth an Opportunity to Learn Safety Awareness and Have Fun at the Same Time (03)**

**C. L. Brasher\*, H. Schultz**, Jackson County

**Keywords:** Farm Safety, Day Camp, 4-H & Other Youth

Farming as a civilian occupation ranks about 4<sup>th</sup> in danger risks to its workers. Children from ages 8-14 who live on the farm are at risk. Children may not know their limitations, and they feel that they can operate All-Terrain Vehicles, farm tractors, and other pieces of equipment with little training. Children are also inadvertently exposed to hazards associated with chemicals on crops and livestock, and need to be trained to steer clear of exposure to these. By nature, electrical equipment and avenues of contact with electricity are especially dangerous to children. Children need to be taught proper response when the fire is in the home or building, or out of control. **Objectives:** Farm Safety Day Camps co-sponsored by the Progressive Farmer magazine and its Farm Safety Foundation were attended in over 300 sites in the United States last year. **Methods:** Farm Safety Day Camps provide children and adults with an appreciation for safety and awareness of surroundings. **Results:** In 2003, total attendees were 144, of which 89 were campers, 38 volunteers, and 17 instructors. The ten classes covered a number of concerns. Over 28 percent of the campers evaluated the camp as excellent, and needing no change. Some suggested having more action, hands-on, or live demonstrations. Those making additional comments, besides rating the classes, gave up to four responses for fire-related safety tips, gave four general safety tips dealing with safety products, informing parents of emergencies, being aware of surroundings, and staying with an adult. The animal classes had six take home comments written by the kids, i.e. using caution with snakes, stay away from and do not feed alligators and bears, stay from behind horses, wear a helmet, and be careful feeding horses. The Planning committee will use the evaluations and comments to plan the camp for next year. **Conclusions:** Farm Safety Day Camps, promoted and co-sponsored by Progressive Farmer, or other organizations, give the children a way to learn safety awareness in a non-threatening atmosphere, and they can have fun learning about safe practices, and things to avoid.

#### **Farmer-to-Farmer: An Information Dissemination Approach Using Producer Leadership to Develop Educational Networks. (98)**

**J. Breman\***, Union County; **M. Swisher, E. Huntley and C. Yermal**, Family, Youth and Community Science; **B. Hochmuth, J. Fletcher, M. Sweat, D. Dinkins, W. Odegaard, C. Brasher, E. Lord, P. Tomlinson, S. Gran and M. Shuffitt** (Farmer-to-Farmer Counties)

**Keywords:** small farms, network, information dissemination, partnerships, farm leadership

**Objective:** To develop an information network specifically for small farmers. **Methods:** Used successful farmers to demonstrate/teach other farmers with 14 County Extension staff and 3 state staff providing the framework on which information network system was developed. Teaching activities included: 1) separate county projects conducted as 1) on-farm research, 2) demonstrations, 3) field days, 4) classes, 5) tours, 6) seminars (successful farmers from other states as guest speakers at regional educational and associational meetings, 6) developed educational materials. **Results:** Under the Farmer-to-Farmer network 1) more than 550 producers were reached through teaching activities, 2) project farmers and Extension staff formed a commercial meat rabbit association, 3) a network of farmers committed to the concept (including various commodity-specific organizations) was strengthened to the point of organizing the first annual Florida Small Farm Conference and Trade Show, scheduled for October 1998. **Conclusion:** Perspectives on forming farmer leadership networks from Extension and farmer leaders in this two-year project are reported in the "Farmer-to-Farmer Lessons Learned". Maintenance of the Farmer-to-Farmer network will require additional Extension effort.

#### **Natural Resource Conflict Resolution Training for Extension Agents (99)**

**H.P. Bresee III\***, Miami-Dade County-Florida Sea Grant & **J.S. Brenneman**, Polk County

**Keywords:** Extension, conflict resolution, leadership, natural resources

Training in conflict resolution as it pertains to natural resource management is inadequate throughout the extension profession. This year two extension agents, Harrison Bresee with Sea Grant in Miami-Dade County and John Brenneman with the Polk County Extension Office, completed a natural resources leadership training program, The Florida Natural Resource Leadership Institute, that has improved their conflict resolution and problem solving skills. The Florida Natural Resources Leadership Institute (FNRLI) has three goals: to introduce fellows to natural resource issues around the state of Florida; to teach new methods and techniques in the problem solving and conflict resolution fields; and to provide fellows the opportunity to develop relationships with other leaders in the natural resource arena. 1998-99 was the inaugural year of the program. 23 fellows with diverse careers; such as education, extension, environmental, water management, government, non-profit, and private business, completed the eight session training. Each course was held at a different location in Florida and consisted of three parts; education on a natural resource issue, a field trip to view the natural resource issue, and course work on problem solving or conflict resolution skills. The natural resource issues

studied were: Mining and Habitat Reclamation; Water Quality and the Suwannee River Basin; Water Allocation and Use in Southwest Florida; Forest Management; The Everglades; Marine Resources; and The Apalachicola Bay Ecosystem. During the training each fellow was required to produce a "practicum"-a project concerning a natural resource issue that utilized skills learned at the institute. Mr. Brenneman's practicum was on the Florida Yards and Neighborhood Program and Mr. Bresee's practicum was on managing the wing net shrimp fishery in Biscayne Bay.

#### **2004 Dairy Reproduction Road Show (04)**

**B. Broadus\***, Hillsborough County; **A. deVries**, University of Florida

Florida's warm and humid climate is not ideal for dairy cattle. Especially heat stress in the summer reduces herd reproductive performance. This has a negative effect on the profitability of Florida dairy farms. **Objectives:** A series of meetings around Florida to bring dairy producers up to date on the latest practical methods to improve the reproductive performance of their dairy cows. **Methods:** Three meetings were held in the Okeechobee County, Marion County, and Washington County extension offices. Seven talks and demonstrations were presented on various topics concerning reproductive performance and enhancement. A video CD is produced that contains the presentations as well as the proceedings and other educational materials. **Results:** 72 people attended the Reproductive Road Show this year. Dairy producers appreciated expert speakers coming to a location near them, making it easier for them to attend the program. One high profile out-of-state speaker was also a main reason for many dairy producers to come to a meeting. Of those responding to the post workshop survey, 92% indicated that their knowledge level in reproductive strategies had increased as a result of the workshop. 83% of those reported a practice change would be attempted as a result of the workshop. A follow up survey will be mailed out six months post workshop to chart practice changes and results from those changes. **Conclusions:** The Reproduction Road Show was a huge success and is a good format for annual extension programming.

#### **Improving Urban Wildlife Habitat in a Golf Course Community (99)**

**G. Brown\*** and **D. Copps\***, Leon & Wakulla Counties, **W.L. Sheftall, Jr.**, Leon County

**Keywords:** environmental landscaping, wildlife conservation, natural resources, volunteer training

**Objective:** To use a golf course to illustrate landscape management practices that enhance wildlife habitat. To encourage residents, golfers, and green space managers to adopt similar practices on their own properties, through workshops or course visits. To provide Master Wildlife Conservationist (MWC) volunteers with opportunities to implement training-course concepts. **Methods:** MWCs analyzed environmental management practices, conducted wildlife counts, and included water quality information for a baseline database. Workshops and presentations involved neighbors, course users, MWCs and Master Gardeners (MGs). Workshops addressed landscape design, planting native trees and shrubs, wildlife monitoring techniques, nestboxes, aquascaping, and invasive plant control. Impact assessment will follow upcoming project components after the fall of '99 (educational signage on the course, a field day, wildflower meadow, bat-house installation). **Results:** There has been an increase in the diversity and numbers of songbirds on the course. MWC and MG volunteers have collaborated well. Media publicity and recognition was extensive, but involvement by homeowners, golfers and other golf superintendents, and land managers has been limited. Residents, some for the first time, were exposed to alternative ways of managing the golf course in a way which also provides for wildlife habitats. **Conclusions:** It will take several years for many of the habitat improvements to support additional species of animals. Practice changes that have been implemented at the Killearn Golf Course and Country Club are beginning to influence the landscape practices of suburban residents not only in providing habitat for wildlife, but in protecting the natural resources in the watershed.

#### **Master Gardener Preview Presentation (02)**

**P. Brown\***, Pinellas County

**Keywords:** Master Gardener, volunteer, commitment

Many citizens who have relocated from other areas outside Florida look to the Master Gardener program for intensive information about growing conditions without considering the volunteer commitment. Trainees volunteering the required hours service after successfully completing the Master Gardener (MG) training program is less than 40%. **Objective:** Devise a preview program to expose potential students to the MG program prior to receiving an application and to increase the percentage of MG trainees becoming active volunteers. **Methods:** Attendance at the preview was required to receive an application. I held this preview in July 2001 prior to the fall MG training and then again in December 2001 prior to my spring 2002 class. A total of 113 persons attended the preview sessions. From that number, 71 persons applied for training. The presentation outlines the training, placing a great deal of emphasis on the volunteer nature of the program. Two veteran Master Gardeners tell of their experiences volunteering and what the program has meant to them. For attendees interested in horticulture education and not volunteering, the presentation ends with a list of other opportunities in Pinellas County for horticulture education. **Results:** Seventy two percent of the fall class and 90% of the spring class have become active volunteers. It is still early to assess the final results because both classes have a number of months left to complete the required volunteer service for certification. **Conclusion:** The preview program has increased the number of active volunteers from these two classes compared to previous classes.

#### **Establishing a Collaborative Between Small Farmers, Ranchers and Local Restaurants (97)**

**S. Brown**, Lee County

Successful small farmers and ranchers combine knowledge and skills with good marketing to exploit local niches. **Objectives:** (1) To introduce some of the more exotic foods from small farms and ranches to several of the finest local restaurants and caterers. (2) to encourage chefs to purchase directly from local farms and ranches. **Methods:** Contacts were made with Chefs Collaborative 2000, Cambridge, Massachusetts, and local farmers and ranchers to present fresh meat and produce to local up-scale restaurants. On the day of the event, a small group of farmers and ranchers displayed exotic fruits and vegetables, emu and ostrich meat, clams and crabs to prospective buyers. The host chefs and restaurants prepared selected items for tasting by other chefs. **Results:**

Forty-two individuals attended the event representing nine restaurants and caterers, ten farms and three media outlets. Fifty percent of chefs signed a symbolic contract to purchase local items whenever possible. **Conclusions:** Farmers and ranchers were encouraged by the demand from local chefs and caterers for quality and unique items. Several agreements were made to supply local restaurants with vegetables, seafood and ostrich meat.

#### **Training Landscapers to Deliver Florida Yards & Neighborhood (FYN) Practices (99)**

**F. Burkey\* & D. Culbert**, Indian River County; **D. Griffiths & L. Landrum**, Volusia County; **D. Kutz & S. Scalera**, Brevard County; **A. Neal**, St. Lucie County & **R. Whitty**, Martin County

**Keywords:** environmental landscape management, E.L.M., fertilizer application, integrated pest management, I.P.M.

Property owners want to adopt FYN practices but are unable to find landscapers knowledgeable about ELM. The FYN/Commercial Landscape Industry Program is a 6-county grant funded program that is developing and pilot testing curriculum and methods to train landscapers about FYN. **Objectives:** Provide staff training for Extension staff and teach industry personnel how to apply FYN practices in IPM and fertilizer management. **Methods:** Specialists and industry leaders developed a training notebook and audiovisuals. They conducted an 8-hour train-the-trainer workshop for 19 extension staff and volunteers plus 23 service providers. Training materials and methods were used at three additional training schools to 50 additional participants. Service providers were listed in a brochure distributed to interested homeowners. **Results:** The workshop evaluation conducted immediately after the program showed that more than 81% viewed the usefulness of the information as excellent. A four month follow up survey showed that service providers used the training and were able to provide Florida friendly landscape management to interested customers. **Conclusions:** Agents can utilize the materials and methods developed for this program to provide FYN focused services to interested customers.

#### **Telogia Creek Conservation Tillage Project (97)**

**B.F. Castro\***, **B.R. Durden**, **H.G. Grant**, Gadsden County, **J.C. Love**, FDACS Ag Water Policy, and **F. Johnson**, USDA-NRCS

**Keywords:** BMP, best management practice, conservation, tillage, demonstration

**Objective:** Introduce Best Management Practices for water quality and soil loss prevention to area farms through a collaboration of Extension, Agricultural Water Policy and USDA-NRCS with the Gadsden Soil and Water Conservation District. **Methods:** A Best Management Practice (BMP) demonstration project on crop and pasture land in the Telogia Creek Watershed was conducted by making reduced tillage equipment available to farmers, establishing on-farm demonstration plots, and holding field days to demonstrate and evaluate reduced tillage, new conservation tillage and new subsoil tillage technology. An evaluation of a Dyna Drive, a new rotary surface ground driven cultivator, and a Terra Max subsoiler with a newly designed bent-leg shank was performed. The project was conducted as a Section 319 Department of Environmental Protection grant. **Results:** Primary tillage demonstrations of the Dyna Drive revealed that this implement can reduce the number of trips required for soil preparation. In normal field conditions where 80 to 90 percent field residue exists, one pass of the Dyna Drive left an excellent seed bed while leaving 30 to 50 percent residue. The Terra Max subsoiler was successful in disrupting existing hard pans and reducing soil compaction. Substantial growth response was observed in winter annual and summer perennial forage plots where subsoiling was performed.

#### **Quincy Tomato Growers Marketing Exchange (99)**

**B. F. Castro**, Gadsden County

Volatile markets that often leave producers with less than break-even profits were even more depressed due to trade agreements like the North American Free Trade Agreement (NAFTA), according to UF economists. **Objective:** To increase the marketing knowledge and skills of tomato growers. The first goal was to bring growers up to date on what Mexican competition is expected to do to short and long term profitability. Secondly, the goal was to familiarize these producers with what a marketing exchange is. The final objective was to assist growers with the establishment of an exchange, if they elected to do so. **Methods:** Presentations at 5 meetings, one poster presentation, one video presentation, 8 newsletters, 11 mail-outs, 110 farm and packinghouse visits, and 168 phone calls. Producers were educated about the Capper-Volstead Act which allows them to set up marketing exchanges where the membership can legally discuss or set prices. Education of the 1996 "Suspension Agreement", a federal marketing order that is an amendment to NAFTA, was included in presentations. The Extension Service served as the secretary and director of the exchange until Florida Fruit & Vegetable Association was contacted and agreed to do it. **Results:** The Quincy Tomato Growers Exchange (QTGE) was established by 27 growers and sales persons. QTGE has marketed 3 Spring crops and 2 Fall crops to date, approximately 17 million 25 lb. boxes of tomatoes. A survey of growers and salesmen revealed that average prices were at least \$1 per box higher and the majority of the membership is highly satisfied with the QTGE. **Conclusion:** Through increased marketing knowledge and skills, growers are in a better position to compete with both domestic and foreign competition.

#### **The 3<sup>rd</sup> Grade Terrarium Project (03)**

**C. Chapman\***, Marion County

**Keywords:** 3<sup>rd</sup> grade, terrarium, 4-H, volunteers

Because of the need to establish a connection between 4-H and 3<sup>rd</sup> grade students through gardening, a new project was created. It needed to be a measurable, manageable and educational, experience for students, teachers, volunteers and contributors.

**Objective:** There was a need to create a fun, educational horticulture project for 3<sup>rd</sup> grade students to replace one that was limited. By providing hands-on plant science activities kids would be exposed to soil, plants, planting and growing plants for the first time. It was the intent for Volunteer Master Gardeners to present a positive 1<sup>st</sup> time gardening experience for 3<sup>rd</sup> graders, attracting them to the 4-H Program and help them complete a take-home terrarium. **Methods:** Master Gardeners volunteered to assist presenting five stations with one project and one volunteer at each station. After each class, Marion County 3<sup>rd</sup> grade teachers who participated in the program were surveyed for opinions. All materials were donated by vendors. **Results:** The survey indicated that there was overwhelming support for the new program. Master Gardeners, 4-H and horticulture staff worked together to create a well

organized project completely funded by vendors. Upon completion, teachers utilized the terrariums for further educational teaching in the classroom and 3<sup>rd</sup> graders were exposed to 4-H through a positive horticulture experience. **Conclusions:** A program of this kind provides new knowledge and pride of accomplishment for students who lack exposure to gardening, as well as an opportunity to enter 4-H.

#### **Successful Management & Strategies Used by the Tropical Fruit Crops Management Design Team (99)**

**J.H. Crane**, Tropical Research & Education Center

**Keywords:** design team, program management, tropical fruit

Strategies employed by the Tropical Fruit Crops Management in Florida Design Team (TDT) includes recruitment of a diverse array of experts as design team members; continual informal and formal input and planning from the clientele, county Agents, design team members, and researchers; development of a detailed and updated yearly plan of work; post-program clientele surveys; a minimal number of TDT meetings per year; periodic communication via electronic means and; an effort minimize the paperwork for most design team members. The TDT includes six horticulturists, an entomologist, plant pathologist, soil and water scientist, agricultural engineer, postharvest physiologist and a postharvest extension specialist, a food and resource economist, a water use extension specialist, a geneticist/plant breeder, two county Agents, and two food scientists. Planning for programs occurs through formal meetings with the commercial industry, solicited comments from post-program client surveys, and from county Agents and TDT members. Dr. Crane and Dr. Balerdi, meet periodically throughout the year to discuss and update in-progress plans of works (POW) and POW for the next year. Once per year, the entire TDT meets to discuss the achievement of the completed year and to develop the following year's POW. The TDT offers programs from a number of separate areas including, water management, pest control, cultivar evaluation, tree size management, nutrition and fertilizer management, postharvest handling, and promotion and marketing. The TDT has consistently served in excess of 13,000 clients per year during the last 4 years, accomplished 15 to 25 programs per year, and reported positive socioeconomic results.

#### **Creating a Framework for Delivering Biological Control Technology and Information (00)**

**J. P. Cuda\***, IFAS/Entomology & Nematology; **M. B. Adjei**, REC-Ona; **G. H. Brinen**, Alachua County; **T. R. Fasulo**, IFAS/Entomology & Nematology; **K. A. Langeland**, IFAS Center for Aquatic & Invasive Plants; **S. G. Park-Brown**, Hillsborough County; **P. D. Pratt**, USDA-ARS; **P. A. Stanley**, SWFREC-Immokalee; **S. E. Webb**, IFAS/Entomology & Nematology

**Keywords:** Biological control, implementation, agriculture, horticulture, structures, natural resources.

IFAS must develop new tools or strategies for achieving economically and environmentally sustainable agriculture and protect its natural areas. One way to achieve this goal is to educate the residents of Florida in the proper use of under-utilized technologies (such as biological control - the suppression of pests with natural enemies). **Objectives:** To designate a new State Major Program (SMP) and establish a Design Team that will provide leadership for increasing awareness and adoption of biological control as the pest management strategy of choice in the priority areas of agriculture, horticulture, structures and natural resources. **Methods:** A list of stakeholders was assembled. A workshop was conducted to discuss the status of biological control implementation in Florida. Program strengths and weaknesses were identified. The process of process of developing an action plan for delivering effective biological control technology to the people of Florida was initiated. An extension specialist and a county faculty member were designated as Co-leaders for a proposed new SMP on Biological Control Implementation. **Results:** The first of several workshops was held at the Entomology and Nematology Department in Gainesville on August 16. The development of a new Florida BioControl website was proposed that would consolidate current biocontrol information into a user-friendly system that would enable county extension faculty and allied groups (e.g. Master Gardeners) to access and use this information in a timely manner. **Conclusions:** The Florida BioControl website will increase awareness and adoption of biological control technology as the pest management strategy of choice in the new millennium.

#### **Termite Management Seminars for Florida Homeowners (99)**

**D. Culbert**, Indian River County

**Keywords:** home construction, pesticides, consumer protection

A lack of knowledge about termite treatments used during construction of new homes, requests for local building codes changes and new pest management technology has increased the number of calls to the Extension office about termite damage in newly constructed homes. **Objectives:** Homeowners, construction managers, termite treatment professionals, and building officials were invited to workshops. They were presented with information about this pest and the practices used to reduce the termite damage. **Methods:** Two 2-hour workshops were presented by extension agents & specialists, pesticide industry representatives, building officials, and an attorney. Eighty-three participants were provided with reference material and a question/answer session. **Results:** An evaluation of the workshop conducted immediately after the program showed that more than 75% of program participants found information very useful. A four month follow up telephone survey showed that respondents were able to correctly identify technical information about termite management and that they used the information presented at the workshop after attending the program. **Conclusions:** Agents can utilize the materials and methods developed for this workshop to provide consumer information about preventative termite treatment for new Florida homes.

#### **Florida Yards& Neighborhoods: Public Education Program for Nonpoint Source Pollution Reduction (99)**

**D. Culbert**, Indian River County; **D. Kutz\***, Brevard County; **A. Neal**, St Lucie County; **R. Whitty**, Martin County; **A. Daehnick**, Palm Beach County; & **D. Griffis**, Volusia County

**Objective:** A homeowner education program to reduce nonpoint source pollution was developed by Extension Agents in 6 eastern Central Florida Counties from July 1995 until August 1997. The FYN program reduced nonpoint source pollution from residential property owners from entering the Indian River Lagoon. **Methods:** Educational materials were adapted to teach environmental landscape management principles. 830 public workshops were conducted for over 10,000 persons. On site evaluations of 330 properties that used these principles were designated as "Certified Florida Yards". 13 Demonstration landscapes were installed.

**Results:** This program costs no more to practice than conventional landscaping. The participants made their neighbors cognizant, whom learned from good landscaping examples and or became participants. This program meets part of the educational aspects of the Comprehensive Conservation and Management Plan for the IRL. **Conclusion:** The pre- and post-evaluations for 404 respondents revealed that participants increased efficient watering, fertilizing and many other landscape practices, such as Integrated Pest Management. For instance Brevard County survey results showed an average increase of 7 practice changes above habits that were already employed by the homeowner. Survey results demonstrated that 25% of respondents used commercial landscape maintenance contractors. Hence, the 6 County Cooperative group along the Indian River decided to pursue a separate grant aimed at educating commercial landscape industry professionals.

#### **Saving Farmland through Tax Reduction (00)**

**D. Culbert\* & T. Robinson**, Indian River County; **G. Sudore**, Martin County

**Keywords:** agricultural preservation, conservation easements, inheritance tax, Land Trust

Agricultural landowners face uncertain futures due to land development pressures. Families that want to transfer their farm to the next generation face inheritance and income tax obligations that often lead to loss of farmlands. Tax abatement strategies may help growers and ranchers reduce taxes and allow for future generations to produce agricultural products. **Objective:** Provide agricultural landowners and public officials with information about how tax abatement methods that can reduce inheritance and income tax obligations. **Methods:** Two workshops were developed by Extension staff and regional Land Trusts. Agency personnel, planning staff, and Commissioners discussed local perspectives on agricultural land preservation. A tax attorney was the keynote speaker, who described tax benefits that come from conservation easements. Thirty-six landowners were provided with reference materials and a question/answer session. A similar second afternoon session was presented to 30 government officials to explain these financial strategies. **Results:** An evaluation of the workshop conducted immediately after the program showed that 98% of program participants found information very useful. A one-month follow up telephone survey showed that while only 20% had already applied the information, 60% of the participants had shared the information with others. **Conclusions:** Extension can partner with outside organizations to secure grants to bring outside experts and partner with local organizations for similar workshops to provide producers with financial planning tools that may help preserve the family farm and prime agricultural lands.

#### **Stormscaping – How to Get Green Again (05)**

**D. Culbert\***, Okeechobee County

In the wake of the 2004 storm season, homeowners have come to Extension for information and programs on how to repair their landscapes. What are the storm influences, what were the sources of information that were used and what methods of communication were employed? **Objectives:** to determine if there are preferred communication methods and information sources used by storm survivors. **Methods:** Two different audiences (78 Master Gardeners at a conference and 13 persons attending a hurricane preparation fair) were asked to complete hand-back surveys. **Results:** Master Gardener survivors indicated that they preferred personal contacts and used Extension information sources, while the general audience was most likely to use newspapers or TV shows as sources of stormscaping information. Master Gardeners felt available information was timely and useful, and were more likely to feel that way than the general public. **Conclusions:** Extension professionals are advised to get landscape recovery information to the public before storms, and use newspapers as a means of communicating.

#### **Florida Friendly Landscaping Learn By Mail (04)**

**T. DelValle\***, Duval County Extension

**Objectives:** Provide learning opportunity at a reasonable cost of \$5.00 to be completed in participant's free time and to reach a new target audience. **Methods:** Developed learn by mail program patterned after Florida Yards Program using Microsoft Publisher. Program was divided into nine lesson plans matching the nine Florida Friendly principles. A short test followed each lesson plan to gauge reader comprehension of important information. Program was advertised in local newspaper and through Extension newsletters. Packets were mailed once the \$5.00 fee was received. Tests and survey were returned to extension office for grading and certificate. **Results:** 244 packets were mailed and 120 participants returned tests for grading and certificate. The average test score was 90 with the range from 76 to 98. 97% stated the program met their expectations and 99% stated they learned new information. Fifty-five percent will decrease pesticide use, 46% will decrease water use, and 50% will decrease fertilizer use. Sixty-five percent of the participants indicated this was their 1<sup>st</sup> Extension program. **Conclusions:** Program objectives were achieved based on evaluation results and test scores. The learn-by-mail concept is a viable approach to reaching new audiences that would otherwise not attend a traditional program at a remote site. Participants indicated they were interested in more opportunities in other areas.

#### **Demonstrating Sustainable Alternative Production Methods For North Florida Strawberry Growers (01)**

**D.A. Dinkins\***, Bradford County; **M.S. Sweat\***, Baker County; **R.C. Hochmuth**, NFREC-Suwannee Valley, **S.C. Stapleton**, NFREC-Suwannee Valley

**Keywords:** strawberry, conditioned plants, alternative production, sustainable

An alternative strawberry production demonstration was conducted on five north Florida farms and at the NFREC-SV to evaluate the potential for early strawberry production. The project was partially funded by the Southern Region Sustainable Agriculture Research and Education (SARE) Program. **Objective:** To investigate an alternative strawberry production system using "conditioned plants" to expand the traditional production season. **Methods:** A total of 14,000 strawberry transplants were conditioned by placing them in a retrofitted refrigerated trailer body for two weeks in order to facilitate early fruiting. The temperature in the trailer was modified to 50°F at night and 70°F during the day. Artificial lighting adjusted the day length to 12 hours. The conditioned plants were transplanted into the fields of 5 cooperating farmers and the NFREC-Suwannee Valley on September 15, and 29, 2000. Data was collected on production, yield, marketability, and economic potential. Both an on-farm producer workshop and a shortcourse seminar were presented to area growers. **Results:** Strawberry harvest from the conditioned plants began in November which was 3

months earlier than traditional production. Production data from both the early and traditional season conditioned plants in the research trial is being analyzed to measure economic potential of this new production method. **Conclusion:** Strawberry plant conditioning may be an alternative production method, which would allow growers to harvest strawberries during a non-traditional production season and benefit from extremely high retail prices.

#### **Northeast Florida Beef and Forage Group Programs (99)**

**K.K. Dollar\***, Clay County; **A.P. Tomlinson\***, Columbia County; **J.W. Breman**; **D.A. Dinkins**; **M.J. Goodchild**; **P.E. Lord**; & **M.S. Sweat**, No Fla Beef/Forage Group

**Keywords:** beef, cattle, forage, hay, NFBFG

The Northeast Florida Beef and Forage Group (NFBFG) has conducted educational programs throughout northeast Florida for cattle and forage producers. **Objective:** To increase producer's knowledge using group learning experiences, provide timely information, and to expand knowledge and skills of producers in key areas. Key areas were identified to be cattle nutrition, herd health, record keeping, marketing, genetic improvement strategies, weed and insect control, fertilization, hay quality and production, forage supplementation, and general farm management practices. **Methods:** Over the past four years, members of the Group have planned, coordinated and taught 13 regional educational programs where agents have written and presented more than 28 lessons on topics in the identified production areas. **Conclusions:** These programs have been offered at 23 locations throughout the northeast region and have resulted in over 1,460 individuals gaining knowledge in the identified areas. **Results:** Based on pre and post meetings, surveys, and data indicated an average 1.4 point increase in an individual's knowledge/understanding and 77% indicated intentions to make the practice changes suggested. In 1998, an overall program evaluation survey was sent to 10% of the total number of participants. Of those surveyed 100% indicated the programs were helpful and 84.2% indicated changes to their operations had occurred based on information received.

#### **IPM Toolboxes – A Statewide Initiative Bringing Integrated Pest Management Knowledge to Clientele (04)**

**E. Dunn\***, IPM Florida

**Objectives:** To create a participatory curriculum to teach basic IPM principal to clientele through out the state and to involve agents throughout the state in IPM projects. **Methods:** The IPM toolbox is an interactive curriculum giving agents a variety of materials and methods to teach clientele about basic IPM principals. The curriculum includes scripted PowerPoint presentations, an insect collection of helpful and harmful insects, demonstration gardening projects, and other activities and handouts. The curriculum was first used in Alachua County in Master Gardener training. The curriculum was then passed out to 15 of the Northeast counties for evaluation with other target audiences. In addition, this summer the IPM toolboxes were part of a statewide insect collecting initiative. **Results:** As a result of this project, over 20 counties throughout the state collected insects to be included in the IPM toolbox. In addition, 15 of the 17 northeast counties have received IPM toolboxes. Toolboxes will be offered to remaining counties at FAEP. Target audiences have expanded from the original Master Gardener group to include 4H groups, homeowner and gardener clubs, Junior Master Gardeners, and pesticide operators. **Conclusions:** The IPM toolboxes and projects associated with it have enhanced the statewide presence of IPM at the county level. In addition, the project has opened doors for future IPM projects on a statewide level.

#### **Clay County Ag-Ventures (01)**

**K.K. Dollar\***, Clay County

**Keywords:** youth, agriculture, school field trip, Ag-ventures

Ag-Ventures, a hands-on learning experience, was created to educate third grade students about the role of agriculture in their everyday lives and to increase their agricultural knowledge through fun, interactive learning. This program was modeled after similar activities in other counties through the Florida Ag-in-the-Classroom program. **Objective:** To make youth aware of the important role of agriculture in their everyday lives and to increase appreciation and awareness for agriculture. **Methods:** More than 1,400 third grade students and 150 volunteers representing ten schools participated. Students visited six educational stations. At each station the students learn about an agricultural commodity and participate in a hands-on activity. Volunteers from commodity groups, 4-H, FFA, Farm Bureau, Division of Forestry, and Extension were utilized to teach at the stations. The topics discussed include: dairy, forestry, soil and water, beef by-products, gardening, honey, citrus, poultry, horse, and nutrition. "Goodie" bags were provided with hopes of stimulating conversation with their parents. **Results:** Evaluations from teachers and principals, rated the program as excellent and indicated a desire to participate in future agriculture related programs. Grant moneys have been received for Ag-tivities planned for the 2001-2002 school year. **Conclusions:** Youth have a greater appreciation of farmers and ranchers in Florida. They now realize where the food and fiber used in their everyday lives comes from.

#### **Methodology to Prioritize Street Tree Planting in Miami-Dade County (99)**

**A.C. Fehrman**, Miami-Dade County

**Keywords:** street trees, planting criteria, landscape design principles, Miami-Dade County

**Objective:** To devise a methodology to prioritize street tree planting in Miami-Dade County that follows principles of good landscape design, and also addresses political realities. **Methods:** In July of 1998 the Agent was appointed to the Miami-Dade County Landscape Committee, which includes several department heads and assistants to the County Manager. The principal charge of the Committee was to prioritize the planting of \$1 million dollars worth of street trees. The program had been very controversial and political. At the request of the Committee, the Agent devised an apolitical set of criteria for prioritizing planting sites based on sound principles of landscape architecture, including traffic volume (visibility), impact of existing plantings, length of road, and unity potential. **Results:** The Committee accepted the Agent's methodology and it was implemented. Not only did this system overcome political obstacles, but over sixty potential sites were rated not suitable, thus saving the County at least \$150,000. **Conclusions:** The methodology has worked well for its intended purpose.

### **Predatory Insects and Parasites - an Environmentally Friendly Alternative to Pesticide Use for Interiorscapes (97)**

**E. A. Felter\***, Orange County and **L. S. Osborne**, CFREC-Apopka

**Keywords:** biological control, IPM, interiorscapes, predatory mites, mealybugs

Fewer chemicals are approved for pest management in interiorscapes. **Objective:** To demonstrate potential for commercially available and new bio-control agents for management of spider mites and mealy bugs in interiorscapes, and to provide alternatives to pesticide use. **Methods:** Several ornamental plant varieties infested with spider mites or mealybugs were placed into simulated interiorscapes. Predatory mites evaluated included *Neoseiulus barkerii*, *Neoseiulus californicus*, *Neoseiulus cucumeris*, and *Phytoseiulus persimilis*. Mealybugs evaluated included *Planococcus citri* and *Pseudococcus longispinus*. Two parasitic wasps evaluated were *Leptomastix dactylopii* and *Leptomastix abnormis*. Pests and predator counts were made initially, and after 7 and 14 days. Counts were recorded and compared to a control group. **Results:** *Neoseiulus californicus* established, reproduced and controlled the target pests. They started feeding at a slower rate than *P. persimilis* but lingered and continued to feed even when pest levels decreased. *Phytoseiulus persimilis*, also established, reproduced and fed well. However, they preferred to begin feeding at once and left when pest numbers diminished. *Neoseiulus barkerii* did not establish. Preliminary results on *Neoseiulus cucumeris* are that they won't establish. There are results concerning parasitic wasps, that look very encouraging. **Conclusions:** Biological control agents are available for use in conjunction with "soft" chemicals for pest control in interiorscapes. Some predators work best together, such as *Neoseiulus californicus* and *Phytoseiulus persimilis*. This combination allows one species to start feeding quickly for observable control, leaving the other to "clean-up".

### **IPM Scout Training in Florida. (98)**

**L. Felter**, Orange County

Crop losses due to pests can account for up to 20% of total production volume. Increased pest resistance, chemical costs, and public concern over environmental risks, coupled with fewer pesticides being re-registered, has increased the need for alternatives to conventional pest control methods. Integrated Pest Management (IPM) strategies can be developed to decrease crop losses, reduce pesticide costs, and save growers money. Scouting is an important component of an effective IPM program; however, personnel qualified to perform scouting tasks are limited. A training program was developed to emphasize frequent monitoring and effective integration of cultural, mechanical, biological, genetic and chemical control methods in order to improve the production capabilities of growers. The program involves teamwork between extension agents and university specialists. This paper describes how a successful IPM scouting program was developed in the central Florida area, and the factors that need to be considered in developing such a program. The primary subjects discussed include: curriculum, scheduling and location, contact time, fees, materials, marketing, and follow-up support.

### **ELM Training for Spanish-Speaking Audiences. (98)**

**A.J. Ferrer** and **C.A. Neal**, Seminole County, **C.S. Lippi**, Flagler County, **C.T. White**, Orange County and **E.C. Foerste**, Osceola County

A large percentage of employees of lawn care and landscape maintenance service companies in Central Florida are of Hispanic origin. A multi-county team was formed to plan and present the program. The Environmental Landscape Management slide set version was translated into Spanish and a Spanish version of the set was obtained. Other slide sets were prepared and translated into Spanish. Advertisement of the training was done through newsletters, flyers, and newspapers (both English and Spanish). Written material for the audience was developed from the slides prepared for the presentation. Topics covered in the presentation were: Basic Concepts of ELM, Soils and Fertilizers, Planting and Pruning Trees and Shrubs, and Lawn Maintenance. Originally planned for a Central Florida audience, the training was repeated in Collier County at the request of the commercial horticulturist. The evaluation of the training was positive and proved to be very valuable to landscape workers with little or no knowledge of English. In Seminole County, the training was evaluated as very good (33%) to excellent (66%). In Collier County 94% of audience rated the usefulness of the information presented, and the quality of the presentation as effective or most effective.

### **Demonstration Gardens at Student Museum (99)**

**A. Ferrer**, Seminole County & **W. Padgett**, Seminole County Master Gardener

The Demonstration Gardens, located in Sanford's Historic District, provide an inspiring educational and horticultural experience for the County's public schools, residents, and eco-tourists. In one year's time, an empty, backside of a teaching museum building was transformed by a group of Seminole County Master Gardeners into a planned series of eight garden areas totaling over 10,000 square feet. These include: Pioneer, Herb, Butterfly, Wildflower Meadow, Antique Rose, Composting, Field Crops, and Tropical. Classes visit on a daily basis in the mornings; afternoons are reserved for the general public. The gardens interface with hands-on teaching activities of the student museum, such as the Geography Lab, Native American Room, and the Pioneer Room. Through the combined efforts of museum docents and garden volunteers, over 5,000 students have received instruction in the gardens since August 1998. Master Gardener volunteers maintain the garden as an ongoing community project to benefit school children and for the public in general to enjoy free of charge.

### **Landscape Key Plants/Key Pests (97)**

**E. C. Foerste\***, Osceola County, **C. A. Neal**, Seminole County and **C. T. White**, Orange County

**Keywords:** environmental landscape management, IPM, pest control, key plants, key pests, ELM

**Objective:** Landscape Key Plants/Key Pests was developed to help landscape and pest control professionals understand the relationship of host plant, pests, culture and environmental conditions in order to develop appropriate pest management strategies. **Methods:** The team identified 18 key plants common in commercial landscape in Central Florida and developed a slide set, script and handout with input from area horticulture agents and state specialists in plant pathology, entomology and nematology. The slides are organized by plant, insect and disease pest and cultural or other problems. Plant and pest slides were duplicated from

slides obtained from state specialists, Division of Plant Industry and from the team's personal slide collections. Title slides were prepared by the team using Powerpoint and converted to slides through University of Florida Educational and Media Services. Slides and script are presently being reviewed by various horticulture agents around the state, state specialists and the Division of Forestry entomologist and pathologist for future distribution statewide. **Results:** The 217 slide program has been presented six times to 672 participants since January 1, 1997. Evaluations from 121 participants at 3 programs rated the presentations 1.64 (1 being excellent). Individually, participants commented that they are now using the information on the job. Agents in other counties as well as local landscape and pest control businesses are requesting the slide set for additional presentations. **Conclusions:** Pest control in the future must take into account all the factors that are contributing to the pest problem. By focusing on the plant and the key pest problems that most likely will occur, the integrated pest management scout will be able to identify the problem correctly and more quickly. In addition, the understanding of the contributing factors will help the company to make educated pest management decisions.

#### **Digital Camera Evaluation for Distance Diagnostics (06)**

**T. Friday\***, Santa Rosa County Extension; **L. Halsey\***, Jefferson County Extension

DDIS (Distance Diagnostics and Identification System) was developed by agents, specialists and UF/IFAS Information Technologies faculty using field cameras adapted for microscope use. Digital photographic technology has changed since first release of DDIS in 1997. Few agents submit samples using microscopy for disease diagnostics. It is assumed that the cumbersome adaptation of hand-held cameras to microscopes is an impediment to use. **Objective:** This project evaluated the suitability of a low-cost, microscope-mounted, direct image capture camera for DDIS use. **Method:** The authors secured funding from NPDN/SPDN to purchase 2-megapixel Moticam 2000 cameras and received training from the vendor. Image composition, focus and capture are real-time, through software on desktop or laptop computers with USB2 connection. Software provides post-processing, including insertion of dimensional scales in images. Units, with software, cost about \$900. **Results:** Images are easily captured. View does not have time lag typical of earlier capture cards. Resolution is adequate. Quality is acceptable but not exceptional. Diagnosticians find inserted scales highly desirable, especially for causal organisms of plant diseases. A lower cost field camera and no need for a costly (\$350) adapter when direct capture cameras are used provide economies sufficient for purchase for Extension agents. **Conclusions:** Authors find the Moticam 2000 an advanced, acceptable and low-cost option for agents. Findings were presented at the May, 2006 UF/IFAS Extension Symposium.

#### **Florida Keys Tropical Fruit Fiesta (04)**

**K. Gabel\***, Monroe County Extension, **G. Keeler**, Monroe County Extension

**Objectives:** The Florida Keys Tropical Fruit Fiesta is a one-day outdoor Extension event based on educating youth and adults about growing tropical fruit trees in the Keys. **Methods:** Tropical Fruit Fiesta attendees have the opportunity to learn best management practices for growing tropical fruit trees by: attending lectures given by tropical fruit tree experts; visiting the UF/Tropical Research and Education Tropical Fruit display and Plant Clinic to learn from the experts about fruit tree varieties and what is wrong with their fruit tree; tasting tropical fruits; and purchasing tropical fruit trees. Fruit tree owners with ripe tropical fruit can enter the Homegrown Fruit Contest. Children and adults learn about growing pineapples through potting a pineapple to take home at the "Plant a Piney" booth. **Results:** The UF Extension Florida Keys Tropical Fruit Fiesta is advertised extensively and draws a crowd of approximately 2500 people. During the event, roving surveys indicate that: 65% of attendees (34 out of 52 surveyed) increased their general fruit tree knowledge by at least one level. 81% of surveyed attendees said they would use the information gathered at the Fruit Fiesta. **Conclusions:** Florida Keys Tropical Fruit Fiesta is a success in three ways: 1) educating homeowners about growing tropical fruit trees properly; 2) informing the homeowner about the services offered by the UF/IFAS/Monroe County Extension; and 3) increasing public awareness of UF/IFAS Extension. In 2004 we received the IFAS Gold Image Award for "Marketing and Communications Special Event."

#### **Prescribed Burn Certification Program (00)**

**S. Gamble\***, Volusia County

**Keywords:** Inter-agency collaboration, prescribe burn, landowner education

Recent legislation limits liability of "certified" control burners, but previous certification programs were not readily available to private landowners. A prescribe burn certification program was developed to educate and certify private landowners. **Objective:** To field test a private landowner Prescribe Burning curriculum using extension delivery methods resulting in certification. **Methods:** Division of Forestry, certifying agency, was reluctant to alter course structure. Eventually, DOF, Hillsborough Community College, IFAS, Inter-Agency Prescribe Fire Steering Committee and others agreed to a pilot course, including excellent existing educational materials. An accelerated 20-hour course was developed from a 40-hour course meeting all educational content. Participants were provided contacts and gained experience. Extension methods of client contact and program evaluation methods were used. **Results:** 24 participants attended the pilot. 22 participants passed the final exam of a 2-tier certification process. 8 received certification; the remainder anticipate completion next burn season. Passage rate equaled the 40-hour course. Participants prescribe burned land that was earlier unburned due to smoke handling problems on major highways. Testimonials stated that the course provided education and outreach that would have been otherwise unavailable. 2 courses are approved for next year. Nature Conservancy and Central Florida Fire Council endorse the program. **Conclusion:** The pilot project met client needs, providing otherwise unavailable educational opportunity. Course structure was accepted by DOF. Producer survey confirmed value of program. Prescribed burning occurred as a result of the program.

#### **Teaching Grades and Standards to Landscaping Professionals. (98)**

**J. Garofalo**, Broward County and **D. Culbert**, Indian River County

**Keywords:** nursery plant quality, landscape installation, workshop presentation methods



A lack of knowledge and experience in grading landscape plants has increased the number of complaints about plant quality installed into urban landscapes. In early 1998, the FDACS Division of Plant Industry released a major revision of the Grades and Standards for Nursery Plants. **Objectives:** Landscape inspectors, nursery growers, and other landscape professionals were invited to workshops in Broward and Indian River County. They were presented with information about the new rules and obtained practice in their application. **Methods:** Two different methods used were a full day seminar and a three hour evening public issues forum. **Results:** A telephone survey of program participants revealed differences between the methods used. Programs had different amounts of practice time, kinds of guest speakers, and topics covered. Participants revealed different levels of confidence in grading plant materials based on the methods used at the workshops they attended. **Conclusions:** Different kinds of audiences appear to prefer different teaching methods in order to produce the highest level of confidence in plant grading skills among landscape professionals. Agents can more effectively tailor their training programs based on the results of these extension programs.

#### **Competency Based Training Improves Master Gardener Volunteer Development (05)**

**D. Goode\***, Columbia County

**Objectives:** Previous training efforts for Master Gardeners have resulted in skilled gardeners but have not maximized volunteer potential. Training that targets desired performance and behavior goals will improve support of the Extension horticultural program. **Methods:** A list of competency goals was developed to guide volunteer training efforts. Activities and topics were selected to help build those competencies in the trainees. At the conclusion of the training, a survey instrument was used to assess progress in meeting those goals. **Results:** Master Gardeners were exposed to materials and activities specifically targeting desired competency goals. Volunteer satisfaction, skills gained, anxiety levels, etc. were assessed at the conclusion of the training. **Conclusions:** The Master Gardener program is designed to enhance and extend the Extension Service horticulture program. Skills associated with common volunteer-related tasks need to be targeted during the training program to help prepare these volunteers.

#### **Plants We Eat: Methods to Increase Youth Agricultural Awareness (05)**

**D. Goode\***, Columbia County

**Objectives:** With the declining farming lifestyle, many of today's youth have no idea where their food comes from. This activity helps young people associate various agricultural crop plants with common food items they supply. **Methods:** Photos of plants that supply common ingredients used in a brownie recipe are passed out to the participants. They are asked to individually identify these plants (before knowing the association with brownies) at the beginning of the activity. Through group discussion, these plants are then identified along with their edible parts and their agricultural significance. Youth may then assemble those ingredients in layered fashion in a jar as a "sand art" brownie mix to take home or give as a gift. **Results:** The majority of the children participating in this activity over the last five years have only been able to identify one or two of the plants contributing to the brownie mix. After the group activity, they were made aware of multiple food-source plants and the importance of agriculture (and international trade) to our every day food supply. **Conclusions:** Activities such as these are important to the future of agriculture and the nutritional well being of today's youth. Our future decision makers need an awareness of the sources of our food supply in order to support our nation's agricultural enterprises.

#### **The Columbia County 4-H Gardening Project (05)**

**D. Goode\***, Columbia County

**Objectives:** Today's youth have little knowledge of where their food comes from. Most children learn about plants in school but have little hands-on experience raising a garden. This project is designed to increase awareness of the origin of our food supply and to encourage responsibility and self sufficiency while raising food for the family in the home garden. **Methods:** A project manual was compiled to give participating 4-Hers basic knowledge of gardening skills and to serve as a project record book. Group meetings were held to introduce the project and to share successes or answer questions. Master Gardener volunteers served as coaches for the gardeners. At the completion of the project, the gardens were scored and participants were awarded ribbons at the annual 4-H awards banquet. **Results:** Participants received hands-on experience while growing their own vegetables and flowers as part of the project. They learned responsibility while caring for their gardens. The family diet was supplemented with produce harvested from the clubbers' gardens. Parents also learned gardening skills from the projects. **Conclusions:** Hands-on activities, such as this gardening project, can be effective educational tools to reach young people and their families.

#### **4-H and the 21<sup>st</sup> Century: Are We on the Right Road? (98)**

**D. Griffiths**, Volusia County

As the 21<sup>st</sup> century approaches, it is important for educators to evaluate where education has been and the direction it needs to move in the future. Now is the time to look closely at the concepts and ideas that got 4-H where it is today, and to plan for program changes which must take place if 4-H is to survive in the 21<sup>st</sup> century. Through evaluation of current research on education reform and analysis of data gathered from current 4-H program participants, possible changes and practices to continue were discussed. Philosophies and expectations of parents of traditional public school and home school students will be compared. Results indicate there are differences between home schooled and traditional schooled 4-H families in the areas of curriculum needs, curriculum resources used, and parents education level.

#### **Educational Philosophy: Why You Should Know Yours (99)**

**D. Griffiths**, Volusia County Cooperative Extension Service

**Keywords:** educational philosophy, essentialism, progressivism, reconstructionism, perennialism, behaviorism

**Objective:** Every educator has a philosophy of education, which includes ideas concerning how to teach, what to teach, how people learn, and how learning improves lives. Simply put, educational philosophy is what you believe about education. As the great

educational philosopher, John Dewey, said "to be concerned with education is to be concerned with philosophy" (Parkay & Stanford, 1995, p.222 ). For this study six educational philosophies were identified. They are existentialism, perennialism, reconstructionism, essentialism, behaviorism and progressivism. **Methods:** Compare the educational philosophies of students and teachers enrolled in the Teacher Education Program at Stetson University during the 1997 - 1998 academic year and University of Florida Cooperative Extension Service Professionals. A random sample of University of Florida Cooperative Extension Service Professionals was selected from those attending the Florida Association of Extension Professionals Annual Meeting held September 14 - 18, 1998 at St. Augustine, Florida. Fifty-seven percent of the randomly sampled population returned the completed survey. There were 119 undergraduate students, 42 classroom teachers and 57 extension professionals participating in the cross - sectional survey. The "Educational Philosophy Inventory," developed by Dr. Robert Leahy, was the instrument used to determine the study participants' educational philosophy. **Results:** Males scored higher in essentialism and behaviorism. Females scored higher in progressivism and existentialism. The older the subject population, the greater the chance of scoring high in essentialism. The younger the subject population, the greater the chance of scoring highest in existentialism and progressivism. There is no significant difference in each occupation as it relates to educational philosophy. The majority of subjects in each occupation were either existentialist or progressivist. **Conclusion:** The study concluded there is little difference between the educational philosophies of classroom teachers and extension professionals. What differences which did occur are related to age and sex of the population, not the occupation of the population. The most important question which we all must address is: Why do I teach the way I do?

#### **Homeowner Water Conservation Programs: How To Increase Customer Contacts (01)**

**D.T. Griffis\***, Volusia County

**Keywords:** Rain sensors, water conservation, partnership, CUP.

**Objective:** To conserve water in and around the home by increasing homeowner educational program contacts. A secondary objective is to increase compliance of the water conservation ordinance. **Methods:** A partnership was developed between Extension and the Volusia Water Alliance. The Volusia Water Alliance is an organization made up of each municipal water utility in the county. Each utility is required to receive a consumptive use permit (CUP) for water usage. Each CUP requires the utility provide conservation educational programming. We at Extension, have the knowledge and are capable of conducting these programs for utility companies. One more thing, utility companies have money. **Results:** Through a partnership with the Volusia Water Alliance, in 2000, twelve water conservation programs were conducted with 607 people attending. Each attendee received a free rain sensor valued at \$20.00. Utilities will track home water use figures to determine if rain sensors reduce irrigation usage. In 2001, three homeowner landscape programs were conducted with each of the 311 people attending receiving a free Florida friendly plant, rain gauge, and water wand. Six water conservation programs have been conducted with 461 people receiving a free rain sensor. **Conclusions:** Extension has the knowledge, ability and credibility, we lack the funds to purchase give a ways which will always increase audience numbers. Utility companies have the money and are required to do water conservation educational programs. Looking for a partner, check out your local utility.

#### **Collaboration Strengthens County Extension Capacity to Use Geographic Information Systems (97)**

**L. Halsey\***, Jefferson County, **A. Hornsby**, **C.G. Hoogeweg**, Soil & Water Science, **F. Zazueta**, IFAS/IT & Ag/Bio Eng, and **D. Lambert**, UF GeoPlan

**Keywords:** geographic information system, GIS, collaboration, site license, ESRI

**Objective:** Provide capacity within Florida Cooperative Extension Service county offices to use Geographic Information Systems (GIS) as a tool in agricultural/natural resource programs, especially precision farming. Capacity is based on availability of GIS software and use training for agents. Data for extension use often depends on sources external to IFAS. Institutionalizing linkage with sources of data is essential to successful implementation of Extension GIS. **Methods:** Fifteen agents were trained in a 3-day workshop in 1996; 12 in 1997. Collaboration was established with UF GeoPlan Center in offering the training. GeoPlan is developing the *Florida Geographic Digital Library* (FGDL), a collection of data coverages or layers. Extension personnel entered discussions with GeoPlan (UF coordinator of site licenses) and Environmental Systems Research Institute (ESRI- a commercial software developer/vendor) to seek an expanded site license for ESRI GIS products to include off-campus extension facilities. **Results:** Increasing number of agents are trained in GIS techniques and familiar with the FGDL. In mid-1997, a site license was contracted, extending the license to over 100 new UF/IFAS non-campus sites, including all county Extension offices. The estimated value exceeds \$7,500 for each basic ArcView/Spatial Analyst/Network Analyst package, and totals over \$1 million for IFAS. Dean for Extension assumes the cost of the license, IFAS/IT distributes the software, and Soil/Water Science provides technical support under the terms of the license. **Conclusion:** Capacity to use this emerging technology was increased in Florida Extension through an effective collaboration while favorable long-term linkages were strengthened with other public and private entities.

#### **Nitrate Toxicity of Cattle from Cudweed in Bahiagrass Hay. (98)**

**L. Halsey**, Jefferson County

**Keywords:** nitrate, cudweed, *Gnaphalium*, cattle mortality, toxicity, hay, Bahiagrass

Thirty-five cows died in December, 1997, in a herd of 123 head. **Objectives:** To identify the cause of death, and educate other cattlemen of the hazard, with safeguards to prevent recurrence of cattle mortality. **Methods:** A survey of the pastures determined that no known poisonous plants, no fertilizer, no other obvious source of toxicity was present, except for bales of weedy Bahiagrass hay. Samples were assayed for nitrates, and found to have from 1.3%-2.1% NO<sub>3</sub>. Weight of cudweed (*Gnaphalium purpureum*), a common early spring weed ("rabbit tobacco") exceeded Bahiagrass in the bales. Environmental conditions before cutting favored accumulation. Earlier cutting for increased hay quality and planting of Tifton-9 Bahiagrass for early spring production are two generally accepted improved management practices for cattlemen. The temporal shift to late April for first hay cutting coincided with the greatest incidence of cudweed, leading to the loss. **Results:** Cudweed was confirmed as a nitrate accumulator. Presentation at the 1998 Beef Cattle Short Course, a published article in the Short Course proceedings, presentations at various county and regional cattlemen's meetings and a short article in *Progressive Farmer* provided warning to other hay and cattle producer of this hazard. The County Extension office is now equipped with adequate hay sampling equipment and a portable NO<sub>3</sub> ion meter.

**Conclusion:** Cattleman's adoption of two favorable management practices had the effect of exposing his herd to the most hazardous time for accumulation of nitrates. Technology change often has unanticipated negative consequences that agents should consider.

#### **Reducing Alkaline Hydrolysis of Pesticides in Spray Solution (99)**

**L.A. Halsey\***, Jefferson County

**Keywords:** alkaline, alkalinity, pH, hydrolysis, degradation, pesticides, spray solution, buffer

Florida groundwater is usually pH neutral or slightly alkaline. Some pesticides including many used on cucurbits and pecans degrade in alkaline solution. Decomposition rate from alkaline hydrolysis is expressed as half-life ( $T_{1/2}$ ), time for pesticide degradation to one-half original effectiveness. Organophosphates and carbamates are particularly susceptible to hydrolysis. Buffering solutions lower spray water pH, reducing rates of hydrolysis. **Objective:** Develop and present information for managing solution pH to extend  $T_{1/2}$  and preserve effectiveness of pesticides. **Method:** A comprehensive review of alkaline hydrolysis of pesticides was conducted. Degradation data was compiled from EXTOXNET, labeling, and numerous Extension and industry sources for pesticides used on pecans and cucurbits. Sensitive pesticides were identified and  $T_{1/2}$  documented. Water samples collected from 50 county wells averaged pH 7.6 (range 6.3 to >8.0). Procedures for measuring spray tank pH/alkalinity and buffering were developed. Fact sheets related to pesticide management vis-a-vis hydrolysis were prepared. **Results:** Information on pecans was presented to the annual Pecan Growers' Field Days. Cucurbit materials were presented in multi-county grower meetings. Fact sheets, overhead transparencies, newsletters and articles for farm media were prepared and presented. Materials have been used in other counties. Hydrolysis and buffering guide will be reformatted as Fact Sheets by Florida Pesticide Information Office. Educational effectiveness measured by user adoption for results and impact is underway. Row crop, nursery, vegetable and forage materials are in process. **Conclusion:** Water for tank solution should be monitored. Buffers should be considered if tank solution exceeds pH 7.5.

#### **Geospatial Technologies for Precision Agriculture: Fertility Management (00)**

**L. Halsey**, Jefferson County

Technologies for precision agriculture applications such as GIS, GPS, and VRT are often expensive. Techniques have not been validated for Florida cropping conditions. **Objective:** To establish a foundation appropriate to north Florida crops and sites upon which early precision agriculture applications may be built, especially field and soil fertility mapping. To evaluate sampling design and methods for intensive fertility mapping as basis for variable rate (precision or prescription) fertilizer application. **Methods:** The project employs an Omnistar DGPS (Differential Global Positioning System) receiver mounted on a Kawasaki Mule with ruggedized laptop SST Field Rover logging software to map fields and to select grid sample points. Samples are analyzed by UF/IFAS/ESTL. Site and soil data are mapped to ESRI ArcView GIS. Data may be presented as gridded or interpolated surfaces using ESRI Spatial Analyst, but initial fields were visually reviewed as nominal fertility groupings. **Results:** Low-cost, low-tech variable rate application of  $P_2O_5$  was made to one early field. Mapped fields are now provided to USDA-NRCS field office to supplement Conservation Plans. Leach and Runoff ratings from county soil survey are provided as maps to farm managers to assist in pesticide and fertility applications to limit water quality loss. **Conclusions:** Early trials employing geospatial technologies serve as pilots/demonstrations of precision agriculture. The modest early experience prepares the agent to assist farmers, consultants, and other agents or agencies in sample design for soil fertility mapping and other precision tools as precision agriculture evolves. Development and validation of locally appropriate sampling is necessary and will follow in subsequent cropping seasons.

#### **Same Old Wine, New Bottles: Sprayer Calibration Instruction Aids (06)**

**L. Halsey\***, Jefferson County Extension

Extension has EPA and USDA mandates for pesticide use training, including applicator calibration. Many of Extension's clientele are inured to repeated instruction of calibration methods and techniques. **Objective:** Develop teaching methods to rekindle interest sprayer calibration, and use "attention grabbers" to make calibration instruction more arresting, meaningful and memorable for the client audience. **Method:** The author developed models of spray rigs that may be used indoors or near a hose bib to simulate the calibration task. A 5-nozzle, 80-inch boom from a 25-gallon FIMCO sprayer was adapted to demonstrate nozzle output uniformity, tip selection and use, and the various calibration methods. The unit is rigged with pressure gauge and ball valve, mounted on a display easel and connected by garden hose to a spigot. A Redball Pattern Check spray collector quickly demonstrates nozzle output and pattern. A 1-gallon CO2 plot sprayer substitutes for the boom for indoor demonstrations. **Results:** Observation of audience reaction verifies that the teaching aids contribute to greater attention during instruction sessions. **Conclusions:** The general farm audience, especially visual learners, responds favorably to the working models to reinforce dry, oft-heard-before lectures. They indicate that calibration is more understandable with these curriculum aids.

#### **Quantitative Evaluation of Knowledge Gained by Hernando and Pasco County Master Gardener Students (03)**

**V.E. Harris\***, Pasco County, **J. Moll**, Hernando County

**Keywords:** Master Gardener training, evaluation, knowledge gain

The Faculty Accountability System encourages quantitative measurement of knowledge gained by clientele. A simple method was developed to evaluate, in a truly quantitative, unbiased manner, knowledge gained by students as a result of attendance at Master Gardener training. The pre-course to post-course increase in knowledge averaged 50.2%. **Objective:** To be able to show, in clear quantitative terms, knowledge gained by Master Gardener students as a result of exposure to 72 hours of instruction. **Methods:** A pre-course test was developed comprising 10 original questions spanning the breadth of subject matter to be covered in the course. The students took the test as their first activity on the first day of class. Tests were collected and graded, but students were not given the results nor told the intent of the test. These 10 questions, worded exactly the same, were embedded randomly in a 100-point final examination as a post-course test. Two years of data were gathered and analyzed. **Results:** In 2002, the first year, the average score in the pre-course test was 60.8% and the average score in the post-course test was 91.3%, representing a 50.2%

increase from pre- to post-test as a result of instruction. The increase for individual students ranged from 6% to 433%. This quantitative measurement of knowledge gained lends itself perfectly to incorporation in the Plan of Work and Reports of Accomplishment required yearly under the Faculty Accountability System.

#### **The Use of E-Mail for Commodity Newsletters (99)**

**J.W. Hebb, Jr. & A.S. Neal**, Saint Lucie County

As we enter the new millennium as educational professionals, we must find more rapidity with which to share newsletter information to our clients. With the advent of E-mail and Web paging, we now have at our disposal a method where by we may disseminate information rapidly and save money. **Objective:** The objectives proposed were: 1) Make information immediately available to clientele, 2) Provide immediate news concerning unforeseen emergencies (i.e., medfly infestations), 3) Provide method of overcoming postal rate changes and delivery, 4) Provide savings on labor such as: folding time, duplicating time, sorting time, and mailing time, 5) Provide savings on printing costs such as duplication machinery, paper, envelopes, and labels, and 6) Affirmative Action compliance by redistribution and copying of events and newsletters to industry employees. **Results and Conclusion:** The service for the newsletters was immediate and the clienteles' response was positive. The agents were able to diminish monthly output costs for printing and mailing, as well as in-house costs related to time, labor, and expense.

#### **Nitrogen Management in Cotton with Petiole-sap Nitrate Monitoring (97)**

**R. Hinkle\***, Jackson County, **M. Donahoe**, Santa Rosa County, **S. Eubanks**, Holmes County, **A. Tilton**, Putnam County and **F. Rhoads**, NFREC-Quincy

**Keywords:** nitrogen fertilizer rate, nitrate-ion meter

**Objective:** To compare petiole-sap nitrate-N levels and yields of cotton in commercial fields with those in research plots receiving different N rates. **Methods:** Cotton research plots having N fertilizer rates ranging from zero to 225 lb of N per acre were monitored weekly with a portable nitrate-ion meter for petiole-sap nitrate-N level in the fourth leaf from the top. Commercial cotton fields were also monitored weekly for petiole-sap nitrate-N level and fertilization practices were recorded. Yields of cotton fiber from both research plots and commercial fields were determined. Data from commercial fields were compared with data from research plots. **Results:** Correlation between petiole-sap nitrate-N level and fertilizer N rate was strong in research plots. Also, there was good correlation between petiole-sap nitrate-N level and yield. Petiole-sap nitrate-N levels in commercial fields were very similar to those from research plots having comparable rates of fertilizer N. **Conclusions:** Petiole-sap nitrate-N monitoring was successful for detection of N deficiency of cotton during the growing season. Highest yields were obtained when petiole-sap nitrate-N levels during the first three weeks of blooming were near 2000 ppm. Severe N deficiency of cotton was observed when petiole-sap nitrate-N was below 500 ppm throughout the blooming period.

#### **Determining the Economic Value of the Marion County Nursery Industry. (98)**

**D. Holmes**, Marion County

**Keywords:** survey, monetary value, influencing decision makers

**Objective:** To determine a dollar value the nursery industry in Marion County contributes to the economy of the county and to share the information within the industry, with county decision makers and with the public. **Methods:** A committee composed of the CED, DACS officials and two nurserymen was formed to prepare a survey/questionnaire. A listing of production nurseries in the county was obtained. The President of the local FNGA Chapter prepared a letter sanctioning the study. Surveys were mailed to nurseries and a numbering system was devised to insure confidentiality of information. When surveys had been out two weeks, a reminder card was mailed to those who had not responded. **Results:** 27 of 72 nurseries surveyed returned completed results for a return rate of 35.5%. Gross dollar sales were found to exceed 21 million, about 14 million dollars more than the figure the industry had been using. One of the nurserymen paid to have 500 color flyers of the survey result printed for distribution; these were personally delivered by representatives of the industry to each county commissioner. Information concerning the findings in the study was printed in the local newspaper, with information extolling the value of the nursery industry to the counties economy. **Conclusions:** This approach is an effective means to determine the value of an industry to a local economy and to enlist members of that industry in reporting it's worth. Newspaper coverage that occurs because of the study helps the general public understand why the industry is important to their community.

#### **1997 Elements of Sugar Cane Production Short Course (97)**

**L. Hurner**, Palm Beach County

**Keywords:** sugar cane, short course

Sugar cane is the major agricultural crop grown in Palm Beach County. The industry as a whole has gone through major changes and new people have entered the workforce. Several people asked us to present this short course that was offered in a similar format with different topics and speakers eleven years ago. We formed a committee of industry representatives to set the educational program. **Objective:** This program provided educational and scientific information about all aspects of the production process. **Methods:** Thirteen, three-hour classroom sessions were held over a seven-week period. Thirty-seven speakers representing the sugar cane industry, the University of Florida and Texas A&M University covered thirty-nine topics. They covered these topics in lectures, hands-on demonstrations and slide presentations. We gave each student a notebook that contained teaching materials and support documents for the course. **Results:** Eighty students, representing 20 farming operations, registered to attend this short course. The average daily attendance was 66. The participants completed three evaluations during the course. Sixty-nine percent of those surveyed had a □Good□ overall reaction to the course and 93% would recommend it to a co-worker. **Conclusions:** The course was so well received that we will offer it again in 1998. In order to farm sugar cane in the Everglades Agricultural Area, farmers must continue to educate themselves. They must keep abreast of the latest research information available and this course is an ideal opportunity for them to do so.

### **Kids Toy Or Extension Tool? (01)**

**A.G.B. Hunsberger\*, Miami-Dade County**

**Keywords:** Digital microscope, computer microscope, digital images

**Objectives:** To determine the usefulness of Mattel's computer microscope as an inexpensive Extension tool. **Methods:** In January 2000, the children's toy Intel<sup>®</sup> Play<sup>™</sup> QX3 Computer Microscope (Mattel<sup>®</sup>) was purchased to determine its usefulness as an Extension tool. This digital microscope can magnify small objects (10X, 60X, 200X), take time-lapsed movies, and save images as JPEG files. This microscope includes upper and lower stage lighting, and software. The microscope interfaces with a personal computer (PC) that has a USB port. Prices range from \$50 - \$100 depending on the retailer. Images were compared to images taken using the dissecting microscope/digital camera package used for the UF DDIS (Digital Diagnostic and Identification System).

**Results:** The quality of the digital images and versatility of this tool exceeded all expectations. Images taken even at the highest magnification (200X) were similar in quality to those taken using the DDIS package. Images were successfully e-mailed to University of Florida staff for evaluation. A novel use of this tool includes the ability to project through an LCD projector to show images to large audiences. **Conclusions:** This low-cost "children's toy" can become an invaluable tool for agents to take digital images and use them as learning tools for various clientele audiences including 4-H, Master Gardeners, growers, school groups, homeowners, fish farmers, etc. For counties that are unable to purchase the DDIS hardware package, this tool serves as an adequate substitute.

### **Killing 3 Birds With 1 Stone: The Miami-Dade Adopt-A-Tree Program (03)**

**A.G.B. Hunsberger\*, J.F. Garofalo, C.F. Balerdi, D.W. Pybas, Miami-Dade County**

**Keywords:** urban reforestation, tree planting

Miami-Dade County has an average tree canopy cover of only 10% with some areas having only 2% compared to the national average of 25-40%. This is due in part to losing backyard trees to citrus canker eradication and countless more from hurricane "Andrew". The county received a six million dollar FDACS grant to help replace lost tree canopy. "Adopt-A-Tree" events allow Miami-Dade County homeowners to select two trees of their choice. These events are held throughout the county, with areas with the poorest tree canopy given priority. **Objectives:** To use the "adoption" model to teach good plant stewardship to homeowners including proper planting techniques and after care. To replace lost tree canopy with high quality, well adapted trees. **Methods:** The extension staff provided input on program development, horticultural advice, and conducted grades & standards workshops for nursery growers. As part of the "adoption" process, homeowners must attend an educational component before receiving trees. This includes a hands-on demonstration of correct planting procedures. Extension staff developed a variety of bilingual (English and Spanish) educational materials given to participants during the "adoption" process. **Results:** During the first year, over 7,000 people were taught and over 6,800 trees were distributed at seven "adoption" events. The number of trees to be distributed will eventually total 184,000. **Conclusions:** This is by far the largest urban reforestation project of its kind in the country. This program has produced multiple effects: increased public awareness of Extension, improved quality of nursery trees, and increased public tree care education.

### **Enhancing Agriculture in an Urban County (00)**

**C.E. Hutcheson\*, & A. Kirstein, IV, Palm Beach County**

**Keywords:** agriculture, land, master plan, funding, lease

**Objective:** To provide leadership in developing an agriculture component for the master plan over a two year period for Palm Beach County's Ag Reserve where land will be purchased by the County with a \$100 million bond issue and leased back to agricultural producers to insure the continuation of agricultural production. **Methods:** As a member of the master plan working group all agricultural input came from CES in developing a list of options for the continuation, diversification and enhancement of agriculture for presentation to the Board of County Commissioners for consideration and approval. Weekly the County Planning Division, Environmental Resources Management, Property & Real Estate Management, the Extension Service, The Conservation Fund and The Nature Conservancy representatives met to formulate the land purchase program. Monthly the Conservation Land Acquisition and Selection Committee were updated at their meeting. Daily interactions with Planning Division staff occurred, and with County Commissioners and County Administration as needed. **Results:** The Board of County Commissioners approved 18 agricultural enhancement recommendations provided in the master plan by Extension and the utilization of part of the lease back funds, out of a possible \$1.2 million annually, for carrying out agricultural recommendations. **Conclusions:** CES will have a greatly enhanced role in diversifying the agricultural industry by leading in the implementation of the agricultural enhancement recommendations utilizing the funding from the lease payments. The Agricultural Enhancement Council which advises Extension's Agricultural Economic Development Program will assist with implementation. This involvement has presented additional opportunities to conduct a long term education program moving toward the elimination of exotic plants in the county with an incentive program for planting native plants in their place. CES was viewed by all parties involved as the expert in agriculture resulting in enhanced recognition and credibility for the Department.

### **Professional Landscape Management Education - Meeting the Challenge (01)**

**C.E. Hutcheson, Palm Beach County and G. Joyner\*, Palm Beach County**

**Keywords:** Horticulture, landscape, management, professional

**Objective:** Develop and implement an annual comprehensive educational program, using the Master Gardener training program as a template, to meet the needs of professional landscape management clientele. **Methods:** In 1996 a training program was developed and implemented to provide a 15 week training experience, one day per week. This included sections on business management, financial management, strategic marketing, personnel management, pesticide use, irrigation, tree and shrub establishment and early aftercare, diseases and disorders of bedding plants, small equipment maintenance and repair were among the course topics. The course, offered annually since 1996, has a goal of 25 persons per class. A \$250 fee is charged per person. **Results:** Class enrollment has varied from 15 and 23. One of the first class members, who then served on the course evaluation committee, stated he had increased his business by an estimated \$1 million as a result of the class. Parks department, landscape

maintenance and property management personnel have participated. This course has also enhanced the Master Gardener program by providing a training opportunity to those needing the training but who are unable to pay back the volunteer time. **Conclusions:** Not all have benefited at the \$1 million level, but they have improved job opportunities, enhanced customer service and become better horticulturists. It is difficult for some to take off an entire day each week but no reasonable solution has been found. It is anticipated the course will continue to be offered due to the outstanding feedback.

#### **Hurricane Response and Recovery: A Member of the State Agriculture Response Team (06)** **R.B. Ivey\***, Polk County Extension

Florida, as well as many other states, is vulnerable to the impacts of hurricanes. Often times in the wake of a hurricane there is much confusion and uncertainty as to what role an extension agent can and should play in the response and recovery efforts following a natural disaster. **Objectives:** To establish the importance of the Extension Service in the wake of hurricanes, as well as their role in response and recovery. Establish the need for SART teams in counties. **Methods:** Specific tasks being implemented include: (1) Served as a team member of Florida's State Agriculture Response Team (2) Determined which county Extension office would serve as the incident command post (3) Established a contact list of all agricultural agents in counties affected by hurricanes (4) Relied heavily on the Extension Service to provide knowledge of local area (4) Conducted agriculture assessments of affected areas (5) Facilitated a hotline for agricultural relief supplies from thirty-eight different states (6) Received, organized, and distributed agricultural relief supplies to individuals affected by hurricanes. **Results:** This agent has served on a relief and recovery team for eight different hurricanes. There have been over one-hundred tractor trailer loads of agricultural relief supplies disseminated in a four state area. Local extension agents have an outside group to rely on to help organize these efforts. **Conclusions:** The extension service has the greatest knowledge of local agriculture clientele and provides much assistance to the relief and recovery efforts. By having an extension agent serve on the State Agriculture Response Team there is a direct line to the resources that the Extension Service has to offer.

#### **Neighborhood Stormwater/Landscape Program (05)** **R. Jordi**, Nassau County

**Objective:** Provide local neighborhoods with information about proper landscape and pond maintenance practices that would protect Florida's natural waterways and watersheds. The overall goal was to draw a direct association between the homeowner landscape practices and the health of the stormwater pond with an emphasis on prevention of future problems. **Method:** This was a cooperative effort between extension and the local water management coordinator. Many local homeowner associations have strong political ties and are very well organized. The alliance formed with the homeowner associations allowed this program to be given to wide variety of homeowners who might never have sought our help until landscape and pond water problems were too advanced. The program consisted of best management practices for lawn and stormwater ponds. The practices discussed were proper fertilization, watering and mowing procedures of turfgrass and ornamentals with a specific focus on reducing fertilizer run-off and water management. **Result:** Approximately 7 homeowner associations have enlisted our help which involved an attendance of over 150 residents. Post-survey results concluded that 86% would change their practices by using slow release fertilizers and 79% indicated they would now water turfgrass on an as needed basis. One person stated a reduction in cost of irrigation by 50%. **Conclusion:** This program could be adapted for any area in Florida and provides another opportunity for dissemination of proper research-based information to the burgeoning number of newcomers and new homeowners to our rural suburban areas.

#### **"What is Wrong With This Picture?" (05)**

**R. Jordi**, Nassau County

Newcomers to Florida and new homeowners are often overwhelmed and feel intimidated when they must select plants for their Northeast Florida landscapes. They are repeatedly frustrated with something they plant only to have it die within the first year of planting. **Objectives:** Inspire the newcomer and new homeowner to select appropriate plants for their landscape environment and hardness zone. In addition to the reduction of water usage, proper fertilizer amounts and appropriate plant selections is the time and money saved by the homeowner. **Methods:** Two pictures of typical Florida landscape are laminated so they can be used repeatedly. One landscape depicts a typical coastal region such as Amelia Island and the other picture closely resembles a more rural landscape similar to those on the west part of Nassau County. The landscapes have several problem areas and each area was numbered and labeled in order to make it easy for people to follow. **Results:** This particular method of showing poor plant choices encourages open dialog even in a large group setting and it provides a question/answer format so people feel connected to the speaker. **Conclusions:** 83% of those surveyed indicated they were better able to determine what plants to grow under various light, water and soil pH conditions after attending the program. 73% indicated they would adopt 3 or more Florida Yards & Neighborhood practices such as selecting plants better matching their landscape site.

#### **F.I.L.M. – Fundamentals In Landscape Maintenance (06)**

**R. Jordi\***, Nassau County Extension

**Objective:** The Horticulture Advisory Board felt Nassau County should be involved in training local youths in landscape maintenance skills especially with the increased number of homes being built which in turn increases the need for educated landscape professionals. As a result of the Board's advice the FILM program was developed and introduced to the local at-risk students at Nassau Halfway House. These at-risk male youths (ages 16-18) have been removed from public school systems and placed at Nassau Halfway House by the judicial system. The FILM program is a 6 hour program which teaches the basic fundamentals of landscape maintenance as an introductory vocational training option. The overall goal was to encourage the youth by providing a viable career option alternative once they left Nassau Halfway House. **Method:** Most programs began with a short PowerPoint presentation and ended with a hands-on activity. Topics of the FILM program included Basic Botany, Weed Identification, Landscape Plant Identification, Proper Cultural Practices in Landscape Bedding Plants, Reading a Pesticide Label, Operating Edgers and Weed Trimmers, and Integrated Pest Management. A Master Gardener Volunteer who was also a supervisor for a large local landscape company taught several of the classes. This male volunteer was especially effective in showing the

students that with hard work they could change their lives. Each student received copies of the presentation for future reference and study. **Result:** Post-survey results concluded that 50% would change read the pesticide label and wear proper protective equipment before applying pesticides. 50% indicated they were better able to identify beneficial insects after attending the FILM program. One student was so excited he actually filled out an application and plans to work in the landscape business once he completes his term. **Conclusion:** The FILM program has now become an integral part of the Nassau Halfway House vocational training and it will be conducted twice a year – once in the fall and again in the spring. This program could be adapted for any region especially where new developments are on the rise and where resorts and hotel business needs landscape and ground personnel.

