EPAF

Extension Professional Associations of Florida

2016 Professional Improvement &
Administrative Conference
Daytona Beach Florida

Presentation of Extension Programs
Thirtieth Annual Proceedings

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

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Extension Professional Associations of Florida
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Dayton Beach Hilton Hotel and Conference Center Daytona Beach, Florida

30th PRESENTATION OF ABSTRACTS

Oral Abstract presentation session:
Tuesday September 27th, 2016 10:15 am - 2 pm
Wednesday September 28th, 2016 9 am - 11:30 am

EPAF Abstract Committee

- Wendy Wilber UF/IFAS Center for Landscape Conservation and Ecology
- Melanie Thomas UF/IFAS Duval County Extension Service
- Alex Bolques Florida A & M University

Health and Finances Hosted by FLORIDA EXTENSION ASSOCIATION OF FAMILY AND CONSUMER SCIENCES – FEAFCS
Wendy Lynch……**Coquina A**

Agriculture and Horticulture Hosted by FLORIDA ASSOCIATION OF COUNTY AGRICULTURE AGENTS –FACAA
Shawn Steed …… **Coquina B**

Youth Programming Hosted by FLORIDA ASSOCIATION OF EXTENSION 4-H AGENTS- FAE4-HA
Rachel Slocumb…… **Coquina C**

Extension Leadership Hosted by EPSILON SIGMA PHI –ESP
Maia McGuire ……**Coquina G**

Natural Resources Hosted by FLORIDA ASSOCIATION OF NATURAL RESOURCES EXTENSION PROFESSIONALS-FANREP
Nicole Pinson…….. **Coquina H**

The EPAF Board offers special thanks to:

- The chairs and members of ESP, FACAA, FAE4-HA, FEAFCS and FANREP abstract committees have the honorable task of reviewing and selecting the abstracts for this meeting.
- All Extension Faculty who submitted abstracts
- UF/IFAS Administration for their continued support of this EPAF Conference

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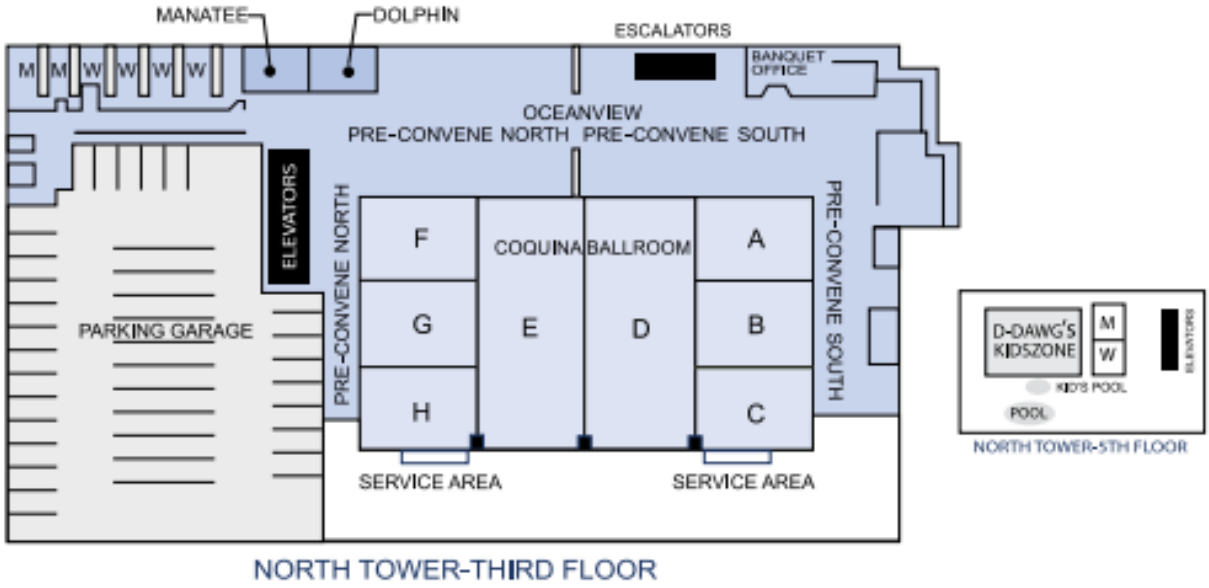

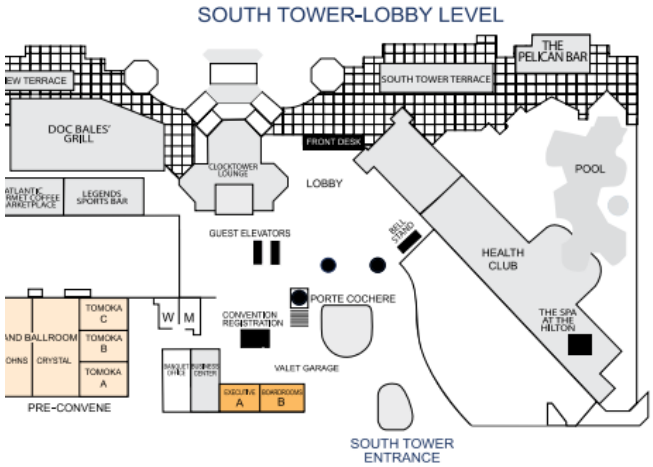

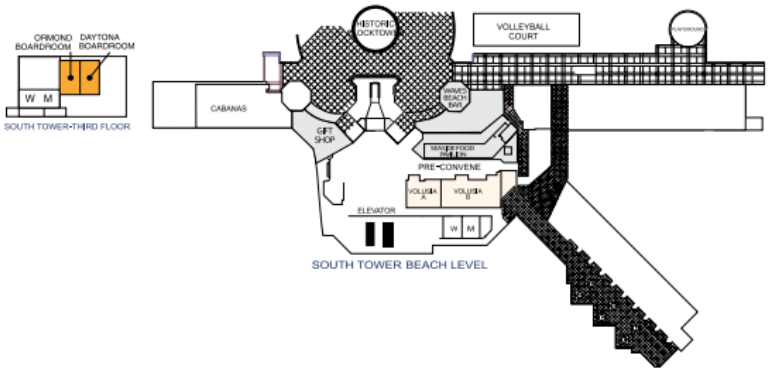

ABSTRACT SCHEDULES

EPAF Abstract Schedule
Tuesday September 27th, 2016

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10:35 10:55 am	Just loafin around beyond the loaf bread making classes J. Corbus, UF/IFAS Extension Washington and Holmes Counties jlcorbus@ufl.edu	Oriental Fruit Fly Eradication Program in Miami-Dade County Q. Wang*, J. Wasielewski*, UF/IFAS Miami-Dade County Extension	Connecting the Dots: Developing a Road Map for a Poultry Education Program A. Granger*, UF/IFAS Jackson County Extension; M. Brinkley, UF/IFAS Liberty County Extension; J. Brooks*, UF/IFAS Walton County Extension amgranger@ufl.edu	Martin County Water Ambassadors Program: Citizen Engagement Initiative J. Gellermann, Martin County Extension jpgeller@ufl.edu	Return on Investment for County Agents R.L. Jordi*, M. McAlpine*, M. Johnson*, L. Harlow*, K. Poppell*, Nassau County Florida rljordi@ufl.edu
10:55-11:15 am	Convenient Education at Home, Work or On-the Go: Expanding the Reach of Nutrition, Health and Chronic Disease Prevention W. Lynch*, Putnam County; J. England*, Seminole County; J. Lepore, Hillsborough County; W. Dahl*, Food Science & Human Nutrition Department	Promoting IPM and Behavioral Change One Beetle at a Time. W.C. Elmore Pasco County Extension wcelmore@ufl.edu	An Alternative to a 4-H Horse Show S. Michael, Central District shanemic@ufl.edu	Creating a Wildlife and Invasive Species Educational Program for Florida Master Naturalists and Florida Master Gardeners J. Davis*, UF/IFAS Sumter County Extension, B. Moffis*, UF/IFAS Lake County Extension, R. Boughton, UF/IFAS Range Cattle REC- Ona, J. Daniels, McGuire Center for Lepidoptera and Biodiversity, C. Demers, UF/IFAS School of Forest Resources and Conservation, S. Enloe, UF/IFAS Center for Aquatic and Invasive Plants, J. Hill, UF/IFAS School of Forest Resources and Conservation, S. Johnson, UF/IFAS Department of Wildlife Ecology and Conservation, M. Orlando, Florida Fish and Wildlife Conservation Commission, E. Pienaar,	Be Open to Innovation: The I Three Corp (Issues/Innovation/Impact) Experience Sponsored by eXtension L. Felter*, UF/IFAS Extension Food Systems RSA Central District, D. Campbell, UF/IFAS ,C. Glatting, Z. Glorioso, K. Korman, UF/IFAS Lfelter@ufl.edu

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1:00 - 1:15 pm	Family and Consumer Sciences (FCS) Programming throughout the Midwest: How have States Kept their Programs Vital Swenson, S. – Wakulla County sswenson@ufl.edu	2015 First Coast Specialty Crop Conference: Practical Skills for Strengthening Local Agricultural Communities T. Freeman*, UF/ IFAS Extension Duval County, D. B. Nistler*, UF/ IFAS Extension Clay County, B. Wells*, DPM, UF/ IFAS Extension St. Johns County, J. DeValerio, UF/ IFAS Extension Bradford County, M.E. Henry, UF/ IFAS Extension Polk County, D. Treadwell, Ph.D., Department of Horticultural Sciences, UF/ IFAS, J. Perez, State Coordinator Small Farms Specialty Crops, Department of Horticultural Sciences, UF/ IFAS. terraf@coj.net**K. Wynn, B. Tillman, N. Dufault**	Youth Peach Tree Project Turns Out Peachy Keen C. McAvoy, and K. Taylor*, UF/IFAS Extension Sumter County	A Creative Approach for Engaging Urban Audiences R. Madhosingh-Hector* and H. Landis*, UF IFAS Extension Pinellas County ramona.m.hector@ufl.edu, hlandis@ufl.edu	AmeriCorps Master Naturalists Improve Youth Environmental Education S. Dunning, Okaloosa County sdunning@ufl.edu

EPAF Abstract Schedule
Tuesday September 27th, 2016

	Health and Finances	**Agriculture/ Hort**	**Youth Programming**	**Natural Resources**	**Extension Leadership**
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1:30 - 1:45 pm	The FIT (Forever Improving Through) wellness series G. Murza, UF/IFAS Extension – Osceola County gmurza@ufl.edu	First Line Defenders – Master Gardener Volunteers W. Lester* J. Davis. Hernando County, Sumter County.wlester@ufl.edu	Youth Learning and Applying Financial Responsibility – A Step beyond LOMO D. Smith*, N. Nelson*, S. Kennedy, Manatee County dlsmith2@ufl.edu	Extension Goes to Prison: Reduce Recidivism, Save Taxpayer Dollars L. Singleton, UF/IFAS Sumter County Extension lsingleton@ufl.edu	Assisting Extension Colleagues in the South District Obtain Grant Writing Skills Via a 4-hour Workshop. C. Kelly-Begazo*, UF/IFAS Extension Indian River County; A. Neal, UF/IFAS Extension St. Lucie County; J. Smith, UF/IFAS Extension Miami-Dade County. ckellybe@ufl.edu
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EPAF Abstract Schedule
Wednesday, September 28th , 2016 • 9 am - 11:30 am

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9:15 - 9:35 am	Florida Master Money Mentor Client Connections through Virtual Communications: Opportunities and Limitations L. Leslie, UF/IFAS Extension Hillsborough County lmleslie@ufl.edu	Seeing is Believing: Demonstrating Water Savings in Florida Potato C. Snodgrass*, Manatee County Extension, G. Liu, UF/IFAS Horticultural Sciences Department crys21@ufl.edu	Marketing Extension to Non-Traditional Audiences through an Arbor Day Mail Art Call N.D. Pinson*, UF IFAS Extension Hillsborough County; R. Northrop*, UF IFAS Extension Hillsborough County; S. Steed*, UF IFAS Extension Hillsborough County pinsonn@hillsboroughcounty.org	Florida Microplastic Awareness Project: A Citizen Science Initiative M. McGuire*, Flagler County Extension; R. O'Connor, Escambia County Extension; C. Verlinde, Santa Rosa County Extension; L. Tiu, Walton County Extension; L. Milligan, Pinellas County Extension; S. Krueger, Monroe County Extension; L. Krimsky, Miami-Dade County Extension; H. Abeels, Brevard County Extension, M. Johnson, Nassau County Extension. mpmcg@ufl.edu	The Limited Release of Tamarixia radiata in the Citrus Groves of Oak Hill, Florida K. M. Stauderman, UF/IFAS, Extension Volusia County.kstauderman@ufl.edu
9:35 - 9:55 am	Homeflow: A UF-IFAS/Habitat-for-Humanity, Mortgage Risk-mitigation Program based on Improving Housing Maintenance and Strengthening Occupants' Relationships Dr. Randall A. Cantrell, Family, Youth and Community Sciences rcantrell@ufl.edu	Expanding Community Outreach through Master Gardener-funded Demonstration Garden Grants: Pilot Program Results. Y. Goodiel, UF/IFAS Extension Martin County goodiel@ufl.edu	AgExplorations Popa, K., DeSoto County kpopa@ufl.edu	Aquascape Education Methods: Comparing Interest and Behavior Change Sudol, T. Seminole County. Tsudol@ufl.edu	An Effective Extension Program Highlighting Research Applied to Landscape and Pest Control Professionals H. Mayer*, UF/IFAS Extension, Miami Dade County and A.J. Palmateer, UF/IFAS, TREC, Homestead, FL hmayer@ufl.edu

Break					
10:30-10:45 am	Building Community Resource Development Programming S. Ellis*, Citrus County Extension ellissm@ufl.edu	UF/IFAS Beef Cattle Webinar Series C. Prevatt* Range Cattle Research and Education Center.prevacg@ufl.edu	Increasing Appreciation for Natural Resources in 4-H Youth R. Slocumb, UF/IFAS Extension, Lake County, Tavares, FL r.fautsch@ufl.edu	Improving Compliance with a Sea Turtle Lighting Ordinance on St. George Island, Florida E. Lovestrand*, Franklin County Extension Director/Sea Grant Agent II RSA S. Jackson*, Bay County Sea Grant Agent IV RSA elovestrand@ufl.edu lsj@ufl.edu	Comparison of Fall Establishment of Plugs of Zoysia and St. Augustine Grass in Central Florida Ricketts G., UF/IFAS Extension in Osceola County FL. gricketts@ufl.edu
10:45-11:00 am	Expanding the Impact of Personal Finance Education through Credit Counseling L. Leslie, UF/IFAS Extension Hillsborough County lmleslie@ufl.edu	The Business of Cattle J. McWhorter* UF/IFAS Highlands County, C. Prevatt* Range Cattle Research and Education Center. JCM0033@ufl.edu	Securing Community Support in an Underserved Area J. Kelly, UF/IFAS Extension-4-H, St. Johns County jkelly@sjcfl.us	Save Our Springs, Manage the Manure Water Bottle Give-Away J. Cohen-Wallace, Marion County jamiecohen@ufl.edu	Growing Plants and Volunteers: A Master Gardener Nursery Project S. Dunning, Okaloosa County sdunning@ufl.edu
11:00-11:15 am	Growing For Profit: Agribusiness Fast Track Training Series - Program Comparison T. Freeman, UF/ IFAS Extension Duval County. terraf@coj.net	Lunch & Learn Cattlemen's Series D. Fenneman, Madison County dfenneman@ufl.edu	Increasing Diversity, Engaging Youth, and Utilizing Resources Wisely to Benefit 21st Century Partnerships V. Spero-Swingle*, UF IFAS Extension, E. Shephard*, UF IFAS Extension Brevard County, T. Forschino*, Brevard Public Schools Vspero@ufl.edu	Living in Central Florida: Transitioning from Newbie to Native Y. Zhuang*, and J. LeCroy* UF/IFAS Extension Marion County yilinz@ufl.edu; jlecroy@ufl.edu	Youth Leaders Create Sustainable Extension Pollinator Garden L. Barber* and N.D. Pinson*, UF IFAS Extension Hillsborough County barberl@hillsboroughcounty.org
11:15-11:30 am	The Power of Faith-Based Ministries in Strengthening Extension Health Program Outreach to Underserved Populations N. Gal*, Marion County and L. Bobroff*, Family, Youth and Community Sciences nancy.gal@marioncountyfl.org	Modern Technology to Assess Peanut Maturity ET Carter*, UF/IFAS at Jackson County DL Rowland, UF/IFAS Agronomy Department ethancarter@ufl.edu	Leon County Seed Library Program Jameson, M. Leon County mjameson@ufl.edu	'Let Every Drop Count' Landscape Water Conservation Campaign L.A. Albrecht., Palm Beach County lalbrecht@pbcgov.org	Using Social Media and Technology for Extension Program Delivery: A Pilot Project Keith G. Diem*, Ph.D., Professor & Extension Specialist, Family, Youth, & Community Sciences, Ruth H. Borger, Ed.D., Assistant Vice President, IFAS Communications, Co-P.I. Michael S. Gutter, Ph.D., Sarah Ellis* Citrus County Lisa Leslie* Hillsborough County, Ricki McWilliams, NW District, Tim Momol, Central District Director, Natasha Parks*, Duval County Linda Spence*, Marion County Tiffani Stephenson, IFAS ICS keithdiem@ufl.edu

