

EPAF Abstract Schedule - Morning					
<i>Wednesday, Aug 31, 2011</i>	ESP	FACAA	FAE4-HA	FANREP	FEAFCS
TIME	Sapphire	Knave/Scribe	Captain/Yeoman	Diamond	Emerald
9:00am	Extension Provides Economic Value at the County Level. <b>C. Sanders</b>	Spray-Smart Spray Rodeo Day: A Field Day For Large-Boom Commercial Spray Rigs. <b>R. Rice*, L. Baucum</b>	Fall Harvest Experience. <b>B. Estevez*, E. Toro*</b>	Introduction to Global Positioning System Uses in a 4-H Agriculture and Natural Resource Day. <b>F. Vose*, L. Wiggins</b>	Making Money Decisions: Personal Financial Education for Offenders in Reentry and Transition Programs in Correctional Facilities. <b>L. Spence</b>
9:15	Using "Audacity" to Record, Edit and Submit Extension Radio Programs. <b>L. Williams</b>	A Diversified Team Effort in Small Farm Educational Programming: The Northwest Agriculture Planning and Implementation Team Programming Across County and State Lines. <b>S. Eubanks, et al.</b>	The 4-H Horse Project as a Vehicle for Life Skill Development. <b>S. Michael*, M. Brew*, J. Hodges</b>	Implementing an Educational Campaign: New IPM Strategies for Hydrilla Management. <b>S. Hetrick*, J. Bradshaw, J. Cuda, K. Gioeli, J. Gillett-Kaufman</b>	Adapting Take Charge of Your Diabetes (TCYD) for a Lower Literacy Audience. <b>M. Keith</b>
9:30	Technology saves Extension. <b>A. Neal</b>	Teaching Dairy Price Risk Management with Real-time Simulation. <b>M.E. Sowerby*, J. J. Van Sickle*</b>	Recruiting and Training Diverse 4-H Volunteers through Project Butterfly WINGS. <b>K. Miliffe*, J. Sullivan*</b>	A Rapid GIS-based Assessment of the Potential for Riparian Buffers to Influence Water Quality within Hillsborough County, Florida. <b>R. Northrup</b>	Using ServSafe® Food Safety Manager Certification Training to Teach Career and Life Skills to Adult Male Inmates. <b>N.J. Gal</b>
9:45	Using Elluminate webinars as a tool for statewide seafood programming. <b>B. Fluech*, L. Krinsky*</b>	Calculating Winter Stored Forage Requirements. <b>M. Warren*, E. Jennings, M. Hersom</b>	The Rainbow Fish: Integrating SET Across the Curriculum using a Character Based Message. <b>N.P. Bomann, J.P. Dillard</b>	The Expanding Role of UF/IFAS Extension in the Management of Invasive Species on Public and Private Lands in North Florida. <b>J. Ludlow*, M. Brinkley, R. Carter, H. Grant, B. Mahan, C. Smith</b>	Partnering with Financial Professionals to Offer Retirement Planning Programs. <b>L. Leslie</b>
10:00	Break	Break	Break	Break	Break
10:15	Demonstration Plot Mapping with a Garmin GPS and Google Earth. <b>D. Mayo</b>	Living With and Managing Sugarcane Orange Rust: A New Disease in Florida. <b>L. Baucum*, R. Rice, R. Raid</b>	Backyard Wildlife for 4-H Families. <b>P. Phillippe</b>	Northwest District Natural Resource Agents Respond to the Gulf Oil Spill. <b>L.S. Jackson*, A. Diller, C. Stevenson*, B. Saari*, C. Verlinde, W. Mahan</b>	Eating Smart from the Start. <b>H. Copeland*, S. Swenson*</b>
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10:45	Using TurningPoint Technology to Train and Evaluate Limited Commercial Landscape Maintenance. <b>J. V. Morse</b>	Living On A Few Acres. <b>D. Barber</b>	Animal Science Skill-a-thons to Conduct at the Southwest Florida Fair. <b>C. Suggs*, S. Crawford*, P. Phillippe*, L. Wiggins</b>	Sustainable Floridians: A Statewide Volunteer Pilot Program. <b>J. Linhoss*, R. Madhosingh-Hector*, W. Sheftall*, et al.</b>	Establishing a New Relationship to Provide Education to Local Work Seekers. <b>S. Taylor</b>
11:00	UF/IFAS Extension Subscription Management System (SMS). <b>T. Friday*, P. Vergot*, J. Xin*</b>	Wild Turkey Restoration Project in Holmes County: Community Partnerships in Action. <b>S. Eubanks*</b>	Ready, SET, Blast Off: Space Camp Integrating Rural and Urban Youth. <b>B. Bennett*, M. Brew, H. Futch*, S. Michael*</b>	Expanding Programming Efforts with a Multi-Disciplinary Approach. <b>B. Saari*, K. Zamojski*</b>	Autism Spectrum Training for Childcare Providers. <b>S. Toelle*, H. Radunovich*, M. Brinkley*, M. Ross*</b>
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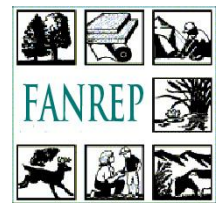
EPAF Abstract Schedule - Afternoon					
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<b>1:00pm</b>	Text to Teach! An Innovative Educational Delivery Method. <b>L. Sanargoski</b>	Escambia County Green Roof: The value of county extension demonstrated through a sustainable landscape design project. <b>C. Stevenson*, E. Bolles*</b>	Get Out of the Woods and into the Spa.....4-H Day Camp. <b>L. Wiggins</b>	County Climate Change Efforts Open Opportunities for Extension Leadership. <b>A. Betancourt</b>	National & Statewide Collaboration to Teach Interactive Web Conferences: An Effective, Efficient Educational Approach. <b>L. Leslie*, E. Courtney*, J. England*, M. Gutter*</b>
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<b>2:00</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>
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<b>2:30</b>	Florida Master Money Mentor Program. <b>M.S. Gutter*, S. Garrison</b>	Master Gardener "Shadow" Training Increases Volunteer Involvement and Retention in Plant Clinic Program. <b>N. Demorest</b>	The 4-H Boyz-2-Men Male Lock-in. <b>J. Lilly</b>	Learn to Plant, Grow, Cook and Compost in 16 Short Weeks! The Garden Goodies Project. <b>L. Barber*, M. Keith</b>	Green Cleaning Your Home. <b>M. Portelos-Rometo</b>
<b>2:45</b>	Making the Most of FCS/4-H Partnerships. <b>M.G. Taylor*, W. Cherry</b>	Utilizing Interactive Training to Teach CORE Pesticide Training. <b>E. Harlow</b>	4-H Olympic Boot Camp. <b>B.V. Bennett</b>	Better Worm Recyclers for Great and Small Practitioners. <b>T. Becker*, R. Beckford &amp; M. Avila</b>	Rural Lifestyle Intervention Treatment Effectiveness Trial (Rural LITE): Participant Attendance in Weight Management Programs of Various Doses. <b>M. Perri, K. Allen*, C. Rogers*, M. Thomas*, W. Lynch*, L. Bobroff*</b>