#### **Florida C.A.R.E. Programs. (98)**

**T.J. Lane**, Veterinary Medicine and **M.S. Kennington**, Citrus County

**Keywords:** companion animals, PEP, IMPACT, PUP, hotline, PAWS

**Objective:** Close contact with Companion Animals is part of everyday occurrence for a large number of people in Florida. The first objective of the Florida CARE program is to enable animal owners to utilize their education and animal experience in community service programs. Secondly, to feature the cooperative Extension service as an important conduit for the facilitation of community service programs. **Method:** The PEP program utilizes companion animal owners and their pets for the education of students in local schools. A specific curriculum is used for each of the grades one through five. The IMPACT program is a training program for inmates at a County or State facility. The inmates learn the care and training of dogs from local instructors. PAWS is a community based program dedicated to helping pet owners who have compromising health problems to care for their pets. The PUP program has been an extension program since 1985 and serves a definite need in many communities. **Results:** The PEP program has received high praise and excellent evaluations by teachers. Teachers report that the animals in the classroom are a valuable educational experience for students. The IMPACT program has graduated more than 40 animals and 70 inmates in Florida. **Conclusion:** The Cooperative extension service can serve an important role in the community by utilizing one of these projects. The extension service by facilitating such programs can gain recognition and proof as a valuable component of the community.

#### **Adding Life to Your Computerized Presentations (97)**

**C. Lippi**, Flagler County

**Keywords:** presentations, digitized photographs, video clips, enhanced presentation technology

**Objective:** Extension offices throughout the state are gradually obtaining computer hardware and software which enable agents to make visually appealing educational presentations. However, there is often little time to develop a new presentation or to learn how to use the software. Sometimes it's also difficult to give up that worn slide tray you've spent the last 15 years perfecting. **Method:** If you have already prepared a presentation on Microsoft PowerPoint or Corel Presentation to be converted to slides, then you have the basic presentation ready for modification by some of the tips you will learn at this session. Learn how to: 1) add digitized photographs to your presentation, 2) find digitized photographs on the Internet, 3) make the titles and other text information move onto the screen, 4) show a complex graph one data line at a time by consecutively overlaying, 5) new data with each click of your mouse, 6) add video clips to your presentations, and 7) add sound to your presentation. **Conclusions:** The software is intuitive and the learning curve is small if you make incremental improvements to your presentation. Don't wait any longer. It's not difficult. Get acquainted now with the presentation technology that many others are already using.

#### **Teaching Strategies for Residential Landscape Design (99)**

**T. MacCubbin\* & T. Wichman\***, Orange County

Most home gardeners have an interest in developing their own landscapes but lack the skills needed to complete a design. The Orange County Extension Service has been teaching a landscape design course for more than 20 years that assists residents in developing a functional environmentally friendly landscape. During three sessions of study, families learn site evaluation techniques, study their landscape needs, develop bubble design techniques and finalize a design by picking the best plants for their sites. The course involves six hours of in class study plus each family has the homework of developing their own designs. Techniques of environmental landscape management are emphasized throughout the course. Master Gardeners and extension agents plus area horticulturists and landscape architects assist the students in making landscape design decisions and help them pick plants to complete their designs during two hours of special preclass sessions. Surveys are used to determine skills mastered and progress toward completion of a landscape design. During the 1997-98 program year 786 families attended the landscape classes taught at six different sites in the county. A survey of 100 of the families showed 48 percent completed and planted over one-half of their design. Many principles of environmental landscape management were adapted at the over the fifty percent level.

#### **A Multi-County Staff and Advisory Committee Member Approach to Providing Weekly Newspaper Garden Columns (00)**

**D.W. Marshall\***, Leon County; **S. Rosenthal**, Leon County; **K. Rudisill**, Bay County; **L. Williams**, Okaloosa County; **D. Mullins**, Santa Rosa County; **B. Bolles**, Escambia County; **K. Mickler**, Grady County, Ga.

**Keywords:** Newspaper column, gardening, advisory committee, multi-county, district-wide

**Objective:** To provide gardening information through newspaper columns to approximately 607,520 citizens in northwest Florida and southwest Georgia. **Methods:** The Leon County Extension Horticulture Advisory Committee meets 2-3 times annually to select topics and writers for two weekly garden columns. Columns are submitted through the Extension office, reviewed by the agent, and uploaded to the newsroom server with jpeg photos selected by the agent. The columns are also sent to other agents in north Florida for their use. Until this summer, the District I horticulture agents each wrote a weekly garden column. However, in April, the agents decided to experiment in selecting a different agent weekly to write one column that would be shared with all the northwest Florida papers. **Results:** As of July 12, six weekly district-wide columns have run. Agents that choose to take advantage of this rotation system no longer have to write a weekly personal column, giving them a few extra hours each week. The Leon County Advisory Committee columns shared across the district also give agents two additional weekly columns from which to pick. The columns provide environmental landscape information supporting our major programs to approximately 607,520 citizens and give Extension

visibility across the district. **Conclusions:** County agents can efficiently provide garden columns to newspapers by cooperating with other agents in their area. Advisory committee members can also be valuable resources as authors of columns. Insist to the newspaper that Extension be credited in the by-line of the columns.

#### **A Year Round Commercial Landscape Maintenance Course (02)**

**P. Mattis\***, Duval County

**Keywords:** Environmental, landscape, maintenance, training, modules

**Objective:** To provide research based environmental landscape maintenance training year round to the green industry in a way that allows maximum scheduling flexibility for industry without sacrificing educational content. **Methods:** Individual training modules were developed for twelve topics. The modules are standalone 2-hour lessons but refer to other modules thus providing continuity throughout the program. A topic is delivered each month, same time of day, but on varying days of the week to allow for companies scheduling of clients. The modules include handouts, activities (usually hands on) to reinforce concepts and PowerPoint presentations. Most module topics are delivered in the month when the topic is most relevant. A certificate is awarded after an individual has completed 10 modules. **Results:** Because of the possibility of beginning the program at any point through out the year, an increasing number of companies are using this training for their employees, both new and old. The original concept for this training was a traditional 5 part series held during the slower part of the year. The first year training was offered we had 12 companies enrolled. The second year only 3 signed up, with fewer than 10 individuals and training was cancelled for that year. Since the inception of the monthly classes, there is an average of 10 in each session. **Conclusions:** By delivering topics in monthly installments, it allows for hands on practice of the concepts and it provides the opportunity for refresher training for personnel when it is most appropriate for the companies.

#### **Spill Drill: A Pesticide Safety Exercise (02)**

**P. Mattis\***, Duval County

**Keywords:** Learning activity, pesticide safety, active learning

**Objective:** To provide a learning experience for those who have difficulty learning concepts presented in a traditional lecture format. This activity provides a way to actually experience a pesticide spill in a safe environment and practice techniques needed in the field. **Methods:** The students are presented a PowerPoint presentation "The Anatomy of a Pesticide Spill", which covers procedures for both liquid and dry spills. Discussion follows and then the group is divided into teams. A team leader is chosen within each group and a label with its corresponding Material Safety Data Sheet (MSDS) for a different pesticide is provided to each team. The products chosen are ones the students might use in their work. The team leader uses a drill check off sheet to monitor the progress of his team. Afterwards, the team uses it to do a self-evaluation. Industry standard spill kit materials and personal protection equipment (PPE) are used in the drill. **Results:** This activity has been used on 6 different occasions to train 82 individuals from within the pest control industry and golf course superintendents. Only 5 individuals out of this group indicated they had ever experienced an actual spill. In the evaluations for each occasion 100% indicated they found the exercise useful in building their confidence to handle a spill if it ever occurred. **Conclusions:** This exercise can be used to reinforce basic skills for both experienced and novice users of pesticides in a safe and fun way, while encouraging teamwork within a group.

#### **Landscape IPM Scouting Kit for Route Based Landscape Businesses (05)**

**P. Mattis\***, Duval County, **R. Jordi**, Nassau County

**Objective:** Develop tools for commercial companies (landscape and pest control) to use in conducting landscape IPM as part of a route based business. **Methods:** Tools were developed for entry-level technicians to scout urban landscapes during their regular visits to clients. These tools included a Scouting Kit, survey forms and the training to use the tools. The IPM Scouting Kit included a 15X triple fold magnifier, a hand pruner, ruler, collection bags, vials for samples, pen, pencil, permanent marker, ID card decks, a weed book, disposable gloves and a digital camera for documentation. All were contained in a light weight hard carrying case. The pilot project began with eight technicians, two people from a Pest Control company and a landscape maintenance company in each county. The technicians participated in classroom training to learn plant and pest identification before conducting surveys in the field. During this process the technicians became part of the team in designing the survey forms. Once trained, the technicians evaluated the tools in the field for usability and effectiveness in collecting data for a pest database. **Results:** As the technicians increased their knowledge of plant material and the pests causing damage to the plant material, they were able to recommend changes in the forms and survey protocol. **Conclusions:** The key to creating a useful tool is to involve the end user during the development phase. With field tested landscape IPM scouting tools and protocol, a workable landscape IPM program can be part of a route based business.

#### **Integrated Management of Thrips and Tomato Spotted Wilt Virus In Field-Grown Fresh Market Tomatoes (03)**

**J. Mayfield\***, Gadsden County; **J. Hudgins**, Decatur County, GA

**Keywords:** Thrips, *Frankliniella occidentalis*, tomato spotted wilt, integrated pest management (IPM).

During the spring tomato growing season in north Florida and south Georgia, the primary threat to yields is *Frankliniella occidentalis*, or western flower thrips. Thrips feed on flower tissue, pollen, and developing fruits and transmit tomato spotted wilt virus (TSWV), which may infect plants at a rate of 10% to 50% and above during an epidemic year. **Objective:** To document tactics currently being used in north Florida and south Georgia to minimize damage caused by thrips and TSW and to determine the level of adoption of IPM practices by area growers. **Materials and Methods:** A survey was conducted by phone, mail, and farm visits and was composed of questions relating to growers' IPM practices for thrips and TSW management. Economic analysis was also conducted to determine benefit to growers based on these practices. **Results:** Of surveyed acreage, results showed that 8% of planted tomato acreage utilized UV-reflective mulches, while 69% was planted using TSW-resistant varieties. Incidence of TSW was similar, with 5.7% infection when reflective mulches were used, 8% infection with resistant varieties, and 16% infection when neither IPM technique was employed. Actigard was used by 55% of growers and only 17% of growers did not use reflective mulches, resistant varieties, or Actigard in their operations to combat TSW. All growers scouted for thrips on a weekly basis, and insecticide



sprays averaged 12 – 20 times for the Spring season. Although most growers (>75%) have adopted multiple tactics for combating thrips and TSW, extension efforts should continue until all tomato operations integrate a combination of these pest management tools into their production strategies.

#### **Developing a Web Page for Florida Cattle Ranchers. (98)**

**D. Mayo\***, Polk County with **S. Gran, B. Brown, M. Kistler, P. Hogue, J. Selph, E. Jennings, C. Williams** and **T. Seawright** (So FL Beef/Forage Group)

**Keywords:** cattle, forage, web page, Internet program

**Objective:** Develop an online resource of information to be the home page for clientele of the South Florida Beef-Forage Program.

**Methods:** The challenge facing the group was to come up with a user friendly system for easy information retrieval to minimize search time. The site <http://www.ifas.ufl.edu/~sfbfp/beef.html> provides links that combine information provided by the extension agents in the group, IFAS, breed and cattlemen's associations and agricultural world wide web pages into 11 organized links. Seven of these links feature local information provided by the extension agents. There is a link that has a calendar of upcoming local events, a link for extension programs, newsletters and publications; and one that has contact information for each agent. This page is especially unique because of a service directory which features people who provide custom services that ranchers need but probably will not find in the yellow pages. There is even a cattletalk discussion group which allows producers to email agents and producers about issues pertaining to cattle production and management. The final links are a compilation of useful web sites. These agricultural links are organized to make searching for information much easier than a blind web search. **Results:** The response from cattlemen has been very good. Many of them have made this site their home page. Several cattlemen said that this was one of the best extension programs they had seen in a number of years. **Conclusions:** This extensive web site brings together a tremendous resource of both local, state and nationwide information to help ranchers make better, more informed decisions.

#### **Cattle Talk: An Email Discussion Group for Florida Ranchers (99)**

**D. Mayo\***, Polk County, **B. Brown, J. Selph, M. Kistler, J. Stice, L. Gary, P. Hogue, T. Seawright, J. Myers, M. Adjei, F. Pate** (So. Fla. Beef-Forage Program)

**Keywords:** cattle, forages, email, discussion group, ranchers, extension

**Objective:** Develop an interactive forum for discussion of topics related to beef cattle production in South Florida for ranchers as well as extension agents, specialists, researchers and industry representatives to compliment information available on the South Florida Beef-Forage Program Web Page. **Methods:** A list server, named "Cattle Talk" was set up through the University of Florida computer system so that anyone with email could pose questions or raise issues to be discussed by members of the discussion group. Each subscribing member receives all the email messages and has the option of responding. Each response is also sent to everyone on the list, so even those not entering in the actual discussion are included. **Results:** Although the growth of the list started slow, there are almost 50 producers, agents and researchers using this forum for discussion. There have been a number of topics discussed so far, such as intensive grazing in Florida, causes of decline in reproductive performance, starting a small operation, raising organic beef, what grasses to plant, new forage varieties, hay ammoniation, winter supplementation, manure management and possible loss of animal production from high voltage power lines. **Conclusions:** This is an excellent way for producers to get information and multiple opinions on a wide range of topics at their convenience. The success of such a forum is very dependant on the sponsoring agents to have multiple responses to questions and get some discussions started.

#### **Cattlemen's Hay Challenge (00)**

**D. Mayo\***, Jackson County; **A. Blount**, NFREC-Marianna, **J. Arthington**, Ona REC

**Keywords:** Forage testing, hay, demonstration, forage analysis

A hands-on forage quality demonstration was developed to give producers an opportunity to compare visual appraisal and their knowledge of forage varieties against chemical forage analysis and electronic feed balancing to determine the ultimate economic values of various stored forage samples. **Objective:** To make producers aware of the usefulness of having their forages tested for quality and to learn the economic value of producing quality hay. **Methods:** Twelve samples were collected of commonly used forage grasses from 9 different farms. Large samples were taken and placed in rubbermaid containers. Core samples were sent to the Forage Testing Lab at Ona for chemical quality analysis. The analysis results were combined with scenario and entered in to the Oklahoma State "Cowculator" feed balancing program. The hay and silage was then divided into cost categories and the least cost ration for each forage sample was determined. Cattlemen were given a scenario for purchasing hay or silage to maintain the body condition of a 50-cow herd for 61 days during a drought. They were asked to rank samples in each price category and then select the overall best sample which was the most economical. **Results:** The vast majority of cattlemen were unable to determine the most economical forage sample to match the given scenario without having the forage test results. **Conclusions:** Producers learned the economic value of forage testing. The true test of this program will be if cattlemen will begin to use forage testing as a management tool.

#### **Hay Storage Demonstration (02)**

**D. Mayo\***, Jackson County

**Keywords:** hay, storage, forage, feed, quality

**Objective:** Demonstrate the economic value of storing hay off of the ground, covered with a tarp, or in a barn. **Methods:** 18 ryegrass hay bales were stored using 6 different treatments (3 bales per treatment). Treatment group 1 was stored on the ground in the shade, group 2 on the ground in the sun, group 3 on pallettes in the sun, group 4 covered with tarp on the ground, group 5 covered with a tarp on pallettes, and group 6 in a barn. Initially, each bale was weighed and measured for moisture levels. Core samples of the three bales were collected for each treatment and sent to the forage lab for quality analysis. After 90 days, the bales were reweighed, sampled again, and compared to the first measurements. Rainfall was also measured during the trial. **Results:** Using data obtained from this trial and from previous research as documented in the publication Minimizing Losses in Hay Storage

and Feeding by D. Ball, D. Bade, N. Martin and B. Pinkerton, producers understood the economic returns on investment for preventing dry matter and quality losses due to hay storage methods. **Conclusions:** Producers should use the following methods to improve the feeding value of the hay they store based on the economic feasibility for their operation: (1) store hay off of the ground in the sun, (2) store hay under a tarp and off of the ground, and (3) store hay in a barn.

#### **Interactive Video Pasture Management School (06)**

**D. Mayo\***, Jackson County Extension; **A. Andreassen**, Washington County Extension; **J. Atkins**, Santa Rosa County Extension; **D. Bennett**, Wakulla County Extension; **A. Blount**, NFREC Marianna; **B. Brecke**, WFREC; **K. Campbell**, Madison County Extension; **G. Edmondson**, Okaloosa County Extension; **S. Eubanks**, Holmes County Extension; **J. Ferrell**, UF Agronomy Department; **H. Grant**, Gadsden County Extension; **L. Heitmeyer**, Leon County Extension; **L. Johnson**, Escambia County Extension; **C. Mackowiak**, NFREC; **L. Muralles**, Gadsden County Extension; **C. Olson**, Taylor County Extension; **C. Simon**, Covington County Extension (AL); **L. Sollenberger**, UF Agronomy Department; **R. Sprengel**, NFREC; **P. Vergot**, Northwest Extension District; **B. Ward**, Walton County Extension

The Northwest Florida Pasture Management School was a collaborative effort of the Extension Agents and specialists serving the Panhandle region of Florida. This was an eight hour course taught in four, two hour sessions in six locations simultaneously using the University of Florida's Internet video system. **Objectives:** The purpose of school was to provide livestock producers with a basic understanding of the key elements of pasture management. **Methods:** Twenty four agents and specialist teamed up to develop and deliver power point presentations. The course provided training in the areas of forage variety selection, pasture establishment, soil testing and fertilization, pest management, grazing management, hay production, storage, and feeding. The participants also received a notebook with University of Florida fact sheets related to the topics taught in the course to provide additional information. **Results:** There were 92 participants from 13 counties in North Florida and South Georgia. Course evaluations indicated that participants were satisfied with the course, rating the course as either Excellent (67%), or Good (33%), with no ratings of Fair, Not So Good, or Waste of Time. Survey responses indicated that 97% of the participants felt that they were better equipped to manage their pastures after attending the course, and 94% of the participants indicated that they intended to make practice changes on their operations as a direct result of attending the course. **Conclusions:** Ninety five percent of the participants indicated that they would attend another course of this type, so the interactive video course was a success.

#### **Southwest Florida Pest and Disease Hotline (01)**

**G. McAvoy\***, Hendry County

**Keywords:** Vegetables, integrated pest management, newsletter

**Objective:** To provide growers and others in SW Florida with timely and dependable information on pest and disease problems affecting the vegetable industry. The hotline keeps growers up to date on the occurrence, incidence, severity, and trends of pests and diseases occurring in SW Florida as well as weather information, integrated pest management tips, updates on pest control products and regulatory issues affecting vegetable producers. **Methods:** The newsletter is published biweekly and disseminated to growers, companies and individuals involved in vegetable production in southwest Florida. Information on the occurrence, incidence and severity of vegetable pests and diseases is gathered through a network of collaborators and distributed via mail, fax and electronic means. **Results:** The Southwest Florida Pest and Disease Hotline has been published since November 1998 and is currently distributed to over 800 readers. The hotline has been successful in meeting the informational needs of the vegetable industry. The hotline has been critically acclaimed by industry representatives and is supported financially by the vegetable industry. It is quoted widely in various publications and is now distributed nationally. **Conclusions:** The Southwest Florida Pest and Disease Hotline has been well received by the vegetable industry and may provide a model for expansion to the South Florida vegetable industry or other production oriented extension programs.

#### **Southwest Florida Vegetable Research Investment Fund (02)**

**E. J. McAvoy\***, Hendry County

**Keywords:** Vegetables, Research, Funding Sources, Extension Methods

**Objective:** To respond to grower's concerns regarding the direction of existing vegetable research programs and their desire for practical research targeted at meeting the needs of growers in southwest Florida and to provide growers and others in southwest SW Florida with research based information and solutions to problems affecting the vegetable industry. With traditional funding sources for vegetable research dwindling, an innovative approach was required to ensure that the research priorities of growers in southwest Florida were addressed. **Methods:** Working through the southwest Florida Vegetable Advisory committee and the Florida Fruit and Vegetable Association, by-laws were developed and grower and industry support for the was secured to promote the establishment of the grower directed, industry funded Southwest Florida Research Investment Fund. **Results:** The Southwest Florida Research Investment Fund was launched in June 2000. It currently has 42 members and has successfully raised over \$65,000 for vegetable research. The fund has awarded 9 research grants to date and is supporting vegetable research in the areas of water management and conservation, methyl bromide alternatives and integrated pest management. **Conclusions:** The Southwest Florida Research Investment Fund has been well received by growers and the vegetable industry and may provide a model for expansion to the South Florida vegetable industry or other production oriented extension programs.

#### **Stop the Invaders (05)**

**M. McGuire\***, St. Johns County

**Objective:** To teach elementary school students about invasive species by using interactive stations. **Method:** Grants were obtained from UF's SNRE and the Florida Exotic Pest Plant Council to fund this program. Classes of fifth grade students were brought to the St. Johns County Agricultural Center where they rotated through four or five stations. Stations addressed scientific method, invasive plants, invasive animals and plant identification skills. Activities at each station were correlated to Sunshine State Standards for science and mathematics. Sea Grant, horticulture, agriculture and 4-H agents were all involved in the program.

Teachers were given sets of classroom materials including invasive aquatic plant workbooks, laminated photo-murals and materials for the Invasive Plant Race Game. **Results:** A total of 267 fifth grade students from three schools in St. Johns County participated in two-hour interactive activities relating to invasive species. All thirteen teachers agreed or strongly agreed that the activities were appropriate for the grade level, that they addressed state standards for science and math, that they engaged the students' interest and that the students learned new information from the activities. Following the program, students were able to identify at least ten invasive plant and animal species found in NE Florida.

#### **Integrated Pest Management Field Demonstrations In Wholesale Nurseries. (98)**

**F. Melton**, Manatee County

**Keywords:** pest, biocontrol, IPM

**Objective:** The Integrated Pest Management (IPM) studies are an attempt to find the most effective way to implement an IPM Program in a wholesale nursery. **Methods:** A basic approach was used by sampling irrigation water to test for pH, electrical conductivity, and alkalinity. Growing media was tested for pH, electrical conductivity, and aeration. The fertilizer program and media pH was reviewed and adjusted according to irrigation water test results. These adjustments hopefully will facilitate growth of healthy plants. Then, when problems occur, some possible causes of problems can be eliminated. A scout kept records of pest populations, and then the agent suggested beneficial organism releases or pesticide applications as needed. **Results:** Florida Red Scale populations on Kentia Palms were reduced by Enstar II, which is compatible with beneficial organisms. Later *Aphytis holoxanthus* and Twice Stabbed Lady Beetles controlled populations which have been near zero for about ten weeks. Another nursery used Minute Pirate Bugs to control thrips in marigolds. Thrips were a problem on 25 percent of the marigolds before release of the beneficial insects. Within three weeks, populations of thrips were a problem on less than 5 percent of the marigolds, and have stayed at that level or less for ten weeks. **Conclusions:** The pest control program that includes: scouting, use of pesticides less toxic to beneficial organisms, and the release of beneficials has saved these two growers about \$5,000 per year on these crops. The nurserymen have saved about \$20,000 per year on their whole nursery.

#### **Crape Myrtle Cultivars and Their Use in the Landscape (97)**

**K. Mickler**, Bay County.

**Keywords:** crape myrtle, species, cultivars

**Objective:** This program is to inform Panhandle residents of different crape myrtle cultivars available for landscape use. These cultivars range from dwarfs, semi-dwarf, and intermediate to tree form. The different species (*Lagerstroemia indica*, *fauriei* and hybrid of *indica* and *fauriei*) are on display at the Research and Education Center in Monticello. Crape myrtle is one of our most versatile landscape plants for hot sunny locations. Through breeding and selection researchers have developed various sizes, shapes, flower colors, fall foliage color, and bark characteristics. This has increased the value of crape myrtle as one of the premier landscape shrubs or trees. **Methodology:** Panhandle Extension Horticulturist combined efforts to present programs to Panhandle Master Gardeners about how little we know about crape myrtles and the different cultivars that are available. The trend in the landscape and nursery industry has been to provide just one or two colors and heights, mostly from *Lagerstroemia indica*. This program is presented to Florida Master Gardeners during the initial 50 hours of training. **Results:** Result, sometimes very hard to measure and often misconstrued are not always reflective of a program's quality and impact upon participants. We hope to have shed new light on the crape myrtle and increased cultivar diversity across the Panhandle. **Conclusion:** The trend of repetitious plant use in the landscape is headed toward plant diversification with many different cultivars being demanded and used; one plant that should not be left behind is the crape myrtle; a plant with just as much southern heritage as our majestic live oak.

#### **So You're New To Florida (05)**

**G. Mikulecky**, Highlands County

**Objectives:** Highlands County has a permanent resident population of approximately 90,000 people increasing to approximately 140,000 people during the winter season. There are few sources of readily available information that are tailored to meet the needs of the new residents and visitors. There are three educational objectives for So You're New To Florida: 1) Inform new residents of some of the challenges of living in Florida, 2) Inform new residents of the Master Gardeners and their program, 3) Inform new residents about the Highlands County Extension Office and the availability of its resources to the residents of Highlands County. **Methods:** The So You're New To Florida program has had four, two hour seminars. The So You're New To Florida II has been given twice. **Results:** The 71 participants in the post program survey for So You're New To Florida II indicated: that 97% would share this information with others, 100% had increased their knowledge by attending this program, 88% would adopt or change a behavior or practice, and 9% were new to the Cooperative Extension Service. **Conclusions:** The three educational goals have been met. This program has informed 526 new residents and visitors about the Master Gardeners and education available through Highlands County Extension Service. Additionally, Highlands County Extension has gained new partners by enlisting the local chambers of commerce to promote and participate in this event.

#### **Water and Nutrient Management in a Field Demonstration Project; Learning Together (04)**

**L. Miller\***, Hillsborough and Polk County Extension

**Objectives:** The purpose of a field demonstration is to allow an audience to see science in action, or the practical application research-based information. Conversely, they provide valuable feedback to extension agents and specialists. **Methods:** Working with an Extension specialist, Dr. Tom Yeager, the agent developed a plan for a tensiometer-tripped irrigation project to conserve water along with the installation of lysimeters monitor nitrate nitrogen levels as is prescribed in the Best Management Practices. Labor, expenses and information have been shared by extension and the owners of the tree farm. **Results:** This is an ongoing project. It has already been utilized for three group-learning events. Forty-eight members of the Tampa Bay Wholesale Growers visited the site and asked questions at a regular meeting on May 13, 2003. The Hillsborough County decision-makers tour "Operation Agriculture 2003: Farming of the Fringe" on November 14, 2003, brought forty-one elected officials and staff members to

the site to learn about Best Management Practices and on-farm innovation. During a farm-hosted field day on April 2, 2004, eighty-four participants visited the site and heard a 40-minute presentation about the project. **Conclusions:** Water and nutrient management are important issues in the sustainability of the ornamental plant production industry. This program provides an opportunity for target audiences to see strategies for monitoring and reducing nutrient and water use in a real-life situation.

#### **Basic Pruning Principals: A Foundational Training for Non-Certified Arborists (03)**

**R.E. Mitchell\***, Charlotte County

**Keywords:** urban forests, proper pruning

Urban forests are important as they provide recreation and esthetic value to communities. Basic to healthy urban forests is the science of pruning. Charlotte County has legions of untrained tree trimmers. In addition, the County has many employees that needed improved pruning skills. Two Basic Pruning workshops were developed and targeted at County Employees and other non-certified arborists. **Objectives:** To increase the proper pruning knowledge and expressed confidence of commercial tree professionals. **Methods:** With input from the County Horticulturalist, two educational workshops were developed that provided classroom learning followed by hands-on demonstrations. **Results:** The first workshop yielded 42 participants with overall increased understanding of proper pruning techniques measured at 17.66% by a pre/post questionnaire. An end-of-program evaluation recorded 94% strongly agree/agree with improved confidence of making proper pruning cuts, 90% strongly agree/agree with improved confidence of training small trees, and 75% strongly agree/agree with adopting proper palm pruning techniques. **Conclusions:** This change event will begin to turn the tide of pruning atrocities. The effects of this program included: reduction of improper pruning practices, a safer urban forest, and an important in-house training opportunity for the benefit of Charlotte County.

#### **Mosquito Abatement for Safety and Health (06)**

**R. Mitchell\***, Charlotte County Extension

**Objectives:** As a result of implementing the Mosquito Abatement for Safety and Health (M.A.S.H.), a core of Master Gardeners will increase their understanding of all aspects of mosquito biology and monitoring techniques that will enable them to perform paraprofessional surveillance activities to benefit Charlotte County Mosquito Control. **Methods:** Mosquito Abatement for Safety and Health (M.A.S.H.) Volunteers were trained and strategically placed and equipped with simple monitoring tools and surveillance procedures which allowed them to conduct daily monitoring activities and report data to the Mosquito Control Biologist. **Results:** Twelve M.A.S.H. volunteers were trained and eight were retained for the whole season. There were 326 hours of volunteer time recorded valued at \$5,721.31 (326 hours x \$17.55/hour - Source: Independent Sector). Approximately 1,304 (163 reports x 8 volunteers) surveillance reports provided from May 31 - November 10, 2005 to the County Mosquito Biologist. Approximately 10,000 acres in Charlotte County were monitored by MASH volunteers in 2005. **Conclusions:** As a result of the M.A.S.H. program, a majority of the volunteers felt that they increased their knowledge concerning overall mosquito control information and felt that they can more intelligently talk to the public about general mosquito surveillance issues. The information obtained from these M.A.S.H. volunteers contributed towards the Charlotte County Mosquito Control's decisions of where and when to treat.

#### **Turf Trouble Bingo (03)**

**J. Moll\***, Hernando County

**Keywords:** Power Point presentation, hands-on learning, Turf Trouble Bingo

Research has shown that students in a lecture only class retain a very small percentage of what is being taught to them. Listening about turf may become as interesting as watching turf grow. In order to have students retain more knowledge students must do more than just listen to the instructor. **Objective:** Have students increase the retention rate on the multiple facets of turf problems by using sound, visuals, touch and verbal recall. **Methods:** A power point slide presentation was created and accompanying *Turf Trouble Bingo* game boards were designed. During the game various insects, diseases, and weeds are "randomly" pulled up by the computer. The animated slide first brings up the turf trouble by name, which the agent calls out to the students. Time is allotted for the students to find and cover the problem on their bingo card. Once the students have covered what they believe to be the problem, the identical picture is brought up on the screen. Finally, informational text is displayed on the screen. After a couple of turns the agent asks the students to recall and discuss the details of the problem before disclosing the correct answers on the screen. **Results:** This learning activity increases student retention rates versus lectured-based presentations, because it utilizes various learning methods.

#### **Demonstration Gardens of the Different Geographical Areas of Manatee County (02)**

**J. V. Morse\***, Manatee County

**Keywords:** soil pH, salt-tolerance, drought-tolerance, cold-tolerance, heat-tolerance, geographic regions

Manatee County's geography extends from the west coastal islands to approximately forty miles inland. The soil differences include coastal islands, flatwoods, sandy ridges, flood plains, swamps and marshes. Soil pH changes dramatically from the high pH of the coastal islands to the very low pH of the flatwoods, flood plains, swamps and marshes. Also, the islands tend to stay warmer with the temperature getting progressively colder further inland. **Objective:** To showcase plants that will do well in a given geographical area of Manatee County so that homeowners can see the plants, how they grow and what plants they can use for their respective area. **Methods:** A total of six demonstration gardens were planted with different themes. Three of the gardens were planted to represent the three major geographical areas of Manatee County (beach, central, eastern). Plants were chosen for each garden according to soil pH, drought or wet tolerance, salt-tolerance, and heat or cold-tolerance needed for each specific geographical area. There is signage for each area describing its specific plant requirements and all plants are labeled with common and Latin names. Plant labels also indicate whether the plant is native or exotic. **Results:** Gardens are used for teaching classes and are also used for individual learning as people visit the gardens. **Conclusion:** These gardens have become a great teaching as well as learning tool for the general public. They are able to see the plants, how they grow and in which areas of the county specific plants should be planted.

### **Master Gardener Training Help-book (02)**

**J.V. Morse\***, Manatee County

**Keywords:** learning tool, notebook, program organization

The Master Gardener Training Help-Book was developed as a tool for both the learner and the agent. **Objective:** To save time and effort, keep class information organized, reduce stress and provide information to help guide the trainees through training.

**Methods:** A notebook was developed for Master Gardener trainees. Included in the notebook were class schedule/syllabus, maps for class locations, evaluations for each class, general office procedures, plant identification materials, quizzes, general reference materials of the University of Florida and related publications, website references, book references, office forms, plus pictures/titles of our office staff. Each main section was color-coded for easy reference. Dividers labeled with each class subject were included for easy insertion of class materials. **Results:** The notebook helped to keep the learners organized and gave them a central location to retain their class materials. The notebook was a great tool for the agent because most of the information needed for each class was placed in the book. It kept the trainees organized and decreased questions regarding class dates, whereabouts, activities for next class, and other similar questions. **Conclusions:** This resource was successfully used to decrease stress and increase learning by supplying the trainees with as much information to help them in their class as possible. It also was extremely helpful for keeping students organized and decreasing the number of items need for each class. At the end of training they had an organized, comprehensive notebook of all class material.

### **Master Gardener Office Procedures Handbook (03)**

**J.V. Morse\***, Manatee County

**Keywords:** Master Gardener, learning tool, handbook, program organization

**Objective:** The Master Gardener Office Procedures book was developed to provide guidance to the Master Gardeners (MGs) and to save agent's time by not having to answer procedural questions. Agent noticed that MGs were not able to perform simple procedural tasks (how to transfer a phone call, make a non-local call, how to send a UF sample) without asking the agent. Trying to communicate all this information individually was not feasible. Thus the MG Office Procedures Book was developed as a training manual. **Methods:** Agent began to look at the procedures MGs needed to know and began to compile this information in a handbook. Where possible, the font size was increased to the largest size that would fit on a page to facilitate easy reading, especially for those with vision impairment. Graphics were added for easy recognition and to increase the appeal of the documents. **Results:** MGs now have a handbook they can refer to for procedural methods used in the clinic, horticultural learning center and MG training. **Conclusions:** Office procedures have been standardized for MGs and formalized for those new to the program, or when the Agent is unavailable.

### **Evers Reservoir Watershed Handbook (04)**

**J. V. Morse\*, B. Rogers, J. Meadows, R. Aalberg, P. Dessaint, A. Garner, P. Gilreath, F. Melton, E. Mirabelli, J. Creighton,**  
Manatee County Extension

**Keywords:** watershed, water quality, water conservation. **Objective:** Water quality is directly affected by the runoff from a watershed. Pesticides, chemicals, or fertilizers used on properties can negatively affect water quality. In an effort to reach individuals living in a particular watershed and inform them about best management practices to help preserve good water quality, a watershed handbook was developed and later modified. **Methods:** The original handbook was modified to provide easy understanding and readability by using 8<sup>th</sup> grade language and increasing font size. The dimensions of the handbook were changed to accommodate a smaller envelope size. This was mailed directly to all households (8,000) residing in a particular watershed (Evers). Six months later a survey was sent to 20% of the same households. **Results:** Nearly half of the people read the handbook. Over 90% either learned a lot or learned some in the subjects of: construction around existing plants; plant selection; proper watering; proper fertilizing; and avoiding pest problems. Percentages of increase for landscape practices that were instituted after reading the handbook were as high as 94% for using mulch or as low as 16% for testing soil for pH. **Conclusion:** Direct mailing of an informational handbook is an excellent way to reach and provide information to a large number of individuals that would otherwise not be informed about these practices or be familiar with the Extension Service.

### **Hosting a Television Show (04)**

**J.V. Morse\***, Manatee County Extension

**Keywords:** television, homeowner, environmental landscape management. **Objective:** To educate and inform our community about effective, environmentally-sound, research-based methods of cultivating plants in the home garden and landscape; to show the relationship between gardening practices and environmental health, including water quality, water quantity, promoting integrated pest management, conserving resources and providing natural habitat for wildlife; and to market the Extension Service. **Methods:** Each month the agent determines subject material, invites necessary subject specialists, interviews, and also provides information and backup material for the show's production. Manatee Educational Television (METV) staff film, edit and broadcast the show. **Results:** The show is broadcast to an audience size of 100,000. Each thirty-minute TV show is broadcast three to four times weekly during the entire month. **Conclusions:** The show provides the public with effective, environmentally sound, research-based methods of cultivating plants that can be viewed during non-working hours or can be recorded. It is an excellent resource for the public to use and tapes can be housed permanently in local libraries. It provides outreach and marketing for the IFAS Extension Service and reaches a wide audience.

### **Using Television to Teach (06)**

**J. Morse\***, Manatee County Extension

**Objectives:** To teach and inform the community about proper landscape practices so as to promote best management practices, resource conservation and habitat restoration; and to market the Extension Service and the Master Gardener Program. **Methods:** Each month the agent determines subject material, invites necessary subject specialists, interviews guests, and also provides information and backup material for the show's production. Manatee Educational Television (METV) staff film, edit and broadcast the show. **Results:** The show is broadcast to an audience size of 100,000. Each thirty-minute TV show is broadcast three to four times weekly during the month. There is a program every month. **Conclusions:** Television is an effective media to reach a large audience and teach them about proper landscape practices that promote sustainability and environmental health. Because the show can be viewed during non-working hours or can be recorded, it reaches the working public that generally cannot take advantage of our educational opportunities. The show is an excellent educational resource for the public to use and video tapes are housed permanently in local libraries. It also provides outreach and marketing of the IFAS Extension Service and Master Gardener Program.

#### **Poisonous Plants in the Pasture (00)**

**D.M. Mudge\***, Orange County; **J. Tredaway**, IFAS, Agronomy

**Keywords:** poisonous plants, pasture, symptom identification, weed control, learned skills

The Central Florida Livestock Agent Group conducts educational programs for owners of Livestock. Objective: To increase livestock producer's knowledge of poisonous plants and the risks to livestock associated with them. To save the lives of at risk livestock. **Methods:** The creation of Poisonous Plants in the Pasture," a notebook of common sense and practical guidance that serves as a companion with the UFL-Alabama Cooperative Extension color guide. Included in this guide are significance of the problem, practical guidance, animals at risk, symptom identification, natural deterrents, problem animals, risk in hay, drought problems, and herd identification. A special section on herbicide weed control is included as well. A class is given with the guide using live specimens of poisonous plants in a university technique similar to a lab practical. **Results:** Ten (10) classes have been given to 500 + individuals in Orange County, and also regionally, as a part of Central Florida's Livestock Agent Group Programs (CFLAG). National TV: Universal Studios – Veterinarian show – estimated 18 million viewers, and local Orange TV appearances (16,000 viewers). **Results:** Surveyed response – 97% made plans to use the information. 100% were satisfied with the program. Cattle, horses and goats' lives have been saved through the educational efforts of this program. Ten (10) testimonials of this are evidence of success. Deseret Ranch uses these guides in an employee incentive program. Grand Cypress Equestrian Center and Orlando Carriage Company also endorse and use this IFAS resource. **Conclusions:** Central Florida ranchers desire to learn about poisonous plants. They will attend UFL/IFAS extension programs that deal with this topic. Livestock poisoning can be avoided by IFAS Extension agricultural programs.

#### **A Salt Tolerant Plant Evaluation Following Hurricane Opal. (98)**

**D.E. Mullins**, Santa Rosa County

**Keywords:** salt tolerant, seaside, hurricane, Opal

**Objective:** Evaluate the survivability 150 different species of landscape plants that were inundated with sea water during the hurricane's surge. **Methods:** One soundside landscape provided a rare opportunity because it contained one of the most extensive collections of plants found within the state. The storm surge left the site covered with sea water for several hours at a depth of 5 feet. Evaluation forms were prepared and top and root portions of plants were examined 5 ½ months after the storm and again 13 months afterward. Each species was rated as to survivability, and was placed in one of four categories. **Results:** Forty species showed little, or no ill effects. Forty two of the species were damaged, but exhibited complete recovery within one growing season. Forty eight species, though not killed, were severely damaged, requiring more than one growing season to recover fully. Twenty species died, showing no signs of recovery after one full growing season. **Conclusions:** Many plant species can tolerate a single exposure to relatively high levels of sea water, while some are extremely sensitive. Information from this study should be helpful to residents in selecting landscape plants for seaside locations.

#### **Creating A Farmers Market. (98)**

**A.S. Neal and J.F. Cummings\***, St. Lucie County

**Objective:** To start a green farmer's market in Downtown Fort Pierce. This market would be part of a larger Community Food Project. **Methods:** A request was made for a USDA grant for the development of comprehensive, long-term strategies to address local food, farm and nutrition issues. The development of the farmer's market proceeded without grant monies. After a concerted effort between the community, local business people, area growers and the Cooperative Extension, a committee was formed. This committee gave direction, identified a mission statement and formed a corporation. **Results:** A survey was broadcast to the community through local media sources, community organizations and direct mailing. A manager was hired, vendors were recruited and weekly entertainment was scheduled. The market opened January 10. The number of vendors increased every week. The community was exposed to a variety of produce, plants and products. To keep the green focus of the market, no crafts were allowed. **Conclusion:** The market is a huge success, our expectations were surpassed. The committee achieved more than planned or visualized for the first two years. In fact, several vendors and many members of the community asked if there was a way to continue the market throughout the summer.

#### **Efficient Electronic Recording of Master Gardener Volunteer Information (99)**

**A.S. Neal & C. Albert**, St. Lucie County

**Objective:** St. Lucie County hosts a Master Gardener Volunteer corp of over seventy active participants. The volume of record keeping associated with this many requires an effective means of electronically monitoring the program's volunteer participation along with producing the cumulative totals required by the State Master Gardener Program. **Methods:** Using a spreadsheet software program called Quattro Pro, a file was developed to effectively maintain the data needed for annual reporting and awards. The data needed to be cumulative for two different time periods: the calendar year that county Master Gardener awards and recognition is based upon, and the fiscal year followed by the State Master Gardener Program. Quattro Pro works with files called

"notebooks" that can contain over 75 "pages." Each Master Gardener's information is contained on one page of the notebook with formulas set up to total that individual's annual and cumulative participation. A final "totals" page adds the individual totals for an entire program status report. When a volunteer is selected for Master Gardener Training, a page is created in their name noting starting year, contact information, contract area, etc. Volunteers turn in a monthly "Volunteer Hours Reporting Form" and the data is entered monthly in the spreadsheet. **Results:** At any time during the year, the Agent may review the status of their Master Gardener's longevity record, contract area work, participation at continued trainings offered for Master Gardeners, or total hours dedicated to the program either individually or as a group. Responses to requests for annual statistics by the State Master Gardener Coordinator are easily prepared and sent. Master Gardeners curious about their hours standing are answered right away, and countless hours spent tallying Reporting Forms by hand and calculator have been eliminated. **Conclusion:** With Master Gardener Volunteer Records maintained electronically, the status of this County's Master Gardener Program is always available. Master Gardeners are more aware of their standing with the program and seem to feel they are receiving better support from the Extension staff. Staff is relieved that this enormous record keeping task now requires less than ½ hour a month attention.

#### **Objective Based Training for Master Gardeners (01)**

**A. Neal\***, St. Lucie County, **E. Skvarch**, St. Lucie County

**Keywords:** Learner based objectives, mentor, Master Gardener Training

**Objective:** To increase understanding of horticulture information through learner based objectives, involve veteran volunteers as mentors during formal course work and after graduation. **Methods:** Each of the thirty-eight topics addressed in the Master Gardener Training identified specific learning outcomes. These learner based objectives were shared with each presenter, enabling them to focus their program delivery. To achieve the various topic objectives, each student participated in daily diagnostic clinics, take home exams, activity labs and periodic scavenger hunts. Each student was assigned a mentor prior to the first class who remained in contact throughout the entire training and into post-training volunteer activities. Each mentor was provided with take home exams, their answers and location within the reference materials, intended to foster the mentor/mentee relationship. **Results:** The mid-term and final exam scores yielded 80% - 100% correctness. 75% of the trainees scored 90% - 100%, an increase over previous trainings by 17%. 95% - 100% of the trainees rated the take home exam as helpful in assisting them in learning where information was located in the Master Gardener volumes and in understanding the new topics to be presented in the next class. 95% found the daily diagnostic clinics helpful. 75% felt comfortable asking questions of their mentor. **Conclusions:** The learner based objectives provided for "on-target" presentations. The mentor/mentee interaction could be strengthened by providing a comprehensive mentor orientation prior to training.

#### **Piloting the Junior Master Gardener Program in Local Schools (01)**

**A. Neal\***, St. Lucie County and **E. Skvarch**, St. Lucie County

**Keywords:** Junior Master Gardener, youth

**Objective:** To pilot the Junior Master Gardener Program into a local school. **Methods:** The Junior Master Gardener program was introduced to an energetic science teacher at St. Lucie Elementary School. Mar Lou Jennings planted the seed with her after-school group. These children followed the course outline and completed the two activities and one leadership/community service project per chapter. The program includes eight chapters. The program was also utilized with Southern Oaks Middle School and the also equally energetic and innovative Cathy Odom's sixth grade science class. Extension assisted with chapter activities and suggesting community service projects. Extension also provided resources, plants, manures and other gardening supplies. **Results:** The first Junior Master Gardeners graduated from St. Lucie Elementary May 25, 2001. This was first for Florida. Legislators, County Commissioners, School Board officials, Assistant Dean of Extension, and the third, fourth, and fifth graders all congratulated twenty-two new Junior Master Gardeners. The new Gardeners recalled the fun they had learning, one girl noted her favorite activity was suck-a-bug. Both school programs involved teachers, students, and Extension staff. The teachers enjoyed the applicability and ease of fit within the Sunshine Standards. **Conclusions:** The pilot program was successful in both schools. One school chose to complete the program, the other to utilize the activities to fulfill Sunshine Standards requirements. The response to the success of the program has generated an in-service training for teachers planned for Fall, 2001.

#### **Improving Irrigation Efficiency With Tensiometers For Crops In Miami-Dade County (01)**

**T. Olczyk\***, Miami-Dade County, **C. Balerdi**, Miami-Dade County, **Y. Li**, UF TREC, **J. Crane**, UF TREC

**Keywords:** Calcareous soil, irrigation, tensiometers.

Irrigation is a critical factor for crops grown on Rocky-Calcareous soils, with very low water and nutrient holding capacity. Traditional approaches to irrigation, based on stage of growth, or "Kick and feel the soil" method, often lead to under-irrigation, causing plant stress and reducing yield and quality or over-irrigation leading to leaching nutrients, contributing to ground water pollution, and root disease development. **Objective:** To increase growers' knowledge about improved irrigation practices and assist them in adoption of the tensiometers for scheduling irrigation, to promote health of the crop, conserve water, and prevent leaching of the nutrients. **Methods:** Since 1998, ten educational programs, including workshops and field days for growers, were conducted in Miami-Dade County. A large scale field irrigation demonstration, with use of tensiometers in scheduling tomato irrigation, was conducted in 1999. The extension agent is providing information, calibration, and installation for first time users. Growers who want to test tensiometers before purchasing them, can borrow tensiometers from the agent. **Results:** In two years the number of growers using tensiometers for scheduling irrigation increased from 1 to 45. This represents about 500 acres of tropical fruit groves and vegetable crops. Growers are reporting 30-50% savings of water and 30% savings of fertilizers. **Conclusion:** Despite difficulties in installation of tensiometers in rocky-calcareous soils, data from research and extension demonstrations have shown that tensiometers can be successfully used in Miami-Dade County. More growers are confident in using them for scheduling irrigation.

#### **How to Attract Growers to On-farm Demonstrations? The Recipe for a Successful Extension Educational Program. (02)**

**T. Olczyk\***, Miami-Dade County, **C. Balerdi**, Miami-Dade County

**Keywords:** on-farm field demonstration, field day

In the era of computer technology and Power Point presentations a traditional on-farm demonstration can still be an excellent educational tool for agricultural extension agents. Growers are interested in seeing large-scale on-farm demonstrations in the field, conducted locally, with consideration of commercial growing practices. Planning and conducting a successful field demonstration involves several important factors. Identification of a need and topic of the demonstration by the clientele and getting input from local growers is an important first step. Identifying industry representatives to provide materials (seeds, chemicals, fertilizers etc.) and willing to promote the demonstration is critical. Some other factors include: choosing innovative growers/cooperators and extension specialists willing to work with the agent. Make sure that the demo is conducted during the actual growing season so results will be comparable to commercial field production. A frequent presence of the agent in the field during the growing season and good communication with the grower and field manager will prevent costly mistakes. The demonstration should end with a well-organized Field Day. Proper advertising and promoting of the program, providing CEUs, refreshments, door prizes, along with a short presentation of results will attract growers. A good demonstration and successful Field Day will encourage growers to adopt a practice. Examples of the several successful demos and field days conducted in Miami-Dade County for tropical fruit and vegetable growers will be presented at the FAEP conference.

#### **Extension programs for Bilingual Okra Growers, Shippers and Suppliers in Southern Florida (03)**

**T. Olczyk\*, M. Lamberts, R. Regalado**, Miami-Dade County

**Keywords:** okra production, bilingual education

Okra is an important cash crop grown on about 1,500 acres in Miami-Dade County. For some growers it is a primary crop, for others it is a second crop following tomatoes, beans or squash. Some speak English as a native language, with most remaining group speaking Spanish. The major problems for okra are: pests and lack of registered pesticides, nutritional problems, poor production and harvesting practices, post-harvest and marketing problems, low prices in the summer and foreign competition. **Objectives:** There is a serious interest in improving production practices and quality on the both growers, shippers and suppliers. This situation created a need for extension educational programs dealing with all issues related to okra production. **Methods:** The Extension efforts are: (a) serious of cultivar and spacing field trials to determine which are the best suited and most economical for this area; (b) pest management updates; (c) work with packing houses to document post-harvest problems; (d) field visits to clientele and office visits; (e) developing bilingual publications and (e) workshops for growers, shippers and suppliers which bring this bilingual audience up to date on current findings. **Results:** Several growers adopted extension recommendations; packinghouses are reporting better quality of okra. **Conclusions:** Extension programs are helping okra growers and shippers in improving production practices to become more competitive.

#### **Water, Energy and Economic Development (00)**

**C. Olson**, Taylor County

**Keywords:** Tax incentives, enterprise zone, economic development

The 1996 Florida Legislature established 8 net ban enterprise zone slots to assist coastal county business communities cope with lost jobs and depressed economic conditions imposed by the net ban. **Objective:** This program's objective is to make successful application to OTTED for enterprise zone designation and to provide education to zone businesses and residents for 6 tax incentives taken against sales tax and Florida Corporate tax. **Methods:** Following zone designation, five public work shops were held in addition to public hearings and education for zone designation. Eligibility criteria and the application process required for incentive refunds and credits were taught. **Results:** Forty businesses annually for the past three years have received one on one education on incentives available for businesses paying sales tax or Florida Corporate tax. Three hundred fifty businesses in Perry and Steinhatchee were informed by newsletter, four time concerning tax incentives, eligibility and application procedures. **Conclusions:** Office of Program Policy and Government reported, of the \$175,601 in credits taken against sales tax for new jobs hires, \$120,216 was taken in Taylor County. The Taylor County Enterprise Zone Development Agency, through this educational program, has assisted the business community in Perry and Steinhatchee with over \$300,000 in incentives for the local community.

#### **Nutrient Management BMPs: Outreach to Florida Container Nurseries (06)**

**M. Orfanedes\***, Broward County Extension; **T. Yeager**, Dept. of Environmental Horticulture; **M. Leonard**, Broward County Extension

**Objectives:** Water quality concerns and Everglades restoration are driving the development of numerous best management practices (BMP's) for managing phosphorus in South Florida container nursery operations. A series of research and demonstration projects were initiated during the fall of 2005 to evaluate the usefulness and feasibility of several potential new BMPs. Examples include the use of low-P analysis fertilizers, the addition of a P-binding clay substrate to container soils, the installation of native canna's in on-farm ditches and drainageways and the construction of a drainage system to channel nursery runoff into a retention basin where phosphorus-laden sediments can settle out in lieu of being discharged into waterways that nourish the Everglades. **Methods:** Through extensive consultations and collaboration with growers, regulatory agency staff and other industry professionals, the field studies were designed and established on a typical container nursery located along a significant waterway in southwestern Broward County. Data on plant growth and P content in runoff water at various locations in the nursery are being collected and analyzed. **Results:** Although still early in its development, the project has already begun to yield important data and served as the focal point of a recent nursery industry tour held in conjunction with the Florida Department of Agriculture and Consumer Service's 2006 Nursery BMP Rollout. **Conclusions:** The project has already served to stimulate the interest of local growers, academia and other professionals in the industry and the regulatory realm. It will also serve as a model for future local demonstrations and costshare projects.

#### **Readability Levels of Florida Pesticide Exams (01)**

**D. Palmer\***, Hillsborough County

**Keywords:** pesticide, readability, testing, exams



**Objective:** To determine one or more causes of a high failure rate on pesticide certification exams. **Methods:** The high failure rate of pesticide certification exam applicants during 1997-1998 led to the development of "exam prep" classes. Teaching and subsequent revision of the various exam prep classes led to the realization that the vocabulary level of the exams did not appear to match that of the audience. Research into the concept of "readability" led to the discovery that most current word processors include software to test the reading level of documents. Adult educators suggest using an 8<sup>th</sup> grade readability level for the general population to facilitate comprehension. The readability of 13 pesticide exams was tested using the Flesch-Kincaid readability formula. The results ranged from 10<sup>th</sup> grade level to college graduate level. None of the exams tested were at or below the recommended 8<sup>th</sup> grade readability level recommended. The high readability level of these exams appears to be inappropriate to the audience and may contribute to the high failure rate of the pesticide exams. **Results:** These results were communicated to the Department of Agriculture and Consumer Services, the pesticide certification regulators, and the Pesticide Information Office within IFAS, who create and update many of the pesticide exams. As a result, some exams have been rewritten. Others will be altered during their regularly scheduled updating. **Conclusions:** Improvement of the readability of the pesticide exams will help 'level the playing field' for those wishing to become applicators.

#### **Using the Internet to Contend with the Ratite Industry Decline. (98)**

**L. Pasnak**, Charlotte County

**Keywords:** emu, cooperators, partnership, hunger, Internet, ratite

The ratite market has been highly based on growth. When the number of new buyers to purchase breeding pairs declined in 1997, so did success of local ratite ranches. Feeding, transporting, and processing the ratites became cost prohibitive. Proximity to a processing plant and access to inexpensive feed became mandatory for a ranch to make a profit. Punta Gorda is 40 miles from a processing plant, so local flocks had to be liquidated. **Objective:** To dispose of 70 emus being discarded due to the fallen ratite industry. **Methods:** After a range of alternative uses for the birds failed, an Internet search was undertaken. Using search words "Hunters for the Hungry" a web page was located. It listed partner organizations in each state of the U.S. After phone contact was made, an immediate partnership came about with Sportsmen Against Hunger and Safari Club. **Results:** The groups arranged for the birds to be trucked from Punta Gorda to Jacksonville with all driver and freight charges donated. The emus were processed at a Jacksonville Salvation Army packaging plant. With the help of Safari Club volunteers the meat was made into usable cuts and donated to needy families. **Conclusion:** Rather than losing an estimated \$2100.00 (\$30 per bird), the rancher made a tax deductible donation to fight hunger. With Internet access, quickly locating cooperators becomes a practical and efficient undertaking.

#### **Recruiting for Judging Teams Using School Enrichment. (98)**

**L. Pasnak**, Charlotte County

**Keywords:** 4-H, judging team, school enrichment, wildlife

**Objective:** To recruit school-enrichment youth into 4-H judging teams. **Methods:** An after-school program was conducted to prepare youth for the State 4-H Wildlife Habitat Evaluation Contest. The program was advertised in the 4-H Newsletter to recruit present 4-H members. It was announced in middle school science classes and non-mainstream (ESE) classes to recruit other youth. Practices were held directly after school. During year #1 (1997), practices for a total of eight youth were conducted weekly at two different schools. During year #2 (1998), youth from two different schools and one home school group congregated for a weekly after-school practice. Between twelve (12) and twenty-six (26) youth were reached at each 1998 practice. **Results:** Eight youth participated in the 1997 State Contest with no significant placing. Nine youth participated in the 1998 State Contest, five of whom were second time participants. In 1998, the Charlotte County Junior team placed third (3rd) and the Senior team placed second (2nd). **Conclusion:** Groups of youth who are in need of after-school activities can achieve in 4-H judging contests. Large numbers of youth can benefit from an after-school judging team activity even if only a percentage travel to the state contest.

#### **Extension Master Gardeners: Helping the Homeless to Heal (06)**

**C. Pierce**, University of Tennessee Graduate Student; **L. Seals\***, Palm Beach County Extension

Families with children are the fastest-growing sector of the homeless population; most of these families are headed by single women and reside in shelters. **Objective:** To investigate the impact that participation in gardening activities has on the self-efficacy of homeless women. **Method:** All study participants were recruited from residents of a family shelter in Palm Beach County who worked in the shelter's community garden under the guidance of Master Gardeners. Master Gardeners conducted 12 weekly hour-long sessions from January 2004 through April 2005 at The Lord's Place Community Garden. Residents learned basic gardening skills. Participants were asked to provide demographic information and complete a 13-item self-report questionnaire. **Results:** Individual scores on the instrument indicated that participants reported an increase in self-efficacy because of participation in the gardening activities. In addition to completing the survey instrument, participants were interviewed about their experiences while working in the garden. All the participants reported a positive experience while working in the garden and expressed hope that the program would not only continue but also expand in the future. **Conclusion:** Master Gardeners can play an important role in helping homeless families by instituting community gardening programs at other homeless shelters. Such programs can provide meaningful leisure activities that encourage self-esteem, self-efficacy, and self-sufficiency among residents of homeless shelters and lend support to their efforts to escape from homelessness.

#### **An Integrated System Combining Urban Reclaimed Water, Livestock Forage Production & Aquifer Recharge (02)**

**W.M. Price\***, Lake County, **D. Mudge**, Orange & Seminole Counties, **E. Jennings**, Citrus & Sumter Counties, **S. Gamble**, Volusia County, **M. Shuffitt**, Marion County, **J. Walter**, Brevard, **J. Ducar**, IFAS Agronomy, **C. Chambliss**, IFAS Agronomy & **F. Johnson**, IFAS, DED, District III

**Keywords:** reclaimed water, forage production

The Central Florida Livestock Agents Group conducts educational programs in the areas of agronomy, livestock and natural resources. The growing urban demand for water in the future will restrict the use of irrigation on forages. Supports funds for this project came from a USDA Smith-Lever Water Quality Enhancement Award, two IFAS Enhancement Awards, the Mid-Florida Citrus Foundation, a nonprofit foundation and the City of Orlando and Orange County, whom contributed other public dollars and other agri-businesses in Central Florida. **Objectives:**

1. Demonstrate Ability to Produce High Quality Forages Utilizing Reclaimed Water
2. Monitor Weed Control Using Different Techniques & Herbicide Applications & Combinations
3. Demonstrate Agricultural Asset Vs Public Utility Liability

**Methods:** Forty-three acres of frost damaged orange groves were cleared by the City of Orlando and Orange County. An existing irrigation system used by the groves were refurbished and realigned to aid the production of 5 different varieties of forages.

**Results:** Four of the five forages were harvested within 8 months after establishment. Production data showed these forages averaging 2 tons/acre using only the reclaimed water at 2 inches/week as a nitrogen source during establishment (1999-2000) and during the first harvesting year (2001-2002). **Conclusions:** Reclaimed water is an inexpensive alternative to establishing forages for minimum production. Additional fertilizer is needed to maximize forage production and quality. Effective weed control is critical in increasing quality of all the forages in this demonstration.

#### **School Children, as Potential Consumers. Miami-Dade County Extension Experience to Introduce Star Fruit (Carambola) to the School Luncheon Program. (03)**

**A. R. Rafie\*, C. Balerdi, M. Dawkins,** Miami-Dade County.

**Keywords:** star fruit, school luncheon program, tropical fruits

Currently in Miami-Dade, there are 340,000 students in public schools from diverse cultural background. There is a need to include more fresh fruits and vegetables in the school luncheon program as healthier food options. **Objective:** To provide county extension agents with evidence that schools are potential buyers of locally grown fruits and vegetables and that this will introduce children to eat healthier foods. **Methods:** The Miami-Dade County Extension Service assisted the Tropical Fruit Growers of South Florida's Board to collaborate with the Miami-Dade County School System in conducting a series of taste panel studies at different schools, to determine if children like the taste of star fruit. **Results:** The survey showed that 72% of the school children that tried star fruit said they would eat it if they were available in their school luncheon program. A quality standard for the maturity stages of fruit was developed to assure the delivery of quality fruit to schools. **Conclusions:** An agreement has been reached and the stage is set for the delivery of star fruits to the Miami-Dade schools, beginning September 2003. It is believed that this business partnership between star fruit growers and Miami-Dade School System will increase the sales of locally grown star fruits. The study shows that school luncheon programs could be a marketing alternative for locally grown produce.

#### **Assessing the Needs for Educational Programs in the Area of Agricultural Marketing. Does the Florida Cooperative Extension Service Have the Resources to Provide this Service? (04)**

**A. R. Rafie\*,** Miami-Dade County, **C. Balerdi,** Miami-Dade County, **Joe Garofalo,** Miami-Dade County.

**Backgrounds,** Historically, growers have been able to benefit from production management techniques developed by researchers and disseminated by extension agents at university level all across the country. Although, the growers are able to produce a large volume of quality agricultural products, many of them rely heavily on middlemen to market their products. Lack of understanding of the marketing channels and how the market works, often reduces the profit margin for growers. In most cases, a higher portion of the profit goes to those that are not involved in the production process. In recent years, growers have realized this and have expressed the need for extension educational programs that allow them to learn how the market works. **Objective:** To evaluate the resources available at the Cooperative Extension Service of the University of Florida to provide educational extension programs in the area of agricultural marketing. **Method:** A survey has been developed and is being mailed to all of the county extension offices across the state of Florida to assess the availability of local resources for conducting educational programs in the area of agricultural marketing. **Results:** The results of this survey will be analyzed and presented at the 2004 FAEP annual meeting. **Conclusions:** From the result of the survey, conclusions will be drawn and presented at the FAEP.

#### **Small Farmer Outreach Training and Technical Assistance Project (97)**

**V. Richardson\*,** FAMU-CEP-Jefferson County and **L. Halsey,** Jefferson County

**Keywords:** farm management, financial, record keeping, small farm, sustainability, FAMU

The Project provides small farmers with assistance in developing management, marketing, and production strategies for improving small farm profitability and sustainability. Participants receive training and/or assistance in record keeping, farm planning and budgeting, enterprise and farm operation analysis, farm diversification, and marketing. The Project employs three farm management specialists in three target areas in eight north Florida counties. Target Area II includes Jefferson, Madison, and Suwannee Counties. **Objectives:** (1) Improve management skills and increase income of farmers through training and/or assistance in financial management and record keeping, marketing, and diversification to alternative, non-traditional enterprises; (2) create linkages between farmers and existing agricultural agencies, and; (3) stimulate youth interest in agriculture through Youth Loan Program. **Methods:** Activities include one-on-one and group training and assistance in: (1) record keeping methods and financial management using enterprise and cash flow budgeting/analysis; (2) farm plan development and evaluation; (3) market strategies and development, and; (4) preparation of loan applications. **Results:** Almost forty farmers in Target Area II have participated in the past two years. Large majority of farmers participating are documenting financial transactions in record book on monthly basis, use records for farm operation analysis, and are decreasing loan delinquency. Farm sustainability and profitability demonstrated through project involving local cooperative providing fresh fruit and vegetables for local school systems. Youth loan approved for student aspiring to own horse training operation. **Conclusion:** Project expects to have considerable impact by improving management and decision-making skills of farmers and increasing profitability and sustainability of small farms.

**IFAS Cooperative Extension's Role in the Eradication of Bovine Brucellosis from the Beef Cattle of Florida. (98)**  
**E. Richey**, Veterinary Medicine and **W.A. Tilton**, Putnam County

**Objective:** Eleven hundred and thirty-five (1135) Florida beef herds were infected with brucellosis in July 1980. The USDA and the Florida Department of Agriculture diligently worked to reduce the number of brucellosis infected herd to 629 by July 1983. However, the declining herd rate plateau at 660 q 46 herds for 1984, 1985 and 1986. It was apparent that the Brucellosis Eradication Program need assistance convincing the Florida beef producers to eradicate brucellosis from Florida. South Florida was rated "Class C", with a herd infectivity rate in excess of 1.5%. **Methods:** In July 1986, official representatives of 9 beef related organizations met and formed the Florida Brucellosis Information Committee (FBIC). The FBIC became responsible for guiding an educational thrust to inform the Florida beef producer about brucellosis and the need to eradicate the disease from Florida. The University of Florida Cooperative Extension Service and faculty of the College Of Veterinary Medicine, members of the FBIC, undertook the task of preparing and distributing educational materials to the beef industry, developing slide presentations and facilitating over 60 brucellosis meetings for beef producers, regulatory personnel, veterinary practitioners, and extension faculty. **Significant results:** The educational activities began in August 1986 (herd infectivity rate of 639) and continued through Florida becoming "Class B" status with less than 320 infected herds (<1.5% infected herd rate) and continued until the herd infectivity rate was reduced to 53 in June 1992. In June 1992, Florida became Class "A" and the FBIC decided rather than using the meeting formats to continue to educate the Florida beef producer about brucellosis, a one-on-one approach with the remaining infected herd owners would be more beneficial to the brucellosis eradication program. Brief updates on Florida's brucellosis status continued to be presented at cattleman's and extension meetings until Florida was designated "Brucellosis Free" in June 1998. **Conclusions:** A major portion of the credit for the elimination of brucellosis from the beef herds of Florida is undoubtedly due to the education thrust provided through the UF Cooperative Extension Service.

**Growth Response of Two Highbush Blueberry Cultivars To Mulching Materials. (98)**

**A. Rose, Jr.**, Multi-County (Citrus County)

**Keywords:** *Vaccinium corymbosum*, blueberry, mulch

A new planting of Sharp and Misty cultivars of high-bush (*Vaccinium corymbosum* L) blueberry plants were set out on Sparr fine sand in Citrus County, Florida. The grower chose to mulch with a pine bark potting soil grind of 1/4 inch or smaller particle size. Because of the unusual success in establishment of this planting, other local growers considered changing from the standard pine bark to the more expensive fine grind. An expansion planting by this grower contained a study of the two grinds of pine bark mulch. **Object:** To compare growth of the two clones for each mulch. **Method:** A randomized complete block design with ten replications was used. **Results:** After two years, no difference in growth of either cultivar could be measured indicating that the very good establishment obtained by this grower was due to factors other than the mulch. **Conclusion:** The significance here is in the danger of making decisions based on observations and not sound research, a practice too often found in the agricultural industry.

**Teaching Homeowners to be Irrigation Savvy (02)**

**J.L. Rulka\***, Orange County Extension

**Keywords:** water efficiency, water conservation, drought, micro-irrigation, and homeowner irrigation system.

The Orange County Extension Service held an irrigation workshop to educate homeowners about conserving water. A variety of topics were presented to homeowners. **Objective:** To educate homeowners in making water conscious decisions when installing a new irrigation system and/or maintaining an irrigation system. **Methods:** The class was conducted in a 2 night series, 2 hours each night. The program was designed to take a homeowner through the process of designing a landscape into zones for plants with different water requirements, designing a system, and maintaining the system for water accuracy and conservation. Guest speakers were brought in to discuss their area of expertise. In order to instill the value of water to the audience it was conveyed that 90% of water use in Florida is from our aquifer and Florida is in a drought that remains even though it may rain. **Results:** Pre and Post surveys were conducted. Out of 22 participants, the majority of who were watering more than twice a week in the future will water once a week in the winter and spring, and twice in the summer or as needed. **Conclusion:** Having homeowners more aware of how an irrigation system operates, understanding the ideal conditions for zoning a landscape based on plant needs, and knowing when to apply water can make an irrigation system more efficient and therefore, helps the homeowner conserve water.

**Florida Yards and Neighborhoods Teams With the Florida Master Naturalist Program for Statewide Conservation and Land Stewardship Education (03)**

**C.S. Saft**, \* Palm Beach County, **M.B. Main**, SWFREC Immokalee

**Keywords:** conservation, land stewardship, environmental education, landscaping

Palm Beach County's climate and outdoor recreational opportunities attract 3-5% new residents a year to our county. The area has unique and valuable natural resources including the Everglades and the only coral reef in the lower 48 states. In Palm Beach County, reef related expenditures generated 505 million dollars in sales from June 2000 – May 2001. Those sales resulted in 194 million dollars in income to Palm Beach County residents and provided 6,300 jobs. Increased use of these ecosystems as well as increased urbanization has severely impacted these sensitive areas. **Objectives:** 1) To use the FMNP to promote increased understanding of human impacts upon Florida ecosystems. 2) To implement principles of the FYN program to promote community land stewardship and protect the future of our natural resources. **Methods:** The wildlife specialist developed a statewide program that included 4 videos, 12 power-point presentations, workbooks, field trip and group project requirements. The extension agent teamed with field experts to use interpretation skills to deliver the program. **Results:** Post test evaluations and class projects indicated course graduates gained knowledge. 91% stated they intended to volunteer at places where they could share their knowledge. 69% of participants indicated they wanted to adopt sound landscape practices and change their lifestyles to protect our natural resources. **Conclusions:** The FYN and FMNP programs compliment each other and have yielded multiple effects; recruitment of new volunteers, a desire to analyze environmental views of political candidates, and an increased public awareness of UF/IFAS Extension programs.

### **Large Garden/Small Farm Production Class (97)**

**T. J. Schueneman**, Palm Beach County

**Keywords:** minority growers, green markets, production

An upsurge in local, or "Green" markets has created an outlet for the produce from large gardens/small farms. **Objective:** To increase the ability to make better production decisions by that segment of our clientele who farm as an avocation. **Methods:** A three-session evening class was planned. Soil testing and cultural techniques, pest management stressing IPM, and farm management, markets, and financing were the sessions. Program announcements were distributed to 4 U.S. Sugar villages, the public housing management offices in the cities of Pahokee, Belle Glade, and South Bay, and, with the request to pass the information along to friends, 5 copies each to growers on our "peddler permit" list and to farms known to be of limited size. Announcements were also made available at several Foods and Nutrition Programs, at normally scheduled grower seminars in the Belle Glade area, and through the Glades Development Corporation. **Results:** An average of nine growers and three speakers attending each session learned to plan ahead, whether the subject was soil testing, varietal selection, pest management, or financing. Both the growers and the speakers learned from each other and expressed appreciation for the class. **Conclusion:** While the attendance at this class was only fair, the interest by those attending, including the speakers, was high. With the development of a regional "Green Market Association" and a local "Craft Guild", our ability to reach this level of grower should improve.

### **Estimating Sulfur Use in the Everglades Agricultural Area (99)**

**T. J. Schueneman**, Palm Beach County

**Keywords:** agricultural sulfur, sulfur budget, methyl mercury, subsidence

Public officials were quoted as attributing high levels of methyl mercury (MeHg) in Water Conservation Area (WCA) 3A to agricultural sulfur (Ag-S) use in the Everglades Agricultural Area (EAA). The sulfur use rate claimed was 4,000 lbs/A/yr, which would amount to 1.1 million tons/yr for the 550,000 acres farmed in the EAA. This level seemed excessive. **Objective:** Provide realistic EAA Ag-S use data to the South Florida Water Management District (SFWMD) and the sugar industry. **Methods:** IFAS recommendations were reviewed, growers on high pH soils were interviewed, and three fertilizer distributors were contacted to characterize Ag-S use. Literature was reviewed to determine size of the sulfur pool resulting from soil mineralization. **Results:** Ag-S was found to be recommended by IFAS to increase availability of micro-nutrients by reducing soil pH. Broadcast rate is 500 lbs/A for pHs over 6.6 for sugarcane and 500 lbs/0.2 pH unit reduction, up to 4,000 lbs/A, on vegetables. This could result in 15,000 tons of Ag-S applied on sugarcane fields and half this much on vegetable fields. Three cane growers reported the usual practice was to apply 33 lbs/A/yr, or 3,300 tons for all EAA sugarcane soils. Three large vegetables growers reported the industry practice was to apply soluble micro-nutrients to crops rather than adjust the pH with sulfur. Total annual Ag-S sales were estimated at 10,400 tons, which extrapolates to 37 lbs/A for the entire EAA. Soil subsidence was found to contribute nearly 60,000 tons of sulfur, or 217 lbs/A, to the environmental load annually. **Conclusions:** The sulfur-use rate stated by public officials was a factor of 100 too high and natural sources of sulfur contribute at least 6 times more sulfur to the environment than grower applications. These data were presented to the SFWMD via letter.

### **"How to Use the Internet Effectively": A Training (06)**

**L. Seals\***, Palm Beach County Extension

Master Gardeners are relied upon to answer thousands of homeowner horticulture questions each year. The Internet, if used effectively, can help Master Gardeners serve clientele more efficiently by providing information faster and more accurately. For example, they can access the EDIS website to download current IFAS publications not available in the office, they can use the Featured Creatures website to identify pest problems, and they can use other agency websites to obtain information. **Objective:** To improve the Internet searching skills of Master Gardeners and to increase their confidence with using computers to find information. **Method:** Twenty Master Gardeners participated in a 3-hour, hands-on Internet training class. Each participant was given an 18-page curriculum guide and a computer. The curriculum guide consisted of several exercises, each one building on the skills learned in the previous exercise. The exercises presented practical homeowner questions that a Master Gardener might encounter while volunteering in the Extension office. Using a computer, the participants completed each exercise with guidance from the instructor. **Results:** Based on the results of surveys completed by the participants, 100% indicated they could find information more quickly on the Internet and 80% felt more comfortable using the Internet. All (100%) of the participants said they would like more training on how to use the Internet. **Conclusion:** Master Gardeners can answer homeowner horticulture questions more efficiently and accurately by learning to use the Internet effectively.

### **A Pilot Middle Management System for Master Wildlife Conservationist Volunteers. (98)**

**W. Sheftall**, Leon County, **D. Bennett**, Wakulla County and **E. Bolton**, Family, Youth and Community Sciences

**Keywords:** volunteer management, leader training, leadership, middle management system

Fifty enrollees in the 1997 Charter Class of Florida Master Wildlife Conservationists (MWCs) were graduated September 1997. Their volunteer interests were categorized into eleven "areas of service," each reflecting an audience/ delivery mode combination. **Objective:** Plan, implement and evaluate a pilot volunteer middle management system to support the MWC program, that will capitalize upon volunteer leadership interest, develop leadership skills, and empower group initiative and synergy to further natural resource conservation in the community. **Methods:** Organizational and Activity Coordinators were identified for each of eleven teams, such as Homeowner Consultations, Article Authorship, etc. A three-session, nine-hour Team Coordinator Training course was developed. Four Curriculum modules were prepared and delivered by Extension Agents and Specialists – covering The System, The Team, The Volunteer Coordinator and The Plan. Group exercises were used to guide volunteers through developing job descriptions, evaluation criteria, and team mission statements and goals. **Results:** Eleven teams were collapsed into eight, to accommodate overlapping memberships and interests. Six months post-training, six of these eight teams had completed a team

organizational/ planning process with a core group of team members, and were actively engaged in carrying out self-identified volunteer programs and projects. Instruments to evaluate the individual volunteer experience, team experience and team leadership experience were developed by the Program Assessment & Support Team. **Conclusions:** A focus group was conducted to elicit feedback from team coordinators on the middle management system and team leadership experience, on the strengths and weaknesses of the Team Coordinator Training curriculum, and on support given to MWC teams by supervising Extension Agents.