Health and Finances

Coquina A

Wendy Lynch FEAFCS Abstract Chair

Tuesday, September 27th, 2016 10:15 am - 2 pm

Wednesday, September 28th, 2016 9 am - 11:30 am

Time Tuesday	Speakers	Abstract
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10:35-10:55 am	J. Corbus	Just loafin around beyond the loaf bread making classes
10:55-11:15 am	W. Lynch, J. England, J. Lepore	Convenient Education at Home, Work or On-the Go: Expanding the Reach of Nutrition, Health and Chronic Disease Prevention
11:15-11:30 am	Taylor Spangler, Samara Deary, Katherine Marin	Financial Ambassadors Piloting Program: Money Teaching & Simulation with Young Students
11:30-12:45 am		
1-1:15 pm	Swenson, S	Family and Consumer Sciences (FCS) Programming throughout the Midwest: How have States Kept their Programs Vital
1:15-1:30 pm	P. Fletcher, C. McCassio, W. Lynch	Youth Blooming with Blueberries
1:30-1:45pm	G. Murza	The FIT (Forever Improving Through) wellness series
1:45- 2 pm	T. Badurek	Pinellas County School Board Employee Wellness Class Series
Wednesday September 28th 9 am - 11:30 am		
9-9:15 am	J. England	Creating a County-based America Saves Week Facebook Campaign in 30 Minutes or Less
9:15-9:35 am	L. Leslie	Florida Master Money Mentor Client Connections through Virtual Communications: Opportunities and Limitations
9:35-9:55 am	R. Cantrell	Homeflow: A UF-IFAS/Habitat-for-Humanity, Mortgage Risk-mitigation Program based on

		Improving Housing Maintenance and Strengthening Occupants' Relationships
10:00-10:30 break		
10:30-10:45 am	**S. Ellis**	**Building Community Resource Development Programming**
10:45-11:00	**L. Leslie**	**Expanding the Impact of Personal Finance Education through Credit Counseling**
11:00-11:15	**T. Freeman**	**Growing For Profit: Agribusiness Fast Track Training Series - Program Comparison**
11:15 -11:30 am	**N. Gal, L. Bobroff**	**The Power of Faith-Based Ministries in Strengthening Extension Health Program Outreach to Underserved Populations**

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

Teaching Food Safety with Innovative Programming

J.Breslawski, UF/IFAS Extension in Okaloosa and Walton Counties jbreslawski@ufl.edu

Objectives: Food safety is a key initiative for family and consumer scientists. However, sometimes teaching the fundamentals of food safety is repetitive and uninteresting. Enticing clients to attend a program designed solely around food safety can be a challenge. A cheese making program was developed in an effort to reach clientele in need of food safety programming. There is a growing interest in artisanal food production. One of the food items that is fairly easy, yet interesting to make is cheese. During the process of cheese making there is a high potential for contamination and foodborne illness. Teaching clients food safety and sanitation procedures will reduce the risk of foodborne disease. Methods: Participants were delivered a presentation on the subject of food safety and sanitation and risks of foodborne illness. In a group learning workshop demonstrations of cheese and yogurt making were showcased. Hands on participation was encouraged. Participants were supplied with cheese making materials so they were able to recreate the procedures at home. The program was designed to include HCE volunteers who participate in the training. Results: Participants gained knowledge about equipment sanitation, personal hygiene, temperature control, and food borne illness during the program. They gained the skill to make cheese and Greek style yogurt safely in a home environment. Each participant left with the materials necessary to replicate the experience at home. Conclusions: 86% of participants reported being more knowledgeable about storing ingredients for cheese and yogurt making. Follow up surveys are currently being conducted.

Just Loafin' Around/Beyond the Loaf Bread Making Classes

J. Corbus, UF/IFAS Extension Washington and Holmes Counties lcorbus@ufl.edu

In recent years, Florida residents have expressed a desire to "return to basics" – to learn food preparation and preservation skills commonplace in previous generations. In response, the Agent and a Master Food Preservation Volunteer developed two bread making classes. Objectives: Participants will learn how to prepare loaf and other varieties of bread to enhance family meals and increase self-sufficiency. Methods: Just Loafin' Around was developed to teach the preparation of loaf breads. Content included samples of various grains, the role of each ingredient in bread, demonstration of kneading using mixer dough hooks, and guidelines for using a bread machine. Beyond the Loaf featured demonstrations of hamburger and hot dog buns, pizza dough, tortillas, and crackers. Nutrition information about grains was taught in both classes. Factsheets, recipes, samples, and door prizes were distributed. Each two-hour class was taught twice and a nominal registration fee was charged to cover materials. Results: A total of 138 attended the four classes; 66% improved their knowledge gain posttest score an average of 14 points on the Just Loafin' Around evaluation; 96% listed at least two concepts learned on the Beyond the Loaf end-of-class survey; 94% planned to prepare at least one of the recipes demonstrated. From 12 responses to a follow-up survey, 11 had prepared one or more bread products demonstrated in the classes; one planned to prepare a bread product within the next year. Conclusions: Participants are learning food preparation skills to enhance their meals, improve their diet, and increase self-sufficiency.

Convenient Education at Home, Work or On-the Go: Expanding the Reach of Nutrition, Health and Chronic Disease Prevention

W. Lynch*, Putnam County; J. England*, Seminole County; J. Lepore, Hillsborough County; W. Dahl*, Food Science & Human Nutrition Department wendyw74@ufl.edu

Many Americans have one or more preventable, diet-related chronic diseases, including cardiovascular disease, type 2 diabetes, and overweight and obesity. According to the CDC (2016), chronic diseases are responsible for seven of ten deaths each year. Objectives: 1. Participants will increase knowledge and self-efficacy in healthy eating and chronic disease prevention. 2. Participants will identify at least one behavior change related to improved food choices. Methods: A nutrition webinar team was developed to address the need for expanded reach of chronic disease prevention and nutrition education while limiting the barriers of time, money, and travel for adult participants. Four webinars were developed and delivered monthly, namely: Nutrition Tips for 2016, Love Your Heart, Health Benefits of the Mediterranean Diet, and Breaking down the Dietary Guidelines for Americans: What You Need to Know. Results: There were 149 total participants with 59% completing a follow-up survey. Most (95%) of 100 respondents increased knowledge on ways to improve their diets, whereas 33 participants (94% of respondents) increased knowledge of how to make dietary changes specific for chronic disease prevention. In addition, 73% of respondents (n=60) plan to increase fruits and vegetable consumption. Increased self-efficacy in improving dietary behaviors was indicated in all (100%) respondents to this evaluation item (n=13). A follow-up survey will evaluate if the identified behavior change(s) were maintained (data available after July 2016). Conclusions: Virtual delivery provided effective access to quality, research-based nutrition and chronic disease prevention education. Additional webinars will be developed based on assessed need and participant suggestions.

Financial Ambassadors Piloting Program: Money Teaching & Simulation with Young Students

Taylor Spangler-State Coordinator Financial Mentoring programs, Samara Deary-FCS Bradford/Union County, Katherine Marin-FCS Financial Duval County

Becoming a successful money manager takes skill. Young people need financial education in order to overcome financial demands when having to live on their own or ready to move on to college. Further, many financial habits are learned early on and within the family network. Getting young adults involved in learning how to obtain a source of income that can support their desire living, budgeting or the importance of credit are often overlooked. This program provides young adults ages 12 and up with the opportunity to transition through life as an adult and make financial decision based on family size, occupation and credit status. Objectives: Through the Living on My Own classroom simulation and MyMoneyMyFuture students are trained to teach and gain an awareness of 1.) The cost of living on their own, 2.)The links between education, occupations and salaries, 3.) Using financial institutions and 4.) Making wise consumer choices. Methods: In Bradford program students met together for 4 days for 45 minutes to learn about money, understanding a paycheck, paying taxes, the importance of credit, budgeting and setting goals. The students were broken up into family units and followed the MyMoneyMyFuture book with simulated scenarios related to life and financial activities and events. Students experienced living as adults receiving a pay check, paying rent as well as other life events. Each transaction made had to be tallied on their transaction register. What they could purchase was based on their income available and credit status. In addition, students under this program were used to teach these skills on their own and function as ambassadors. Results: Post evaluation indicated that 1.) 83% achieved knowledge gain on how to budget funds, maintain a checking account when writing checks and using debit cards. 2.) 100% of gained an understanding of the importance of credit and how to maintain good credit. 3.) 100% of the group gained knowledge in the importance of choosing an occupation that provides a good source of income in order to provide for everyday needs. Conclusion: Students who participate in an educational financial management program are often more aware of life events than those who do not, using their own knowledge and providing the opportunity for them to teach reinforces this knowledge. Sounds financial choices benefit young adults throughout life.

Family and Consumer Sciences (FCS) Programming throughout the Midwest: How have States Kept their Programs Vital while Facing Declining Budgets

Swenson, S. – Wakulla County sswenson@ufl.edu

OBJECTIVES: To provide insight and tangible evidence of how FCS Agents have adapted their educational programing to continue to meet the needs of their clientele through years of difficult funding.
To encourage others to pursue study leaves to enhance Florida IFAS FCS programing. METHODS: A six month Study Leave was granted from UF/IFAS which allowed me to spend a month in each of the following states: Colorado, Kansas, Nebraska, Missouri, and South Dakota. Each state's FCS Extension Program Director assisted me to identify individuals who are innovatively accomplishing the mission and goals of the University's Extension Service. Time was also provided to visit some Florida Extension FCS Agents of whom I have admired due to their successful, innovative programing. RESULTS: Research-based programming on a variety of topics is creatively being done throughout the Midwest through innovative staffing plans, shared responsibilities across county-lines and by focusing on fewer programs. This allows them to go deeper into key problems facing their public. In-depth, marketable data is secured at the county and state levels to advocate for additional future funding. CONCLUSIONS: Florida has been extremely fortunate that funding has remained steady for FCS programming. Being "ahead of the game" in planning for our programming future can be of great importance. Relying on the findings of our colleagues in other states can provide a necessary aspect of planning.

Youth Blooming with Blueberries

P. Fletcher*, Putnam County; W. Lynch*, Putnam County; C. McCazzio*, Putnam County wendyw74@ufl.edu

Putnam County has 44.3% of youth under the age of 18 living in poverty. All of Putnam County schools qualify as Title I. Low income youth may be at a higher risk for participating in risky behaviors. There is strong evidence that supports teaching at-risk youth essential life skills to reduce their risk in participating in risky behaviors, as well as, improving their ability to become productive members in their community. Objectives: Youth will: 1. increase knowledge of home food preservation methods. 2. successfully demonstrate blueberry bush care, including media, water, and fertilization. 3. demonstrate responsibility by maintaining accurate project book records. Methods: Putnam County has traditionally provided youth an opportunity to explore entrepreneurship through exhibiting and selling livestock. To provide all youth an entrepreneurial opportunity, the Blueberry Project, a lower-cost project was developed to meet the financial constraints of families. Three workshops were held for eleven youth and taught blueberry basics from farm to fork: growing, budding, blooming, pest management, marketing, and after harvest food preservation. Results: 50% (n=11) participants returned the post-then-pre evaluation. 58% (n=6) of youth reported an increase in their overall confidence of accomplishing tasks related to growing blueberries and food preservation. Participating youth were awarded five blue ribbons, and one won the Best in Class in the Youth Division at the County Fair. All youth successfully demonstrated proper food preservation techniques while making blueberry jam. Conclusion: Youth successfully demonstrated essential life skills, such as, decision making and responsibility while learning about Florida Agriculture.

The FIT (Forever Improving Through) Wellness Series

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Objectives: In Osceola County, over 60% of adults are overweight and obese, which is tied to many chronic illnesses that can place a burden on the economy and individual. The FIT Wellness Series helps participants learn how to adopt and maintain wellness behaviors through the use of strategies for healthy weight loss. Fifty percent of participants will show a 5%-7% weight loss by the end of the six-week program, will incorporate at least two strategies that match their health goal(s), and will report increased confidence in their ability to continue making healthy choices. Methods: In the first and last class, participants record their weight, body mass index (BMI), and body composition, but continue to track their weight weekly. They can also track their cholesterol, blood pressure, and blood sugar/A1c. At least one health goal is set and tracked by engaging in activities tied to the topics covered, including portion sizes and measuring food; reading a food label; importance of macronutrients; understanding popular diets; physical activity and body types; and chronic disease prevention and/or management. Results: At the end of the six-week program, 50% of participants recorded a 10-pound weight loss. Two participants recorded decreased BMI, cholesterol, and blood pressure. One participant reported discontinuing one blood pressure medication. All participants reported increased confidence in their ability to incorporate the strategies learned. Conclusions: Programs such as the FIT Wellness Series can help individuals learn and use strategies to help adopt healthy behaviors for weight loss and general health, lowering the burden of chronic illnesses on the economy and individual.

Pinellas County School Board Employee Wellness Class Series

T. Badurek*, UF/IFAS Extension, Pinellas County; N. Jensen, UF/IFAS Extension, Pinellas County, H. Landis, UF/IFAS Extension, Pinellas County, R. Madhosingh-Hector, UF/IFAS Extension, Pinellas County, B. Niemann*, UF/IFAS Extension, Pinellas County

This project was borne out of the relationship of one agent to the Pinellas County School Board by offering a variety of worksite wellness classes since 2010. In 2015 Extension expanded class offerings into other Extension subject areas such as gardening, energy savings, rain-water collection, and more. OBJECTIVES: Objectives of this class series included providing worksite wellness programs to school board employees and enhancing revenue in each Extension discipline. METHODS: Agents from the Family and Consumer Sciences, Florida-Friendly Landscaping ™ Program, Sustainability, and Urban Horticulture submitted class topics to the school board for site wellness coordinators to choose from. Using Eventbrite each agent charged the client a $50 speaker fee per one-hour class. Classes were held during work hours in classrooms, administration offices, and maintenance facilities and attendees included teachers, administrators, and other staff. RESULTS: 49 classes were held with 875 participants, and generated $2313.00 in revenue. Of those surveyed for knowledge gain and practice change, over 70% (n=152) intended to improve lifestyle habits or practices. CONCLUSIONS: This series is a successful way to reach new audiences and work as a team to provide a variety of Extension information. Most employees have little time in their schedules to attend classes and this allowed Extension to bring knowledge directly to them.

Creating a County-based America Saves Week Facebook Campaign in 30 Minutes or Less

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America Saves is a nationwide effort to encourage families and individuals to build personal wealth. The America Saves Week (ASW) campaign promotes good saving behaviors as part of the overall America Saves program. UF/IFAS Extension as well as other government, non-profit, and corporate entities participate in the campaign. OBJECTIVES: 1. Increase public awareness of ASW and good financial practices through extension Facebook pages. 2. Provide easy-to-use, eye-catching Facebook posts to assist Family and Consumer Sciences (FCS) agents in creating an ASW social media campaign. METHODS: Eleven memes and customizable posts were created and delivered to FCS agents statewide. Posts promoted reducing debt, creating financial goals, saving for retirement, creating an emergency fund and wise use of income tax refund. An implementation handout was created including information on scheduling posts in advance. All materials could be posted in less than thirty minutes by a novice; less than ten minutes by a more experienced user. RESULTS: A follow-up survey was conducted three weeks after ASW concluded. Twenty-five counties responded. Eleven agents reported using the posts; ten had scheduled the posts in advance. Ten agents used six or more of the prepared posts. Eight agents reported a total of 6287 views. Not all agents responded or reported number of views. CONCLUSIONS: Providing easy-to-use social media materials encourages agent usage and increases public awareness of extension educational campaigns.

Florida Master Money Mentor Client Connections through Virtual Communications: Opportunities and Limitations

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Traditionally, Florida Master Money Mentors provide financial mentoring to clients via in-person meetings. During meetings, mentors provide educational information and seek to motivate clients towards positive behavior steps. Clients often leave the meetings expressing enthusiasm and a readiness to take control of their financial situation. Later, clients can become overwhelmed and discontinue further work with the mentor. Mentors can keep clients engaged by offering motivational pings to clients via texts and emails. In addition, using web conferencing they can meet with clients without the inconvenience of travel. OBJECTIVES: 1) Increase Florida Master Money Mentor client engagement to enable client self-efficacy. 2) Motivate clients toward long-term behavior changes that lead to increased financial stability. METHODS: Florida Master Money Mentors in Hillsborough County Mentors require a first time in-person meeting with their clients. They also use emails and text messaging to send motivational and informational messages to engage clients. When appropriate, mentors also use web conferencing for follow-up meetings with clients. RESULTS: Mentors using these technologies are better able to engage clients for periods extending greater than fifteen months. To date, four clients were able to identify unproductive and/or emotional spending, take control of their financial situation, reduce debt and increase savings. Three clients continued to engage in the mentoring process despite dealing with job losses and deaths in the family. CONCLUSIONS: Empathetic, nonjudgmental education and motivation can be effectively delivered through a variety of communication outlets. Method and message needs to match client need and situation.