# EPAF

## Extension Professional Associations of Florida

2011 Professional Improvement Meeting  
Lake Buena Vista, Florida

### Presentation of Extension Programs Twenty-fifth 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

Support for publishing the EPAF Proceedings is provided by the  
Administration of the Florida Cooperative Extension Service



# Extension Professional Associations of Florida

*"Focus on the Future"*

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

## 25<sup>th</sup> PRESENTATION OF ABSTRACTS

Wednesday, August 31<sup>st</sup>, 2011

9:00 am – 3:00 pm

### EPAF Abstract Committee & Editors:

Rebecca Jordi (Nassau County)

Joy Hazell (Lee County)

Lisa Krinsky (Miami-Dade County)

Andrew Diller (Escambia County)

### EPSILON SIGMA PHI – ESP

Tim Wilson (Bradford County).....Sapphire

### FLORIDA ASSOCIATION OF COUNTY AGRICULTURAL AGENTS – FACAA

Mark Warren (Flagler County) .....Knave/Scribe

### FLORIDA ASSOCIATION OF EXTENSION 4-H AGENTS- FAE4-HA

Sarah Hensley (Sumter County).....Captain/Yeoman

### FLORIDA ASSOCIATION OF FAMILY AND CONSUMER SCIENCES – FEAFCS

Jacqueline Schrader (Clay County).....Diamond

### FLORIDA ASSOCIATION OF NATURAL RESOURCE EXTENSION PROFESSIONALS – FANREP

Lisa Krinsky (Miami-Dade County).....Emerald

### EPAF offers our thanks to:

- The Chairs and members of the ESP, FACAA, FAE4-HA, FEAFCS, and FANREP Abstract Committees who had the difficult task of reviewing and selecting the abstracts to be presented.
- All Extension faculty who submitted abstracts – continue the excellent work!
- UF/IFAS Extension Administration for your continued support of the EPAF Annual Conference!