#### **Landowner Demonstration of RIFA Control in Wildlife Practices (06)**

**W. Sheftall\***, Leon County Extension; **R. Sprenkel**, North Florida Research & Education Center

The red imported fire ant (RIFA) has been documented to be a significant predator of ground-nesting wildlife. **Objectives:** Landowners managing for wildlife need guidance on efficacy of various granular baits available for broadcast application over large acreages. Mound drench treatment is not an economically-viable option. There is interest in comparative efficacy of new baits that minimize mortality of native ants and other non-target insects important as wildlife food. RIFA baits traditionally have not been recommended for broadcast application where wildlife are a significant resource. **Methods:** A demonstration project was established on an 880-ac greenway actively managed for wildlife by Leon County Recreation & Parks. Forty-five 1-ac plots containing 90 buffered sub-plots for evaluation were established in two 35-40-ac fields with common wildlife management practices: conversion to rotational disking with wheat and crimson clover planted in disced strips, and conversion to planted longleaf pine. Insecticide baits selected for demonstration alone or in combination were MaxForce (Hydramethylnon, stomach poison), Award (Phenoxycarb, growth regulator), and Advion (Indoxacarb, nervous system disrupter). Aerial application of plots was replicated in the two fields. **Results:** RIFA mounds were counted, measured and their activity evaluated 1 yr pre-treatment, 21 days pre-treatment, 7 days post-treatment, 14 days post-treatment, and 120 days post-treatment. No bait in the demonstration achieved 100% control 14 days post-treatment. **Conclusions:** Data analysis on comparative efficacy will be completed in August 2006, following final field evaluation 120 days post-treatment.

#### **Marion County Small Farms Association Producers and Buyers Guide. (98)**

**J.M. Shuffitt**, Marion County

**Keywords:** Small Farm, networking, producers, livestock, produce, vegetables

**Objective:** To enlist small scale producers, and provide them a marketing tool for the various agriculture commodities produced. **Methods:** The author has numerous contacts with small farmers producing a wide variety of livestock from ostrich to meat goats, and rabbits to poultry. Upon discussion with both the commercial and home owner horticulture agents, it was discovered that they had many contacts with small scale producers of crops and horticulture products. Small scale producers, regardless of commodity produced, have many common challenges and interest. The author formed a Small Farm Association and discussed action with advisory committee. The author researched software, sold advertisement space to cover the costs of publishing, and enlisted technical support for constructing the Producers and Buyers Guide. Small farmers were recruited through newsletters, local association seminars, newspaper and trade publications. Members pay a \$15.00 annual fee per listing. **Results:** The information that can be found in the Producers and Buyers Guide has grown from 50 listings in the first edition to more than 75 small farm producers and agriculture service providers recorded in the January 1998 edition. To date 1500 copies of this publication have been distributed throughout the county. **Conclusion:** Many Marion county consumers use this publication as a directory for locating and purchasing locally produced vegetables, citrus and livestock. Also, many small farmers use this publication to set up networking and bartering agreements with other interested producers.

#### **Commercial 4-H Horticulture Project (01)**

**J. Simmons\***, Nassau County and **A. Williams**, Baker County

**Keywords:** Horticulture industry, teamwork, organizational skills, critical thinking

**Objective:** To expose 4-H youth to the Horticulture industry in Florida. Participants will produce a Commercial Horticulture crop from beginning to end including every aspect of this type of business. A usable horticulture record book will be developed. **Methods:** Participants from three counties were introduced to all aspects of the nursery business. Participants seeded Dwarf French Marigolds in starter trays and decided on quantity and size of containers. Seedlings were later transplanted and a fertilization schedule was set. Weekly observation including scouting was mandatory. At crop maturity, local businesses were visited to determine potential worth of the crop and advertising plans for a sale were made. Participants had a sale at which time they provided educational materials and answered questions about the program. Record books, enterprise budgets, and profit margins were finalized. **Results:** Participants produced a quality commercial horticulture crop from start to finish. They made sound business decisions based on competition, resources, and potential profit. They had a sale, which was successful and profitable. All record books were reviewed and from this a 4-H horticulture record book was developed. **Conclusion:** Participants in this multi-county effort learned the value of teamwork, decision-making, and well thought out plans in the business sense. They were exposed to a very important industry in Florida. They now have the knowledge and know how to produce a horticulture crop.

#### **Maintaining and Protecting The Estuarine Environment, An Educational Landscape Management Program For Parks and Recreation Personnel (05)**

**E. Skvarch\***, **A. Neal**, St. Lucie County

St Lucie County encompasses 588 square miles, contains three municipalities, and impacts over one hundred miles of estuarine environment, including the Indian River Lagoon and the Saint Lucie Estuary. Within these boundaries, there are three municipal golf courses, 57 recreational parks, 63 baseball fields, and 3 football stadiums all of which are managed by over 200 full time city and county Parks and Recreation landscape maintenance workers (St. Lucie County, City of Ft. Pierce, City of Port St. Lucie). Throughout the year these employees have significant impact on the county estuarine environments through their daily landscape practices. These practices include pesticide and fertilizer applications, as well as irrigation management, turfgrass mowing and tree and shrub pruning. **Methods:** As a result, a six part educational training program was developed to assist parks and recreation

workers to upgrade their landscape skills and knowledge. The classes for this program were conducted in 4-hour segments, twice a week for three weeks. Topics that were covered included: botany, entomology, ornament and turfgrass management, pruning, irrigation management, and integrated pest management. The completion of the six-segment class was rewarded for some participants with a 3-5 percent pay increase. **Results:** Training for St. Lucie county Parks and Recreation personnel has been an ongoing program, originating with identification of a need for educational instruction in the area of municipal landscape management by a supervisor from the division. With assistance from St. Lucie County / University of Florida IFAS extension staff, programming was developed. At its inception, the program was primarily classroom based and offered to a small segment of municipal employees. As the program matured, a shift towards hands-on education evolved and as a result, the popularity of the class has increased to a point where surrounding city Parks and Recreation divisions now attend the annual program.

#### **Developing Emergency Response Protocol To An Africanized Honey Bee Attack (06)**

**E. Skvarch\***, St. Lucie County Extension; **A. Neal**, St. Lucie County Extension; **W. Kern**, Ft. Lauderdale REC

The Africanized Honey Bee (AHB) will defend its nest far more aggressively than does the European Honey bee and will respond to disturbances as far away as 100 feet. Africanized Honey Bees will chase victims for a quarter mile and can sting ten times more per encounter than the European Honey Bee. In February, 2006 the first reported Africanized Honey Bee attack in St. Lucie County surfaced when a municipal water department employee was repeatedly stung. As a result St. Lucie County / University of Florida, IFAS Extension educators teamed with St. Lucie County Police and Fire Departments to develop an emergency response system. **Methods:** 1. St. Lucie County Extension educators meet with a board of high ranking emergency response officials, including municipal police chiefs, county fire chiefs, and the county administrator for initial training. 2. Delivery of Africanized Honey Bee training to countywide municipal entities including police and firefighters as well as municipal workers from Road and Bridge, Parks and Recreation and Utility Authority departments. **Results:** As a result of the Africanized Honey Bee training, a countywide protocol for emergency responders was developed along with an awareness program for various municipal workers. **Conclusion:** St. Lucie County first responders and appropriate municipal workers are now better prepared to respond to an Africanized Honey Bee Attack.

#### **House Fly Control on Dairies with Black Dump Flies (97)**

**M. Sowerby\***, Hillsborough County, and **J. Hogsette**, USDA

**Keywords:** house flies, black dump flies, dairy farms, biological control, calves, portable hutches

**Objective:** With house flies being a potential cause for law suits as well as disease on dairy farms, finding low-cost, environmentally friendly control techniques is essential. Thus, we tested the feasibility of using the black dump fly, *Hydrotaea aenescens*, for house fly control in calf-rearing areas. This fly has been widely used as a biological control agent on poultry and swine facilities, but has not been tested on dairies. Black dump fly larvae can each kill 15 to 20 house flies daily, and seem to prefer manures of non-ruminant animals. **Methods:** A pair of contiguous dairies, where calves were weaned in portable hutches, was chosen for the study. On one dairy only, *H. aenescens* larvae (60,000/week) were placed in calf manure in hutches, and in areas from which the hutches were recently moved. Traps (30.5-cm diameter) were used to recover flies developing in calf manure on both dairies. **Results:** Dump flies cycled successfully to the adult stage, but development time was longer than expected. Dump fly adults were observed on both dairies 9 weeks into the study. Maximum number of dump flies recovered from a single trap was 38. Maximum number of house flies recovered from traps where dump flies were not released was 2,740. Dump fly adults were noted on silage, brewers' grains, and other substrates during week 9. **Conclusions:** Results indicate black dump flies can survive on dairies in calf manure and other suitable substrates. However, best methods for using dump flies for fly control on dairies must still be determined.

#### **Enhancing Small Farmer Direct Marketing in Convenient Retail Farm Directory (00)**

**S. C. Stapleton\***, NFREC-Suwannee Valley

**Keywords:** small farmers, direct marketing, farm directory

The increasing number of small farms and population growth in north central Florida provides expanded opportunities for successful direct marketing. **Objective:** To develop, produce, and distribute the Farm Market Guide to North Central Florida in an effort to enhance retail marketing of local producers. **Method:** Nearly 100 farms from 13 counties submitted information to be included in the directory, which was produced in two versions: eastern and western. An Extension Enhancement Award provided \$2,000 toward the project. Matching funds were contributed by 5 co-sponsors: Florida Department of Agriculture and Consumer Services, Florida Farm Bureau, Council for Progress of Suwannee County, Chamber of Commerce of Columbia and Madison Counties. **Results:** The guide was published in a roadmap style for convenient use by the public. Twenty-thousand copies of the guide were printed and distributed throughout the region free of charge. A discount coupon for purchases at participating farms was included to encourage expanded customer base as well as a method to measure use of the directory. **Conclusions:** Surveys of a sample of participating farms and area consumers are planned to evaluate the impact of the Farm Market Guide on retail sales of local agricultural products. Information contained in the directory will also be incorporated into a database accessible on the research center internet site. The format of this retail farm directory could be readily modified for other regions in Florida.

#### **Development of a Hard Clam Aquaculture Industry on Florida's West Coast (99)**

**L.N. Sturmer**, Levy, Dixie & Taylor Counties

**Keywords:** shellfish, clam, aquaculture, sustainability

**Objective:** A transition to shellfish aquaculture as an alternative employment opportunity for fishery dependent communities along Florida's Big Bend coastline has been facilitated through the efforts of federally-funded job retraining programs. From the placement of the first program graduates onto leases in 1993, the industry now supports over 250 growout operations on 950 acres of state-owned submerged lands with 1997 sales, farm gate value, estimated at \$10 million. Production of hard clams, *Mercenaria mercenaria*, has fast become established in an area where neither aquaculture nor a clam fishery existed. Recent efforts have moved from focusing on training and production to developing infrastructure to support this emergent industry. **Methods and**

**Results:** Emphasis has been placed on seed production with several private-sector hatcheries and over 40 land-based nurseries now in operation. A community-based nursery endeavor is under development for farmers without waterfront access. A number of small businesses manufacturing growing and processing equipment also exist in the area. Another focus, due to the rapid recruitment of fishermen into aquaculture, is marketing and distribution. Technical research on shelf life and handling protocols is being evaluated at the Aquatic Food Products Lab with the intent of recommending practical standards to improve product quality. To ensure the continued environmental viability of clam farming, a trial water quality monitoring program, similar to Lakewatch, was initiated and facilitated citizens' participation in the coastal water management process. **Conclusion:** Shellfish aquaculture has provided a means of economic revitalization for rural coastal communities in the Big Bend area. Through a total management extension program, transition from training to a profitable, sustainable industry is ongoing.

#### **Hydroponic Training for Homeowners and Small Farms in Northeast Florida. (00)**

**M.S. Sweat\***, Baker County; **R.C. Hochmuth\***, NFREC-Suwannee Valley

**Keywords:** hydroponics, hydroponic gardens, hydroponic training video

Educational programs on hydroponics were conducted throughout Northeast Florida to educate homeowners and small farm operators of the benefits of hydroponic vegetable production. **Objective:** To increase clientele knowledge of hydroponics using group learning experiences, demonstrations, and multi-media educational materials. **Methods:** During the past year, twelve hydroponic production workshops/seminars have been taught to small farm producers, Master Gardeners, homeowners, and school enrichment students in nine counties of Northeast Florida. Master Gardeners and 4-H volunteers were given "hands-on" experience in constructing floating hydroponic gardens. County and Research Center web pages were designed to include hydroponics. A Florida First enhancement grant was used to produce a "Hydroponic Training Video". **Results:** Over 570 individuals have gained knowledge by attending hydroponic workshops and demonstrations in Northeast Florida. Outdoor hydroponic demonstrations were established at three area Extension offices. A "Hydroponic Training Video" was produced and distributed to all County Extension Offices and Research Centers throughout Florida. **Conclusions:** Hydroponic production is an increasingly popular method for growing plants in Northeast Florida. Extension educational efforts have developed training materials and web based resources which can be utilized statewide.

#### **Lessons Learned from the Flagler County Fires and What ESF 17 Is. (98)**

**S. Terry-Wolfe**, Flagler County

Many lessons were learned and lives were saved during the Flagler County Fires. As educators, Extension Agents play an invaluable role in Animal Disaster Preparedness. There is also a need to educate Florida about what ESF 17 is, the state mandated Emergency Support Function for Animal Protection, and how to be involved. **Objectives:** To educate agents and volunteers about the latest disaster, mistakes made, lessons learned and successes, so that they may utilize experiences to take back to their county. **Methods:** Flagler County has been planning for an emergency for the past year. Plans were in the process of being developed when one of the largest natural disasters hit our county. Trying to stay as pro-active as possible, volunteers and staff assisted in the care, evacuation, and relocation of close to 1000 animals. Volunteers came from around the state to assist, requested by the state ESF 17. Local volunteers also assisted in the efforts. **Results:** After being the first county in the nation to evacuate before a disaster hit, everything turned out to be alright. Evacuated animals were moved to Putnam, Alachua, Duval, and Marion Counties. Types of animals that were evacuated included horses, a cow, goats, dogs, cats, poultry, exotic birds, sheep, a gerbil, squirrels, iguanas, pigs and rabbits. When residents were not allowed back into the county on the 3<sup>rd</sup> day, efforts were made to care for animals left behind. Approximately 500 animals were assisted in this manner. **Conclusions:** Pro-active responses are the best bet when dealing with a disaster. Everyone has to be prepared in order to deal with an emergency successfully. Extension Agents have the tools and audience necessary to assist in and become a part of their county ESF 17.

#### **Ag Ventures - "An Educational Experience" for the Entire Family (99)**

**A. P. Tomlinson**, Columbia County

**Keywords:** horses, forages, trade show, educational program, family

**Objective:** To provide an annual educational forum for producers in a family friendly atmosphere. **Methods:** The farm or ranch in north Florida is in many cases a very diverse operation. Livestock and fruit and vegetable crops are many times grown on the same ranch or farm. Providing individual educational experiences to this diverse audience, exceeds this Agents responsibilities and would "splinter" long term programmatic efforts. Combining educational efforts into a "field day" and trade show event would be a more efficient use of time and resources, as well as allow those participating to pick and choose their "educational experience". Through a joint effort of the Columbia County fairgrounds manager, a Purina representative and the Agent, a trade show and several educational programs/events were planned. **Results:** Nine concurrent educational programs or demonstrations and twenty eight educational displays and commercial booths made up "Ag Ventures - An Educational Experience". More than 250 individuals participated in the day long event. Informal survey results of trade show participants and individuals in attendance revealed that the day was a success. **Conclusions:** The event stirred much local interest and plans are to make it an annual event continuing to focus on the education of the farming family. Future planning of the event will include utilizing other members of the Extension staff, both in the office and in the area, to further expand the educational experiences.

#### **"Southeastern Pride", A Sound Marketing Strategy for Small Cattle Producers (99)**

**A. P. Tomlinson**, Columbia County

**Keywords:** beef cattle, marketing

**Objective:** To expose area cattle producers to marketing methods that fit their operation's size. **Methods:** The Florida Cattlemen's Association has a health marketing program available to members. This program allows a producer of any size to participate, marketing is through local participating livestock markets, and many small producers already perform the vaccinations required for the program. The final "sale" for the program is that a producer with one animal can sell his stock with many others in the same

situation and get a "group" sale price. In this Agents first experience with the program, three local producers worked together with the Agent to develop a strategy for educating others. Through meetings with these individuals, a local livestock market owner and the county's Cattlemen's President, a presentation for the Association was planned to discuss the marketing strategy. Two producers were trained to teach the program and a video of their calves was made for showing the differences in condition, breeding and potential marketability. More than 700 individuals were contacted. **Results:** Sixty-five individuals participated in the meeting. Twenty-two individuals (not all cattlemen's members) indicated an interest in marketing their cattle in this manner and attending future programs addressing this marketing strategy. Two of the three original producers marketed thirteen head using "Southeastern Pride's" highest health level. Prices earned averaged \$10 more per head, allowing the producers to "break even" at this first attempt. **Conclusions:** "Southeastern Pride" is a viable marketing method for small cattle producers.

#### **The Economics of Fertilization for Forage Yield in an Oat Field Infected with Barley Yellow Dwarf Virus (BYDV) (02)**

**A.P. Tomlinson\***, Columbia County; **W.D. Thomas**, Columbia County; **T.A. Kucharek**, Plant Pathology Dept. – UF/IFAS; **C.G. Chambliss, PhD**, Agronomy Dept. – UF/IFAS; **E. Tanner**, Lake City

**Keywords:** growth stage, fertilization, small cereal grains, forage yield, nitrogen, dry matter

**Introduction:** Barley yellow dwarf virus (BYDV), the most widely distributed and destructive of the virus diseases that affect small grains was found in Columbia County, FL. Small cereal grain fields suffered from a 30% to greater than a 90% infection rate.

**Objective:** Determine forage yield and the resulting economics of applying fertilizer to a BYDV infected crop. **Methods:** Fertilizer was applied at a rate of 52 pounds of nitrogen and 48 pounds of potassium per acre, to 4 replicated plots in a >90% infected oat field. A fifth plot received 94 pounds of nitrogen and 88 pounds of potassium. All plots measured 5 feet by 50 feet or 0.0057 acre. Plots were irrigated three times applying between 0.4 and 0.75 inches of water. Rainfall accounted for 0.4 inches during the 36-day trial. **Results:** Fertilized and unfertilized plots yielded an average 978# and 555# of dry matter (DM) per acre respectively, resulting in a difference of 423#DM per acre. Treatment cost to increase forage yield was \$23.91/acre and the value of the forage was \$19.54/acre, resulting in a net loss of \$4.37/acre. **Conclusion:** Fertilization increased forage yield and compensated for growth reduction associated with BYDV in oats, but is not an economically feasible alternative.

#### **Cooperative Demonstrations: A Specialist's Point of View (99)**

**J. Tredaway**, Agronomy Dept

**Keywords:** demonstrations, outreach, extension programs

**Objective:** The use of field demonstrations can greatly enhance an extension program. It promotes outreach between the county faculty, growers, and specialists, provides information, and strengthens a relationship between county faculty and specialists. The first objective should be to decide what question you want to have answered at the end of the experiment. **Methods:** To ensure a successful field demonstration, emphasis should be placed on the needs of the county. Demonstrations serve to illustrate management practices as well as search for new methods to consider. When information is not readily available, the information can be easily generated by conducting an on-farm demonstration. Proper planning and communication are essential in a successful demonstration. **Results:** The most successful demonstrations involve a subject of interest to the producers in the county. New situations or problems in the county are excellent opportunities to not only help solve the problem, but also provide interaction between the specialist, the county faculty, and the clients. It not only benefits the growers, but assists county faculty and specialists in their recommendations. **Conclusions:** Demonstrations are effective tools to promote outreach within the county as well as promote interaction between county faculty and specialists. The role of the specialist and the county faculty in the demonstration can be the key to success or failure.

#### **Urban Farming: New Ideas for the 21st Century. (98)**

**R.V. Tyson** and **A.J. Ferrer**, Seminole County

This Extension program combines commercial and urban resources to highlight new horticultural techniques suitable for producing and marketing crops in or near urban centers. A year round demonstration area at the Seminole County Extension office is maintained. A contract was made between the University of Florida and Seminole Community College in Sanford to conduct research and demonstrations at the College's Horticultural Unit. Annual workshops are held in March to showcase ongoing projects and to provide a forum for businesses currently focused on urban farming. Relevant hands on tours are conducted to highlight current activities in the area. Workshop topics have included Community Supported Agriculture, Vertical Production of Crops, Low-tech Hydroponics, Urban Farmer's Markets and Bio-rational Pest Management. Post workshop (1998) survey results indicated that 28% of attendees were commercial growers, 56% were home gardeners, and 16% were teachers. Of those attending, 88% said they would make changes to their growing practices based on information presented at the workshop. Networking with the local Master Gardner volunteers enhances program visibility in urban areas.

#### **Growing Greenhouse Vegetables Using Organic Amendments (99)**

**R.V. Tyson**, Seminole County

This Extension program demonstrates the feasibility of using urban plant debris (UPD) currently free to consumers in selected Central Florida counties, to produce organically grown vegetables. UPD from the Seminole County Solid Waste Dept. was tested in replicated trials and demonstration plots at the Seminole Community College Horticultural Unit. Preliminary results and a tour were presented at the 1999 Urban Farming Workshop in Sanford. The UPD was amended with horticultural peat to reduce the pH. Additions of composted cow manure and fertrell organic fertilizer were also added to boost vegetable yields. Greenhouse lettuce and European cucumber yields were best when a combination of 50% urban plant debris, 50% perlite, peat and organic fertilizers were mixed together. Colored pepper trials are ongoing. The low amounts of organic matter in most Florida soils is a limiting factor in producing organically grown vegetables here. Results indicate that urban plant debris, when properly separated from other wastes, can be used as an inexpensive soil amendment in organic vegetable production. Combining organic methods with greenhouse vegetable production shows promise as a way to add more value to the products grown.



### **How to Calculate an Asking Price For What You Produce (99)**

**P.J. van Blokland, J. Holt**, Food & Resource Econ Dept, & **T.D. Hewitt**, FRED/NFREC-Marianna

This abstract outlines a methodology showing how much a producer or service supplier should ask for the firm's product. This methodology has been tested with row crop, tomato, citrus, cattle and horticultural firms as well as lawn and landscape service firms. It is taught with clients in a workshop using a series of steps in a "fill in the blanks" publication. Each step takes the client logically through the discovery procedure. Step 1 identifies the unit for sale. Examples include bushels, boxes, pounds, plants or hours. Step 2 shows how to calculate the cash, depreciation and overhead costs for each unit. These are summed to produce the total costs per unit. Step 3 estimates the return to management (RTM) for each unit. This RTM must cover four things. These are (1) the firm owners' income taxes and FICA, (2) their own salaries, (3) principal payments on borrowed money and (4) firm re-investment for growth. The asking price is the sum of total costs plus RTM. Step 5 compares the asking price to the prevailing market price and calculates the difference between the two. Step 6 presents the four possible action strategies and shows what happens in each case. The methodology is consistent with internationally recognised accounting principles so it can be used anywhere. Perhaps its main benefit is its systematic approach to pricing in a price taker's market.

### **South Florida Interactive Horticulture Website (00)**

**J. Vedaee**, Broward County; **S. Granson**, Broward County FY&N; **R. McNair**, Broward County FY&N

**Keywords:** Horticulture, interactive website, Internet

**Objective:** To provide horticultural information to residents of South Florida through the Internet by addressing frequently asked questions and specific topics of interest. Specific topics include lawn care, ornamental plant establishment, horticultural plant maintenance, insect and disease identification; fertilizer and plant nutrition; and tropical and sub-tropical fruits suitable for South Florida. **Methods:** Master Gardeners were surveyed to discover topics which receive the most inquiries. Authors compiled research from University of Florida publications and appropriate specialists. Pictures were gathered with digital cameras; slides and photographs were scanned to illustrate concepts and assist visitors in disease and insect identification. **Results:** The Broward County Agriculture Extension and Education website is translated into three languages: French, Spanish and English. This parent website receives over 30,000 hits monthly. Clients are empowered to research specific topics and acquire information regardless of office operation hours. Visitors have the ability to provide feedback by participating in a questionnaire, which provides demographic information and critiques the impact of this educational tool. **Conclusions:** Additional topics are currently being developed.

### **Effects of Calcium, Nitrogen, Magnesium and Boron Supplementation on Commercial Leatherleaf Fern (05)**

**D. Venrick\***, Volusia County

Intense market competition motivates growers of in-ground crops to improve quality by using effective supplements with the most cost effective methods and materials possible.

**Objectives:** This study was designed to evaluate the benefits and cost of a combination calcium nitrate supplement sprayed on leatherleaf fern (*Rumohra adiantiformis*) at a commercial fernery. **Methods:** Two adjacent fernery plots were selected and designated "test" and "control". The test plot received ten ounces per acre per week of a combination calcium (Ca), nitrogen (N), magnesium (Mg) and boron (B) product. Otherwise, both plots received the same inputs. Testing was performed before, during and after the nine-week experiment. Material cost per acre was calculated. **Results:** Stem size and frond weight of test fronds increased by 148.2% and 115.8% versus 36.7% and 41.9% of control fronds. Ca and B increased to more desirable levels in test tissue. Test N remained desirable (2.0 to 3.0%), while control N increased to above desirable. Test Mg increased, but control Mg increased more. The test soil pH increased slightly more than control pH. Visually, test ferns were greener and displayed less disease than control ferns. The product cost was \$1.77 per acre per application. **Conclusions:** The calcium nitrate combination resulted in more harvestable fern with desirable levels of Ca, B and N and had few adverse effects. The test fern had a better appearance and less disease than control fern using a low application rate at a low cost per acre.

### **Demonstrating and Evaluating Outdoor, Hydroponic Commercial Production of Strawberries (00)**

**E. A. Waldo\***, Hillsborough and Pasco county; **J. R. Duval**, GCREC-Dover; **R.C. Hochmuth**, NFREC-Suwannee Valley; **G. J. Hochmuth**, NREC-Quincy

**Keywords:** Hydroponic, perlite, strawberry, methyl-bromide alternative

Many cultural and protective systems for strawberry production are being evaluated for their effectiveness in compensating for the loss of methyl-bromide as a soil fumigant in 2005. **Objectives:** To demonstrate and evaluate the use of outdoor, hydroponic, perlite-based systems for producing strawberries in Central Florida. **Methods:** a demonstration/research project was established at the GCREC-Dover in which perlite-based, hydroponic production was directly compared with soil-based production. Data was collected and analyzed. Economic analysis of the system was performed. The project's progress was reported to growers through newsletters and seminars. Growers' suggestions and comments were invited. **Results:** total yields were similar for crops grown hydroponically and those grown in soil. Early yields were higher in perlite than in soil for one of the varieties planted. Initial costs were higher with the hydroponic systems. Growers have been exposed to this alternative cultural system during the course of this project and have expressed interest, comments and suggestions. **Conclusions:** Data from the project has proven the ability of the hydroponic systems to be used to grow strawberries outdoors. Economics will play a major role in a grower's decision-making regarding the use of hydroponic production. The project, as well as the industry as a whole, has gained tremendous exposure through several articles covering the project generated in local and regional media outlets as well as on the internet. The project is scheduled to be conducted for another season beginning in the Fall.

### **The Extension House: An Educational Exhibit. (05)**

**J. Welshans\***, Osceola County, **E. Foerste**, Osceola County, **M. Salisbury**, Osceola County, **C. Walter**, Osceola County, **R. Bateman**, Osceola County, **J. Borgman**, Osceola County, **J. Sullivan**, Osceola County

**Objectives:** Osceola County Extension faculty wanted a fun, interactive exhibit to use at fairs and community events that would promote their programs, but also serve as a great marketing tool for the Extension Service. In addition, the exhibit had to be portable, easily assembled, disassembled, and stored. **Methods:** With help from the local theatre company, a plan for the 3-dimensional design for the Extension House was created. It contains a living room, kitchen, and bedroom, all of which is used to incorporate educational messages of extension programs. Signs with "home makeover" tips are located throughout the rooms. They include messages such as "Practice indoor pest control through sanitation", "Save money with Energy Star appliances", and "Eat 6-11 servings of fruits and vegetables everyday". A small landscape is also included around the exterior of the house to promote environmentally friendly landscaping. **Results:** The Extension House is a portable educational exhibit created to inform visitors on a number of extension programs including horticulture, energy conservation, food safety, nutrition and 4-H. As visitors walk through the house, they read Extension "home makeover" tips. To date the Extension House has been used in the county fair, regional fair, and at a community event. Attendance at those events totaled 308,000. **Conclusion:** The Extension House fulfills the visions of the Extension staff. It provides educational messages, markets the Extension Service, can be assembled and disassembled within 2-3 hours and easily stacked and stored on a 4'x8' rolling cart. Total cost of the exhibit was approximately \$2,000.

#### **New Master Gardener Integrated Pest Management training increases Master Gardener's understanding and ability to make IPM recommendations. (03)**

**W.L. Wilber\***, Alachua County

**Keywords:** IPM, Master Gardener

The concept of integrated pest management has been used by farmers and growers for decades, but the utilization of IPM in home landscapes has lagged behind. **Objectives:** To train and equip Master Gardeners with knowledge and tools to educate homeowners to make the correct pest control decisions, based on knowledge of Integrated Pest Management, by using the new IPM training (IPM tool kit) created by IFAS IPM Florida. **Methods:** Master Gardeners taking this training in Alachua County had a full day of IPM instruction, including the principles of IPM, a hands-on beneficial insect identification exercise, and orientation to bio-control and natural chemicals. Following the classroom work, all Master Gardeners participated in take home experiments where they scouted for insects, recorded beneficial insect control of aphids and whiteflies, noted insect populations when using cultural controls such as reflective mulch, and experimented with nematode suppression using alternative chemicals. **Results:** As a result of this intensive IPM training, the participants were 75% more likely to give out IPM recommendations than before the training, based on follow up evaluation and observation in the plant clinic. They stated that the hands on activities and collection of data in actual IPM experiments, gave them the confidence to recommend least toxic methods and to look at cultural conditions. **Conclusions:** Targeted IPM training for Master Gardeners will result in more IPM recommendations given in the Master Gardener plant clinic to homeowners. These recommendations will increase IPM adoption by homeowners.

#### **Post-training Interview Increases Master Gardener Volunteer Commitment Completion (04)**

**W.L. Wilber\***, Alachua County Extension Service

By conducting a post training interview and individual goal setting session Master Gardener commitment completion in Alachua County increased from 50% to 90%. **Objectives:** Training Master Gardeners is a time consuming process, but it is worth the time and effort to gain the volunteer hours. Although agents do competent job of screening and interviewing trainees before the class begins, there are many incidences where the most well intentioned trainee does not fulfill their volunteer time. **Methods:** In 2004 I gave a post-training interview to each Master Gardener trainee. This interview was a goal setting and planning meeting that took approximately 20 minutes. During this goal and planning session we put down all the dates in their calendar when they were going to volunteer and exactly what was expected of them for those volunteer hours. When the monthly Master Gardener calendar of events is mailed to all the volunteers they are reminded of their commitments for that month. A mid year report card of sorts was also sent out to all the Master Gardeners interns, so they are aware of their progress. **Results:** As a result of this post training interview, volunteer commitment completion increased 40%, and in a more timely fashion. Most trainees had finished their time commitment by mid year and were continuing to volunteer. **Conclusions:** Although this planning and interview process takes more agent input at the beginning of the volunteer year, the payoff s of greater volunteer commitment make for good time management.

#### **St. Augustine Seed Trial Planting (97)**

**L. Williams**, Okaloosa County

**Keywords:** seed, establishment, germination, diseases, St. Augustinegrass

**Objective:** Sprigging, plugging and sodding have always been the accepted methods for establishing St. Augustinegrass. In recent years, Pennington Seed Company developed and marketed a St. Augustinegrass seed. Customers, calling the agent ask about the merits of this seed. Because, there has been no University testing of these seed, the agent established a trial planting to help better inform the public on the use of this new establishment method. **Methods:** The agent obtained \$60 worth of the new St. Augustinegrass seed from Pennington Seed Company to use in a trial planting. The agent and the horticulture instructor at a vocational school in Fort Walton Beach planted the seed in a trial evaluation. A 500 sq. ft. planting was established outside and seeds were planted in flats in a greenhouse. **Results:** The germination rate was approximately 60%; however, 100% of the seedlings were killed by foliage diseases (primarily gray leaf spot). No fungicide treatments were used. **Conclusion:** Based on the results, I would not recommend this method of establishing St. Augustine. If a person insisted on using this method, I would suggest using a fungicide treatment during establishment. A second trial planting is in progress at this time.

#### **A Pro-active Approach to Addressing Reactive Homeowner Phone Calls (02)**

**L.L. Williams\***, Okaloosa County

**Keywords:** educational needs, phone calls, Master Gardeners, pro-active

Reactive phone calls constitute many hours of a Horticulture Agent's time. A system was developed and implemented to record, quantify and analyze homeowner phone calls in order to develop a pro-active approach to this issue. **Objectives:** The first objective was to quantify and statistically analyze homeowner phone calls received by Master Gardeners during a one-year period. The second objective was to use this data to better prepare and train Master Gardeners in providing information to the public via the phone. The third objective was to develop educational programs to address customers' concerns in a pro-active manner based on the statistical analysis. **Methods:** A written form was developed to record each phone call handled by Master Gardener Volunteers. The volunteers were provided training through a mentor process on the use of the form. Detailed information on each call was recorded for a year. From this information, a customer inquiry distribution chart and data were compiled for a program year. This statistical data was presented to the Master Gardener Association. **Results:** Data collected from 1534 phone inquiries allowed the agent to better train and prepare volunteers in responding to customer phone calls. This information also resulted in the development of a series of classes to better meet the educational needs of the public in the area of environmental horticulture. **Conclusion:** Data collected through this process was used to develop a very successful newcomers program.

#### **Newcomers to Marion County Small Farm/Homeowner Workshop (05)**

**N. Wilson\***, Marion County; **C. Chapman\***, Marion County

Marion County is fast growing with a diverse citizenry from many locations. New citizens are unfamiliar with our climate and topography, which dictates our horticultural and small farm practices. There is a strong demand for research based information to acclimate new citizens, whether a traditional homeowner or small farm operator to be successful. **Objectives:** To educate newcomers on best practices for raising plants and animals. Citizens will make appropriate decisions on how to properly care for their landscapes, lawns and/or pastures. Citizens will make proper management decisions about their small farm land use.

**Methods:** The Small Farm and Urban Horticulture Agents collaborated in the development, implementation and facilitation of the Newcomers educational program. This comprehensive two session workshop included a variety of instructional learning activities including: lecture, group activities, hand-on activities and homework. An easy to use home reference handbook was developed as an accompaniment to this program. **Results:** A total of 160 residents attended sessions I & II. Post-evaluations indicated 91% increased knowledge and 97% were prepared to adopt appropriate practices individual to their needs. **Conclusions:** The success of this program can be attributed to the citizens needs for reliable information and the agents' abilities to provide the educational forum to meet those needs. The in-depth information, array of resources and literature provided, served the citizens well, as they became knowledgeable residents of our community.

#### **Rootstock Effect on Yield, Fruit Quality, Growth, and Nutrition of Citrus Trees (99)**

**M. Zekri\***, Hendry County

**Keywords:** 'Valencia' orange, fruit, production, leaf mineral concentration, tree size, quality, citrus rootstock

**Objective:** To evaluate the performance of 'Valencia' orange trees on Swingle citrumelo (SC), Cleopatra mandarin (CM), Milam lemon (ML), and Volkamer lemon (VL) rootstocks in southwest Florida. **Methods:** The trees were planted in 1992 in a closely spaced setting (19 ft by 9 ft, 254 trees/acre) in Charlotte County on a Flatwoods soil. Leaf mineral concentration, growth, fruit production and quality were determined four and seven years after planting. **Results:** Fruit juice content and soluble solids were higher for SC and CM than for lemon rootstocks. Rootstock effect was not significant on leaf nitrogen and phosphorus concentrations. However, potassium concentration was lower for trees grown on SC and CM than for those grown on lemon rootstocks. Trees on SC accumulated the least zinc, manganese, iron, and copper in their leaves. Yield efficiency (pound solids/yard<sup>3</sup>) and juice quality increased as the trees got older. Fruit yield and tree and fruit size were the highest for VL and the lowest for CM. However, yield efficiency was higher for SC than for VL. **Conclusion:** On non-calcareous Flatwoods soils, SC is the best suited rootstock for high density planting.

#### **Evaluation Of Citrus Trees After Transplantation In Commercial Groves (01)**

**M. Zekri\***, Hendry County

**Keywords:** citrus, fruit quality, fruit yield, economical analysis

**Objective:** Because citrus production must use more efficient techniques and practices for rapid recovery of capital investment and maximum net returns, a long-term field study was conducted to evaluate the performance of four groups of 'Valencia' trees on 'Volkamer' lemon rootstock. **Methods:** Before being planted in the grove, three groups of trees came from a container nursery, transplanted in three different size bags (12-, 18-, or 24-inch) and allowed to grow for two years. The trees of the fourth group were two-year younger, standard container nursery trees. For each group, growth, fruit production and fruit quality were determined and net income per acre was computed. **Results:** The young nursery trees had less soluble solids, acid, and juice in their fruit. Although the early yield and return of the bagged trees were relatively high, they did not offset their higher initial planting costs. After six years, the young trees coming directly from the nursery were able to catch up the trees previously grown for two extra years in 24-inch bags. **Conclusions:** This study did not reveal any economical advantage in growing citrus nursery trees for two years in fabric bags before transplanting them into the field.

#### **Rootstock Effect On Yield, Fruit Quality, Growth, And Nutrition Of Citrus Trees (02)**

**M. Zekri\***, Hendry County

**Keywords:** 'Valencia' orange, fruit production, leaf mineral concentration, tree size, fruit quality, citrus rootstocks

Since the 1970s and 1980s, rootstocks have become a more critical issue than in previous years largely because of blight and the increased incidence of tristeza and frequency of freezes. Furthermore, tree spacing has become an increasingly important consideration in citrus rootstock management because of the benefits of higher tree densities on early production and financial returns. **Objective:** To evaluate the performance of 'Valencia' orange trees on Swingle citrumelo (SC), Cleopatra mandarin (CM), Milam lemon (ML), and Volkamer lemon (VL) rootstocks planted in a high-density planting in southwest Florida. **Methods:** The trees were planted in 1992 in a closely spaced setting (19 ft by 9 ft, 254 trees/acre) in Charlotte County on a Flatwoods soil. Leaf

mineral concentration, growth, fruit production and fruit quality were determined four and seven years after planting. **Results:** Fruit juice content and soluble solids were higher for trees on SC and CM than for those on lemon rootstocks. Rootstock effect was not significant on leaf nitrogen and phosphorus concentrations. However, potassium concentration was lower for trees grown on SC and CM than for those grown on lemon rootstocks. Trees on SC accumulated the least zinc, manganese, iron, and copper in their leaves. Yield efficiency (pound solids/yard<sup>3</sup>) and juice quality increased as the trees got older. Fruit yield and tree and fruit size were the highest for trees on VL and the lowest for trees on CM. However, yield efficiency was higher for SC than for VL. **Conclusion:** On non-calcareous Flatwoods soils, SC is the best-suited rootstock for high density planting.

## FLORIDA ASSOCIATION OF EXTENSION 4-H AGENTS - FAE4-HA

### District I 4-H Programming for Teen Involvement and Retention (99)

**N. Alexander**, Washington County & **V. Mullins**, Santa Rosa County

**Keywords:** teens, leadership, college, life skills

**Objective:** To provide teens in 4-H District I with opportunities to teach others, learn important life skills necessary for life successes, and also provide fun educational opportunities for teens so that 4-H teen retention is made easier. **Methods:** District I Council and Agents met monthly to identify educational opportunities and plan district events. A first ever weekend long Teen Retreat held at a Panama City Beach Resort was initiated which provided forty select youth district wide an opportunity to learn important life skills such as: college admissions, time management, career selection, dressing for success, and dealing with diversity. A weekend long Junior 4-H Congress was held where teen leaders taught junior 4-H members about County, District, State and National 4-H opportunities and events. **Results:** Enrollment numbers for all events were greater than expected. Teen Retreat maximum participation numbers were reached within two weeks of open enrollment. Forty youth from six of the seven counties in District I attended. A post program survey was given with ninety-six percent of participants identifying that they thought there was a need for continuing teen programs like Teen Retreat. Sixty-five 4-H youth attended Junior 4-H Congress, a forty-nine percent increase from 1998. Twenty-seven Teen Retreat participants competed in competitive events at State 4-H Congress. **Conclusion:** Because of the concerted effort of District Council members, strong leadership skills were acquired. As agents we feel as though our teens were rejuvenated by our teen programming efforts.

### Got Milk? A "Moovelous" Dairy Day Camp in Escambia County. (98)

**P. Allen, K. Brown, R. Elliott\*** and **D. Lee**, Escambia County

**Keywords:** 4-H, youth, dairy, nutrition, day camp

The National Dairy Month of June enhances opportunities for Extension to conduct educational programs for urban and rural youth. **Objectives:** The dairy camp was designed to help youth understand the importance of dairy products in the diet, recognize interesting facts about cows and understand the steps in producing/processing milk. **Methods:** In June of 1998, two days were planned to offer a dairy day camp for youth aged 5 - 18. Experiential activities were designed to expose youth to the total process of milk production and nutrition. A team teaching approach included 4-H and Family and Consumer Sciences Agents. Mini sessions addressed the following topics, feedstuffs to milk, human and animal nutrition, cheese production and fun dairy activities. **Results:** Ninety-two participants attended the dairy day camp. Pre and post tests and feedback from participants indicate increase in knowledge and awareness of the dairy industry. **Conclusion:** A team approach to educating youth about the dairy industry brings in expertise in the various sciences concerning the production, processing and consumption of dairy products. The dairy camp provided valuable information for youth to understand food production and nutrition.

### "Nutrition and Folate Now!": A Multimedia Youth Nutrition Education Program (04)

**P.H. Allen\*** Escambia County Extension; **G.C. Rampersaud\***, Food Science and Human Nutrition; **G.P.A. Kauwell**, Food Science and Human Nutrition; **L.B. Bailey**, Food Science and Human Nutrition; **J.C. Jordan**, Family, Youth and Community Sciences

**Objectives:** To increase knowledge of nutrition, particularly the benefits of the vitamin folate, in youths age 10-16 years, resulting in healthier food choices and higher folate intakes in this age group. **Methods:** Conduct focus groups and develop, pilot test, and evaluate a nutrition and folate education program based primarily on self-study workbooks and supporting multimedia tools. **Results:** Age-specific curricula were developed for youth 10-12 years (preadolescents) and 13-16 years (adolescents) in the Florida 4-H program. For pre-adolescents, we developed a self-study workbook with accompanying 17-minute video. For adolescents, we developed a workbook and interactive CD-ROM. Data from the focus groups were used to direct program content. Program materials were distributed to 18 youths in 3 counties for pilot testing. Sixteen youths completed and returned a knowledge pre-test before beginning the program, 15 returned their completed workbook and program evaluation, and 11 completed a knowledge post-test and diet behavior change evaluation approximately 3 weeks after completing the program. Knowledge about nutrition and folate increased after program completion. Most youth indicated that they would consider changing their diet and several indicated that they had made positive changes in their diets after completing the program. Evaluation results were used to revise program materials. **Conclusions:** Pilot testing indicated that the curriculum was well received by youth in the Florida 4-H program. Further evaluation is warranted based on use of this program in the field. Program development was funded by a grant from the March of Dimes Florida Chapter.

### Multi County Fashion Revue Workshop: Year Three (01)

**T. Allen\***, Columbia County, **B. Heltemes\***, Alachua County, **A. Macey**, Bradford County and **M. Simmons**, Levy County

**Keywords:** clothing construction, clothing selection, multi county, self esteem

**Objective:** 1. Expand the clothing selection and clothing construction skills and experiences of 4-Hers in Alachua, Bradford, Columbia, Levy and Union counties. 2. Provide an opportunity for 4-Hers to develop a deeper sense of self esteem by having a variety of workshops focused on self improvement. **Methods:** Alachua, Bradford, Columbia, Levy and Union counties planned, implemented, and evaluated a one day Multi County Fashion Revue Workshop. The all day workshop included six educational classes (interview skills, modeling skills, etiquette, clothing selection, lotions and potions, and serger savvy), one on one interviews with judges, and culminated with a fashion revue and share the fun competition. The workshop allowed youth an opportunity to model a garment selected from their wardrobe or construct a garment to model in the fashion revue competition. Emphasis was placed on boosting self esteem while using a variety of hands on educational activities. **Results:** Thirty-seven 4-Hers participated in the third Multi County Fashion Revue Workshop. Post tests revealed that 90% of participants reported improved self esteem as a result of the workshop and 14% reported increased knowledge in clothing selection and clothing construction skills. **Conclusions:** Due to positive feedback from agents, volunteers, and youth, the 2002 Multi County Fashion Revue Workshop will be expanded to

include an additional participating county and a greater emphasis on family development by offering workshops and a fashion revue competition for adults.

#### **The Power of Food and Fitness (97)**

**T. Avera, D. Gordon\***, Baker County

**Keywords:** food, nutrition, fitness education

Targeting youth of all ages, these summer day camps are designed to teach youth the advantages of eating right and staying fit throughout a healthy lifetime. **Objectives:** Youth will: obtain working knowledge of food guide pyramid; learn and demonstrate kitchen safety methods and techniques; practice healthy snacking through hand-on experiences; learn benefits and importance of eating a healthy breakfast everyday; gain information on the importance of fitness and health. **Methods:** Agents worked together selecting appropriate food and fitness activities, including selections from 4-H foods curricula: Food Fundamentals, Food, Fun and Fitness, and Building Better Breakfasts. These materials were presented through four different day camps, two each for 5-7 year olds and 8-12 year olds. **Results:** To date, 66 youth have participated in three day camps. Through activities, youth have demonstrated an increase in knowledge related to the topics covered. **Conclusions:** It is important for youth to learn the basics of eating a healthy diet. During these precious years is when a child's body prepares itself for growing older. Learning healthy eating habits at a young age is the key factor to a healthy body in the future. Youth also need to learn the importance of health and fitness. Through regular recreation and playing time youth strengthen and build their muscles, thus, providing appropriate exercise everyday. Through participation in these day camps, youth learned to understand the importance of taking care of their bodies beginning at a young age.

#### **Community and Youth Development Benefit from an Asset-Building Approach. (98)**

**L.B. Barber**, Liberty County

**Keywords:** asset-building, community, youth development, attitudes, behavior, risk-taking

**Objective:** Measure assets of students in grades 6-12 in Liberty County and work with organizations, agencies and groups to spread the asset-building message. **Methods:** A \$3,500 mini-grant was obtained from the Florida Department of Children and Families, Family Preservation and Support funds to conduct the survey, "Search Institute Profiles of Student Life: Attitudes and Behaviors". Four hundred fifty-seven youth completed the survey in May. In addition, educational materials were purchased to use to speak with groups. **Results:** Sixteen percent of students surveyed had 0 - 10 assets; 44 percent had 11 - 20 assets; 35% had 21-30 assets; and 5% had 31 - 40 assets. Search Institute's research consistently shows that youth with higher levels of assets are involved in fewer risk-taking behaviors. **Conclusions:** This information will be used by other agencies in the county in program planning. Community efforts will be planned to use the asset-building framework in all youth development programs in the county. A youth council has been formed to get young people more involved in the community.

#### **Preparing Youth for Florida 4-H Legislature (02)**

**N.A. Bertke\***, Palm Beach County

**Keywords:** 4-H, youth, citizenship, legislature, government

*Florida 4-H Legislature* is an opportunity for youth to develop leadership skills while gaining confidence in and dedication to the democratic process. The success of the youth's involvement in legislature is dependent on their preparation. **Objective:** To prepare youth for their participation in legislature to maximize the benefits. **Methods:** Eight prep sessions were planned and spaced one month apart. Each covered topics relevant to *Florida 4-H Legislature* including an overview of the event, types of government, branches of government, the balance of powers, Congressional leadership, lawmaking, legislation language, the role of representatives, the power of lobbyists, forms of debate, and the importance of research and preparation. Distinguished speakers also provided their expertise regarding the separation of powers, constitutional changes, and serving as a volunteer activist, lobbyist, and U.S. representative. Mock committee and house sessions accompanied the sessions. Finally, youth were given assignments such as interviewing a lobbyist, interviewing an elected official, comparing states' means for ratifying a bill, and observing a public hearing. **Results:** It is difficult to determine the full impact of the prep sessions until the youth attend legislature, however the youth have stated that they feel well prepared and confident about their planned involvement. Finally, PBC's participation in legislature will be 180% higher than the previous year. **Conclusion:** As agents our job involves helping youth obtain the greatest benefit from their participation in our programs. The prep sessions serve as a useful model for accomplishing this in regard to the *Florida 4-H Legislature* program.

#### **4-H Independent Living Skills Day Camp: A Spring Break Alternative. (98)**

**M.D. Boston Jr.**, Leon County

**Objective:** The objective of the 4-H Independent Living Day Camp was to provide youth with an educational but a fun program to participate in during the week of their Spring Break, and to teach youth pertinent everyday skills that they need to know to be productive citizens at home and abroad. **Method:** The youth were involved in "hands on" group sessions where they received instruction on how to: complete a dietary analysis using the computers, thread a needle and sew on a button, read and interpret clothing labels for proper care, use an iron properly, write checks correctly and balance check books, setting financial goals, and how to work a physical fitness program into their daily activities at home. They also received instruction on appropriate table manners and how to set a dinner table correctly. **Results:** The evaluations given at the conclusion of the program showed that the youth thought the program was "useful and helpful." Other youth commented that they enjoyed the program because it showed them "stuff they didn't know." There was one negative comment from a participant that was upset that the program was only three days. **Conclusions:** Even though the 4-H Independent Living Skills Day Camp was held during a week when youth are typically relaxing or traveling, the participants were enthusiastic and showed a willingness to learn things that may have been new to them. This 3-day program accomplished its goal of providing teenagers with a fun, educational program during their week off from school. The parents were especially pleased that the youth were learning important skills that they have not been able to teach them.

#### **4-H and Parks and Recreation: A Natural Partnership (99)**

**M.D. Boston Jr.**, Leon County

**Keywords:** parks and recreation, partnership, team

The Parks and Recreation Program is an untapped resource in many of our counties throughout the state of Florida. **Objective:** By working together through planning and implementing a variety of youth programs and activities, Leon County 4-H sought to establish a life long partner. **Method:** Working with Parks and Recreation to develop and implement programs such as; Unity In The Community, Parks and Recreation Teen Retreat, 4-H Counselor Training, 4-H Babysitting Clinic, and 4-H Clubs, the Leon County 4-H program attempts to maintain and strengthen our existing relationship with the Tallahassee Parks and Recreation Department. Teaching responsibilities are reciprocated between agencies to utilize the expertise of the Agent or Recreational Facilitator. The programs are held at different times of the year and made available to all youth that are enrolled in 4-H or in the Parks and Recreation program. **Results:** Youth were exposed to programs and activities that 4-H or Parks and Recreation alone may have not been able to provide. Several of the youth that were only enrolled in the Parks and Recreation program have now become 4-H members in a club and participate in many of our traditional 4-H programs. As a result many 4-H members now take advantage of the many programs that Parks and Recreation have to offer as well. **Conclusion:** By creating a successful partnership, thousands of youth have been exposed to 4-H or Parks and Recreation in one form or another. Together, these two agencies make a great youth development team that can be effective statewide.

#### **4-H Develops Confidence in Youth With Urban Horse Program (01)**

**M. Boston\***, Leon County

**Keywords:** confidence, self-esteem, determination

**Objective:** The purpose of this program was to build confidence, self-esteem, and leadership skills by teaching youth outdoor recreation and horse back riding. **Methods:** 4-H teamed up with Tallahassee Parks and Recreation and the Red Hills Trials program to organize a day camp aimed at teaching Urban youth from limited resource communities environmental education as well as how to ride horses. The youth were divided up into three groups and rotated between six stations that held "hands on" activities in: outdoor cooking, wildlife identification, horse shoe repair and maintenance, horse and buggy ride, wagon hay ride, and the trail ride on horse back. **Results:** To this date four separate horse day camps have been held totaling 100 youth who have attended and participated in this program. One-hundred percent of the participants stated that they enjoyed their outdoor experience giving emphasis to the trail ride. **Conclusions:** This program was viewed a success for all of the youth and adult chaperones that participated in that it allowed the kids to overcome their fear and anxiety of riding horses and of being around certain types of wildlife. The adult chaperones feel these life experiences are important in developing a "well rounded " appreciation and understanding of animals and the environment. They felt the youth have also gained a new era of confidence and determination that will assist them in becoming productive citizens in their schools and communities.

#### **4-Her's Pull Local Family Into 21st Century Technology (02)**

**M. Boston\***, Leon County

As a result of the events of September 11, the media gave more than enough coverage of the effects the military retaliation was having on the children of Afghanistan. **Objective:** With community service being a vital part of every 4-H club nationwide, the Leon County Scientists 4-H Club decided to use there "hands" to build and sell a computer and donate the proceeds to charity. The youth were unaware the effects of their project would pull one family into a world of technology they didn't know existed. **Methods:** The members of the Leon County Scientist 4-H Club decided they wanted to help the kids in Afghanistan by making a monetary contribution to their relief. As a club they decided to build a computer, sell it for a minimal cost, and send the proceeds to the children in Afghanistan. **Results:** A school volunteer purchased the computer and asked if the 4-Her's could help deliver it to a chosen family. The 4-Her's met the parent at a home on River Road Plantation where two kids ages five and seven lived with their illiterate grandparents. In the home the youth hooked up the computer, and taught the kids how to use it. This was the first time the grandparents had ever physically seen a computer. **Conclusion:** The members of the Scientist 4-H club learned the true meaning of charity by pledging their hands to this community service project so that less fortunate kids can have a better life for there family, and themselves.

#### **The Leon County 4-H Trees and Bows Day Camp (04)**

**M. Boston Jr. \*, S. Rosenthal**, Leon County Extension

**Objective:** Florida's climate allows youth and adults many opportunities to enjoy the environment, however, due to technology, many youth are bypassing opportunities to participate in programs that take them outdoors opting instead to spend hours sitting in front of computer or television screens. The Leon County 4-H Trees and Bows Day Camp was developed to teach its participants how important trees are to our environment and well being as well as allow them to enjoy one of America's favorite recreational sports, archery. **Method:** Youth ages eight to 15 spent the first part of the day walking through a nature trail while receiving "hands on" instruction from the forester. The second part of the day gave youth an opportunity to enjoy the sport of archery by learning the nine steps of shooting a bow and arrow in an archery range. **Results:** Results of the pre and posttest reflected an 85% increase in skills and knowledge in tree and leaf identification of all the trees and plants that are planted on the grounds at the extension office. The results of the archery section on the pre and posttest reflected a 95% increase in knowledge in archery equipment identification and proper shooting steps. **Conclusions:** Combining archery and forestry turned out to be a great combination package for a Spring/Summer day camp program.

#### **Multi-county 4-H Horsemanship School (00)**

**M. L. Brinkley \***, Calhoun; **Y. Y. Goode**, Gadsden; **R. L. Carter**, Gulf; and **H. G. Grant**, Gadsden.

**Keywords:** youth, education, horse, 4-H, multi-county

**Objectives:** To provide 4-H youth with an opportunity to increase horse husbandry knowledge, increase horsemanship skills, and exposure to different riding events. To see if a successful multi-county lead horsemanship school could be done. **Methodology:** Three neighboring counties; Gulf, Calhoun, and Gadsden, planned, implemented and evaluated a week long horsemanship school which was hosted in Gadsden county. There were three (3) educational presentations during the week, hoof care, forage and feed, and horse health and dental care. We did utilize a state specialist, Dr. Ed Johnson, for the horse health and dental care presentation. Youth had a choice of three classes; beginners, speed, and cattle and could change classes. Thirty-eight (38) youth attended the camp. There were Five (5) instructors and four (4) 4-H assistant instructors. There were also eight (8) additional adult volunteers to assist with other aspects of the school. The cost per youth was \$155.00. **Results:** This is a summary of the results from the post evaluation. Youth gained knowledge in the areas of health, hoof, and dental care. You improved skills and gained new ones such as properly saddling a horse, riding, changing directions, roping, and barrel racing. The youth also found out that patience was a good attitude to have while learning and working with horses. **Conclusion:** A successful multi-county lead horsemanship school can be done in which youth improve skills and acquire new ones, increase knowledge, and are exposed to new riding events. Horsemanship school is being planned for next summer.

#### **4-H Gold Rush Program (01)**

**M.L. Brinkley\*, Y. Goode\***, Gadsden County, **E. Shook**, Leon County, **D. Poudel** and **A. Lazur**, UF Mitchell Aqua Farm, **C. Schmarjie**, Liberty County

**Keywords:** youth, education, aquaculture, goldfish, 4-H, multi-county

**Objective:** To involve urban and rural youth in raising goldfish for them to learn important life skills including: responsibility, commitment, pride, self-confidence and application of educational subject material such as mathematics, biology, nutrition, and economics. **Methods:** Leon and Calhoun county agents met with the UF Mitchell Aquaculture Farm specialist to explore the possibility for youth to raise fish. Many youth would like to raise an animal, but lack the financial resources or the appropriate place. A pilot goldfish project in 4-H District II was implemented using the B.J. Allen scholarship. The state specialist also received other money to underwrite expenses of the initial project. During a field day at the UF Mitchell Aquaculture Farm agents, youth and parents learned how to set up aquaria and how to care for fish under the instruction of UF Department of Fisheries & Aquaculture Sciences personnel from Blountstown and Ruskin. 26 4-Her's left with three fish and necessary equipment. A guide and project book was created in order to support the project. **Results:** At 4-H District II Events, 13 youth set up exhibits showcasing their best fish. 4-Her's were judged at district events on fish appearance; project knowledge; record book; and oral reasoning. **Conclusion:** Participants stated they enjoyed their fish and learning how to care for them, but there is a lot more responsibility than anticipated. The pilot project was popular and success. Agents and staff are looking at ways to expand the project statewide.

#### **On My Own: Money Management Simulation (03)**

**M. Brinkley\***, Liberty County

**Keywords:** youth, money management

*On My Own* is a hands-on, real-life simulation that gives youth the opportunity to experience their futures in a fun and exciting way. They are encouraged to make healthy and wise lifestyle choices similar to those adults face on a daily basis. **Objectives:** Youth begin to realize that adulthood comes with serious responsibilities that call for thoughtful planning during pre-adult years. Youth learn the correct way to write a check and how to accurately keep a check register. Also, youth learn the difference between gross and net income, identify and define five major types of payroll deductions, and calculate the amount of deductions from their monthly paychecks in the *On My Own* simulation. **Methods:** Students assume they are 25 years old and the primary or sole support of their household. After being assigned an occupation and monthly gross income, participants make routine deductions for taxes and medical expenses. Using sample checks and registers, they learn how to record and manage their bank accounts. They move from one station to another in the simulation, making spending choices. After each choice, students write a check and subtract the amount from their registers. **Results:** 101 youth participated in *On My Own*. Returned evaluations revealed that 74 reported that it was interesting, and 77 felted that it would help them in the future. Specific topics that were covered were evaluated as "learned this today or already knew". **Conclusion:** This program has been so successful that it has been requested for high school youth.

#### **Celebrating Diversity. . Duval County 4-H Bridges the Gap (97)**

**J. Butterfield\*, T. Dinkins\*, M.J. Halusky, E.L. Stephens**, Duval County

**Keywords:** diverse, diversity

**Objectives:** To increase the understanding that people are more alike than different. To increase communication and interaction between 4-H club leaders and their club members. **Methodology:** Celebrating Diversity is a two year program with five (5) components: Culture, Age, Special Needs, Math and Science Fun Day and Camp. It was determined by discussion with 4-H/EFNEP Program Assistant and County Council members that there needed to be more interaction and involvement among and between the inner-city EFNEP clubs and the traditional suburban clubs. As a result of these conversations, several diverse educational events were planned throughout the county. These events were: "Holidays Around the World", A "County Fair" and "Math and Science Fun Day." "Holidays Around the World" was implemented as a way for 4-H/EFNEP leaders and clubs to get to know one another; and to reinforce the idea not everyone celebrates holidays the same. The "County Fair" promoted inter-generational contact between youth and senior citizens living in a residential health care facility. "Math and Science Fun Day" involved using skill-a-thons teaching inner-city youth scientific principles in a fun way. Events were planned and carried out by youth from individual 4-H clubs. Programs in place were a Special Needs 4-H Club that has mainstreamed into the regular 4-H program. County Camp takes youth from a large metropolitan area and places them in a rural setting for a week with youth from varied backgrounds helping them learn and appreciate their differences and similarities. **Results:** In two years, over 825 4-H youth and adults have participated in these programs. Both inner-city and suburban 4-H members and their families are interacting on a more regular basis. **Conclusion:** It is important that we become aware and tolerant of the different cultures and people that comprise our communities.



#### **Youth Worker Certification: Helping Adults Prepare Jacksonville's Youth For Tomorrow's Challenges (99)**

**J. Butterfield\***, Duval County, **D. Perkins**, Family, Youth and Community Sci Dept

**Keywords:** youth development, assets

**Objectives:** To provide an interactive training about positive youth development and its implications to programming to other Jacksonville youth providers. **Methodology:** Based on research findings from the Search Institute, the Duval County 4-H Youth Development Program and the University of Florida Family, Youth and Community Sciences Department, in partnership with the Jacksonville Children's Commission, developed a 24 hour six (6) session youth worker certification training based on the Search Institute's 40 Developmental Asset Model. This training was specifically designed for direct care youth providers and their supervisors such as the YWCA, Girls, Inc, etc. and after school programs. The six (6) sessions utilized information from both Extension and the Search Institute. The topics included: Introduction to Positive Youth Development, External Assets and their Applications; Internal Assets and their Applications; Adulthood and Youth Participation; Community Collaboration, and Diversity, Final Exam, and Evaluation. The activities within each session were interactive and provided an opportunity for the participants to critically examine their organizations in terms of positive youth development. Notebooks were provided to participants with copies of the materials. At the final session, a Certificate of Completion was given to those participants who attended all six (6) sessions. Duval County 4-H Staff and University of Florida Faculty were the instructors using the team teaching approach. **Results:** Since the Spring of 1998, 75 youth workers have successfully completed the three classes. Fifteen youth serving agencies were represented. **Conclusion:** From session evaluations and interviews with class participants this is a needed area for adults who work with youth. Curriculum has been developed and an in-service planned for Extension Professionals in 2000. Future trainings are scheduled for Fall of 1999 and January, 2000.

#### **4-H Cloverbud Congress – Let the Fun Begin! (05)**

**J. Butterfield\***, Bradford County

Cloverbud Congress is a program specifically designed for the 5-7 year old 4-H members. The Bradford County 4-H County Council developed this program in 2002 after seeing a need for Cloverbuds to become more actively involved in the local program.

**Objectives:** 1. to expose the youngest members to 4-H. 2. to give Clover Buds the opportunity to share their talents and skills. 3. for council members to gain leadership opportunities. **Methodology:** The Bradford County Teen Council plans, organizes, and teaches the workshops. After selecting a date in January, the committee asked council and other 4-H members to teach 15 minutes classes on a rotating basis. Cloverbud Congress is only two hours long. Each participant rotates through 4 classes where they make something and take it home. There is a "Share the Fun" where everyone gets a chance to show off his or her talent. Each Cloverbud receives a participation certificate. **Results:** After four years, over 100 Cloverbuds have attended this event. Verbal responses from the members and their parents are very positive. This is an excellent event in which to give teens an opportunity to plan and teach, and develop their leadership skills even further. **Conclusion:** Because of the success of this program, it has become an annual event that the County Council sponsors. This is a unique way to let the youngest members know what lies ahead for them.

#### **Clay County 4-H Volunteer Management System: A GEMS Model Approach (06)**

**B. Carlisle\***, Clay County Extension

Many 4-H agents enter their career with no experience or training in managing people. The success of a 4-H agent relies heavily on their effectiveness at managing volunteers. A need was identified for a formalized volunteer management system specifically designed for the Clay County 4-H Program. Several volunteer management models were reviewed. It was determined that the GEMS (Generate, Educate, Mobilize, Sustain) Model was ideal for the 4-H program. **Objectives:** To provide 4-H agents, with little or no experience in volunteer management, with a comprehensive guide to managing volunteers that is specifically designed for the county program. **Methods:** The existing volunteer management plan was reviewed and compared to the GEMS model. Many levels of the management system were lacking in the existing program. Components were developed to fill the gaps in the existing system to match the GEMS model. A comprehensive guide was created that defined each level of the volunteer management system, including a timeline. The management system was implemented into the Clay County 4-H Program. **Results:** 4-H agents are equipped with the tools necessary to manage volunteers in Clay County. As a result, the quality of volunteer screening, training, evaluation, and promotion has greatly improved. **Conclusion:** A comprehensive volunteer management system specifically designed to the county program helps 4-H agents be more effective in managing volunteers. Therefore the quality and quantity of volunteers improves.

#### **DeSoto / Manatee County Animal Science Day Camp (05)**

**C. Carlson\***, DeSoto County

**Objective:** The DeSoto / Manatee County Animal Science Day Camp was developed in 2003 to introduce youth to basic information regarding raising dairy cattle, beef cattle and swine. Throughout the week youth will learn the differences between these animals, how to properly care for the animals and how we use these animals everyday. **Method:** The five day camp met at the DeSoto County Turner Agri-Civic Center for five hours each day with youth ranging in age between 8 and 18. Using various teaching methods the youth were able to learn about breeds, anatomy and physiology, by-products, nutrition, health care, identification and the industry, for dairy cattle, beef cattle and swine as related to the state of Florida and the Nation. The final two days are devoted to hands-on activities demonstrating showing and grooming practices for both beef cattle and dairy cattle along with fieldtrips demonstrating aspects of the industries. **Results:** Forty five youth and ten adults participated in two DeSoto / Manatee County Animal Science Day Camp. Knowledge gained was determined by a survey asking youth questions on decision making, showing and grooming of animals, how and what to feed the animal, the proper weight of an animal, how to maintain a healthy animal, and correct breeding practices for the animals. **Conclusions:** This camp provided youth with an understanding of the needs of the different animals. The knowledge gained through the course of the camp will benefit youth who are raising animals for show or as a hobby. Both youth and parents have requested to hold this program annually.

**Havana Middle School 4-H Tomato Club (97)****B. Castro\*, C. Lewis, K. Hancock**, Gadsden County**Keywords:** Ag in the Classroom, tomato production, school

**Objective:** A 55 member 4-H Tomato Club started as a result of assisting two sixth grade science classes at Havana Middle School with a Florida Farm Bureau Agriculture-In-The-Classroom Mini-Grant Program. Stacy Burdette, Science Teacher, had been awarded a grant for a tomato project to be carried out in the school's new state-of-the-art greenhouse. **Methods:** Upon requesting assistance from the Gadsden County Extension Service, the project was cooperatively planned and conducted. Micro-Tom and Micro-Gold tomatoes were grown in hanging baskets and other activities were conducted. Extension provided classroom instruction and hands-on-learn-by-doing technical assistance in the greenhouse. An all day field trip that included a visit to a large commercial floriculture nursery and the North Florida Research and Education Center was conducted as a part of this project. **Results:** The project was a success and the 4-Hers were able to take a hanging basket tomato plant home with them. Excellent news media coverage of this colorful project was received by newspapers and television. The school principal and other science teachers have already requested Extension assistance with next years greenhouse projects and 4-H activities.

**Learn Spanish in Costa Rica (06)****K. Coldicott\***, Monroe County Extension

**Objectives:** To learn Spanish in order to reach a larger number of Hispanic speaking families with 4-H/Extension programming. To participate in an International experience through Extension. **Methods:** A Professional Improvement Mini Grant proposal was written, submitted and granted through the UF/IFAS Dean's office. INTENSA was the Spanish immersion program in Costa Rica that was chosen because of their partnership with the University of Florida. The INTENSA program consisted of a two week intensive learning program which included a five day per week, four hour per day Spanish class. The program included a two week home stay with a Spanish-speaking Costa Rican family. Learning took place both inside and outside the classroom. The INTENSA Spanish School also arranged for cultural tours in Costa Rica during weekends and evenings. **Results:** At the conclusion of the two week immersion experience some gain was made with Spanish proficiency. I left the experience knowing more about sentence structure, verbs and some conversational phrases. I now have greater motivation to continue my study of the Spanish language as a result of this experience. As a result of my home stay in Costa Rica, I was able to network with individuals working in the field of youth development. **Conclusions:** Learning Spanish with an immersion method results in a better understanding of the language and culture. The UF/IFAS Dean's Professional Improvement Mini Grant program is to be commended for their support of Extension International experiences. ¡Pura Vida!

**Using Distance Education to Train 4-H Volunteers (98)****L. Cook, J. Jordan, L. Bobroff and G. Warren**, Family, Youth and Community Sciences**Keywords:** nutrition, 4-H, volunteer, training, experiential, evaluation

**Objective:** Most subject-matter curricula designed for youth programs are delivered and taught by either volunteer leaders, teachers, or other community youth workers. To be most effective and assure quality programs, accurate technical information and its application by young people, these volunteers need to be educated in the content and use of 4-H curricula. With the breath of project areas in 4-H, it is difficult for 4-H agents to be experts in all subject matter areas and the opportunities for volunteers to get direct information from the subject matter specialists are limited. Distance education was used to test alternative training strategies for improved program delivery, effectiveness and accuracy. **Methods:** Three video segments, Using the Experiential Learning Process, Evaluating 4-H Programs, and Food and Nutrition Update, were developed ahead of time. The Experiential Learning and Evaluation segments were provided to the site coordinators ahead of the broadcast along with activities to be conducted. On May 19, a distance education training for 4-H food and nutrition volunteers was broadcasted via the satellite to eight sites in Florida. Subject matter specialists for all three segments were available during that broadcast to interact with the viewers. Of the forty-eight participants, 53% were Extension Agents, 25.5% were Extension Program Assistants and 21.5% were volunteer leaders. While the goal was to train volunteers, it turned out to be a training for Extension faculty and staff. **Results:** The learnings identified by the audience achieved the goal of the session . . . 34% of the participants identified the Experiential Learning model for teaching youth as new; 32% of the participants had never seen or used the 4-H Food and Nutrition curriculum; and 42.5% of the participants identified the skill-a-thons as an evaluation tool as a new idea or concept.

**Waving Flag Summer Day Camp (06)****S. Crawford\***, Hendry County Extension

**Objectives:** To teach youth how to use a sewing machine while learning the basic principles of quilting. **Methods:** The five-day program is offered to youth in the summer from 9:00 a.m. to 3:00 p.m. Monday through Friday. Each participant is supplied a sewing machine, notions, quilt instructions, graph pattern, batting, and material. The material is pre-cut into strips, rectangles, and squares to allow more time for sewing. The participants constructed 15 friendship stars with the pre-cut squares and half squares as well as 55 6" blocks with the pre-cut red and white strips making the quilt 42" X 60" containing a solid red or blue backing. Quilts were finished by bar-tacking each corner of the 6" blocks. **Results:** Two five-day sessions, one in LaBelle and one in Clewiston, were completed with a total of 28 participants with 100% of the quilters finishing their "Waving Flag" quilt. Evaluations showed that each participant was very proud of their accomplishment and were amazed that they could sew a quilt in five days. **Conclusions:** The sewing summer day camp was such a success that pajamas and quilts are alternated from year to year. The example quilt used in the "Waving Flag" Summer Day Camp was used as a fundraiser by selling tickets for four days for a \$1.00 donation or six tickets for a \$5.00 donation raising \$250 to help support the Hendry County 4-H Summer Day Camp programs.

**Assessing Environmental Literacy in the Florida 4-H Program (99)****J. Culen**, Family, Youth & Community Sci Dept

**Keywords:** environmental literacy, environmental education, non-formal, environmental behavior.

**Objective:** The purpose of this project was to obtain base-line data on the level of environmental literacy among Florida 4-H youth participating in non-formal environmental education activities. **Methods:** This research is primarily descriptive in nature and utilized a modified form of the Middle School Environmental Literacy Instrument (MSELI). Environmental literacy in this instrument is defined by variables, which have been shown to be precursors to responsible environmental behavior (citizenship action). These variables include knowledge of ecological concepts; environmental issue awareness; knowledge of and skill in the use of environmental action strategies. This instrument has been used at the national level to collect data, which will be presented for comparison. **Results:** The examination of data related to the above described variables and the self-reported history of taking environmental actions presents a comprehensive view of the effectiveness environmental education programs have in the development of responsible environmental behavior. This type of evaluation is considered nontraditional or as currently referred "authentic assessment" relative to environmental behavior changes. **Conclusions:** This effort, to assess environmental literacy in non-formal programs, assists in the need to conduct meaningful program evaluations that can help guide curriculum development efforts and to identify those programs/activities that are most effective at promoting responsible environmental behavior. Copies of the MSELI and the validity assessment completed for this instrument will be available for review.

**Operation: Military Kids 4-H Serving Military Families in Our Own Back Yard (04)**

**P. Davis\***, Bay County; **G. Bender**, Hillsborough County; **J. Heady**, Okaloosa County; **E. Shephard**, Brevard County; **J. Jordan**, FYCS.

**Objective:** Operation: Military Kids (OMK) is a nationwide initiative designed to provide support to the children and youth of families that are impacted by the Global War on Terrorism. This includes both those children served by Army installations and those children who are geographically dispersed. **Methods:** Florida Regional Action Teams (FRAT) in four areas of the state will identify the infrastructure and design educational programming needs per region. A Florida 4H - OMK web page provides information and assistance to youth. Establishment of "Speak Out for Military Kids" a youth led educational program designed to raise the awareness of issues facing military families to their community. Through youth-led simulations, talks and interviews, participants find out first hand the experiences of the youth. **Results:** Pilot counties are Bay, Brevard, Duval, Escambia, Hillsborough, Nassau, Okaloosa, Pinellas, Santa Rosa counties. The establishments of an infrastructure for OMK Design Teams with key contacts within the active, Guard and Reserve units have been developed. **Conclusions:** Youth will cope with new responsibilities and change in family structure while receiving the support and resources. Extension can provide that connection within the community through programs with family and youth.

**Marion County 4-H Seminole Garden Project (04)**

**C. D. DeCubellis\***, **K. M. Millar\***, Marion County Extension

**Objective:** To collaborate with feed store to provide a gardening opportunity for 4-H youth that stresses good cultural practices. Young people learn how to follow a garden plan, control insects/diseases/weeds, keep a garden record book, and construct a scarecrow. **Methods:** Marion County 4-H partners with Seminole Feed Stores to provide a Seminole Garden Kit including vegetable seeds, insecticide, and fertilizer-enough material to plant a 20' X 26' garden. 4-Hers purchase six tomato plants for their garden. The 4-Hers are responsible for preparing the soil, planting their garden, and all cultural practices. Members keep a record book on all inputs invested in their garden, as well as a record of their garden's produce. Youth educate peers through a demonstration. A scarecrow competition is an optional activity for 4-Hers. 4-Hers are evaluated through garden judging, exhibiting vegetables, and record books. Results are given at an awards ceremony. A slide show of scarecrows rounds out this evening event. **Results:** Since 1968, the Marion County 4-H Seminole Garden Project has proven to be a winner among urban and rural youth. Youth realize how much work is needed to successfully garden and keep records. This project also has the added benefit of making young people think of ways to utilize their garden's produce. **Conclusion:** This community partnership is a good choice for urban or rural youth. Not only do members learn to garden by doing, they make the best better by keeping accurate records and learning healthy ways to utilize their vegetables.