Homeflow: A UF-IFAS/Habitat-for-Humanity, Mortgage Risk-mitigation Program based on Improving Housing Maintenance and Strengthening Occupants' Relationships

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Objectives: This program will inform participants how to use interactive videos to teach audiences about taking care of their most expensive investment—their home.
Methods: The program uses multiple interactive video modules to improve home maintenance and strengthen occupants' relationships. During each module, instructors are directed to pause the video and lead the audience through various workbook exercises designed to reinforce the lessons described throughout the modules.
Results: At the conclusion of the program, participants will be fully prepared to train audiences using the Homeflow program. Participants will receive aggregated data of all Homeflow programs so they can compare their results to others and use these data to write grants, articles, etc.
Conclusions: Homeflow is a UF/IFAS "platform" program being used by Habitat for Humanity, which has requested continued advancements to be added to this base program. Thus, participants trained to use Homeflow might be able to establish collaborative partnerships with their local Habitat affiliate. Further, Homeflow is being used by Oregon State University Extension, so it is now a multistate program. The next modules scheduled for development are Community-flow and Aging-in-Place--both requested by Habitat. These updates will be future add-ons to Homeflow, so participants trained now have the added benefit of transitioning into these other areas dealing with community development and aging populations. Further, resource guides are included with the Homeflow program so participants can follow the videos in their private time and learn the three topical areas of housing, relationships, and finance (either more comprehensively or initially).

Building Community Resource Development Programming

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In an effort to meet the changing needs of communities Extension programs must stay innovative. New programming, partnerships, and educational topics should be explored and developed. Community Resource Development programming can be a valuable way to improve and strengthen the community while attracting new and different audiences. Objectives: Tourism is a tremendous economic driver in this community with the 3rd highest unemployment rate in the state. Fishing is one piece of this economic pie. Charter captains and fishing guides will increase their confidence and ability to effectively market their services and improve day to day operations to meet client demands. Methods: The Extension agent partnered with the Marine Science Station and other community partners to provide a full day of educational programming on topics that included: marketing and branding, social media marketing, and sustainability of the fisheries. Results: 20 participants attended the workshop. Nineteen (95%) increased their knowledge and ability to improve day to day operations. 18 (90%) increased their confidence and ability to effectively market their services. 16 (80%) increased their knowledge and ability to use social media marketing as an effective way to market services. Conclusions: Educational programming can be targeted to new audiences and succeed. This workshop assisted local tourism businesses improve day to day operations and increased their ability to market their services effectively. By marketing effectively these businesses also increase their ability to succeed as business success depends upon successful marketing.

Expanding the Impact of Personal Finance Education through Credit Counseling

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Personal finance group learning events transmit knowledge, foster peer support, and increase motivation. However, many class participants need additional one-on-one help and guidance specific to their credit and debt situation. Key parts of this guidance include accessing and analyzing credit reports and in some cases a credit score. These steps can motivate a person to face the reality of their situation and take steps toward change. The individual learns realistic credit building steps and is better able to avoid scams. OBJECTIVES: 1) Residents will evaluate their credit situation and take steps to increase financial stability. 2) Extension will increase outreach by gaining status as a “go-to” personal finance education provider capable of providing guidance tailored to a person’s specific need. METHODS: In 2013, credit counseling was added to existing educational efforts. This included showing clients how to access and analyze credit reports. In 2015, an account was established with a credit reporting service that provided credit scores that could be shared with clients. When appropriate, participants received credit scores in addition to credit reports. RESULTS: From 2014 – to date, 326 people received credit counseling and 197 were able to access credit reports during the session. All participants learned how to build credit. Results from follow-up consultations: six clients were in the process of rehabilitating student loans; five were working toward paying off expensive debt; and one was decreasing debt utilization ratios. CONCLUSIONS: Credit counseling can be an effective way for Extension to help residents increase their financial stability.

Growing for profit: Agribusiness Fast Track Training Series- A program comparison

T. Freeman, UF/ IFAS Extension Duval County terraf@coj.net

Growing for Profit is a comprehensive workshop series that provides agricultural producers the tools, information and resources necessary to succeed at the business of farming. Objectives: To support entrepreneurship and economic development of small farms by providing programming on agribusiness development, as well as promote awareness of and increase knowledge in agricultural regulations. Methods: Workshop series provided programming on business start-up basics, business plan development, financial management, marketing, agricultural resources and financing, agricultural regulations and permitting, and legal strategy basics. Program was offered two consecutive years and organized differently each year to enable comparison of the successes and failures of each programs implementation. Results: Program evaluations and follow-up surveys reflected solid program outcomes. Of nine 2015 participants: 100% increased knowledge of marketing, business taxes, and farm financing; 100% increased awareness of resources provided by UF/IFAS and of the importance of creating a food safety program for their farm; and 78% increased knowledge of the Cottage Food Law. Of six 2016 participants: 100% intend to develop and/or finish a business plan; 83% intend to advertise their product via internet marketing; 50% intend to obtain a Grower's Permit; 67% intend to market their product via direct marketing avenue; and 50% intend to obtain farm liability insurance. Conclusion: Both series succeeded in providing participants with measurable outcomes and impacts to the economic development and entrepreneurship of their agri-business ventures, while increasing awareness of and knowledge in agricultural regulations. Varying the programs implementation enabled agent to improve curriculum and organization of overall program.

The Power of Faith-Based Ministries in Strengthening Extension Health Program Outreach to Underserved Populations

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Living well with diabetes is a life-long process of education, motivation, and engagement. People at high risk for diabetes may have limited access to diabetes self-management education (DSME) and long-term follow-up. Partnering with faith-based ministries offers an opportunity for Extension to promote good diabetes control in underserved persons with diabetes. Objectives: Develop a long-term relationship with the parish nurse at a local church health ministry to provide a monthly diabetes support group as follow-up to an Extension DSME program. Annually, 50% of regular support group members will engage in daily diabetes self-management behaviors and maintain or achieve target blood glucose control. Methods: Since 2006, Extension has partnered with the parish nurse to facilitate a monthly diabetes support group and educational session at a local church. Topics include diabetes self-management behaviors; heart, kidney, and eye health; and being an active part of their healthcare team. Program outcomes are measured by blood test results, oral responses, and group activities. Results: Diabetes support group membership has varied, with an average of 45 people attending for at least six months, and a dedicated group of 10 who have attended since 2006. Of these 10 participants, all continue to practice daily self-management behaviors and nine have maintained, over multiple years, good blood glucose control. Conclusions: Enduring relationships with faith-based ministries make possible unique access for Extension to help underserved groups with diabetes realize positive long-term health outcomes that improve their quality of life. This strategy can be applied to other health-related Extension programs.

Agriculture and Horticulture

Coquina B

Shawn Steed FACAA Abstract Chair

Tuesday, September 27, 2015 10:15 am - 2 pm

Wednesday, September 28, 2015 9 am - 11:30 am

Time Tuesday	Speakers	Abstract
10:10 – 10:15 am	Shawn Steed	Introductions & Protocol
10:15-10:35 am	J. Bearden	Enhanced Efficiency Fertilizer use in Cool Season Forages Demonstration
10:35-10:55 am	Q. Wang, J. Wasielewski	Oriental Fruit Fly Eradication Program in Miami-Dade County
10:55-11:15 am	W. Elmore	Promoting IPM and Behavioral Change One Beetle at a Time.
11:15-11:30 am	J. Sullivan	Expanding Beekeeping as a Profitable Agricultural Enterprise Through Extension Education
11:30-12:45 am		
1-1:15 pm	T. Freeman, D. Nistler, B. Wells	2015 First Coast Specialty Crop Conference: Practical Skills for Strengthening Local Agricultural Communities
1:15-1:30 pm	D. Austin, J. McWhorter, L. Hurner	Therapy Through Plants
1:30-1:45pm	W. Lester	First Line Defenders – Master Gardener Volunteers
1:45- 2 pm	Y. Goodiel	Evaluating the Readiness of Master Gardener Volunteers to Educate Homeowners on Water Resource Issues and Best Management Practices
Wednesday September 28th 9 am - 11:30 am		
9-9:15 am	W. Elmore, J. Moll	Using the "FLoWS" Survey to Determine Behavioral Change

		in Water Conservation Efforts of Master Gardener Trainees
9:15-9:35 am	**C. Snodgrass**	**Seeing is Believing: Demonstrating Water Savings in Florida Potato**
9:35-9:55 am	**Y. Goodiel**	**Expanding Community Outreach through Master Gardener-funded Demonstration Garden Grants: Pilot Program Results**
10:00-10:30 break		
10:30-10:45 am	**C. Prevatt**	**UF/IFAS Beef Cattle Webinar Series**
10:45-11:00	**J. McWhorter**	**The Business of Cattle**
11:00-11:15	**D. Fenneman**	**Lunch & Learn Cattlemen's Series**
11:15 -11:30 am	**ET Carter**	**Modern Technology to Assess Peanut Maturity**

Enhanced Efficiency Fertilizer use in Cool Season Forages Demonstration

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Nitrogen fertilizer losses should be minimized for environmental, as well as economic reasons. Enhanced Efficiency Fertilizers (EEFs) have been shown to reduce potential nitrogen losses. An on-farm demonstration of EEFs was conducted on a local cattle farm. EEFs include controlled-release mineral fertilizers and slow-release fertilizers such as bio solids, animal manures and litter, and wood ash. Objectives: The object of this demonstration plot was to increase cattle producers' understanding of EEFs on cool season forages. Methods: A soil test was performed and potassium and phosphorus were applied per IFAS recommendations. The demonstration was replicated twice in the field. There were 2 treatments and a control. The first treatment was Urea and the second was Nutrisphere (EEF). The planting methods were broadcast and cultipacker for ryegrass, drill for other small grains into a prepared seedbed. The control treatment received no nitrogen fertilizer. The urea treatment received 70 lbs of nitrogen from urea. The Nutrisphere treatment received 70 lbs of nitrogen from urea in Nutrisphere. Results: The normal rainfall for this period of time is 22.42 in., however the actual rain during this period was only 6.89 in. The Nutrisphere performed as well as the urea and both performed better than the control. According to the post evaluations 100% of participants (42/42) reported knowledge gain and 86% (36/42) indicated intent to adopt one or more BMPs for Cow/Calf operations. Conclusions: This demonstration of EEFs achieved the objectives of increasing understanding of EEFs among cattle producers.

Oriental Fruit Fly Eradication Program in Miami-Dade County

Q. Wang*, J. Wasielewski*, UF/IFAS Miami-Dade County Extension

Objectives: The primary objective of the program was to alert the community of the outbreak of the Oriental Fruit Fly (Bactrocera dorsalis) in Miami-Dade County in late 2015, and to educate growers of various commodities on how to work together effectively to eradicate this destructive pest in order to protect the state's agricultural industry. Methods: A series of workshops were conducted by the extension agents collaborating with UF/IFAS TREC, FDACS and USDA staff immediately following the outbreak and subsequent 98 square mile quarantine. Informative factsheets, newsletters and guidelines were published. An unprecedented amount of phone calls and walk-in visitors to the Extension office obtained help in dealing with the pest, certified pesticides, and quarantine compliance. Results: Over 1,400 fruit and vegetable growers signed FDACS compliance agreements and successfully followed prescribed guidelines to protect the agriculture industry. More than 1,000 participants attended workshops on the update of the Oriental Fruit Fly program. A post-event survey of workshops targeted specifically to vegetable growers indicated a 95% knowledge gain with overall rating 4.2 on the 1-5 (low-high) scale; 98% showed satisfaction with helpfulness for the events rating 4.5; 92% indicated practice change with insecticide type and spray intervals rating 3.8. As a result, this invasive pest has been successfully eradicated from the agricultural area of Miami-Dade County. Conclusions: It is a primary task for commercial extension agents to educate stakeholders and help enact government strategies. Timely actions, great effort, and excellent collaborations with a diverse group of experts are essential to success.

Promoting IPM and Behavioral Change One Beetle at a Time.

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Invasive air potato (Dioscorea bulbifera) is a challenging problem for property owners in Pasco County. Prompted by calls acknowledging abuse of herbicides in an effort to control this invasive, a workshop was developed where participants were taught about IPM for invasive plants. Objective: The objective of this work was to provide an IPM workshop on invasive plants aimed at leading to a decreased reliance on and abuse of herbicides. Methods: A multimedia presentation was developed with IPM principles targeting air potato. Participants received air potato beetles (100 beetles), supplied by the Florida Department of Agriculture and Consumer Sciences as door prizes. Participants were surveyed pre and post workshop for opinions towards chemical, biological, Integrated Pest Management (IPM), and air potato beetles for management of air potato. A Likert Scale of 1-7, where 1 = not at all important and 7 = extremely important was used to survey participants. Results: A significant difference (0.05 level) was observed between pre and post workshop opinions on the use of chemical controls, biological control, IPM, and use of the air potato beetles for management, which shows a shift from more conventional chemical methods of control to a more integrated management approach and favorable opinion of biological controls. Participants were additionally surveyed periodically using Qualtrics for 1.5 years to determine the effectiveness of the beetles and changes in herbicide use habits. Conclusions: Given new information and alternatives for control, the general public is willing to shift behaviors toward more effective and environmentally friendly pest controls.

Expanding Beekeeping as a Profitable Agricultural Enterprise Through Extension Education

Sullivan, J., University of Florida IFAS Extension - Osceola County FACAA sullivan@ufl.edu

The need for beekeeping education has become particularly relevant in recent years with growing interest in beekeeping and increased awareness of the decline of honey bees and their value as pollinators. This presentation will address the unique challenges of implementing and evaluating Extension beekeeping education, which will be of importance to Agents considering beekeeping education. Agent's goal for beekeeping education: Promote beekeeping as a profitable agricultural enterprise in Osceola County, Florida. Objectives: 1) Provide ongoing education and support to new and established beekeepers; 2) Increase knowledge and application of Beekeeping Best Management Practices and regulations; 3) Increase the number of registered beekeepers in the county. Methods: To accomplish these objectives, the Agent created and regularly taught a three-part educational series, established a beekeeping association, became a beekeeper, offered consultations, and educated the general public. Results: 528 aspiring beekeepers participated in educational programs (2012-present). Knowledge increased 24% through introductory programming. Local, state-registered beekeepers increased by 238% (N=44). Because of networking opportunities through the Association, beekeepers mentored and partnered with each other in beekeeping endeavors. Education participants who became beekeepers generated a combined estimate of $400,000 in honey sales (2013-2016). Conclusions: Extension education successfully supported beekeeping as a hobby and business, increased beekeepers' knowledge of regulations and responsible practices, and increased the number of local beekeepers. The larger collective impacts of beekeeping and beekeeping education include enhanced crop pollination services, increased human safety, and strengthening the agricultural economy.

2015 First Coast Specialty Crop Conference: Practical Skills for Strengthening Local Agricultural Communities

T. Freeman*, UF/ IFAS Extension Duval County, D. B. Nistler*, UF/ IFAS Extension Clay County, B. Wells*, DPM, UF/ IFAS Extension St. Johns County, J. DeValerio, UF/ IFAS Extension Bradford County, M.E. Henry, UF/ IFAS Extension Polk County, D. Treadwell, Ph.D., Department of Horticultural Sciences, UF/ IFAS, J. Perez, State Coordinator Small Farms Specialty Crops, Department of Horticultural Sciences, UF/ IFAS. FACAA terraf@coj.net

The statewide Small Farms and Alternative Enterprises Conference, which has been a signature event in the Florida farming community since 2009, has evolved from one statewide conference to multiple regional events to better serve the needs of local farmers across the state. The 2015 First Coast Specialty Crop Conference was the first of the regional conferences to be offered. Objectives: The objective of the conference was to provide in-depth programing to targeted specialty crop industries in northeast Florida to increase likelihood of adoption of best practices by producers. Methods: Agents in Northeast Florida provided leadership, education, planning, and coordination of the conference. Speakers included UF/IFAS personnel, experienced growers and industry representatives, while educational components emphasized practical skills and networking. Results: The First Coast Specialty Crop Conference was well attended with 177 participants in attendance at the three day event which offered 3 on-farm workshops and a conference that consisted of 12 educational seminars, 3 educational labs and 12 exhibitor booths. Of the 64 respondents that participated in the post conference survey, in each category at least 50% demonstrated the following: Complete to moderate confidence in their own ability, new knowledge obtained, skills acquired, and intention to implement skills learned. Conclusions: The 2015 First Coast Specialty Crop Conference was successfully impactful to the region. The conference provided high quality programs and unmatched networking opportunities for producers. The success of this new programming paradigm should empower and encourage future programming efforts in this area.