**Starting a 4-H Laying Hen Project in Your County (06)**

**C. DeCubellis\***, Gilchrist County Extension

**Objectives:** This project involves 4-H members ordering 15 pullet chicks and raising these as a home laying flock. **Methods:** The agent coordinates orders of chicks from county youth and orders the day-old chicks from a hatchery. The chicks will be delivered locally for pick up. Agents can teach a class on chick care or work with youth individually to ensure they are prepared to adequately care for chicks and later hens. Agents should choose two to four breeds of dual-purpose brown egg layers such as Rhode Island Reds, Black Sex Links, Barred Rocks, or Delawares. **Results:** After birds come into production, the agent can organize a local chicken 'fun show' for participants in which youth choose their best three hens to exhibit as a group. Participants should also complete a poultry record book and present a demonstration on some aspect of this project at least at the club level. Project score is a combination or record book score and show result. **Conclusions:** This project teaches young people how to care for a group of chickens, how to utilize eggs, and provides fresh, nutritious eggs for home consumption. Life skills learned in this project include public speaking, record keeping, developing a strong work ethic, time management, and the ability to grow one's own food. Materials required for youth to participate include a chick brooder (a box or cage with a light for warmth), and a chicken coop, cages or chicken yard, as well as water founts and feeders.

**4-H Leader Evaluation Process Strengthens County 4-H Program (01)**

**L. Denning\***, Collier County

**Keywords:** 4-H clubs, youth development, 4-H Agents, volunteer leaders, evaluation.

**Objective:** The 4-H leader evaluation process was developed to provide feedback for 4-H leaders and the 4-H agent, give each

criteria on which to gauge success, to strengthen 4-H clubs, and to benefit youth involved. **Methods:** All club leaders and leadership teams have end-of-the year interviews with the 4-H agent. Leaders complete a check-list of the characteristics of a successful club, record their strengths as leaders, areas for improvement, goals for the coming year and how they expect to reach those goals. The agent discusses pertinent items, affirms volunteer efforts, asks about club's successes, gives credit to work that took place, reflects on concerns, and asks how to best support leader efforts (eg. Training, resources, opportunities). Leaders turn in logs of hours volunteered, club audit forms, and lists of un-registered helpers and resource people. Leaders receive undivided agent time which strengthens the agent/leader relationship. **Results:** The evaluation process provides closer collaboration between agent and leaders resulting in a high leader retention rate, over 80% most years. The process allows a place to resolve issues, express appreciation and support, and remind leaders what they are working toward. Each year each club shows improvement. The agent has been able to assess educational needs, plan programs, and provide resources accordingly. **Conclusions:** Leader evaluation systems allow important feedback for both leaders and agents, and strengthens the educational value of 4-H clubs for the youth involved.

#### **"Career Adventures" - Exposing Inner-City Youth to a World of Opportunity. (98)**

**T.B. Dinkins**, Duval County

**Keywords:** career(s), workforce preparation, inner-city youth, partnering

**Objective:** To expose inner-city 4th and 5th grade youth to the variety of career opportunities available to them in the Jacksonville community. **Methods:** Designed in a \*fair\* format, 21 booths or \*career stations\*, sponsored by various private and public organizations, were set up. At each station, the children learned about the types of jobs in that particular field, participated in hands-on activities related to those jobs, and received take-home materials. The teachers also received take-home materials to follow-up with the students in the classroom as well as workforce preparation materials ahead of time. Youth were divided into small groups of 15 to 20 and each group visited four stations. Volunteers were assigned to each group to assist. **Results:** The program reached 500 students in 27 classes. All total, including station sponsors, group guides, parking attendants and floaters, there 67 volunteers involved. Follow-up evaluations from the teachers indicated that the experience was beneficial for their students and that if offered again, they would participate. Volunteer and booth sponsor evaluations indicated that they felt the program was worthwhile and would be willing to donate their time to participate in a similar program in the future. **Conclusions:** There is a need for workforce preparation for elementary school aged children. Youth at this age benefit and learn from hands-on teaching activities. 4-H can be instrumental in partnering with schools and other public and private organizations to make learning events such as \*Career Adventures\* possible in communities.

#### **4-H Culinary and Grace Camp (04)**

**A. Duncan \***, Citrus County Extension; **K. Allen**, Citrus County Extension

**Objective:** How often do you hear, "Please pass the monkey tails?" A dozen Citrus County kids cooked up some good manners during a day camp held July 7-11, 2003. The camp participants, ages 8-12, had the chance to learn good manners and etiquette while learning to prepare and cook healthy snack choices. The agents' plan were for the participants to learn good food and kitchen safety, increase written etiquette skills (invitations, RSVP's, and Thank You's), increase knowledge about nutrition and the food guide pyramid, develop and model table manners and social graces (hand shaking, polite phrases, listening, decorating, napkin folding), as well as learning to prepare five healthy snack choices. **Method:** This five day morning program focused on a different etiquette skill and nutrition topic daily. The presenters used skits, games, and other hands on activities to teach lessons. Each day the youth prepared and ate different healthy snacks, then took a laminated recipe card to use at home. The day camp culminated with a snack party. Each youth, using the skills learned during the camp, formally invited a guest, prepared each of the snacks from the week, and served as a proper host or hostess. **Results:** Parents were thrilled by the efforts made by the campers as they enjoyed monkey tails (chocolate covered frozen bananas), fruit kabobs and smoothies, mini pizzas, and granola bars. Utilizing pre-post tests, youth demonstrated a 30% knowledge increase. Each participant demonstrated knowledge gained by their oral responses in class and by behavior changes identified by parents at home.

#### **Theatre Arts Day Camp Enhances Youth Creativity (02)**

**S.L. Ellison\***, Levy County

**Keywords:** theatre arts, creativity, camp, youth, drama

In rural Levy County, few opportunities for artistic expression among youth exist. A lack of creative activities leaves many youths without the ability to exercise positive self-expression. The 2<sup>nd</sup> annual Levy County 4-H "Acting Out with Theatre Arts" was designed to assist in filling this void. **Objective:** To expose rural youth to theatre arts, as well as providing an opportunity to exercise creativity. **Methods:** Instructional activities were developed using the National Theatre Arts Education Standards and 4-HCCS Theatre Arts Curriculum. Additionally, ample time was given throughout the camp, to allow youth to exercise their creativity by providing a safe and emotionally supportive environment for youths to develop their own performances for peer review. **Results:** Participants in the 2001 camp completed pre/post tests based on specific facts addressed in the National Theatre Arts Education Standards, while youth in the 2002 camp were administered pre/post Creativity Measuring Instruments. Both tests show significant growth in both creativity and the grasp of basic theatrical knowledge. **Conclusion:** Results from tests demonstrate the effectiveness of using theatre arts activities to enhance youth creativity. As this camp is quickly becoming, one of the more popular of Levy County 4-H day camps, it is becoming evident that a year-round program may be beneficial to the community.

#### **Around-the-World Camp Provides Young People with a Passport to Cultural Understanding and Encourages Diversity (03)**

**S.L. Ellison\***, Levy County

**Keywords:** camp, youth, multicultural, diversity, team-building

Being from a rural community with little diversity, (total population- 33,995; 29,586- Caucasians, 3,778- African-Americans) Levy County youth receive minimal exposure to diverse peoples. In a time of increasing global conflicts, young people are vulnerable to

developing unhealthy attitudes toward cultures foreign to themselves. Domestically, Levy County 4-H has recently seen conflicts as our at-risk afterschool participants (largely minorities) have become increasingly involved in more traditional 4-H activities, that once were primarily populated by middle-class Caucasians. **Objective:** To develop and increase cultural acceptance and understanding among participants. To encourage diversity and integration through teambuilding. **Methods:** The 2<sup>nd</sup> Annual Levy County 4-H Around-the-World Day Camp, saw 4-H'ers participating in team-building activities, discussions on topics such as prejudice and discrimination, as well as activities designed to encourage an interest in other cultures (folk-dancing, foreign foods and languages, etc.) **Results:** A pre/post test, developed in 2002, indicated an overall improved appreciation and understanding of diverse cultures among all participants. In 2003, four youths were selected for case studies and were evaluated through observation by counselors, staff, and agent, during the week. A follow-up survey will be sent to participants approximately two months later, to further evaluate behavior changes. The 2002 Pre/Post tests demonstrated very encouraging improvements in the areas of cultural understanding and appreciation. It is believed that the 2003 test will demonstrate behavior changes, further proving the effectiveness of this programming. **Conclusion:** This camp has been very popular among the youth participants, indicating the potential to tap into that interest through activities such as IFYE, and State Exchange programs.

#### **Making the Case for 4-H Clubs (00)**

**S. G. Fisher**, Cornell cooperative Extension

**Keywords:** 4-H clubs, community youth development, developmental assets, research

4-H Agents, volunteers and parents have observed the benefits of the 4-H Club experience among youth participants for many years. A landmark 4-H study has now helped document these benefits. **Objective:** The study's goal was to answer several questions: does 4-H Club participation make a difference in the lives of New York State youth and contribute to positive youth development? How can current programs be improved? **Methods:** the key measurement instrument was the NY State 4-H Club's "members only" Survey that was designed using the Search Institute's developmental assets framework. Data from 3200 youth grades 5-12 was compared with the data from youth participating in Search Institute Profiles of Student Life: Attitudes and Behaviors Study. Additionally, youth and supporting adults responded to questions describing the current program and areas of needed improvement. **Results:** On all developmental assets tested, 4-H club youth scored higher than youth in the studies conducted by the Search Institute. Many opportunities for 4-H club program improvement were identified. **Conclusions:** 4-H clubs do make a difference in the lives of current youth participants. No surprise! As Cooperative Extension renews commitment to 4-H club work, another important dimension of the program must also be attend. Current research on communities indicates that the "social capital" needed in communities to support 4-H clubs has significantly declined in recent years. **Conclusions:** Rebuilding "social capital" in targeted communities of all socio-economic status is another key component of the case for 4-H clubs.

#### **Remote Control Sci-Tech Day Camps Build Partnerships with Schools (00)**

**A. Fuller**, Levy County; **B. Heberling**, Polk County

**Keywords:** SSS, youth, learning, activities, recreation, knowledge

**Objectives:** 1) Provide practical application for youth to learn science standards. 2) Expand knowledge of science principles and concepts beyond what was learned at the students present grade level. 3) Provide a positive alternative to unstructured, unsupervised summer leisure time (safe & fun) and limiting negative influences. **Methods:** Plan learning activities based upon the Sunshine State Standards (SSS) for Science and Math. Develop a five day, day camp and recreational activity format. Solicit participation by advertising both content of program and fun learning activities as well as recreational opportunities. Pre and post test were developed to test knowledge before and after the day camp program. Year long follow up activities have been planned in a club setting to further students knowledge and cooperate with schools in the learning process and study long term effects. **Results:** There were a total of 56 youth recruited. Of the youth that completed the pre and post test, there was a 17% increase in test scores for the 12 and under and a 22% increase in test scores for the over 12 age group. Students gained an average of 14 additional curriculum standards (SSS) as identified for their level. **Conclusions:** The success of efforts of youth recruitment depends on knowledge, recreation, socialization and individual attention from significant adults. With the absence of 4-H Specialist to provide assistance with innovative programs, it becomes essential for 4-H Agents to research and develop their own programs that benefits youth.

#### **Study Tour Examines Alternative Funding Strategies for Florida 4-H Camping (02)**

**A. Fuller\***, Levy County

**Keywords:** Camping, Funding, Private Support

A Five day study tour at Virginia 4-H Camping was conducted to look at alternatives for enhancing the private support for Florida 4-H Camping. The project was organized by the Florida Association of Extension 4-H Agents (FAE4-HA) Programs Committee as a direct result of the threatened closure of two of the four Florida Camps due to state budget cuts. **Objective:** To develop viable alternative strategies for enhancing private support for Florida 4-H Camping/ Camps. **Methods:** A four member study team representing each of the camps was recruited and visits were made to five Virginia 4-H Camps, individual camp board representatives and Virginia state administrators. Information (researched alternatives) was compiled by the team for presentation to FAE4-HA, individual Camp Advisory Committees, and 4-H Administration. **Results:** Viable alternatives or strategies were found that would help secure the future of Florida camping. Virginia has been very successful in supporting camps through private gifts, private users, and 4-H camper enrollment. Many of their strategies could easily fit in the Florida System. **Conclusion:** The Future of Florida 4-H camping could be substantially enhanced through the private support strategies found through the study tour. The key will be whether the Florida system will allow implementation.

#### **Kids and the Power of Work (KAPOW) (05)**

**J. Gibson\***, **K. Roberts\***, Miami-Dade County

KAPOW is a national network of business-elementary school partnerships which introduce young students to work-related concepts and experiences that can be continually reinforced throughout their formative years. Miami-Dade County Public Schools is part of the KAPOW network and works with area businesses and organizations to provide a unique experience for students on all grade levels. **Objective:** To increase the student's understanding of how the information and skills they learn in school correlate to life on the job. **Method:** Miami-Dade County Extension Agents partnered with Lillie C. Evans Elementary School to implement the KAPOW Program. Seven lessons on job and career awareness, positive work habits and attitudes, teamwork, communication, overcoming bias, and a worksite visit were presented to 23 fourth grade students. Through these lessons, students learned about working and school's relevance to work in a way that was fun and exciting. **Results:** As a result of participating in the KAPOW program, students learned how talents, interest and abilities can lead to meaningful work. At the worksite visit the students were able to bring together the major concepts they learned about work in previous lessons. **Conclusion:** A partnership with schools to deliver the KAPOW curriculum provides life skills such as teamwork, and develops oral and written skills which meet 4-H objectives. Additionally, it provides an opportunity for the schools to become familiar with and participate in other 4-H programs.

#### **Give Forests a Hand (03)**

**M. J. Goodchild**, Walton County, **L. S. Jackson**, Okaloosa and Walton Counties, **K. B. McDonald\***, Walton County, **S. O. Dunning\***, Okaloosa and Walton Counties

**Keywords:** youth, forest, natural resources, service learning

Give Forests a Hand (GFAH) is a youth program for environmental action and community service, developed by the School of Forest Resources and Conservation, University of Florida/IFAS. **Objective:** To involve youth in the investigation of forests and related environmental concerns. GFAH empowers youth to develop projects that benefit the local community, while using their abilities and interests to better their decision making, communication, and citizenship skills. **Methods:** Walton County Extension Agents built on the GFAH foundation partnering with elementary school teachers, Master Gardeners, Florida Division of Forestry, and local Soil and Water Conservation District to implement a five-month program. One hundred-six fourth grade students developed life skills while engaging in hands-on learning experiences in the following subject areas: forest management, dendrology, designing a nature trail, soils and erosion, water cycle, ecology, orienteering, composting, butterfly gardens, and tree planting. Classroom instruction was enhanced with outdoor applications on school grounds. **Results:** Students designed and planted a school butterfly garden and nature trail. Students then researched, developed, proposed, and completed a community service action plan. Implementing the action plan resulted in the planting of eight native tree species, totaling more than five hundred trees, at a newly developed county government and education center. Students reported that this program instilled a sense of responsibility for their natural resources and pride in their community. Teachers noted this program provided important learning memories for students, missing from today's school curriculum. **Conclusion:** This service-learning project produced new forest resources and lifetime stewards as well.

#### **Proud to be ME! (98)**

**D. Gordon**, Jefferson County

**Keywords:** at-risk youth, hygiene, self-image

**Objective:** To provide at-risk youth with knowledge of basic hygiene and useful daily supplies, preparing them for daily living and building self-concept. **Methods:** Separate sessions were held by gender at the Monticello Boys and Girls Club. Hygiene topics presented focused on body cleanliness, hair, face, teeth, and handling body changes that occur during puberty. A board game was developed to reinforce the materials presented. Each participant received a "Proud to be ME!" goody box filled with basic hygiene supplies of their own. **Results:** Youth received factual information about their bodies and were given an opportunity to ask questions. Over 79% of youth indicated learning something new they could actually use. **Conclusions:** Youth left the program with a greater understanding of their bodies and the importance of good hygiene. They displayed a stronger sense of pride at the program's conclusion. Providing at-risk youth with opportunities to learn about and understand daily living can impact their self-concept and their futures.

#### **It's a Jungle Out There: How to Enter the Job Scene (04)**

**D. Gordon\***, Leon County Extension, **E. Shook**, Leon County Extension, **B. Miller**, Leon County Extension

A teen's first job provides many opportunities: learning new skills, discovering a passion, and making money. Leon County 4-H and Family and Consumer Sciences teamed up to provide *It's a Jungle Out There: How to Enter the Job Scene*. **Objective:** Teen participants will learn necessary skills for entering the job market. **Methodology:** This three-day employability skills workshop targets teenagers with little or no experience in the job market. Teens engage in writing a resume, requesting and completing job applications, and participating in mock interviews. Other sessions include dressing for success, job etiquette, and money management. **Results:** At the conclusion of the program, participants reported they would approach the search for a job differently, and they would use the information provided in the workshop to get a job. Knowing how to appropriately dress and act when requesting applications and interviewing for jobs are important skills most participants reported learning. After completing mock interviews, interviewers provided feedback to the candidates, offering useful information in preparation for future interviews. At the conclusion of the program, participants set goals related to entering the job scene. Five months after the program, one-third of the participants reported having asked for and completed job applications. **Conclusion:** This workshop is successful in improving employability skills of teenagers. The success of this program is in part due to its many community partners, including JC Penney, Florida State University Career Center, Publix Super Markets, Leon County Human Resources, and other local businesses.

#### **Horse Advisory Boards the Work Horse of 4-H Horse Program (04)**

**R. Gore\***, Brevard County Extension

**Objective:** The objective is to identify and train volunteers and youth associated with the horse program to work as an effective middle management committee to organize the programs of the County 4-H Horse Program. **Method:** The Horse Advisory Board

requires a commitment of monthly meetings and participation in committees designed to conduct the activities and events of the 4-H Horse program in conjunction with addressing the needs of education and life skill development working in partnership with youth and 4-H Extension Faculty. **Results:** 4-H Horse Program parents and volunteers take ownership of the program. Youth have the opportunity for leadership experiences working in partnership with adults on the committee. Through the partnership and delegating responsibilities the 4-H Agent is free to concentrate on providing or administrating quality educational programming in this department as opposed to being an event coordinator for horse shows and activities. **Conclusions:** Managing Horse Advisory Boards can be an intimidating undertaking. The skills needed to be successful in the Horse Industry require individuals to have a good work ethic; be decisive and quick to react. Individuals involved in the horse program are usually very self-directed; independent thinkers with a driven passion for their industry. The challenge is directing these qualities to work for the program. Just like their equine counter parts; untrained or poorly trained volunteers can wreck havoc. However, with patient quality training they can be the work horse of the 4-H Horse Program.

#### **"Games Horse People Play" (05)**

**R. Gore\***, Brevard County

**Objective:** The objectives are to present fun, unique and educational games that agent's can use in making learning fun in their horse program. Agents can use these games and or teach volunteers and teen leaders how to use the games in their club meetings. These games help reinforce basic elements in the horse project for use in training for horse bowl or just increasing project knowledge. These games may spark creativity for creating additional games for educational enjoyment. **Method:** Some of the games taught will be Horse Bingo; Parts of the Horse Relay Race; Tack Relay Race; Horse Jeopardy. As well as a financial matching game and a manure management game. Take home patterns will be provided for constructing these in-expensive, easy to make, fun games. **Results:** 4-H projects are based on hands on experiential learning. These games incorporate that essential ingredient for learning and remembering project knowledge. 4-H Agents will be have resources to use themselves or teach to volunteers to implement interesting fun activities in the educational portion of the club meeting or on a special activity day. **Conclusions:** We remember little of what we hear, some of what we read and most of what we do. These hands on activity games make learning fun and give the youth the opportunity to play together in team-work environment. Playing together while learning make a solid foundation for a successful club or project

#### **Embryology School Enrichment "The Chicken And The Egg" (05)**

**R. Gore\***, Brevard County

**Objective:** The objectives are to present step by step methods for agents to introduce and implement embryology school enrichment program in their counties. Members will be taught how to market and get schools involved in the program; sources of equipment and potential embryo's for implementing the program and the curriculum that support conducting the program. **Method:** Marketing the program through teacher orientations at the beginning of the school year and established contacts with educators. Teachers often have the equipment and just do not know how to use it. Grants are available to purchase equipment. Sources for viable, fertile eggs through 4-H members enrolled in poultry project or adults clients of the Livestock Agent. Curriculum is available through 4-H in the form of an embryology project book author B. Renner and through Cooperative Curriculum Service. **Results:** 4-H Agents will be able to gain an understanding of how to market and implement an Embryology School Enrichment Program. They will have resources for purchasing equipment. Finally, they will have the curriculum and information to conduct successful interesting classroom presentations on embryology. **Conclusions:** School Enrichment is an excellent way of promoting 4-H to youth in the school community. Embryology school enrichment is an experience that helps youth re-connect with their agricultural roots in understanding the rudiments of poultry production and where their food comes from. Additionally, students gain an excitement about science.

#### **Building Character in Businesses, Communities and Youth (99)**

**T. Grant**, (formerly) St. Johns County

**Keywords:** character building, youth organizations, businesses, faith communities

**Objectives:** Mobilize and standardize a county wide effort to build character concentrating on adult modeling and teaching with youth and adults. **Methods:** Three days of extensive training from CHARACTER COUNTS! was provided by the St. Johns County Chamber of Commerce and St. Johns County School Board for one teacher from every school and eight people from businesses, the faith community and youth organizations. A task force was set up for the overall county program with goals of obtaining non-profit status and mobilizing community wide efforts. Individual task forces were set up to identify and train people in all sectors of the community, as the initial training enables the participants to train others. Trainings were held for 4-Hers and leaders. In turn, the trained 4-Hers assisted in District 4-H training. **Results:** The success of the efforts will depend upon the group's ability to continue the program. Results will be evaluated more extensively in five years. The committee was able to mobilize the support of local business like Publix and Northrop Grumman for their employees, for advertising, and monetary support. CHARACTER COUNTS! has been infused into the everyday language of the youth and citizens of St. Johns County. County wide events have been ordained, business signs, television, radio, newspapers and billboards reflect the efforts. **Conclusion:** This model provides a good test of a community's abilities to work together, to involve business, government, and residents in a common effort.

#### **Evaluating Life Skills Gained Through 4-H Club Involvement (02)**

**L. Guion\***, Department of Family, Youth and Community Sciences and **A. McKinney\***, Duval County

**Keywords:** 4-H Clubs, evaluation, life skills

**Description:** This abstract session will provide 4-H agents with information on three tools for evaluating their 4-H club program. A 4-H club member evaluation tool will be shared that measures the knowledge selected, and life skills developed in 4-H. A parent evaluation tool will also be provided the agents. The parent tools measures parents' satisfaction with the knowledge, developmental assets and life skills that their child(ren) are developing through involvement in 4-H clubs. A volunteer leader tool that measures

volunteer satisfaction with the skills and knowledge that the young people are learning will also be shared. **Objectives:** The objective of the instruments are to measure the extent to which specific life skills and assets are developed in 4-H Club. The instrument assesses the perceptions of both the 4-H member and their parents. **Methods:** The instrument was piloted in 10 counties during the spring and early summer of 2002. Results will be analyzed and a report summary will be shared with the agents during this presentation.

#### **Coordinated Youth Activities in Jefferson County. (98)**

**L. Halsey and J. Lilly,** Jefferson County

**Keywords:** grant, community, coordination, youth activities, Listening Project

Communities where R.E. Turner III owns property, including Jefferson County, were invited to apply for youth development grants. **Objectives:** For 4-H to participate in and give leadership to the proposal and implementation of a youth development grant from Turner Foundation. To provide immediate financial assistance to youth groups while creating an institutional framework for long-term, diverse youth programs and activities. **Method:** Youth desires as expressed by 4-H Listening Project (FAE4-HA Abstracts, 1996) supported the proposal. Grant called for formation of a representative Jefferson County Youth Council, with a half-time executive director. Groups proposed mini-grant funded projects and activities. 4-H initiated a youth center for Internet access, with purchase of dedicated net computers. As an element of consolidated youth projects, 4-H edits and circulates an activities calendar monthly. Director wrote grant proposal and serves on board of Council. By-Laws and Incorporation Articles dictate that at least 25% of Board be youth, many of whom are 4-H members. **Results:** An 18-month grant for \$75,000 allows youth groups to work in a coordinated, collective manner. Short-term funding assists Boys and Girls Club, Scouts, 4-H, Arts, Theater, Babe Ruth Baseball, Library and other groups to initiate new, targeted projects. Significant first step in joint youth efforts has been made through formation of Council. **Conclusion:** Youth groups are working together, jointly seeking a youth activity center. Youth's own expressed needs had significant impact on the community and the granting agency.

#### **4-H / FCE Intergenerational Mentorship. (98)**

**J.E. Harper,** Pinellas County

**Keywords:** FCE, intergenerational, mentorship

**Objectives:** To increase intergenerational activities in 4-H in Pinellas County. Provide an opportunity for two departments, FCE and 4-H, of the Cooperative Extension to collaborate to provide educational opportunities for youth and adults. **Method:** A \$1000.00 grant was written and received to start a 4-H project club where FCE members taught youth ages 8-12 to sew. **Result:** Twelve youth were taught by seven FCE members to sew, while forming intergenerational relationships. **Conclusion:** Pinellas County has a large number of residents who are retired. Many love children, but are not always comfortable in their interactions with them. With today's transient society many youth do not have the benefit of grandparent interaction, and therefore are often unsure of how to interact with older adults. This project provided the opportunity for different generations to interact using a project they both enjoyed. This club was so successful in its first year that all members and leaders are continuing the club for the 1998-99 4-H year.

#### **Pinellas County 4-H Teen Council Day Camp. (98)**

**J.E. Harper,** Pinellas County

**Keywords:** teens, community service, leadership, grant

**Objectives:** To increase the leadership skills of 4-H Teen Council members through a community service activity. To provide an educational learning experience for 13 underprivileged children ages 8-12. **Methodology:** Teen Council members applied for and received a Youth As Resources grant for \$799.00 to conduct a week long day camp for underprivileged children. During the camp the Teen Council members ran workshops about wildlife and marine science, scheduled guest speakers in these areas, and provided field trips to the Florida Aquarium and Lowry Park Zoo. **Results:** Thirteen girls were educated in the areas of Wildlife and Marine Science, while having fun and making new friends. Eight Teen Council members increased their leadership skills through this community service project. They also learned how to write a grant themselves, and then to present it to a panel of youth and adults for approval. **Conclusion:** Teens are capable of doing many great things for their community. The Youth As Resources grant gave the Pinellas County Teen Council the resources to do a community service project they normally would have not been able to afford to do. The project increased their leadership, public speaking, and writing skills, which in turn increased their confidence in themselves.

#### **Community YouthMapping: Youth Identifying Resources (99)**

**J. Harper,** Pinellas County.

**Keywords:** YouthMapping, resources, opportunities, community, adult partnering

**Objectives:** To provide youth the opportunity to learn about community advocacy, leadership, and develop useful skills, such as workforce preparation and public speaking. To strengthen neighborhood associations through youth and adult partnering. To identify community assets that can counteract identified risk factors and develop a local comprehensive map for these resources. **Methods:** Thirty-two youth were hired to YouthMap three cities in Pinellas County. An intensive thirty hour training was given to youth on YouthMapping, team building, leadership, and workforce preparation. Youth then spent seven weeks mapping by using their eyes and their feet to identify resources for themselves, their family, and their friends. Youth canvassed these communities in search of caring adults, places to go, and things to do, and conducted face-to-face surveys. **Results:** As a result of YouthMapping in the summer of 1999, the thirty-two youth mapped over 2600 community landmarks, local businesses, and recreational opportunities, which covers approximately 250 square miles of Pinellas County. This information has been placed in a database and will be used by youth and adults in these communities to advocate for needed programs and services and increased business participation in youth development. An interactive website is also in development to provide youth with a source of information for youth opportunities. **Conclusion:** YouthMapping is not a one time program, but a continual process for youth to learn skills needed to become productive and active citizens and equip them with valid data needed to effect changes in their communities. A \$150,000



grant from the Juvenile Welfare Board was awarded to the Pinellas County 4-H department to continue mapping Pinellas County in its entirety by September of 2000.

#### **4-H Pizza Garden: An Agricultural Adventure (01)**

**J. Harper\***, Pinellas County

**Keywords:** food origin, importance of agriculture, elementary age youth, curriculum, pizza, Florida State Standards

**Objective:** Pinellas County is the most densely populated county in Florida with an average of 3,170 residents per square mile. As an urban area, many youth do not know where their food originates. This was evident from a 1999 needs assessment with 150 elementary ages youth in the public schools. The 4-H Pizza Garden: An Agricultural Adventure was created with funding through the Florida Innovator's Program to afford 300 - 3<sup>rd</sup> and 4<sup>th</sup> grade at-risk youth the opportunity to learn the importance of agriculture and understand the origins of their food. **Methods:** This program uses a combination of an eight lesson curriculum, web based activities, and a day of hands on workshops designed to teach young people where their food originates from by using something kids love to eat...pizza. All of the lessons have been matched to Florida State Standards and cover subject areas such as, mathematics, social studies, language arts, and science. **Results:** Preliminary results from pre and post-testing show that 80% of the 112 youth that participated in evaluation testing increased their scores on their post test. **Conclusion:** While this program was piloted in the school system as a 4-H School Enrichment project, it could also be used in 4-H clubs, after-school programs, and home school programs. This curriculum stresses the importance of food origin and Florida agriculture.

#### **Challenger School Learning Garden: a 4-H Youth Community Service Project (99)**

**L. J. Harris**, Martin County

**Objective:** The objectives of this "hands-on learning" program were varied. We wanted our teen 4-H youth to have something to do that was not a summer camp type program. The priorities were to have them utilize leadership skills, plan, implement and finish a long term project, involve community businesses in a 4-H community service project, and apply for awards, recognition and grants. We also knew one of the needs of our handicapped youth in Martin County was to have a learning garden at their school.

**Methods:** The program included different phases of teaching activities. During the project, the teens utilized math skills and learned construction techniques. They also learned how to involve community businesses in their community service activities. After the garden was finished, the handicapped youth were taught gardening skills that will be utilized to maintain the garden. **Results:** The 4-H teens maintained the leadership of this project, providing the manpower and finding funding/ supplies from local businesses. They learned both the construction and management ends of this project, working hard within all phases. The local recognition expanded as they received a national **COLGATE** award, and a 4-H Community Pride grant. The youth at *Challenger School* are now able to incorporate the "hands on" garden program into their school curriculum on a continual basis. **Conclusions:** The Martin County 4-H youth accomplished their goals. As local dignitaries, school officials, parents and youth attended the garden's dedication, our 4-H members felt a tremendous sense of pride and accomplishment. As a result, each of these youth are continuing to be more active in their community and school.

#### **Everything You Wanted to Know About 4-H: 4-H 101 Training Program (04)**

**J. Heady\***, Okaloosa County; **E. Shephard**, Brevard County; **G. Bender**, Hillsborough County; **P. Davis**, Bay County; **J. Jordan**, FYCS.

**Objective:** This training program is designed for Extension faculty with 4-H responsibility, staff assistants and Master Volunteers. This training explores our 4-H heritage, organizational structure, the How-to's of a 4-H Club: saying the pledge, running a meeting, conducting project sessions, the role of officers, record books and more. **Methods:** A three-day workshop that is experientially based is the delivery. Demonstrations, simulations, buzz groups, videos, mini lectures, teach-backs are some of the methods used. **Results:** Florida 4-H will conducted two (2) training sessions this fall. At least 60 professionals will participate in this curriculum that was designed by the 4-H Military national initiative to train the military youth workers in our program. As agents participated in this training, it was apparent that this was indeed valuable for 4H staff. **Conclusions:** The 4-H 101 training provides staff that was not a 4-H'er with the experience of what the 4-H program is about and how to conduct specific training such as running club meetings, teaching project meetings, skill-a-thons and more.

#### **Money Adventure (05)**

**J. Heady\***, Okaloosa County; **E. Courtney**, Okaloosa County; **L. Royer\***, Marion County

The spending behavior of youth combined with their limited understanding of money management promotes habits that may lead to costly financial mistakes today and in the future. With youth having a greater access to money allowing them to spend \$175 billion in 2003, they are becoming a growing target of marketing campaigns and credit companies. **Objectives:** To improve the financial management skills of youth by increasing knowledge of proper money management resulting in better consumer practices. Youth will improve several financial management skills which include developing a budget, buying a car, writing a check, understanding credit, make banking selections, identify investment options and career choices. **Methods:** Okaloosa and Marion County provided separate money day camps ranging 3 to 5 days. Through collaboration, the FCS and 4-H departments developed a comprehensive curriculum which included a variety of instructional strategies for optimal learning. Methods included lecture, workshop, hands-on activities and field trips to banks, car dealerships, the mall and the local community college. **Results:** One-hundred and fourteen youth participated between the two counties. Okaloosa's evaluations indicated increase in knowledge: 85% understand dealer invoice stickers and 90% can write a check. Marion youth reported a 94% adoption of at least two practice changes; most common included maintaining a budget (50%) and saving money (50%). **Conclusion:** Though youth are a difficult audience to reach, this program featured an ambitious curriculum. Success can be attributed to the innovative teaching strategies and real life simulations that match the interest and energy of youth.

#### **New 4-H Club Organizational Leadership Training Materials (00)**

**W. Heltemes\***, Alachua County

**Keywords:** Volunteers, Youth Development, Community Clubs

**Objectives:** To develop a training program for adults, regardless of educational level, wishing to organize a community 4-H Club. **Methods:** Recruiting, training, and retaining 4-H community club leaders is a crucial factor in developing successful 4-H community clubs. This program is an attempt at developing an intensive and in-depth training program to meet this need. The training program developed consisted of seven 3 hour workshops on how to organize and lead a 4-H community club. The program was conducted twice, with both a traditional audience and from a housing project. Classes modeled 4-H club meetings with the agent serving as the club leader and the volunteers as club members. Topics covered in the training series included: Introduction to 4-H and the Extension Service, Role and Responsibilities of the Club Leader, Volunteer Policies, What is 4-H?, 4-H Projects - Tools for Learning, Youth Development - Planning Age Appropriate Projects and Activities, Safety Concerns in Working With Youth, Teaching a 4-H Project Activity, Working With Children, How to Teach a Demonstration, and others. At the end of the program each volunteer received a New 4-H Club Leader Notebook with notes from each workshop session and the lesson plans for the first nine 4-H club meetings. **Results:** Seventeen adult volunteers participated, including three new organizational leaders from existing clubs. Fourteen completed the program. In the second training series there was perfect attendance. One club has been successfully organized. Three clubs are in the process of organizing. **Conclusion:** From participant evaluation it appears not only is there a need for in depth training prior to being a club leader, but also a desire to participate in such a program.

#### **Florida 4-H Sportfishing Program (98)**

**T. Henderson**, Okaloosa County and **B. Diersing**, Monroe County

**Objective:** the 4-H Sportfishing Program is a youth development program that provides a comprehensive curriculum designed to develop life skills while providing information and motivation to youth and adult audiences interested in sportfishing and/or aquatic resource stewardship. **Methods:** Youth will fully utilize the 4-H slogan "learn by doing" while participating in the 4-H Sportfishing Program. The program is divided into four (4) sections: angling skills, aquatic ecology, angling ethics and tackle crafting and maintenance. Each section provides 'hands on' activities for youth to participate in. The program promotes, encourages, and assists the establishment of mentoring relationships between adult volunteer and youth members in the community club setting. **Results:** This program has not yet been implemented in Florida. **Conclusions:** This program has the potential to help youth understand and appreciate all aspects of aquatic resource management and environmental stewardship.

#### **4-H Sport Fishing Leader Training (99)**

**T. Henderson**, Okaloosa County & **B. Diersing**, Monroe County

**Keywords:** 4-H, fishing, volunteers, mentoring

**Objective:** The 4-H Sport Fishing Leader Training is a program designed to assist volunteer leaders in mentoring youth while learning about sport fishing. The training uses comprehensive curriculum designed to develop life skills while providing information and motivation to youth and adult audiences interested in sport fishing and/or aquatic resource stewardship. **Methods:** Volunteer leaders will fully utilize the 4-H slogan "learn by doing" while participating in the training. The training is divided into 5 sections: coordinating a county program, angling skills, aquatic ecology, angling ethics and tackle crafting and maintenance. Each section provided 'hands-on' activities for leaders to facilitate. The training promotes, encourages, and assists the establishment of mentoring relationships between adult volunteers and youth members in a community club setting. **Results:** Nine (9) volunteer leaders attended this training conducted by instructors from 3 cooperating agencies at the 1999 4-H Leaders Forum at Camp Ocala. One-hundred percent (100%) of the participants rated the program as "Excellent" and 100% are interested in receiving up-date materials and advanced training in sport fishing curricula. **Conclusions:** Florida provides numerous 'outdoor classrooms' for adults and youth to learn together in. Adult volunteers left the program excited about mentoring youth in a non-formal, non-competitive, educational approach the 4-H Sport Fishing provides.

#### **Hamilton County Youth Agriculture Day (97)**

**G. Hicks**, Hamilton County

**Keywords:** youth agriculture day

Hamilton County is a small rural North Florida County (population 12,001) in which there are three major employers - Government, PCS Phosphate and Agriculture. Over \$20 million was generated from agriculture in 1996. Surprisingly, 50% of the youth in this county have little or no idea or concept of what agriculture is and where many agricultural products come from. Only 7-8% of recent high school graduates work in agriculture related careers. **Objective:** To increase the youth awareness of agriculture in Hamilton County. 300 youths in grades 3rd-4th at North, South and Central Hamilton Elementaries were taught about agricultural production and its importance to the local economy. **Methods:** Youth rotated through seven different learning stations scattered throughout the arena. At each station, a knowledgeable volunteer presented a brief discussion of a farm production system represented at the site. The 1997 program included, among other enterprises: sheep, goat, beef, dairy, chicken, rabbit and pork production, corn growing, cotton growing, lye soap making and the development of improved equipment. **Results:** Evaluations show that youth increased their knowledge by 59%. Each youth received a packet consisting of goodies and educational materials donated by many ag related agencies such as: the Florida Peanut Growers Association, Florida Cattlemen's Association, Florida Dairy Council and Florida Farm Bureau. **Conclusions:** This program gave the youths a "hands-on" learning experience in a fun but educational atmosphere teaching them the importance of agriculture to our county.

#### **Hamilton County Youth Earth Day. (98)**

**G.T. Hicks**, Hamilton County

**Keywords:** youth, earth, day

Natural resources is an issue of concern for county residents. It can no longer be taken for granted. Roadside littering is a common problem. Four area private wells have been polluted, according to DEP. The best place to start environmental education is with the young, hoping that they will develop practices that will help our environment. **Objective:** In an effort to increase the youth awareness of the environment, 3rd grade youths at North, South and Central Hamilton Elementary's are taught about the environment and its importance by participating in our annual "Earth Day" program. **Methods:** Topics taught by use of handouts and visual aids at the annual program include global warming, groundwater pollution, the 3 R's of solid waste (reduce, reuse, and recycle), products that come from trees, the importance of trees as well as the proper way to plant them. Youths are given a slash pine seedling to take home and plant and/or a class tree is planted in a designated area on the school campus to help beautify as well as help clean up our environment and fight global warming. **Results:** Teacher survey as well as agent observation shows that this program is effective in teaching good environmental habits and also that teachers want this program to continue on a yearly basis. **Conclusions:** This program gives the youths a "hands-on" learning experience in a fun but educational way teaching them to be better environmental stewards.

#### **4-H Family Camp in Columbia County. (98)**

**C. Higgins**, Columbia County

**Objectives:** To increase the amount of quality family time that 4-H families spend with each other in a fun, outdoor setting. Provide younger 4-H members (ages 5 to 8) with a positive camping experience. **Methods:** A family camp committee was formed from interested parents, leaders and youth 4-H members. The 4-H Family Camp committee decided to use Oleno State Park as the site for our 3rd annual Family Camp. Oleno was chosen for the price, convenience and rustic setting. A very informal schedule of activities was planned and guest speakers were contacted. A goal of 15 families was set by the committee for 1998. Family Camp was advertised in the newsletter for 6 months prior to the event. **Results:** Fifteen families participated in the 1998 4-H Family Camp. Each family was housed in an individual cabin and took turns with camp "duties". Activities included: making family tee-shirts, an all camp volley ball game, a children's night hike, a Sunday service planned by the teens, and a historical reenactment. Because of the rustic setting (no phones, televisions, etc) families participated in all activities as a "family unit". Every family indicated that this camp was one of the best ways to be together as a family. All younger 4-H members indicated that they enjoyed their 4-H camping experience. Reservations have already been made for the 1999 4-H Family Camp and the committee has already made additional suggestions for improvement.

#### **4-H Youth Participate in Judging Fun at The Fair (99)**

**C. Higgins**, Columbia County, **B. Heltemes**, Alachua County, & **K. Schinkle**, Bradford County

Conference Judging Builds Self Esteem in youth exhibiting 4-H projects at the local fairs. **Objectives:** Making the judging experience equitable to all participants. Enhance learning experience of 4-H fair exhibitors. **Methods:** Alachua, Bradford and Columbia Counties utilize conference (interview) style judging for youth exhibiting non-livestock projects at the county fairs. This style of judging consists of youth sitting down with a judge and reviewing exhibit items. Judges ask questions and youth have the opportunity to discuss project achievement and ask questions of the judge. Both judge and youth have input of final ribbon placing. **Results:** Last year over 400 youth participated in conference style judging in the 3 counties. All youth received immediate positive feedback as well as an increase in self esteem, self confidence and learning to stand up for what they believe in. **Conclusion:** Agents and youth exhibitors in all three counties have agreed that this very simple method of judging fair exhibits is the most positive and beneficial method for youth. Although each county uses conference judging in different ways, the style, method and outcomes are the same.

#### **Florida 4-H Shooting sports Program - Teaches Youth Responsibility, Discipline and Confidence to meet Tomorrow's Challenges (00)**

**W. E. Hill, Jr.**, Polk County, **D. Bennett**, Wakulla county, **A. Fuller**, Levy county, **B. Heberling**, Polk County

**Keywords:** 4-H Shooting Sports Program, volunteer leader training

4-H Shooting sports is one of the fastest growing programs in 4-H today. In addition to teaching youth concepts related to shooting safety and firearm responsibility, the curriculum offers opportunities for youth to develop important life skills such as citizenship, leadership, sportsmanship, ethics, critical thinking and an appreciation for nature. 4-H Shooting sports is a community-based, volunteer-direct, family-oriented activity that emphasizes hands-on learning. **Objectives:** To provide the leadership and management of the 4-H Shooting sports program. This includes training, curriculum development, program oversight, youth activities, donor relations and image enhancement. **Methods:** Over the past five years, members of the group have planned, coordinated and taught 10 state-wide volunteer trainings, two in-service trainings for agents, provided information upon request on how to state a shooting sport club, provided youth shooting sport activities during 4-H Congress, Senior Camp, shooting Sports Camp and one state match. **Results:** Facilitated and conducted five 20-hour State Shooting Sports Leader trainings at 4-H Camps Ocala, Cherry Lake, and cloverleaf (212 volunteers trained). 460 youth participated in one or more shooting sports activities. **Conclusions:** Significant impact was realized. The 4-H Shooting Sports program may be one of the fastest growing programs in the state with information being given out to agents and volunteers weekly.

#### **Volunteer Screening: Protecting Tomorrow's Youth Today (01)**

**J. Hink\***, Pasco County and **D. Smith\***, Manatee County

**Key Words:** Volunteer Screening, Volunteer Management, Volunteer Recruitment

Adequate background screening is a concern for every organization that utilizes volunteers. In the early years, 4-H had a history of accepting almost any warm body as a volunteer (Hiller, 1992). Now, volunteer screening is more discriminating, creating policies which may be time consuming and costly. A volunteer screening program may become routine, but having an ineffective one could damage the organization's image and reputation for years to come. This is particularly true of 4-H whose mission is to create supportive environments for diverse youth and adults to reach their fullest potential. NAE4-HA also promotes volunteer screening as

a means of strengthening the youth development profession. Screening is needed when volunteers will be: 1) working with vulnerable people, such as children, 2) working unsupervised, and 3) handling money, or put in similar positions of trust. Though 4-H fits into all of these, frequently a sound set of comprehensive policies dealing with volunteer screening is missing. There is no screening device in the world that comes with a guarantee. But as educators and at times caretakers of youth, 4-H professionals have a duty to exercise reasonable care in the protection of youth. In this session participants will: 1) learn why having a sound screening program in place is a key component in risk management, 2) learn how to conduct criminal records checks, and how to interpret the findings, and 3) identify appropriate screening techniques for various levels of volunteers' involvement.

#### **Water Conversation Video and Resource Tubs (02)**

**J. Hink\***, Pasco County

**Keywords:** Conversation, water, video, teaching resource

Today's youth are water consumers and future decision makers. They need to begin now to realize the values of water and the many simple, practical ways that will make them wise water users. By allowing youth to do the writing, taping and producing of a water conversation video, and learning tubs, with techniques used by youth, the message will be presented at their level and be better received by fellow youth. **Objective:** Increase awareness of water conversation among youth and to show that they can make a difference. The youth created an 8-to-10 minute water conversation video, this video stressed how youth waste water and gives them ways that they can conserve water in their day-to-day activities. To add to this video the youth made learning tubs that youth educators could check out and use to teach water conversation. The youth learned video production techniques, including scripting, shooting videotape, editing technique, still photography, artwork and duplicating/distribution methods. **Result:** The youth became knowledgeable advocates of Florida's water environment. They are able to employ the techniques learned, at home, in school and through out their lives. In addition, the youth hope that others will use this information to teach youth about water conversation. **Conclusion:** The youth that participated in the learning event are eager and excited about sharing their water conversation video and learning tubs with others, they have demonstrated some of the techniques that they learned and this was reinforced when they were able to see them on video tape.

#### **Central Florida Fair 4-H Citrus Program. (98)**

**M. Hogan**, Lake County

**Keywords:** 4-H, Citrus, horticulture, Central Florida Fair

**Objectives:** For participant youth to: (1) learn basic principles of horticulture through citrus project care, (2) develop life skills including responsibility, goal-setting, decision-making, and record keeping, (3) have the opportunity to participate in a project that has the potential to earn a profit without regard to economic or space restrictions, and (4) develop an appreciation for the Florida citrus industry. **Methods:** The program is open to youth from the six counties in 4-H District VI. Participants attend a workshop in May of the year prior to fair exhibition, and select their tree(s) from a group of the same variety and lot. Participants are encouraged to attend three workshops taught by citrus or horticulture agents covering the topics of transplanting, tree care, cold protection, pests and diseases, variety identification, and the citrus industry. Participants must complete a specially designed record book and may compete in a citrus knowledge and identification test. **Results:** In three years more than 800 youth have learned to transplant, fertilize, irrigate, and control pests on three varieties of citrus trees. In the last two years, forty-nine have studied citrus varieties, pest and disease identification, citrus care, and the citrus industry in preparation for the knowledge and identification test. The three sales have provided the 57 youth with blue ribbon trees the opportunity to earn a total of \$4275.00 on a \$5.00 per tree initial investment. **Conclusions:** Through program participation, 4-H members have had the opportunity to care for a living project while gaining an understanding of horticultural practices, record keeping, and the Florida citrus industry.

#### **4-H Summer Youth Camps in Entomology, Ornithology & Forestry (03)**

**R. Jordi\***, Nassau County

**Keywords:** 4-H Camps, Entomology, Ornithology, Forestry

Concern over poor scoring by Nassau County youth on FCAT and the need for more "learn-by-doing" activities found in 4-H instruction materials prompted the creation of three major 4-H summer camps on biological and environmental issues regarding insects, birds and trees. **Objective:** The creation of an educational camp for youth ages 5-15 that will provide science activities that reflect Sunshine State Standards in Science, Language Arts, and Mathematics. Increase use of "hands-on activities" in public and private classroom settings, home school youth, and 4-H members. **Methods:** The camps took place at local public and private elementary schools with children ranging in age between 5 and 15. Using Sunshine State Standards the insect and bird camps developed lessons on body structure, function, habitat, and significance to environment. The forestry camp focused on tree and leaf identification, structure, purpose of photosynthesis and habitat. All camps emphasized ecological awareness, respect and significance of all living things, and important role each human plays in the survival of all species. **Results:** Each group of children participated in a pre and post-test. After participating in the 4-H Insect, Bird, and Forestry Camp, over 80% of the youth could demonstrate the following skills: differentiate between harmful and beneficial insects and describe economic; cultural significance of insects; identify the function of beaks and talons; identify types of bird by habitat and eating habits; identify different types of ecosystems; and describe examples of responsible environmental behavior. This constituted an average 43% increase in learning.

#### **Using Character Education to Increase Diversity, Quantity, and Quality of 4-H Teens & Volunteers (03)**

**H. Kent \***, Jackson County

**Keywords:** character education, volunteer development, 4-H, youth

Implementing character education into an overall county 4-H program is an excellent strategy to increase the diversity, quantity, and quality of teens and adult volunteers. **Objective:** To implement a character education program to increase diversity, quantity, and quality of teens and adult volunteers in 4-H. **Methods:** Forty-seven teens and volunteers were recruited to implement a character education day camp. Teens used the *Character First!*® to teach members (K-5) how to build character into their lives through

songs, skits, crafts, games, and storytelling. Teens also implemented character activities at county camp, and formed a character leadership club. This club works with school boards, after school programs, and daycare centers to implement character programs for elementary students. Their enthusiasm prompted the 4-H office to develop a character column for the 4-H newsletter and an awards and recognition program based on the character qualities that relate to each of the four "H's". **Results:** Incorporating character education has strengthened Jackson County 4-H, resulting in an increase in minority membership by 20%, minority volunteers by 15%, and teen membership by 12%. One new club was developed as a result of this effort. Visibility and awareness of 4-H has also increased due to the programs conducted by the club at schools and community organizations. **Conclusion:** Introducing character education into a county 4-H program can result in a diverse group of teen and adult volunteers to help deliver programs and increase awareness of 4-H. In the process, they learn leadership skills, character, and role modeling skills.

#### **Fit to Ride: ATV Community Safety Team (06)**

**H. Kent**, Jackson County Extension; **M. Brinkley\***, Liberty County Extension; and **J. Bowden\***, Calhoun County Extension

**Objectives:** Jackson, Calhoun, and Liberty counties have some of the largest areas devoted to hunting, fishing, and ATV riding. Our 3 main objectives were: 1.) Educate youth ages 8-16 and their parents about safe riding techniques, 2.) Help youth increase critical thinking skills, and 3.) Enhance youth's abilities to assess risk regarding the use of ATVs. **Methods:** Funding was secured through the National 4-H Council. Youth were trained using the National 4-H ATV Safety curriculum. Program delivery methods included day camps, after school programs, fair booth exhibits, and television and radio programs. **Results:** Nearly 300 youth were reached through after school programs; 16 teen leaders taught day camps that reached 79 youth; and 6 news articles, 3 radio programs, and 1 television program reached 165,246 people. Pre and posttests were used to evaluate this program. Seventy-nine youth received ATV helmets after attending day camps. Sixty-eight youth created poster exhibits to explain to parents what they had learned about ATV safety. Youth scored an average of 86 on the pretest and 96 on the posttest. A youth reported that as a result of this program, she was able to deflect peer pressure to ride double on an ATV. **Conclusions:** This proved a very beneficial collaboration between the 3 counties and their local partners. It provided a leadership opportunity for teens, introduced a new 4-H project to the communities, and created visibility for the 4-H program. This program is easily sustainable because we already have the curriculum and teaching teams in place.

#### **Organizational Demographics & Job Satisfaction Factors Among Youth Development Professionals (99)**

**A. P. Kersey**, Polk County

**Keywords:** youth development, salaries, tenure, job satisfaction, job dissatisfaction, research

**Objective:** The purpose of this study was to investigate job satisfaction, dissatisfaction and career commitment among youth development professionals employed full-time in Florida. **Methods:** Survey research was used in the effort to collect data from 494 individuals identified for the sample. These professionals were employed by community based affiliates of organizations such as 4-H, Boy Scouts, YMCA, Girls Inc., Girl Scouts etc. Two hundred and fifty three (51.2%) useable replies were returned. Research questions were analyzed through one or more of the following procedures: descriptive statistics, factor analysis, effect size estimation, multiple regression, and correlation. **Results:** Participants in this study viewed job satisfaction as related to their capacity to do work that they considered worthwhile. They averaged 10 years in the career and often expressed concern that leadership in their organization was not vision-driven. Job stress and family stress were identified as playing significant roles in deciding to leave the career. **Conclusions:** Effective managers of youth development organizations can improve their capacities to motivate employees by recognizing that job satisfaction of youth development professionals is intrinsic and comes from the nature of the work itself. Threats to satisfaction come primarily from conflicts about time spent away from own family. Additional research with youth development professionals should address ways to minimize job and family stress.

#### **Assessment of Local Wildflower Ecotypes Is Successful Multi-Agency Collaboration (97)**

**J. Lilly\***, **L. Halsey**, Jefferson County and **J. Norcini**, NFREC-Monticello

**Keywords:** wildflower, wildflower garden, ecotype, environmental education, science, FACEE

**Objective:** Little is known of locally-adapted native flora (wildflowers). Research is necessary to determine potential differences in performance of local and non-local ecotypes of native wildflowers. School-age youth may benefit from incorporating awareness of plant adaptation to local ecosystems in science curriculum. **Methods:** UF/IFAS researcher and extension agents proposed a Native Wildflower Plant Evaluation project to the Florida Advisory Council on Environmental Education (FACEE). The funded project (\$10,500) centered on five gardens established for the study of Florida's native wildflowers, four on school grounds and one at NFREC-Monticello. Each site included paired plots, local and non-local (commercially purchased) ecotypes of *Gaillardia pulchella* (blanketflower), *Coreopsis lanceolata* (tickseed), *Ipomopsis rubra* (standing cypress), *Rudbeckia hirta* (black-eyed Susan), *Salvia lyrata* (lyre-leafed sage), and *Cassia fasciculata* (partridge-pea). Science student teams at different grade levels assisted by volunteer Master Gardeners evaluated plots. **Results:** Sites were established and plantings evaluated through spring, 1997. Continuity of student-collected data was lost during summer when students were unable or unwilling to continue weekly evaluations. Significant differences in response of local and non-local ecotypes were observed. **Conclusion:** The project established a base for continued study of locally-adapted wildflower ecotypes. The collaboration of District Schools (Jefferson Elementary School, Howard Middle School, Jefferson County High School), Aucilla Christian Academy, Master Gardeners and FACEE with UF/IFAS research and extension faculty establishes a mutually beneficial working linkage for environmental education. It provided students a real-world experience in the conduct of science.

#### **4-H Gardening with Exceptional Students. (98)**

**J.G. Lilly, Sr.**, Jefferson County

**Keywords:** gardening, Jefferson Elementary, Master Gardeners, vegetable

Many times youth with learning disorders are left out of the norm. In the school system these kids are labeled as ESE (Exceptional Student Education) students. Well, some youth had the opportunity to participate in the 4-H Gardening Project. **Objectives:** (1) To

provide a hands-on opportunity for the youth to learn the importance and purpose of growing vegetables. (2) To utilize the Master Gardener program in the 4-H educational activities. (3) To improve relationship with the schools. **Method:** A two-hour session on gardening was taught by the agent and master gardeners at Jefferson Elementary School. The Gardening session included hands-on experience and instruction in: soil preparation, seeding, transplanting, fertilizing, mulching, equipment and chemical safety, insect and pest control, and harvesting. 4-H journals were provided for students to keep records, draw pictures, and to write stories. Master Gardeners and agent went out to the school on a monthly basis to work with the youth. Participants planted, cared for, and harvested their own vegetables and flowers. **Results:** (1) The teacher indicated to this agent that this was the most exciting and rewarding projects they have ever participated in. (2) Master Gardener Program was a major success (3) The ESE students had the best garden out of two other schools. (4) Another ESE class would like to participate next year. **Conclusion:** This project was a direct result of how significant 4-H can make a difference in any child life. Not only are these kids learning about the role plants play in our environment but they gained a sense of responsibility and self-confidence.

#### **Preparing Jefferson County Youth For The World of Work (01)**

**J. G. Lilly Sr.\***, Jefferson County

**Keywords:** youth, activities, careers, jobs, work, school, and 4-H

**Objective:** (1) To design and implement an effective career education program that would prepare youth for changing opportunities in today's working world. (2) To provide programs to assist non-college bound youth in the school to work transition. **Methods:** This agent and the program assistant jointly planned, prepared and conducted (13) thirteen 50 minutes hands-on sessions from October-May 2001. The following hands-on sessions the youth participated in were: Building Your Self Esteem, Citizenship, Improving Your Social Skills, The Art of Listening and Communication, Strength and Weaknesses, What Employer's Look For, How To Keep a Job, How to Handle a Checking Account, Personal Grooming & Personal Hygiene, Filling out Job Applications, How To Dress For An Interview, A Mock Interview Session, and End of Year Trip. **Results:** According to the post test they completed, youth gained knowledge in, How to Improve Their Social Skills, Check Writing, How to Dress For an Interview, and The Art of Listening & Communication. The youth improved their knowledge and skills in many areas. Most of these youth now have jobs and give credit to 4-H for preparing them for their careers. **Conclusion:** This program has been so successful other teachers have made requests for 4-H to conduct these programs in their classrooms. This is our 11<sup>th</sup> year conducting this program in the Jefferson County school system.

#### **Jefferson Youth Fishing for Success (02)**

**J.G. Lilly, Sr.\***, Jefferson County

**Keywords:** youth, fish, freshwater, school, and 4-H

**Objectives:** (1) To make students aware of fish's need for clean water and good habitat. (2) To teach youth the types of freshwater fish in Florida (3) To teach youth major body parts of fish (4) To teach youth angling safety and ethics. **Methods:** At risk students were identified by classroom teachers and guidance counselors. This agent received a Florida First Grant through the Dept. of Fisheries at The University of Florida. This agent purchased rods, poles, floater, fishing line, and all other necessities to be a good fisherman. Several local pond owners allowed 4-Hers to fish at their ponds. Youth traveled to Gainesville to the University of Florida, Dept. of Fisheries to tour the facilities, study the anatomy of fish and most importantly to fish. **Results:** Teachers have indicated the student's grades and conduct has improved. Youth had to demonstrate the following: how to bait a hook, proper casting, and identification of the fresh water fish. As a result 23 of 25 students were able to demonstrate the three procedures. **Conclusion:** A 4-H Fishing Club was started as a result of the Fishing for Success Program.

#### **The 4-H Wildlife and Outdoor Recreation Day Camp (05)**

**J. Lilly\***, Jefferson County; **M. Boston\*** Leon County, **W. Sheftall\***, Leon County, **S. Rosenthal\***, Leon County.

**Objective:** 1) To teach kids how to enjoy being outdoors by engaging them in "hands on" educational sessions that focus on forestry, wildlife, shooting sports and natural resources, 2) Teach participants how to become environmental stewards by respecting and protecting our environment. **Methods:** Fifty-three 4-Hers between the ages of 8-15 from Leon and Jefferson Counties, Florida participated in a week long environmental educational day camp at Jubilee Plantation. The youth were divided into 3 color coded groups (red, blue, and yellow). Monday-Wednesday during the morning activities the kids worked one-on-one with their instructors by playing the role of a Forest Ranger, Wildlife Conservationist, and a Natural Resource Conservationist all through hands-on activities. In the afternoon, youth participated in the shooting sports component. Each color group participated in air rifle, shotgun (skeet) and archery. One day, during the week of the camp, was devoted to Aquatic Science. Fisheries Specialist from the University of Florida taught youth how to capture and identify aquatic insects and how to identify aquatic weeds. The week concluded on Friday with shooting competitions in archery and air rifles and a challenging scavenger hunt. **Results:** As a result of the youth participating in this program 100% of them agreed that they would be more sensitive in respecting and protecting our environment. All 53 youth agreed to share what they learned with others back in their respective communities. **Conclusion:** Due to the success of this day camp Jefferson and Leon Counties will be conducting it again next year.

#### **The Jefferson County 4-H Listening Project (06)**

**J. Lilly\***, Jefferson County Extension

**Objectives:** 1) To develop leadership and community organizing skills in a core group of young people who will plan, implement, follow up and evaluate "The Listening Project". 2) To gather information from Jefferson County youth about how they see their community and what they think their relationship is to the community. **Methods:** Twelve 4-H County Council Members were concerned about problems and issues in their community. Using questionnaires developed by the coordinating committee, over 100 youth were interviewed by their peers. The committee chose 10 questions out of 25. The questions covered such things as schools, parks and recreation, youth and employment, and the Jefferson County Community. A "Community Youth Forum," was designed so that the youth could speak out on problems and issues that affect them in their community. The Listening Project committee

presented their findings to the Monticello City Council, Board of Jefferson County Commissioners, the Jefferson County School Board District, the Monticello Rotary, and Kiwanis Clubs. **Results:** As a result of the Listening Project, 4 new teens join the 4-H County Council. A case study was conducted by the Florida Department of Education. Various county departments also used the Listening Project data to obtain grant funding for youth. **Conclusion:** Due to the success of the Listening Project the Boys & Girls Club and Jefferson County High School would like to use the project as a model next year.

#### **4-H Special Kids Rodeo Builds Citizenship Through Community Service (00)**

**K. McDonald**, Walton County

**Key words:** Youth with special needs, citizenship

**Objective:** To develop citizenship in Walton county 4-H youth through community service. To provide special needs students with a fund activity to increase their self-confidence and motor skill ability. **Methods:** The Walton County 4-H Council developed the 4-H Special Kids Rodeo as a community service project for special needs children in Grades K-5. Four-H youth and volunteers facilitated the rodeo activities. Special needs classes from the county elementary schools were invited to attend the rodeo as a school field trip. Special needs of the children included learning disabled, emotional handicaps, mental handicaps, physical handicaps, autism and down's syndrome. The special Kids Rodeo began with a Grand Entry performance of rodeo events, including a tribute to Old Glory, barrel racing, pole bending, goat tying and calf roping. Each class rotated through different rodeo stations. The stations consisted of a Stick Horse Gallop, dummy Roping, Farm animal Exhibit, Face Painting, Cowboy Photo Shoot and a Hay ride. **Results:** Fifteen 4-H youth and sixteen 4-H volunteers assisted in the set up and delivery of this event. Eighty-eight special kids in Grades K-5 participated in the Special Kids rodeo. Teachers reported improved self-confidence, motor skills, and joy among the students. **Conclusions:** Youth and volunteers interacted with special needs children and obtained greater civic responsibility to reach out to under served audiences. Teachers, parents, 4-H youth and volunteers overwhelmingly requested the Special Kids Rodeo to become an annual event.

#### **Application of Internet Technology to Support an Aquaculture Education Program for Middle School Youth (02)**

**K. McDonald\***, Walton County and **S. Jackson\***, Okaloosa-Walton Counties

**Keywords:** aquaculture, fish, youth, Internet, website

**Objective:** To utilize Internet technology in reinforcing learning objectives while growing Tilapia from fingerling to food fish. **Methods:** A demonstration aquaculture recirculating system was constructed and used as the focal point of instruction for 15 middle school students in the 'Something's Fishy!' 4-H project. Students participated in hands-on learning activities while growing Tilapia. A detective mystery website was developed to motivate student interest in the project. Detective clues were added to the website after each learning session to review and reinforce subject material and noteworthy events that had occurred. Students investigated the "mystery game" between project meetings. This format required students to revisit learning materials more than once. **Results:** Participant knowledge gain was measured through the use of pre-test and post-test. Mean score improvement was 22% for each individual. Scores for students participating in three or more web quizzes were higher, but not significantly different for this sample, than students who participated in two or fewer web quizzes. Other factors such as scholastic background, family support, and attendance may have contributed. **Conclusion:** Results indicate that websites may be an effective tool to highlight and reinforce educational objectives and promote interest of middle school participants in this type of learning event. Participants enjoyed the website activities, reporting them as 'fun'. Parents also reported their children had improved social skills interacting with others, expanded career interests, and noted this project was a unique learning opportunity to enhance science and math skills.

#### **A Survey of Colorado Youth Horse Team Participation in Competition (97)**

**M.S. McGregor-Thomas**, Clay County, **A.M. Swinker**, **W.D. Lamm** **D.H. Martin**, **D.G. Rask**, Colorado State University

**Objective:** To determine why horse judging team participants decreased in Colorado last year as compared to the nation. **Methods:** Participation in Colorado's youth horse team competitions was studied, including Horse Judging, Horse Bowl, Horse Hippology and their relationships. Judging team competitions have a positive effect on cognitive life skills, improved confidence, better communication and social life skills. Issues examined were: 1) support and reference material 2) personal fulfillment, and 3) other horse competitions. Surveys (n=164) were distributed to leaders, coaches, parents, Extension agents, and former 4-H participants. Most surveyed were female, 31-50 years old and lived in rural towns. Many were 5-II year 4-H leaders and participated in other organizations. **Results:** A survey section covered the time prior to 1995 Colorado Annual 4-H Conference. The positive aspects were: they learned a lot, developed life skills, and the competition was well conducted. The negative aspects included: same people win every year and no coaches available in their area. Another survey section covered the 1995 Colorado Annual 4-H Conference, with the positive aspect being a good learning activity. Negative aspects: too busy, no team in my location, no support to form a team and no coaches available. A few adults changed competitions between years due to limited resources and lack of support from other adults. Most adults and youth knew of resources to prepare for competition, but agents did not. Adults believe competitions prepared individuals for college or future equine careers. **Conclusions:** Results support research on cognitive development, life skills. The more encouragement the competitor or competition received from others, the more likely individuals would continue a team activity.

#### **Horseless Horse. (98)**

**S. McGregor**, Clay County

**Objective** - Many youth love horses but for one reason or another can not have one. Either they can't afford it, live in the suburbs or don't know anything about them. There is now a Horseless Horse Program unlike any other in the state. The Horseless Horse Groom, or HHG, was adapted from the Wisconsin 4-H Program. It entails all the areas a horse lover would want to learn about. **Methods** - This program not only fulfills the need of a horseless horse youth but also of the horse program youth. In addition to once a month outings/clinics or meetings especially for HHG members, horse program youth work one on one with HHG individuals volunteering to be mentors. How much and how long is up to the pair. The HHG member then shows their mentor's horse in a

HHG Showmanship Class at the fair. For the final project, the members clean off all their Bryer or other type of model horse for a 15 class model horse show. **Conclusion** - This is a great way for youth to learn about an animal before mom and dad put in an investment. It also teaches all the areas of the horse industry not just the showing part. It pulls in all types of children including the minorities.

#### **A System for Demonstrating the Impact of Local 4-H Events (02)**

**A. McKinney\***, Duval County

**Keywords:** evaluation, client satisfaction

A series of simple evaluation tools was developed to gauge client satisfaction and attainment of educational and social goals for local 4-H events. A tracking system allows easy access to key results that can be utilized for grant proposals and stakeholder reports. **Objective:** To develop a simple evaluation instrument that can be used by 4-H agents to attain customer satisfaction ratings and assess basic knowledge, skills, and attitude changes for local 4-H events and activities. **Method:** A five-question instrument was developed that can be administered to 4-H youth, parents, and leaders at any 4-H event. Two of the questions are changed by the agent for each event depending on the goals of the event. The simplistic format makes it easy for agents to prepare and for youth to complete. The tracking system includes an Excel spreadsheet that synthesizes the results. All instruments, developed over a two-year period, have been used with participants in an urban Florida county. **Results:** Results from these evaluations have been used to justify grants and local public funding as well provide an organized collection system for state reports of accomplishment. Materials can be provided to interested parties in electronic format.

#### **Camp Counselor Training Prepares Teens for Leadership Roles (97)**

**A. McMullen\***, Madison County, and **S. Luttrell\***, Suwannee County

**Keywords:** teens, leadership, camp, counselor training

**Objective:** To teach teens the necessary skills to be counselors at 4-H Camp; to help them learn about the purpose of camping, and to educate these youth about the development and characteristics of younger children. **Methods:** Nineteen teens from Madison and Suwannee Counties were recruited via mail, phone calls, newsletters and personal contacts. A mandatory counselor training and follow-up session are held for counselors. The camp counselor training session is highly interactive and experiential, utilizing teaching techniques such as role-playing, games, and simulations. The seven hour training session focused on the following topics: What is Camp?, Counselor Basics/Responsibilities, Understanding Your Camper, Flag Raising/Lowering, and Songs/Recreation. Teens were given counselor manuals to assist with homework assignments they were given at the conclusion of the session. **Results:** Pre- and post-tests were used to evaluate knowledge gained as a result of the training session. However, the most significant results were gathered at 4-H Camp. All nineteen teens participated in various leadership roles: cabin counselors, group leaders, class assistants, recreation leaders, and song leaders. Teens showed the initiative, confidence, and responsibility necessary to be effective leaders. As a direct result of their working with the campers, there were no discipline problems during camp. **Conclusions:** These teens have served in various other leadership roles as a result of receiving this training, such as day camp counselors and camp interns. Next year teens will train future counselors, teach camp classes, and plan camp. Furthermore, this program will enhance the candidate pool for summer camp staff in the future.

#### **4-H Day Camp Program Enhances Out-of-School Time (01)**

**A. McMullen\***, Madison County

**Keywords:** 4-H, camp, science education, leisure time

**Objective:** Madison County is a very rural area with very limited resources for young people, especially during summer months. A day camp program was designed to encompass the majority of the summer for youth ages 7-12. Objectives identified were: provide constructive use of youths leisure time; enhance science education by applying facts learned in school in a real-life setting; help young people build meaningful relationships with other children/adults; and give young people the ability to see the "world" beyond their own neighborhoods. **Methods:** A summer theme is identified which provides the basis for each weekly day camp session. Day camp sessions are offered for a minimum of five weeks each summer; they are conducted from 8:00 – 5:00 Tuesday, Wednesday and Thursday, and 8:00 – Noon on Fridays. Each session incorporates guest speakers, hands-on activities, field trips, arts/crafts, and recreation. **Results:** 60 youth participate in each weekly session, which represents 173 different young people. 31 hours of youths leisure time is filled with meaningful activities. Teachers report that youth are better prepared for science and have a greater understanding of topics than kids who do not participate. **Conclusion:** 4-H has been recognized as an organization with great capacity to impact young people while providing much needed opportunities during out-of-school times. Day Camps provide educational programs that appeal and attract young people. They serve to market 4-H to youth and adults who do not participate in the organization. The program has hugely impacted the community and touched the lives of over 800 children.

#### **Engaging Cooperative Extension Service in Local 4-H Program through Off-site Planning Retreat (02)**

**A. D. McMullen** and **R. L. Gore\***, Brevard County

**Keywords:** 4-H, planning strategies, extension participation, teambuilding

4-H is the only Extension program that involves all County Extension Faculty. Often, 4-H Agents do not know how to involve their colleagues in their 4-H programs, especially if an agent is new to a county and/or Extension. **Objective:** To increase extension participation in 4-H by including all faculty in an off-site planning retreat. **Methods:** With the support of the County Extension Director, 4-H Faculty in Brevard County hosted a planning retreat. All extension faculty were invited, representing six program areas. A brainstorming guide was prepared to assist with this effort. All agents provided input for the direction of the 4-H program and ways in which they would like to contribute to and support 4-H. Major brainstorming topics included current strengths/weaknesses, goals to accomplish, creating a vision, implementation strategies, and criteria for success. **Results:** 4-H Agents gained a wealth of knowledge regarding historical data about 4-H and Extension, and about local partners who support the program. Colleagues shared ideas regarding program enhancement and direction. 4-H Agents were able to construct a plan of



work that would fully engage Cooperative Extension in a total programmatic effort. A final report was written and distributed. As a result, working relationships were strengthened and improved. More importantly, agents committed to programmatic and general support of the 4-H program. **Conclusion:** An off-site planning retreat facilitated communication among Extension staff. Extension agents gained a broader understanding about the local 4-H program and better understand their role in contributing to 4-H and other youth.

#### **4-H Exploration Day. (98)**

**C. Meares**, Pinellas County

**Keywords:** learn by doing, leadership, teaching, exploring

Pinellas County 4-H Office has held Exploration Day, for the last three years. **Objective:** To increase the variety of 4-H projects members work on during the year. Exposure to new projects by participating in classes that would be new to them. **Methods:** Each year of variety (12) diverse classes have been taught to about 65 members between the age of 5 and 16. Community volunteers, leaders, educational assistants, agents and older teens have taught classes. Healthy snacks, entomology, electricity, wood working, car mechanics, food preservation, sewing basics, clothing selection, Wise Ways with Water, teen leadership, career exploration, and Mowing for Money. Demonstrations, illustrated talks and hands on methods have been used. Lamps were made, pictures painted, modeling taught, and snacks were consumed. **Results:** Pre and post tests were used in some of the classes. Most all subjects were new to the members, 90% of the children did very well. Four county events demonstrations were given in electricity and two went on to district. Clothing selection grew by 200% because a horse club entered in county events. Each of the three years about 70 children learned about three new projects. Parents and leaders also join the classes. **Conclusions:** Exploring new projects has given our county new ideas and new growth. Hands on work, trying new projects and learning by doing have made this an effective learning tool for us.

#### **Reaching Inner City Youth with Financial Literacy- "On My Own" (06)**

**J. Metellus\***, Broward County Extension; **G. Pointer\***, Broward County Extension

**Objective:** To teach 300 fifth to twelfth graders to become financially literate and to increase awareness of 4-H program in Broward County. **Method:** A grant was obtained from the Jim Moran Foundation to fund this program. Local youth development agencies were then contacted and introduced to the 4-H curriculum, "On My Own." The program structure required youth to participate in a minimum of 6 hours of financial education. All youth who completed the program were awarded a \$25.00 savings account at BankAtlantic. Methods for conducting sessions were modified from information provided by Miami-Dade and Palm Beach Counties. **Results:** A total of 450 youth from 6 youth development agencies and one elementary school have completed the program to date. BankAtlantic has partnered with Broward County 4-H and has matched the grant by 125%. Following the program, youth have gained knowledge on the difference between needs and wants, how to obtain and develop credit, plan and budget money and a basic understanding of auto financing. The request for this program has increased greatly, and has also helped to recruit new members for 4-H Summer Camp and other year-round programs. **Conclusion:** This program fills a need for quality asset building and life-skill developing programs that do not revolve around the traditional youth development approach and is a great way to introduce 4-H to youth and agencies in the inner city.

#### **Farm Safety Day Camp (01)**

**B. Milam\***, **L. Andrews**, Palm Beach County

**Keywords:** safety, camp, youth, education

Most children living in the Everglades Agricultural Area do not live on a farm, however, they are surrounded by agriculture and the hazards associated with the industry. A day camp was organized for local 4<sup>th</sup> grade classes to provide hands-on agricultural safety learning experiences. **Objective:** To increase the knowledge and awareness of agricultural safety hazards among students and their teachers. **Methods:** A committee of local agricultural business leaders, fire department representatives, and extension agents planned and developed the Fourth Annual *Progressive Farmer* Farm Safety Day Camp. Twenty-six local business made cash and in-kind donations to support the camp. Fourth grade classes from eight local elementary schools were invited to attend as a class field trip. On the day of camp, campers were divided into ten groups and then rotated through eight learning stations including large animal safety, disability awareness, firearm safety, disaster preparedness, tractor safety, drowning prevention, snakes, and chemical safety. **Results:** Fifty-eight adult and youth volunteers assisted with the event. Fifteen teachers and 190 students from five elementary schools participated. By targeting a single grade, and offering the camp as a field trip, attendance was four times higher than that of three previous camps that were open to the community on Saturdays. Overwhelmingly positive feedback was received from all involved. **Conclusions:** A successful farm safety day camp can increase the knowledge and safety awareness of children in agricultural areas.