Therapy Through Plants.

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In the early 1960's, Avon Park Correctional Institute (APCI) founded a prisoner-run nursery. In 2014, through the Master Gardener Program, UF/IFAS Highlands County began educating prisoners in horticultural science and practices. The program grew to involve the Horticulture, Livestock, and Citrus agents. Objectives: Educate prisoners in order to earn their Florida Nursery, Growers and Landscape Association (FNGLA) Horticulture Professional Certification, and their private applicator pesticide licenses. Methods: The Horticulture and Citrus agents along with Master Gardener volunteers educated the prisoners weekly at the correctional institute to prepare the inmates to take the FNGLA certification test. The Livestock agent also conducted bi-weekly classes on pesticides to prepare the inmate to take the pesticide licensing tests. Results: 10 out of 11 inmates earned their FNGLA certification and became licensed private applicators. In addition, the corrections officer in charge of the nursery graduated from the Master Gardener program in Highlands County. Conclusions: The UF/IFAS Highlands County extension faculty has improved the quality of the corrections program at the APCI nursery by giving the inmates the opportunity to become certified FNGLA professionals. The program builds the inmates confidence and has given them something they can show potential employers in Florida's horticulture industry upon release.

First Line Defenders – Master Gardener Volunteers.

W. Lester* J. Davis. Hernando County, Sumter County wlester@ufl.edu

Objectives: Master Gardener volunteers provide important services to their community identifying plant pests and diseases. During this process, they encounter a variety of arthropod pests. With training, provided by the County Master Gardener Coordinator, these volunteers can detect and report possible instances of invasive arthropods. Methods: In early 2014, a First Detector Workshop was held in Brooksville, FL, for 30 Hernando County Master Gardeners. The workshop was a cooperative effort of Federal, State and University of Florida agencies tasked with monitoring for new invasive pest species. It was offered again as a joint workshop in June of 2015 for 14 additional Hernando County Master Gardeners and Sumter County Master Gardeners. Curriculum included identification of invasive arthropods and pathogens of concern and follow-up procedures to confirm identification. An update class is scheduled for April, 2016. Results: A survey of Hernando County Master Gardener 2015 workshop participants (n=14) reported a 74% increase in accuracy by visual identification, a 43% increase in identification based on the damage caused to a plant, a better understanding on properly scouting for pests (24% increase), and collection and submittal of the sample to authorities (45% increase). Most importantly, attendees indicated they would be 57% more likely to report a suspected pest or disease when encountered. Conclusions: Training opportunities in our county, such as First Detector Workshops and others, benefit county residents, increase retention and involvement among Master Gardeners and benefit UF/IFAS Extension.

Evaluating the Readiness of Master Gardener Volunteers to Educate Homeowners on Water Resource Issues and Best Management Practices.

Y. Goodiel, UF/IFAS Extension Martin County goodiel@ufl.edu

Objectives: Master Gardeners will report a 30% increased skill level over their years of service in conveying water resource protection information to clientele. Their average skill level will range from "fair" to "very high". At least 50% of volunteers will report adoption of water resource best practices in their landscapes/gardens. Methods: Volunteers were asked to self-report on how their landscape practices and skills in educating clientele on water resource protection had changed over the course of their participation in the Master Gardener program. Results: Master Gardener volunteers reported starting or increasing implementation of most water-protective landscape practices surveyed, demonstrating that they have knowledge and practical experience in applying water conservation practices. For example, over 80% (n=31) of volunteers reported they have started/increased applying Florida-Friendly Landscaping™ principles and following UF recommendations and label instructions when applying fertilizer. However, when surveyed regarding their comfort level in conveying information to clientele, the volunteers generally characterized their skill as "low" or "fair". A reflective Likert scale survey (n=31) revealed the one of the lowest levels of skill improvement was in teaching water conservation practices, such as the use of low-volume irrigation (33%). Even for topics, such as Florida-Friendly Landscaping™, where gains were higher (45%), respondents still self-reported as "low skill" to "fairly skilled" in educating clientele. Conclusions: Volunteers reported increased comfort levels in communicating water resource information and adoption of many beneficial behavior changes. They would further benefit from a targeted education effort to increase their confidence in communicating the information to clientele.

Using the "FLoWS" Survey to Determine Behavioral Change in Water Conservation Efforts of Master Gardener Trainees.

W.C. Elmore*, and J. Moll. Pasco County wcelmore@ufl.edu

Pre and post surveys, as well as final exams, are good determinations of knowledge gain for Master Gardener trainees. However, behavioral change is rarely considered as a measurable for volunteer trainees. Objective: The objective of this work was to study potential behavior changes in water conservation efforts of Master Gardener trainees as a direct result of training. Methods: The "FLoWS" survey, based upon Dr. Michael Dukes' research (UF), was used to survey Master Gardener trainees pre and post training for behavioral change concerning water saving activities. Results: Behavioral change measurables (calibrating irrigation systems, installing soil moisture sensors, converting turf to micro-irrigated beds, using a rain shutoff device, reducing irrigation in the summer, and using/installing rain barrels) as documented by the "FLoWs" survey, yielded 551,864 gallons of water saved as a direct result of Master Gardener training (n=13). Furthermore, pre-test and post-test results revealed a significant difference in understanding of the nine FFL principles following Master Gardener training at the 0.05 alpha level (n=11). Trainees were surveyed using a Qualtrics survey at 3, 6, 9 and 12 months post Master Gardener training to monitor differences in water saving behaviors and the amount of water saved as a result. Conclusions: Knowledge gained during Master Gardener training affects water conservation behaviors in a positive way. This knowledge can be used to target the general public with more specifically designed educational experiences based on the Master Gardener curriculum.

Seeing is Believing: Demonstrating Water Savings in Florida Potato

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Florida grows 36,600 acres of potatoes annually. Traditionally irrigated using seepage irrigation, which can be less efficient than other methods, novel methods of water conservation and other BMPs are now needed to help conserve Florida's precious water supply. A three year study was conducted evaluating the use of over-head irrigation for potato production. Two grower demonstration field days were held to showcase trial results. Objectives: As a result of conversion to center pivot irrigation, a 25% reduction in on-farm water usage will demonstrated by trial results; 70% of field day participants will show interest in adopting water-saving technology on their operations as indicated by a verbal survey. Methods: A three year on-farm potato yield and quality study comparing center pivot to seepage irrigation was conducted by UF/IFAS state and county faculty, SWFWMD, and FDACS. Two field day demonstrations were held, incorporating oral presentations, displays, and question and answer sessions. Topics included water usage, potato nutrition, pest management, soil testing and tuber quality and yield. Results: Trial results show a 57.5% average reduction in on-farm water usage; 74% of field day participants (41 of 56) indicated an interest in adopting center-pivot irrigation technology on their own operations as indicated by a verbal survey. Conclusions: Adopting new technology is often intimidating to growers. However, field demonstrations allow them to see results for themselves.
If center pivot irrigation were to be adopted statewide, at a water savings of 344,856 gallons per acre in potato, approximately 12.6 billion gallons of water could be saved annually.

Expanding Community Outreach through Master Gardener-funded Demonstration Garden Grants: Pilot Program Results.

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Objectives: The UF/IFAS Extension Martin County Master Gardener Demonstration Garden Grant program was developed to increase the number of community partners served, while also improving the educational focus, community involvement, and Extension awareness in gardens where Master Gardeners serve. Funds support garden establishment/expansion and Extension signage, with community partners responsible for maintenance; Master Gardeners serve as mentors, providing guidance in Florida-friendly Landscaping™ practices. Methods: Volunteers agreed to dedicate some of the money they raise annually to the grant fund. They worked with the Agent to create a grant application and evaluation rubric. Award criteria are based on plans for educational outreach, measurement of outcomes, public access, long-term management, and Florida-friendly Landscaping™. Volunteers offered grant-writing workshops during each award cycle and reviewed applications. Results: The first grant cycle, with two applicants, presented awards to a Montessori school and a domestic violence shelter. After participating in the program, 74% of Montessori students (n=27) either started or increased gardening fruits and/or vegetables at home, 96% reported they now eat more fruits and vegetables, and 89% indicated they get outside more often. During the second grant cycle, four organizations applied, two of which had not previously collaborated with Extension. Awardees contributed photos, narratives, and survey results, documenting progress. Conclusions: By offering garden grants, the UF/IFAS Extension Martin County Master Gardener program has engaged new community partners. As the program grows, these partnerships will allow Extension to support more gardens than was possible when volunteers were limited to long-term garden maintenance roles.

UF/IFAS Beef Cattle Webinar Series.

C. Prevatt* Range Cattle Research and Education Center.prevacg@ufl.edu

To help meet the needs of cattle and forage producers a series of webinars were developed to keep producers ahead of the challenging agricultural environment by providing timely production and economic information to operate in today's volatile marketplace. Objectives: The goal of the webinar series was to increase the economic knowledge of producers by 25% and create an economic impact of $5 per head. Methods: The five webinars presented were Beef Cattle Market Outlook, Marketing Opportunities for Feeder Calves, UF/IFAS Beef Cow-Calf Budget, Projecting Cow-Calf Profitability, and Replacement Heifer Economics. These presentations were designed to help producers increase herd production, performance, and profitability by exposing some of the potential risks in the cattle market and presenting possible profit opportunities for the next year. Results: Among the seven (7) participants who completed an evaluation survey: 86% found the information received to be excellent or good, 100% said it was useful or very useful, 71% had knowledge greatly improved, 86% will definitely make changes to management as a result, 71% will use recommended decision-aid tools. The value of the program information was estimated at $10 to $75 per head, averaging $41.10 per head. Based upon the distribution of herd sizes for participants, and the overall cattle population in Florida, the economic return of the program was estimated at over $190,000. Conclusions: We received positive feedback from many of the program participants. We have additional webinars scheduled for this year.

The Business of Cattle.

J. McWhorter* UF/IFAS Highlands County, C. Prevatt* Range Cattle Research and Education Center. JCM0033@ufl.edu

Producing cattle requires more knowledge than just cattle and pasture management. Ranchers must know how to operate an efficient business as well. Objectives: The goal of the Ag Business Management Workshop was to increase the knowledge of business planning and budgeting of cattle producers in South Florida. Since there has been little business management training by IFAS for cattle producers our expectations were high. We sought to increase knowledge in both businesses planning and budgeting by 25%. Methods: We held one workshop in Highlands County and advertised to all counties represented by the South Florida Beef and Forage Program. In the business planning session, the agent explained the components of a business plan and how to relate those sections to a cattle operation. An online business planning tool was also presented so participants could use the tool at home. In the cow/calf budgeting session, the agent presented the UF/IFAS Cow/Calf Budget. The agent explained how the ranchers could use their financial records within the budget to produce a ranch budget for their operation. Results: Of the 12 surveys completed, there was a 30% increase in knowledge of business planning, and a 38% increase in knowledge of budgeting. 20% of clientele indicated they would improve their business plan after attending the workshop and 25% indicated they would create a budget. Conclusions: We received positive feedback from the program and intended to make the program and annual workshop. In addition, we will create an example business plan and revise the Cow/Calf Budget.

Lunch & Learn Cattlemen's Series

D. Fenneman, Madison County dfenneman@ufl.edu

"Lunch & Learn Cattlemen's Series" is a cooperative effort between this agent and the local livestock market. Madison County and the surrounding counties represents nearly 135,000 head of cattle. Many of these producers buy and sell at our local market. Objectives: Increase hay and livestock producer's knowledge of current production practices, therefore increasing their chances of maintaining sustainability. Methods: Five monthly workshops were conducted in 2015 and six are being conducted in 2016. These workshops are conducted during lunch on sale day in the sale arena. Producers are invited to come for a sponsored lunch and educational session before the sale, which starts at one. Specialists from UF were invited to share their knowledge through a venue of open discussion and question & answer sessions. Topics included: fertilization, forage varieties, weed control, livestock nutrition, bull selection/genetics and economics. Results: A total of 217 producers attended the five workshops in 2015. Post session surveys (n=37) were conducted due to the time constraints of the sale. Respondents indicated 86% (n=32) increase in knowledge gained from the various sessions, 78% (n=29) plan to make changes to their operations. Overall, 100% (n=37) indicated the open discussion/question & answer format was a valuable learning experience. Conclusions: This series reached producers that may not have known about IFAS Extension and what we have to offer. Also, since power point presentations were not an option, this became a very interactive workshop between specialists and producers. The knowledge gained by producers will enable them to become more sustainable.

Modern Technology to Assess Peanut Maturity

ET Carter*, UF/IFAS at Jackson County DL Rowland, UF/IFAS Agronomy Department ethancarter@ufl.edu

Each year the accurate maturity determination for a grower's peanut crop poses a recurrent challenge. Pods vary in stages of maturity and the underground growth habit further complicates estimating a harvest date. Despite many available methods, the maturity profile board (MPB) adapted from the work of Williams and Drexler is the most widely used. The MPB relies on subjective visual classification based on the color development in the mesocarp layer upon exocarp removal. Objective: The Peanut Field Agronomic Resource Manager (PeanutFARM) and Digital Image Model (DIM) are free tools developed to help growers, consultants, and extension agents objectively evaluate maturity prior to harvest. Methods: PeanutFARM tracks the accumulation of adjusted growing degree days (aGDDs) and notifies the account holder when 2100 aGDDs have accumulated, signifying an appropriate time to check maturity utilizing the MPB or DIM. The DIM method involves exocarp removal and pods being placed on a flatbed copier/scanner saddle side down and a blue poster board laid over top before scanning. The scanned image(s) are then uploaded to the Peanut Profile page on the PeanutFARM website where objective analysis occurs using a color definition algorithm. Once analyzed, the account holder is emailed within fifteen minutes an estimated days until digging. Results: Maturity is evaluated objectively and accurately to help increase a grower's yield and grade. Conclusions: This method removes subjectivity from the maturity assessment of a peanut crop, and enables newer farmers and extension agents to evaluate maturity who may otherwise be unfamiliar or uncomfortable using the MPB.

Youth Programming
Coquina C
Hosted by Rachel Slocomb FAE4-HA Abstract Chair
Tuesday, September 27th, 2016 10:15 am - 2 pm
Wednesday, September 28th, 2016 9 am - 11:30 am

Time Tuesday	Speakers	Abstract
10:10 – 10:15 am	Rachel Slocomb	Introductions & Protocol
10:15-10:35 am	J.P. Dillard, N. Crawson-Holmes	Chick Chain – Links to Success
10:35-10:55 am	A. Granger	Connecting the Dots: Developing a Road Map for a Poultry Education Program
10:55-11:15 am	S. Michael	An Alternative to a 4-H Horse Show
11:15-11:30 am	K. Popa	Family Learning Gardens
11:30-12:45 am		
1-1:15 pm	K. Taylor	Youth Peach Tree Project Turns Out Peachy Keen
1:15-1:30 pm	B. Alfonso	Fostering Financial Independence in 4-H Youth
1:30-1:45pm	D. Smith, N. Nelson	Youth Learning and Applying Financial Responsibility – A Step beyond LOMO
1:45- 2 pm	P. Phillippe	Photovoice: Helping Teens Communicate Through Photography
Wednesday September 28th 9 am - 11:30 am		
9-9:15 am	C. McCazzio, C. Decubellis, P. Fletcher, W. Lynch, M. Warren	Utilizing our Best Resources and Making the Most of 5 Percent
9:15-9:35 am	N. Pinson, R. Northrop, S. Steed	Marketing Extension to Non-Traditional Audiences through an Arbor Day Mail Art Call
9:35-9:55 am	K. Popa	AgExplorations

10:00-10:30 break

10:30-10:45 am	**R. Slocumb**	**Increasing Appreciation for Natural Resources in 4-H Youth**
10:45-11:00	**J. Kelly**	**Securing Community Support in an Underserved Area**
11:00-11:15	**V. Spero-Swingle, E. Shephard, T. Forschino**	**Increasing Diversity, Engaging Youth, and Utilizing Resources Wisely to Benefit 21st Century Partnerships**
11:15 -11:30 am	**M. Jameson**	**Leon County Seed Library Program**

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

4-H Chick Chain – Links to Success

J.P. Dillard*-Washington, N. Crawson-Holmes*, M. Brinkley-Liberty, J. Brooks-Walton, A. Granger-Jackson, H.C. Kent-NW RSA, J. Owens-Holmes PA, S. Prevatt-Leon NW Extension Districtjuliepd@ufl.edu

Objectives: Following a successful collaboration with Alabama 4-H's Chick Chain program, this team created a program specifically for Florida 4-H members in the 16 county Northwest Extension District. Program objectives include: 1) learning poultry nutrition and care from day old chicks to production age, 2) developing written and oral communication skills, 3) developing basic business practices/skills and 4) developing record keeping skills. Targeted participants included both rural and urban youth. Methods: The team created a marketing plan as well as the following materials: a production manual, agent/volunteer guide to program implementation, Junior, Intermediate and Senior project books, poultry biosecurity poster, program orientation presentation, t-shirt design contest and hands-on workshop held in 4-H Districts I, II and III. The project culminated with a poultry show, showmanship contest, skill-a-thon and an optional auction. Results: There were 58 project registrations with 81 youth participants from both rural and urban communities. Participants of the 2015-2016 were also allowed to participate in a production show, showmanship classes and skill-a-thon. Conclusions: Data will be gathered through a participant survey and through examination of project book components. The program will be submitted for statewide adoption.