#### **Champion of Champions Program at the Clay County Agricultural Fair (03)**

**B. Milam**, **M. Turner\***, **Ray Zerba**, Clay County

**Keywords:** 4-H, Educational Opportunities, Project Diversity, Skills, Knowledge, Skilathon

The Clay County Agricultural Fair has excellent youth participation in various divisions. However, Extension wanted to offer an educational program that would encourage these youth to diversify and broaden their knowledge and skills in each youth division at the fair. **Objective:** Youth participants will develop knowledge and skills in diverse project areas as demonstrated by their participation in the various aspects of the Champion of Champions program. **Methods:** Youth participants select a project area to compete: steer, sheep, goats, swine, poultry, rabbits, dairy, home life, horticulture, and horse. Participants earn points by participating in a poster contest, "ask me" booth, showmanship, demonstration, project story, knowledge test, and judging contest. The top three in each area are invited to participate in the Skilathon, which is a round-robin competition that includes all of the project areas. **Results:** As a result of participating in the Champion of Champions Program, youth demonstrated strengthened skills in areas such as public speaking, presentation, knowledge, showmanship, and decision making. Because of their involvement in

this program, youth have diversified and become more involved in other project areas. **Conclusion:** By providing this program at the Clay County Agricultural Fair, youth are given an opportunity to be recognized for developing their knowledge and skills. This encourages youth to broaden their project interests.

#### **4-H and FCS Team up for Nutrition Magic (03)**

**K. Millar\***, Marion County

**Keywords:** Nutrition/Health Education, 4-H Record book.

The Nutrition Magic Program provided an opportunity to enhance a 4-H nutrition project through collaboration with the FCS department. **Objective:** To collaborate with FCS Agent to teach 4-H youth nutrition/health education, food safety, mathematics, food science and record keeping. Three specific objectives: encourage adoption of positive food behaviors, increase participation in 4-H Nutrition projects and events and teach youth how to complete a 4-H record book. **Methods:** A series of six, two-hour classes were held over a period of four months. Subject matter taught included food guide pyramid, menu planning, label reading, recipe substitution, science of bread making, math skills, record keeping and safe food preparation. 4-H Agent developed a new 4-H record book to be completed by class participants. Classes were taught by FCS Agent, FCS Volunteers and 4-H Agent. **Results:** Of the 14 youth participating 64% demonstrated a gain in knowledge and 36% a positive change in eating habits. Three of the youth changed from drinking whole milk to skim milk. One 4-Her received a medal for his blue ribbon record book. Eight competed in the Holiday Bake-Off community service project and five in the South Eastern Youth Fair Kitchen Show. This collaboration between 4-H and FCS was so successful that a week long Fun with Food day camp will be offered this summer. **Conclusion:** This was a very productive team effort to combine hands-on nutrition/health education with a 4-H project. Youth adopted new nutrition practices, participated in 4-H Nutrition events and learned the importance of 4-H record books.

#### **Promoting 4-H Environmental Education Curricula Using the Sunshine State Standards (99)**

**C. Minot\*** Brevard County, **J. Culen\*** Family, Youth & Community Sci Dept

**Keywords:** Sunshine State Standards, school enhancement programs, 4-H Curricula

**Objective:** The objective of this session is to introduce the Sunshine State Standards (SSS) and present how these standards can be utilized to enhance and promote 4-H Environmental Education (EE) Curricula in school enrichment programs. **Methods:** Activities from the 4-H EE curricula will be presented that demonstrate how these materials can assist the teacher in meeting the SSS. The curriculum and instruction -- what teachers teach and how they teach it - must be organized around these standards. **Results:** By providing teachers with an awareness of how 4-H materials can supplement the school curriculum and how these materials can be used to meet the SSS, the expectation is that teachers would be more willing to incorporate 4-H materials into their regular classroom lesson plans. **Conclusions:** The SSS identify what Florida public school students should know and be able to do during each of four grade clusters that represent developmental levels. These standards will also influence many aspects of schooling in Florida as the standards are assessed and reported in terms of student progress. The Florida 4-H projects/curricula should be utilized in this effort, to enhance student knowledge, demonstrate the value and expertise of the Florida Cooperative Extension and to promote the 4-H Program.

#### **Parliamentary Procedure Made Simple for use by 4-H Club and Council Officers (02)**

**N. A. Moores\***, Hernando County

**Keywords:** Parliamentary Procedure, leadership, organization

A manual entitled Parliamentary Procedure Made Simple was developed by listed author. Two separate workshops were offered and conducted introducing the manual and allowing for performance learning experiences. **Objective:** Teach proper Parliamentary Procedure and the application thereof to club and council officers in an effort to increase their effectiveness as leaders and provide organization to their clubs. **Methods:** A manual was developed entitled Parliamentary Procedure Made Simple and included scenarios common in 4-H meetings. Two workshops were offered to club and council officers, 4-H leaders and future officer candidates. Within the workshop, concepts and procedures were distributed, taught and then carried out with youth participants. **Results:** Twenty individual youth leaders received copies of the manual and demonstrated working knowledge of Parliamentary Procedure. Twelve officers reported using the materials at meetings and finding the meetings to be more organized and productive. Seven adult volunteers in attendance reported feeling more comfortable in helping with meetings and understanding the roles of officers. The manual is being made available to new officers in September 2002 and training will be offered throughout the year.

#### **Helping Kids Handle an Emergency (04)**

**N. A. Moores\***, Hernando County Extension/4-H

Each year, hundreds of youth attend 4-H camps across the state of Florida. In many cases, teen counselors are responsible for younger campers while spending up to five days at camp. To assist these young counselors to better prevent and handle potential emergency situations, I created a booklet entitled, Introduction to Emergency Care and First Aid (or) What to Do and What NOT to Do. **Objectives :** Provide information and demonstrate skills related to preventing, recognizing and intervening in potential emergency situations commonly occurring at camp; assist teenagers in becoming better prepared to handle health and safety related situations. **Methods:** Overhead presentation with interactive questions and conversations; role-playing; educational handouts. **Results:** During one week of Jr. 4-H camp, counselors were able to prevent potentially dangerous situations, properly handle minor health and safety issues; properly utilized the skills and services of the camp nurse; and teen members were more confident in their abilities to recognize and handle health and safety related situations. **Conclusions:** With some information and reference materials, teen members can be trained to prevent, recognize and handle a variety of health and safety related situations including those that are potential emergencies.

#### **Moonlight Trail Ride (05)**

**W. Morales\***, Holmes County

**Objective:** To create a 4-H club in which both parents and youth can enjoy fellowship; which supports traditional rural activities, while developing and enhancing youth leadership skills. **Methods:** A planning group of two youth, their parents and the extension was formed. The group decided that the initial and recruitment activity would be to conduct a day time trail ride for the youth and their families. All the necessary resources, equipment and location of event were secured via sponsorship. Event was promoted via inter-net, flyers, telephone and word-of-mouth. Follow-up meeting were conducted to ensure all tasks were accomplished in a timely fashion and all necessary agencies such as EMS, law-enforcement and event insurance were in place. **Results:** The final event was total success 45 youth and their family members participated in the moonlight trail ride cook-out, barn-fire sing-a-long and arena games on Friday, May 27, 2005. The Holmes County 4-H Parelli Equestrian County Wide Club was established. In its first thirty days the club has two meeting locations one in the northeast and the other in the south central area of Holmes County. The Parelli Horsemanship Training Program will educate the youth and their families how to develop interpersonal and social training skills, that 4-Hers will be able to use in other phases of their development into productive citizens. **Conclusion:** This project met its goal of fellowship, supporting traditional rural activities and developing and enhancing youth leadership skills.

#### **The Holmes County 4-H Youth & Adult Community Partnership Development Council (06)**

**W. Morales\***, Holmes County Extension

**Objective:** Initiated a plan of action to meet the educational/recreational needs of our children and families after school, during vacation and holidays and make it sustainable and cost efficient. **Methods:** With support from the local media, school board, chamber of commerce, the county commission and the Noma town council youth and adult volunteers were secured. Initial youth and adult partnership training was conducted and objective and goal were set by participants to meet desired initial goals of establishing a volunteer after school program at the Noma town hall. **Results:** On January 3, 2006 an after school program was established in the town of Noma for the first time in history. The program was manned by high school students from Poplar Springs and adult volunteer. A total of 39 youth part took in the after school program from 3 to 5pm Monday to Thursday and received educational and recreational structured services. **Conclusion:** The council has successfully commenced in meeting its initial set goals and has recently successfully secured 40 acres to establish a 4-H Equestrian, Aquatic, Conservation Park and will continue to work to meet other objectives and goals with the support of Dr. Marilyn Lesmiester and Dr. Mark Brennan from the University of Florida.

#### **4-H Classroom Recycling Projects That Work and Create Excitement (99)**

**M. Morris\***, Volusia County, & **S. Wilkens\***, Seminole County

**Keywords:** creative, classroom, educational, recycling projects

**Objective:** To develop a two part classroom 4-H recycling project that would educate and involve students in recycling education through the use of study materials, creative writing and original artwork from students. **Methods:** A recycling grant was written and funded by National 4-H Council and Mitsubishi Motor Sales. A classroom battery recycling project was developed, written and published. A recycling calendar contest was designed and implemented for elementary, middle school and 4-H club audiences. **Results:** Students in Seminole and Volusia County schools and local 4-H club members participated in the 4-H Battery Brigade (3000) and 4-H Recycling Calendar Contest (1500). **Conclusions:** Students learned about the impact of batteries used in the home and how much they spent in a year on batteries for home use. They also learned about rechargeable batteries and their cost versus disposable batteries. Students had the opportunity to express their concerns and ideas about recycling efforts the individual can make through creative expression in word or art. Student artwork and essays revealed the deep and abiding concern that elementary, and middle school aged children have regarding the future of the environment.

#### **Growing Gardeners Project Gives Youth an Early Start (00)**

**V.B. Mullins\*** and **D. E. Mullins\***, Santa Rosa County

**Keywords:** growing gardeners, demonstration garden, instructional booklet

A working demonstration garden was piloted at the Extension office that evolved into the establishment of gardens at six elementary schools in the county and an instructional booklet for use by teachers. **Objectives:** To allow youth to become involved and learn more about gardening through hands-on activities. **Methods:** The idea for a small raised bed demonstration garden was conceived by the 4-H Teen Council, Santa Rosa County Master Gardeners, Horticultural Agent and 4-H Agent in 1998. A spring and fall garden was established and maintained on the Extension office grounds in 1998. Information was collected that included garden design, costs, maintenance requirement and yields of the various plants. During 1999 and 2000 gardens were installed at 6 elementary schools with the assistance of Master Gardener volunteers. **Results:** Over 200 students have been provided with opportunities to prepare soil, seed, establish transplants, weed, harvest and enjoy tasting the produce as well as other jobs that are involved in the production of fresh vegetables. The relationship between the 4-H and Master Gardener programs has been strengthened and over 30 Master Gardeners are serving as 4-H volunteers in this project. **Conclusions:** This has been an excellent method of teaching youth about gardening and related subjects and in introducing 4-H to youth. Requests for the project at other schools have become so numerous that it has become necessary to set a limit on the number of gardens that could be established in a given year.

#### **Training and Retaining 4-H Adult Volunteers (02)**

**S. Munyan**, St. Lucie County

**Keywords:** Volunteer, training, retention, strengthen

**Objectives:** To develop an adult volunteer organizational leader-training program that provides leadership skills and educational information based on the leaders needs, experience and project interests. By strengthening the leader base, a 4-H program should increase retention of trained adult volunteers. **Methods:** Seven "New Volunteer" training sessions were held to orientate new leaders in the goals, objectives, activities and 4-H procedures and policies. Twelve trainings were held, dealing with specific 4-H project

areas. The trainings instructed leaders on, hands on activities, educational subject matter, educational fieldtrip opportunities, record books, parliamentary procedure and building self-esteem in youth. These education tools were presented in ways that made it easy for leaders to bring back to their individual clubs. **Results:** 100% of "New Leaders" were able to identify specific 4-H club goals. All new leaders were able to write an outline for their clubs anticipated activities. The St. Lucie County 4-H retained 98% of trained organizational adult volunteer leaders. **Conclusion:** Extension 4-H Volunteer training helps to retain volunteers. Because of the high rate of leader retention, less agent time is spent on organizational volunteer leader recruitment. Stable volunteers strengthen a county 4-H program.

#### **Teaching Entomology to Youth Through a Bug's Life Summer Camp (04)**

**A. Neal\***; **S. Munyan**; **E. Skvarch**, St. Lucie County Extension

Most children have a natural fascination with insects. And because insects are the most plentiful creatures on Earth, they provide abundant opportunities for learning about biology, ecology and the environment. Bug Camp for Kids is an educational day camp for children 8-12 years old. **Objective:** 100% of the participants of the 4-H Bug-A-Boo Camp will increase their knowledge of insects and related arthropods. 95% will complete an insect collection. **Materials and Methods:** Each camper is provided with an insect collecting "toolkit". Each camp day is labeled as a different insect class (Monday - Coleoptera, Tuesday - Diptera, etc.) and tied into the day's activities. An introduction to Entomology is incorporated and adjusted to the existing knowledge level of the participants. Emphasis is placed on insect lifecycles, identification to order, proper collection methods, preserving techniques and mounting procedures. Activities and crafts focus on insects or arthropods. **Results:** Each camper developed an insect collection and identified each specimen according to order. An evaluation tool was designed and mailed out to each parent to evaluate their child's knowledge gain and suggestions for improvements in the camp. 100% of respondents indicated an increase in knowledge of entomology and completed an insect collection. **Conclusions:** Through a discussion with parents and campers new ideas were generated. A nighttime insect viewing session for the campers and their families was included. Campers will exhibit their collections at the St. Lucie County Fair. Future plans are for an advanced entomology camp and a camp for teachers.

#### **4-H Camp Discover Wakulla Day Camp (00)**

**S. Nigg**, Wakulla County

**Keywords:** Youth development, leadership development, natural resources, marine science, teamwork

**Objective:** This camp was designed to help youths develop an appreciation of the great diversity of their natural environment, the importance of the ecosystems in Wakulla County and the surrounding area and how these systems impact one another, and the importance of protecting and preserving their environment for themselves and future generations. **Methods:** The camp includes numerous hands-on educational activities such as seine netting and identification of pond and marine life, tree and plant identification, wildlife identification and observation, exploration of historical landmarks, as well as hiking, swimming, canoeing, and beach combing. Youths were exposed to guest speakers from various county/state organizations and departments that work with natural resources and marine science. Older youths were provided leadership opportunity and training to serve as camp counselors. Campers and counselors participated in a one-day "Challenge Course" the first day of camp which helped to establish teamwork overall as well as with individual groups. **Results:** A total of 90 youths have successfully completed 4-H Camp Discover Wakulla over the past two years. Twelve youths were provided the opportunity for leadership development through counselor training and responsibility of specified groups of campers. Interpretation of pre-and post-test scores indicated a 75% knowledge change and a 50% practice change. **Conclusions:** This camp has been offered for the past two years with slight modifications from year one to year two. Through participation in fun and educational activities campers have developed an appreciation of their natural and marine environments and learned ways to preserve these environments for the future. Campers have gained knowledge about wildlife and the importance of various ecosystems within the St. Marks/Wakulla River watershed. Campers have also gained knowledge and practice change regarding recycling through a community service beach clean-up activity.

#### **4-H Camp Discover Wakulla Day Camp - The Adventure Continues (01)**

**S. Nigg\***, and **G. Brown\***, Wakulla County

**Keywords:** Youth development, leadership development, natural resources, marine science, teamwork

**Objective:** This camp was designed to help youths develop an appreciation of the great diversity of their natural environment, the importance of the ecosystems in Wakulla County and the surrounding area, how these systems impact one another, and the importance of protecting and preserving their environment for themselves and future generations. **Methods:** This camp has been offered for the past three years with slight modifications from year one to year three. The camp includes numerous hands-on educational activities such as seine netting and identification of pond and marine life, tree and plant identification, wildlife and habitat identification and observation, exploration of historical landmarks, as well as hiking, swimming, canoeing, and beach combing. Youth are exposed to guest speakers from various county/state organizations and departments that represent natural resources, marine science, forestry, and history. Older youths are provided with leadership opportunities and training to serve as camp counselors. Campers and counselors participate in a half-day "team-building challenge" the first day of camp which helps to establish teamwork overall as well as within individual groups. **Results:** A total of 116 youths have successfully completed 4-H Camp Discover Wakulla over the past three years. Seventeen youths were provided the opportunity for leadership development through counselor training and responsibility of specified groups of campers. Interpretation of pre- and post-test scores indicated an 80% knowledge change and a 60% practice change. **Conclusions:** Through participation in fun and educational activities campers have developed an appreciation of their natural and marine environments and learned ways to preserve these environments for the future. Campers have gained knowledge about wildlife and the importance of various ecosystems within the St. Marks/Wakulla River watershed. Campers have also gained knowledge and practice change regarding recycling through a community service beach clean-up activity.

#### **Free Speech and Religious Expression-Doing the Right Thing (03)**

**M. Norman\***, State 4-H Office, **N. Walker**, Polk County, **A. Neiberger-Miller**, Virginia

**Keywords:** 4-H, behavior codes, freedom of speech, religious expression, organizational systems

The 4-H program in Florida is a state program. Under both the United States Constitution and the Florida Constitution, 4-H may not represent an "establishment of religion." The employees and volunteers in the 4-H program may not as representatives of the government confess inherently religious beliefs or advocate that individuals profess those beliefs or conduct religious activities. At the same time, the avoidance of a religious establishment does not preclude the free exercise of religion. 4-H members may individually express religious opinions as long as those religious opinions do not become the official position of the 4-H group.

**Objective:** To clarify the roles of Extension faculty and volunteers in relationship to religious expression in Extension programs.

**Method:** Based on county experiences and advice from UF legal counsel, a fact sheet discussing how religion may be removed from a variety of Extension programs will be presented. Important highlights and guiding principles will be shared.

**Results:** 4-H agents, CEDs, and 4-H leaders should be counseled on the correct use of the 4-H name and of 4-H activities. **Conclusion:** The 4-H (and Extension) program through its employees, volunteers or members may not conduct planned religious activities, including religious text study or prayer, as such practices would violate the Establishment Clauses of both the federal and state constitutions.

#### **Promoting Extension Professionalism - Vocational Teacher In-Service (00)**

**D. Peacock\***, N. A. Moores\*, **M. Huplits**, and **W. M. Odegaard**, Hernando county; **D. E. Sweat**, FL Sea Grant

**Keywords:** in-service, vocational teachers, Power Point

A workshop entitled "Partnering with Hernando County School System-What Cooperative Extension Service can offer Teachers," was developed and presented to vocational teachers as an in-service. **Objectives:** To provide recognition for cooperative Extension as the educational arm of county government; to make teachers aware that through Extension they have direct access to University of Florida resources; to acquaint teachers with resources available to them through 4-H and Cooperative Extension; to enhance Extension educator credibility (by presenting professional, technologically impressive presentations focusing on the rationale for programs being offered by Extension over the next four-year period). **Method:** Each agent wrote an individual script and identified key points to incorporate into each slide that would accompany his/her part of the program. One agent created the Power Point slides based on that information. Exhibits and video were also a part of the program. Three agents and a Master Gardener presented the three-hour in-service. **Results:** The four-part presentation had continuity as a result of Power Point. Each section varied in format because of the different styles of the presenters. Forty-eight teachers from the Vocational Departments of the District school system were introduced to county faculty and resources available in each subject matter area of their local Extension service. Requests from teachers for Extension curriculum, fact sheets, and speakers increased 20% over this school year. The 71-slide Power Point presentation was selected for a technology award at state and regional levels of competition in the 4-H Association of Extension Agents. **Conclusion:** Extension faculty need to create opportunities to be seen as professional educators in their communities. Teachers stated that the Extension Service is often viewed only as the 4-H Club Office or a place to have a plant identified.

#### **Youth Worker Certification: Helping Adults Prepare Jacksonville's Youth for Tomorrow's Challenges. (98)**

**D. Perkins\***, Family, Youth and Community Sciences; **J. Butterfield**, **T. Dinkins**, **M. Halusky**, Duval County.

**Keywords:** youth, positive development, certification, assets

**Objectives:** To provide training in positive youth development to other Jacksonville youth providers. **Methodology:** Based on research findings from the Search Institute, the Duval County 4-H Youth Development Program and the University of Florida Family, Youth and Community Sciences Department in partnership with the Jacksonville Children's Commission developed a 24 hour, six session youth worker certification training based on the Asset approach. This class was specifically designed for direct care providers who work with youth and their supervisors. The six sessions utilized information from both Extension and the Search Institute. The topics included: Introduction to Positive Youth Development; Diversity, Adulthood and Youth Participation; External Assets and their Application; Internal Assets and their Application; Evaluation; and Bring it all Together. The activities within each session were hands on and provided interaction between the participants and instructors. Notebooks were provided to participants with copies of all materials provided. Duval County 4-H Staff and Jacksonville Children's Commission staff were the session instructors using the team-teaching approach. **Results:** The first class was held in Spring, 1998 with 23 enrolled and 20 completing all six sessions. Eight youth serving agencies were represented. Evaluation of the training was positive with comments such as "this course helped me to understand youth development". **Conclusion:** From session evaluations and interviews with class participants, curriculum and teaching will be refined for future sessions. The next scheduled Youth Worker Certification training is scheduled for Fall, 1998.

#### **Foster Teen Independent Living Skills Program (03)**

**P. Phillippe\***, Charlotte County

**Keywords:** foster care teenagers, independent living

Foster care teenagers who have passed their sixteenth birthday have a unique opportunity to become independent, if they meet guidelines established by the Department of Children and Families. Core to these guidelines is for the foster teens to be responsible for themselves as adults, in an adult world. **Objectives:** 1.) participants will demonstrate skills in budget planning and money management; 2.) participants will demonstrate the ability to plan nutritious menus and demonstrate skills in comparison shopping; 3.) participants will demonstrate home management skills including laundry and clothing management, correct home cleaning, and small home repairs; 4.) participants will demonstrate appropriate skills needed for employment. **Methods:** This agent presented 72 hours of instruction to 15 teen foster care teenagers. Classes were held at the Charlotte County Extension Service Office, as well as in local stores and businesses. **Results:** Based on skills exhibited throughout the program, all youth gained knowledge. It was evident by watching the group that teamwork skills improved during the program. Pre-and post-test were administered for 10 of the classes. Skill-a-thon materials were also used. Foster parents reported improved skills at home. Three of the teens will be granted independent living status in the summer of 2003. Seven others will complete the requirements in the fall.

**Conclusions:** This program has reached a group of at-risk teenagers that were previously under-served in the community. For foster care teens with unstable living conditions, being declared independent is a major accomplishment.

#### **Solar Camp (00)**

**J. Rawlings**, Orange County

**Keywords:** 4-H youth, solar energy, day camp

**Objectives:** The Solar camp was intended to allow youth to learn how to use the sun's energy while protecting themselves from its dangers and also provide opportunities to use science tools and techniques. **Methodology:** In the summer of 2000, a four-day camp was held to allow youth to explore the sun. The camp involved you people ages eight to fifteen. Sessions were held on topics which included History and Interesting Facts About the Sun, Storage and Usage of Solar Energy, How to Protect Yourself From the Sun, Solar Art, Solar Cooking, Solar Powered Vehicles, Solar relays, and Solar Scavenger Hunt. **Results:** Fifty-two youth attended our first Solar Day camp. Post test results and feedback from participants and parents indicate an increase in awareness of the power and danger of the Sun and knowledge of how to use the Sun's power and protect against its dangers. **Conclusion:** In this age, when people are using more and more energy, it is important that everyone be familiar with the possible sources of energy. The mere fact that all participating youth live in Florida is enough reason for each to need knowledge of how to protect themselves from sun damage. This camp provided opportunities to learn this information in a fun and exciting way.

#### **Utilizing the 4-H Program to Reach Urban Teens (99)**

**C. Retter**, Miami-Dade County

**Keywords:** teens, T.R.E.A.T.Y., leadership, community service projects

Dade County 4-H proposed to strengthen a community partnership with Dade County Schools, and community organizations, to provide education and Leadership opportunities for Dade County Teens through 4-H T.R.E.A.T.Y. Project. At the same time provide after school care students with 4-H clubs and activities. **Objective:** Increase enrollment and participation by 4-H Teens in Dade County, Rebuild, Introduce 4-H clubs in targeted areas; promote 4-H Program, Prepare teens for the world of work, and Provide community service opportunities. **Methods:** Miami-Dade County 4-H T.R.E.A.T.Y. Teens met with 4-H Staff weekly to design and implement teaching lessons for their younger 4-H Club members. Teens received supervision and guidance to develop important life skills. The teens were responsible to provide leadership and activities for their 4-H Club's weekly meeting with minimal adult supervision. **Results:** Teenagers from six senior high schools were trained and supervised to be teen mentors in after school care sites. There was an increase in both teen enrollment in 4-H as well as after school enrollment. The teens volunteered over 23,000 hours to 4-H being role models and leaders for their after school clubs. Many of the teens and younger 4-H members became involved with more traditional 4-H activities. **Conclusions:** There is still a need for nurturing relationships in many communities. In South Florida many children suffer from poverty, lack of family support, and negative role models. The Dade County 4-H program continues to address and challenge these negative influences with a program of community development and education. T.R.E.A.T.Y. is a program that uses the resources of the community to teach teenagers vital life skills, in a safe and rewarding environment.

#### **4-H Leadership and Education – Pass It On (03)**

**K. Roberts\***, **J. Gibson\***, Miami-Dade County

**Keywords:** 4-H leadership, membership, teaching skills

Local and state governments would like to see increased numbers for 4-H membership. The 4-H Agent's time is limited and volunteers are hard to come by. Additionally, 4-H members need to develop confidence in their public speaking and leadership. "Leadership and Education–Pass It On" was a \$1,500, Florida Foundation, Grant Funded Program on youth leadership development which resulted in an increase in 4-H school enrichment by 332 members. **Objective:** To develop public speaking/teaching skills in senior 4-H members and enable them to teach other students how to teach their schoolmates. **Methods:** This educational program was composed of a three phase training process. Twelve senior members of the Teen Council were provided training by 4-H and Extension Agents using modified lessons from "Ag in the Classroom" curriculum. The training included six lessons: teaching strategies, nutrition, food safety, water cycle, plants and insects. Phase two consisted of 4-H teens conducting the lessons for a fifth grade class of 25 students, and presenting 20 minute hands on learning stations for 306 students from kindergarten to second grade. **Results:** The 25 fifth graders showed a knowledge gain on the post test as a result of the lessons taught by 4-H members. The school principal and lead teacher felt this experience not only increased self confidence in the 25 "junior teachers" but also provided worthwhile experience in reading and writing to serve as practice for the FCAT test. **Conclusion:** This program provided training on specific program areas, teaching strategies and skills to the 4-H members, which helped meet program objectives. The skills and confidence gain helped the members volunteer and teach other 4-H programs further increasing enrollment.

#### **4-H Leaders Livestock Selection Toolbox (05)**

**C. Sanders\***, Alachua County

**Objectives:** The objective of this toolbox is to guide 4-H and FFA leaders, and volunteers of Livestock Judging Teams through teaching the beef cattle industry, beef facilities, breeds of cattle, economic traits of both live and carcass evaluation, note taking and oral reasons. **Methods:** This toolbox is divided into fifteen chapters; Introduction, Steps to Using a Judging Team, Industry Information and Management, Marketing and Vertical Integration, Animal Welfare, Quality Assurance, Cattle Handling, Breeds of Cattle, Anatomy, Expected Progeny Differences, Feeder Cattle Grades, Market Steer Evaluation & Carcass Values, Quality and Yield Grading, Note taking and Oral Reasons, Understanding Questions, and Useful books and websites. Each chapter begins with the purpose of the topics to be discussed, objectives of the unit, and activities that can be used to teach the given information. The activities may range from power point presentations to actual hands on activities. Each chapter is presented in a lesson plan format. **Results:** This toolbox has been used by the agent in Alachua County to coach a Livestock Judging Team. My goal is to have this toolbox out in the fall 2005 to a test group of agents and volunteers for feedback and comments. **Conclusions:** My goal in

developing these educational materials is to help agents, volunteers, or leaders that have youth involved in the livestock field. I hope to have this toolbox available to those individuals through IFAS publications. The educational information included in the toolbox may also be informative to new agents in learning about the Florida Beef Industry.

#### **Leadership Development Initiative (05)**

**J. Schrader\*, B. Milam**, Clay County

The 4-H organization believes that youth of today are the backbone of the future. Without leadership skills, they will be unable to function adequately in society. Our fast-paced world and variety of opportunities offered to young people create a need for leadership development which we must pass to them. **Objectives:** To identify personal leadership skills and styles. To develop leadership opportunities for volunteers and members. To use the knowledge gained on a day to day basis with 4-H office staff. **Methods:** The Clay County 4-H Agents attended the Center for Creative Leadership in Greensboro, North Carolina February 23-25, 2005. This trip was funded with a grant provided by the Reinhold Foundation of Clay County. Funds were awarded to local organizations based on a Leadership Development Initiative encouraging the use of funds to build leadership skills. The Agents returned with the knowledge to conduct workshops on team-building and conflict resolution for leaders and youth. Some have been held and more are planned. **Results:** As a result of participating in the program, the agents have demonstrated an understanding of leadership styles and methods in 4-H programming and with office staff. A more effective and productive office atmosphere has developed and leaders have indicated increased interest and knowledge. **Conclusions:** This leadership program has proven to us that it is difficult to lead others unless you know your own strengths and weaknesses and understand your own style. Personalities play a major role in leadership; learning to deal with these personalities is essential.

#### **Ag-Ventures --An Extension Partnership (06)**

**J. Schrader\***, Clay County Extension; **B. Carlisle**, Clay County Extension; **D. Nistler**, Clay County Extension; **R. Zerba**, Clay County Extension; **J. Allen**, Clay County Extension; **A. Goodermote**, Clay County Extension

Ag-Ventures programs are held throughout the state in various manners according to the size and structure of the county extension office. Originally, the Clay County program was developed by our Agriculture Agent and held with the assistance of a few support staff. When this position became vacant, the shift went over to the 4-H office. All staff and faculty have become involved including Clay Soil and Water Conservation and WAV who are housed in our building. **Objectives:** To educate young people about the importance of agriculture. To provide hands-on learning experiences from many perspectives of agriculture with the combined expertise of all Clay County Extension Agents and other industry professionals. **Methods:** The program is held for three days, involving 1000+ third grade students from public and private schools. The program is held on our Fairgrounds in 3 exhibition buildings with students rotating through learning stations in each building. Due to various time schedules of the schools involved, each building runs independently requiring 3 separate groups of teachers and supervisors. **Results:** Evaluations tell us that students have developed a greater knowledge of agriculture from farm to table. They have also been exposed to a variety of environmental programs as well. **Conclusion:** An all-Extension/Ag-industry approach is more effective and efficient and develops a better staff working relationship as well as a better learning atmosphere for the children.

#### **4-H Livestock Judging (97)**

**H. Seigler**, Walton County

**Keywords:** leader's guide, leader, teen involvement

**Objectives:** To enhance youth's ability to evaluate beef cattle, swine and sheep. To improve skills of youth in reading performance data and orally communicating their decisions. **Methods:** The Livestock Judging Leader's Guide was used to teach beginners basic skills needed in live evaluation of livestock. The manual was also used to reinforce the skills of more experienced youth. The various activities in this manual give youth a strong and confident background in terminology used in the industry, decision making and oral communications. The activities are engaging and maintain the youth's interest. **Results:** The livestock judging program in Walton County has grown as a result of using this manual. Youth are becoming more confident in their abilities to evaluate livestock and communicate with others. Youth are actively participating in teaching younger 4-Hers the basic skills needed in livestock evaluation. **Conclusion:** This manual is an excellent tool to help guide both volunteers and teen leaders through the process of coaching a livestock judging team. The manual guides the group through activities that are engaging and fun for youth while learning more about the industry.

#### **WOW, Teen Retreat. (98)**

**H. Seigler**, Walton County

**Keywords:** job training, teens, work skills, career awareness

**Objective:** To hold a Wild Over Work Teen Retreat for 25 youth ages 13 - 18. The retreat would enhance teens' knowledge in career opportunities and improve their job acquiring skills. **Methods:** A grant was received to fund a WOW Teen Retreat. Dr. Joy Jordan and Debbie Glauer taught a class on job selection. They utilized a fun, interactive game for teens to eliminate jobs that required activities they did not like to perform. Dr. Jordan and Ms. Glauer also taught a class on interviewing skills and how to dress for an interview. Video cameras were used to tape teens during their mock interview and then the tapes were played back and critiqued. The Florida Restaurant Association taught a class covering the various fields of opportunity in their association and the education required for these careers. Area Health Education Center (AHEC) also taught a class on career opportunities in the health profession. Larry Williams taught a class on horticulture and common lawn care. Rebecca Salmon taught a class on resume writing. Laptop computers were brought in and teens received hands-on computer training while completing a resume. **Results:** Teens improved their interviewing skills by 55% and their resume skills by 50%. Youth left the retreat with a resume in hand and a computer disk with their work saved. Teens increased knowledge and skills by 55%. **Conclusion:** The retreat evaluation indicated teens want more activities similar to this with more detail. They want a broader career area covered and the ability to choose their area of interest. 100% said they would return to a similar function.

#### **4-H Babysitting Workshop (00)**

**E. Shook\***, Leon County

**Keywords:** babysitting, employability skills, middle school youth, self-care

**Objectives:** To provide employability skills to youth who are interested in starting a babysitting business; To provide knowledge to youth in order to care for themselves, siblings and other children of family and friends; To provide a positive, fun, educational program for middle school youth. **Methods:** A daylong workshop for boys and girls ages 11 and up was developed. Ten experiential sessions taught by experts in the community are conducted. They include safety and first aid, infant care, entertaining children, storytelling, fire safety, making babysitting bags, kitchen safety and nutritious snacks, guidance and behavior, roles and responsibilities of babysitters, and personal safety. In addition to all the active sessions, youth collect handouts throughout the day to assemble a babysitting reference folder and receive a certificate of participation, wallet card and business cards. Pre and post tests as well as an evaluation are completed. **Results:** Workshops have been held twice yearly for six years and we always have a waiting list. We are the agency to call in our county for babysitting training. 84 youth participated this past year. Post tests showed an increase in knowledge and evaluations were overwhelmingly positive. **Conclusion:** The overwhelming response to our workshops has shown the definite interest and need in our community for this training.

#### **4-H Alumni Reception (02)**

**E.C. Shook\*** and **M.D. Boston\***, Leon County

**Keywords:** volunteer recruitment, volunteers

Volunteers are the backbone of a successful 4-H program. An untapped resource of volunteers are adults who were former 4-H'ers. In 2000, the Florida 4-H Foundation granted Leon County 4-H \$500 in seed money to undertake a 4-H Alumni Reception initiative. Because of the success of the first reception, a second was held in 2001 and a third one is being planned. **Objectives:** To recruit potential volunteers for all aspects of the 4-H program; to increase awareness of local 4-H programming efforts. **Methods:** For the past two years a 4-H Alumni Reception has been held. Friends of 4-H as well as former 4-H'ers, parents of former 4-H'ers and former leaders are invited. Printed invitations are sent to all on our database. A local park which has a beautiful home and gardens has been the site of the reception. Attendees are treated to heavy hors d'oeuvres and an opportunity to visit and make new acquaintances. Door prizes are given as well as a memento to each attendee. Exhibits on 4-H activities are in place as well as opportunities to sign up for help needed. This year a silent auction of 4-H paraphernalia was also conducted. Money made went to 4-H Camp scholarships. **Results:** Alumni have become more aware of 4-H programs in our community, have served as judges, started 4-H Clubs and provided funding for 4-H camps. **Conclusion:** Communication with former 4-H'ers, parents, leaders and supporters increases awareness, gives opportunities to ask for help and increases our volunteer base.

#### **Mall Madne\$\$: Money and More (03)**

**E. Shook\*, B. Miller\*, D. Gordon**, Leon County

**Keywords:** financial literacy, teenagers, youth development

**Objectives:** Young teens to increase financial literacy, become aware of career opportunities, and be involved in positive youth activities during out-of-school hours. **Methods:** Recently, local and national media have focused on the enormity of the financial problems encountered by young people caused by a lack of knowledge regarding finances. Collectively, teenagers spend more than \$155 billion each year. It is imperative that teens and young adults learn the basics of money management. In an effort to meet the need for financial literacy, a 4-H special interest program entitled *Mall Madne\$\$: Money and More* was developed using a local mall as an interactive classroom. Partnering with J.C. Penney, youth, 6<sup>th</sup> grade and up, spent the day learning about a variety of topics including the wise use of credit, spending plans, environmental merchandising, loss prevention, consumer rights and responsibilities, getting the best buy when choosing clothes, and eating at the food court on a budget. **Results:** Youth were surveyed on what they learned as well as planned behavior changes as a result of this daylong program. Some of the responses included: "Not to buy clothes on impulse." "To ask questions before buying something." "I will spend money on what I need and save it." **Conclusions:** Conducting a program at a site that interests teens encourages participation, and hands on activities increase understanding about a topic of critical need for young people.

#### **4-H Mechanical Day Camp: Learn by Doing (01)**

**J.A. Simmons\***, Nassau County

**Keywords:** Confidence building, rewarding, safety, mechanical skills

**Objective:** Provide 4-H youth with an opportunity to learn mechanical skills, equipment maintenance, shop safety, and welding. Learn by doing is emphasized along with practicing safety while using shop tools and equipment. Find activities that will appeal to senior 4-H youth. **Methods:** Participants were introduced to equipment, tools, parts inside an internal combustion engine and how they work, and shop safety. Old vs. new technology was discussed with examples. Participants performed complete tune-ups on several vehicles and learned how to check fluid levels. Participants welded and made a 4-H emblem to take home. A go-cart engine was rebuilt, placed on the cart, and later ridden. The Sheriff's department demonstrated safety such as seatbelt use and vehicle maintenance. Participants examined a racecar, safety modifications, and its safety equipment. **Results:** Participants learned how to perform basic vehicle maintenance, weld, and repair small engines. A better understanding of the importance of safety and proper safety equipment was gained along with the value of learning by doing. The participants were proud of their accomplishments, especially the go-cart repair. **Conclusion:** Participants learned valuable skills that will not only save them money but may lead to future careers. They also learned the value of doing things the right way, safe way and having confidence in themselves that they can learn to do anything. These types of activities will encourage continued participation by senior 4-H youth.

#### **Episodic Volunteering: Is it a Viable Option for Extension? (03)**

**D. Smith\***, Manatee County



**Keywords:** episodic volunteers, short term volunteers

Americans are volunteering in record numbers (Survey of Giving and Volunteering in the United States, 2000). Interestingly, the actual number of volunteer hours to a single organization is decreasing. Short-term volunteers are replacing traditional long-term volunteers. Short-term, loosely connected episodes of volunteering are becoming the norm rather than the exception. The term, *episodic volunteering*, was introduced over 10 years ago in the volunteer sector. It is simply an old concept with a new term used to define it. Many organizations are trying ways to attract the episodic volunteer. They may be college students, seniors, seasonal residents, or persons wanting additional job skill development. Regardless of their affiliation and motive, these individuals are seeking episodic volunteer opportunities. **Objectives:** 1) learn how to determine the feasibility of episodic volunteering; 2) learn strategies needed to develop an episodic campaign; 3) learn how to evaluate episodic volunteers; and 4) identify appropriate screening techniques for various levels of volunteers' involvement. **Methods:** Seven "New Volunteer" training sessions were held to orientate new leaders in the goals, objectives, activities and 4-H procedures and policies. Twelve trainings were held, dealing with specific 4-H project areas. The trainings instructed leaders on, hands on activities, educational subject matter, educational fieldtrip opportunities, record books, parliamentary procedure and building self-esteem in youth. These education tools were presented in ways that made it easy for leaders to bring back to their individual clubs. **Conclusion:** Episodic volunteering may provide untapped opportunities for Extension. 4-H, which is the largest user of volunteers, could benefit the most from episodic volunteering efforts. Episodic volunteering: Is it truly a viable option for Extension? How will episodic volunteers fit into current volunteer management systems? What programs could better utilize episodic volunteers rather than traditional long-term volunteers? Find out about how selected 4-H episodic volunteering experiences have worked in Idaho, Florida and Oregon, and you decide. In small groups, participants will analyze potential program opportunities and determine the feasibility of episodic volunteering opportunities. Come learn if episodic volunteering is a viable option for Extension.

#### **Quality Counselors are the Key to a Successful Camping Program (00)**

**M. Souers\***, Lake County; **C. Moore**, Osceola County

**Keywords:** Camp Planning, Camp Counselors, Leadership Development

**Objectives:** (1) To ensure a successful camping program by involving counselors in the planning process. (2) To develop leadership skills in youth selected to serve as camp counselors. **Methods:** Lake and Osceola Counties have partnered to develop a year-long program that involves counselors from both counties in all aspects of the planning process. Beginning in the Fall, counselors and Agents meet every two months. Early sessions include discussions of the previous year and suggestions for changes. A theme is chosen, evening activities are confirmed, and counselors begin planning classes that they will teach. In addition, committee assignments are made for evening activities being coordinated by counselors. Every counselor is also responsible for teaching one class during three afternoon sessions. Other activities planned and coordinated by counselors include camp fires, free time, evening events, decorations, and cabin themes. In the month prior to camp, counselors assist with class and cabin assignments. Planning meetings also include leadership development such as counselor responsibilities, working with children, teaching techniques, first aid, child abuse, and conflict resolution. **Results:** Counselors rate high in post camp evaluations completed by campers. Similarly, counselors indicate that the experience was positive, and that they applied and learned leadership skills. The interest in serving as a counselor has been high, allowing a selection process that results in the most qualified being chosen. **Conclusions:** The two-county camping program has grown to the current maximum of 150 youth with campers on waiting lists the last two years. Much of the success of the program can be attributed to the quality of the counselors.

#### **Nutrition Olympics: Combining nutrition education and physical activities to engage youth in healthy lifestyles. (06)**

**J. Stanford\***, Duval County Extension

**Objectives:** Engage limited resource youth in grades K-5 in activities involving nutrition and physical activity. **Methods:** Youth begin the activity at the "Food for Thought" booth by answering questions on nutrition, physical activity, and health, receive an "Olympic Gold Medal" for correctly answering the questions, and an "Olympic Score Card" to track activity participation. Youth may take the Olympic Medals to any one of the nutrition themed physical activity stations and exchange for participation. Upon completing the activity station, youth receive a stamp on the Olympic Score Card. After participating in all the nutrition themed activity stations, youth take their completed Olympic Score to the "Winner's Circle" Healthy Snacking Station to receive a nutritious snack. **Results:** The 4-H EFNEP Program piloted the Nutrition Olympics during community summer camps in Duval County summer 2006, engaging 106 youth in the nutrition themed activity stations during the initial program. Younger youth did not completely grasp the concept of returning to the "Food for Thought" booth to answer questions, as activity attendants often re-directed younger youth back to the booth. Youth received a choice of the type of snack-either a sandwich sample or fruit cup. Many students selected fruit cup over the sandwiches. **Conclusion:** Overall, the Nutrition Olympics was successful, with minor logistical changes to help increase return traffic to the "Food for Thought" booth for the younger youth and eliminating options at the "Winner's Circle" Healthy Snacking Station.

#### **Do You Know Your Volunteers? (05)**

**R. Strong**, Orange County

**Objectives:** The program objective is to insure a safe physical and emotional learning environment for Orange County 4-H members. **Methods:** The Orange County Extension Director, Orange County 4-H Program Leader, and Orange County 4-H Advisory Committee brainstormed funding options that would allow all 4-H volunteers (current and new) to undergo a national level background screening conducted by the Federal Bureau of Investigation. As a result, the CED and 4-H Program Leader approached the Orange County Office of Professional Standards' (O.C.O.P.S.) Director for assistance with implementing the proposed volunteer background checks. O.C.O.P.S. is a department that institutes background checks on all county employees. **Results:** The O.C.O.P.S. agreed to administer and fund 4-H volunteer leader background checks annually up to \$12,000. Between November 1, 2004 and April 30, 2005, O.C.O.P.S. investigated approximately 120 Orange County 4-H volunteers. At this time, all volunteer "candidates" have passed. However, some that are allowed to volunteer are not allowed to transport 4-H members based on their

driving records. Additionally, some potential volunteers declined to undergo the background checks because it was too intrusive. One adult that refused to undergo the "screening" was later found to be a registered sex offender. **Conclusions:** The CED, 4-H Program Leader and 4-H Advisory Committee concluded that 94% of all Orange County 4-H volunteers were excited and pleased about the instituted background check program. The Orange County 4-H volunteer leader background checks have assisted in insuring that 4-H members are in a physically and emotionally safe learning environment.

#### **Today's Youth Tomorrow's Leaders (06)**

**R. Strong\***, Marion County Extension

**Objectives:** The objective of this program was to teach fundamental knowledge of nutrition, urban wildlife, fitness, conflict resolution, and money management to youth that were not current 4-H members. **Methods:** A grant was written to fund and implement this program. This program was held at a school in a low income area where the student body was not aware of the opportunities in 4-H. Youth that attended the conference participated in educational sessions relating to: nutrition, environmental horticulture, anger management, fitness and financial awareness. An awards program was presented in which all participants were recognized. Every youth that participated in the conference received a backpack that contained flyers, fact sheets and brochures of the information that was presented. **Results:** There were 52 youth that attended the 2006 conference. Participants at this conference had a dramatic increase in knowledge and awareness. For example, 96% indicated that they would exercise more, 88% surveyed stated they learned how to manage their money, 96% of the program participants indicated they would manage anger to get along better, 90% indicated they would eat better and 96% stated they would do a better job at protecting the environment. Of the program participants, 100% rated the conference as excellent and/or good. **Conclusions:** As a result of this program, there are now two after school 4-H clubs at this school. The clubs focus on public speaking and citizenship as their main projects. Because of the success of this program, it is being planned for another school next year.

#### **4-H Livestock Barn, Bridging the Gap Between Urban Youth and Livestock Projects. (98)**

**S. Terry-Wolfe**, Flagler County

Kids and animals go hand in hand. Unfortunately because of space, code enforcement and city laws, youth are unable to house certain types of animals on their own property. The Flagler County 4-H Livestock Barn helps to overcome this obstacle. **Objectives:** To educate youth about livestock. This is made possible by providing housing, hands on teaching, and management. **Methods:** For the past two years, the Flagler County 4-H Program has had a barn that is open to youth to house their animals. This barn is located adjacent to the Extension Service Office, which is also right next to the Fairgrounds. The barn can house 8 pigs, 3 cattle, goats, sheep, poultry and rabbits. Youth pick out their project and become a part of a team. Youth are responsible for the care, feeding, and management of their own animal and others. Meetings are held monthly and educational aspects of animals are taught. There are also planned barn cleaning days. Youth care for their animals until the Fair in April, where most of them go to market. **Results:** In the past two years the barn has double its participation of 4-H youth and animals. From the barn there have been 20 4-H Projects enrolled in such as steer, heifer, swine, goat, sheep and rabbit, in these 2 years. Urban youth have had an opportunity that many do not, by becoming familiar with several components of the animal industry. Urban youth have learned that some animals are meat or milk animals and are not meant to be "pets". They have also learned that there is a great deal of responsibility associated with the care of the animal. **Conclusions:** Having a 4-H Livestock Barn on Extension property is truly an excellent opportunity for urban youth. While it is very demanding on the responsible Agent, the programmatic outcome outweighs the demands.

#### **Lessons Learned Thus Far: 4-H Volunteer Background Checks (04)**

**T. Tesdall\***, Volusia County Extension

**Objective:** To develop an efficient system to complete soon-to-be mandatory volunteer screenings of 4-H volunteers. To transition into the new volunteer screening system. **Method:** Created a spreadsheet to keep track of the steps to be taken in screening volunteers. Edited appointment letter based on whether volunteer is an organizational leader, resource leader or "at-large" volunteer. This is further divided into whether they have submitted a volunteer application or not. Locked filing system developed for all volunteers. **Results:** As of June 1, 2004, 227 4-H volunteers have enrolled in Volusia County 4-H and received volunteer appointment letters. Ninety-seven of them have submitted the volunteer application and received a "county criminal history" screening. Four came back with a record. Only one denied enrollment as a volunteer. **Conclusions:** There has been very positive feedback about doing the background checks and little grumbling about the extra application. Writing individual appointment letters is time consuming but we are always aiming to improve the process.

#### **Cloverbud Days: 5-7 year old Programming as a Recruitment Tool (06)**

**T. Tesdall\***, Leon County Extension

**Objectives:** To make the community more aware of 5-7 year old programming available through 4-H. **Methods:** A series of mini-sessions totalling 6-hours of special interest programming designed for 5-7 year olds was conducted to market Extension 4-H to young families. At the first mini-day camp, during spring break, youth were exposed to four different project areas through experiential activities. Marketing included flyers at libraries and to homeschool groups. Teachers and group leaders included 4-H teens and parents respectively. During the "graduation" ceremony, parents were informed about 4-H membership and volunteer club leader opportunities. This was a great way to meet the program goal—for parents to discover 4-H and enroll their children to form *cloverbud* 4-H clubs. At-large membership was discouraged. The success of the first series has created interest for a second mini-day camp, scheduled for July. The program focus will be foods, nutrition and fitness topics only. **Results:** At the first session, 90% of the participants had never participated in 4-H. The positive response included questions of when we would offer the program again and did we have any "cloverbud" 4-H clubs already in existence. The event was also successful for teens who taught and led activities. **Conclusions:** There is community interest in for this age group. Involving teens in the program provided an avenue to

earn service hours. More 5-7 year old programming efforts need to be made in Leon County 4-H to enroll youth in clubs that will then ideally "grow up" in the 4-H program.

#### **Model Rocketry: A Sequential Learning Experience for Youth (97)**

**A. Toelle**, Nassau County

**Keywords:** science, rocketry, space, curriculum, aerospace, aeronautics

**Objective:** Develop and implement a sequential learning curriculum for 4-H'er involved in the Rocketry program. **Methods:** A leader manual and 4-H record were developed, Rocketry Level 1A: Single stage rockets and Rocketry Level II: Multi stage rockets. Materials were developed using Estes industry and University of Minnesota rocketry resources. Leader workshops were then given to train leaders how to use the curriculum. At these meetings, emphases were placed on safety, the sequential nature of the project, and scientific principles of each project book. Leaders were also informed about supplemental materials available for check out from the office, including an altimeter and launch pads. Finally, leaders were given hands on instruction on how to build and launch model rockets. **Results:** As a result of this effort, fifty two 4-H'ers and seven leaders participated in the rocketry program, demonstrating their competencies by building and launching their rockets, and completing their project records. Nassau County added a county Rocket Launch; a non-competitive event open to all 4-H'ers participating in the Rocketry project to showcase and launch their rockets. Teen leaders became involved by presenting at our County launch. **Conclusion:** This curriculum has enhanced the rocketry program in Nassau County. 4-H'ers became excited about rocketry, which prompted a club to host a trip to Space Camp. 4-H'ers are now able to pursue the model rocketry project for several years, building upon previous experiences. It is expected that these project books and leader guides will become Nassau County staples.

#### **Mailbox Poultry Club: Targeting New Audiences for Traditional Programs. (98)**

**A. Toelle**, Nassau County, **J. Jacobs** and **B. Mather**, Dairy and Poultry Sciences.

**Keywords :** poultry, mailbox, animal science, embryology, recruiting, 4-H

**Objective:** Develop and implement a mailbox poultry project to enhance the Embryology In The Classroom program and add additional youth who would otherwise not be reached by traditional 4-H methods. **Methods:** In Nassau County, teachers are responsible for giving away chicks hatched as a result of the embryology program. Often times, this means children get to take chicks home. Unfortunately, most of these well intentioned children know very little about caring for chicks or grown chickens. A series of worksheets were developed to address this issue. The front of each sheet has timely information based on the age of the chick. The back of each sheet has a fun activity or exercise relating to the information on the front. Each child receives a mailing once a week for the first six weeks of chick ownership. Then the mailings continue monthly for a year. **Results:** As a result of this effort, twenty-two 4-H'ers participated in the mailbox program. Follow-up phone conversations revealed that the participants learned about raising chickens, and were more confident in their chick rearing practices. This project will be added to the embryology program in Nassau County. **Conclusion:** This project has enhanced the embryology program in Nassau County. The mailbox poultry project will be further piloted when the Embryology In The Classroom program begins in the fall. Mailbox participants will be invited to participate in fairs and other poultry events. It is expected that this project will become a Nassau County staple.

#### **Poultry Field Day: Reaching Troubled Youth (99)**

**A. Toelle\***, Nassau County

**Keywords:** poultry, school enrichment, embryology, field day

**Objective:** To expose youth in the "Nassau County School for the Emotionally Handicapped" to the process of poultry production. **Methods:** The Nassau county Overall Advisory Committee expressed concern about youth in at risk or in "lost" situations, and wanted to do a program to meet this need. The committee identified the Embryology program as a vehicle to reach these children. A brainstorming session resulted in a field trip to a local producers chicken layer house. At the farm, several stations would be set up to demonstrate different stages in the production process; laying, feeding, storage, and interior quality. The students were then allowed to get several dozen eggs to incubate in their classrooms. Other fun activities were also available at the farm, including feeding livestock and a hay ride. A lunch was served, provided by the producer. **Results:** As a result of this collaborative effort, sixty at risk kids learned the process of chicken production from laid egg to hatched chicken. Surveys of the teachers participating affirmed the success of this program. **Conclusions:** The youth participating in this program learned the process of poultry production. This may become an annual event.

#### **Hydroponics: A gardening program for youth. (00)**

**A. Toelle\***, St. Johns County

**Keywords:** hydroponics, day camp, gardening,

**Objectives:** To teach youth how to grow plants hydroponically, plant part identification, and to see which garden grew best, hydroponic or traditional. **Methodology:** Seven one-hour after-school sessions were taught. The first session was two hours, and led by Mike Sweat, CED Baker County. Mike taught the 4-H'ers how to build the gardens. On their own with limited adult assistant, the 4-H'ers built the gardens, made the solution and placed the plants. The subsequent sessions had the 4-H'ers observing their crops and making comparisons. The next four sessions had the 4-H'ers learning about plants, fertilization and insects. They also had to re-make one garden which sprung a leak! Letters of invitation were sent to Extension Stake holders at this time inviting them to a salad party on the harvest date. The next to last session had the 4-H'ers making posters and displays to be presented to the stakeholders at the harvest salad party. The final session was devoted to the 4-H'ers staffing their posters, discussing the garden and what they learned with the invited guests. **Results:** Eighteen youth learned hydroponic gardening skills. They discovered that the hydroponic lettuce grew best. The stake holders who attended the harvest party were VERY impressed with the work the kids did. **Conclusions:** Hydroponic gardening is a fun method for teaching 4-H'ers gardening/plant skills. We will build on this success by placing hydroponic gardens in area schools.

### **Special Considerations in Organizing Youth Development Projects in Seminole Indian Communities (99)**

**S. Tuttle\***, Seminole Tribe

**Keywords:** Native American, leadership, consensus, culture, Seminole

**Objective:** To determine what characteristics of Seminole Indian communities affect programming for youth development projects and implement programming which dovetail with Native American values. **Methods:** Existing 4-H programs were evaluated by observation and by discussions with Tribal staff, community members, and the overall 4-H and Extension Advisory Committee. In the first two years of the implementation of 4-H programming, existing projects were strengthened in the areas of organizational development of reservation clubs and technical assistance in the fields of livestock husbandry and showing. In the third year of implementation, new projects in the fields of nutrition and cooking and money management were introduced. Leader training of adults and youth was designed to facilitate the organization and growth of clubs by training Seminole Indians to adopt leadership roles. Scheduling of meetings, clinics, and seminars catered to Native American time-consciousness and the process of consensus was often used in decision-making concerning livestock show and sale policies and extension education efforts. **Results:** The Seminole Indian 4-H program has grown from 3 clubs on 3 reservations with a total of 50 members to 13 clubs on 5 reservations with a total of 135 members, which is 24% of all Seminole Indian youth. Club officers on all reservations are now involved in leadership roles in the organization and planning of their clubs and in activities such as fund-raising and community service projects. Leaders on all reservations run their clubs with minimal supervision by the 4-H staff. **Conclusion:** The Seminole Indian 4-H has improved the depth and breadth of its programs and augmented adult and youth leadership roles through educational methods which are sensitive to Native American cultural characteristics.

### **Palm Beach County 4-H Summer Day Camp Program (06)**

**M. Webster\* & Y. Kudo**, Palm Beach County Extension

Palm Beach County 4-H has been offering multiple weeks of summer day camps since 2004. **Objective:** is to provide safe and learning environments during the summer months for public and 4-H members to expose 4-H experiential methods. In the year of 2006, 5 week-long day camps were offered and advertised through Internet, flyers to libraries, and "Parenting Plus" magazines distributed to schools. **Methods:** Each morning campers report to Exhibit Halls of Palm Beach County Extension Office and start the Pledge of Legions and 4-H Pledge. Camp rules were recited and scheduled introduced. Various guest speakers are presented as well as field trips are taken during the morning sessions. By midafternoon, campers return to the Exhibit Halls to work on group or individual hands-on projects every day until dismissal time. "Closing Ceremony" is held on Friday afternoon to present the accomplishments of campers. Every camper must present at least a portion of group presentation or his/her own project during the ceremony for a public speaking experience. **Results:** youth surveys conducted at the end of each camp display the increased knowledge of subject matters, safe and friendly learning environment, and interest to 4-H program. Guardian surveys indicate the satisfaction of academic contents, staff proficiency, and learning environments which campers are exposed to. Over the three consecutive years, 25 families have joined 4-H program as results of summer experience. **Conclusion:** day camp program is a great showcase of 4-H experiential learning and publicity of the program in Palm Beach County.

### **4-H Character Camp (99)**

**D. Welch**, Citrus County

**Keywords:** values, youth, 4-H, leadership, cooperation

**Objectives:** For Youth 5 B 10 years old to learn and develop character qualities. To promote Citrus County as a county with character. To provide an opportunity for teens to develop leadership skills. To promote 4-H teens as role models to the community. **Methods:** This camp was open to all 5-10 year olds in Citrus County. The three-day camp introduced a total of 9 character qualities. The teens worked with the campers in small groups and large assemblies. Definitions, activities, songs, stories and personal experiences from teens were used to help campers understand each character quality. An explanation was given to the parents each day outlining the character qualities for the day. Each camper was presented with character cards to reinforce each quality. **Results:** 22 campers and 6 teens participated in the camp. The teens worked as teams as they prepared the activities and skits used in large assembly. Parents shared the excitement seen in their children about camp and the teens. **Conclusion:** The Florida Legislature has passed a law that all schools will have a character program. Conversations have taken place with the school board on how 4-H fits. This fall one of the elementary schools is having one of the teens train the teachers and hold large assemblies for the students.

### **Youth Development Expands From Swine Project (99)**

**L. Wiggins**, Taylor County

**Keywords:** swine, youth development, leadership, community service

Lack of financial resources has been one of the limiting factors for participation in a 4-H livestock project. This program provides 4-Hers the opportunity to participate in raising a pig for the North Florida Livestock Show & Sale by funding the animal and starter feed for each child. The participant and parent make an agreement with 4-H to participate in other 4-H activities along with the livestock project to enhance their 4-H experience. **Objectives:** For participant youth to: (1) learn about the responsibility of raising a pig for the North Florida Livestock Show & Sale, (2) to expose youth to other areas of the 4-H program, and (3) to increase the number of 4-Hers participating in raising swine for the Livestock Show. **Methods:** A 4-H livestock club was formed for the Livestock Show participants. The club meet twice a month to learn more about how to care for their pig, work on a project book, perform community service projects, and plan for their county events presentations. **Results:** The swine project has had an increase in participation from 2 youth in 1996 to 20 youth in 1998. 95% of the youth participated in the County Events program and 85% completed two or more community service projects. **Conclusions:** Through program participation 4-H members have had the opportunity to care for an animal while gaining an understanding of record keeping and the responsibility and commitment that goes along with raising a pig. The program also helped to increase their leadership and public speaking skills.

#### **4-H and Homeschooling: A Perfect Match (03)**

**L. Wiggins\***, Taylor County

**Keywords:** 4-H, youth, education, homeschooling

Each year, more and more parents choose to homeschool their children. They do so for a variety of reasons and they do so with a varying amount of skill and experience in planning, curriculum development, and time management. Even the most skilled and experienced homeschooling parent should welcome the resources that the 4-H program can bring to families. **Objectives:** The 4-H Believers (Homeschooler) club was started to incorporate 4-H programming/curricula into homeschooling youth in Taylor County and to expand the homeschoolers learning and social opportunities. **Methods:** Homeschooled youth were recruited through the local Homeschool Educators League of Perry, local paper and 4-H newsletter. County Extension staff work with volunteers to use 4-H curriculum and resources that are research-based and age appropriate, and that encourage inquiry-based learning with hands-on fun activities. The club meets once a month for their traditional club meeting and four times a month for 4-H project classes. **Results:** The 4-H Believers (Homeschooler) Club membership has grown from 12 members and 4 volunteers in 1997 to 124 members and forty-five volunteers in 2003. Through 4-H club meetings and project classes, 4-H members have developed increased public speaking and leadership skills while learning in many different project groups, from nature photography, to decorating cakes, to using computers. **Conclusions:** This is by far the largest 4-H club in the county with the largest number of 4-H volunteers and is continuing to grow because of the ever-growing population of homeschoolers.

#### **4-H Agriculture Day (05)**

**L. Wiggins\***, Taylor County

Requests from local teachers led to the development of the 4-H Agriculture Day in Taylor County in 2002. **Objectives:** The 4-H Agriculture Day was held to increase awareness of the importance of Agriculture. The day was also designed to help youth develop an understanding and appreciation of Florida's multi-faceted agriculture industry and its relationship to our economy, environment, health and quality of life. **Methods:** All 5<sup>th</sup> grade youth and teachers in the county were invited to participate in the Ag Day sponsored by 4-H, Farm Bureau, Ag In The Classroom and Taylor County School System. Each student participated in ten hands-on learning stations relating to agriculture. Volunteers were utilized to teach and assist at each learning station, to serve as group leaders, to serve as timers to help groups rotate to their different stations, and organize snacks and lunch. Each teacher received curriculum and pre/post tests prior to the Ag Day. At the conclusion of the Ag Day students took home Agriculture Goodie bags. **Results:** Twenty-five teachers and 278 students from two elementary schools participated in the Ag Day. Fifty-two adult and youth volunteers assisted with the day. Results from pre and post-tests revealed that 80% of the participants increased their scores on their post- test. **Conclusions:** The participating teachers requested for the program to be conducted again next year. The teachers said the day helped youth understand the importance of Agriculture and develop an appreciation and understanding of the agricultural industry.

#### **Baker County 4-H Officers Training Program (01)**

**A. E. Williams\***, Baker County

**Keywords:** 4-H, youth, leadership, officer training

**Objectives:** 1) Provide 4-H club officers training in leadership development, teach officer responsibilities while establishing officer team relationships. 2) Introduce 4-H members to community leaders, while making community leaders aware of the 4-H program. **Methods:** In order to teach 4-H officers their role in the club as well as make community leaders more aware of the 4-H program, an 4-H Officer Training Workshop was designed. Guest "instructors" including, the Baker County Judge, a local newspaper editor, the judge's secretary, and a local, well known Baker County bookkeeper were secured to teach the officers about their specific duties of a particular office. The 4-H members were instructed in the expectations of a club officer, including attendance, participation, behavior, attitude, and teamwork. Afterwards, the youth broke into teams to play a role playing game where they demonstrated how to address many common scenarios during 4-H meetings and activities. **Results:** 70% of 4-H club officers attended this activity. Participants indicated this was a very rewarding experience. The community leaders were so impressed by the 4-Hers that they asked if they could participate again next year. **Conclusion:** 18 4-H members learned exactly what is expected of a 4-H club officer, were made aware of their responsibilities of their particular office, and established relationships with fellow officer team members. Community leaders gained a stronger respect for the 4-H program and are more familiar with the focus and philosophy of the 4-H program.

#### **4-H Farm Youth Safety Day (05)**

**N. Wilson\***, Marion County

Safety is an essential part of any activity in which youth or adults participate. Many times it is the element that is forgotten. It is important to instill safety habits as youth begin doing farm or household chores and participate in animal and/or leisure activities. **Objectives:** For youth to identify the hazards and importance of safety in their home or farm. Both rural and urban youth participants will adopt good safety habits and learn valuable life skills. **Methods:** The 4-H Farm Agent developed, implemented and facilitated the Youth Safety Day program. In collaboration with 12 local organizations, businesses and government agencies, 16 safety stations addressed the following topic areas: ATV, basic 1<sup>st</sup> aide, hand tools, lawnmower/tractor, bicycle, 911 communications, home fire safety, horse and dog safety, sun, chemical, water, electricity, and wildlife safety. **Results:** Approximately 1,400 4<sup>th</sup> graders have attended the program over a four year period. According to surveys completed by the teachers, the students reported increased knowledge about proper safety habits. As a result of the hands-on demonstrations, students were able to identify potential dangers and knew how to minimize the consequential hazards. **Conclusions:** This proactive educational program instills the building blocks for proper safety habits in rural and urban youth. The demand for this all-inclusive program demonstrates the need for every community to take part in addressing home and farm safety issues with youth.

**Poplar Springs High School Students Get Money Wise (97)**  
**S. H. Wilson**, Holmes County

Poplar Springs is a small Pre-K - 12th grade school with a total enrollment of 410 students. **Objective:** To prepare high school students for the transition into the work force by teaching money management and consumer skills applicable to their current and upcoming financial situations. **Methods:** A total of 63 business Education students, grades 9-12, were given pre and post-tests to measure their ability to write a check; enter information into check register; read a bank statement; balance a checkbook; understand Average Percentage Rate and understand the function of credit reporting agencies. Classroom instruction by this agent included: practice checks and registers, video "Stretching Your Dollars" and searching current newsprint materials for false and deceptive advertisements. Students gave small group presentations based on topics from their completed Money Wise workbooks: *Marketplace Choices* and *Smart Consumers*. **Results:** Pre-tests of all grades showed a majority, 72% of students, knew how to correctly complete a check. In contrast pre-tests showed only 9% of all students understood the role of credit reporting agencies. Pre-tests showed 50% of all students knew how to enter information correctly into a check register but only 25% knew how to reconcile a check book. Post-tests showed that overall students increased their knowledge by an average of 30% in all areas. **Conclusions:** The Money Wise curriculum, supplemented with hands-on activities, had significant impact on students who considered the information relevant to their current situations.

**4-H Teen Retreat, Manners Matter – Flight Plan For Life (01)**  
**S. Wilson\***, Holmes County, **V. Mullins**, Santa Rosa County, and **K. Brown**, Escambia County  
**Keywords:** teen programming, etiquette, 4-H, multi-county, community partners

**Objectives:** Involve teens in a meaningful educational program which will improve their knowledge and skills of etiquette for dining, writing, job interview, relationship and dating. Develop a "manners" loan kit for the district. **Methods:** Together, youth and adults planned a weekend program that involved "learn by doing" workshops in the following areas: dining and table, conversational and writing, professional dress and job interview, relationship and dating etiquette. NAS Whiting Field provided program facilities and other community members taught workshops. Participants wrote formal letters to their Representatives, mock job interviews, learned to tie a tie and played out relationship skits. A formal dinner dance gave the teens the opportunity to demonstrate the knowledge and skills learned in the table manners workshop. Subject matter pre and post-tests were administered to the youth as well as a follow up survey of skill used. **Results:** Post-test scores showed an overall increase in subject matter knowledge of 60%. Follow up surveys showed that 100% of the 94 youth had used at least one new skill since the retreat and 92% had used at least three new skills. The loan kit has been used in six different workshops for adults and youth. **Conclusion:** Skills learned at this retreat provided teens with the basics of etiquette that will assist them as they transition into the adult world.

## FLORIDA EXTENSION ASSOCIATION FAMILY & CONSUMER SCIENCES - FEAFCS

### **The Magic Wand: A Preschool Hand washing Project (00)**

**J. Allen**, Lake County

**Keywords:** Hand washing, health, food safety, child-care centers

**Objective:** To provide a hand washing training and curriculum materials for 57 Lake County child care centers who accept vouchers for low income children. Lack of proper hand washing has been cited as the cause of the spread of enteric illnesses. Statewide, the cases of shigellosis have increased from 1529 in 1995 to 2105 in 1998. The Lake County Public Health Department Director indicated that proper hand washing was the first line of defense for the main public health concerns in Lake County. **Methods:** Lake County Extension, Women's Health Issues Committee, Division 9 Kiwanis Clubs, Pre-K Interagency Council and Lake County School Board partnered to present a program in hand washing techniques to preschool teachers and directors. A black light was used to show effectiveness of hand washing before and after using soap. The FDA "Fight BAC" puppet and various "magic" tricks were used to show how bacteria spreads. Each center director and participating teacher received a hand washing teaching kit and classroom materials funded by Kiwanis and Pre-K Interagency council. **Results:** 96 hand washing kits were distributed to center directors and teachers with over 80 individuals participating in two training sessions. Over 900 children have attended preschool classes in these centers over the past year. **Conclusions:** Center directors have requested a repeat of the training and kits and an expansion of number of centers who will receive kits this year. Additionally, Kiwanis has adopted a new hand washing initiative for the coming year that will be conducted in the public school system for early elementary students and teachers.

### **FCS Teaches Decision Making Skills to Mentally Handicapped. (98)**

**T. Allen**, Columbia County

**Objectives:** To expose the residents of the White Foundation Day Treatment Center to the decision making process. To allow residents to experience a variety of new situations to help increase decision making skills in day to day living. To increase the decision making skills of the residents using a variety of enjoyable educational activities. **Methods:** FCS Agent met with Center Director and staff to assess current level of decision making skills possessed by residents of the facility. Agent then developed a 6 month project plan for teaching decision making skills to residents using a wide variety of educational activities and learning experiences. Project was increased to 1 year. **Results:** 45 residents participated in bi-monthly educational programs. All programs were designed to include several choices for participants. Program Topics ranged from: food preservation, money management, home environment, and family living. Each program conducted had a component of the decision making process. This could include, what type of jam to preserve, how much of monthly income to spend on personal items, how to share living space, and how to work together to get chores completed. Out of 45 residents, 34 showed remarkable improvement in the ability to make decisions for individual living as well as group home living over a one year period.

### **"Stepping Into Style with 4-H Fashions", Fashion Show and Workshop (99)**

**T. Allen**, Columbia County, **M. Simmons**, Levy County & **C. Walter**,\* Alachua County

**Keywords:** confidence, construction, fashion, model, selection

**Objective:** The program was developed to involve Alachua, Columbia and Levy Counties 4-Her's. The objectives included: involving 25 youth from three participating counties, increase interest in clothing construction/selection, build self confidence and self esteem, demonstrate improved interview skills, increase social skills, recognize complimentary colors for skin tone and identify proper sewing notions. **Methods:** This was a new approach to the traditional fashion show, incorporating many aspects of fashion; construction, selection, modeling, etc. The 4-Her's rotated through learning centers consisting of color selection, sewing notions and techniques, modeling, skin care and interview judging. Afterwards they dined at the Olive Garden for a spaghetti dinner and returned for the fashion show in front of friends and family modeling their selection or constructed garment while being judged. Judges scores were tabulated while share-the-fun acts were taking place and awards were presented. **Results:** Forty-four 4-Her's participated, exceeding our goal by 76%. Due to various social-economic and cultural backgrounds participating in the event, agents and participants used conflict resolution skills and learned more about each other. Through the program good moral was developed between the counties involved and two additional counties have requested information to participate next year. **Conclusion:** Overall the program was a great success and is being scheduled for the upcoming year with additional learning centers. The program provided an opportunity to increase motor, social and interview skills along with many others. 4-Her's and parents alike expressed enjoyment in the experiential learning that took place.

### **"Professional Homemaker" Certification Course (00)**

**T. Allen**, Columbia County

**Keywords:** Professional Homemaker Aides, curriculum, training, team-building, certification

**Objective:** The primary purpose of this course was to develop curriculum and deliver training that would prepare Professional Homemaker Aides to work individually and as a team to provide an improved quality of service for Columbia County Senior Services (CCSS) clients. The secondary purpose was to train CCSS staff to train newly hired Professional Homemaker Aides on a yearly basis. **Methods:** Twelve Professional Homemaker Aides completed 12 hours of paid training with FCS Agent over a three week period. The training covered topics included: Team Building, Goal Setting, Aging, Conflict Resolution, Housekeeping/Shopping Skills, Safety, and Policies/Procedures. Teaching methods included: Cooperative learning, role playing, demonstration, experiment, and buzz groups. Pre/ post tests were used to measure knowledge, skill, and behavior changes. **Results:** One hundred percent of Professional Homemaker Aides demonstrated improved skills in five or more of the following areas: Team Work, Cleaning, Safety Procedures, Housekeeping, Shopping, Goal Setting, and Conflict Resolution. Ninety percent indicated that the course had affected their attitudes concerning their jobs, their clients, and their likelihood to continue in a Homemaker Aide position. In addition, four

CCSS staff members were trained to teach the 12 hour course. **Conclusions:** Improved skill levels, ability to work independently and as a team resulted in: Improved care of CCSS clients, better evaluations for Homemaker Aides and merit-based pay increases. Ability of CCSS staff to provide needed training will reduce the organization's expenses in hiring a professional to conduct training as well as reducing dependence on other agencies for training.

#### **Food Mysteries Expo: Collaboration Among Community, Schools and Extension Teams (97)**

**K. D. Archer\***, Bay County, **L. Halsey**, Jefferson County, **M. Boston**, **A. Parramore\***, **E. Shook**, **J. Shuford-Law**, Leon County  
**Keywords:** health, nutrition, fruit, vegetable, food safety, agricultural production, collaboration

A collaborative partnership formed among multi-county Extension program areas, school systems and the Tallahassee Scientific Society promotes interdisciplinary learning of nutrition, food production and safety. **Objective:** Network with area counties, schools and Florida Academy of Sciences to: (1) promote healthy eating by including 5 servings of fruits and vegetables each day; (2) identify food safety risks and steps to prevent food borne illness; and (3) increase awareness of food production. **Methods:** Identify and select schools with high percentage of youth eligible for free or reduced cost meals in three counties. Students rotate among four activity booths: "Count-Em Up", "What's in a Serving?", "Killer Cook-Out...Not", "How Does A Tomato Grow?". Activities include: team match game, CD ROM computer program, and interactive exhibit/discussion. Food Mysteries Curriculum and parent letters supplement the program. **Results:** Approximately 520 youth attended the four learning sessions. An immediate increase in students knowledge and an increase in fruit and vegetable consumption has resulted. **Conclusion:** Collaboration with creative ventures among counties, agencies, and Extension Program Areas are effective opportunities to enhance educational efforts.

#### **Creating a Partnership for Successful Nutrition Education Programming (97)**

**T. Avera**, Baker County

**Keywords:** partnership, nutrition

The Baker County Family Nutrition program provides nutrition education to Food Stamp eligible families through a variety of educational opportunities. Program participation in a rural community is directly related to the location, which must be convenient and accessible to families. **Objective:** To develop a partnership with a local agency to provide nutrition education in a location where food stamp eligible families visit. **Methods:** The Baker County Family Nutrition Program developed a partnership with the Baker County Family Service Center, which is a one-stop service center with a framework of 20 agencies and organized with the after school program, community education, the adult GED program, and the community food pantry. Each program donated food demonstration materials and supplies for the nutrition lessons. **Results:** A total of 866 nutritional contacts were made at the Family Service Center. Activities included 26 nutrition classes and 20 food demonstrations for children in the after school program; 26 nutrition lesson and 17 food demonstrations for adults in the GED program; 5 two hour nutrition classes for adult involved in community education programs. In addition, nutrition information was provided to 208 families receiving food from the community food pantry. **Conclusion:** Through the creation of a positive partnership, Extension had been successful in providing accessible nutrition education to a previously under served audience.

#### **"Investing For Your Future" Home Study Course (00)**

**J. Bennett**, Collier County

**Keywords:** investing, home study, finances, money management

**Objective:** To provide a convenient way for investment novices to obtain the information required to make wise investment decisions. **Methods:** Based on today's busy lifestyles and past success with learn-by-mail courses, the methodology of a home study was chosen. "Investing For Your Future" was designed especially for beginning investors with small dollar amounts available to invest. The course was developed nationally by six land-grant universities, CSREES-USDA, and the U.S. Securities and Exchange Commission. It includes almost 150 pages of text, including 11 units, "action steps" that encourage readers to improve their finances, and a comprehensive glossary. The course is available in both print form (fee required with a refund offered for the return of an evaluation) and on the Internet (free-of-charge). Both versions also include an "Ask the Experts" feature. All participants completing the evaluation are offered a Certificate of Achievement. **Results:** The course is extremely up-to-date with a publication date of February 2000. The Internet version came "online" in May. The course has been offered in Collier since June with an enrollment of 87 in the first 3 weeks. Results will be measured by a mail-in evaluation. **Conclusions:** "Investing For Your Future" has the potential to make a significant impact on the financial well-being of our clientele. The course is also a resource for educators. Equally important is the opportunity for Florida Extension professionals to personally benefit by using this information to help secure their own financial futures.

#### **"Legal Checkup" Program (01)**

**J. Bennett\***, Collier County

**Keywords:** legal health, consumer education, legal affairs

**Objective:** To educate the public about the issue of "legal health", encourage individuals to make a detailed evaluation of the state of their own legal health, and suggest resources available to provide self-help or professional assistance. **Methods:** The program, created by AARP's Legal Services Network, consists of two parts: a confidential Workbook completed by the individual at home and a Seminar conducted by a local attorney in cooperation with the County UF Extension Office. Individuals need not share the information in their confidential Workbook with other participants or with the attorney. The 74-page Workbook includes a legal health assessment, questions and explanations on 20 different consumer areas, 8 checklists, a resource list, glossary of terms, beginning steps to take, and a personal action plan. **Results:** Five Legal Checkup Programs were held in Collier County in March, 2001. Of the 167 individuals who were mailed a Workbook, 129 also attended a Seminar. 118 of the 129 participants completed evaluations. Of the 118, 117 (99%) increased their knowledge, with 105 (89%) putting the information provided into practice. Based on the program, 111 (94%) felt their own personal evaluation of their legal health would benefit them financially and/or emotionally (i.e., peace of mind). **Conclusions:** The "Legal Checkup" Program provides a unique opportunity for individuals to analyze the state



of their "legal health" and create a personal action plan to correct any problems that are identified before these problems develop into major crises.

#### **PowerPay Debt Reduction Computer Program (03)**

**J. Bennett\***, Collier County

**Keywords:** computer program, debt repayment, credit

Many of today's consumers would answer "YES" to these questions: "Are you experiencing difficulty paying credit card bills?" "Do you want to reduce the time and money required to repay existing debts?" **Objectives:** Participants will: (1) see a visual analysis of their debt; and, (2) have a strategy to shorten the amount of time needed to repay debt without paying more monthly. **Methods:** The PowerPay Computer Program, originally developed by Utah State University Extension, is an easy-to-understand educational tool. The principle behind PowerPay is that, as soon as one debt is repaid, the monthly payment (e.g., \$25) from that previous debt (called a "power payment") is applied to other debts. PowerPay calculates the repayment time and interest cost saved. Persons requesting an analysis receive a calendar indicating the amount that should be paid to each creditor until ALL debts are "\$0." **Results:** PowerPay has been offered in Collier since November 2002. To date, 17 analyses have been done. The average number of creditors per consumer was 7, the average monthly debt load was \$851.53 (\$119 up to \$1,327.31), and APRs ranged from 3.9% to 36.23%! Printouts showed that by making power payments the time required to pay off all debt could be reduced by, on average, 13 years, and the average amount of money saved was \$18,532.83. **Conclusions:** PowerPay gives consumers individualized information to help make debt reduction decisions, helping them to take control of their credit.

#### **Train-the-Teacher in Money Management Counseling (05)**

**J. Bennett\***, Collier County

Extension has long supported the philosophy of partnering with community organizations to reach target clientele and maximize the "multiplier" effect. As educators, Extension staff is ideally suited to training the professionals/volunteers who work directly with low-income consumers needing financial information. **Objectives:** Participants of the "Train-the-Teacher in Money Management Counseling" will: (1) gain the skills to help the clients/group members they serve; (2) learn to teach methods to track expenses, make ends meet, save money, and reduce debt; and, (3) become a better money manager themselves through the training and information received. **Methods:** A five-session training was offered to staff and volunteers of non-profit agencies, groups, churches, and other "help" organizations. The primary curriculum used was FDIC's Money Smart Program, consisting of 10 instructor-led training modules. Each module included a comprehensive guide for instructors and a take-home booklet containing highlights and resource material for class participants. The materials are adaptable to both teen and adult audiences, to group presentations and one-on-one counseling. **Results:** Two workshop series have been held with 32 participants representing 21 organizations. As a result of the trainings, 89% made or planned changes in the way they counseled clients about financial issues, and 85% made or planned changes in the way they personally managed their money. To date, the "multiplier" effect has been 62 consumers/clients taught. **Conclusions:** "Train-the-Teacher," using FDIC's Money Smart materials, offers to community partners a complete package for educating clients on basic financial topics.

#### **Neural Tube Defect Risk Reduction Program Targets Hispanic Women (00)**

**L. Bobroff\***, IFAS/FCS; **C. M. Robles**, **G. Ramper**, **G. Rampersaud**, **L. B. Bailey**, **G. P. A. Kauwell** IFAS/FSHN; **S. Dorman**, UF/HS

**Keywords:** Neural tube defect risk reduction, folic acid, Hispanic women, culturally sensitive educational programs

Prevalence of neural tube defects (NTDs) is higher among Hispanic women than among other ethnic groups. The Institute of Medicine (IOM) recommends that all women of childbearing age consume 400 micrograms of folic acid daily to reduce risk of NTDs, but many Hispanic women are unaware of this recommendation. **Objective:** To develop culturally-sensitive educational materials to educate young Hispanic women about folic acid's role in prevention of NTDs. **Methods:** Educational materials were developed using the emic approach, which is based on the viewpoint of an insider to the culture, and the Health Belief and Experiential Learning Models. The program, "Reducing Neural Tube Defect Risk with Folic Acid" includes interactive activities that allow the learner to experience, reflect, and apply the main concepts presented. Four lessons were designed to help the target audience implement recommended changes and overcome potential barriers to compliance. **Results:** The educational materials were reviewed by county Extension faculty. Their feedback indicated that county faculty would feel comfortable using the program with the target audience. This Fall the program will be pilot-tested to assess its effectiveness in promoting behavior changes to reduce NTD risk. **Conclusions:** Using the emic approach, we were able to design an educational program that meets the needs of county Extension faculty who want to help reduce risk of NTDs in the Hispanic population. Results of the pilot test will be used to determine the effectiveness of the program in effect behavior changes to achieve this outcome in the target audience.

#### **An Extension-Health Center Weight Management Program for Rural Obese Women (the TOURS Project) Focuses on Permanent Lifestyle Changes (05)**

**L. Bobroff\***, **B. Holloway\*** Putnam County, **M. Perri**, **M. Dale**, **P. Durning**, Clinical and Health Psychology, **L. Fox**, Northern Arizona University

The highest prevalence of obesity in the U.S. is observed in rural areas. Rural populations have been slow to adopt recommended lifestyle changes associated with healthy body weights, including healthful eating and exercise patterns. **Objective:** To determine the most effective weight maintenance program following a six-month weight loss and lifestyle intervention in rural obese women. **Methods:** TOURS participants are randomly assigned to one of three 18-month treatment programs delivered through Cooperative Extension. The initial treatment is a six-month lifestyle intervention focused on healthy eating behaviors, physical activity, and problem solving. Interventionists in the six counties attend monthly training sessions with the program coordinator and faculty. Following the initial intervention, subjects participate in one of three year-long maintenance programs, delivered by mail, telephone, or in person. **Results:** Preliminary results from the six-month intervention component in five of the six counties (n=200; mean BMI =

36.9 ± 4.9; mean age = 58.8 ± 6.2 yr) showed a significant reduction in body weight (-8.4 ± 5.9 kg). In addition, participants showed decreases in blood pressure (systolic = -7.48 ± 11.0; diastolic = -4.06 ± 8.13), decreases in blood lipids (LDL cholesterol = -6.64 ± 23.8), increased glycemic control (A1C = -0.16 ± 0.45), and improvements in fitness parameters and quality of life indices (all P < 0.01). **Conclusions:** These findings demonstrate that obese women from rural areas can accomplish significant improvements in lifestyle, body weight, risk factors for diabetes and cardiovascular disease, and mental health status.

#### **The New Elder Nutrition and Food Safety (ENAFS) Program Enhances the Nutritional Status and Health of Older Floridians Through a Variety of Educational Materials (06)**

**L. Bobroff\***, Family, Youth and Community Sciences, **K. Shelnutt**, Family, Youth and Community Sciences

The percentage of Florida's older population (≥ 65) is projected to reach 26% in 2025. With increasing age there is a higher incidence of certain diseases such as diabetes that require older adults to make lifestyle modifications to decrease their risk for complications. **Objective:** To develop research-based, educational materials that educate and assist older adults in making lifestyle changes required for the management/prevention of certain diseases such as diabetes. **Methods:** ENAFS has updated and added new lessons to the diabetes module that was first developed in 2000. New lessons include applicable information for older adults with diabetes. ENAFS also has redesigned the lesson format to be more user friendly for the educator. In addition to the new lessons, ENAFS is developing "MyPyramid for Older Adults," an adaptation of USDA's MyPyramid. This new pyramid highlights the specific nutritional recommendations for older adults listed in the 2005 Dietary Guidelines, and it will be one of the topics highlighted in power point presentations developed for active retirees. Each presentation will have a script that can be used by educators throughout the state for presentations to older adults. **Results:** The use of ENAFS educational materials by Extension faculty will give older adults the information needed to make lifestyle changes that will improve their quality of life. **Conclusion:** ENAFS provides research-based, age-appropriate materials that focus on the needs of older adults.

#### **Postponing Sexual Involvement (97)**

**M. Brinkley\***, Calhoun County and **S. Hinton**, Liberty County

**Keywords:** communication, adolescents, teen pregnancy, sex education, assertiveness techniques

**Objective:** To help preteens understand their natural curiosity about sex. To increase the ability of preteens to meet their needs for information and advice in healthy ways. To assist preteens in coping with social and peer pressures through the development of skills they can use to effectively say "no" to behaviors that they do not wish to engage in. **Methods:** The agents in Calhoun and Liberty counties, the Calhoun/Liberty Health Department Social Worker, Calhoun county and Liberty county School Health Nurses conducted 5 - 60 minute sessions to all 6th grade classes in both counties. There was one scheduled parent orientation session conducted for Calhoun County. Each instructor taught one of the five sessions. Session titles were Becoming a Teenager; Handling Curiosity About Sex; Peer Pressures; Learning Assertiveness Techniques; and Reinforcing Skills. **Results:** One session of Postponing Sexual Involvement was presented to each class per day; the 5 sessions were presented over a 5 day period. At the end of the 5th session, a post test and a course evaluation was completed by each student. 91% made 70 or above on the post test. 48% rated the program as "excellent" and 73% rated the program as "great". 72% rated the program as "very helpful". **Conclusions:** Teachers and Principals approved and supported the program. Principals have also expressed interest in expanding the program into the 8th grade. Parents were impressed with how well it supported what was being taught at home and stated how it opened up communication between the student and parents.

#### **Make a Mess. (98)**

**M. Brinkley**, Calhoun County

**Objective:** Elementary students will be exposed to a variety of art methods while interacting with community leaders, business women and men, and high school students. In a county in which there are no art classes, it is up to the classroom teachers to provide art. For many there is no time or no money to provide for the opportunity. **Method:** The Family and Consumer Science Agent developed this program 3 years ago after attending a large children's art festival in Atlanta. This is one of the many activities that take place in Calhoun County during the Christmas Festival in conjunction with the Chamber of Commerce. Children from Kindergarten through 5<sup>th</sup> grades from two of the three elementary schools in the county participate. The children have a choice of 15 activities in which they choose 6 to make. A charge of \$3 is charged to help cover expenses. 45 volunteers and business people assist the children with the activities. **Results:** 900 children complete 6 art projects through their own creativity. They can learn how to express their emotions and ideas. They also grow physically, socially, emotionally, and intellectually. **Conclusion:** As we are trying to provide students with some career awareness programs the students who participate in this activity see that community leaders and business men and women have an interest and care about them. They see nurses, police, social workers, etc. in a place where there is no hurt.

#### **Taking Care of Our Children. (98)**

**M. Brinkley\***, Calhoun County and **S. Hinton**, Liberty County

**Objective:** Youth will understand the fundamentals of quality child care and home safety. Youth will take an active role in the care, growth and development of young children. The youth will use skills learned to create a caring environment. **Method:** Agents in Calhoun and Liberty counties developed a child development youth curriculum for middle school age youth. A 6 hour workshop was conducted by agents and volunteers. Youth actively participated in the following areas: Youth Entrepreneurship; Sitter Basics; First Aid; Enrichment Activities; Food, Nutrition & Preparation. \$400 was provided by the Liberty County Children's Coalition for educational materials. **Results:** 30 youth participated with 50% showing knowledge gained as documented by Pre/Post tests. Each participant received a Sitters Kit containing a first aid kit, a child's book, games, crayons, snack suggestions and personalized business cards. **Conclusion:** Youth who have cared for children this summer reported, "It sure makes the job easier when I know what to expect from the children and I am prepared with some activities that are in the kit". As a result of the program a need for an

in-depth training for youth in the area of child development has been identified. Plans are being made to conduct such an educational program.

**Newspaper Recycling Tabloid. (98)**

**M. Chernesky**, Hillsborough County

**Keywords:** recycling, newspaper, tabloid

**Objective:** To produce a newspaper supplement that provides information to families and businesses on their production of solid waste and recycled products. A sixteen-page annual newspaper tabloid has focused on changing consuming habits and reducing the amount of solid waste generated in Hillsborough County. **Methods:** Wrote eight pages of articles and coordinated and edited articles from eight other Hillsborough County Recycling Taskforce members to produce the 16 page newspaper tabloid. **Results:** The tabloid focuses on purchasing recycled products for the home, conducting yard/garage sales, recycling, activities and puzzles for children, Hillsborough County businesses that actively recycle, making compost, recycling drop off sites, and "How to" information for home and business. The 1997 tabloid, "What Goes Around Comes Around" was delivered as a supplement in 180,000 Tampa Tribune daily newspapers, 15,000 copies were used with the Newspaper in Education program in schools and 15,000 copies to participants of presented programs by taskforce members and staff. For the past two years the tabloid has been paid for (\$18,000/year) by business and industry sponsors. **Conclusions:** As a result of the tabloid and other recycling efforts, more of the public is requesting and purchasing recycled items, business and industry sponsors want to help get this information to the public (so they paid for the project) and the rate of recycling in Hillsborough County has increased from 17% to 41%.

**Project GreenHouse of Tampa Bay (01)**

**M. Chernesky** \*and **L. Leslie**, Hillsborough County

**Keywords:** sustainability, green building, environment

**Objectives:** Project Greenhouse is a joint effort of public and private agencies and interested individuals to build two demonstration houses and a learning center. The buildings will model environmentally sound building techniques and materials. The project will serve as a teaching tool for homebuyers, renovators, builders, developers, and real-estate agents. **Methods:** An overall Steering Committee and six Subcommittees guide the Project GreenHouse group. The overall committee meets monthly. The group is operating under non-profit status. Members have worked to secure a site, outline the building design and educational features, hire an architect, and raise funds and in-kind support. Agent Chernesky serves on the Steering Committee and chairs the Education Sub-Committee. Agent Leslie serves on the Education and Design Sub-committees. **Results:** The group secured a 20- year lease for a two-acre site at a cost of \$1.00/year on Hillsborough County property. An architect has been contracted to design the project. Funds to pay the architect were provided by a grant from the Tampa Bay Regional Planning Council. A grant for \$101,000 has been obtained from the Southwest Florida Water Management District for water conserving features and educational materials. The groundbreaking for the project was held in October of 2000. **Conclusions:** The collaborative effort of a diverse group of public/private agencies has helped to make Project GreenHouse a reality. The project will foster a higher standard of environmentally sustainable residential homes.

**Working Woman's Survival Guide (03)**

**D. Converse\***, Hillsborough County

**Keywords:** balancing, women, stress management

As the number of working mothers and dual-income families increase, stress due to role overload also increases. Although men and women participate in the workforce at nearly equal rates, women have not reduced commitment to their families as mother, wife, homemaker, and elder caregiver. There are destructive, gender-specific ways women respond to stress caused by today's demands on their time, energy, and nurturing abilities. **Objectives:** 1) women will understand and assess their gender-specific reactions to challenges of work, family and attempts to maintain a personal life; 2) women will learn strategies for dealing with life/work demands, set goals, and develop a plan of action for making changes. **Methods:** Agent conducted needs assessments with corporate women's groups and developed a curriculum package that addresses destructive gender-specific behaviors and how to change them. Four corporations and 120 employees participated. Participants attended the base seminar, then worked with agent to develop a personal plan of action, which included attending additional Extension seminars and making a one-year commitment/contract to the program. **Results:** Based on pre and post-tests and a four-month follow up survey, participants learned how gender-specific behaviors were increasing their overload and stress. They reported an increase in their sense of control over their lives, and in their self esteem, while they decreased their stress. **Conclusions:** Providing this kind of program gives working women more control over their lives and families by exposing the behaviors that sabotage a balanced life and offering specific ways to make changes in their personal and work-related habits.

**Help Them Thrive, Birth to Five Happy, Healthy Birthday Party. (98)**

**J. Corbus**, Washington and Holmes Counties

**Keywords:** parenting education, nutrition, health, safety, collaboration

Healthy Start Coalition Three, Inc., serving Jackson, Holmes, and Washington Counties, sponsored one Party in each county to implement the statewide *Help Them Thrive, Birth to Five* initiative within the Coalition's service area. The agent served as Coordinator for the Washington County Party and Co-Coordinator for the Holmes County Party. **Objective:** To provide educational information on nutrition, health and safety, and child development and promote access to local services to expectant families and families with preschool-age children in Washington and Holmes Counties. **Methods:** A two-hour Birthday Party was held in each county. Forty area organizations serving families were invited to serve on planning committees and/or set up educational exhibits at each Party. Refreshment and door prize donations were solicited from area merchants. At Party registration, adults completed a brief survey measuring nutrition, health and safety, and parenting practices. During the Party, guests visited exhibits while children participated in planned activities. Door prizes were awarded throughout the Party. Adults also completed a brief evaluation form at

the Party's conclusion. **Results:** A total of 174 persons (adults and children) attended the two Parties. Eighteen organizations set up educational booths. 97% of the guests completing evaluations indicated they would like the Coalition to hold a similar event in the future. A follow-up survey will be mailed to each family in attendance approximately three months after the Parties to measure practice changes made. **Conclusions:** By pooling resources, local organizations can educate families in a fun, family-oriented atmosphere.

#### **Hawaii 5-A-Day (02)**

**J. Corbus\***, Washington and Holmes Counties and **J. Elmore**, Jackson County

**Keywords:** nutrition, tropical fruits, vegetables, heart disease

**Objective:** To encourage daily consumption of five servings of fruits and vegetables using tropical fruits and locally available produce to reduce the risk of heart disease. **Methods:** Hawaii ranks 50th in the United States in the number of deaths from heart disease. The traditional Hawaiian diet is rich in fruits, vegetables, and fish, shown to reduce heart disease risk. Heart disease is the number one cause of death in Washington, Holmes, and Jackson Counties. University of Florida Extension and the Tri-County Chronic Disease Program partnered to present a multi-county Hawaiian-themed nutrition education program demonstrating meals using tropical fruits and locally available produce. Agents demonstrated eight dishes; participants sampled dishes and received nutrition education information, including a 12-page recipe booklet developed by the agents. **Results:** A total of 122 persons attended the two 90-minute programs in Jackson and Holmes Counties. A follow-up evaluation will be administered three months after the program to measure consumption of fruits and vegetables, variety of fruits and vegetables consumed, and reduction of dietary fat and sodium intake. **Conclusions:** Introducing persons to a variety of fruits and vegetables and easy preparation methods will encourage inclusion in meals. This will promote greater meal variety, more nutritious meals, and a possible reduction in heart disease risk.

#### **Catch the Spirit! Be Wise Consumer Fraud Prevention Program (03)**

**J. L. Corbus\***, Washington and Holmes Counties; **J.P. Elmore\***, Jackson County

**Keywords:** identity theft, telemarketing fraud, funeral planning

Florida ranks sixth in the United States in the number of victims of identity theft and tenth in the number of consumers registering fraud complaints. Many families arrange a funeral without knowing what is needed or how much it will cost. This can lead to an extravagant burial that may become an economic burden on the survivors. Currently, only 30 percent of Americans have pre-planned their funeral arrangements. **Objectives:** Participants will learn how to protect their personal identification information, such as Social Security and Personal Identification Numbers, from being stolen; increase their awareness of the types of telemarketing fraud and prevention tips; and become aware of options available in funeral arrangements and services offered. **Methods:** The agents in Jackson, Washington, and Holmes Counties partnered with the Family and Consumer Sciences Agents in Geneva and Houston Counties, Alabama, and Seminole County, Georgia to present a total of five three-hour programs, one in each county area. Delivery methods included lecture, large group discussion, Power Point presentations, videotape, and fact sheets. A Florida Department of Banking and Finance representative and Alabama and Georgia agency counterparts presented the identity theft and telemarketing fraud segments. The agents taught the funeral planning segment at their respective sites. **Results:** A total of 206 persons attended the five programs. A follow-up evaluation currently is being administered to measure practice changes in protecting personal identification information, responding negatively to telemarketers, and planning for funeral expenses. **Conclusions:** Future district-wide consumer education programs currently are being planned.

#### **Food Fair (04)**

**J. Corbus\***, Washington and Holmes Counties Extension

Heart disease is the leading cause of death in Washington and Holmes Counties. To reduce heart disease risk and prevent obesity, University of Florida / IFAS Washington and Holmes Extension and the *BetterLife* program through the Washington County Health Department partnered with the WestPoint Stevens plant in Chipley to present a *Food Fair* for its employees. **Objective:** Participants will commit to making at least one positive nutrition or lifestyle change in 2004. **Method:** Employees in two departments visited tabletop displays on portion sizes, nutrition and the dangers of low-carbohydrate diets, healthy snack choices, and services available through the *BetterLife* program. Blood pressure, weight, and body mass index screenings were available and employees sampled snacks of fresh pineapple, grapes, and graham crackers. Participants completed a one-page checklist of healthy nutrition and lifestyle changes they were willing to make during the year. They also submitted health questions to be addressed confidentially. **Results:** A total of 84 forms were collected, with 48 participants indicating at least one lifestyle change they planned to make. Fifteen participants submitted health questions and received follow-up information. **Conclusions:** The partnership between Extension, the Health Department, and a major employer provided an opportunity to reach employees at their worksite with nutrition and health information during regular working hours. Employees were made aware of community resources available to them and WestPoint Stevens' emphasis on healthy lifestyles. The partnership opens the door to future collaborative opportunities.

#### **Survival Skills for Women (99)**

**E.A. Courtney**, Okaloosa County & **B.E Young**, Walton County

**Objective:** To be trained as a facilitator for the Survival Skills for Women® program and to pilot the program in Okaloosa and Walton Counties. **Methods:** A WAGES grant was obtained to fund the training and supplies needed to deliver the program in both counties. Agents networked with career managers to recruit participants for the classes. The 30-40 hour program consists of 10 classes on the following topics: Assertiveness, Personal Health, Nutrition, Child Management, Money Management, Self Advocacy, Coping with Crisis, Legal Rights, Community Resources, and Employment. Learning is carried out through the use of group and individual activities, sharing of ideas and findings, and information from the facilitator. Participants receive a workbook for each lesson which also provides supplemental information. Evaluation information is provided by pre and post tests. "Practice Projects"

and “Survival Stories” from participants share how they have applied class information to everyday life situations. **Results:** Both pilot groups showed a significant increase in knowledge as measured by the tests. Practice projects and survival stories also indicated that most were able to apply the lessons in order to improve personal skills. A significant improvement in attitude and self esteem was also noted in a majority of participants. **Conclusions:** This program provides valuable lessons in life skills that can make a difference in the lives of low income women.

#### **District I FCS Multi State Initiative—Planning and Working in Three States (01)**

**E. Courtney**, Okaloosa County, **P. Allen**, **D. Lee**, Escambia County, **L. Bowman**, Santa Rosa County, **B. Young\***, Walton County, **J. Corbus**, Holmes/Washington County, **M. Moore**, **M. Melvin**, Bay County, **J. Elmore**, Jackson County, **M. Brinkley**, Calhoun County, **L. McClellan**, Liberty County, **E. Gormani**, Gadsden County, **S. Nigg**, Wakulla County, **B. Miller**, **J. Shuford-Law**, Leon County, and **P. Vergot**, DED – District I

**Keywords:** program planning; family and consumer sciences; multi state

**Objective:** To plan and organize a multi state family & Consumer Sciences conference to develop program objectives for multi state efforts. **Methods:** District I FCS faculty decided to host a meeting with agents in South Alabama and Southwest Georgia to share ideas and develop a plan for multi state work. Dates, times and locations were determined and invitations were issued. Thirty-three FCS County faculty, 2 DED's, and three state specialists attended the first conference. **Results:** With assistance from Dr. Ferrar and Cheri Brodeur, three program areas were identified: Nutrition & Health; Human Development; Family Resource Management. Objectives and impact indicators were developed for each area. Dr. Vergot set up a list serve and web page for FCS multi state programming. **Conclusion:** This meeting served as the launching for multi state efforts in family & consumer sciences among FL, AL, and GA. Developing joint plans will facilitate multi state reporting and accountability at the Federal and State levels. County Faculty were enthusiastic and eager to work together for common objectives. The group will meet in the future and expand to include other counties and states.

#### **Building Wealth through Okaloosa Saves Coalition (03)**

**E. A. Courtney\***, Okaloosa County

**Keywords:** Money, Community, Financial Security, Savings, Debt.

Individuals and families are saving less and increasing debt levels. **Objectives:** To organize a community coalition to promote building wealth and financial security. To recruit and train volunteers for coalition. To increase savings and reduce debt to build wealth. **Methods:** The “America Saves” initiative was introduced and approved by the FCS Advisory Board who took active roles in organizing community support. A \$1000 Challenge Grant was obtained from the Consumer Federation of America. A Community Coalition Building Breakfast was held to introduce the campaign, gain public support, and recruit volunteers. Committees were formed. Volunteers were trained as “coaches” and “motivators. Financial institutions were asked to participate by offering no fee/no or low minimum savings accounts. Procedures were developed to process “savers” who agreed to set a goal of beginning or increasing savings and/or reduce debt. Business and community sites were recruited for the pilot phase (April-July). Evaluation is on going and a kick off for the main campaign will be held September 2003. Additional funding is being sought and the Coalition is applying for 501C3 status to assist in this effort. **Results:** Six wealth-building workshops have been held with 51 savers enrolled pledging an average monthly savings of \$55 monthly and/or \$75 for debt reduction. An additional \$8000 has been secured. This program will be an on-going community effort. **Conclusions:** There is widespread community support for a financial security program. Building wealth among citizens assists not only the individual but also employers and the community as a whole.

#### **Sudanese Refugee Nutrition Education Project (02)**

**M.E. Crisp\***, **L. Waltz**, and **L. Gordon**, Pasco County

**Keywords:** nutrition, food safety.

A group of 28 refugees were recently relocated from the Sudan to the New Port Richey area by the World Relief Organization. These “lost boys” ranged in age from 14 to 21 years old and were faced with learning about a new country, customs, and foods. As they visited the local health department for primary care services, it was discovered that their health and nutritional status were compromised. **Objective:** Participants will learn to identify foods from the basic food groups of the USDA Food Guide Pyramid, learn to read labels to make wise food choices, and prepare basic recipes to improve their nutritional status. **Methods:** A series of four classes, each 2 hours in length, were held over a four-week period. Topics included: “Guidelines for Healthy Eating” (USDA Food Guide Pyramid); “What a Wise Shopper Should Know” (label reading); “Supermarket Tour and Taste-Testing” (hands-on shopping techniques); and “Cooking Class and Food Handling Techniques” (basic food preparation skills and food safety). At the last class, they were presented with some basic cooking equipment and a cookbook featuring nutritious recipes, basic equipment list, and metric conversion chart. **Results:** From the surveys (15 completed), they reported almost 100% enjoyed the classes; learned a lot; understood the food guide pyramid; started reading labels; and tried new foods. Of those, 80% reported changing the way they ate because of what they had learned in class. **Conclusion:** By attending classes with peers, these young men were able to gain knowledge and skills to improve their nutritional status.

#### **4-H Afterschool as an FCS/4-H Partnership (05)**

**E. Davis\***, Pinellas County

In 2003, Nan Jensen (FCS) and Janet Harper (4-H) saw the need to reach a new audience of youth in the after school programs with nutrition information and the enrichment of 4-H experiences. From this partnership came the development of the 4-H Afterschool program. **Objectives:** This after school enrichment program provides youth with information on nutrition/fitness, horticulture, and money. Trained leaders (some volunteers, some after school program staff) provide these experiences within established after school programs. **Methods:** A nine-lesson nutrition unit was developed to include experiential learning and 4-H citizenship. Extension staff provided lessons and materials. In partnership, after school programs provided money for the food experiences. Leaders were trained, provided materials, and placed in the after school programs beginning in the fall of 2003.

Subsequently, units on plants and money were developed. Evaluation and advisory group processes were established to suggest improvements. **Results:** Leaders have reached approximately 300 youth per year. Ninety-five percent of the 82 public schools are possible sites. Volunteers make up 40 to 50% of leaders. In the 2004-05 surveys, 100% of the directors and leaders indicated the program fulfills a need and 100% of parents felt it provided enriching experiences for their youth. Pre/post tests on the nutrition/fitness unit indicated 82% of the youth increased their knowledge and 92% decided to eat better and exercise more. **Conclusions:** This partnership between FCS and 4-H yielded positive results. While it is not without its challenges, reaching after school program youth with an enrichment program can be successful and fulfilling.

#### **4-H Culinary Camp (06)**

**A. Duncan \***, Citrus County Extension; **M. Bonsett \***, Citrus County Extension; **K. Allen**, Citrus County Extension

**Objective:** How often do you hear, "Please pass the zucchini boats?" Twenty Citrus County kids cooked up some good manners during the annual day-camp, June 22-24, 2005. The camp participants, ages 8-12, had the chance to learn good manners and etiquette while learning to cook their own healthy lunches. The program goals for the campers included food and kitchen safety, increased written etiquette skills (invitations, RSVP's, and Thank You's,) increased knowledge about nutrition and the food guide pyramid, developing and modeling table manners and social graces (hand shaking, polite phrases, listening, decorating, napkin folding,) as well as learning to prepare healthy meals on their own. **Method:** This three day program focused on a different etiquette skill and nutrition topic daily. The presenters used skits, games, and other hands on activities to teach lessons. Each day the youth prepared and ate different healthy lunch meals, then took a laminated recipe card to use at home. Menu items included baked zucchini boats, cheese quesadillas, fresh salsa, salad sandwiches and more. The day camp culminated with a parents' snack party. Each youth, using the skills learned during camp, formally invited a guest, prepared a poster presentation on lessons from the week, and served as a proper host or hostess. **Results:** The campers all enjoyed the food they made (no one chose PB&J alternatives for lunch.) Utilizing youth and adult evaluations, 100% reported a knowledge increase. Each participant demonstrated knowledge gained during their oral group presentations and by behavior changes identified by parents at home.

#### **Dealing with Dollars (00)**

**J.P. Elmore**, Jackson County.

**Keywords:** basic spending, saving, credit, debt, banking

Federal Correctional Institute and Jackson County Extension initiated a partnership to assist their short term inmates (2 years or less) with a ten-hour basic money management program. The average confinement is ten years and the upkeep cost to the tax payer for one inmate is \$25,000-30,000 dollars. Over half of the inmates at Marianna, are from Florida. The primary reason for their incarceration was the way they got money. **Objective:** To learn to manage one's resources by developing a spending plan, keeping a record and developing a savings plan. **Methodology :** Five 2-hour classes pertaining to spending/saving plans, credit information, debt management, and banking facts were taught. Support materials included a resource workbook, classroom assignments and a budget book. A set of overheads for the instructor was also developed to go with the students' work book. **Results:** Of the 80 people who signed up for the classes, 78 completed the series demonstrating their skills in designing a budget, keeping a record of spending and in selecting a credit card. **Conclusion:** With education, individuals can learn the basic principles of money management and to manage their resources to live within their means. Due to the success of this program, other prison system from across the United States have requested this program.

#### **U and Your Credit (05)**

**J. Elmore\***, Jackson County

Few Americans bother to look at their credit profiles and have a poor understanding of their credit report and how it affects them. It is very difficult to keep current in the ever-changing world of credit cards. **Objectives:** 1. To educate consumers about their credit report as to how to obtain, read, evaluate, look for and correct mistakes. 2. To teach consumers how to improve their credit scores by understanding how the credit process works. **Methods:** A two-hour Power Point presentation and overheads were developed and presented to high school seniors, SHIP housing clientele, Jackson County employees, senior citizens (AARP), and other service organizations (Kiwanis and Pilot). They received information on credit cards and credit report basics. This included information on evaluating credit cards, credit responsibilities, and obtaining, reading and understanding their credit report. **Results:** 505 Jackson County residents have attended the *U and Your Credit Classes* with 25 pulling their credit report before the June 1, 2005 availability of free credit reports. Ten of the 25 found mistakes on their report and knew how to correct them. Four found that they had been victims of identity fraud and, because of the educational program, knew what to do. **Conclusions:** With education, individuals can learn the basic principles of credit management and to how to protect their credit. Due to the success of this program, other county credit programs are planned. This has been presented at financial in-services as well as the recipient of the first Mary Harrison Professional Enhancement Award.

#### **Welcome to the Real World, 4-H Summer Sampler (06)**

**J. England\***, Lake County Extension

**Objectives:** To provide an opportunity for youth to explore career choices, decision-making, money management and choice evaluation. **Methods:** The University of Illinois' *Welcome to the Real World* curriculum was used for a 4-H Summer Sampler program. The audience consisted of twelve to eighteen year old youth and presented in 2005 and 2006. The components of the four hour program were a discussion on career choices, decision making, check writing and money management. Participants discussed what was important to them in a career, reviewed and discussed newspaper classified ads and selected a career. A simulation on income and spending choices followed. Assumptions for the simulation were that the participant was single, twenty-five, completed education and was living on their own. A monthly salary was assigned according to career choice and taxes were deducted. The simulation required choices on spending for housing, transportation, insurance, utilities, groceries, clothing and entertainment. Checks were written for all expenditures and check books were balanced. At the conclusion of the simulation, choices were

discussed. **Results:** Youth learned that career and education choices affect income. Decisions in spending and budgeting must be made according to income and that living within their means is not easy. **Conclusions:** *Welcome to the Real World* is an excellent program for providing youth with a real world simulation on the difficulties of money management and the importance of choices in education and careers. The program is interactive, enjoyable and thought-provoking.

#### **Teening-Up With Your Adolescent: Results of an Extension Parenting Education Program (99)**

**G.D. Evans**, Family, Youth & Community Sci Dept, **R.G. Mixon**, Miami-Dade County, and **M. Ross**, Palm Beach County

The *Teening-Up* program is a seven session curriculum designed to teach parents of children ages 10-16 effective strategies for improving their communication, relationship, and parenting practices with their adolescent while instilling a better sense responsibility and healthy autonomy in their child. Designed in 1997 by members of the *Successful Parenting and Family Development in Florida* Design Team (FL-515), the curriculum is designed for use by County Extension Faculty and includes modules on such topics as identifying problem areas, developmental transitions, communication strategies with adolescents, dating and risky behaviors, parenting through empowerment, rules and discipline. The program is designed to be interactive and relies heavily on experiential educational methods. Various formats of the program have been piloted in three counties and the results of the alternative implementations of the program will be discussed. The most intensive evaluation of the program (N=32) has revealed that it promotes a two- to three-fold increase in quality parent/child communication, a three-fold decrease in parent/child arguments, a four-fold decrease in the number of incidents of "trouble" with school and law enforcement officials, and a two-fold increase in parents' use of praise for their child's good behavior. These results will be presented and the potential for the *Teening-Up* program to be used as an effective parenting education program in other counties will be discussed. In addition, county faculty that have participated in piloting this project will present their efforts in tailoring the program for various populations.

#### **"Before You Tie the Knot", Marriage Preparation (01)**

**M. Ferrer**, Department of Family, Youth and Community Science, **D. Douglas**, Madison County, **D. Humphries\***, Taylor County, **D. Peacock\***, Hernando County, **M. Taylor**, Suwannee County

**Keywords:** marriage preparation, couple education

In response to 1998 legislation that created the Marriage Preparation and Preservation Act (Section 741.01 F.S.), the curriculum *Before You Tie the Knot* was developed and piloted in four counties. **Objectives:** In accordance with the Florida Statute, engaged couples will learn skills identified in research as critical for healthy, lasting marriages, communication, conflict management, money management and parenting. Agents will have available to them an extension marriage curriculum and evaluation tools that are user friendly and that were developed with the Florida marriage legislation as a guide. **Method:** Four county faculty were approved by the Circuit Court to teach the curriculum in five counties. A video was produced and broadcast as a part of a national satellite conference. Five IFAS publications were developed to provide take-home information for engaged couples attending classes. **Results:** Since January, 2001, forty-nine engaged couples have received certificates of completion, a discount of \$32.50 when applying for their marriage licenses, and a waiver of the three day waiting period. Pre/post surveys showed an average of 15% knowledge gain. The project team were invited to be presenters at the National Smart Marriages Conference in 2001. A grant funded duplication of curriculum for 25 counties. **Conclusion:** Marriage preparation can help strengthen families and reduce Florida's high divorce rate.

#### **Nutrition Educator Volunteer Program. (98)**

**N. Gal**, Marion County

**Keywords:** nutrition, educator, volunteer

**Objective:** To institute a new annual adult master volunteer program for the purpose of complimenting and extending the Agent's efforts to reduce risk for chronic disease and foodborne illness. Goals: recruit 10 volunteers; develop a comprehensive training curriculum; create an annual volunteer calendar; and lead volunteers in a major group project. **Methods:** Volunteers received 50 hours of intense instruction in return for 50 hours of community service. Comprehensive training manual included: orientation, Extension history, State policies, lesson plans, resources, and educational handouts. Program culminated with oral and written proficiency exams for certification. Volunteers received 20 additional training hours to prepare for the group project. **Results:** Nine volunteers successfully completed the training program and exams resulting in approximately 500 hours of community service. Volunteers delivered educational programs including: "Fight BAC!" a 4 hour food safety workshop; nutrition programs "Controlling Cholesterol" and "Building Better Breakfasts"; Consumer Choices Judging, a consumer education program for youth; and a Food n' Fun Camp for youth. The training manual focused on food safety, nutrition, health, and leadership development. Created an annual Calendar Of Events which organized the annual cycle of training and volunteer opportunities. Assisted volunteers in the presentation of "FIGHT BAC!" (Fight Back To Prevent Foodborne Illness) resulting in all 50 attendees indicating an increase in knowledge. **Conclusions:** This new program exceeded planned objectives as evidenced by the volunteer outreach (direct teaching) to approximately 600 residents and the commitment of 8 volunteers requesting re-certification to serve as mentors for the new class.

#### **Nutrition Mission: Healthy Choices From The Start (99)**

**N. Gal**, Marion County

**Keywords:** nutrition, youth, school, enrichment

**Objective:** To establish a new FYCS/4-H 5<sup>th</sup> grade nutrition school enrichment program for the purpose of increasing impact through advanced learning strategies. The current school program, "Building Better Breakfasts", has minimal impact due to limited exposure and student involvement. Goals: develop a comprehensive nutrition program; increase contact through multiple sessions; pilot program in 5 of 14 participating schools. Desired outcome is the adoption of select healthy eating practices to support good health. **Methods:** "Nutrition Mission", a two part program was developed to promote practice change through personal exploration. The learning model utilized several levels of instructional approaches involving different locations (home, school, and grocery store),

interactions (peers, parents, and teachers), and sensory stimulating activities. Designed for optimal accountability based on valid needs and measurable outcomes. Program design included pre-work (classroom and home), two-1 hour interactive classroom sessions, mid-point homework, and pre/post and follow-up evaluations. Main concept centered on the appropriate application of the Food Guide Pyramid supported by food diary-self assessment, meal/snack planning, label reading, adequate serving sizes, and highlighting age specific nutrients through a bone density classroom experiment. **Results:** A total of 575 5<sup>th</sup> grade students representing 5 schools participated. Interpretation of the three evaluation instruments indicated a 75% knowledge change and a 50% practice change. Practices adopted: increased daily consumption of milk, vegetables, and fruit. **Conclusions:** Significant impact was realized. The long-term adoption of reasonable and appropriate healthy eating practices is the ultimate goal. Program duration was key in fostering comprehension and motivating practice change. The participants demonstrated a keen level of understanding leading to unique and sincere personal assessments and well intended commitments to making healthy food choices part of their lives.

#### **Dining with Diabetes (00)**

**N. Gal**, Marion County

**Keywords:** nutrition, diabetes, adults

**Objective:** To provide a comprehensive diabetes education program to help people with diabetes achieve appropriate blood glucose control. The outcome would improve quality of life and reduce risk of health complications. **Methods:** "Dining with Diabetes" was a five part (2 hour sessions) program targeting adults with diabetes. The curriculum featured: nutrition, exercise and medication. Instructional strategy centered on the daily challenges of diabetes management - enabling active participation in adopting a high-quality treatment plan. The presentation team was comprised of professionals and volunteers including extension agents, certified diabetes educator, registered dietitian, registered nurse, registered pharmacist and six Nutrition Educator Volunteers. The sessions featured discussion, visuals, reading materials, product samples, and demonstrations. Blood glucose monitoring, recipe preparation and foot care were included. **Results:** A total of 40 adults participated. The original registration of 95 participants was divided into two programs for greater impact. Interpretation of three evaluations (written and verbal) indicated an 80% knowledge change and 70% practice change. Practices adopted: label reading, carbohydrate counting, menu planning, portion control, insulin reaction treatment, foot care, glucose monitoring, medication administration, recipe modification and physician selection. **Conclusions:** Significant impact was realized through acceptance and practice of appropriate treatment methods. Effective and affordable diabetes education is key to helping people live well with diabetes. Diabetes demands constant attention to promote active lives and help prevent future complications. Until there is a cure, access to accurate information and education is critical to achieve a greater measure of self-care compatible with quality of life.

#### **Insulin Resistance Syndrome: The Root of Type 2 Diabetes (01)**

**N. Gal**, Marion County

**Keywords:** nutrition, adults, insulin resistance, diabetes, cardiovascular disease

**Objective:** To provide a comprehensive type 2 diabetes education program to help people understand □insulin resistance□ and nutrition interventions for better glycemic control. This metabolic disorder, characterized by insulin resistance, not only effects blood glucose, but blood pressure and lipids and body weight which greatly increase cardiovascular risk. The outcomes would improve quality of life by reducing risk of diabetic and cardiovascular complications. **Methods:** This six-part (2 hour sessions) series targeted adults with diabetes and cardiovascular disease. Curriculum was based on the etiology and standards of care for type 2 diabetes. Instruction featured the relationship between type 2 diabetes, insulin resistance, obesity and cardiovascular disease. Treatments discussed: nutrition, activity and medication. Presenters comprised professionals and volunteers, including extension agents, certified diabetes educators, registered dietitians, registered nurses and a registered pharmacist. Sessions featured lecture, visuals, handouts, product samples and activities. Activities included blood pressure screening, stroke screening and blood glucose monitoring. Nutrition consultations were offered. **Results:** Sixty-five adults completed the program (72 registered). Evaluations showed 90% knowledge change and 80% practice change. Practices adopted: meal planning, carbohydrate counting, glucose monitoring, physician selection, medication administration and label reading. Sixteen completed a nutrition consultation. **Conclusions:** Better comprehension of the theory and management of type 2 diabetes resulted in improved glycemic and blood pressure control. Diabetes care requires lifelong management of nutrition, activity, weight and medication. Until there is a cure, access to accurate information and education is critical to achieve a sense of well-being and self-care compatible with quality of life.

#### **Mooove Over Soda! (03)**

**N. Gal**, Marion County

**Keywords:** nutrition, growth, bone health, osteoporosis, wellness

Bone health of adolescents is compromised because of inadequate calcium intake due to excessive consumption of non-dairy beverages. Long term dietary calcium deficiency can lead to poor bone development and osteoporosis. Dairy products are excellent sources of calcium as well as fat, therefore; low/fat free choices also support cardiovascular wellness. **Objectives:** Develop a 7<sup>th</sup> grade FCS/4-H nutrition education program emphasizing appropriate calcium and fat intake for dense bones and disease reduction. Desired outcome is increased intake of low/fat free dairy products enhancing dietary calcium and reducing fat. **Methods:** "Mooove Over Soda!" was taught as a component of the digestive system module in the science department. Subject matter included: Food Guide Pyramid, diet-disease connection, healthy food choices/substitutions, label reading, menu planning and dairy science. The learning model utilized several levels of instruction including information packet, hands-on activities, taste testing, cafeteria assignments and written follow-up evaluation. **Results:** A total of 1040 7<sup>th</sup> grade science students representing six schools participated. The one to three month, 11 item follow-up survey indicated a phenomenal 60% (minimum) practice change. Practices adopted include: increased consumption of low/fat free calcium rich products; selection of milk in the cafeteria; switch to low/fat free milk; increased fruit consumption; and label reading. **Conclusions:** Significant impact was realized. Proper nutrition throughout the lifecycle is monumental to good health and disease prevention. The participants were very receptive to the relevancy of the "healthy message." The simple, but important daily changes in food selections, will have a positive impact on their future health.



### **Small Steps ... Big Rewards: A Proven Diabetes Prevention Program (05)**

**N. Gal\***, Marion County

Diabetes is one of the most burdensome chronic diseases of our time and is at epidemic proportions in America. There are 18.2 million Americans with diabetes; 41 million with pre-diabetes. Pre-diabetes can cause heart and circulatory damage. Diabetes Prevention Study showed people with pre-diabetes can prevent or delay type 2 diabetes by making lifestyle changes. **Objectives:** Develop a diabetes prevention program for adults diagnosed with pre-diabetes or at risk of developing type 2 diabetes. The curriculum would focus on adopting a healthy lifestyle to attain a 5-7% weight loss through nutrition interventions and increased physical activity. **Methods:** Small Steps... Big Rewards was taught at eight different sites. Participation targeted adults at risk for type 2 diabetes. Lifestyle modifications centered on reduced fat and energy intake as part of a healthy meal plan and 150 minutes/week of regular physical activity. Sessions included: lecture (supported by written and visual materials), class activities (personal risk assessment, food portion recognition and menu/snack planning) home assignments (food/activity tracker) and evaluation. Subject matter: insulin resistance; metabolic syndrome; nutrient intake recommendations; BMI/maintaining a healthy weight; and importance of physical activity. **Results:** A total of 300 adults (young/middle/mature) participated. Knowledge gain indicated a 70% change based on 15 items. Practice changes indicated an 80% change in nutrition behaviors and a 40% change in physical activity. **Conclusions:** Type 2 diabetes is a serious disease that can be prevented or forestalled. Preventing diabetes is proven, achievable and compelling for those at risk willing to take charge of their health.

### **Dinner Classics: A Food and Nutrition Series for Youth (99)**

**D. Gordon**, Jefferson County

**Keywords:** nutrition; food preparation; healthy lifestyle habits

Dinner Classics was designed to help youth improve their quality of life by increasing knowledge of nutrition concepts that promote healthy eating habits. **Objective:** Youth will demonstrate: (1) planning a healthy, balanced meal; (2) healthy food preparation practices; (3) working knowledge of the food guide pyramid; (4) safe kitchen practices; and (5) understanding food labels.

**Methods:** An eight-week series of classes was designed and implemented by Agent. Youth selected menu items to compose a well-balanced family dinner. Each weekly meeting included an educational program that focused on objectives and test preparation of one menu item. To conclude the series, youth prepared the meal and hosted a family dinner for 24 people. Educational presentations were made to the guests by series participants. **Results:** Youth demonstrated an increase in knowledge of nutrition concepts, nutrient functions, kitchen safety, meal planning, food preparation techniques, and understanding food labels. They made improvements in social skills and developed problem-solving skills throughout series. **Conclusions:** Teaching children about healthy eating habits and nutrition concepts at a young age helps them create healthy lifestyle habits, thus reducing their risks of developing lifestyle related diseases. Dinner Classics participants gained tremendous amounts of knowledge, learned many new skills, had a lot of fun, and hosted an event they will remember for quite some time.

### **Enhancing Practical Life Skills for Head Start Children (00)**

**D. Gordon\***, Jefferson County; **J. G. Lilly**, Jefferson County; **G. Neely**, Jefferson County

**Keywords:** Preschool, Child Development, Social Skills, 4-H

Head Start children typically come from limited income families, and some children are diagnosed with learning disabilities. These children need additional attention and focus on basic social and life skills. **Objectives:** 1) To enhance Head Start curricula through developmentally appropriate, hands-on activities while providing a fun learning environment; 2) to provide opportunities for children to practice and improve positive social skills; and 3) to introduce 4-H. **Methods:** Eight monthly 4-H programs were presented by two Agents and one Program Assistant to 32 preschoolers enrolled at the center. Children were involved in a variety of activities that enhanced the content of the Head Start program, including sewing cards, puzzles, books, and the 4-H pledge. Each activity was selected based on the necessary use of positive social skills. **Results:** Children demonstrated an increase in positive social skills by following directions, sharing materials, taking turns, and showing respect for others. At the conclusion of the eight months, children were able to say the 4-H pledge as a group. **Conclusions:** Enhancing the Head Start program provides children with more opportunities to learn practical life skills while experiencing learning activities in a fun-filled atmosphere. Children are exposed to 4-H at an early age, paving the way to their future involvement with the organization.

### **Breakfast Education: A Factor in Children's Selection of Healthy Foods (01)**

**D. Gordon\***, Leon County

**Keywords:** breakfast education; children; nutrition

A breakfast education program was taught to third-grade students at Jefferson Elementary School. **Objective:** Increase the number of healthy food items students select for breakfast. **Methods:** One hundred students completed breakfast diaries for five weeks. Fifty-two students participated in four classroom sessions of the breakfast education program. Each lesson included a pre-test, a hands-on learning activity, and a post-test. The control group was comprised of the other 48 students. Parents of students participating in the education program received a publication informing them about the importance of breakfast. **Results:** Participation in the educational program appeared to positively impact the number of healthy breakfast food items selected by students. During the post-intervention week, the highest percentage of subjects made six to ten healthy food choices in both the experimental (35%) and control (35%) groups. Thirty percent of students in the experimental group reported 11 or more weekly healthy food choices in their diaries during the post-intervention week compared to 25% of students in the control group. An increase in students' knowledge was exhibited by scores on post-tests at the conclusion of each educational lesson. **Conclusion:** Educating children about the importance of eating a healthy breakfast will increase the number of healthy food choices children make for breakfast. Working to improve the breakfast-eating habits of children is likely to improve educational performance and behavior exhibited by today's students as well as positively contribute to their overall health.

### **Walking Through Florida: An Employee Wellness Initiative (05)**

**D. Gordon\***, Leon County

Employees from three agencies have joined together annually to participate in Walking Through Florida, a fun, friendly competition promoting physical activity and personal wellness. **Objectives:** Participants will increase individual levels of physical activity.

**Methods:** Teams of eight employees collectively pool their miles to walk the distance from Tallahassee to Key West – 676 miles – over an eight week period. Each week, participants use the Walking Through Florida website to enter data and complete Health Updates, fact sheets on health-related topics. In addition, the competition kicks off with a health fair and concludes with a celebration luncheon. **Results:** Approximately 700 employees have accumulated more than 102,700 miles of aerobic activity. Reports from 25% of the participants indicate: (1) 72% either began exercising or increased their amount of exercise, (2) 38% felt less stressed and had increased energy levels, (3) 23% decreased time engaged in sedentary activities, and (4) 36% were motivated to continue exercising when they felt like quitting. Personal successes reported include reduced blood pressure, weight loss, and marathon training. **Conclusions:** As a result of participation in Walking Through Florida, people have become more consistent and committed to taking better care of themselves, morale and energy levels are up and stress levels are down. The Walking Through Florida Planning Committee continues to enhance the program and explore avenues for expansion in 2006 while continuing their commitment to promoting physical activity in an effort to improve personal health of program participants.

### **Growing Strong, Staying Young: Building Healthy, Independent Futures (06)**

**D. Gordon\***, Leon County Extension

Research demonstrates that participation in regular strengthening exercises is essential to staying strong and vital during older adulthood. Strengthening exercises lead to the prevention of osteoporosis and frailty while promoting mental and emotional health. Growing Strong, Staying Young promotes these principles through worksite-based strengthtraining programs. **Objectives:** To improve the health and well-being of participants by increasing access to structured, safe and effective strength-training programs. **Methods:** A worksite wellness component, this 12-week program is offered during the lunch hour. Employees bring their own equipment and participate in a group strength-training class. Initial instruction is provided by the agent and later by peer volunteers. Exercises focus on increasing body strength and flexibility as well as stimulation of bone and muscle growth in an effort to extend independent living skills as participants age. Pre- and post-assessments are completed by participants. **Results:** Upper body strength improved in 100% of participants and 91% increased their lower body strength. Flexibility in the upper body increased for 64% of participants and in the lower body for 55% of participants. Individuals have reported decreased joint pain, increased energy and activity levels and sleeping better as a result of program participation. **Conclusions:** Employees are provided the convenience of participating in strength-training programs at their worksite whereas they would otherwise unlikely participate in this type of program. They are improving the quality of their lives, decreasing their risk for osteoporosis and other debilitating diseases and increasing their probability of living independently as they age.

### **Gadsden County First Time Homebuyers Pre-purchase Education Program (06)**

**E.T. Gorimani\***, Gadsden County Extension

In Gadsden County twenty-eight percent of the population live at or below the poverty line, earning an average income of \$23,482 and some residents have over-extended credit. With over-extended credit or poor credit history most low income residents can not afford nor qualify to apply for a home loan. **Objectives:** The State Housing Initiative Partnership (SHIP) program established in 1992 provides funds through documentary stamp tax revenue from the sale of homes to assist in meeting specific housing needs of very low, low and moderate income households, to expand the building and restoration of affordable housing. For families to receive assistance in Gadsden they must attend a five day, two and a half hour workshop on the home buying process, access their credit report and correct any delinquencies and receive a certificate of completion through the Family and Consumer Science First Time Homebuyer Pre-purchase Education program. **Method:** Classes are scheduled quarterly, with an average enrolment of 35 participants. The FCS agent partners with local banks, horticulture agents and the Florida Department of Financial Services to provide the education program. **Results:** Between 2002-2005, 417 participants have completed the class and 20 have purchased a home and 14 had their homes rehabilitated or replaced to bring them to livable condition. **Conclusion:** The numbers for those enrolling and completing the class has increased in correlation to the increase in home construction in the county. The three and six month follow up to check on credit repair and scores, results in higher graduation rates.

### **Family Nutrition Program – A Catalyst for Community Action (02)**

**C. Gregov\***, Sarasota County

**Keywords:** Family Nutrition Program, partnerships, community action

The USDA Family Nutrition Program was used to leverage a network of community partnerships and health-promotion services into a community-based delivery system promoting not just nutrition and food safety behavior change, but life skills development and healthy community change for the Food Stamp-eligible population in Sarasota County, particularly in the minority communities.

**Objective:** To reach the Food Stamp-eligible population more effectively with nutrition and food safety education that helps to promote community change. **Methods:** Community partnerships that built on existing programs and community strengths were developed and nurtured to assist with needs assessment, to identify gaps in services, to generate the In-Kind Match needed to support a grant request, to choose and develop multi-culturally-appropriate curriculum materials, to assist with program delivery, to facilitate effective educational opportunities in the community, and to generate new grant and funding opportunities. **Results:** Twenty-four community partnerships were developed. Sufficient In-Kind Match was raised to secure grant funding to hire eight full and part-time Program Assistants who taught more than 100 classes a month to 1500 – 2000 participants per month. A Youth Garden and Kids Café in one after school program was dedicated to a local minority hero to promote pride in community and involvement of parents. This program spawned another grant opportunity to bring additional staff to work at the Center.

**Conclusion:** Because of its emphasis on partnering, the USDA Family Nutrition Program was found to be an effective tool to reach

the Food Stamp-eligible community with meaningful nutrition and food safety education that promotes life skills development and community change.

**LES After-school Program: Collaboration Enables the Development of a High-Quality Program (00)**

**J. Hart\***, Lafayette County; **M. Ferrer\***, IFAS/FYCS; **A. Fugate**, IFAS/FYCS

**Keywords:** after-school program, collaboration

Florida Extension's Children, Youth, and Families at Risk (CYFAR) state strengthening grant, is working with Lafayette Elementary School (LES) to develop the LES/Extension After-school Program (LE/ESAP). **Objectives:** The overall objective of the CYFAR grant project is to develop a community-based program. Specific objectives are to provide children a safe environment after school, to teach students academic and life skills, and to show parents how to support their children's development. **Methods:** In 1999, stakeholders collaboratively developed LE/ESAP: Including goals, outcomes, indicators and evaluation procedures. Adapting CYFAR's version of Jacob's five-tiered approach to program evaluation, the project team evaluated the fit between LESAP goals and processes. During its first half year, LE/ESAP operated Monday through Wednesday, 2:35 - 5:00pm, providing students in grades 1 - 5 recreation, snack, nutrition lessons, life skills, structured reading time, help with homework, study and test-taking skills. **Results:** After reviewing the project team's original plans (two teachers and aides to work with 40 children in grades 4 and 5) the Lafayette County School Board provided three more teachers and aides for grades 1 - 3 and bus transportation. Staff, parents, and children indicated they were pleased with LE/ESAP and its impact on the children's academic performance and confidence. **Conclusions:** The project team established a strong collaboration, integral to sustainable community-based programs. Collaboration fostered development of a high-quality, academically-focused after-school program in a county where there was not one before.

**Welfare-to-Work, Implementation of an Educational Program in South West Florida for W.A.G.E.S. Participants. (98)**

**S.L. Hedge**, Lee County

**Objective:** The objective of this program is to form a successful partnership with other community agencies to provide services for those individuals making the transition from welfare to work so that the following state performance standards are met: (1) At least 35% of all participants will be employed in subsidized or unsubsidized jobs paying at least \$5.66 during the first eight weeks of participation; (2) At least 85% will remain employed at least eight full quarters after leaving cash assistance. **Methods:** The Lee County Extension Service contracted with Lockheed Martin IMS to provide 130 workshops between January and June 1998 for participants in the W.A.G.E.S. program in Lee, Hendry, Glades, and Collier counties. A curriculum based on *Job Start* by Elizabeth Bolton was utilized to present two *SuccesShops* for participants after they were referred to the W.A.G.E.S. program and before they began the job search or worksite experience. **Results:** Despite delays in contract negotiations and hiring, 133 workshops were presented to 180 participants. Of these, 155 persons attended both *SuccesShops* and graduated. The number of those who were placed in unsubsidized jobs, 168, exceeded the contracted amount. **Conclusions:** A successful partnership can be established with other community agencies. Persons moving from welfare to work can be successful at finding unsubsidized employment with the assistance of trained job coaches and education. It was found that the development of self esteem along with encouragement and care were critical to making the participant successful.

**"Investing for Your Future" Class Series Targets Beginning Investors (01)**

**C.B. Hill\***, Lee County

**Keywords:** investing, money management, investment fraud

**Objectives:** To provide former Women's Financial Information Program participants with the information they requested after completing that course, as well as make non biased research-based information on investing available in the community. **Method:** Designed as a six-week series the class session topics are: Basic Concepts and Investing Prerequisites, Equity Investing, Fixed-Income Investing, Investing in Mutual Funds, Investing Tax-Deferred and With Small Dollar Amounts, and Getting Help and Avoiding Investment Fraud. This agent has added a seventh session that has all the course speakers, an attorney, and a certified public accountant available for a question and answer panel. **Results:** To date 30 individuals have participated in the course, and 12 have completed evaluations. Every participant reported a gain in knowledge, 50% reported making changes in their financial decisions, and three reported finding \$100 or more to save each month. **Conclusion:** This basic investing class is a natural progression from the Women's Financial Information Program. Developed by a partnership of five land-grant universities, the U.S. Department of Agriculture Cooperative State Research, Education, and Extension Service and the U.S. Securities and Exchange Commission, this is "our" material and is readily available for use.

**Paint and Tool Workshops for Low Income Families Who Have Bought Existing Homes (97)**

**B. Hughes/Gregg**, Seminole County

**Keywords:** affordable housing, existing housing, paint and tool workshop

**Objective:** To empower existing low income home buyers through educational programs with basic knowledge, skills, and tools to keep their home repaired and in good condition. **Methods:** A series of 5 home repair workshops offered throughout the county in targeted areas to clientele. A sixth train the trainer workshop offered for the affordable housing community. Skills taught will include basic wiring, plumbing, caulking, painting, and drywall patching. A workbook will be included for eligible participants and a tool box complete with tools. A video of workshops will be made. **Results:** 95% of the participants believe they will be able to repair faucets, drywall, and install electrical switches and motion detectors. 87% believed they would be able to repair a toilet and install a smoke detector. **Conclusions:** Program encourages self sufficiency and independence. Skills will increase in home maintenance, repair and safety.

**Public Issues Leadership Development. (98)**

**B. Hughes/Gregg**, Seminole County and **K. Archer**, Bay County

**Objective:** To share with association members how to work with policymakers. **Methods:** We will go over techniques learned at the Public Issues Leadership Development Conference in Washington D.C. We will discuss how to know your policymakers, roles of the congressional staff, a congressional glossary of terms, important courtesies, how to meet with legislators, and how to build political support for Extension in the 21st Century. **Results:** Participants will learn how to communicate their message in writing and verbally, how to avoid gender issues in your discussions with decision makers, and issues and strategies that work. **Conclusions:** Participants will walk away with hands on materials they can use. We would like to share with our members techniques learned to deal with policy makers within their own community. This would apply to Extension or to other Boards, Churches, or Community Groups that they currently serve on. They will learn the purpose of the Public Issues Leadership Development Conference and ways in which they can attend this valuable conference.

#### **Early Childhood and Education Administration Course (03)**

**D. Humphries\***, Taylor County, **Diann Douglas\***, Madison County

**Key Words:** Early Childhood, Administration, Education

Children have higher rates of school readiness, better language ability, fewer behavior problems and higher cognitive performance if they attend well-planned, quality early childhood programs according to the National Research Council. Highly trained and experienced child care administrators are essential. The State of Florida recognizes the need for training as a component of high quality child care. Child care administrators are now required to complete a 45 hr. Child Care and Education Administrator Course. This course provides information and opportunities for skill development that enable the administrator to develop the knowledge base for problem solving, planning, implementing and evaluating a quality child care and education program. **Objective:** Child care center administrators will develop leadership skills and management skills to create an effective organizational structure in early child care programs. **Methods:** Two agents applied to Florida Children's Forum for course approval, developed course content, teaching strategies, evaluation methods and a series of Power Point presentations for the Child Care Administrators Course. The agents worked with program specialists and administration to be approved to provide CEU's for the course. **Results:** Based on unit tests 31 participants gained knowledge. Thirty-one participants demonstrated their acquired skills by successful completion of assignments, projects and presentations and many implemented new procedures or policies. **Conclusions:** Providing this class gives local owners, operators and directors the opportunity to learn the knowledge and skills to help them become better administrators in order to provide the highest quality early childhood programs.

#### **Fifth Grade Healthy Living Project (04)**

**M. Keith\***, Hillsborough County Extension

**Objectives:** To decrease problems associated with overweight, diabetes, hypertension, and hyperlipidemia in fifth graders at one elementary school by teaching them that healthy eating and exercise can be fun as well as nutritious and good for them; to encourage parents to choose and prepare more healthy foods at home. **Method:** Weekly classes covering food groups, cafeteria, vending and fast foods, and beverage selection were taught, using games, songs, videos, contests, and food preparation and tasting. Monthly exercise class, jump rope contest, dance contest, and pedometer distribution were used to encourage a variety of exercises. Monthly newsletters and information tables on report card nights were used to communicate with parents. Height, weight, and blood pressure were measured at beginning, middle and end of school year. Children loved the fresh fruits distributed after classes. **Results:** Final weights are not yet available. Children graded the class an A+. Some from other classes tried to sneak into class! Participants tried multiple new foods, took samples home to parents, and actively participated in the exercise contests. Parents reported that children were eating and requesting more fruits and vegetables, and were being more active. Diet and exercise histories were inconclusive due to poor completion rates. **Conclusion:** Children's attitude towards healthy foods and exercise can be improved through age-appropriate activities. Some self-reported that they were now eating fruits and vegetables they had previously avoided. Making food and nutrition fun and participatory can improve children's eating habits and decrease risk of obesity and related diseases.

#### **Restroom Reading: Inexpensive Marketing Tool to Support Your FCS Programs. (98)**

**M.S. Kennington**, Citrus County

**Keywords:** restroom reading, marketing, educational fact sheets

**Objective:** To share inexpensive marketing method to reach non-traditional audiences to enhance Extension's identity among other county departments and to provide an educational message to support major program efforts. **Method:** Write monthly educational flyers. Post flyers in bathroom stalls of restroom facilities within Citrus County, County School Board, ethnic community churches, Library System, Health Department, private businesses, and Congregate Dining sites. Restroom Reading in County buildings are posted by Extension staff each month and mailed to other locations. Restroom Reading topics are chosen to support plan-of-work efforts: Food Safety, Nutrition, Health, Florida Housing, Family Economics, and Leadership. **Results:** 250 fact sheets distributed monthly. Other county departments, who normally do not interact with Extension, recognize Cooperative Extension through the Restroom visitations and monthly readings. This includes employees of judicial system, Clerk's Office, Elections Office and Property Appraiser's Office. Extension has received telephone calls from tourists to say how much they enjoyed the Restroom Reading. One woman called from Miami to say she was so impressed by the creative marketing method that she wanted a job with us. Several county employees have verbally expressed making dietary changes as a result of restroom reading. Representatives from private industry have called to request receiving Restroom Reading. **Conclusion:** Verbal feedback indicates that restroom users enjoy and read it. Communications have increased between Extension and other County departments. It is an inexpensive method for marketing and disseminating information. The challenge is to determine an evaluation tool/method to assess reader audience size and knowledge gain or behavior change.

#### **Benefits Of The Florida Project PUP Program. (98)**

**M.S. Kennington\***, Citrus County and **T. J. Lane**, Veterinary Medicine

**Keywords:** project PUP, health enhancement, volunteer development, non-traditional

**Objective:** To recruit, train and certify human and animal volunteers to visit care facilities to improve the emotional and physical well-being of residents; to enhance the image and usefulness of Cooperative Extension in the community through non-traditional partnerships and life enhancement opportunities. **Methods:** **Marketing --** Newspaper feature stories, press releases, county newsletters feature stories, direct contact with nursing homes and veterinarians, participation in community events; **Training --** Training workshops with animals and humans; **Volunteer Development:** Quarterly meetings and annual appreciation party including homemade dog biscuits, use of time sheets. **Results:** During first year -- six trainings held; 80 volunteers trained. Twenty-three volunteers and pets spent 616 hours visiting nursing homes (380 visits) and interacting with 11,786 residents. Visitations brought sunshine and compassion into lives patients which motivated them to be more independent, increased communications between with patients and staff, and increased emotional or physical health through unconditional love. **Conclusions:** It is a proven fact through international research (supported by the UF IFAS College of Veterinarian Medicine) that the human and animal bond enhances the physiological and psychological health of humans. Though PUP offers significant benefit to patients/residents, it also brings recognition and appreciation to Cooperative Extension especially among non-traditional audiences. Extension is known for volunteer development and community outreach. As the senior and nursing home populations grow in Florida, why not maximize the skills and resources of IFAS/Project PUP to receive increased recognition and success in your county? It is a simple program to implement. PUP is loved by the media, the people, legislators, and nursing home activity directors.

#### **Home Loan Program (05)**

**M. Krumbine,\*** Collier County

Owning a house is one of the most important investments a family can make. The barriers to home ownership include lack of savings or down payment, credit blemishes and low credit scores, lack of knowledge about mortgage financing, programs and services available. **Objectives:** To equip prospective homebuyers with the financial knowledge and education to enter the home buying market. To increase the number of low and moderate-income families becoming stable homeowners. **Methods:** Homebuyers workshops are held every six weeks at various locations. This 3 hour program utilizes a Fannie Mae approved agenda, activities and media presentations. Clients receive individual counseling to review documents and credit report. A personal action plan is developed for clients not ready to proceed. Clients ready to purchase receive a targeted mortgage amount. Upon contract, the client's loan application goes to one of the participating banks in the Collier County Loan Consortium. Banks offer the same low interest, no private mortgage insurance, 30-year fixed rate mortgage because the education provided reduces the borrower's default rate by 35%. **Results:** In the past two years, 350 people attended 21 workshops and 401 received individual counseling; clients assessed their financial readiness to purchase a home. Sixty families closed on loans through the Loan Consortium Program. Forty people secured financing from other sources as a result of our homebuyer's education and counseling. **Conclusion:** The Home Loan Program provides a unique opportunity for low and moderate-income families to assess their readiness for home ownership and take the steps needed to achieve their dreams.

#### **Youth Empowered Ambassadors for Health (YEAH!) (06)**

**R. Law-McCumber\***, Seminole County Extension; **V. Mullins\***, Santa Rosa County Extension; **G. Sachs\***, St. Johns Extension; **J. Jordan\*** and **M. Lesmeister\***, State 4-H Specialists, FYCS.

**Objective:** In 2005, Florida 4-H embarked on a collaborative partnership with the Florida Department of Health (DOH) to bring Extension FCS and 4-H staff together with DOH staff as adult partners with teens within Florida communities. This partnership focused on empowering youth to become ambassadors for health within community coalitions. **Methods:** The Florida 4-H program is dedicated to youth leadership education and to promote youth civic engagement through youth/adult partnerships. These program partnerships involve youth in planning, implementing and advocating for health and fitness programs for family, school, youth organizations and community change. The first YEAH Youth Summit was held in Orlando in June 2006, with 4-H as a major partner with DOH, Florida on the Move, Coca Cola and University of South Florida. Eleven counties (Miami-Dade, Palm Beach, St Johns, Seminole, Pinellas, Santa Rosa, Escambia, Jefferson, Bradford, Bay and Liberty) participated in the both the 4-H Partner Training in 2005 and in the 2006 YEAH Summit. Teens from participating counties facilitated the state training program. The training focused on improving nutritional choices, decreasing screen time and increasing physical activity. **Results:** These county teams provided leadership for training during a full day at Florida 4-H Congress in July for this 4-H statewide initiative. This effort has resulted in new county/state partners and additional resources for local youth-adult teams from DOH funding partners. Three county 4-H projects were selected for grant funding. **Conclusions:** Adult and youth presenters will share experiences, benefits, resources and strategies for other counties to participate in future program opportunities.

#### **Money Management Education for At-Risk Youth (02)**

**L.M. Leslie\***, Hillsborough County

**Keywords:** money management, youth, education, at-risk

**Objective:** The purpose of this program is to teach at-risk youth the knowledge and skills necessary for them to become financially stable adults. **Methods:** In 2001, this agent taught 24 different money management lessons for male youths incarcerated at Falkenburg Academy Boot Camp. The class is offered as part of their five class rotation so all students enrolled at the school attend each time the class is offered. Topics included developing goals, budgeting, banking, credit, car buying, and earning a living. The agent used handouts, worksheets, slides, group discussion, and videos to teach students basic consumer information topics. A post survey was developed to measure knowledge gain and intention to adopt responsible money management practices. **Results:** One hundred fourteen youth attended money management classes. Fifty-five (48%) completed a post survey. The average increase in knowledge about the money management topics covered in classes was 34%. Forty-five students expressed an intention to adopt at least one fiscally responsible money management. Practices they intended to adopt included taking care of needs before wants, developing a budget, opening a savings account, doing research before buying a car,

avoiding rent-to-own stores, and considering all the costs before using any type of credit. The program is continuing in 2002.

**Conclusions:** Money management classes can be an effective way to help at-risk youth learn the basic principles of money management. It also provides a stimulus for many of the students to plan to adopt fiscally responsible practices as adults.

#### **Walk-A-Weigh a Nutrition and Exercise Program for Adults (05)**

**M. McAlpine\***, Nassau County

In Nassau County, over sixty percent of the population are either overweight or obese and do not participate in any form of physical activity. Research has revealed that long-term weight maintenance is achieved with regular exercise and healthy eating habits.

**Objective:** Participants will change eating and activity patterns, prepare and eat food with less fat, sugar and sodium, and follow a walking program. **Method:** A series of 12 weekly, ninety minute sessions were conducted. Each session consisted of stretching and walking (60 minutes), a nutrition lesson (15 minutes); and a tasting session of a sample recipe related to that week's topic (15 minutes). Participants received pedometers to track their steps. **Results:** Post program surveys indicated that 100% of participants are reading nutrition labels before making a purchase, and are making changes in 8 out of 10 behaviors/attitudes surveyed. For example, 90% of participants are eating whole wheat or whole grain products daily, 80% are eating two servings of low-fat or non-fat dairy products a day; 75% are reducing fats from meats, 70% are eating 3 vegetables a day, 60% are walking at least 45 minutes three times a week. A cumulative weight loss of 61 lbs was achieved: an average of 6 lbs per participant. **Conclusions:** This program motivated participants to make lifestyle changes by establishing "walking" as the mode of exercise, by including easy to understand nutrition lessons, and by having food tasting sessions. Participants changed their eating and activity patterns, thus making positive lifestyle changes to enhance their general health and reduce their risk for developing chronic diseases.

#### **Raising a Money Smart Kid (05)**

**A. McKinney\***, Duval County

Research tells us that parents are the main source of financial information for youth yet only 7% of parents say that their child understands financial matters well. This program is designed to help parents educate their children about personal finance.

**Objectives:** To increase participant knowledge of what to teach their children about financial management. To assist parents in developing an allowance system for their children to learn financial management concepts. **Methods:** This two-hour workshop includes a PowerPoint presentation on what research tells us, money philosophies, concepts to teach by age level, and developing a needs-based allowance. Activities include a role play on talking with children, a worksheet on allowances, family activities handout, reading list, and information on the Four Bank system. A quarterly newsletter article is also published in Kinship Caregivers Quarterly. **Results:** 90% customer satisfaction rating for the three workshops held. Ninety percent of participants felt more motivated to teach their child about money, had a better understanding of what and how to teach, and intended to set up or modify an allowance system. **Conclusions:** Parents do teach their children about money through example. However, they can become more motivated and more effective with additional information.

#### **Developing Successful Partnerships for Nutrition Education (01)**

**M. K. Melvin\***, Bay County

The Bay County Family Nutrition Program (FNP) provides nutrition education to Food Stamp or eligible families through a variety of educational opportunities. Optimal participation of this clientele is usually reached by going to places they already visit.

**Objectives:** 1) To develop partnerships within the community that will enable limited income individuals and families to receive education about nutrition, food safety and food budgeting; and 2) to effectively find in-kind match to support the FNP efforts.

**Methods:** Partnerships have been developed with 8 community agencies and 13 public schools to assist with education and/or providing in-kind match. In-depth nutrition education classes were targeted to youth at public schools and recreation centers. Instruction also focused on adults and teen parents at the other sites. **Results:** The partnerships that have been developed within the community has allowed the Family Nutrition Program of Bay County to continue to grow. They have helped generate in-kind match that will lead to the hiring of a program assistant. Through the efforts of these agencies and schools, 719 youth, along with 107 parents, learned about good nutrition and food safety. **Conclusions:** Collaborating with these agencies allows the participants to receive education in areas that they might not get otherwise. This collaboration also allows Bay County's FNP program to expand.