Connecting the Dots: Developing a Road Map for a Poultry Education Program

A. Granger*, UF/IFAS Jackson County Extension; M. Brinkley, UF/IFAS Liberty County Extension; J. Brooks*, UF/IFAS Walton County Extension amgranger@ufl.edu

Objectives: Provide a "road-map" for delivery of poultry education programming for agents, volunteers and educators with suggested resources. Incorporate existing, new and revised curriculum in Cloverbud animal science, Embryology, Meats Judging, Poultry Science, 4-H Chick Chain, and provide effective evaluation tools. Encourage mastery and awareness of animal science, through classroom activities, day

camps, competitive events and club projects. METHODS: The Agent and Volunteers have incorporated components of 4-H animal science, including the use of Cloverbud Animal Science materials into club and classroom projects, day camps and competitive events to create long-term educational opportunities that are specific to poultry science encompassing ages 5-18. RESULTS: Incorporating poultry related activities and curriculum into classroom and club programing has resulted in (3) day camps attended by (34) youth, (633) youth and (19) teachers participating in the classroom Embryology program with (4) 4-H club members leading classroom activities, (27) youth exhibiting poultry at local fairs, (7) youth participating in the Chick Chain project, and (35) youth participating in poultry judging team competitions at the local and state levels. Club projects have been added including poultry production, exhibition and judging, as part of a year-round 4-H Poultry education program. CONCLUSIONS: Use of curriculum and activities specific to poultry and meat science in club, classroom and day camps, has resulted in an increase in participation in 4-H poultry related projects such as rearing poultry, exhibiting poultry, and participation in poultry and meat judging, as well as other 4-H poultry related events and activities.

An Alternative to a 4-H Horse Show

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One of the largest 4-H projects is the horse project. However, the horse project brings the look of terror from many agents. Lots of work, horse show moms, and expenses are items that haunt the dreams of agents. Can there be an alternative that gives the agent more bang for their buck and reduce these barriers? The answer is yes! A clinic can provide much of the same opportunities as a show without the hassle. Objective: The core objective of a clinic is to provide an opportunity for participants to increase and exhibit skills while gaining insight into the horse show world from a judge. Secondly, a clinic can be a fundraiser with very little expenses. Methods: A two day clinic was developed for participants to have an opportunity to ride in a small group lesson with a horse show judge. Judges were asked to work with the participants on aspects of a particular class and provide insight into what they are looking for when placing a class. Results: A post reflective survey showed that 100% (n=43) of the participants gained new knowledge about riding in a horse show. When asked if the participant would practice what they learned when they go back home, 95% (n=43) responded yes. Financially the clinic profited almost $3,000 for the program. Conclusion: Offering a low stress clinic for horse show participants is a great way to provide an educational component to the horse project. In addition, the clinic provided an opportunity to raise funds.

Family Learning Gardens

Popa, K., DeSoto County NAE4-HAkpopa@ufl.edu

Objective: These gardens allowed DeSoto County 4-H to partner with other community organizations as well as to educate youth and their families about gardening, health, nutrition and agriculture. In addition, these gardens immersed families in books to encourage the love of reading and created a way to engage youth in 4-H who may not have had the opportunity to do so before. Methods: DeSoto County 4-H wrote and received a grant to construct Family Literacy Gardens at the DeSoto County Public Library. These gardens were promoted and interested families filled out a short application. Once families were selected and gardens were started, families attended monthly 4-H workshops where things such as care of the garden, health and nutrition and much more were discussed. Results: Through this program, eight families have successfully completed their 1st growing season. These families are

currently preparing their plots for their next crop. Each family has been able to harvest fruits and vegetables ranging from tomatoes and lettuce to cucumbers and collards. Conclusion: By utilizing this garden, DeSoto County 4-H in cooperation with the DeSoto County Library will be able to immerse youth of all ages as well as their families in gardening. By doing this, they will be gaining the knowledge needed to grow their own fruits and vegetables at home while also learning the importance of healthy eating. Throughout this project, youth will be engrossed in reading related to agriculture and healthy lifestyles thus increasing their literacy skills as well.

Youth Peach Tree Project Turns Out Peachy Keen

C. McAvoy*, UF/IFAS Extension Sumter County Multi ; K. Taylor*, UF/IFAS Extension Sumter County 4-H Youth Development Agent Kagers02@ufl.edu

Objective: The peach tree project is offered to 4-H and FFA youth in Sumter County as a chance for members to learn how to grow a food crop. This project was first developed by the Osceola County Fair Association as an alternative to the citrus tree project. The objective of this educational program is to educate youth on the basic plant science knowledge and horticultural skills necessary to produce a tree fruit crop.
Methods: The peach tree project consists of two educational workshops, a field trip to a local peach tree orchard, a record book with two (out of 7) educational activities to be completed. Trees are purchased from the Sumter County Peach Tree Project Committee. Each participant had to provide basic care for their tree(s) through monitoring the weather on a daily basis for storms and freezes, decisions on irrigation, fertilization and pest management, take measurements of the tree(s), and evaluate the growth and health of the tree.
Results: A total of 22 youth have enrolled in the project over the past two years. Twenty-seven percent completed the project and exhibited their tree in the Sumter County Family Living Exhibit. All youth were able to sell their trees purchased as part of the project in a silent auction in which community members anonymously bid on the trees. Youth received premium monies which included their silent auction funds at the project conclusion. 80% of youth mentioned that they learned how to fertilize a tree correctly in their record book stories.

Fostering Financial Independence in 4-H Youth

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For many adolescent youth, paying bills, supporting a family and acquiring services for living independently is a mystery. The Living on My Own curriculum was developed by UF/IFAS Extension 4-H Program, to provide 6th-8th grade youth an understanding about skills needed to make wise financial decisions. Objectives: As a result of the program 1) 70% of youth will demonstrate knowledge of the costs of independent living, 2) 70% of youth will report thinking more about their purchases before spending money. Methods: A total of 4 lessons (30-45 minutes) were presented in the classroom to 24 youth. Lessons included managing a checking account, using credit and debit, understanding paychecks and deductions. The capstone experience is the 10 station simulation (2 hours+) which prompts youth to make the following financial decisions: housing, transportation, banking, groceries, utilities, entertainment, insurance, child care, clothing, and charitable contributions. In partnership with Seminole County Public Schools Volunteer Program, local businesses including housing, utilities,

entertainment and government housing assistance provided volunteers who interacted with students. Results: 70% (17/24) of youth indicated they improved their knowledge about the cost of independent living. 66% (16/24) of youth stated that they are very likely to think more about their purchases before spending. Conclusion: Youth reported being better equipped to make future financial decisions pertaining to independent living and have increased likelihood to be contributing members to the local economy**.**

Youth Learning and Applying Financial Responsibility – A Step beyond LOMO

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Personal finance is often overlooked in youth programming, yet there is a need for developing this life skill. Living On My Own (LOMO), a financial workshop and simulation incorporates real life situations and circumstances into action. OBJECTIVES: To teach adolescents financial responsibility while interacting in the LOMO simulation and practice the basic financial strategies learned in the workshop and field trip. METHODS: Youths participated in a day-long three-part financial literacy program, which included a workshop/lecture, field trip and simulation. During the workshop/lecture, youths examined their personal thoughts about money, and learned about budgeting, check writing, filling out a transaction register, calculating net income, and using financial institutions. The youths were also given a job, a family situation and a limited income. The field trip included a limited-expense lunch and visits to an automotive dealership and apartment complex. During the field trip, youths learned the importance of maintaining good credit scores when buying, leasing and renting. The final component of the day was a simulation. The youths visited 12 stations and made a purchase at each one. RESULTS: 100% of the participants learned to write checks and fill out a transaction register. 100% of the participants rented an apartment according to their family size. 66.6% (4) of the participants bought a used car, 16.6% (1) bought a bicycle, and 16.6% (1) used mass transit. CONCLUSIONS: All the participants were able to apply real-life circumstances during the simulation. For this group of youths, the field trip was a grounding reality check.

Photovoice: Helping Teens Communicate Through Photography

P. Phillippe Charlotte County (FAE4-HA)pam.phillippe@charlottecountyfl.gov

Communication takes many forms. A unique means of communication is Photovoice. Objectives: Teen participants will learn how to use photography to document aspects of their neighborhoods. Participants will be able to compare similarities and differences in neighborhoods and report on their feelings after seeing their photos. Participants will use their photos to present findings to county administrators. Methods: Participants are given cameras and complete an introductory class on photography and safety precautions needed for the project. They are directed to photograph their own neighborhood on several different days. Participants come together to compare and contrast their neighborhoods' visual images. Photos are used to prepare displays of both positive and negative aspects. Displays are used in public places and in presentations to county administrators. Results: After sharing photos, participants realized that only one of the neighborhoods had bike paths or sidewalks. Participants used this realization to develop a presentation on the need for sidewalks or bike paths, and presented this to county officials. The participants were able to successfully use their photos as a means

of communication. Conclusions: Photovoice is an effective means of communication by giving young people a voice and by allowing them to demonstrate their creativity with cameras.

Utilizing our Best Resources and Making the Most of 5 Percent

C. McCazzio*, Putnam County; C. Decubellis*, State 4-H Youth Development, P. Fletcher*, Putnam County; W. Lynch*, Putnam County; M. Warren*, Flagler/Putnam County cfincher@ufl.edu

Nationally Extension is increasing efforts to reach more youth but youth development organizations are not even reaching 50% of young people. Florida has approximately 2.9 million youth which is about 5.4% of youth in the United States (Census Bureau). While the constant search for quality volunteers continues we have some of the top talent already in our offices in the form of Extension Agents. Objectives: 4-H Youth Development Programs will: 1. Diversify programs offered to youth. 2. Develop projects that are meaningful to Extension agents across departments. 3. Develop life skills and knowledge in youth. Methods: The Putnam County 4-H Youth Development Program continues to offer a variety of traditional programs but a lack of high quality incoming volunteers has made enhancing participation and quality programs increasingly difficult. This challenge has led to a variety of innovative programs that involves agents in all departments represented in the Putnam County office. Results: Multiple programs have been developed that have created high context experiences for Putnam County youth including the TCAA Potato Project, a Citizen Science Project, the Blueberry Project, and multiple day camp experiences that involve agents from all departments. The potato project has led to the involvement of a new community club and an afterschool club that is also participating in the citizen science project. Conclusion: It is essential that 4-H is utilizing our best resources in meaningful ways which requires working with other agents to develop quality experiences for youth that aligns with the objectives of all involved.

Marketing Extension to Non-Traditional Audiences through an Arbor Day Mail Art Call

N.D. Pinson*, UF IFAS Extension Hillsborough County; R. Northrop*, UF IFAS Extension Hillsborough County; S. pinsonn@hillsboroughcounty.org northrop@ufl.edu ststeed@ad.ufl.edu

Communities celebrate Arbor Day every year. Objectives: To promote an awareness of trees, and to market Extension to non-traditional audiences, we coordinated a unique mail art campaign in partnership with the Florida Forest Service, Kerby's Nursery and IFAS Communications. Methods: Residents were asked to create works of art using drawing, collage, painting or photography, answer the question, "I appreciate trees because…" and mail it to the Extension office. The mail art campaign was marketed to local schools, churches, 4-H clubs, libraries and community groups. Results: Residents mailed 57 pieces of art to the Extension office. Participants ranged from 3 years old – 74 years old. Three winners received a tree planting kit which included one, 7-gallon tree, pruners, a shovel, gloves and fertilizer. Artwork was shared with the public and partners through a Flickr photostream, and will be used in future Extension programming. When writing about why they appreciate trees, residents explained "they give us life," "they save water," "they increase business traffic in an area," "trees give insects and animals a place to live," and "they represent the deep roots between family and friends, and help keep everyone together." Conclusions: As Jack Payne stated in IFAS Matters, "data doesn't move people to action. Stories do. Emotions do. Often we act on what our hearts tell us more than what our heads tell us." This replicable grassroots contest used art and storytelling to promote an appreciation

and celebration of trees, while marketing Extension and engaging non-traditional youth and adult audiences.

AgExplorations Popa,

K., DeSoto County kpopa@ufl.edu

Objective: To engage youth in exploration of agricultural commodities (including STEM) within the county through a multi-day AgTour. Youth will also gain the knowledge/ability to work in cooperative groups to adopt a local classroom and teach them about agriculture. Methods: Youth interested in the program will fill out an application. Youth chosen will attend a multi-day Agricultural Tour to learn about the local agriculture industry. Students will then attend a workshop/training where they will gain life skills and knowledge related to various aspects of agriculture through hands-on activities and lessons. Youth will also participate in job shadowing and will work in cooperative groups to educate younger youth about various aspects of agriculture within a classroom setting. Results: 10 Desoto County Youth (High School Aged) participated in this program gaining life skills which they are utilizing in day to day life. Through this program, all 10 youth established and utilized elevator speeches and lesson plans to educate the community about the 4-H AgExplorations program and Agriculture. Conclusion: Through this program youth will gain a wide array of life skills while educating themselves, the community and elementary aged youth about 4-H, the AgExplorations program and agriculture. This program gained participants which Desoto County 4-H would normally not reach and allowed them to see the benefits of 4-H. Partnerships were established between many community entities not only for 4-H but for the youth as well.

Increasing Appreciation for Natural Resources in 4-H Youth

R. Slocumb, UF/IFAS Extension, Lake County r.fautsch@ufl.edu

Situation: Youth involved in interactions with the natural world have an increased emergence of a secure and positive identity, critical thinking, problem solving, self-esteem, and health (Kellert, 2009). These benefits are in line and support the life skills that 4-H nurtures growth (Kress, 1996). This agent's programming focuses on water quality, pollution, and native and invasive species to Florida. Participants of this program will gain knowledge of natural resources, gain an appreciation for the outdoors, and share their knowledge with others. This will be measured through post-surveys, observation, and personal testimony. Methods: Sixteen (16) different programs and outreach opportunities were attended or hosted by the agent. Events included: attending natural resources focused festivals, all day programs, a forestry judging team and a residential camp. The use of teaching animals was implemented in nearly every program. Teaching animals were used to raise awareness of indicator species, and to reduce fear of wildlife. Results: 799 contacts have been reached. Surveyed youth attending residential camp reported the following: 93% of youth participants (n=28) expressed a gain in appreciation of nature, 93% of youth participants (n=29) stated that they now had an increase in care about plants and animals, 79% of youth participants (n=29) state they will now reuse or recycle things before throwing them away. Conclusion: Natural resources programming has been successful in Lake County 4-H, with positive outcomes present, this program will definitely continue. Through these preliminary program offerings, there has been an increased interest in environmental education.

Securing Community Support in an Underserved Area

J. Kelly, UF/IFAS Extension-4-H, St. Johns County FAE4-HA jkelly@sjcfl.us

Objective: Secure volunteer mentors for the Tech Wizards program who resided in a specific underserved area and reflected the area's demographics. Methods: A needs assessment was conducted in this area by analyzing data from the 2010 U.S. Census and the ES-237 and by interviewing the school district middle school science coordinator and the Parks and Recreation community center supervisor. Experiential programming delivered using STEM-related materials and equipment and employing volunteers who reflected the area's demographics were identified as needs. When meeting with key community stakeholders and offering STEM-related resources, the stakeholders offered assistance recruiting volunteer mentors who reflected the area's demographics. Four months after the program started, this agent also joined the area's community coalition that aims to bring people and resources together. Results: After one year, the number of volunteer mentors has more than doubled from four to nine. All mentors, except two senior 4-H youth, were referred by key community stakeholders and reflected the area's demographics. Prior to this outreach, 4-H and its impact were unfamiliar to the area. Volunteers joined the program because they recognized 4-H as an organization that cares about their community. Conclusion: Completing a needs assessment before meeting with key stakeholders and joining an area development group led to stakeholders supporting 4-H. They were willing to contribute their efforts to make 4-H successful in this underserved area. After more than a year, the program continues to thrive and the partnership with Parks and Recreation has been renewed for another year.

Increasing Diversity, Engaging Youth, and Utilizing Resources Wisely to Benefit 21st Century Partnerships

V. Spero-Swingle*, UF IFAS Extension, E. Shephard*, UF IFAS Extension Brevard County, T. Forschino*, Brevard Public Schools, Afterschool Program Vspero@ufl.edu

Objectives: The 21st Century Community Learning Centers (21st CCLC) initiative is the only federal funding source dedicated exclusively to afterschool programs. The 21st CCLC program focuses on enrichment activities to help students succeed in meeting state and local standards. In 2015, the Afterschool Program Development coordinator contacted UF/IFAS Extension Brevard County to partner with them through the 4-H and Family Nutrition Program (FNP). Extension targeted students in k-6th grade to increase knowledge of STEM concepts, increase vegetable consumption and encourage behavior changes related to healthier eating choices. Methods: 4-H initiated afterschool gardening clubs at six sites, while FNP taught nutrition and culinary lessons at 14 sites. 4-H taught gardening concepts through the Junior Master Gardner Program, Learn, Eat, Grow and Go! while FNP used the curriculum Kids in the Kitchen. Results: Evaluation consists of pre- and post-tests administered at the start and end of the program. Results will be available using Brevard County data upon conclusion of the 2016 school year. We expect the following changes based on Texas A and M data reporting the following results: student vegetable preference, consumption at school, knowledge in nutrition and plant science, engagement in moderate physical activity, parent and student gardening time, preparing meals together, and eating meals together increased, while sugar sweetened beverage consumption decreased. Conclusions: The partnership allowed 4-H and the FNP program to introduce gardening, nutrition, and culinary classes to afterschool youth. Unique partnerships allow Extension programming to utilize community resources more effectively while achieving objectives.

Leon County Seed Library Program

Jameson, M. Leon County mjameson@ufl.edu

Objectives: The objective of the Leon County Seed Library Program is to increase agriculture awareness and adoption of healthy behaviors by Leon County citizens. It is a result of the partnership between Leon County Extension and the Leon County Public Library. Methods: The program gives patrons the opportunity to "check-out" seeds with their library cards at all seven library branches around Leon County. Extension collaborates with local farmers to select seeds, creates Seed Library brochures and posters for library distribution, recruits volunteers to assemble seed packets, presents educational seminars and displays during seed launch events, and partners with the Family Nutrition Program to deliver "Grow Healthy, Eat Healthy" workshops at multiple library branches. The workshops deliver sustainable gardening education, information on how to support local farmers, nutrition education, and healthy food demonstrations to participants. Results: The program has received local media promotion, leading to over 15,000 seed packets being checked out in the first year. For spring, 2016, nearly half of the 9,000 seed packets were checked out in under two weeks, with 1,030 packets checked out the first day they were available. Post-survey responses from the Grow Healthy, Eat Healthy workshops documented that 88.4% of 113 participants surveyed said they intend to use techniques they were taught, such as how to start a garden or cooking with fresh produce. Conclusions: The Seed Library Program's success is an indication that many patrons are learning gardening skills, growing healthy food, and will in turn have a better appreciation for agriculture.

Natural Resources
Coquina G
Nicole Pinson FANREP Abstract Chair
Tuesday, September 27th 2016 10:15 am - 2 pm
Wednesday, September 28th, 2016 9 am - 11:30 am

Time Tuesday	Speakers	Abstract
10:10 – 10:15 am	Nicole Pinson	Introductions & Protocol
10:15-10:35 am	Alicia Betancourt	How Local Governments Address Climate Change
10:35-10:55 am	J. Gellerman	Martin County Water Ambassadors Program: Citizen Engagement Initiative
10:55-11:15 am	J. Davis, B. Moffis	Creating a Wildlife and Invasive Species Educational Program for Florida Master Naturalists and Florida Master Gardeners

11:15-11:30 am	**L. Milligan, S. Carnevale**	**Meeting People Where They Are - Wildlife Wednesday Webinar Series**
11:30-12:45 am		
1-1:15 pm	**R. Madhosingh-Hector* and H. Landis**	**A Creative Approach for Engaging Urban Audiences**
1:15-1:30 pm	**S. Carnevale**	**Bringing Distance-Education Home: A Format for Cohort Learning**
1:30-1:45pm	**L. Singleton**	**Extension Goes to Prison: Reduce Recidivism, Save Taxpayer Dollars**
1:45- 2 pm	**R. Mitchell**	**Parks that Teach**
Wednesday September 28th 9- 11:30 am		
9-9:15 am	**E. Lovestrand, L. Harrison**	**Attacking Invasive Cogon Grass at the Community Level in a Panhandle Coastal Ecosystem**
9:15-9:35 am	**M. McGuire**	**Florida Microplastic Awareness Project: A Citizen Science Initiative**
9:35-9:55 am	**T. Sudol**	**Aquascape Education Methods: Comparing Interest and Behavior Change**
10:30-10:45 am	**E. Lovestrand, S. Jackson**	**Improving Compliance with a Sea Turtle Lighting Ordinance on St. George Island, Florida**
10:45-11:00	**J. Cohen**	**Save Our Springs, Manage the Manure Water Bottle Give-Away**
11:00-11:15	**Y. Zhuang, J. LeCroy**	**Living in Central Florida: Transitioning from Newbie to Native**
11:15 -11:30 am	**L. Albrecht**	**'Let Every Drop Count' Landscape Water Conservation Campaign**

How Local Governments Address Climate Change.

Alicia Betancourt, UF IFAS Monroe County ExtensionBetancourt-alicia@monroecounty-fl.gov

Objectives: The project, Borrow, Adapt, Adopt, focuses on building climate resiliency through municipal policy adoption. Climate change is felt at the local level; local policies can address climate issues and reduce projected impacts. Methods: This project provides easily editable tools for adoption by local government to implement best practices which increase climate resiliency. Tools are supported by workshops held 3 times per year to share, engage and support municipal action. The tool kits consist of easy to edit documents such as policies, targets, ordinances and resolutions for adoption by local governments. The tool kits allow communities to pick and choose areas to move forward based on their current engagement and interest. The tool kits include documents such as; signing the Mayors Climate Agreement, operations emission inventories and energy reduction targets, environmentally preferable purchasing, action plan development, comprehensive plan elements and more specific ordinances. Results: The first municipal workshop was held in 4 South Florida counties for 108 municipalities. The project requires pre- surveys and tracks the adoption of policies through follow up interviews. Outcomes are measured by the # of communities using the tools to adopt local policies and procedures and the # of communities who adopted # of policies. Conclusion: This project was one of 69 national projects chosen by eXtension for i-Three Corps innovation. Through policy adoption communities can prioritize; capital improvements, future investments and reduce risk for vulnerable areas. Climate policy adoption has been a proven strategy in risk reduction and cost effectiveness at the local level.

Martin County Water Ambassadors Program: Citizen Engagement Initiative

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OBJECTIVES: To enhance water quality programming efforts in the St Lucie River/Indian River Lagoon area through collaborative work with county/city partners. The goal was to educate at least 100 participants per year through 10 classes about the sources, impacts and opportunities to reduce nutrient runoff and stormwater. METHODS: Utilizing an interactive format, faculty depended on developing class interactions that focused on the human impact of natural systems. Losely based on the Sustainable Floridians model, faculty developed a partnership with the Martin County Engineering Department and utilized interactive educational methods, community events, and pre-post survey evaluations to assess program design and delivery. The course consisted of four modules to educate participants about drainage, fertilizer, homeowner education and strategies for working with decision makers. RESULTS: A total of 52 attended the Water Ambassador program and 52 returned evaluations. Ninety nine percent (99%) of attendees learned something new and were able to list two things learned at this event; 100% rated the program excellent, very good, or good; and 85% were unfamiliar with Extension as a resource. CONCLUSIONS: Misinformation and confusion surrounding the origins and contents of the primary pollutants to the Indian River lagoon has led to public frustration and anger. Utilizing lectures, guest speakers, innovative role plays, group discussions, and short videos has proved to capture attendee attention for longer periods resulting in high percentages of knowledge gain and behavioral change.

Creating a Wildlife and Invasive Species Educational Program for Florida Master Naturalists and Florida Master Gardeners

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Invasive species pose a real risk to Florida's native flora and fauna. After assessing the needs for more education from established natural resources events, a symposium titled "Wildlife and Invasive Species Education" or W.I.S.E. was created. W.I.S.E. provides continuing education to Florida Master Gardeners and Florida Master Naturalists on native wildlife, native plants and the control of invasive species. Objectives: Objectives were to educate and train participants so that they may take the knowledge learned and educate the public. Methods: W.I.S.E. consisted of a three day event. Presentations were delivered by extension faculty, UF/IFAS specialists and representatives from state agencies. Educational booths were present for questions and for participants to become familiar with the agencies that were present. The third day of the symposium consisted of guided field trips to natural areas and a tour of the Florida Bass Conservation Center. Results: 120 attended W.I.S.E. 70 participants responded through a post survey. 88% of the participants stated they will use the information learned from W.I.S.E. to educate clientele about invasive species, native plants and native wildlife species. 58 participants listed three action items they will take to educate others on invasive species. 100% (n=70) participants demonstrated knowledge gain. A monetary gain of $492.00 was achieved and used to enhance other natural resources events. Conclusion: Based on the qualitative data from the results, interest and positive feedback, W.I.S.E. can serve as a model for other extension programs statewide focusing on natural resources training designed for Master Gardeners and Master Naturalists.

Meeting People Where They Are - Wildlife Wednesday Webinar Series

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With the expansion of technology and a push for social media, Agents collaborated to offer a webinar series for the public. Objectives: To increase participants' knowledge of local wildlife and ways to coexist with them as determined by a retrospective pre/post test and for this information to help participants to better protect natural resources such as native plants and animals. Methods: The Wildlife Wednesday Webinar series was offered on the third Wednesday of every month, August through December, from 12:15-1:00pm as a lunch & learn opportunity. A total of five webinars were offered in 2015 reaching 147 people. Each webinar concluded with a link to an online evaluation. Results: Eighty participants completed an evaluation for a 54% response rate. A retrospective pre/post question about knowledge prior to and after the webinar showed a 63% increase in knowledge (on a five-point scale) from an average score of 2.7 prior to the webinars and 4.4 after, and 55% (n=76) strongly agreed and 45% agreed that the information participants received in the webinar will help them to better protect natural resources (native plants and animals). The information learned was also extremely likely (57%) and likely (38%) to be shared with others. Links to webinar recordings have reached an additional 500 people. Conclusion: Webinars are a great way to reach the public who are already interacting with computers and cell phones as part of their daily routine, and they are highly transferable for use in Extension programs in other states.

A Creative Approach for Engaging Urban Audiences

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Objectives: To engage urban audiences in critical thought about local issues through the use of engaging media. Methods: Two book talks featuring Cynthia Barnett, a well-respected journalist and author whose work focuses largely on water issues in Florida and beyond, were scheduled in geographically distinct areas of Pinellas County. The book Blue Revolution provided the platform for lectures and seminar attendees were involved in discussion on pertinent local issues related to water conservation and popular sentiment surrounding these issues. Post seminar surveys were used to assess knowledge gain and pledge behavior to improve water quality or another related environmental issue. Results: In total, 90 participants attended the book talks. The survey revealed an average knowledge gain of 1.49 points on a 5-point scale. Of the 65 survey respondents, 36 identified something that they might do differently as a result of the program. Further, 59.4% of surveyed individuals reported having been previously unfamiliar with UF/IFAS Extension as a resource. The events were very well received, with approximately 92% rating the talks as “Excellent” or “Very Good” on a customer satisfaction scale. Conclusions: As population continues to shift to more urban areas, reaching these audiences will require innovative techniques. By incorporating both popular literature and an expert speaker, urban audiences became more informed and willing to contemplate personal changes. Using a more creative medium allowed UF/IFAS Extension Pinellas County to reach audiences previously unfamiliar with the organization in a way that they appreciated.

Bringing Distance-Education Home: A Format for Cohort Learning

S. Carnevale* Polk County

Objectives: The objective of this program was to provide added value to distance-learning content through the use of a local learning “cohort” and provide a local connection between UF IFAS Extension and UF IFAS CALS. Methods: The “Cultivating Change: Social Marketing” certificate program offered by UF/IFAS Agricultural Education and Communication department was advertised to local stakeholders via email and word of mouth. Interested stakeholders registered for the certificate program with UF E-Learning and met as scheduled with other participating stakeholders as a part of a local cohort. The cohort was made up of four community stakeholders and the group met approximately every three weeks. Participants were expected to complete that week’s “chapter” of the course prior to attending each meeting. At the meeting, the agent led the cohort through a discussion of chapter materials and content, organized activities using the lesson’s content, and encouraged participants to share how they could relate each lesson to their profession. Results: Through a two-month follow-up survey, 100% (n=4) indicated that the cohort format added “a Great Deal” or “a Lot” of added value to the e-learning experience . In addition, 100% of participants surveyed (n=4) indicated that they were “extremely likely” to participate in future Extension events of a similar format and also were “extremely likely” to recommend this type of programming to others. Conclusions: Extension can improve e-learning participants’ experience by offering local cohort learning which provides real-world examples and facilitated discussion of e-learning content.

Extension Goes to Prison: Reduce Recidivism, Save Taxpayer Dollars

L. Singleton, UF/IFAS Sumter County Extension lsingleton@ufl.edu

Objectives: Train 400 prisoners of Federal Correctional Center - Coleman Low in FNGLA Certified Horticulture Professional (FCHP) and Green Industries Best Management Practices (GIBMP) in 5 years with 70% passing; the long-term goal is to reduce recidivism upon release. Methods: Funded with an annually renewable 5-year contract from the Department of Justice Bureau of Prisons (BOP) of approximately $90,000/year, a full-time program assistant provided classroom and hands-on instruction with an indoor hydroponic system, germination unit, outdoor raised bed vegetable gardens and the complex ground's plant beds. Approximately 40 students were trained in each semester of 4-6 months, 20 each in morning and afternoon tracks. Curriculum and training materials were developed or adapted for the unique prison setting (GBC bindings, no internet access, etc.). Results: For GIBMP certification, 391 tested, 375 certified = 96% passing rate (compared to 89% statewide). For FCHP, 373 tested, 353 certified = 95% (industry average = 80%). 415 total enrolled, preliminary tracking release dates shows 196 released as of January 2016, 7 re-incarcerated = recidivism rate of less than 4%. Conclusions: Our trainees demonstrate a substantially lower recidivism rate than the national average (66%). Costing $30,000/inmate/year for incarceration, this potentially saves millions of taxpayer dollars. Research is planned to quantify the social and economic benefit. The program's value is reflected in the BOP's award of a new expanded UF/IFAS Extension 5 year contract totaling $2.67 million.

Parks That Teach

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Formally implemented in December of 2013, Parks That Teach is a public-private partnership between the City of Punta Gorda, the UF/IFAS Master Gardener Program, and Team Punta Gorda© with a grant from the Charlotte Community Foundation©. Objectives: As a result of the Parks That Teach Program, at least 50% of over 200 participants will increase their knowledge of Florida-Friendly Landscaping™ principles. Methods: As part of the corridor of the Punta Gorda Pathways, Parks That Teach provided guided tours led by UF/IFAS Master Gardeners though this special "teachable moment" trail complete with mangrove ecosystems, native and non-native trees and shrubs, and FFL home landscape trouble-shooting opportunities. As many as thirty-two (32) participants joined the walks which averaged from seventy-five to ninety minutes long. Results: As a result of the Parks That Teach Program, 232 individuals participated over a 13 month period on 18 walks in total. An electronic survey was conducted to obtain follow-up feedback from the participants with 38 respondents. As an example, when asked which FFL topic(s) were reinforced on the walking tour, 57.89% selected Right Plant, Right Place. Conclusions: One written comment captured indicated that "I appreciated being educated about our local environment and impressed with the wealth of knowledge of our Extension Services Department!" This educational program continues in its third year with preliminary expansion onto the north shore of the Harbor in Port Charlotte.

Attacking Invasive Cogon Grass at the Community Level in a Panhandle Coastal Ecosystem

E. Lovestrand*, Franklin County Extension Director/Sea Grant Agent II RSA,L. Harrison*, Wakulla County Extension Director/Agriculture and Natural Resources elovestrand@ufl.edu harrisog@ufl.edu

Objectives: Elimination of an expanding 1.5 acre patch of invasive cogon grass occurring adjacent to the shoreline in the coastal community of Saint Teresa Beach, Florida. Methods: Outreach was conducted via site visits and email contacts with property owners in the affected area. An educational workshop was offered to owners of impacted and nearby parcels. The information focused on environmental damage caused by this plant. A cost versus benefits analysis was provided to clearly explain the results of unchecked growth of this invasive species. Presentations were supported with photographs and historical examples. The workshop was planned and conducted with faculty from the adjacent County Extension office to reach a broader audience with interest in improving the native environment. Extension Faculty also partnered with Florida Department of Environmental Protection staff to conduct the workshop. Results: All property owners agreed to hire a certified pesticide applicator to eliminate the invasive weed at their cost. Initial treatment has been completed with subsequent treatments to follow in autumn 2016 and spring 2017. With the elimination of cogon grass, native species diversity will be increased. Conclusions: Success of this effort was dependent upon Extension Faculty employing a fact-based, assistance-oriented approach with a key parcel owner who was initially very resistant due to his erroneous perception of cogon grass being an acceptable erosion control technique. The impact of peer pressure from neighbors, who were convinced about the importance of addressing this issue, was also important.