#### **Dining Out Youth Day Camp (02)**

**M. Melvin\*, M. Moore, and P. Davis\***, Bay County

**Keywords:** nutrition, food safety, manners, day camp

Many youth in limited income households are responsible for their own meals. Much of their exposure to eating away from home is a rare occasion at a fast food place. These youth need to become more at ease when in a dining situation to enhance their life skills.

**Objectives:** 1) youth will be at ease when dining out; 2) youth will be able to plan, prepare and serve safe and nutritious foods; 3) youth will recognize and demonstrate appropriate table manners. **Methods:** Three Agents and various community members presented three weeks of instruction to 14 youth at Glenwood Community Center. Youth learned about nutrition, food safety, menu planning, table manners, table setting and decorating, being a host/hostess and food preparation. At the end of camp, youth demonstrated their new skills by participating and assisting in the planning of the Final Dinner Program. **Results:** Based on post evaluations and their performance at the Final Dinner, all youth gained knowledge. Each student was assigned a table at the Final Dinner where they folded napkins, and placed silverware and dinner plates on the table appropriately. They also demonstrated good table manners and performed their duties as a host/hostess. Many parents have since shared that youth are using the information to help with family meals at home. **Conclusions:** Providing this kind of program gives youth more opportunity to learn life skills limited in their home or community environment while experiencing learning activities in a fun-filled atmosphere.

### **Aging and Teenaging: An Intergenerational Roundtable Discussion (97)**

**B. Miller**, Leon County

**Keywords:** intergenerational, teenagers, aging, collaboration, teen pregnancy, and discrimination

An intergenerational activity involving teenagers and senior citizens was designed by Teen Life Options program collaborators (Capital Area Healthy Start Coalition, Leon County Schools, and Leon Cooperative Extension) in cooperation with Elder Care Services. **Objectives:** To dispel myths and stereotypes of ageism held by each age group. To increase teenagers' awareness of the aging process. To confront and discuss current social issues that may separate and/or unite the two age groups. **Methods:** Prior to the intergenerational roundtable, guest speakers from Elder Care Services and the Extension Agent facilitated experiential activities to increase awareness of the aging process (e.g., hearing loss, poor vision, stiff joints) and discussed stereotypes relating to aging with teenagers enrolled in the Teen Life Options program. Each of the forty TLO students was matched with a senior citizen. Teens and seniors became acquainted one on one, as well as, in small groups facilitated by community professionals. Topics discussed were "Teen Pregnancy," "Teenagers Today and Yesterday," "Discrimination--Age, Race, and Gender," and "Families Today and Yesterday." A brief summary was presented by each small group at the conclusion of the roundtable discussion. **Results:** 100% of the senior citizens and teens completing evaluations indicated that they would like to participate in another similar event. The most common suggestions for improving the event from both age groups were more time to talk and more opportunities to be together. **Conclusion:** Building relationships across generations can help revitalize the concept of community, expand the definition of family, provide a listening ear for teens, utilize the wisdom acquired by senior citizens, and reduce age related stereotypes and misunderstandings.

### **Florida Innovators Program (99)**

**B. Miller & E. Shook**, Leon County

**Keywords:** professional development, at-risk children, youth and families

In 1998, Florida was awarded a state strengthening grant through CSREES's Children, Youth, and Families at Risk (CYFAR) Initiative. One objective of the national initiative and the grant is to increase statewide capacity to develop and provide programming for at-risk audiences. In response to that objective, Florida Cooperative Extension Service developed the Florida Innovators Program (FIP). **Objective:** FIP is a two-year professional development program through which FCS and 4-H agents develop and implement community-based programs for at-risk children, youth, and families in their counties. **Methods:** During the first year of the fellowship, the selected FIP Fellows attend five in-service trainings which are tailor made to their expressed needs. In the first series of trainings, topics included asset mapping, collaborations, community involvement, and evaluation. At and between trainings the FIP Fellows develop proposals for their local programs. The proposals must address one of the four CYFAR initiative outcomes and involve an outside collaborator. During the second year, the Fellows implement their proposed programs, with \$4000 in seed money. **Results:** The first group of FIP Fellows has completed the first year of their fellowships and is ready to implement the programs they have designed. The programs include a youth empowerment program in a geographically isolated community, a home visitation program for new parents using lessons based on current research on the development of the infant brain, and two after-school programs, one for elementary school children and one for middle schoolers, both of which emphasize literacy. Through participation in FIP, the Fellows have also realized some unanticipated benefits, such as a revitalization of their thinking about programming and a sense of professional renewal. **Conclusions:** The Florida Innovators Program furthers Extension's efforts in meeting the needs of Florida's most vulnerable children, youth, and families. It affords 4-H and FCS agents with a commitment to programming for at-risk audiences to develop their skills and knowledge in this area. This professional development benefits not only the audience for whom the local projects are designed, but also other customers, and Florida Cooperative Extension as well.

### **4-H ASAP (4-H After School Activity Program) (00)**

**B. Miller\*** and **E. Shook\***, Leon County

**Keywords:** at-risk youth, tutoring, after school program, career exploration

In 1998 Florida received a grant through CSREES's Children, Youth and Families at Risk Initiative. One objective of the grant was to increase statewide capacity to develop and provide programming for at-risk audiences. In response to that objective, Leon County FCS and 4-H developed the 4-H ASAP program. **Objective:** The goal was to address the need of our community's children for a safe environment after school that fosters improved academic progress and skill-building for youth. **Methods:** An after school program (4-H ASAP) was designed to meet the objective. Recognizing the need for early intervention, 4-H ASAP focused on sixth graders enrolled in a local middle school's SCHOOL TO CAREER Academy which was established to work with students who scored below the 35<sup>th</sup> percentile in language arts, math, or reading. 4-H ASAP met twice a week. The first hour of each session focused on employability skills and career exploration. The second hour focused on homework help with volunteer tutors. Field trips as well as a service project, 4-H County Events, and a 4-H Camp were a part of the program. A 4-H ASAP assistant was hired for 10 hours per week. **Results:** An increase in knowledge about career goals and skills was noted. Teacher evaluations and grades showed improvement in academic progress, homework quality, study skills and attitude toward school. Two-hundred twelve volunteer hours were given. **Conclusion:** 4-H ASAP gave the participants meaningful structured activity after school with positive results.

### **The Teen Force Academy: Preparing Youth for the World of Work (06)**

**C. Mondelus\***, Orange County Extension; **M.S. Kennington**, Orange County Extension

**Objectives:** The Teen Force Academy, a grant funded collaborative program between Orange County UF Extension and the Union Park Neighborhood Center for Families was created through grant funding by the Orange County Citizens' Commission for Children to help at-risk youth demonstrate healthier functioning. Extension's goal was to provide a safe, constructive learning environment during the weeks of summer with the objective to educate and inspire youth to gain knowledge, explore career options, and prepare them for future employment. **Methods:** The program structure pulled curriculum from the interdisciplinary resources of Extension

and invited professionals from the community to speak on their careers. Each day was planned following five knowledge tracks: Career Exploration, Lifestyle Choices, Life Skills, Financial & Consumer Choices, and Experiential Learning (tours). Extension Agents within the Orange County/UF Extension Office taught components of the Academy. The Academy was held on the University High Freshman Campus. Students with a 2.0 GPA were recruited through assistance of the Administrative Dean who was also hired to serve as the site coordinator. Morning snacks and lunches were provided through a collaborative agreement with USDA Summer Feeding Program. **Results:** The grant guidelines and Extension's goal were met with 75% of the youth attending 50% of the scheduled instruction days and demonstrated a 90% proficiency on the post-test or a 20% increase from the pre-test as measured by CCC approved instruments. **Conclusions:** The Academy was successful in exposing the youth to a variety of positive life choices they had not considered prior to the program.

**Cholesterol Control: A Worksite Coronary Heart Disease Risk Reduction Program. (98)**

**E. Morava, L. B. Bobroff\* and S. F. Sears,** Family, Youth and Community Sciences; **R. E. Turner,** Food Science and Human Nutrition, **N. Jensen,** Pinellas County, **S. Poirier,** Broward County and **M. B. Salisbury,** Osceola County

**Keywords:** cholesterol, heart disease, worksite, risk factors

Coronary heart disease (CHD) is the leading cause of death in Florida. Blue-collar workers tend to be less knowledgeable about CHD risk factors and more likely than others to engage in high risk behaviors. **Objective:** To design and pilot test an Extension program to assist blue-collar workers in adopting healthier lifestyles and reducing their risk for CHD. **Methods:** We developed the seven-session Cholesterol Control program using the Experiential Learning Model which encourages active involvement of participants in the learning process. Topics include CHD risk factors, exercise, stress management, and heart healthy diet strategies. Evaluation materials developed are a one-page post-program questionnaire focusing on knowledge gained and behaviors changed, and a three-month follow-up survey addressing behavior change maintenance. The program was pilot-tested in Broward, Osceola, and Pinellas Counties. Two experimental groups studied were participants who attended a seven session series (Group S) and those who agreed to read a series of seven informational posters placed strategically around their worksites each week (Group P). **Results:** Group S had a greater perceived knowledge gain and initiation of behavior change at the post-test than Group P ( $p < 0.05$ ). Limited follow-up data from both groups indicated no difference in maintenance of behavior changes. **Conclusions:** Cholesterol Control was effective in encouraging healthy behavior changes in Group S and to a lesser extent in Group P. Since Group P participants reported some knowledge gain and behavior change, informational posters may be a valuable component of a worksite program designed to reduce risk of CHD.

**Seeds to Grow On: A Nutritious Gardening Program (03)**

**J. Munn\*, D. Gordon, D. Marshall, S. Rosenthal, M. Boston,** Leon County

**Keywords:** nutrition, gardening, elementary school

Researchers at the USDA's Center for Nutrition Policy surveyed thousands of children revealing that over 70% of children had diets that needed improvement and many diets were considered poor. Evidence suggests that the incorporation of a vegetable garden into a nutrition education program may be an effective means of improving children's dietary behaviors. **Objectives:** Youth will 1) increase their knowledge of the Food Guide Pyramid; 2) plan and prepare healthful snacks; 3) identify food origins and the edible parts of plants; 4) successfully plan, implement, and maintain an edible garden. **Methods:** Nutrition classes were taught to 107 fourth grade students at Sabal Palm Elementary School through an interdisciplinary school garden project. Five Agents presented 10 weeks of instruction to 107 youth at Sabal Palm Elementary School. Youth learned about human nutrition, botany, horticulture, and food preparation. As part of the program master gardeners and the youth planned, installed and maintained a nutritious garden throughout the school year. **Results:** The youth harvested many fruits and vegetables that were turned into healthy snacks. At the conclusion of the nutrition series, students participated in a nutrition skill-a-thon. When compared to pre-tests, 95% of students increased their knowledge of the Food Guide Pyramid by 15% or greater. Post evaluations revealed that 49% of the participants increased their knowledge of food sources by 15% or greater. **Conclusions:** A nutrition education program with edible gardening as a component exposes youth to behaviors that improve and extend food resources thereby empowering them to achieve positive emotional and physical health.

**Buckle Up, Broward: The Minority Child Passenger Safety Program (01)**

**B. Newman\*,** Broward County

**Keywords:** passenger safety, safety seat, certified technician

**Objectives:** 1) Disseminate information regarding correct child safety seat installation to minorities, 2) conduct child safety seat checkup events in predominantly minority areas of the county, 3) provide low-cost child safety seats to low-income families, and 4) expand participation of minority volunteers through in-depth training conducted by Extension. **Methods:** The FCS agent completed "Certified Child Passenger Safety Technician Instructor" training provided by Florida Atlantic University. The agent offered the "Certified Child Passenger Safety Technician" course to the public. Participants in the program agreed to serve as Extension volunteers for the child passenger safety program. FCS staff received a \$14,000 grant from the Florida Department of Transportation to be used to purchase seats for distribution to low-income families. **Results:** 42 Extension volunteers completed certification training and established 35 partnerships with agencies serving minorities. 60 seat checkup events were conducted reaching 1,826 participants (76% minorities). 97% of participants arrived at the events with incorrectly installed seats. The average number of installation errors per seat was 4. 100% of participants left the events with correctly installed seats. 346 seats were distributed to low-income participants who arrived at the events without a seat. **Conclusions:** As parents become informed about the importance of properly restraining their children, the misuse rate of safety seats will decrease. This program is anticipated to contribute to a narrowing gap between the restraint use rate among whites, compared to the relatively lower restraint use rate among minorities. Increasing the rate of proper restraint use will potentially save thousands of lives.

**Assisted Living Facility: Meeting the Food Safety Challenges of Residents (03)**

**L. S. Nolte\*,** Palm Beach County



**Keywords:** food safety, assisted living facility (ALF), elderly,

An assisted living facility (ALF) provides housing, meals, personal care and support services to elderly persons or disabled adults. **Objectives:** Assisted Living Facility (ALF) administrators and staff will gain the knowledge needed to ensure that safe food handling and preparation techniques are used to prepare nutritionally sound meals for their residents. **Methods:** As a joint effort with the Department of Elder Affairs, Assisted Living Facility (ALF) core training is offered in Palm Beach County and surrounding counties (200-220 facilities). The food safety section of the core training, three hour workshops addressing biological, chemical, and physical contamination, preventing the spread of disease (handwashing and personal hygiene), bacteria food intoxicification and infection, serving and storing food, time/temperature control, cleaning and sanitizing, and pest control, were offered four times. Program format was lecture/discussion, video followed by discussion, question/answer, and evaluation. **Results:** A total of 102 administrators and staff completed the core training. Eighty-six percent (86%) indicated that they learned a great deal about the importance of handwashing and personal hygiene, health implications of cross contamination, and the importance of handling and storing food appropriately. Ninety-two percent (92%) learned a great deal about proper methods of cleaning and sanitizing the kitchen surfaces and equipment. Ninety-five percent (95%) indicated that the program contributed to their certification or licensure requirements. **Conclusion:** Core training is required in the state of Florida, Chapter 400.452, for ALF licensure. The food safety component of core training has been offered for one year and is planned for the future.

#### **A Collaborative Programming Approach for Stable Communities (00)**

**A. R. Norman**, Palm Beach County

**Keywords:** Collaboration, home buyers, extramural funds, grants, communities

**Objective:** Education for first-time home buyers has been provided by Cooperative Extension through funds provided for a half-time agent by the city of West Palm Beach (WPB). **Method:** Through the establishment of an inter local agreement with the city of WPB, funds were provide to Extension for six years to provide intensive, in-depth education to 86 first-time home buyers referred by the city and benefitting from the Mayor's Renaissance Fund. **Results:** Not one mortgage default has occurred. Extension gained a 0.5 FTE and \$107,000 for salary and program implementation; the city has gained a more stable tax base, community and improved neighborhoods. **Conclusions:** An RFP has been submitted to continue this initiative; Collier county initiated a similar program based on this effort and the city of Fort Lauderdale has had discussions with Broward county. Collaboration with cities and municipalities for mutually beneficial initiatives presents a winning situation for all.

#### **One-on-One Conversation Partners (02)**

**A. Norman\***, Palm Beach County and **M. Peters**, Broward County

**Keywords:** language, diversity, communication, partnership, volunteer

"One-on-One Conversation Partners" is a collaboration of Broward and Palm Beach Cooperative Extension and Broward and Palm Beach Chapters of the Brandeis University National Women's Committee. This volunteer program assists persons for whom English is a second language to improve their English conversational skills. **Objective:** Recruit, train and retain volunteers to converse with "new Americans" for improving their spoken English. **Methods:** Participants are matched with an English-speaking volunteers who provide them with an opportunity to practice English conversation. Both volunteer and student agree to meet weekly for one hour, for a year. Discussion topics are driven by the student's needs and interests. Focus is on pronunciation, idiomatic usage and fluency. **Results:** One hundred volunteers have assisted more than 700 participants improve their English. Participants report their employment status has improved, their children's school performance has improved and their sense of assimilation into the community has increased. As English fluency improves, self esteem increases. An unexpected benefit to both volunteer and participant has been the enduring relationships built as a result of their shared success. Comments include, "I am here in America. I want to speak like an American. Thank you for helping me do this", and "The boss was surprised with my English and he wants to give me an opportunity in this (other) company. I expect to tell you in the next letter the good news..." This volunteer program can easily be replicated in other communities with diverse cultures and languages.

#### **New Americans' of the Beacon Center (03)**

**A. Norman\***, Palm Beach County

**Keywords:** consumer, diversity, training, families, resource

New Americans' of the Beacon Center is a Florida Innovator Program funded by Children, Youth and Families At Risk (CYFAR) grant. **Objective:** "New American" adults residing in the neighborhood surrounding the Beacon Center of South Grade Elementary School will gain knowledge and skills to assist in their assimilation into the American consumer marketplace. **Method:** Based on input from agencies and a focus group, 18 workshops were presented in 5 different series including Personal and Child Safety, Nutrition and Food Management, Resource Management, Family Financial Management and Housing, to families who have been in the United States for less than 5 years. A program assistant was hired who spoke the language and understood the dialects of the audience. Most of the audience could not read or write any language. Interactive learning situations enhanced the understanding of participating families. **Results:** An average of 7 families participated in each of the 18, 2-hour sessions. Participants were from Guatemala, Mexico, Nicaragua and Ecuador. Participating families have reported sharing knowledge with others, understanding how to use WIC foods given to them (such as peanut butter), the benefits of bartering, denominations of American money, the concept of interest as a fee and why receipts must be kept and filed. One participant was eventually hired by the Beacon center, the program assistant gained the trust of participants and Beacon Center staff, teachers and school administrators reported increased parental interest.

#### **Family Nutrition Program in Broward County (97)**

**S. Poirier, A. Cooper**, Broward County

**Keywords:** prevention, family nutrition program, nutrition education intervention

Achieving the goals and objectives of *Healthy People 2000* is dependent on a health system reaching all Americans and integrating personal health care and population-based public health. The vision of "Healthy People in Healthy Communities" moves beyond the traditional medical care system-to the neighborhoods, schools, workplaces, and families in which people live their daily lives. These are the environments in which a large portion of prevention occurs. The Family Nutrition Program is an example of this new approach to preventative health-related services. **Purpose:** To develop a nutrition/wellness intervention which will empower youth and adults eligible or currently receiving food stamps through education to make informed choices about food, food budgeting, and understand the relationship between proper nutrition and overall good health. **Method:** Partnerships were developed with 19 community agencies to assist with the development and implementation of the Family Nutrition Program. Targeted in-depth nutrition education classes were focused on youth and senior audiences. **Results:** Since October 1996, 14,200 seniors and youth have been reached through a comprehensive series of nutrition education training. Pre and post evaluations indicated an increase in nutrition knowledge. Additionally, qualitative research using focus groups will be implemented to measure behavior changes.

#### **Movie Production: Personal Financial Records (02)**

**C. Prochise\***, Martin County

**Keywords:** video production, communication, teaching method, financial, budgeting

**Situation:** Martin County is ranked among the top five "highest cost of living per county in Florida". The median household income is \$32,372. The majority of our county workforce, however, is made up of 32% service and 13% retail jobs, denoting also a heavy minimum wage income level, and 10% population below poverty. There is no local agency offering educational assistance in family resource management especially on a personal basis or in class settings. Many county and company employees cannot come to inservice trainings to get valuable financial information. **Objectives:** 1) To design a video production which follows the "Personal Financial Records and Savings" workbook. 2) For families to develop skills outlined in the video including budgeting, record keeping, home inventory and establishing a savings plan. **Methods:** The original inservice training was given in front of a live audience and filmed. The process included learning Apple Macintosh's iMovie program for post-production editing, inserting credit titles, and close-up individual pages as shown during the video. **Accomplishments:** Bell South and Martin County Educational Liaisons have graciously hosted the video and workbook library in their offices, lending to 67 employees to date, with more requests weekly. Employees who have jobs which do not lend themselves to inservice trainings, have been able to view the video in the privacy of their home, which includes step-by-step instructions for using their "Personal Financial Records and Savings" workbook. There have been 52 people starting a budget, 23 have completed a home inventory, and 41 have established savings of \$25 or more per week which would at the very least be calculated yearly at \$1300 per family, or \$53,300 as a group. I intend to produce further videos on credit and nutrition. During my abstract presentation, I could demonstrate what I have learned by highlighting the simplicity of this form of video production through computer manipulation.

#### **Eat Smart Play Hard™ (03)**

**S. Rachles\***, DeSoto County

**Keywords:** nutrition, healthy lifestyles and youth

Unhealthy eating habits and physical activity patterns are placing our children at risk. . More than 14 percent of children and 11 percent of adolescents are overweight per the USDA. **Objectives:** 1) To promote healthy eating and encourage physical activity in children and families; 2) To encourage behavior change to reduce obesity and chronic diseases in DeSoto County. **Methods:** Power panthers program was adapted by this agent to promote healthy eating and physical activity. The campaign focuses on four main messages – Breakfast, Snacks, Balance your day with food and play and Physical Activity: The Power Panther program was introduced at the back to school health fair in July. This agent presented a Power Panther power point program at a workshop for Child Care providers. The High School Health Occupation Students were trained by this agent to teach Power Panther to the students and adults in DeSoto County. Power panther visited the Early Childhood Center, West Elementary, Arcadia Retarded Citizens and the Senior Friendship Center in the fall 2002. **Results:** Based on evaluations and follow up with Eat a Rainbow of Colors program in the spring, students and Child Care providers gained knowledge from Power Panther's message. Students remembered Power Panther, over half of the students were now eating breakfast, trying new foods, trying to get more exercise and excited to take the message home. **Conclusion:** Providing the Power Panther program to our community was a great communication vehicle to deliver the message of nutrition and physical activity in a non-threatening way.

#### **Color Me Healthy (04)**

**S. Rachles\***, DeSoto County Extension

Only one in five children eats five servings of fruits and vegetables a day as recommended by the National Cancer Institute. More than 14 percent of children and 11 percent of adolescents are overweight per the USDA. **Objectives:** 1) To encourage behavior change by promoting physical activity and healthy eating to reduce obesity and chronic diseases in our youth in DeSoto County **Methods:** This agent has used the Color Me Healthy (CMH) program to promote healthy eating and physical activity. CMH is a program designed to reach children four and five year old and to provide fun, innovative, interactive learning opportunities. CMH was developed by North Carolina Extension and this agent attended the National CMH training in August, 2004. This agent obtained a \$2100.00 grant for the DeSoto County School Readiness Coalition to purchase 25 CMH curriculums for all day care and home day cares in DeSoto County. **Results:** This agent has trained 20 day care providers to use CMH and the eight week follow up evaluations indicate the children are trying new foods and are getting more physical activity each day. Day Care providers are also encouraged to color themselves healthy and several have reported they are walking every day and trying to eat healthier. **Conclusion:** Children and adults love learning about the different colors of food, how foods are grown, the CMH music and trying new foods. Providing the Color Me Healthy curriculum to our day care children will promote healthy eating and physical activity early in life.

### **An Extension-based Diabetes Education Program is Associated with Improved Blood Glucose Control in Persons with Type 2 Diabetes (03)**

**R. A. Remtulla**, Food Science and Human Nutrition, **L. B. Bobroff**\*, Family, Youth and Community Sciences, **T. B. Allen**, Columbia County, **E. A. Courtney**, Okaloosa County, **N. J. Gal**, Marion County, **G. P. A. Kauwell**, Food Science and Human Nutrition, **R. E. Turner**, Food Science and Human Nutrition.

**Keywords:** Diabetes, Diabetes Education, Extension, Hemoglobin A1c, Blood Glucose

**Objectives:** This study was designed to evaluate the effectiveness of a low consumer cost, University of Florida/IFAS Extension-based educational program for adults with type 2 diabetes. **Methods:** The study was conducted at Extension offices in Columbia, Marion and Okaloosa counties. Participants (n=43) attended nine weekly two-hour diabetes education sessions and an individual counseling session with a registered dietitian. The cost to participants was \$50. Sessions focused on risk-modifying behavior strategies and included information about diet, foot care, exercise, cholesterol control, diabetes medications, complications, and blood glucose monitoring. To evaluate program effectiveness, hemoglobin A1c (HbA1c) was measured in blood samples obtained before the first session (pre-education), at the end of the 9-week program (post-education) and 3 months after program completion (follow-up). A paired t-test was used to compare the mean HbA1c measurements at each time point. **Results:** The mean HbA1c was significantly lower ( $p = 0.0002$ ) at the conclusion of the education program compared to pre-education. The average difference between the pre-education and post-education HbA1c measurements was 0.51%. Comparisons between the follow-up HbA1c measurement and the other time points are planned. **Conclusions:** An Extension-based diabetes education program is associated with improved short-term blood glucose control in adults with type 2 diabetes. The impact of this program on blood glucose control over a longer period of time will be assessed 3 months post-education. This study suggests that an Extension-based diabetes education program is an effective approach for achieving improved blood glucose control at a relatively low consumer cost.

### **Let's Celebrate Fathers (00)**

**B. G. Rogers**, Manatee County

**Keywords:** Parenting, fathers

**Objective:** To provide an environment conducive to positive interaction, learning and fun for Fathers and children. Desired outcome: To develop an educational program for Fathers reflective of their parenting needs. **Methods:** Bring together agencies involved in parent education as a planning committee. Develop a one-day event that brings fathers and children together. Each agency provides a learning activity that involves the parent and child working together. Fathers complete a needs assessment as part of registration process that identifies areas of interest, delivery systems, evaluation of success and demographic information. The event is the vehicle for developing the educational program. **Results:** We are currently into the second year of the program effort. Participation of Dads and Community Partners continue to increase. Educational programs and activities are developed and implemented during the next year to meet the needs identified. Additional results include: Recognition of Extension Service for education and leadership in the community; monetary support from business for an educational program. **Conclusions:** Creativity and fun are essential in reaching hard-to-reach clients. If we can make education the recreational activity of choice, our programs will be better received and concepts taught will be applied.

### **Parent/Child Workshops Benefit Moms and Kids (02)**

**M. Ross**\*, and **L.S. Nolte**\*, Palm Beach County

**Key Words:** toddlers, parents, child development, nutrition, behavior, workshops

Palm Beach County Extension has been an integral part of Parent/Child workshops offered by the County Library System at their branches. **Objective:** To give parents an opportunity to ask questions and receive answers in an informal, non-threatening atmosphere. **Methods:** A total of 173 parents along with their toddlers participated in 1-hour long interactive workshops. Two family and consumer sciences professionals provided answers to parents' questions as well as referrals in the areas of parenting, child development, and nutrition. Topics raised by parents included serving sizes for children, eating behavior, calcium intake, picky eaters, healthy snacking, physical development, temper tantrums, toilet training, bedtime, age-appropriate behavior, guiding/responding children's behavior, and sibling rivalry. **Results:** Parents reported positive behavior changes in their toddlers and older siblings as a result of changing their parenting techniques, better understanding of child development, invaluable help from agencies to which they were referred, and positive changes in children's eating behavior. Through referrals from participants, Palm Beach County Extension, Family and Consumer Sciences has been able to conduct educational programming with other groups in the community. We plan to continue partnering with the county library system in providing these parent/child workshops.

### **"Teening Up" with your Adolescent: A Curriculum for Parents of Children Ages 9-16. (06)**

**M. Ross**\*, Palm Beach County Extension; **E. Baugh**\*, Department of Family, Youth, & Community Sciences; **D. Converse**, Hillsborough County Extension; **K. Fogarty**\*, Dept. of Family, Youth, & Community Sciences; **M.S. Kennington**\*, Orange County Extension; **J. Pergola**\*, Hillsborough County Extension; **B.M. Miller**\*, Leon County Extension; **R.V. Barnett**, Dept. of Family, Youth, & Community Sciences; **D. Coon**, Palm Beach County Extension; **L.A. Guion**, Dept. of Family, Youth, & Community Sciences; **M.J. Oswald**, Sarasota County Extension; **S.D. Smith**, Dept. of Family, Youth, & Community Sciences; **M. Taylor**, Suwannee County Extension; **T. Thompson**, Baker County Extension; and **S. Toelle**, Duval County Extension

**Objectives:** To develop and disseminate a curriculum for families that will improve parent/teen relationships by covering the following topics: (1) The teen brain; (2) Transitions in adolescence; (3) Positive discipline; (4) Talking with teens about risky behaviors; (5) Understanding teen anger and managing yours; and (6) Empowering teens to build assets. **Methods:** Focus area team members (Personal & Family Well-Being) and a "Teening-Up" action team, redesigned a draft curriculum (from 1997) to better reach and relate to today's parents and teens. Experiential exercises were added to make the curriculum more engaging and research findings were updated to provide more current information on Florida and U.S. teens. The curriculum was piloted by team members in counties around the state with diverse audiences, including incarcerated fathers, at-risk minority parents, and parents of 4-H youth. Eye-catching graphics were created for contemporary appeal. An extensive evaluation protocol was developed to enable

county and state faculty to monitor program impacts. Following revisions, the curriculum was presented at the 2006 Extension Symposium. **Results:** A majority of Extension Symposium participants (93%) rated the "Teening Up" curriculum as a "very useful" resource. The curriculum will be distributed to all interested Florida counties for use by FCS and 4-H faculty. Although several lessons can be taught as "stand alone" programs, extension faculty are encouraged to implement and evaluate the curriculum in its entirety, progressing through a 6-session schedule. **Conclusions:** Collaborative focus team efforts have produced a complete, high quality curriculum with measurable, statewide potential impact on parents of adolescents.

#### **Shopping Frenzy (04)**

**L. Royer\***, Marion County; **K. Millar**, Marion County

The spending behavior of youth combined with their limited understanding of money management promotes habits that may lead to costly financial mistakes today and in the future. With youth having greater access to money allowing them to spend \$175 billion in 2003, they are becoming a growing target of marketing campaigns and credit companies. The majority of spending is centered on clothing purchases. **Objectives:** To improve the financial management skills of youth by increasing knowledge of proper money management resulting in better consumer practices. Youth will improve three financial management skills: develop a budget, identify clothing quality characteristics and understand selling strategies of retail stores. **Methods:** The FCS and 4-H Agents collaborated with a store manager to provide *Shopping Frenzy*, a financial education program. The comprehensive curriculum included a variety of instructional strategies for optimal learning. Methods included lecture, workshop, hands-on activities, a field trip to a thrift store and community service. **Results:** Forty-three youth participated from Marion County and State 4-H Congress. The 19-item evaluation instrument was a written pre-post survey. Evaluation indicated 100% adoption of at least two practice changes. Most common practices were maintaining a budget (55%), looking for better quality in clothing (55%) and increased awareness of sale signs (45%). **Conclusion:** Though youth are a difficult audience to reach, this program featured an ambitious curriculum. Success can be attributed to the innovative teaching strategies that match the interest and energy of youth.

#### **Surviving the Storm: Preparing for Hurricane Season (05)**

**L. Royer\***, Marion County; **N. Wilson\***, Marion County; **N. Gal**, Marion County; **C. Chapman**, Marion County; **M. Shuffitt**, Marion County

The 2004 hurricane season was the worst Central Florida has ever seen, leaving many Marion County residents devastated by the damage. **Objectives:** To increase awareness and knowledge of disaster preparedness and motivate implementation of preparation and recovery practices. Residents will implement at least two practice changes to prepare and recover for hurricane season. **Methods:** The Marion County Extension Agents collaborated with 13 local businesses and 14 government agencies to provide *Surviving the Storm*, an all day hurricane preparation and recovery program. The comprehensive program included a variety of instructional strategies for optimal learning. Methods included lecture, workshops, hands-on demonstrations and informational booths. Topics included food safety, preparing the landscape, boarding up the home, using a chainsaw safely, preparing animals (domestic and farm), hiring a contractor, using a generator, and speaker panels addressing mitigation, preparation, response and recovery. **Results:** Approximately 1500 Marion County residents attended the event. A written 10 item post survey was used to assess program impact. Two-hundred and twenty-seven evaluations were completed indicating a 99% satisfaction rate based on knowledge gained and needs met. Participants indicated 33 practice changes they would implement. **Conclusion:** This proactive program far exceeded overall objectives and provided a model for other local agencies to follow. It is a classic, grassroots Extension program receiving accolades from county officials and emergency management.

#### **College of Pharmacy Partnership (06)**

**M. B. Salisbury\***, Osceola County Extension

**Objectives:** To supervise Pharm D candidates thus educating them as to the depth of Extension programs. To use this program to introduce future pharmacists to the role of Extension in their home county. **Method:** The College of Pharmacy program at the Mid-Florida Research and Education Center was in need of preceptors for Community Health rotations. As a pilot program Osceola Extension agreed to serve as a host site for month long rotations for final year pharmacy students called Pharm D candidates. These candidates developed educational programs, exhibits and observed the workings of health programs and the Extension Service during their month long internships. **Results:** Since the fall of 2004, nine Pharm D candidates have developed and presented more than twentyfive educational programs and exhibits on topics that address issues of a well-ness and medications. These programs have been well received by participants and provide added depth to Extension programs. The connection between the College of Pharmacy, Mid- Florida Research Center and the Extension office is observed as a working team by county government. An unexpected benefit is that candidates have indicated they now have a deeper appreciation for Extension as well as county government. **Conclusions:** This program has potential for any county office that provides Family and Consumer Science programs in the areas of health and well-ness. It is also an outstanding way to provide future pharmacists with knowledge regarding Extension.

#### **Healthy Eating With Chef Nicky ... From Garden to Table (06)**

**N. Samuel\***, Marion County Extension; **N. Gal\***, Marion County Extension; **N. Masciarelli**, Marion County Extension.

The purpose of this collaborative effort by the 4-H and FCS Agents was to provide a multidisciplinary, multi-generational nutrition/health program for 4-H youth. **Objectives:** The goal was to increase consumption of fruits and vegetables as part of an appropriate nutrition plan. Specifically, develop skills to adopt healthy and safe eating behaviors. Seventy-five percent of participants would demonstrate knowledge gain with intent to adopt at least one practice change. **Methods:** This three day camp was offered in conjunction with the 4-H garden project. Chef Nicky, the vegetable and fruit loving guinea pig, was the program mascot. Camp team: 4-H Agent and program assistant, FCS Agent, and three adult nutrition educator volunteers. A compliment of nutrition, food safety, horticulture and animal science information was presented. Subject matter: MyPyramid for children, fruit and vegetable nutrition, diet-disease connection, food safety/preservation, species specific diets and gardening. Activities: placemats, meal planning,

fruit/vegetable identification (76 items), freezing/vacuum packing of vegetables, creation of super vegetable heroes and preparation of healthy fruit and vegetable dishes. **Results:** A total of twelve youth, ages 8-12 participated (7 females, 5 males). Two written evaluations were used: 15 item nutrition and 11 item food safety. Eighty-three percent demonstrated knowledge gain and 100% indicated intent to change behavior. **Conclusions:** Proper nutrition is paramount to good health and disease prevention. Youth were highly participatory and expressed their success and satisfaction through written and verbal assessments. Consequently, we are in the process of developing a 4-H project book based on the results of this effort.

#### **Food Irradiation Survey: Knowledge, Attitude and Behavior (05)**

**R. Schmidt\***, Professor FSHN – University of Florida; **K. Allen**, Citrus County Extension; **Z. Blanton**, Florida Dept. of Agri. and Cons. Serv. (DACS); **D. Clappitt**, Graduate Student FSHN; **R. Goodrich**, Assistant Professor, FSHN; **R. Hammond**, Florida Dept. of Health (DH); **P. Juarez**, Florida Dept. of Health (DH); **E. Shephard**, Brevard County Extension; **A. Simonne**, Assistant Professor FYCS; **C. Walter\***, Osceola County Extension, **M. Keith**, Hillsborough County Extension,

Understanding the benefits of irradiating food is a key to consumer acceptance. **Objectives:** To determine the knowledge, attitudes and opinions of the general public regarding food irradiation. **Methods:** A survey was developed and conducted using 580 general consumers via mail and University of Florida students using internet and the classroom to determine the level of knowledge, attitude and opinions on food irradiation. Students were re-surveyed after watching a food irradiation training video. **Results:** Approximately 30% of general consumers and 10% of students surveyed were somewhat knowledgeable of food irradiation. Approximately 15% of both groups felt that food irradiation was a harmful process, 26% of the general audience and 12% of students felt that the process probably or definitely lowered nutritional value, and 22% of the general audience and 50% of students felt that irradiated food might be radioactive. Approximately 72% of the general audience and 85% of students felt irradiation resulted in safer food. Approximately 70% of general audience and 90% of students thought they had previously eaten irradiated food and approximately 70% of both groups indicated that they would eat it if offered. Approximately 15% of all respondents felt that there were no regulatory labeling requirements for irradiated food. Changes in responses to survey questions by students after they had viewed a food irradiation video indicated increased knowledge and acceptance. **Conclusions:** Results indicate a general lack of knowledge and varied perception of food irradiation among consumers. The training video enhanced consumer knowledge and improved acceptance of this controversial process.

#### **Nutrition for At-Risk Youth (03)**

**J. Schrader\***, **J. McMahon**, Clay County

**Keywords:** Family Nutrition Program, 4-H, at-risk, teen parents

Teen parents are an increasing population in today's society. The restraints on their time are enormous. Their ability to prepare healthy meals for their families is limited. These youth need to be better educated in selection and preparation of fast, low-cost, nutritious meals. **Objectives:** To reach at-risk youth with nutrition information as well as 4-H opportunities in hopes of increasing interest in our organization. Youth participants will have an opportunity to gain knowledge in nutrition and prepare easy, low-cost recipes in each food group. **Methods:** Students with children enrolled in the Parenting Class at R. C. Bannerman Learning Center (Alternative Ed School) were involved in a series of six classes during a two month period. Topics included food selection and preparation with ideas in low-cost, easy recipes for parents and their children. **Results:** As a result of participating in this series, 23 at-risk teen parents demonstrated an increase in knowledge of healthy eating patterns. A follow-up survey indicated 50% of the participants will use information and recipes at home. They also indicated an interest for the next school year. **Conclusions:** Partnering a 4-H school enrichment program with the Family Nutrition Program is an effective way to reach at-risk youth in our community. Participants had an opportunity to gain useful information in healthy eating and apply knowledge gained to diverse home situations.

#### **"Body Image: Self Esteem and Eating Disorders" (01)**

**E. Shephard\***, Brevard County

**Key Words:** self esteem, youth, schools, eating disorders

**Objective:** 1) Increase participants self-esteem; 2) enhance participants awareness and acceptance of body image and redirect the influence of the media; 3) influence awareness of eating disorders, specifically anorexia and bulimia in eighth, ninth and tenth graders. **Methods:** A 45 minute presentation was developed to fit into the "Life Management" classes that are mandatory for high school graduation. Students are encouraged to examine the roles the media, peers, parents and family play in self-esteem. Students explore and evaluate how they perceive themselves. Finally an inventory of resources is identified for those needing help with these disorders. **Results:** Thirty classes have been taught with over 1000 students in attendance. All students acknowledged occasional negative feelings about their body image. Fifty percent of the classes taught were followed with students expressing concern for fellow students or family members they thought may have an eating disorder. **Conclusion:** Jr. High and High school are difficult for many students. Trying to become confident about body image at a time when it is constantly changing can lead teens to drastic and/or depressing measures. Students leaving this class, have a new appreciation for themselves as well as other classmates. They are also able to identify some of the signs associated with eating disorders.

#### **Healthy Snacks: Mooove to LowFat Milk (03)**

**E.C. Shephard\***, Brevard County

**Key Words:** child nutrition, weight management

Overweight and obesity are growing health concerns in Brevard County. The major health conditions that are associated with choosing lowfat and fat free milk are obesity, diabetes, and heart disease, since they are related to overall fat consumption. High blood lipids and hypertension have been identified in overweight children and are both risk factors for heart disease, the leading cause of death in Florida. In addition to the physical effects of obesity, psychosocial impacts, including low self-esteem and depression, can be devastating, particularly among young people. **Objectives:** To teach students how to decrease fat consumption,

increase calcium consumption, and enjoy healthy snacks. **Methods:** A 45 minute presentation was developed to be taught at Brevard Library summer programs. The presentation consisted of curriculum developed by specialists at the University of Florida, a short commercial developed by the Family and Consumer Science Agent, and making ice cream using fat free milk. Additionally the commercial was shown on government television as a PSA. **Results:** During the summer over 500 students were taught about switching to lowfat or fat free milk. Due to the nature of this class, there is a low response rate, but over 20% self reported switching to a lowfat or fat free milk and increased their consumption of milk. The commercial has reportedly run over 200 times on television and has potentially been seen in 165,000 homes. **Conclusion:** In addition to lowering fat intake, many students started consuming more milk, to reach the recommended 2-3 servings a day.

#### **You Can Become a Winner! Techniques for Award Submissions (05)**

**E. Shephard\***, Brevard County; **E. Courtney**, Okaloosa County

**Objectives:** Provide training on awards process; Increase number of awards submitted and awarded. **Methods:** The number of FEAFCS award applications has continued to decline over the last few years. These awards provide recognition for Family and Consumer Sciences programs and faculty. Successful award applications will be presented as examples as well as highlight programs within the state that are eligible for various awards. Members will learn ways to nominate faculty and programs for awards. Packaging and presentation tips will be shared with participants. A highlighted program can result in a variety of awards which will decrease time spent in the application process. **Results:** Encourage Florida Extension Association of Family and Consumer Science members to assess their programming efforts and submit for awards and recognition. In addition award entries will be more competitive and packaged correctly for regional and national level judging. **Conclusion:** Florida Family and Consumer agents will be more successful at winning regional and national awards, thus sharing their exciting, innovating programming with National Extension Association of Family and Consumer Science members across the country.

#### **Snack Smart Move More – A Collaborative Nutrition Education Campaign (05)**

**J. Shuford-Law\***, Leon County, **L. Bobroff\***, Department of Family, Youth and Community Sciences, **G. Warren**, Department of Family, Youth and Community Sciences

Overweight and obesity are on the rise in the U.S. among children, youth, and adults. Many factors, including physical inactivity, excessive screen time, and unhealthful eating patterns, are associated with the rise in body weight in children and youth.

**Objectives:** To encourage consumption of healthful snacks and increased physical activity among children, youth, and adults of all ages. **Methods:** A statewide committee of nutrition professionals representing seven state agencies developed the *Snack Smart, Move More* (SSMM) educational campaign. Materials were provided to local contacts in each agency, who implemented various components of the campaign based on local needs and interests. In Leon County, EFNEP Program Assistants, FNP volunteers, and Extension agents incorporated SSMM lesson plans, learning activities, and visuals into existing educational programs targeted to children, parents, and other adults. SSMM displays were also exhibited at offices and health fairs. **Results:** One hundred and eleven FNP children at six locations participated in five 1¼-hour lessons. Parent learning packets were sent home with 48 of the participating children. Knowledge test scores from 50 pre/post quizzes improved from 68% to 90%. Observations of snack choice behaviors in role play situations in the classroom indicated improvements from pre- to post-education. The children eagerly participated in the physical activity components of the lessons. Parental behavior change was illustrated by one parent uncharacteristically delivering mini-carrots as the classroom snack following the series of SSMM lessons. **Conclusion:** Working collaboratively, agencies and Extension agents can reduce the issues associated with overweight and obesity across the lifespan.

#### **Be Wise about Your Portion Size (06)**

**J. Shuford-Law\***, Leon County Extension

Overweight and obesity are on the rise in the U.S. among people of all ages. Many factors, including unhealthful eating patterns, are associated with the rise in body weight. Studies show that children perceive "super-sized" portions of foods as normal. They are unaware of the role that portion sizes may play in weight gain or loss. **Objectives:** For children to recognize the MyPyramid food portion recommendations and become motivated to make healthy choices. **Methods:** Utilizing the Florida Interagency Food and Nutrition Committee's (FIFNC) resource guide, *Be Wise about Your Portion Size (BWPS)*, five 1-hour lessons were developed for kindergarten children. The lessons included daily objectives focusing on portion distortion and a variety of learning activities adapted to meet the needs of the children. Activities included measuring healthy snacks, matching sports balls to portion sizes and Tae-bo dancing to "portion size" cheers. Collaboration with the Florida Department of Health (DOH) provided for special take home learning incentives. **Results:** The DOH collaboration required pre, post and follow-up assessment of the lessons. A total of 16 children participated in the lessons, however, only 9 completed assessments were used in the final evaluation. An average percentage of test scores indicated knowledge gained. Reading the instrument was difficult for many of the children. Individual verbal responses to instrument questions often revealed correct answers. **Conclusions:** Although a difficult topic, portion size is a concept that young children can understand with age appropriate learning activities. Teaching across the lifespan is vital for the development of healthy eating patterns.

#### **Rural Chronic Disease Prevention: Heart Health Made Easier (99)**

**M. Simmons**, Levy County

Florida rural residents have limited access to health care facilities and providers. Cardiovascular diseases are consistently the number one cause of death in Florida, with 63,276 deaths occurring in 1996, including 49,480 from heart disease and 9,828 deaths due to strokes. Floridians spend approximately \$45 billion on health care annually. Health care costs can be reduced if Floridians adopt healthier lifestyles and if they seek and receive care at the appropriate time. Working with the Rural Chronic Disease Prevention Project, an extension of the Levy County Health Department, a program was developed which would be presented on six school campuses. **Objective:** to decrease the death and disability caused by heart disease, cancer, and stroke in Levy county, particularly with public school employees and county health department patients. **Teaching Activities:** (1) series of six one-hour

classes; (2) three day food recall; (3) exercise regimen; (4) six monthly newsletters. **Results:** surveys returned by participants (n=60) indicated: (1) reduced cholesterol levels for 20% [12]; (2) increased consumption of fruits and vegetables for 55% [33]; (3) increased exercise regimen to five or more hours per week for 46% [28]. **Conclusion:** due to the positive results and personal request, programs will be offered to more diverse audiences in the future.

#### **New UF/IFAS worker health and hygiene training program for fresh produce handler in Florida (04)**

**Amy Simonne\***, Department of Family, Youth & Community Sciences; **Jeffrey K. Brecht**, Horticultural Sciences Department; **Mark A. Ritenour**, Indian River REC- Ft. Pierce; **Steven A. Sargent**, Horticultural Sciences Department; and **Keith R. Schneider**, Food Science and Human Nutrition Department, University of Florida/IFAS

Fresh produce consumption in the U.S. has increased steadily in recent years with per capita consumption ranging from 283 pounds in 1987, to 326 pounds in 2000. This increase may be due to the fact that fruits and vegetables are recognized as a good source of phytochemicals with potential health benefits and the increased marketing of fresh-cut fruits and vegetables. In parallel, reported outbreaks of food borne illness related to the consumption of fresh and fresh-cut fruits and vegetables are also on the rise. Although contamination of fresh fruits and vegetables can occur at any stage of production, harvest, or post harvest handling (from farm to table), the Centers for Disease Control and Prevention lists poor personal hygiene as one of the most common causes of food borne illness. Thus, worker health and hygiene is critical for preventing food borne illness. This paper presents features of a new training program for packinghouse managers and workers featuring materials developed by University of Florida researchers and extension specialists, along with the current status of adoption and implementation of food safety practice recommended in the *FDA Guide to Minimize Microbial Food Safety Hazards for Fresh Fruits and Vegetables* for selected produce in Florida.

#### **Home Owner Post-Purchase Counseling Program. (98)**

**G.S. Stephens, K. Bryant\*, D.H. Wilkins\*, T. MacCubbin, T. Wichman**, Orange County

**Keywords:** home, investment, financial, counseling, mortgage, foreclosure

**Objective:** The purpose of the Home Owners Post Purchase Counseling Program is to help families prevent foreclosure, maintain their investment and to enjoy the accomplishment of home ownership by staying the course and continuing to be economically and socially responsible in their new homes and communities. **Methods:** Cooperative Extension has signed a Memorandum of Understanding with Orange County and the City of Orlando Housing and Community Development Departments to provide home owner post purchase counseling workshops for the State Housing Initiatives Partnership (S.H.I.P.) recipients. Workshops are held monthly (evenings and weekends) and are 2½ hours in length. An attendance list is provided each month by the Housing Departments. Cooperative Extension submits a monthly listing of workshop participants. If a recipient fails to attend a workshop within 90 days of notification the Housing Department will send a warning letter. The recipient must attend a workshop within the next 30 days or they will default on their second mortgage and will be required to reimburse the Housing Departments the entire amount of down payment assistance received. **Results:** Two hundred and twenty-eight (228) S.H.I.P. recipients have completed the post purchase counseling workshop. Evaluations revealed the following educational benefits: 90% understands the urgency of continuing to meet the financial obligation of home ownership; 88% learned how to develop a spending plan; 91% gained knowledge on home maintenance and protection; and 92% learned about tax benefits and important documents to retain. **Conclusion:** For many families the purchase of a home represents the most significant lifetime investment. Therefore, it is incumbent upon home owners to be financially responsible and to develop a plan to meet financial obligations.

#### **Healthy Home: A Guide to Successful Household Management (99)**

**G. S. Stephens\* & K. Bryant\***, Orange County

**Keywords:** home, tenant, rights, responsibilities, skills, finances

Annually, approximately, 1200 residents enter into a rental agreement with Department of Housing and Community Development. Many of the tenants are unaware of their responsibilities and/or lack the knowledge and the necessary skills required to abide by the rental agreement. Problems and disputes occur when one or both parties magnify personal rights and omit responsibilities.

**Objectives:** This program is designed to help Section 8 recipients secure housing satisfaction, decrease delinquent payments, and understand the importance of maintaining rental units free of damage. **Methods:** The Healthy Home program was developed by Orange County Cooperative Extension. The two hour household maintenance workshop is conducted monthly. The Housing Department refers an average of 125 clients each month. Section 8 recipients must attend the workshop prior to the issuance of certificates, vouchers or re-certification. **Results:** Four hundred and forty-four (444) Section 8 recipients have attended the household management workshops. A written evaluation is administered after each workshop. Over ninety percent (90%) of the participants indicated that the workshop was useful in helping to communicate better with the landlord; recognizing unsafe conditions and keeping the rental unit clean; budgeting income to pay the rent on time; and understanding the tenants commitment to maintain and protect the rental unit. **Conclusions:** The Housing Department uses Section 8 program funding to assist low and very low income families in paying their monthly rental housing obligation. It's an outreach program developed to reach a non-traditional, economically distressed audience that is desperately in need of help as they struggle to become self-sufficient.

#### **INSURANCE: Managing Financial Risks (01)**

**G. S. Stephens\***, Orange County

**Keywords:** insurance, risk, finance, protection, family, accidents, loss, decisions, assets

Statistics show that the average American who die today carries \$5,878 of death protection and chances are their family would be protected for less than one year. Insurance is a risk-sharing plan that provides protection against financial disaster C protection that would be impossible for families to provide for themselves. **Objective:** To help consumers 1) understand that an important part of the financial planning process is to protect assets against personal/financial loss and to develop risk management skills/techniques, and 2) recognize that identifying the existence and impact of potential loss, determining alternatives, and developing strategies to deal with loss are key factors to minimizing risk. **Methods:** Extension collaborated with five agencies to provide a comprehensive

program over a three-week period (two hours per week). Program topics were: *Is Your Safety Net In Place?*, *Let's Talk About Long Term Care*, and *Social Security & Medicare: Who's Covered?* Each program was televised by Orange TV with an audience of 26 people. Orange TV has a viewing audience of 10,000 and airs the programs repeatedly. **Results:** The program assessment revealed C increased knowledge of the various insurance instruments -100%; learned how to comparison shop for insurance - 100%; helped to set goals and build skills to develop a plan to protect assets -100%; and increased confidence - 88%. **Conclusion:** Planning for the future is a difficult task, but it's one that helps everyone prepare for the hard decisions which may face us in unexpected and difficult times. Consumers can't eliminate every risk, but they can reduce their financial exposure.

#### **Basic of Babysitting. (98)**

**T. Thompson**, Baker County

**Objective:** To empower preteen and teens with the knowledge needed to care for younger children when left alone. **Methods:** Over the course of 4 years eight workshops have been held multi-county. These workshops included speakers from the County Emergency Centers, Sheriff Department, and School nurses. The workshops also made teens aware of other basic needs such as feeding, diapering, and bathing infants and children. **Results:** Pre and Post tests were used as evaluation tools. Approximately 198 teens and preteens were certified in Babysitting. **Conclusion:** Preteen and teens of Baker, Bradford and Union County were now ready to be competent babysitters.

#### **Family Money Matters (01)**

**T. Thompson\***, Baker County

**Objective:** To empower persons with financial problem who were also targeted by the court system to become more aware of where their money goes and develop skills necessary to establish and adjust spending plans. **Methods:** Over the past three years a four hour workshops have been taught quarterly to court mandated participants. The participants have been court order to take a money management class because worthless check writing. A curriculum was developed to help participants better understand the importance of money management, check writing, and developing a spending plan. **Results:** Pre and Post tests were used as evaluation tools. Pre and post test scores showed 71% average score for pre-test and 91% average score for post-test which is 14% gain in knowledge. **Conclusion:** The Family Money Matters class has better equipped participants to become competent consumers when it related to money management.

#### **New Home Buyer Educational Classes (04)**

**T. Thompson\***, Baker County Extension

**Objectives:** Improve potential for home loan qualification and protection from loan default through better financial and credit management. Help potential first time homebuyers make informed decisions during the home buying process. **Methodology:** The agent assisted 91 individuals in assessing their financial status to determine if they were ready to become homeowners by conducting office visits, providing information about S.H.I.P. program and requirement to participate in this program. The agent coordinated, planned and taught three 6 hour S.H.I.P. education classes to 91 participants with topics such as: advantages and disadvantages of home ownership, developing a spending plan, credit concerns, shopping for a home, finding the right house, and life as a homeowner. **Results:** As a result of attending S.H.I.P New Home Buyer Classes 91 individuals are more aware of the procedures of becoming a new homeowner. Pre test scores indicate 72.65% and posttest scores indicate 81.73%, which is an increase in knowledge of 9%. Ninety-one participants graduated from the New Home Buyer Educational classes this year and 16 participants purchased a home in Baker County. Taxes paid for home purchases was \$9401.59 **Conclusion** 1. 86% of participants stated that they were aware of how credit cards work 2. 93% of participants stated that they increased their knowledge on the subject of money management and the home buying process. 3. 93% of participants stated that they planned to adopt practices learned in the class

#### **Parenting After Divorce: In the Childrens' Best Interest (97)**

**S. Toelle**, Duval County

**Keywords:** parent education, divorce, supervised visitation, co-parenting

When parents divorce, children are often caught in the middle of conflicts and misunderstandings. Florida House Bill 347 directs UF/IFAS to take an active role in developing and providing relevant educational activities as a means of strengthening parenting skills. **Objective:** To promote strategies for effective co-parenting. **Method:** Collaborative efforts with the Family Visitation Center (FVC), Inc. were utilized to create this program. Demographic statistics were collected to determine the clientele currently served by the FVC. Curricula were analyzed and topics were presented to clientele to determine if there was interest in a parenting series. The series developed consists of six classes of two hours each. The classes involve role play, group discussion, activities, and homework. **Results:** The curriculum and a trifold brochure have been developed. The series was piloted in the Fall 1996. The agent held an orientation session with FVC program supervisors, with a series being run by them in the Spring 1997. Follow-up interviews and a simple survey instrument indicated that participants perceived more positive interactions with their children. The extension agent and program supervisor are now in the process of offering the series during the day and at night. The FVC has established a Family Resource Library, with consultation from the extension agent regarding purchases. **Conclusions:** A new partnership and awareness of the diversity of Extension programming has been established. Collaboration has brought greater support and recognition in the community for this program.

#### **Double Duty Parents: Bridging the Gap Between Work and Family (00)**

**S. Toelle**, Duval County

**Keywords:** parenting, family, stress, dual-career, balance



A web-based forum was developed to provide working parents an alternative source of parenting information. **Objective:** For working parents to learn more efficient methods of managing the demands of career and family, to ease tensions and transitions, and to gain support from other parents through threaded discussions on the message board and/or through the weekly lunch-hour chats. **Method:** The Double Duty Parents website offers information to parents through either the message board or chat room. Featured articles were selected from CYFERnet's National Network for Family Resiliency (Extension-based site) and posted on the message board. The agent developed discussion questions to accompany the articles. Instructions for using the site, a needs survey, and an evaluation were also developed and posted on the message board. A chat room was opened weekly during the lunch hour to provide a supportive environment for parents to discuss the topic "live." The chat was monitored by the agent. **Results:** Although parents have not responded to the posted evaluation, 687 hits have been made to the articles, 37 individuals registered to the site, and nine individuals have chatted during the lunch hour. Seven have responded to the needs survey. **Conclusions:** There has been considerable interest in the site; however, the agent would like to see more interaction. The site may need to be reformatted into a series of lessons and perhaps offer the chat in the evening.

#### **Family Fun Night Increases Parent and Child Interaction (04)** **S. Treen\***, St. Johns County Extension

**Objectives:** 50% of kindergarten parents will participate in two out of the three family fun nights. 75% of the families will be able to report spending more time together as a family as evidenced by listing family activities. **Method:** A collaboration was formed with the Title I program and administration at an elementary school. The goal of the family fun nights was to increase parental involvement. Kindergarten children and their families were identified as the primary audience. Three family fun nights were planned with the focus being on reading, puzzles, and family activities. Each event consisted of an icebreaker, hands-on-activity, and a brief lesson for parents on parental involvement. Families received books, puzzles and other materials to take home. **Results:** A total of 300 parents and children attended the three family nights. 50% (N=55) of the kindergarten families attended at least one family night. Thirty percent (N=33) of these families attended all three of the family fun nights. 100% of the families were able to list 25 or more activities they enjoyed doing together as a family. Parents reported trying new activities at home with their children. Observations were made that families were communicating together and working cooperatively on their projects. The program was so successful that the Title I program and administration provided funding to continue the program in the next school year.

#### **Home Food Safety: Sanitation, Preparation and Storage (02)** **C. Walter\***, Osceola County **Keywords:** Food-safety, Kitchen, Foodborne-illness, Home

Foodborne illness is prevalent and is often undetected or misdiagnosed. It is often thought that you may only get sick from eating out at food service establishments, however, many times people become ill from preparing food in their own home. **Objectives:** To determine the knowledge, attitude and behavior of Osceola County employees in regards to home food safety. Specific objectives included determining 1) the current level of knowledge that consumers have in regards to food safety; 2) key attitudes that affect the use of food safety guidelines; and 3) key behavioral characteristics that affect the use of food safety guidelines in the home. **Methods:** A four-page mail survey was developed asking questions about the knowledge, attitude and behavior of the participant in regards to home food safety. Six hundred Osceola County employees were randomly selected and administered the mail survey. Results were compiled and will be used to develop educational programs placing emphasis on the needs determined by the survey. **Results:** Final results will be determined in early July 2002 at the completion of the survey. Key areas will be determined to focus on to further develop educational programs. Complete results will be given during the presentation. **Conclusions:** By determining the current level of knowledge and behavior of Osceola County employees educational food safety programs can be developed that will meet their needs.

#### **Health and Nutrition Campaign for Women (97)** **H.P.Webb**, Hillsborough County

**Objective:** To improve the understanding of basic nutrition and its relationship to diet, health and disease control. **Methods:** Four seminars were scheduled in two locations. Media and newsletter releases focused on the recent research and attention to women's health. Health professionals contributed exhibits, literature and answered questions. Public workshops provided training for EFNEP and FNP assistants, and Family Community Educators. Two additional workshops were requested by a local library. Topics: Disordered Eating, Osteoporosis Prevention/Treatment; Cancer Risks; Care Giving; Heart Disease, Weight Management and Diabetics, Alzheimer; Children and Tobacco Regulations. Prevention of disease is less costly than treatment. Statistics indicate of the 2.2 million deaths annually over 900,000 are preventable. **Results:** Women recognized a major research focus on nutrition and physical activity reduces risk of disease and disability. Increased attention to health signals of cancer and other diseases. Clients scheduled cancer screening. Results included a cancer diagnosis and early treatment plus one all clear. Prompt attention to dietary changes reported by the wife of a liver transplant patient assisted in the acceptance of a newly assigned diet. All participants indicated gaining knowledge and making one or more changes. **Conclusions:** The significance of these programs has been to stimulate interest in prevention of health problems by maintaining good health through an improved lifestyle of diet, activity and check-ups. Focus on Health and Nutrition Campaign for Women continues with Dr. Linda Bobroff's 15-lesson, "Take Control Series".

#### **Keeping Child Passengers Safe in Brevard (06)** **G. Whitworth\***, Brevard County Extension

**Objectives:** The Child Passenger Safety Program was enacted in an effort to reduce the amount of childhood injuries and deaths caused by motor vehicle crashes by educating parents on the correct selection, installation, and use of child passenger restraints. **Methods:** The child passenger safety program involves the agent conducting child safety seat checks twice monthly or by appointment and child safety seat workshops/presentations monthly. Child passenger safety presentations are also given on a per-request basis to interested organizations, and information on child passenger safety is distributed at health and safety fairs, the

World's Greatest Baby Shower events and in Brevard Extension newsletters. **Results:** Since 2003, 47 classes on child passenger safety have been conducted, with 625 participants in attendance. 276 participants have had their child's safety seat checked at seat check events or through walk-in visits. As a result, 331 child seats were correctly re-installed by the parents, as determined by a child seat checklist and visual inspection of the seat after it was installed by the parent. In addition, since 2003, 120 child restraint systems have been distributed at a reduced cost to individuals/families through a grant from DOT, and over 2000 individuals were reached with information on child passenger safety through health and safety fairs, World's Greatest Baby Shower events, and a newsletter. **Conclusions:** As educators, Extension can play a vital role in educating parents on the correct selection, installation and use of child safety seat and can help keep the children of Florida safe.

**Educational Philosophies and Teaching Styles of University of Florida Cooperative Extension Agents.** (1999 Dissertation for degree of Doctor of Education from Florida Atlantic University) (02)

**B. C. Williams\***, Alachua County

**Keywords:** adult education, teaching styles, PAEI, PALS

This study investigated the philosophies of adult education and teaching styles as self-assessed by the FCE agents. The Philosophy of Adult Education Inventory (PAEI) was used to identify philosophic orientations and the Principles of Adult Learning Scale (PALS) was used to measure teaching style preference. Responses to the census survey were from 217 agents in the six program areas: agriculture (101), FCS (56), 4-H (50), natural resources (6), sea grant (2), and energy (2). The response rate was 69.11 percent. Statistical analyses were performed to determine differences among the program area groups in their adherence to philosophies and teaching styles. Analyses revealed that the progressive philosophy was preferred by all groups and that there were significant ( $p < .05$ ) differences between the program areas and their adherence to the five philosophies. The FCS program area had a significantly higher mean score for both the behavioral and progressive philosophies than did the 4-H area; and 4-H had a significantly higher mean than did agriculture for the humanistic philosophy. On the PALS, one significant difference was found between the higher mean score of the FCS group and that of the agriculture group on factor 3 (relating to experience). Correlations were calculated for the PAEI and PALS cumulative score plus the factor scores across the program areas. Though there were individual, significant correlations found between philosophies and scores on the PALS factors, they could not meet the criteria necessary for significance when dealing with multiple hypotheses.

**Financial Management According to the Life Cycle (04)**

**B.C. Williams\***, Alachua County

**Objective:** Designing, planning and marketing extension financial management programs can be confusing and overwhelming for many agents. By designing a matrix that matches life cycle needs and issues with the topics of financial management, the agent can better design, plan and market extension programs for targeted audiences. **Methods:** This agent has developed such a matrix and would like to share it with other agents. Included will be outlines of topics in each cell of the matrix, IFAS materials and other resources. Also shared will be tips on issues and trends for financial planning that will be helpful to the individual agent as well as program clientele. **Results:** This agent has been conducting programming in financial management to mainly county employees and the general public. Response to programs has been positive with additional agencies and groups requesting that the agent provide programming for their clientele. This matrix approach should assist agents in continuing to encourage participation by both previous attendees as well as new clientele by appealing to specific interests/needs at the proper life-cycle period. **Conclusions:** Providing a matrix approach to financial management programming will provide agencies with an overview of the programming available and a long working – relationship with extension. It also provides an opportunity for the presenter to share gained knowledge through courses taken for the CFP® (Certified Financial Planner) program that has been partially funded through an IFAS scholarship.

**\$mart Financial \$tart (06)**

**B. Williams\***, Alachua County Extension

**Objective:** The presentation will provide the background used for the original award proposal and an overview of some of the research that reveals the financial literacy competencies and financial needs of young married couples. **Methods:** As partial fulfillment for use of the award funds, a series of materials and activities along with a promotional brochure have been designed for programs with this target audience. Course content for the weekly or monthly sessions includes the concepts and activities for building a spending plan, writing financial goals, reducing debt, evaluating insurance needs, developing a record keeping system, organizing files and records, preparing a household inventory, net worth statement and developing a tax strategy and a retirement plan. Emphasis is placed on methods and techniques that are most suited to young married couples. **Results:** An update on the course implementation in Alachua County will be given by the agent. **Conclusions:** Suggestions on implementing the series in other counties, securing sponsors and adapting the series to other audiences will also be presented.

**New Horizons: A Teen Pregnancy Prevention Program for at-risk Teens (00)**

**C. Wyatt\***, Hardee County; **C. Gilbert\***, Highlands County.

**Keywords:** at-risk youth, teen pregnancy prevention

The Teen Pregnancy Prevention Alliances of Hardee, Highlands, and DeSoto Counties designed, implemented, and monitored an after-school program, New Horizons, for 7<sup>th</sup> grade at-risk females taught by FCS Agents in each county. **Objective:** To increase participants' knowledge of basic sexuality, contraception, sexually transmitted diseases, stress management, self-esteem, communication, cooperation, available community resources, and community service. To decrease at-risk behaviors and increase responsible decision-making. **Methods:** Over the past one and one-half years, New Horizons was developed and implemented based on valid needs and measurable outcomes. Program design included twenty-six, one and one-half hour weekly sessions throughout the school year that were interactive and experiential. The activities within each session were informational and provided an opportunity for the participants to critically examine their own values and attitudes. **Results:** A total of 35 7<sup>th</sup> and 8<sup>th</sup>

grade at-risk females finished this program and received certificates of completion. Interpretation of the pre- and post-test results indicated a 95% knowledge change of participants. Hardee County dropped from number one to number three statewide in teen pregnancy rates. **Conclusion:** From evaluations and interviews with class participants this is a needed intervention program for youth. Curriculum has been planned and modified for academic year 2000-2001. Three New Horizons programs will be added in Highlands and DeSoto Counties for the 2000-2001 academic year.

**Extension's Housing Niche In a Community Partnership Project. (98)**

**M.S. Zabor,** Marion County

**Objective:** With an affordable housing crisis in Marion County, many jobs were lost in addition to residents being unable to afford homes. The State Housing Initiatives Partnership (SHIP) of local builders, lenders, not for profits, Extension and other affordable housing advocates began operation in 1994 to alleviate both these problems. **Methods:** I was awarded the grant as Educational Director for the program since its inception, when the educational component was written into the project as a mandatory requirement. Since that time I have offered 175 classes at 2 hours each (in series of 10 hours duration) with 583 graduates. In addition, I have served on the Housing Design Team since 1994, presented at 4 state trainings and one State Meeting, assisted 16 agents in state in developing their programs and grant writing, re-wrote educational materials with State specialist approval and local board, to make it Marion County SHIP specific. **Results:** SHIP has supplied \$1,693,703 as loans for new construction or repairs of owner occupied homes resulting in total appraised value of \$12,523,672 for 241 homes over the five year period. In addition, follow-up classes (2 required of each homebuyer) help in keeping graduates in touch with Extension's lifelong learning opportunities and assist in preventing defaults. **Conclusions:** There have been no defaults since the program began. Additional funds of \$100,750 have come to the county as impact fees to support the infrastructure, the resultant growth of the housing industry and allied fields have created jobs, and Extension continues as educational provider with grants of over \$18,000.

## FLORIDA ASSOCIATION OF NATURAL RESOURCE EXTENSION PROFESSIONALS – FANREP

### **Project Toothbrush: Teaching Children How to Conserve Water (04)**

**J. Bargar\***, Indian River County Cooperative Extension

St. Johns River Water Management District (SJRWMD) originally developed Project Toothbrush in 2002, and Cooperative Extension introduced the program into Indian River County in 2004. **Objectives:** The objective of the program is to introduce water conservation to children ages three to ten years old by teaching them to turn off the water while brushing their teeth. **Methods:** An informational packet was assembled using age-appropriate educational materials donated by SJRWMD. The packets contained the following: water conservation coloring book, coloring sheet, and a static cling sticker to be placed on the bathroom mirror that reminded children to turn off the water while brushing their teeth. Extension faculty developed an introduction sheet that discussed why it is important to conserve water, and SJRWMD added graphics and a word game. A survey printed on a self-addressed bulk rate postcard was also included in the informational packet. Project Toothbrush was presented to a random sampling of 10 dentists throughout the county. Participating dentists and hygienists will talk to patients aged three to ten years old about water conservation from a prepared script and give out packets for six months only. After the initial six-month period, dentists will be instructed to give packets to new patients in order not to duplicate efforts. **Results:** Approximately 800 packets per month will be given out over the initial six-month period. **Conclusions:** The effectiveness of the program will be evaluated monthly through the survey response.

### **Promoting Biological Control Through a High School Competition (05)**

**J. Bargar\***, Indian River County, **K. Gioeli**, St. Lucie County, **D. Culbert**, Okeechobee County, **C. Kelly-Begazo**, Indian River County, **E. Skvarch**, St. Lucie County, **R. Koestoyo**, Indian River Research and Education Center, **W. Overholt**, Indian River Research and Education Center, **R. Cave**, Indian River Research and Education Center

**Objectives:** Biological control is a process that uses natural enemies to help reduce the negative impact of invasive plants and insects on the environment. An outreach program was developed to teach and promote the use of biological control agents as a viable alternative to traditional pesticide control methods. **Methods:** The Biological Control Brain Bowl was created for top high school students from Indian River, St. Lucie and Okeechobee Counties. Students took part in various activities, which included an exclusive tour of the University of Florida/IFAS Biological Control Research and Containment Laboratory, a biological control experiment, and a cockroach race. These activities were designed to introduce biological control concepts and inform students about biological control programs in Florida. The final event was the Biological Control Brain Bowl competition, which tested students' knowledge in a question and answer format. Through a public relations campaign, the public was invited to attend the competition where informational displays were present to educate them about biological control. Surveys were incorporated into the program to measure the students' knowledge of biological control and their own outreach activities to share with others the efficacy of biological control. **Results:** Data are currently being compiled from the surveys. **Conclusions:** The effectiveness of the program will be evaluated through the survey response.

### **Extreme Yard Makeovers (06)**

**T. Becker\***, Lee County Extension

**Objectives:** Before leaving class, every student completing a Florida Yard & Neighborhood Introductory Class in the City of Cape Coral identifies two FYN measures they plan to adopt within the coming year. After 3 years of offering classes, the agent sought to use quantitative and qualitative methodologies to measure adoption of FYN or a desire to adopt all nine FYN conceptual behaviors. **Methods:** How many city residents had their yards certified between 2002 and 2005? How many more residents would be ready for yard certification if given financial help? In early 2006, 320 class attendees living in the city were sent a four page, post-class questionnaires entering them in a contest for a complete Florida-friendly landscape and yard makeover. A grant from SFWMD funded six resident yard makeovers (\$4000 each). Methods included: asking by reviewing written questionnaires, many containing post class testimonials; observing by interviewing finalists and photographing yards and consulting, by yard advisors meeting with interested contest winners before the makeovers. **Results:** Forty residents (12.5%) obtained yard certification prior to the contest. Twelve public demonstration sites (3.75%) were also certified. Thirtyeight residents (12%) returned yard makeover questionnaires. Ten finalists were selected for interviews. Each yard was visited. A contest committee selected four private residences and two public sites for complete yard makeovers. **Conclusions:** After attending an FYN class in Cape Coral, 28.5% of the attendees either made significant landscape changes by having their yards certified or would like to make changes if offered a financial incentive.

### **SEFCRI: Southeast Florida Coral Reef Initiative (05)**

**D. Behringer\***, Broward County

The Southeast Florida Coral Reef Initiative (SEFCRI) was created in 2003 as part of the United States Coral Reef Task Force to develop a strategy to conserve and manage the coral reefs of southeast Florida. The SEFCRI team identified four focus areas: Land Based Sources of Pollution; Maritime Industry and Coastal Construction Impacts; Fishing, Diving, and Other Uses; and Awareness and Appreciation. Broward County Sea Grant Extension was selected as the Local Navigator to lead the Awareness and Appreciation team. **Objective:** To form a working group to draft a local action outreach and education plan and to identify and implement projects/programs related to coral reef awareness and appreciation over a three year period. **Methods:** 1) Conducted meetings to bring outreach specialists and educators together to draft the Awareness and Appreciation portion of the SEFCRI strategy and identify priority projects; 2) Presented the draft at four public workshops to receive feedback from stakeholders and the general public; 3) Wrote grants to receive funding for project implementation. **Results:** A four-county coral reef awareness and appreciation education program is now underway. More than \$62,500 has been received to fund this effort in the first year. A SEFCRI logo and a brochure entitled *Coral Reefs of Southeast Florida* were developed. A coral reef education inventory and needs

assessment were conducted to identify resident and visitor knowledge, values and practices related to coral reef ecology and conservation and will be used to develop a more effective coral reef outreach program.

#### **Changes in Latitudes, Changes in Attitudes: A Coral Reef Management Needs Assessment Study. (06)**

**D. Behringer\***, Broward County Sea Grant

The Southeast Florida Coral Reef Initiative has identified priority actions needed to protect southeast Florida reefs, however, management and education strategies cannot necessarily ensure success without an understanding of public knowledge, perception, and support for the protection of these resources. **Objective:** To assess the existing knowledge base, values, and general perceptions of the coral reef ecosystem and preferred sources of information among residents, visitors, and stakeholder groups that interact with coral reefs. **Methods:** Five projects devised to assess the various groups were: visitor beach intercept survey; resident phone and mail back survey; stakeholder interviews; marine industry electronic mail and telephone survey; and registered boater field intercept survey. **Results:** This comprehensive study surveyed 2,364 people and demonstrated trends among all respondents as well as trends specific to targeted survey samples. Residents and visitors were more knowledgeable about coral reefs in general than about coral reefs in southeast Florida and most believed that reefs have more of a use (instrumental) value than intrinsic value. While stakeholder groups and marine industries demonstrated more local coral reef knowledge and recognized reefs as important habitat for fisheries and recreation, they did not consider reef use (diving, fishing and boating) as a threat to the reef ecosystem. Nearly all respondents perceived a need for increased protection and education and most preferred to receive educational information via media and internet rather than brochures, workshops and community events. **Conclusion:** Information from this needs assessment study will assist the development of a targeted coral reef education effort and management strategy in southeast Florida.

#### **Living at the Lake: A Workshop Series for Lake Front Residents (02)**

**J.S. Brenneman\***, Polk/Hillsborough Counties, **M. Bachmann**, Dept. of Fisheries and Aquatic Sciences, **M. Hoyer**, Dept. of Fisheries and Aquatic Sciences and **D. E. Canfield, Jr.**; Dept. of Fisheries and Aquatic Sciences

**Keywords:** lakes, waterfront, residents, natural systems

**Problem:** Living on a waterfront lot is a dream for many Floridians. Yet, many who live on the water readily admit that they have little understanding of lakes or the natural systems associated with lakes in Florida. **Objective:** To give lakefront residents basic information to help them understand and appreciate lakes and the natural systems associated with them. **Methods:** The course, "Living at the Lake" was developed to introduce lakefront residents to Florida lake systems. The course was presented in six one and a half hour sessions to residents of Sun City Center near Ruskin where many residents are from other parts of the country and live on or near a series of man-made lakes. The six sessions include: Introduction to Limnology and Florida Lake Regions; Reptiles and Amphibians Living In or Near Florida Lakes; Aquatic Life Including Aquatic Insects, Mollusks, Crustaceans, and Fish; Birds and Mammals; Aquatic Plants; How to Create a Lake Management Plan, Aquatic Plant Management, and Lake Restoration Techniques. **Results:** Course pretest indicated that all participants were unable to answer even the most basic questions with most refusing to return the test. The post test indicated that knowledge had increased considerably with the participants indicating that their knowledge had increased from 0 on a scale of 10 to an average of 4 on the same scale. **Conclusion:** Based on pre and post test scores and evaluations residents did gain in knowledge, understanding and appreciation for Florida lake systems and how humans can impact those systems.