Florida Microplastic Awareness Project: A Citizen Science Initiative

M. McGuire*, Flagler County Extension; R. O'Connor, Escambia County Extension; C. Verlinde, Santa Rosa County Extension; L. Tiu, Walton County Extension; L. Milligan, Pinellas County Extension; S. Krueger, Monroe County Extension; L. Krimsky, Miami-Dade County Extension; H. Abeels, Brevard County Extension, M. Johnson, Nassau County Extension.mpmcg@ufl.edu

Objectives: Plastic pollution in the oceans is an increasing problem. Microplastics (plastic pieces smaller than 5 mm in size) are being found in fish and invertebrates. The Florida Microplastic Awareness Project aims to raise awareness about microplastics, in part by having citizen scientists collect and analyze coastal water samples for the presence of microplastics. Volunteers and others in the community are asked to reduce their consumption/disposal of plastics. Methods: Sixteen coordinators around the state (including eleven UF/IFAS Extension agents) give presentations about microplastics to potential volunteers, then conduct hands-on trainings to show water collection and analysis techniques. Volunteers are asked to collect at least four samples during the year. Data are used to populate a Google Map. Results: Data from 410 water samples shows that 91% contained at least one plastic item. On average, there are eight pieces of plastic in a liter of coastal water. Pre- and post-tests given to 110 people attending microplastics presentations showed that test scores increased by 50 percentage points, from an average of 46% on the pre-test to 96% on the post-test. Over 85% of program participants surveyed had checked the labels on personal care products to see if they contained polyethylene (plastic). Two thirds had changed the type of personal care items purchased to avoid those containing plastics. Three quarters are avoiding single-use plastic items (drinking straws, water bottles, plastic bags.) Conclusion: People learning about microplastics are willing to take steps to reduce their contribution to the problem.

Aquascape Education Methods: Comparing Interest and Behavior Change

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A primary goal within the Florida Extension Roadmap, Florida-Friendly Landscaping Program (FFL) and Seminole County is to enhance and protect water quality. Different learning styles, interests, and relevancy determine who will participate and whether they will change their behavior. In 2015 Seminole County's FFL program delivered five types of "aquascape" programs, which were evaluated based on attendance, knowledge gain, satisfaction, and behavior change. Objective: 100 households a year will implement one or more "aquascape"-type behavior changes. Methods: The five education methods include: a two-hour lakeside class for the general public with free plant giveaways, a similar class provided on-site to a single subdivision, a stormwater pond renovation project, a short class paired with a canoe tour, and an aquascape video. Marketing, logistics, costs, and partnerships will be discussed further. Results: The lakeside class had 2 attendants (past events averaged 13), the subdivision had 11, the stormwater pond renovation had 120 volunteers, the canoe tour had 10, and the aquascape video had 197 views. Post-surveys had limited completion but the lakeside class enacted two changes, the subdivision enacted five changes, the aquascape video indicated 297 changes, the stormwater renovation had native plants installed and invasive plants removed, and the canoe tour is still being evaluated. Survey response rate, type of behavior change, knowledge gain, and satisfaction will be discussed further. Conclusions: A variety of education formats will reach a broader audience. Targeting audience by neighborhood or a recreation benefit increases interest and participation. Any of these education methods can prompt a similar amount of behavior change.

Improving Compliance with a Sea Turtle Lighting Ordinance on St. George Island, Florida

E. Lovestrand*, Franklin County Extension Director/Sea Grant Agent II RSA S. Jackson*, Bay County Sea Grant Agent IV RSA elovestrand@ufl.edu lsj@ufl.edu

Objectives: The primary objective for this four-year project is to improve compliance by property owners and managers with a 1998 sea turtle lighting ordinance in Franklin County, Florida. The ordinance was passed with the goal of reducing the high number of hatchling turtle disorientations occurring due to artificial lighting. Methods: Outreach was conducted through printed materials, radio PSA's, website development, and direct correspondence with owners and property managers. The target group is owners of non-compliant properties lying seaward of the Coastal Construction Control Line. Specifically, the first year of the project focused on 148 properties identified by the U.S. Fish and Wildlife Service as "out of compliance." Assistance was offered through grant funding to purchase turtle-friendly fixtures and bulbs for owners who would agree to pay for installation costs. Properties identified as causing a disorientation event were also specifically targeted. Results: During the first year of the project agreements were obtained from 47 property owners, which represents a 32% success rate for the initial outreach effort. Retrofits have been completed on 14 properties. Additional owners have been contacted and to-date there are 59 properties with retrofit agreements that will be serviced this year. Conclusions: Rental management companies were crucial in reaching the large number of absentee property owners who rent many of these structures. Funding assistance through the granting source was also important in gaining "buy-in" and successfully negotiating agreements for in-kind match from owners. Sea turtle nesting beach habitat will be improved as a result.

Save Our Springs, Manage the Manure Water Bottle Give-Away

J. Cohen-Wallace, UF IFAS Marion County Extension

Florida Association of County Agriculture Agents jamiecohen@ufl.edu Florida houses 500,000 horses and 700 freshwater springs; Marion County is, “Horse Capital of the World” and houses two first magnitude springs, both currently in the Basin Management Action Plan (BMAP) Process. Objectives: The “Save Our Springs, Manage the Manure” campaign educated horse farm owners and managers about proper farm management techniques to protect ground and surface waters. Methods: A grant with Southwest Florida Water Management District (SWFWMD) allowed for development and distribution of promotional water bottles at ten different equine feed stores from late November until early April 2016. A total of 250, “Save Our Springs, Manage the Manure” water bottles were distributed; All (250) water bottles/data cards were personally distributed at feed stores; half of the data cards (125) were left in stores visited. Results: The promotional piece outreach generated (55) one-on-one farm consultations; promotional materials left at feed stores generated an additional (4) consultations from neighboring farms that learned of the promotion; (2) individuals working at various stores also requested farm consultations. Conclusions: This promotional campaign significantly increased the visibility of Extension in supporting local efforts to protect ground and surface waters. The benefit of utilizing feed stores as an outreach method greatly expanded the agent’s client base. Impacts show (61) individuals increased knowledge of improved management practices and BMPs, and indicated intent to decrease nutrient levels to the ground and surface waters.

Living in Central Florida: Transitioning from Newbie to Native

Y. Zhuang*, UF/IFAS Extension Marion County and J. LeCroy* UF/IFAS Extension Marion County yilinz@ufl.edu; jlecroy@ufl.edu

Nearly 1,000 people move to Florida every day. A large portion of them are unaware of the different climate and hydrogeology features of Florida and are using out of state practices in their homes and landscapes. These practices contribute to high water and energy consumption and nitrogen increase in springs. Objective: The objective of this program is to increase the knowledge of homeowners who are new to Central Florida about water and energy conservation as well as Florida-Friendly Landscaping™ and help them cohabitate with Central Florida’s environment. Methods: The program was piloted at On Top of World Communities in fall and winter 2015. It consisted of three sessions that homeowners commonly deal with: water, landscaping, and energy. Each session featured in-class presentations and a field trip. The participants completing all sessions received a water and energy conservation tool kit and a certificate of completion. Results: The program was evaluated using a pre/post-survey to measure knowledge gain and program impact. About 94% of the participants were satisfied with the program overall and more than 90% of them would recommend this program to others. The overall knowledge for water, landscape, and energy increased by 53%, 45%, and 39%, respectively. Conclusion: Educating new homeowners as soon as they move to the state with tools and information about the area’s environmental resources provides an opportunity to reduce water and energy use and non-point source pollution as well as saving them money and time.

'Let Every Drop Count' Landscape Water Conservation Campaign

L.A. Albrecht., Palm Beach County lalbrecht@pbcgov.org

The 'Let Every Drop Count' program was developed to address Florida's growing water crisis. Objectives: to use community-based social marketing (CBSM) techniques to encourage participants to implement two or more new landscape water conservation practices on their properties and to empower them to create positive behavior changes throughout the community. Methods: An initial presentation demonstrated how much water and money participants could save by taking simple steps to reduce landscape irrigation, and provided tips on how they could become community-wide "water ambassadors." Attendees then signed a voluntary pledge to participate in the program and created their own water conservation plans. Integrative, experiential and reinforcement methods included two follow up presentations, plus demonstrations, brainstorming sessions, group discussions, and in-person and email pledge reminders. EDIS publications, fact sheets, and CBSM techniques such as specially-created pledge certificates, pledge cards, prompts and a campaign logo were employed to lower barriers to change and make new practice adoption convenient and desirable. Results: According to a sixty-day follow up survey, the eighteen pledge takers in the pilot program had adopted new practices that would reduce landscape irrigation by nearly 1.5 million gallons of water/year (Boyer & Dukes, 2015). In addition, eight of the "water ambassadors" convinced community associations, schools and clients to make changes, including fixing malfunctioning sprinkler systems, reducing irrigation frequency, and installing rain sensors. Conclusion: CBSM techniques can help agents foster large-scale and far-reaching behavior changes in landscape irrigation practices. The program is in the roll-out phase in two counties: Palm Beach and Martin.

Extension Leadership
Coquina H
Maia McGuire ESP Abstract Chair
Tuesday, September 27th , 2016 10:15 am - 2 pm
Wednesday, September 28th , 2016 9 am - 11:30 am

Time Tuesday	Speakers	Abstract
10:10 – 10:15 am	Maia McGuire	Introductions & Protocol
10:15-10:35 am	B. Burbaugh	Determining the Educational Needs of County Government Employees
10:35-10:55 am	R. Jordi, M. Johnson, L. Harlow, K. Poppell	Return on Investment for County Agents
10:55-11:15 am	L. Felter	Be Open to Innovation: The I

		Three Corp (Issues/Innovation/Impact) Experience Sponsored by eXtension
11:15-11:30 am	**W. Sheftall**	**Extension Office Retrofit Serves as Demonstration Platform for Teaching Alternative Energy Systems**
11:30-12:45 am		
1-1:15 pm	**S. Dunning**	**AmeriCorps Master Naturalists Improve Youth Environmental Education**
1:15-1:30 pm	**L. Valencia**	**Non-Traditional Programs: Are We Ready for a 4-H G.O.A.L.? (Great Opportunities for Achieving Leadership)**
1:30-1:45pm	**C. Kelly-Begazo**	**Assisting Extension Colleagues in the South District Obtain Grant Writing Skills Via a 4-hour Workshop.**
1:45- 2 pm	**M. Atkinson, A. Yasalonis, R. Madhosingh-Hector, L. Milligan**	**Helping Volunteers to Overcome Barriers by Conducting Visioning Workshops**
Wednesday September 28th 9 am - 11:30 am		
9-9:15 am	**L. Felter**	**Extension Faculty attend the National Floriculture Forum to the Netherlands and Germany Expands Knowledge and Opportunities**
9:15-9:35 am	**K. M. Stauderman**	**The Limited Release of Tamarixia radiata in the Citrus Groves of Oak Hill, Florida**
9:35-9:55 am	**H. Mayer**	**An Effective Extension Program Highlighting Research Applied to Landscape and Pest Control Professionals**

10:30-10:45 am	**G. Ricketts**	**Comparison of Fall Establishment of Plugs of Zoysia and St. Augustine Grass in Central Florida**
10:45-11:00	**S. Dunning**	**Growing Plants and Volunteers: A Master Gardener Nursery Project**
11:00-11:15	**L. Barber, N.D. Pinson**	**Youth Leaders Create Sustainable Extension Pollinator Garden**
11:15 -11:30 am	**K. Diem**	**Using Social Media and Technology for Extension Program Delivery: A Pilot Project**

Determining the Educational Needs of County Government Employees

B.J. Burbaugh, UF/IFAS Clay County Extension brad784@ufl.edu

A needs assessment can help identify the focus of educational programs and is an integral part of the Extension program planning and evaluation process (Cevero & Wilson, 2005). Objective: The purpose of this research was to develop and administer an organization-wide assessment to determine professional development needs and inform the development of educational programs. Methods: In early 2016, an online survey was sent via email to all employees of a small Northeast Florida County (N= 544). The assessment contained fifteen open and closed-ended questions about topic area and program delivery preferences. The survey response rate was 85%. Results: Forty-eight percent of employees identified leadership development as the top priority for professional development; followed by technology and software (46%), and critical thinking and problem solving (34%). The specific needs related to leadership development were assessed for current supervisors, their direct reports, and individuals who indicated a desire to advance in the organization. Nearly half of the respondents indicated that it had been over a year since they participated in a training course organized and/or funded by the county. Conclusions: As a result of this project a partnership between the county Human Resources and Extension Services divisions was formed to develop a series of leadership development programs for county employees. These programs were developed, delivered, and evaluated by Extension. There is a need for employee training at the county level and Extension has the expertise and capacity to fill this educational need.

Return on Investment for County Agents

R.L. Jordi*, M. McAlpine*, M. Johnson*, L. Harlow*, K. Poppell*, Nassau County Florida rljordi@ufl.edu

Objectives: To provide the Board of County Commissioners (BOCC) and the County manager with a monthly report of program accomplishments and specific return on investment (ROI) made to the Nassau County Extension budget. We believe as a team - each program area can and should provide the ROI – Agriculture, Horticulture, 4-H and Family Consumer Science. Methods: The ROI measures the amount of return on an investment relative to the investment's cost. We decided as a team the financial value of some of our services compared to the potential cost to the client if the client were to pay a private consultant. There is additional emphasis on providing research-based information as we believe we should be the "go to" information source. The areas used for ROI include but not limited to the value of CEU, certification/recertification, licensing, volunteer time, one-on-one visits, teaching large groups, and diagnostic analysis. For example: a personal site visit resulting in diagnostic work would calculate to $200 per visit. Often these visits last longer than one hour resulting in multiple questions and often including a written analysis via e-mail. Results: The average monthly ROI was $50,000 for 2015 and we fully expect that number to increase each year. Extension presented a "check" in 2015 demonstrating the value of Extension volunteers to the BOCC and community. Conclusion: It is important for stakeholders and clientele to see quantifiable numbers to support what they already know – Extension is valuable. "Extension is my success story" – Nassau County Manager.

Be Open to Innovation: The I Three Corp (Issues/Innovation/Impact) Experience Sponsored by eXtension

L. Felter*, UF/IFAS Extension Food Systems RSA Central District, D. Campbell, UF/IFAS State Food Systems Specialist, Family Nutrition Program ,C. Glatting, UF/IFAS Central District Food Systems Specialist, Family Nutrition Program, Z. Glorioso, UF/IFAS South Central District Food Systems Specialist, Family Nutrition Program, K. Korman, UF/IFAS Northeast District Food Systems Specialist, Family Nutrition Program Lfelter@ufl.edu

According to Rogers' Theory of Diffusion of Innovations an innovation is a concept or object that is perceived as new by an individual. Therefore, "if an idea seems new to an individual, it is an innovation" (Rogers, 2003). OBJECTIVES: The purpose of this training program was to increase the success of each of our food systems projects. Breakout sessions included how to build a small peer support group, cultural diversity, concept mapping and working in small groups to improve each project to the best it could be. METHODS: Attendees were from across the United States and accepted to the program after a rigorous application process and a social media voting process. Participants attended a 2 1/2 day series of classes that included presentations and hands-on opportunities. One-on-one meetings were available with a group of experts in the areas of storytelling, using social media, cultural diversity, program evaluation and funding opportunities. Participants were taught best management practices in each of these topic areas as it pertained to their individual project. RESULTS: Participants departed from the conference with a better understanding of the path needed to achieve success with their projects including the current situation, the objective, what educational programs needed to be presented and the end results. They also added members to their support network. CONCLUSION: Participants had to be open to using new technology throughout the application process. They also had to be open to innovative ideas that would advance their projects and aid in the success of future projects.

References: Rogers, E.M. 2003. Diffusion of innovations. 5th ed. New York: The Free Press.

Extension Office Retrofit Serves as Demonstration Platform for Teaching Alternative Energy

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Objectives: The Leon County Extension Center was renovated to demonstrate how a 50-year-old building lacking a high-tech envelope can be transformed into net-metered office space that meets next-generation performance standards and "Zero Net Energy" (ZNE) certification. "Walking the Talk" with Extension facilities gives our sustainability education programs credibility and authenticity, while providing a platform for teaching alternative energy systems as an element of sustainable shelter. Methods: Transformation of the building was achieved with lighting upgrades, insulation and window upgrades, and alternative energy systems that included a 60 kW solar PV array over parking, and a 17-Ton closed loop geothermal HVAC system. For any 12-month period since October 2012, this 13,000 SF building has produced more energy onsite than it has consumed. Instructional aids developed for tours and workshops include 5 fact sheets, an interactive lobby kiosk, 3 outdoor signage stations, a poster and two Web-based energy monitoring feeds. Results: Between 2013 and 2015, 247 adults and students participated in 22 tours of the building's energy systems and a plug-in electric vehicle (EV). 358 citizens participated in 4 workshops, including a "Green Home Makeover: Is It for Me?" series that explored the Home Envelope, Appliances, HVAC, Solar Hot Water and PV Applications. 131 students were engaged in hands-on activities during 7 sessions of energy day-camp to learn about these systems and EVs. All teaching events included a demonstration of the building's Web-based energy monitoring feed http://egauge2375.egaug.es/ that graphs production vs. consumption for any selected time period, calculates the monetary value of energy produced vs. purchased, and calculates the GHG reduction. Conclusions: A "Zero Net Energy" Extension Center used in teaching 736 clientele attending workshops, tours and day camps, has inspired them to improve the energy efficiency of their homes and lifestyles.

AmeriCorps Master Naturalists Improve Youth Environmental Education

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Objectives: Most Florida residents live near the beach. Coastal ecosystems contain fragile habitats. Development has created habitat loss and degradation. From 2004-2006, tropical storms damaged the dune system, requiring restoration. Local school districts emphasized the need for programs with activities that provide investigative and problem solving experiences related to science and mathematics. Methods: School-age youth were identified as the audience with their classrooms serving as plant nurseries. From 2004-2014 Extension implemented "Dunes in Schools". Nearly 7,000 students were educated on ecology and horticulture. Each was able to grow and install at least one Sea Oat, restoring a linear acre of foredune. As the curriculum became established schools, it became necessary to transfer coordination to a partner organization. A local non-profit offered AmeriCorps participants and other personnel to continue the program. However, many individuals lacked knowledge to instruct. Extension offered a solution, the Florida Master Naturalist Program (FMNP). Results: Thirty-four individuals completed the Coastal and Environmental Interpretation Modules. Graduates are required to create and deliver an education tool. AmeriCorps developed a seven-lesson curriculum that aligned with the Florida science standards. Efforts to improve the interpretive skills of the AmeriCorps volunteers through the FMNP built the self-confidence of the adults while enhancing the learning of the youth. Conclusions: Today, "Dunes in Schools" continues as a staple in 9 schools, with nearly 900 students participating annually. Pre- and post-test surveys have yielded an average 15% knowledge gain. The children have been able to follow the development of the ecosystem, which has enforced the concepts of environmental stewardship.

Non-Traditional Programs: Are We Ready for a 4-H G.O.A.L.? (Great Opportunities for Achieving Leadership)

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SITUATION: Osceola County 4-H has not been able to successfully engage diverse audiences with current 4-H programming efforts. Therefore, the program is striving to develop non-traditional programs to increase the number of non-traditional audiences. According to the 2010 U.S. Census, Osceola County has 60,829 potential youth between the ages of ages 5-19 years, with 53% of those being Hispanic youth. OBJECTIVE: The primary objective for Osceola County 4-H is to increase awareness among Hispanic/Latino families about 4-H through culturally responsive programs. In order to accomplish this, an environment that supports the engagement of Hispanic/Latino families must be fostered. One promising avenue is through sports-based youth development programs. METHODS: Osceola County 4-H used a target approach to educate Hispanic youth in healthy living behaviors, and other extension programming, through what they know and love most, Fútbol Soccer. The pilot program was presented to the area of Buenaventura Lakes where there is a high concentration of Hispanic families. The camp was offered at no cost to the participants. RESULTS: The impact of this project in Osceola County area was to reach Hispanic/Latino families, to engage them in 4-H Youth Development programs, and for children to adopt behaviors in healthy lifestyles. As a result, 62.5% (n=16) joined 4-H for the year 2015-2016. CONCLUSION: For 4-H to grow and to be more inclusive, we need to offer positive non-traditional and creative youth development programs which still teach leadership, citizenship and life skills. Non-traditional sports-based programs are a likely step in that direction.

Assisting Extension Colleagues in the South District Obtain Grant Writing Skills Via a 4-hour Workshop.

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Due to shrinking budgets at the county, state and national levels, extension agents are encouraged to participate in revenue enhancement to fund their programs. One way to generate extra revenue to support programming efforts is through grants. Unfortunately, most agents do not have the necessary knowledge and/or experience to compete for the ever- shrinking grant funds, and competition can be quite fierce. Objectives: Offer a grant writing workshop to colleagues in the South Florida District so they can gain knowledge and experience in writing that winning grant proposal. Methods: A 4-hour workshop was develop that included presentations, group activities and selection of a grant to start the proposal process. A 1-sheet step-by-step handout was developed in order to help the agent through the development of the grant they had selected. Results: More than 25 agents attended the workshop; many lacked the experience to write a successful grant proposal, or had not even attempted one as yet. At the end of the workshop, participants felt that they had acquired some knowledge in the process of writing successful grants. They were much more comfortable with the idea of writing and submitting a proposal to a granting agency. Many agents thought that they would complete a grant proposal with in the next year. Conclusion: Grant writing is a skill that needs to be developed and fostered with each agent. Offering this workshop has increased participants' confidence with regard to writing and submitting successful grant proposals. A 6-month follow-up is planned for April 2016.

Helping Volunteers to Overcome Barriers by Conducting Visioning Workshops

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Objectives: To develop and empower the Polk County Master Gardener volunteer membership to work in a more cohesive manner. The visioning workshop facilitated efforts towards building a better Master Gardener program, provide a comfortable and collaborative atmosphere , and provide recommendations to the membership and the Master Gardener Coordinator on solutions to overcome perceived barriers. Methods: Faculty implemented a pre-survey of the membership and identified three target issues to focus on; leadership, member expectations, and outreach. An unconventional four-hour facilitated workshop was conducted for the membership to uncover barriers relating to the three focus areas. Faculty employed the use of icebreakers, a traveling tradeshow, and small group work. The members were then able to self-identify a group to work within to develop solutions to the barriers previously identified. Results: Solutions were identified and recommendations were made to the Master Gardener Coordinator to assist with program planning and implementation. Specific areas of interest and educational training topics were identified to better define educational outreach and training opportunities for members. Areas of concern such as conflicts and criticisms with leadership were discussed. 45% of the membership were in attendance and 30% of those attendees expressed verbally that they felt their voice had been heard and valued the effort. Conclusions: Visioning sessions give volunteers the opportunity to contribute ideas, opinions and suggestions concerning the future direction of the program. Facilitating groups can be helpful when there is dissention within as this format validates individual member concerns and provides opportunities for collective problem solving.

Extension Faculty attend the National Floriculture Forum to the Netherlands and Germany Expands Knowledge and Opportunities

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Reasons to internationalize U.S. Extension are generally presented in one of two categories: professional development and enhanced organizational capacity. Professional development benefits include the formation of collegial relationships with international partners (Gallagher, 2002), increased knowledge about a different culture, and new technical ideas (Rogers, 2003). The development of cross-cultural competencies at the county agent level is necessary for Extension to help clientele understand and navigate a complex global environment (Ludwig, 1996; Ludwig, 2002).Objectives: UF/IFAS faculty will participate in an international travel experience to learn about cultural norms, language, agricultural operations, economic development and environmental issues in a different locale. Methods: UF/IFAS Extension faculty traveled with the National Floriculture Forum to the Netherlands and Germany in January, 2016 for a professional development experience. Arrangements were made through the National Floriculture Forum director's office at Cornell University. The week-long trip consisted of daily field trips to producers and research projects and the largest flower auction as well as the largest plant exhibition in Europe. Results: Participating faculty indicated knowledge was gained in many areas including: organic production, marketing and distribution, economic development, pest management, LED lighting, foods, language, and cultural norms. Faculty returned with ideas that will benefit their local educational efforts including program content, product production and marketing, economic development and additional members added to the support network. Conclusions: International experience is important for understanding changing local audience needs; respond to changing statewide demographics. New ideas were brought home to the clientele. It also increases the program

support network. References: Gallagher, T. J. (2002). Going international in Extension: A done deal? Journal of Extension [On-line], 40(3) Article 3COM1. Contact for references

The Limited Release of Tamarixia radiata in the Citrus Groves of Oak Hill, Florida

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Citrus greening disease is still being battled on the front lines of Volusia County citrus groves. Tamarixia radiata, is a stingless wasp imported from Pakistan for its use as a biological control agent and as an ectoparasitoid of the Asian Citrus Psyllid (ACP), Diaphorina citri. This psyllid vectors a phloem limited gram-negative bacterium Candidatus Liberibacter asiaticus, the causal agent of citrus greening disease which is widespread throughout the state of Florida. Objectives: A citrus grower sought assistance from the commercial horticulture program to facilitate a control release study of the wasp on his three groves. T. radiata was released for the first time throughout three citrus groves in Oak Hill, Florida with the intent of diminishing its high psyllid populations amid the County. Methods: Monthly coordinated releases of T. radiata were disseminated over a period of 21 months (Oct. 2014-July. 2016) at 15 locations within 3 groves (5 sites/grove). At three week intervals, ACP counts were recorded at the sites by applying three manual taps onto a count box (8 in x 10 in x 2 in) to monitor populations. Results: The final results demonstrated Tamarixia radiata timed releases successfully decreased the populations of the Asian Citrus psyllid in all three groves in Oak Hill, Florida. This program was successful in coordinating University of Florida Citrus Extension, state partners and a citrus grower in a successful cooperative study. Conclusion: Oak Hill, Florida is rendered now as one of the lowest psyllid locations throughout Volusia County.

An Effective Extension Program Highlighting Research Applied to Landscape and Pest Control Professionals

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Objectives: An extension program focused on diagnosing diseases and disorders of landscape plants including turf was held over two days at TREC, Homestead, FL. Methods: The events included lectures, tours of research demonstration trials and hands on activities related to disease diagnostics. Several new and newly emerging diseases were addressed including Sugarcane Mosaic Virus (SCMV) of Saint Augustine grass, flax lily rust caused by Uredo dianellae, two new hosts of Phytophthora nicotianae including Zamioculcas zamifolia and Croton ‘Petra’ and two new disease alerts for Rose Rosette Virus and boxwood blight caused by Calonectria pseudonaviculata. Participants were able to view research demonstration trials focused on Cercospora leaf spot of Ligustrum and downy mildew on both Viburnum and Impatiens. Several new and effective fungicides for landscape use were highlighted and numerous examples of common diseases and disorders were available as potted plants and landscape plantings. Results: Sixty-eight people participated in the program and sixty-one completed the survey. Participants had a seminar satisfaction rating score of 4.5 (1=very dissatisfied, 5=very satisfied), practice change rate was 3.1 (1=no changes, 5=lots of changes). Both pre and post surveys were conducted to fifty-six people and results indicated 33% in knowledge gain. A post event survey will be conducted to quantify practice change. Conclusions: Due to the success of the program, these workshops will be repeated.

Comparison of Fall Establishment of Plugs of Zoysia and St. Augustine Grass in Central Florida

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Objective: Zoysiagrass and St. Augustinegrass are warm season grasses. The 2015-2016 fall/winter was mild with temperature's averaging 55 degrees Fahrenheit. Since there is no information on the establishment of different varieties of turf grass in Central Florida, sod producers and residents of Central Florida depend on information from North and South Florida. A turf grass applied demonstration site specific to Central Florida was planted to evaluate cultivars. Methods: Ten cultivars of zoysiagrass and ten cultivars of St. Augustinegrasses (n= 600) were established by plugs in early November. The shoots and roots of 30 St. Augustinegrass and 30 zoysiagrass (n=60) were measured every 30 days over a 3-month period to record growth rate. Results: All ten St. Augustinegrass cultivars established at a faster rate than all ten Zoysiagrass cultivars. At the end of the study the St Augustinegrass cultivars' runners increased in length between 4 inches and 14 inches while zoysiagrass cultivars showed very insignificant increase in shoot growth. All cultivars of St. Augustinegrass roots grew by about 4" while zoysiagrass roots increased by about an inch. Conclusion: St. Augustine cultivars are more actively growing in winter compared to zoysiagrass. During the mild winter, although zoysiagrass cultivars did not show much signs of active shoot growth, the roots were actively growing. Central Florida sod producers have access to information that is specific to their location.

Growing Plants and Volunteers: A Master Gardener Nursery Project

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Objectives: The first few Master Gardener classes graduated a motivated core of individuals. With the size of the county, it was necessary to open a satellite office, which was quickly staffed by volunteers. During the "slower" days, Master Gardeners worked on "plant projects". The office had enough space to establish a nursery. Methods: With assistance from county personnel and donations from Master Gardeners, the space grew to a 1,500 sq. ft. productive learning facility with a greenhouse, work area, tables and hoop houses. The Commercial Horticulture agent served as a trainer and consultant. Volunteers were educated on nursery Best Management Practices, propagation and scouting. Production focused on Florida Friendly plants that were utilized is local planting projects and sold for fund raising. The site also offered the opportunity for public education. Results: Established in 2001, the Master Gardener Nursery Project has been able to raise 2,500 -13,000 plants annually. Over 70 volunteers have gained knowledge in pest identification, irrigation, fertilization, and propagation. These are skills that are difficult to learn in just the classroom. The nursery provides the opportunity for socialization while learning and accomplishing a task. Master Gardeners produced over 2,000 plants for the landscaping of the Extension office in 2012. In 2015, they contributed 1,048 hours to produce 3,782 native plants while averaging the use of 18 gallons of water daily. Conclusions: Approximately 500 homeowners visited the site to consult with trained volunteers. The hands-on experiential learning has enabled Master Gardeners to better advise citizens on implementation techniques for their own property.

Youth Leaders Create Sustainable Extension Pollinator Garden

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Pollinator gardens incorporate the use of plants that attract butterflies and other pollinators such as native bees, wasps and hummingbirds. Bees need nectar and pollen, both of which are provided by flowers. All pollen is not created equal, and "pollen from different floral sources has different quantities of each component" (Ellis, et al, 2013). Objectives: The purpose of this project is to teach youth and their families about the importance of pollinators. This project promotes Florida Friendly LandscapingTM principles, especially reducing stormwater runoff, attracting wildlife, reducing pollinator risk when using pesticides and beautifying our community while preserving and conserving resources such as water. Methods: Grant funding was received for youth backpacks which contain jeweler's loupes, insect and flower rubbing plates, a butterfly life cycle model and guide books. Funding also provided for signage, plants, mulch, fertilizer and gardening tools. Results: A Girl Scout troop, Master Gardener volunteers and Extension faculty partnered to create and maintain the garden. Youth involved were responsible for watering, weeding, pruning, composting and integrated pest management. Four Girl Scouts received Silver Leadership Awards for their participation in this sustainable Take Action project. During 2015, 1,659 people visited the Extension demonstration gardens and learned how to attract pollinators to their landscapes, while reducing negative environmental impacts associated with landscape management practices. Conclusions: This project provides a template that can be used nationwide where youth leaders are involved in and recognized for addressing a community need.

Using Social Media and Technology for Extension Program Delivery: A Pilot Project

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Objectives: The main goal was to support the Extension Roadmap and contribute to the scholarship of Extension by developing a system/template for educational program delivery through social media and other technology that enables evaluation of outcomes and impacts which are recognized forms of scholarship in the faculty tenure and promotion process. Methods: A pilot project used a team approach of agents across districts, specialists, staff, and administrators to explore using social media for reaching new and diverse audiences and to measure changes in knowledge and behavior based on the Transtheoretical Model of Change. A target audience was identified, along with appropriate topics and a relevant social media platform for that audience. Results: Using analytics, it was confirmed that the target audience was reached, but it was difficult to confirm through evaluation specifically what knowledge and behavior was changed. Therefore, a second phase was launched to use social media as the means for encouraging targeted audiences to participate in an online course capable of achieving and evaluating knowledge gain and/or behavior change instead of attempting that within the social media platform itself. Conclusions: Best practices are being identified for converting educational programming into social media components to result in quantifiable academic outcomes (such as tenure/promotion packet items). This may help reach new audiences underserved by Extension, as well as reaching existing clientele in new ways.

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Members of the Extension Professional Associations of Florida are encouraged to prepare program abstracts for 2017. Abstracts are ranked for selection based on a scoring system that emphasizes objectives and measurable results. The abstract title should briefly identify the subject and indicate the purpose of the program. The abstract should be a brief, factual summary of the content of the program and should include:

- Objectives of the education effort/program
- Methods used
- Results
- Conclusions or interpretation of the program's significance

The body should not exceed 250 words