#### **The South East Asia Sea Partnership Program Conference and Workshop, Jakarta, Indonesia, May 1 - 4, 2005 (05)**

**C. Combs\***, Brevard County

**Objectives:** A primary objective was to support development of the South East Asian Sea Partnership Program (SPP) in Indonesia, via US Sea Grant Extension participation in their 6th annual Sea Partnership Program Conference and Workshop, held May 1 - 4, 2005, in Jakarta. A second Workshop objective was to discuss how the US Sea Grant program responds to coastal hazards.

**Methods:** Approximately 150 South East Asian representatives from Indonesia, Malaysia, and Thailand joined with the team of US Sea Grant Extension educators to discuss how extension, education, communication, and coastal law is applied through Sea Grant to address coastal and marine resource issues, and to illustrate the value of Extension programming at the local level. Local level programming was described by the Brevard Sea Grant Agent. **Results:** Presentations by Sea Grant team members provided new insights to South East Asian participants, generating questions concerning strategies used in US Extension programming. US Sea Grant team members likewise were updated about the developmental progress of the Sea Partnership Program, and about programming areas that need attention. The local US Extension programming perspective proved popular with the South East Asian audience and generated interesting questions. An Extension Action Plan for Indonesia is now being developed, and a formal mechanism for training and exchanges is being considered between Indonesia and the US. **Conclusion:** This 6th International Sea Grant Conference/Workshop enabled the US team to achieve key objectives for the South East Asian Regional Workshop and for the US Sea Grant Program.

#### **The Coral Reef Race for Survival Game (03)**

**M. G. Crane\***, **N.H. Cook**, **K. C. Roberts**, **M.A. Weiss**, Miami-Dade County.

**Keywords:** coral reef, survival, human disturbances, classroom activity, conservation

Coral reefs have existed for millions of years. Over time they have survived numerous natural and anthropogenic disturbances in the environment. But presently, coral reefs around the world are threatened more than ever before. Reefs are under stress and are showing signs of coral bleaching and diseases. In Florida, corals are revealing these symptoms where the water is no longer clear and clean or where they have been damaged by pollution and human disturbances. Scientists believe if this trend continues, there may not be any healthy reefs left on earth. **Objective:** To provide a training demonstration enabling Extension faculty to build a low cost coral reef community and understand the destructive impacts of human behaviors. **Methods:** Materials (for two groups) include two felt covered form core boards, laminated illustrations of fish, invertebrates and corals, Velcro, four copies of the reef

survival card, two copies of each of the reef disaster cards. Separate containers to hold the cards, fish/invertebrates, and corals. The model can be used: 1) in a classroom with students and/or adults, 2) at large events such as Fairs, Festivals, and 3) teacher workshops. **Results:** Students gained knowledge on the impacts to coral reef survival and learned practices to help protect them from human disturbances. **Conclusion:** Agents can adapt this activity for a variety of audiences to foster the understanding of coral survival needs and gain awareness of the destructive impacts from human behaviors. This awareness will prompt coral conservation efforts which will lead to improving a healthy ocean.

#### **Empowering Teachers with Knowledge and Skills on Invasive and Exotic Species: A Teacher Workshop (05)**

**M. Crane \***, **A. Hunsberger**, Miami-Dade County

**Objectives:** Involve teachers in a meaningful educational program which will improve their knowledge and skills of invasive and exotic species for classroom discussion and activities. Develop lesson plans and resources for the classroom. **Methods:** Marine Agent and Urban Horticulture Agent planned a full-day teacher workshop that involved presentations, hands-on activities, and field work related to the subject of invasive and exotic species. Agents partnered with Citizens for a Better South Florida, a non-profit educational organization to help plan and conduct teacher training. Participants learned how to identify invasive species, toured restoration areas, and participated in classroom activities and discussions. Pre-post tests were administered to teachers as well as a follow-up survey of skills used. **Results:** During 2002-2004, three workshops were taught to 78 participants. Based on program evaluation, 100% of teachers said they increased their knowledge on invasive and exotic species. 100% of teachers said they intended to use the information in the classroom. It was estimated at least 3,000 students were reached with this information. A six-month follow-up telephone survey reported six teachers taught 400 students with information from the workshop. Post-test scores showed a 21.2 point increase in subject of invasive and exotic species. **Conclusion:** Knowledge gained and skills learned at this workshop will provide teachers the resources and confidence they need to translate this information to students in the classroom. As a result, students will become more aware of invasive and exotic species and be able to make informed decisions regarding the protection and management of the environment.

#### **Marine Science Education at the St. Lucie County Marine Center (03)**

**R. L. Creswell\***, St. Lucie County

**Keywords:** K-12 education, Sunshine State Standards,

The St. Lucie County Marine Center (SLCMC) was established in 2001 through a partnership of St. Lucie County, the Smithsonian Institution, the St. Lucie County School District, Indian River Community College, the St. John's and South Florida Water Management Districts, and private businesses in the community. This 5,141 facility features live aquatic displays representing coral reef ecosystems, sea grass, mangrove and fish communities reflecting the biodiversity of the Indian River Lagoon and the near and offshore reef habitats of east central Florida. A major emphasis of the exhibit is educational programming for the marine sciences through the public school system. **Objective:** To establish a marine science program at the SLCMC for 4<sup>th</sup> and 7<sup>th</sup> grade students that is consistent with the Sunshine State Standards which incorporates teacher in-service within its curriculum planning. **Methods:** Teacher manuals and student field guides were promulgated for 4<sup>th</sup> and 7<sup>th</sup> grade science students based upon Sunshine State Standard Criteria. Teachers attend in-service training at SLCMC and were provide materials to prepare students for the ½ day field trips at the facility. Teachers, extension staff, and personnel from the Smithsonian Marine Ecosystem Exhibit provided hands-on instruction to students in a variety of topics pertaining to marine ecology, scientific method and data collection, and marine habitats of the Indian River Lagoon and coastal east Florida. **Results:** Students gained knowledge of marine ecosystems and ecology, adaptations of marine organisms, water chemistry, and data collection. Teachers were provided additional educational materials to utilize in the classroom as a follow-up to the field trips.

#### **UF/IFAS Shrimp Aquaculture Demonstration Project: An Innovation for Florida Aquaculture (05)**

**R. Creswell\***, St. Lucie County

**Objectives:** The objective of the UF/IFAS Shrimp Demonstration Project is to demonstrate the technical feasibility of farming marine shrimp in Florida's interior agriculture lands utilizing mineral-rich freshwater and to evaluate the marketing and economic potential for its commercial application. Public workshops and tours provide information relevant to shrimp aquaculture technology, guidelines for compliance to "Best Management Practice" requirements and other regulatory issues, and marketing strategies for economic success. **Methods:** During the initial phase of the project construction of the facility was accomplished. This included: acquiring appropriate permits, clearing 20 acres of land, excavation of 5 acres of lined ponds, drilling a 1200 ft well to the Floridian aquifer, electrical infrastructure, constructing a 10,000 sq. ft. greenhouse, landscaping, and signage. Twenty signs provided by the Florida Department of Agriculture and Consumer Services which describe aquaculture "Best Management Practices" are strategically located throughout the facility. **Results:** Bioassays of hatchery-reared shrimp indicated that shrimp acclimated to freshwater. Post-larval shrimp were maintained in recirculating tanks within the greenhouse environment and successfully transferred to growout ponds. A second cohort of juvenile shrimp are currently acclimating from the seawater environment to fresh well water at the facility. **Conclusions:** Upon successful growout of shrimp to harvest size in ponds, instructional workshops and tours were conducted providing a thorough documentation of facility design and planning, regulatory requirements, shrimp biology, and production protocols. An analysis of the economic feasibility of small-scale shrimp farming utilizing freshwater sources is on-going.

#### **Contributions of Extension to Invasive Plant Management in Florida (02)**

**J. P. Cuda\***, Entomology & Nematology; **K. T. Gioeli**, St. Lucie County; **K. A. Langeland**, Agronomy Department; **V. J. Vandiver, Jr.**, Ft. Lauderdale-REC

**Keywords:** Integrated Pest Management, biological control, aquatic weeds, natural area weeds

Exotic plants are invading Florida's native plant communities at an alarming rate and are the second greatest threat to biological diversity after habitat loss. Furthermore, invasive plants can cause severe economic damage by interfering with agriculture, flood control, irrigation, recreation, and ecotourism. The enormous number of new residents that enter the state each year is largely

uneducated about the impact of invasive weeds on Florida's unique aquatic, wetland and terrestrial plant communities as well as recent advances in vegetation management using biological control technology. **Objectives:** To provide an overview of state specialist and county faculty activities in invasive plant management programs emphasizing biological control, and to identify new opportunities for greater involvement by county faculty. **Methods:** State specialists and county faculty have developed new educational materials, training programs, demonstration projects and professional organizations (e.g., Master Naturalist, FANREP) that are designed to provide the general public with current information on the management of invasive plants emphasizing biological control. The classical biological control program for melaleuca in south Florida using insects from Australia is highlighted. **Results:** New resources such as training manuals, traditional and electronic publications, websites, newsletters, short courses, and workshops are now available to county faculty with natural resources responsibilities to increase their awareness of and involvement in invasive plant management activities in Florida. **Conclusions:** County faculty are playing a key role in the redistribution of biological weed control agents, and can assist state specialists in updating distribution maps of invasive weeds and monitoring releases of biological control agents.

#### **Invasive Plant Control and Wildlife Habitat Improvement Programs: Field Day for Landowners (05)**

**J. Cuda\***, Entomology & Nematology Department, Gainesville; **E. Hanlon, Jr.**, Southwest Florida REC, Immokalee; **T. Regan**, Florida Fish & Wildlife Conservation Commission, West Palm Beach; **P. Stansly**, Southwest Florida REC, Immokalee; **P. Pratt**, USDA-ARS, Invasive Plant Research Laboratory, Ft. Lauderdale; **A. Polizos**, USDA, NRCS, Naples; **G. McAvoy**, Hendry County

Exotic plants are the second greatest threat to biodiversity after habitat loss. Since 1980, more than \$240 million have been spent in Florida by public agencies to control invasive nonindigenous aquatic, wetland, and upland vegetation on publicly owned waterways and conservation lands. However, the invasive plant problem is not limited to public lands. Private landowners also need to be educated about the impact of invasive plants on Florida's native plant and animal communities as well as recent advances in vegetation management. **Objectives:** To provide an overview of current invasive plant management and wildlife habitat improvement programs to private and public land managers. **Methods:** A field day was held at the Southwest Florida Research & Education Center, Immokalee, Collier Co., on 2 June. The morning session consisted of a series of eight formal presentations highlighting integrated management of Brazilian peppertree, lygodium, melaleuca and tropical soda apple as well as various habitat improvement services and programs available to private landowners (e.g., HCSS, LIP, WHIP, WRP, CSP, FSPA, and EQIP). The afternoon session consisted of field tours demonstrating invasive plant treatments and WHIP sites. **Results:** Over 50 participants representing public agencies as well as commercial and private land managers attended the field day. Based on the results of the assessment completed by the participants, the field day provided relevant information for managing invasive plants that land owners would implement on their own properties. **Conclusions:** The SWFREC will serve as a demonstration site for current and future invasive plant control and wildlife habitat improvement programs.

#### **Evaluation of *Ischnodemus variegatus* (Hemiptera: Lygaeidae) as biological control agent of *Hymenachne amplexicaulis* (03)**

**R. Diaz**, St. Lucie County, **W. A. Overholt**, St. Lucie County, **J. Cuda**, Alachua County

**Keywords:** sucking feeding insect, plant damage, exotic invasive species

The West Indian Marsh Grass (*Hymenachne amplexicaulis*) is an exotic plant that currently is invading wetlands in central and south Florida. In 2000, scientists at Myakka State Park reported considerable damage to *Hymenachne* stands due to an exotic sucking feeding insect, *Ischnodemus variegatus*, during late summer. Understanding the biology of *I. variegatus* and its impact on *Hymenachne* will provide new insights for future manipulation of this herbivore. **Objectives:** 1) To characterize the life history of *I. variegatus* at different temperatures. 2) To quantify the damage of *I. variegatus* to *Hymenachne* through photosynthesis changes and leaf tissue damage. **Methodology:** *I. variegatus* eggs will be placed in growth chambers under three temperatures (22, 28, 34°C) and changes in development will be observed daily. CO<sub>2</sub> gas exchange, necrosis and discoloration of leaves will be quantified in plants with and without *I. variegatus* in greenhouse and field conditions.

#### **Utilizing Sea Turtle Biology and Habitat to Educate Clientele on Coastal Resources (02)**

**A.P. Diller\***, Escambia County

**Keywords:** sea turtles, marine resources, coastal issues

Sea turtles illustrate one link between marine and terrestrial environments and invoke natural interest and curiosity in both youth and adults. **Objective:** Educate residents and tourists about sea turtles and coastal habitats and encourage behavioral changes to protect these threatened resources. **Methods:** PowerPoint presentations, activities at marine camps and environmental field days, and educational displays were delivered to schools, 4-H and civic groups, and at community environmental events. Also, a web site with sea turtle biology, nesting activity, and satellite tracking program was created. All Escambia County turtle nests are updated at the site during nesting season. Additionally, in cooperation with a National Park Service research project, loggerhead turtles tagged with satellite transmitters after nesting can be tracked via the web site. Finally, a county-produced video examining the balance required between coastal development and beach habitat featured the marine extension agent discussing effects of development on sea turtle nesting habitat. **Results:** Over 1000 youth and adults had seen one of the presentations, educational displays, or participated in field activities. Call-back surveys after one month indicated all participants were able to name at least one way to protect these endangered species or their habitat. The web site recorded nearly 1000 hits during its first year and the video aired over 20 times on local cable stations. **Conclusion:** Sea turtle presentations and activities are effective in attracting interest from a large and diverse clientele. This exposure can be utilized to encourage behavioral changes to protect coastal resources.

#### **Environmental Education Coordination Team: Cooperative efforts in natural resource education and grant writing (03)**

**A.P. Diller\***, Escambia County; **C.M. Verlinde\***, Santa Rosa County, **E. Godwin**, West Florida Regional Planning Council

**Keywords:** natural resources, watershed, grants, K-12 education

Numerous organizations in the western Panhandle conduct environmental education and natural resource programming. Communication between groups is often lacking resulting in duplicated efforts. Limited federal, state, and municipal budgets restrict activities and result in competition locally for grants and funding. **Objectives:** Coordinate environmental education activities in the region to better utilize time and resources and reach larger audiences. Cooperate on grant writing to compete for large funding opportunities. Assist K-12 teachers in incorporating environmental education and policy into their curriculum. **Methods:** Formed the Environmental Education Coordination Team (EECT) and began applying for grant funding to support programming efforts. Created the "Resource Rangers", an environmental education club for middle school aged students. Developed environmental curriculum and activities for middle school teachers that meet Sunshine State Standards for science. Created a web site with current local environmental conditions, educational materials, and contact information for additional assistance. **Results:** Since 2001, EECT has been awarded \$162,000 in grant funding with an additional \$122,000 in matching funds contributed. Funds supported the Resource Rangers, a monofilament recycling program, and a watershed tour and education program for community leaders. Kicked off the Resource Rangers program by teaching 120 eighth grade students about stormwater pollution and watersheds. Filmed a video for the Resource Rangers program on "Watersheds" that will air in the summer/fall of 2003. **Conclusions:** The EECT partnership has resulted in significant grant funds, the ability to reach larger audiences, and a more coordinated effort in addressing the environmental education needs of the region.

#### **Resource Rangers: Environmental Education for Youth Audiences (04)**

**A.P. Diller\***, Escambia County Extension; **C.M. Verlinde\***, Santa Rosa County Extension

**Objectives:** Develop environmental education materials for youth in grades four through eight and their families. Explain issues and show examples and suggestions of how to balance human development, growth, and activities with protecting natural resources. Distribute materials to teachers, home-school parents, 4-H leaders, and non-formal educators. **Methods:** Created the "Resource Rangers", an environmental education program targeting youth in grades four through eight and their families. The program includes a television/video series, classroom visits and field trips conducted by Extension and other educators, curriculum and activities for further investigation, and a web site ([www.resourceangers.org](http://www.resourceangers.org)). Participating youth are given a T-shirt and certificate rewarding their involvement in the program. **Results:** The Environmental Education Coordination Team utilized grant and matching funds in excess of \$200,000 to begin the program and continues to solicit grant funding. Five episodes of the television/video series were complete as of June, 2004 with funding obtained for three additional episodes. Episode titles include: Watersheds, Stormwater, Seagrasses, The Water Cycle, Wetlands, Recycling & Waste Management, and Construction Best Management Practices. Local cable television stations in Escambia, Santa Rosa, and Bay Counties have broadcast the show. Videos of each episode are available free to educators. Every school in Escambia and Santa Rosa Counties received the pilot episode and science teachers received in-service training on the program. Through June of 2004, more than 1,000 youth had received classroom visits or taken part in field trips related to the program.

#### **Turtle Friendly Beach Program: Partnerships to provide sea turtle nesting habitat on developed beaches (05)**

**A. Diller\***, Escambia County, **C. Verlinde**, Santa Rosa County, **L. Jackson**, Okaloosa/Walton County

**Objectives:** Florida Sea Grant extension agents work with local marine turtle permit holders and beach-front property owners to provide suitable sea turtle nesting habitat in developed areas. Beach users and visitors learn how to protect coastal dune habitat and sea turtles. **Methods:** A grant from the State of Florida's Sea Turtle Grants program supplied funding for printing an educational brochure on sea turtles, program guidelines, and signage. Property owners voluntarily adopt best management practices that significantly reduce human impact on nesting sea turtles and their hatchlings. Activities include reducing the effects of artificial lights, removal/relocation of beach furniture at night, protecting/re-establishing sand dunes, cleaning up marine debris, and educating beach users. Participants in the program receive signage and certificates designating their property as "Turtle Friendly." Commercial and rental properties that achieve designation may use the "Turtle Friendly" logo to promote their business. **Results:** Partnered with the Santa Rosa Island Authority (SRIA) to retro-fit lighting on Pensacola Beach. The U.S. Fish and Wildlife Service (USFWS) provided \$12,000 in grant funds for this effort and an additional \$3000 to retro-fit lights on Navarre Beach and Perdido Key. Lamps, shields, or other lighting elements are available for free or at a discount for participants through this grant funding and program sponsors. Teamed with USFWS and Florida Fish and Wildlife Conservation Commission to teach sea turtle lighting workshops. Hurricane Ivan slowed participation in 2004, but as reconstruction continues many property owners are joining the program in 2005.

#### **Watershed Science Symposiums: Connecting Scientists, Managers, and Citizens to Research and Restoration Efforts (06)**

**A. Dodd\***, Palm Beach County Extension; **J. Jolley**, Florida Center for Environmental Studies

**Objectives:** The Loxahatchee River Watershed Science Symposium provides a forum for scientists, managers and citizens to increase their knowledge of the latest research findings and status of restoration projects in this unique watershed. **Methods:** Spearheaded by the Loxahatchee River District, this effort pulled together local partners to organize a free two day symposium consisting of over 30 oral and poster presentations. Topics included floodplain vegetation, flora and fauna, modeling, groundwater and soils, community participation, and restoration projects. UF/IFAS was represented on the local Symposium Planning Committee and delivered six oral presentations and one poster presentation during the Symposium. **Results:** Over 150 people attended the free two day Symposium held April 26-27, 2006 in Jupiter, Florida. Government agencies along with local organizations and businesses funded the event, which cost approximately \$15,000. Evaluation results collected from 53 participants indicated that the Symposium was above average (n=35) in terms of meeting expectations for learning and almost all (n=50) indicated that they would attend a future Symposium. **Conclusions:** Local science Symposiums provide an effective educational forum to connect scientists, managers, and citizens to the latest natural resource management related research, and to share timely information on restoration efforts. The Loxahatchee River Watershed Science Symposium is currently being used as a model to develop Palm Beach County's Lake Worth Lagoon Science Symposium to be held in May 2007.



## **The Renewable Resources Extension Act (RREA): Meeting The Challenge of Natural Resources Extension Programming on Private Lands in the 21<sup>st</sup> Century (05)**

**N. Frazer**, Department of Wildlife Ecology and Conservation

The Renewable Resources Extension Act of 1978 (RREA) is budgeted through the Cooperative State Research, Education, and Extension Service (CSREES) of the U.S. Department of Agriculture (USDA). RREA provides funds to every state through their Land Grant universities for conducting educational programs aimed at private forest and rangeland owners. The programs help landowners improve management, marketing, and utilization of their renewable natural resources: fish, wildlife, forage, outdoor recreation, timber, and water. Extension faculty leverage RREA funds up to 15-fold with state, local and private funds. **Objectives:** Thus, RREA funds are essential for stimulating collaboration among universities and their partners to address regional and national natural resource priorities. **Methods:** In March 2003, CSREES led a Strategic Planning effort to identify issues, goals, action strategies and performance measures for future RREA programming. In 2005, the National Association of State Universities and Land Grant Colleges (NASWULGC) and the Association of Natural Resources Extension Professionals (ANREP) created two "advocacy internships" to: (1) build coalitions and support in Washington, DC for increased RREA funding and (2) provide measures to increase accountability for use of RREA funds by Land Grant institutions, and (3) prepare briefings for Congressional committees in preparation for the 2007 reauthorization of the legislation. **Conclusions:** This presentation will provide an overview of the RREA Strategic Plan and a progress report on the advocacy activities to date.

## **Belize A New 4-H Frontier (06)**

**A. Fuller\*** Levy County Extension; **J. Culen\*** Dept. of Family, Youth and Consumer Sciences; **C. Verlinde\*** Santa Rosa County Extension

**Objectives:** 1. Expand Faculty knowledge of international learning opportunities for 4-H youth and adults. 2. Develop a framework that will provide international learning opportunities for 4-H faculty, volunteers and senior 4-H members to study science, cultures/civilization, history and ecotourism 3. Propose the implementation of the program to State 4-H. **Methods:** One state specialist and 2 county faculty members conducted/chaperoned a 9-day Spring Break Study tour of Belize for UF students. The study tour included a wide variety of experiences that might be of interest to 4-H youth and adults. Faculty members were able to evaluate potential program components first hand. Specific experiences included: 1. A pre-trip study of the country's history, geography, people, natural environment and government. 2. A four-day stay on South Water Island to study marine science and ecotourism opportunities. 3. A five-day stay in the Cayo District which included studies of: cultural/people issues, natural history/environment, Mayan culture, recreational opportunities, ecotourism and community service learning opportunities. **Results:** Participating faculty members captured a wide variety of experiences in pictures and made plans for reporting back in an abstract presentation. Based on the experiences, a program framework was developed which includes recruitment, pre-trip studies and activities, programming for the visit evaluation and expansions such as program participants serving as volunteer leaders for successive groups. **Conclusion:** A complete program proposal will be presented to the State Program Development Committee.

## **Financially Sustainable Open Space (06)**

**J. Gellermann**, St. Lucie County Extension; **C. Alberts**, Extension Manager/Program Specialist; **E. Skvarch\***, St. Lucie County Extension

The rapid urbanization of the Treasure Coast Region has brought sustainability and natural resources to the forefront of the public discourse. **Objectives:** The Open Flex Space and Eco-nomic Green (OFSEG) program provides an economic value to open space areas by providing a partnership between urban communities, the development industry, agriculture and wildlife interests. **Methods:** The OFSEG model will provide the background economic and space allocation planning to ensure the fiscal viability of these open space areas. The OFSEG is envisioned to operate in conjunction with St. Lucie County's newly adopted Towns, Villages, and Countryside (TVC) land use regulations. The land use model termed OFSEG involves leasing lands required as open space in the TVC projects to agriculture. The fees collected for these leased areas will offset or pay for the management of wildlife and recreational areas. Additionally, the OFSEG model will encourage alternative open space businesses such as ecotourism, fishing/hunting leases, etc. **Results:** The OFSEG program was created to provide an economic value to undeveloped lands while lessening the financial burden of managing these open space areas. **Conclusions:** We believe the key to solving the sustainability issue in Florida lay in the relationship between urban communities, the development industry, agricultural and wildlife interests. The OFSEG concept is an innovative approach to compliment the TVC land use plan adopted by St Lucie County in an effort to preserve and protect the remaining natural resources and agricultural lands in the county.

## **Melaleuca Control Training Program (02)**

**K.T. Gioeli\***, St. Lucie County

**Keywords:** Melaleuca, IPM, Pesticide, Invasive, Conservation, Monoculture

*Melaleuca quinquenervia* is an invasive plant species that has spread throughout much of South Florida. Melaleuca commonly forms dense monocultures that virtually eliminate all other species. Unfortunately, melaleuca is difficult to control utilizing typical weed control practices. **Objectives:** Gioeli developed the Melaleuca Control Training Program to teach land managers about melaleuca biology and how to prescribe an effective integrated pest management (IPM) strategy. **Methods:** Gioeli teaches both public and private land managers in South Florida how to implement an effective Melaleuca control strategy. This strategy involves the combined use of mechanical, herbicidal, and biological control components. One component of this strategy involves the cultivation and utilization of *Oxyops vitiosa* as a biological control agent. Gioeli utilizes a hands-on teaching style and field demonstrations. **Results:** During 2001, a total of 21 people participated in this training program. Upon completion of this training program, an analysis of the students' learning achievements indicated that 100% of the participants could prescribe an effective melaleuca control strategy utilizing an integrated pest management plan. In addition, students demonstrated that they could identify, collect, and utilize *Oxyops vitiosa* (melaleuca weevils) for use as melaleuca biological control agents. **Conclusion:** Land

managers in South Florida can rely on the University of Florida Cooperative Extension Service to provide high quality educational programs designed to teach them the most effective methods of controlling invasive species such as melaleuca.

#### **Teaching the Public to Identify and Detect Bats in Their Native Habitat: Night Hikes at the Oxbow Eco-Center (03)**

**K. Gioeli\***, St. Lucie County

**Keywords:** Bats, Echolocation, Wildlife

Gioeli was invited by the director of the St. Lucie County Oxbow Eco-center to conduct programs designed to teach residents about bats during the Oxbow's monthly night-time Eco-Friday Events. These events give Gioeli the prime forum to enable residents to observe bats in their native habitat. **Objective:** The objectives of this program are to 1). teach program participants about bat biology and the bat's niche in the Florida landscape, and 2). utilize bat detectors in the Oxbow's natural areas so program participants can observe and identify the species of bats by their echolocation. **Materials and Methods:** Programs are conducted at night from 8:30 p.m. until 10:30 p.m. Gioeli conducts a short orientation session and he uses recordings of remodulated echolocation sounds stored in his Ipaq Pocket PC to teach participants the sounds that might be heard from each bat species that could be observed at the Oxbow. Gioeli then leads participants in search of bat echolocation on the nature trails. Flashlights are prohibited unless they are retrofitted with red lenses. He utilizes three Micro-bat detectors, three pairs of battery-operated amplifying speakers, and one D-230 Bat Detector. **Results:** Two hundred and ten people participated in six bat programs. 100% of the participants indicated they could accurately describe bat biology and the bat's niche in Florida's natural landscapes. In addition, 100% of the participants could identify bat echolocation utilizing bat detectors, and 75% of the participants could accurately identify the species of bat based solely on the echolocation sounds that were detected.

#### **Biological Control of *Melaleuca quinquenervia* In Florida's Natural And Man-made Landscapes (05)**

**K. Gioeli\***, St. Lucie County; **A. Neal**, St. Lucie County, **W. Overholt**, Indian River Research & Education Center; **K. Langeland**, Center for Invasive and Aquatic Plants; **J. Cuda**, Entomology & Nematology Department

*Melaleuca quinquenervia* is an invasive plant found throughout central and south Florida. Melaleuca forms dense monocultures that out-compete native species. An integrated pest management strategy involving the utilization of *Oxyops vitiosa* (Melaleuca weevil) and *Boreioglycaspis melaleucae* (Melaleuca psyllid) as biological control agents was developed to control melaleuca. In 2001, Gioeli and Neal established a melaleuca biological control agent rearing site at the St. Lucie County Cooperative Extension Office. **Objectives:** The objective of this program is to provide an easily accessible supply of melaleuca biological control agents for redistribution to landscapers and the general public and to train the public on their use. **Methods:** An internet-based ordering system was developed. The public could order these biological control agents via a website and pay a minimal \$20 shipping and handling fee or personally harvest the biological control agents for free. Instructions on the use of these agents is included with each shipment. **Results:** During 2003-05, 57 participants collected or received one or both of these biological control agents and released them on property they manage. **Conclusions:** The effectiveness of this program will be evaluated in mid-2005; thereby, giving the redistributed biological control agents an opportunity build their population levels. Overall, program participants have indicated a high level of satisfaction with this program and they have indicated they are pleased to have easy access to these agents.

#### **The UF, IFAS IPM Grants Program: Linking Extension Specialists and Agents (05)**

**J. Gillett\***, **H. Hans Petersen**, **N. Leppla**, UF, IFAS Statewide IPM Program

**Objectives:** IPM Florida, the UF, IFAS Statewide Integrated Pest Management Program, working with Joan Dusky, IFAS Assistant Dean for Extension, developed a federally funded grants program to increased collaboration between Extension agents and specialists in advancing IPM. **Methods:** A request for proposals was sent in August 2004 with the following selection criteria: 1. Directly involve county Extension faculty, 2. Have widespread, positive impact on increasing IPM in Florida, 3. Have supplemental funds or in-kind resources already in place, 4. Include partnerships between IFAS and our clientele, and 5. Involve applicants that have great need and limited resources, e.g., new faculty. **Results:** A multidisciplinary committee comprised of IFAS administrators selected 22 out of 46 proposals for funding. The average amount of funds per project was \$4,100 for a total of about \$90,000. These projects included workshops, exhibits, computer-based training, brochures, fact sheets, publications, mass media communications and local and distance education courses. Most projects provided direct IPM information for various clientele, including growers, industry groups, consumers, and students, as well as the general public. **Conclusions:** Projects with strong collaboration between Extension agents and specialists had high levels of success as did projects with multi-county and Research and Education Center partnerships. IPM Florida facilitated collaboration among agents and researchers who were working on similar projects. The grant program was deemed a great success and will be repeated in 2005.

#### **Your County Needs You (03)**

**D. Griffis\***, Volusia County

**Keywords:** Community development, site plans, comprehensive plans, zoning, natural resources, sinkhole.

As governmental agencies attempt to work within budget constraints, some services may be compromised. Extensions, as well as local governments, are looking for partners to provide services to their customers. **Objectives:** Provide research based natural resource educational information for Cooperative Extension Service's most valuable partner, county government. **Methods:** Local governments need technical assistance in such subject areas as community development, site plan reviews, zoning issues, comprehensive planning, landscape plan reviews, threatened and endangered species, and even such unusual issues as sinkhole investigations. **Results:** For the past ten years, I have reviewed an average of five hundred site plans, rezoning cases, comprehensive plans, sink hole investigations, and storm water management plans annually. By providing this assistance, local governments, receive natural resource research-based information, improve community development projects, conserve natural resources and save thousands of dollars in consulting fees. **Conclusions:** As Cooperative Extension and county government face fiscal constraints, extension agents can assist local governments by providing non-traditional technical natural resource based

assistance. Benefits include, natural resource protection, improved community development, cost savings to local governments and happy taxpayers.

#### **Connecting People to Their Environment: An Online Bird Monitoring Program (02)**

**M.E. Hostetler\***, WEC-Alachua; **M.B. Main**, SWREC-Hendry; **J. Xin**, IFAS Information Technologies-Alachua

**Keywords:** birds, environmental education, sustainable communities, monitoring

Communities and individual homeowners enjoy watching birds and designing landscapes to attract them. We developed a bird-monitoring program that includes an interactive database and Web site (<http://bird.ifas.ufl.edu>) where homeowners and participants from various natural resource, extension and state environmental education programs can enter and view collected bird survey data. This program allows people to interact, pose questions, compare results, discuss, and develop suggestions of how to improve their local environmental condition for birds and also to learn about birds and science in general. Participants obtain a User ID and site registration code to enter data, and the database is searchable by species or site location. This bird-monitoring program can be used in conjunction with a wide variety of county extension programs. For example, in conjunction with the Master Gardener, 4-H, and Florida Yards & Neighborhoods programs, a bird collection component, where data are displayed on a Web site, can promote interest and excitement among the participants because people can track the effectiveness of landscape changes in attracting birds to their yards. Program evaluation surveys are strongly positive. It is being used for a variety of purposes across the state. Currently, over 60 people are participating in the program with 75 sites registered and well over 1,000 separate survey dates recording over 150 bird species (across 15 different counties). One individual has completed 150 surveys and spotted 11,000 birds, comprising about 50 species. In addition, we have partnered with Florida Project Lakewatch, training over 50 volunteers to survey Florida lakes.

#### **Flitter – Flutter – Fly Butterfly Day Camp (06)**

**S. Humphries\***, Glades County Extension

**Objectives:** To introduce youth to Project Butterfly Wings, to teach the basics of butterfly anatomy and identification, different species and families of butterflies, butterfly habitat, how to construct a butterfly garden, and skills to use when studying butterflies.

**Methods:** This day camp was offered for three days from 9:00 AM to 3:00 PM. The participants were supplied with the Project Butterfly Wings work book, Florida's Fabulous Butterflies Book, and craft supplies. Participants were able to go outside to identify insects, play games to learn the anatomy of the butterfly, research butterflies species and give small presentations on specific species, and made butterfly crafts to take home. At the end of the week the group traveled to Cypress Gardens to visit a butterfly garden where they were able to identify various species of butterflies, and see hands on what a large butterfly garden looks like.

**Results:** The three day camp was completed with 21 participants completing the project, and 100% of the participants evaluated stated that they learned things they had not previously known about butterflies, liked the butterfly parts game the best, and would like to continue with the project. **Conclusion:** The butterfly day camp was such a success that implementation of Project Butterfly Wings into the Glades County 4H Program will continue. Plans are being made to have a one day follow up camp so that the participants can see their butterfly garden and evaluate their creation.

#### **Restoration and Community Stewardship of Coastal Dunes (02)**

**S. Jackson\***, Okaloosa-Walton Counties

**Keywords:** sea oats, dune, stewardship, restoration

**Objective:** To restore critically eroded beaches and sand dunes by planting native coastal vegetation while instilling stewardship values and civic pride in high school student volunteers. **Methods:** In the aftermath of hurricane Opal (1995) several beaches are still recovering and are classified as critically eroded in Walton County. This means any additional storms may cause more damage than normal. To address this problem, two service-learning projects were completed. University of Florida Sea Grant Extension partnered with Beaches of South Walton Tourist Development Council and Choctawhatchee Soil and Water Conservation District to provide classroom instruction, restoration activities, and celebration of participant accomplishment. Students were introduced to the project, and to the importance and function of the coastal dune ecosystem. Students also participated in an applied math exercise to determine the number and species of plants to be restored. At the restoration site students utilized their classroom training by planting the species they had previously calculated. In a separate event students received recognition with certificates and awards for their participation and celebrated their contribution to community stewardship. **Results:** Over 70 students planted nearly 14,000 dune plants restoring sand dunes at two Walton County public beach access points. Over half the students surveyed reported telling friends and family about the their restoration activities. Ninety percent reported learning new information by participating in these activities. In one restoration event, television news reporters from Panama City interviewed several of the students. One student interviewed after the planting said, "Just knowing how valuable these plants are, it just makes you think twice before walking on the dunes". This student's learning experience reached an estimated audience of 500,000.

#### **Dunes in Schools (03)**

**S. Jackson\***, Okaloosa-Walton Counties, **K. McDonald\***, Walton County

**Keywords:** youth, dune, natural resources, service learning

"Dunes in Schools" is a school enrichment program implemented by the 4-H and Sea Grant Extension Agents in Okaloosa and Walton Counties. **Objective:** To promote community stewardship and appreciation of coastal ecosystems through service learning. **Methods:** Coastal native plant materials are provided to students for propagation in their classroom. Plants are a visual focal point for discussion and learning activities that meet Florida Sunshine State Standards. A four-part series is presented providing students with local application of information regarding coastal dune ecosystems. Collaborating agencies support these programs with specialist instructors. In addition to the Extension Service the following agencies are participating: Walton County Tourist and Development Council, Florida State Parks, USDA – Natural Resources and Conservation Service (NRCS), and the local Soil and Water Conservation District. **Results:** Culminating the project is the planting of the student's sea oat and panic grass plants in

dunes at a county beach access park near the school. Supplemental plants are provided by USDA-NRCS plant materials laboratory. For this project, 105 students installed a total 1,500 plants in a 1-hour field trip. In a separate event, students and teachers celebrated their success with a recognition program that included certificates, prizes, pictures, and a special acknowledgement from County Commissioners. **Conclusion:** Participants in this program report a sense of satisfaction for the beach area that they have helped restore. Parents report pride in the efforts of their children for community activism. Teachers are requesting in-service training for this type of environmental stewardship project.

#### **Application of the Florida Master Naturalist Coastal Module in Natural Resources Extension Programming (04)**

**S. Jackson\*** (Okaloosa and Walton Counties Extension) **S. Dunning** (Okaloosa and Walton Counties Extension), **C. Verlinde** (Santa Rosa County Extension), **A. Diller** (Escambia County Extension), **M. Crane\*** (Miami-Dade County Extension), **M. Main** (Wildlife Ecology and Conservation)

The Florida Master Naturalist Program (FMNP) is a non-formal education program for adults created to introduce citizens to Florida's unique ecosystems. The program consists of three study modules: Wetlands (2001), Coastal (2003), and Uplands (2005), developed by the Department of Wildlife Ecology and Conservation. **Objectives:** FMNP seeks to create competent environmental educators capable of imparting sound knowledge and inspiration through developed interpretive skills. **Methods:** FMNP instructors received centralized administrative orientation for each module. UF Office of Conferences handled the responsibilities of program registration and evaluation. In 2003, the Coastal Ecosystems module was presented in 27 classes throughout Florida. Each class received 40 contact hours of instruction provided through PowerPoint and video presentations, fieldtrips, and final group projects. A total of 440 individuals completed course graduation requirements. A program evaluation survey was conducted with 236 respondents. Survey participants were questioned using a qualitative scale of "Fair", "Poor", "Good", "Very Good", and "Excellent". Additional participant information was also collected. **Results:** 96% of respondents rated the overall quality of the module as either "Excellent" or "Very Good". Course materials and supplemental field trips were rated high. Students represented diverse motivations and backgrounds. Participation was grouped into the following categories: Ecotourism 21.12%; Volunteer 30.17%; Teacher/CEU 6.03%; Professional Improvement 19.40%; and Personal Interest 23.28%. Instructors report final projects provided new resources supplementing local natural resource education efforts. **Conclusion:** FMNP provides a turnkey framework for Extension Agents involved in natural resources programming to work collaboratively across interdisciplinary lines with both colleagues and external field experts.

#### **Saltwater Invasive Species: Partnerships and Programs (03)**

**C. Jacoby, M. Spranger\***, IFAS Extension and Florida Sea Grant

**Keywords:** invasive species, program planning, priority setting

Invasive species represent a major problem in many saltwater systems, yet outreach and education about these species and their effects is lagging. **Objective:** Initiate a collaborative extension program targeting saltwater invasive species that raises awareness and enhances understanding. **Methods:** We combined general priorities found in national, regional and state management plans with specific priorities for Florida. In particular, priorities were identified during a workshop involving 75 outreach professionals, educators, scientists and agency personnel. Specific priorities were set according to estimates of attractiveness and feasibility. The combined priorities guide our efforts to build the appropriate partnerships for designing and implementing a program of outreach and education dealing with saltwater invasive species. **Results:** We've joined with colleagues in Alabama and Mississippi to obtain national funding for a regional program targeting national priorities, including partnering to promulgate educational material, intensive workshops for teachers that involve face-to-face and web-based efforts, and development of transferable codes of conduct. We've joined with colleagues in Florida to address the need for a mechanism to coordinate outreach and education, a primer with definitions and identifications of saltwater invasive species, a waterproof identification card for divers, and a teacher's guide for middle school teachers. **Conclusions:** We've demonstrated the value of linking the 'big picture' with local issues, detailed priority setting, partnerships, and stepwise implementation of an outreach and education program.

#### **Lake Panasoffkee Celebration: Influencing Public Behavior through an Educational Event (06)**

**S. Kelly\***, Sumter County Extension; **J. Bradshaw\***, Citrus County Extension

**Objectives:** To impact citizen behavior in conserving water and preserving Lake Panasoffkee through a public festival. **Methods:** Three small grants were awarded to the authors to educate the public about water use and preservation of Lake Panasoffkee. The authors organized a small citizens group to plan and implement a public one-day educational festival. The presentation will include how the event was used to help influence public behavior, organizing the event, marketing, the educational programs, working with partner organizations and methods for collecting data for follow-up surveys. **Results:** For a first time event, the Lake Panasoffkee Celebration was very successful. An estimated 600 – 800 people attended the event and received information from the educational programs. The community is now more aware of the history and restoration of Lake Panasoffkee and how their behavior influences the health of the lake and water quality. Plans are underway to continue the festival and to keep the environmental education focus. **Conclusions:** An event can be used to influence behavior of the public, but attention must be paid to planning and organizing the event to produce the desired impact. This presentation will give the audience ideas for planning a successful event and pitfalls to avoid.

#### **Water Cycle Education for Youth (04)**

**A. Kersey\***, Polk County Extension

**Objective:** Design a twenty-minute water cycle educational activity for nine year-olds grouped 75 to 105 youth in a group. **Method:** Engagement and multi-dimensional experiences were the primary concepts used in the design. The location of the activity was a room with 100 chairs in rows surrounded by three-dimensional representations of the following: glacier, ground, river, forest, lake, ocean, sun, and clouds. The activity began with a five-minute introduction to the water cycle and how participants would be involved in this activity. On a screen behind the presenter was a projected image of the Hydrologic Cycle. Participants were each given a

card to guide them through their individual roles as water molecules going through the cycle. A Water Cycle Song played in the background as half the participants "cycled" while the other half observed. After seven minutes the observers cycled while the others watched. While in the clouds section of the simulation, participants could exchange their cards and follow new roles. Two Extension agents and an FYN Program Coordinator gave direction to the activity. Master Gardeners and forestry professionals assisted. **Results:** Four thousand five hundred youth participated. One hundred and fifty professional teachers observed. A perfect safety record was achieved. The teachers ranked the activity as "excellent".

#### **You Can Answer Aquatic Plant Questions (04)**

**K. Langeland\***, Agronomy Department

Florida had over 7,700 natural and artificial lakes in 1969 and this number continues to increase with the continual excavation of new urban and private ponds. Large lakes serve multi-recreational uses such as sportfishing, waterfowl hunting, wildlife observing, and water-skiing. Small ponds may serve for irrigation supply, flood protection, aquaculture production, wetland mitigation, golf course hazards, etc. Because of these varied uses, audiences for County Agents in many different disciplines have interests in Florida ponds. One of the most important features of water bodies is the aquatic plant life that grows in them. These aquatic plants are important to the ecology and aesthetic quality of ponds but also can be weeds that interfere with intended water uses and cause unsightly and unsafe conditions. Homeowners are continually seeking information related to plant life that affects the quality of lake shorelines, and ponds, especially concerning the management of aquatic plants, and County Extension Faculty can serve an important role in providing this information. Faculty and staff of the Center for Aquatic and Invasive Plants have developed extensive educational materials related to aquatic plants and their management. Depending on the type of water body, whether a permit is required from DEP for weed control, and intended use of water, aquatic weed control recommendations can be made or referred to the appropriate permitting agency.

#### **Reaching Forest Landowners Through Partnerships and the Forest Stewardship Program (04)**

**A. Long\***, and **C. Demers**, School of Forest Resources and Conservation; **J. Nowak**, North Florida Research and Education Center; **R. Williams**, West Florida Research and Education Center; **Todd Groh**, FL DACS Division of Forestry; **Chuck McKelvy**, Florida Fish and Wildlife Conservation Commission.

**Objective:** Provide educational support enabling forest management plan development and implementation by family forest owners in Florida. **Methods:** Multiple methods were used to deliver educational programming to family forest owners in Florida. Forty-four Forest Stewardship workshops and field tours were organized between 1999 and 2004 on topics as varied as forest management, wildlife habitat and estate taxes. Workshops featured classroom style presentations combined with field tours. The key factor in workshop and field tour success has been the partnership between Cooperative Extension Service, the Florida Division of Forestry (DOF), Florida Fish and Wildlife Conservation Commission (FFWCC), consulting and industry foresters, the Florida Forestry Association (FFA). All groups have provided instructional support, case studies, and financial assistance. Other educational delivery methods include a dedicated website, quarterly newsletter and EDIS publications. Participants in the educational events were encouraged to develop forest management plans with the assistance of professional foresters. **Results:** To date 1,978 family forest owners have developed management plans encompassing 566,716 acres. Of the workshop and tour participants sampled, 61% intend to change some of their forest management practices. Examples of these changes include burning more or at different times of year, planting longleaf pine instead of slash on sandhills, protecting wetlands, restoring native habitats, managing vegetation more effectively after planting, thinning, and developing an estate plan. **Conclusions:** A multi-faceted approach to natural resource extension programming has helped increase forest management planning and implementation in Florida.

#### **Southern Pine Beetle Awareness and Forest Management Characteristics of Non-Industrial Private Forest Landowners in Three North Florida Counties. (04)**

**A. Mayfield**, Florida Division of Forestry; **J. Nowak\***, UF/IFAS North Florida Research and Education Center; **G. Moses**, Florida Division of Forestry.

**Objectives:** (1) Raise awareness among non-industrial private forest (NIPF) landowners about a connection between southern pine beetle (SPB) outbreak hazard and poor forest management. (2) Assess NIPF landowner forest management preferences, and prior SPB knowledge. (3) Reduce forest susceptibility to SPB through landowner education. **Methods:** An educational brochure and 16-item questionnaire were developed and mailed to 3750 NIPF landowners in three north Florida counties (Leon, Jefferson, and Gadsden). These counties were previously rated to have high-to-moderate SPB outbreak hazard. Landowner responses were stratified into four groups based on size of forest ownership (<15 acres, 15-49 acres, 50-99 acres, ≥100 acres). **Results:** The response rate was 40%, but only 1,344 questionnaires (36%) were valid for analysis. Most landowners were very to somewhat aware of SPB as a destructive forest insect; awareness increased with forest ownership size. The frequency of several forest management characteristics increased with forest acres owned, including importance of timber income, use of a written forest management plan, implementation of management practices (e.g. thinning, prescribed burning). Small parcel size, lack of incentives, unawareness of technical assistance options and general lack of management knowledge were the most frequently cited reasons for poor management. Most respondents (73%) preferred to receive forest management information in printed form compared to workshops, websites, or contact with professionals. **Conclusions:** Targeting owners of small forest parcels (<100 acres) with printed materials may be an important element of a successful education campaign for SPB prevention.

#### **The New and Improved Marine Ecology Judging Event (03)**

**M.P. McGuire\***, St. Johns County, **G.R. Culen**, State 4-H Office

**Keywords:** marine, judging, 4-H

Study materials for the state 4-H Marine Ecology Judging Event had not been updated for approximately 15 years. Revised study materials were used for the first time in 2002. Further refinements are planned for the 2003 competition. **Objectives:** Replace the 35mm slide set and video presentation with an updated PowerPoint presentation containing ALL species on the species list and

habitat information for those species. Revise the multiple-choice questions by adding new questions and by rotating sets of questions from year to year. **Methods:** Sea Grant agents were polled for input about the existing species list and additions and deletions were made based on their feedback. Public-access images of all species were obtained and used to compile a 221-slide PowerPoint presentation. Each slide in the presentation contains information about one of the species of plants, invertebrates or vertebrates on the species list. The information includes at least one image, the common and scientific name of the species and a link to habitat information. This file was put on CD and approximately 100 copies of the CD were distributed through the 4-H Environmental Education office and Sea Grant agents. **Results:** The 2002 event was attended by 104 youth, representing 13 counties. This was a 60% increase in participation compared with the 2001 event. Many leaders and participants commented that the improved study materials had helped them in preparing for the competition. High scores (both individual and team) were an average of 3 points higher (per person) in 2002 compared with 2001.

#### **Exploring our Environment—An Adult “Day Camp”. (05)**

**M. McGuire\***, St. Johns County

**Objective:** To teach local residents about coastal ecology, ways that human actions impact the environment, and ways to minimize those impacts. **Method:** This five-day program is offered approximately twice a year. Each of the five days focuses on a particular topic—beaches, estuaries, coastal hammocks, marine mammals, and fish. Guest speakers help provide a broad range of information—organizations that have provided speakers include IFAS, Florida State Parks, Guana Tolomato Matanzas National Estuarine Research Reserve, Marineland of Florida, US Fish and Wildlife Service and Harbor Branch Oceanographic Institution. **Results:** Four sessions of the program have been completed, with a total of 73 participants. Participants have included extension faculty, state park rangers, turtle patrol volunteers, staff from the Florida Keys National Marine Sanctuary, lifelong residents and recent “transplants” to NE Florida. Evaluations from the program have been very positive and similar programs are being considered by other NERRs and other extension agents in Florida.

#### **Science on a Shoestring Budget (06)**

**M.P. McGuire\***, St. Johns County Extension

**Objective:** Extension Agents, other informal educators and K-12 teachers are often short on funds with which to purchase scientific sampling equipment and other resources. The National Marine Educators Association (NMEA) annual conference is a great place to learn cost-cutting tips from other educators from around the nation. **Method:** Funds from the IFAS Professional Development Mini Grant Program and a scholarship from NMEA funded the agent’s participation in the 2006 NMEA conference in New York. The agent taught one session and presented a poster and was able to attend many workshops during the 3 days of concurrent sessions. **Results:** Resources and activities learned at the 2006 conference will be shared. Additional activities and resources from previous years’ conferences will also be provided. These include activities dealing with bioaccumulation, ocean exploration, marine mammals and more. All activities use inexpensive, easily obtained materials. The agent has shared many of these with teachers through workshops, and with youth directly through 4-H summer camp programs.

#### **Aquatic Plant Identification, Propagation, and Planting Depths (02)**

**F. M. Melton\***, Manatee County

**Keywords:** Aquatic plants, ponds, propagation, planting depths, mitigation

The success of wetlands depends on placing the needs of the plants above other considerations. Nursery personnel need to properly identify the plants, because different species of plants in the same Genus are usually installed in different depths of water. Their propagation and growing conditions in the nursery may be different. One of the most important considerations is the depth of water in relation to normal water level in which they are installed. Most man-made wetlands have an outfall structure through which excess water drains into the next wetland or a stream, and the elevation of the outfall structure sets the normal water level. It is better to install a plant a little too shallow, and let it spread to deeper water, because plants can be killed by too much water. There are several problems that occur during the growing and installation process that cause people to not consider what is best for the plants, and those wetlands are not usually successful.

#### **Environmental Education Institute Spawns Youth Environmental Programs (02)**

**M.C. Monroe**, School of Forest Resources and Conservation, **H. Schultz\***, Jackson County and **K.M. McDonald\***, Walton County

**Keywords:** environmental education, stewardship, 4-H, youth

Environmental education is an important part of the work extension agents do with youth. To support them, seven departments collaborated on a large in-service training, the Environmental Education Institute. This presentation will introduce the in-service training and explain how two agents put this information to practice in a youth environmental program. The Institute was partially funded by the National Fish and Wildlife Foundation and the SFRC. **Objective:** To expand environmental education programming in counties; to increase youth awareness of their environment. **Methods:** Faculty and graduate students from seven natural resource-related departments in SMP 420 planned and implemented two 3-day in-service trainings for extension agents reaching a total of 47 agents and program assistants. The in-service used field experiences, engaging activities, and discussions to introduce environmental information and program resources that can be used with youth, club leaders, and teachers. **Results:** Two agents planned a 2-day program for 4-H youth, based on knowledge gained through the in-services. The program emphasized aquatics and forestry. Youth learned differences between marine, freshwater, and brackish ecosystems, and collected aquatic insects to determine water/environmental quality. Through PLT, youth learned the different parts of trees, and their functions. Eighty-six percent reported that they planned to use knowledge gained in their communities. **Conclusion:** Environmental youth activities can easily fit into an extension program. They can generate good will in a community and enthusiasm for service learning. They can also help extend the extension arm to natural resource professionals and agencies that may not have been active with extension.

#### **Top Tips for Environmental Education Programming (05)**

**M. Monroe\***, SFRC, **M. McGuire\***, St. Johns County, **J. Seitz\***, SFRC, **W. Sheftall\***, Leon County, **C. Stevenson\***, Escambia County, **S. Wilson\***, Walton County

**Objectives:** This brief presentation will share program highlights and wisdom from several counties who are conducting environmental education (EE) programs.

**Methods:** Participants of the recent Environmental Education Institutes will provide a handout describing their EE program and their impacts. Selected programs include day camps in state parks, Project Butterfly WINGS, Resource Rangers (an EE club for elementary and middle school students), Project Learning Tree (with a new emphasis on urban forest benefits and fire education), wildlife camp, Sunshine State Standards-based activities, and improving reading and writing skills. Participants have pooled their expertise and offer key ingredients to their success. **Results:** Students are improving academic skills and environmental knowledge, youth and adults are gaining interest and comfort in the environment, teachers are learning how to use the environment with their students, and data about the environment is collected to answer research questions. Thousands of television viewers are being educated on diverse environmental topics. **Conclusions:** The positive results from incorporating programs like these into various youth programs encourage program leaders, educators, and natural resource professionals to use environmental education based materials. In addition to the students developing an appreciation and awareness of the natural world, the adults that guide them do so also. The great diversity of environmental education possibilities enables extension agents to meet a number of goals. These programs and their organizers provide a set of possibilities, opportunities, and important insights, which are more likely to stay with the audience because of the programs' highly active, participatory nature.

#### **Pretesting: The Key to Making Ornamental and Turf Pest Control Understandable to Minimally-Educated Landscape Maintenance Workers. (03)**

**O. N. Nesheim, S. W. Williams\***, UF/IFAS Pesticide Information Office, Gainesville, FL

**Keywords:** Pretesting, Ornamental and Turf Pest Control, IPM

The all-new, full-color Ornamental and Turf Pest Control manual is nearing completion. Many of its users will be landscape maintenance workers (lmws) who have minimal education (i.e., who are adult poor readers). These people process information differently than good readers; thus, the O & T manual must take this into account. **Objectives:** The manual emphasizes Integrated Pest Management throughout. We wanted to be sure that lmws would understand IPM in the early stages of manual preparation.

**Materials and Methods:** We used pretesting to find out if the target audience understood IPM. A professional interviewer pretested three parts of the IPM chapter one on one. After lmws read the material, the interviewer asked them questions to determine if they understood what they read, if it was a relevant and useful, etc. **Results:** In general, the target audience understood IPM the way it was written and said it was relevant and useful to their jobs. The lmws offered many suggestions on how to improve the IPM draft. We implemented several of their ideas.

#### **Dynamics of Powdery Mildew in Homogenous Urban Sand Live Oak (*Quercus geminata*) Woodlands (06)**

**R. J. Northrop**, Hillsborough County Extension

**Objectives:** During the spring and summer of 2005 urban sand live oak (*Quercus geminata*) woodlands in the Tampa Bay watershed experienced a severe attack of a powdery mildew. A review of the literature suggested that the occurrence was unprecedented in its intensity and geographic extent. We attempted to ascertain the cause of the attack. **Methods:** A joint field investigation team including the University of Florida/IFAS Extension, Florida Division of Forestry, and local governments interviewed eighteen landowners and systematically observed their urban sites throughout the growing season. Diseased leaf samples were sent to the forest pathology lab at the University of Florida to identify the species of powdery mildew. **Results:** No usable working hypothesis specific to this broad geographic spread of the disease has been developed. The intensity of the outbreak appears to have been a function of the urban woodland structure and composition, as well as cultural practices such as fertilization and pruning. **Conclusions:** Affected neighborhoods were built into remnant forest communities containing high proportions of sand live oak. Suppression of competing led to the formation of dense homogeneous stands with closed canopies. This structure impeded air movement, and increased humidity levels, both favored by powdery mildews. Homeowners were generally following lawn care practices that focus on the use of high nitrogen fertilizers. The nitrogen induced the formation of highly succulent leaves in the oak, also favored by the powdery mildew. Due to the mildew's high specificity of host-pathogen interactions, the oak monocultures were more vulnerable to the disease.

#### **Increasing Survival of Recreationally Released Fish. (03)**

**R. Novak**, Charlotte County, **J. Stevely\***, Manatee County, **C. Adams**, Sea Grant, **D. Sweat**, Pasco County, **M. Crane**, Miami-Dade County

**Key Words:** Catch-and-release, fisheries management, recreational fisheries.

Many recreational fishing regulations require release of fish due to size and bag limits. If these regulations are to protect and enhance fisheries stocks, a significant number of released fish must survive. Special procedures are required when catching retrieving from the surface fish from deeper waters. **Objectives:** Develop educational materials and expertise within marine extension program to conduct targeted educational programs. Determine if recreational anglers will adopt practices that will increase survival of released fish. **Materials and Methods:** Workshop held to train marine extension faculty in proper catch-and-release techniques, including fish venting. Developed appropriate training tools (Fact Sheet, video, PowerPoint, photos, etc.) Conducted outreach at fishing tournaments, fishing expos, meetings, and wrote newsletter and mass media articles. A comprehensive mail-out survey evaluation was completed. **Results:** Fish venting training and tools have been provided to 5,000 deepwater recreational anglers. Sixty eight percent of survey respondents (51%) indicated they had adopted the practice of venting fish. Almost two-thirds (62%) of negative respondents indicated they had not yet had the opportunity to vent fish.

**Improving biological control of Brazilian peppertree through characterization of the genetic diversity in Florida (03)**  
**W. A. Overholt\***, St. Lucie County, **J. P. Cuda**, Alachua County, **K. Gioeli**, St. Lucie County, **C. Hughes**, Miami-Dade County  
**Keywords:** genetic diversity, biological control

Brazilian Peppertree (BP) is one of the most serious invasive plants in Florida, currently occupying an estimated 700,000 acres. In Brazil, five varieties of BP are known to occur, but in Florida there is no information on the diversity of this tree. Biological control programs aim to reunite invasive plants with their co-evolved natural enemies from the native home. Thus, identifying the varieties of BP in Florida will help to better target foreign exploration for host specific natural enemies in South America. **Objectives:** 1) To collect BP throughout its distribution in Florida and 2) To characterize the genetic diversity of samples using DNA. **Methods:** Collection kits were sent to a network of extension agents and other volunteers throughout Florida. All samples were geotagged for GIS mapping, and then shipped to the University of Miami for DNA analysis. **Results:** To date, over 300 samples of individual trees have been collected from a variety of habitat types. The geographic coverage of the samples includes most counties where BP occurs, from Monroe in the south to Volusia County in the North. Preliminary analysis suggests a single introduction of BP into Florida.

**4-H Teen Leadership and Marine School Enrichment (06)**  
**K. Roberts\***, **M. Bradway\***, Miami-Dade County Extension

Those who know of the benefits of the 4-H program would like to see an increase in membership. State testing mandates in Florida are adding additional stress on teachers and they are hesitant to add additional curriculum, like 4-H, to their workload. A 4-H curriculum designed to compliment state objectives will be more readily accepted into the public school system. Additionally, a school science fair to introduce curriculum using interactive, fun methods is beneficial toward 4-H teacher recruitment. Cool Critters from the Sea is a two part, Elementary School curriculum with the following **Objectives:** Extension Agents will be provided training and curriculum to (1) conduct marine science fairs utilizing 4-H members to teach 12 stations and (2) provide teacher curriculum in which students will increase skills in reading and math while increasing marine science knowledge. **Methods:** Four school science fairs were held utilizing a total of 45 trained 4-H members in teaching 12, interactive learning stations. **Results:** The marine school science fairs resulted in 44 teachers and 1140 members recruited in 4-H school enrichment. It was observed that the trained teen leaders who taught learning stations increased in public speaking and teaching strategy skills. Participating students were very attentive and enthusiastic about these interactive stations. Teachers stated that the 4-H marine science curriculum met state standards and would assist their students in math and reading skills for the FCAT test. **Conclusion:** The two part marine science curriculum was proven successful for assisting 4-H teen leadership and increasing school enrichment membership.

**Conducting Extension Programs for Deaf Clients (06)**  
**G. Sachs\***, **M.P. McGuire\***, St. Johns County Extension.

**Objective:** Preparing and conducting programs for audiences that include hearing impaired clients require certain considerations. We will provide suggestions that will hopefully make it easier for extension agents to address the needs of deaf clients. **Method:** The Florida School for the Deaf and Blind is located in St Augustine (St Johns County). St Johns County Extension has conducted several classes and programs which have included deaf clients in the audience. We have had to hire sign language interpreters, and have developed a list of suggestions for presenters who will be working with interpreters. **Results:** Since 2002, we have taught 7 workshops that have included deaf teachers from FSDB. We currently have a deaf 4-H member in the St Johns County 4-H program whose parents are also deaf. In general, any activity that is used with hearing clients can be used with deaf clients.

**Building A Seagrass Meadow - Improving Water Quality (02)**  
**L. Scotto**, Indian River County  
**Keywords:** Seagrass, Stormwater, Watershed, Estuary, Habitat, Pollution

Seagrass meadows are indicator species of the health of many Florida estuaries. The health of these seagrass meadows can be detrimentally impacted by human activities such as improper fertilization practices that create algae blooms and block sunlight from reaching the seagrasses. **Objectives:** To provide a training demonstration enabling Extension faculty members to build a low cost seagrass meadow and explain habitat value in a 3-dimensional way. The session will allow for discussion on stormwater impacts and homeowner responsibility on water quality improvement. **Methods:** Materials for this model include pipe cleaners, multi-color beads, a Styrofoam base, wire cutters and a free video entitled *Watersheds, Wetlands and Wildlife*. The model can be used: 1) as a static display in public facilities such as Libraries, banks, etc.; 2) in a classroom/outdoors with students; 3) conducting programs with adults, including governmental officials; 4) at large events as Fairs, Festivals, and 5) teacher workshops. **Results:** After a conference presentation to 30 participants, Scotto surveyed participants and concluded that 100% of the respondents increased their knowledge of seagrass meadow ecology and how human activities can detrimentally impact this habitat. In addition, participants could identify at least three landscape practices that could be changed to conserve healthy seagrass habitat. **Conclusions:** Agents can utilize this model for a wide variety of audiences to increase knowledge of the connection between land management practices and the downstream effect of non-point source pollution on benthic communities such as seagrass meadows. This connection intuitively leads to adoption of Florida Friendly Landscaping Practices.

**Students Learn about St. Marks Watershed through Oral History Video-documentary Project (02)**  
**W.L. Sheftall\***, Leon County; **S. Solburg**, Wakulla High School; **R. Seidler**, Seidler Productions; **L. Berger**, Seidler Productions; **G. Brown**, Florida Fish & Wildlife Conservation Commission  
**Keywords:** watershed education, videography, oral history, inter-generational learning

Student production of a video-documentary exploring relationship of the people of Wakulla County to natural resources of the St Marks River Watershed was designed as an inter-generational oral history project. Technical aspects of project were planned and carried out by partnership between Wakulla High School and Seidler Productions. Project vision, leadership and funding were



provided by Extension. **Objective:** To provide a vehicle for youth to discover historic and cultural linkages between their community and its natural resources. To increase awareness of importance of conserving natural resources integral to culture and quality of life of their own and future generations. **Methods:** Project was tailor-made as a teaching tool for video production. Students received 36 hours of classroom instruction on storyboarding, camera techniques, sound techniques, interviewing skills, narration, voice-over, graphics, downloading archival footage and editing. Technical assistance in using digital video-camcorders and editors was provided by professional videographers. Students arranged and conducted 9 oral history interviews with local old-timers and 7 with area ecologists. They filmed their school's chemistry class conducting surface water testing for pollutants. Student producer and assistants spent approximately 32 hours interviewing, 32 hours filming, and 700 hours editing. **Results:** A 20-minute video of professional quality was produced for use in educating fellow students, local citizens, civic organizations and elected officials about the thread of mutual reliance that has existed for generations between the people and natural resources of Wakulla County. **Conclusion:** Project allowed students to discover that vulnerable natural resources underpin their culture and quality of life. Student perception of importance of protecting surface waters and groundwater within their watershed changed dramatically. Video-documentary will allow others to experience their journey of discovery.

#### **Wakulla Springshed Service Learning Lays Groundwork for Living Sustainably (06)**

**W. Sheftall\***, Leon County Extension; **D. Bennett**, Wakulla County Extension

A community's ability to live and grow sustainably amidst high quality natural resources requires both knowledge and motivation among its citizens. Leon and Wakulla County youth need to develop a basic understanding of their local environmental heritage, and a conservation ethic to protect their assumed birthright to clean water for future health, recreation and biodiversity. **Objectives:** Eight volunteer Master Wildlife Conservationists (MWCs) and 250 middle school students will be educated about the area's signature natural resource – the world's largest mapped wet cave system. This karst hydrogeological system links the population, land use, stormwater and wastewater effluent of the state's capital city, with the drinking water, spring flow and ecotourism of its rural, down-gradient neighbor. **Methods:** An environmental education partnership was formed to develop a whole-school, field-based, hands-on, service-learning curriculum in a pilot middle school. MWCs were recruited and trained to help teach this curriculum. They learned background information to enable interpretive instruction in the field. They experienced hands-on field labs they later supervised after training student mentors to lead. **Results:** Nine field labs were developed and pilot-tested. Themes were ecology of a spring-run stream (6th-grade); chemistry, clarity and flow characteristics of springs (7th-grade); and maps, karst geomorphology, and springshed hydrogeology (8th-grade). Forty-five students were chosen by their teachers to serve as peer mentors in a cascade. **Conclusions:** Student data collection, analysis, and presentation of results on-line will provide a service to park management, and give students a background understanding of the fragility of their local drinking water quality. MWCs have become interested in how to live sustainably in order to protect the declining health of the Wakulla Springshed they now better understand and value.

#### **Southeast Atlantic Coastal Ocean Observation System: An Example of Regional Cooperation and Collaboration (05)**

**C. Simoniello\***, SEACOOS Regional Extension Coordinator, **M. Spranger**, UF IFAS Extension, Assistant Director

In 2001 the South East Atlantic Coastal Ocean Observing System (SEACOOS) was established as the prototype regional observing system for the Southeast (NC, SC, GA, FL). Part of the national system (Integrated Ocean Observing System) that contributes information to the Global Ocean Observing System (GOOS), SEACOOS's eleven partners collaborate in developing the physical, organizational and educational OOS components for the SE. Florida Sea Grant Extension is coordinating the extension and education activities. With counterparts in NC, SC, and GA, we conduct needs assessments and develop and disseminate educational programs and products that serve the critical and expanding needs of environmental protection, public health, industry, national security, education, research, and recreation. **Objective:** To develop a regional extension educational program on ocean observation systems that raises awareness and understanding, and increases application of information derived from ocean observation systems. **Methods:** Conducted regional meetings to develop educational agenda; Engaged extension personnel to develop a coordinated, integrated regional program; Developed "educational toolkit" (PowerPoint presentations, brochures, displays) for extension personnel; Conducted extension in-service trainings; Formed synergistic partnerships with other education institutions and entities (i.e. Centers for Ocean Science Education Excellence). **Results:** A four-state extension program is now underway in the Southeast. \$500,000 has been allocated annually to fund these efforts. Project is being looked on as model for other regions in USA. **Conclusions:** Educational programs and products are being developed to target both formal and informal educational audiences; Local and multi-state extension efforts are critical to the success of the national ocean observing system initiative.

#### **Developing an Abandoned Vessel Removal Program Using a Team Based Approach (06)**

**Betty Staugler**, Charlotte County Extension

**Objectives:** Derelict vessels have been an ongoing concern in Charlotte County waters. This concern was exacerbated as a result of the 2004 hurricane season, which left close to a hundred vessels abandoned in the coastal waters of Charlotte County, and the removal of state funding, which in years prior to 2001 helped Counties fund the removal of these vessels. The goal of the abandoned vessel program is to develop a County administrative code that will empower the County with the authority needed to identify a vessel as abandoned so that it may be removed in a timely manner. In addition to this goal, the team desires to develop a boat amnesty program that would allow vessel owners to turn their unwanted vessels over to the County for proper disposal so that they do not become abandoned in the future. **Methods:** A committee was established consisting of various County department staff, law enforcement staff, and legal staff. This committee reviewed mechanisms being used in other counties and applicable State Statutes. They then developed a plan and timeline for implementation. Funding and staff to implement the program has been requested. **Results:** Using the Abandoned Property statute, a draft Administrative Code has been developed by the County attorney and a management plan is in the works. Further, a wet and dry boat amnesty program, funded by the County landfill has been developed. **Conclusions:** The newly created abandoned vessel program will begin in October 2006, the beginning of the County's new fiscal year.

#### **Mapping Historical Oyster Reefs Using Archived Maps and Charts (04)**

**J. Stevely\***, Manatee County Extension

**Objectives:** Establish historical extent of and distribution of oyster reefs in Little Sarasota Bay in order to plan oyster reef restoration. **Methods:** Source maps were scanned and georeferenced, oyster polygons were identified and digitized, and GIS coverages created. Source materials were Army Corps of Engineers and U.S. Coast and Geodetic H (hydrographic) and T (topographic) Smooth Sheets and recent (2001) habitat mapping conducted by Sarasota Bay National Estuary Program. **Results:** Using GIS coverages we were able to develop a picture of oyster reef evolution over the past 120 years. This information was used by Sarasota Bay National Estuary Program to plan an oyster reef restoration project. **Conclusions:** The project demonstrated that archived maps and charts of federal agencies, coupled with GIS technology, can provide powerful information for understanding historical trends and planning habitat restoration projects.

#### **CLAMMRS: Clam Lease, Assessment, Management, and Modeling using Remote Sensing, Project. (04)**

**L. Sturmer\***, Shellfish Aquaculture Extension Program; **S. Baker** and **E. Philips**, Department of Fisheries and Aquatic Sciences.

**Objectives:** The CLAMMRS, Clam Lease Assessment, Management and Modeling, Project is addressing the needs of an important emerging clam aquaculture industry in Florida, through a series of interrelated research and extension activities. This 4-year project is being conducted through funding from the U.S. Department of Agriculture in cooperation with the Florida Department of Agriculture. Needs being addressed include: 1) Optimization of farm management practices; 2) Risk of catastrophic crop loss; and, 3) Selection of new aquaculture lease areas. **Methods:** Specific tasks being implemented include: 1) Installation and maintenance of real-time water quality and weather monitoring stations at 10 clam lease areas in 7 coastal counties; 2) Creation of a web-based database with archived water quality information available for 2002-3; and, 3) Development of a clam production model to examine management practices. The clam farming community is involved in all stages of the project. **Results:** The continuous water quality data, which includes temperature, salinity and dissolved oxygen measurements, is providing growers with timely information important to their management decisions. Growers are beginning to identify trends in environmental conditions critical to clam health and production. Further, the database is being used in a pilot clam crop insurance program and other disaster assistance programs to document events associated with crop loss. **Conclusions:** Adoption of remote sensing technologies in management practices will enhance the sustainable development of open-water clam farming by increasing production, farm efficiency, and profitability. Ultimately, Project CLAMMRS may enhance the competitiveness of the Florida clam industry in the national marketplace.

#### **Beach Ecology Field Trips (02)**

**C. Verlinde\***, Santa Rosa County and **A. Diller\***, Escambia County

**Keywords:** field activities, beach ecology, fish identification, habitat

Many teachers requested marine hands-on field trips. Marine agents developed activities and coordinated efforts with volunteers to provide schools and 4-H youth with this type of field trip. **Objective:** Provide hands-on activities to teach students about different aspects of beach ecology and impacts to habitat and wildlife. **Methods:** Students are split into groups and directed through activity stations. Activities include: sea turtles species and habitat needs, a seven-foot visual aid with examples of marine debris illustrates the length of time these objects remain in the environment, use of a seine net is taught and students seine in a freshwater tidal pool and over seagrass beds, species of fish are identified, and the two sites are compared. Other activities include fish painting, demonstration of an Enviroscape® watershed model, water cycle concepts, and hermit crab races. **Results:** These field trips have reached more than 350 school and 4-H youth. Surveys showed that 82% of students surveyed were able to list 3 new things they learned on these field trips. Verbal questions asked throughout the activities showed students were able to tell about fish identifying characteristics, sea turtle species, importance of habitat and more. Parents are amazed at the diversity of habitats and activities that can be done on the island. This is usually the favorite field trip for teachers. **Conclusion:** These field trips are an important educational tool for students, parents and teachers of coastal counties to learn about the marine environment, impacts and practices to help protect this valuable resource.

#### **Sea Grass Awareness Celebration (02)**

**C.M.Verlinde\***, Santa Rosa County

**Keywords:** Seagrass, diversity, activities, education,

Since 2001, Governor Bush proclaimed March as Seagrass Awareness Month in the state of Florida. **Objective:** To educate residents and tourists about the importance of seagrass beds with a free educational celebration. **Methods:** The celebration took place along the shores of Shoreline Park in Gulf Breeze, Florida. 4-H youth and scouts were charged with collecting marine organisms for touch pools. Seine and dip nets were demonstrated and youth collected a diverse number of species, including: seahorses, scallops, pinfish, gobies, blue crabs and shrimp. Species were kept in pools for participants to hold and observe. Experts were on hand to help identify the species. Participants also enjoyed many marine crafts and games. Cast net and fishing rod techniques were demonstrated. Kayak rides and demonstrations were also offered. **Results:** More than 200 people attended the celebration. Responses indicated that both children and adults learned about the importance of seagrass habitat and the marine environment. Fishing and kayak skills were also improved. The event was well covered by the media with radio, newspaper and TV coverage. **Conclusion:** This event has grown in the past 2 years. Families came and stayed the whole day; children did not want to leave. Families have returned to the park and explored the seagrass beds and shoreline to entertain out of town visitors. This is an important annual event for residents and visitors to learn about the marine environment and how they can reduce impacts to our marine resources.

#### **District 1 Marine Camp, an Aquatic Adventure! (03)**

**C. M. Verlinde\***, Santa Rosa County, **A.P. Diller**, Escambia County, **L.S. Jackson**, Okaloosa/Walton Counties, **Kim McDonald**, Walton County, **Heather Shultz**, Jackson County, **P.J. Davis**, Bay County, **W.T. Mahan**, Franklin County

**Keywords:** marine camp, natural resources, youth development

The location and facilities of the UF/IFAS Camp Timpoochee provide a great opportunity for marine science education. As a result of the growing population of the Florida Panhandle, a unique opportunity was seen to provide local youth with a week long, action packed marine science camp. **Objectives:** 1. To increase marine and watershed knowledge and stewardship in local youth. 2. To expose youth to hands-on activities in marine science. **Methods:** The extension staff provided many activities for campers, including: snorkeling trips to two 2 different locations in Choctawhatchee Bay, a water quality and aquatic insect sampling trip at a Florida spring, a trip to Florida's Gulfarium, a shark program, canoeing, marine lab activities, sea turtle educational games, star gazing, bird watching, watershed model demonstrations, swimming and a trip to a local water park. Camp was organized with marine themes throughout, names of groups were marine organisms, the final "party" consisted of many marine oriented games and the importance of water quality was intertwined in all programs. **Results:** 80 % of campers increased their knowledge of seagrasses, sea turtles, Florida springs and watersheds. Additionally, 81% indicated they would pass the information learned on to family and friends. Campers enjoyed the hands-on activities and the only negative complaint was that they were so busy!!!! **Conclusions:** With the ever-changing coastal environment, and impacts from the upper parts of watersheds, these types of camps are important in the development of our future leaders.