## Table of Contents

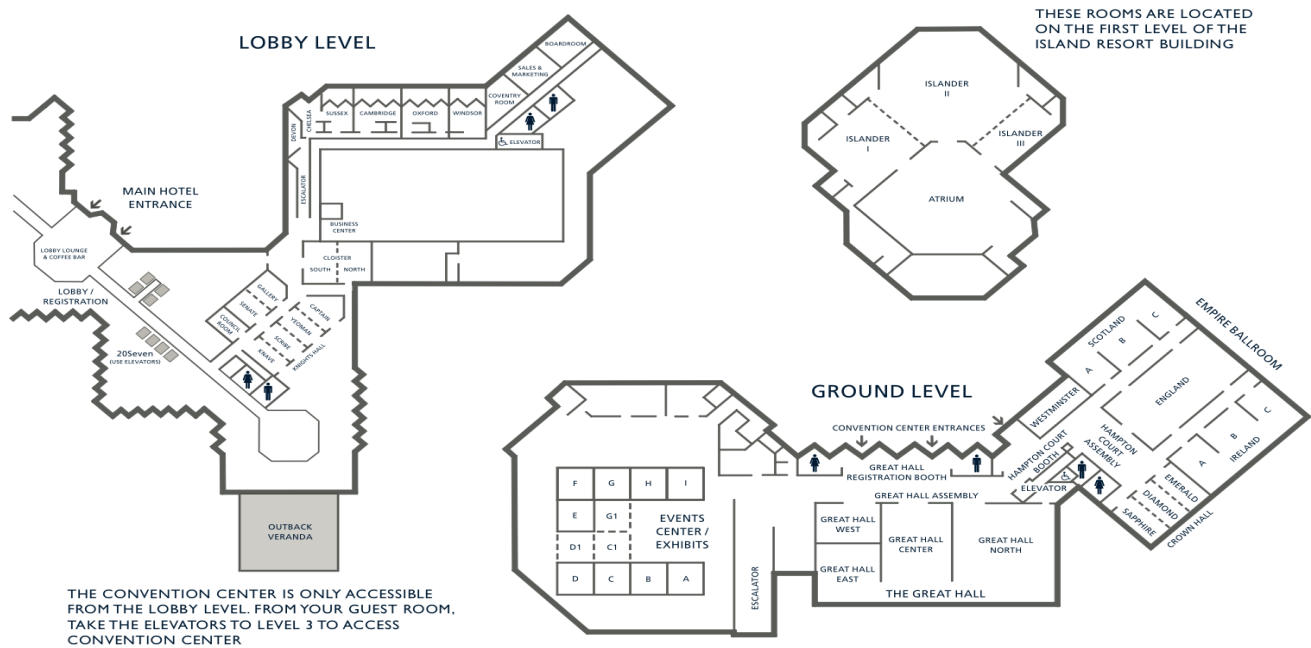
Topic	Page
Map of Facilities.....	3
Schedule at a Glance.....	4-7
Professional Development, Marketing, FCS.....	8-9
Abstracts.....	10-17
Agriculture and Horticulture.....	18-19
Abstracts.....	20-28
4-H and Youth.....	29-30
Abstracts.....	31-38
Family and Consumer Sciences.....	39-40
Abstracts.....	41-48
Natural Resources and Horticulture.....	49-50
Abstracts.....	51-58

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

Conference archives include previous year's abstracts.

# MAP OF CONFERENCE FACILITIES

## CONVENTION CENTER



<b>Wednesday, Aug 31, 2011</b>	<b>ESP</b>	<b>FACAA</b>	<b>F4E4-HA</b>
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**Professional Development, Marketing, Family and Consumer Sciences****Sapphire****Tim Wilson, ESP Abstract Chair**

<b><u>Time</u></b>	<b><u>Speaker(s)*</u></b>	<b><u>Abstract</u></b>
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<b>2:45</b>	<b>M.G. Taylor</b>	Making the Most of FCS/4-H Partnerships

\*For a complete list of authors, see the schedule at a glance beginning on page 4 or the full abstract.

## **Extension Provides Economic Value at the County Level**

### **C. Sanders, Alachua County Extension**

At the county level Extension is being faced every year with budget reductions. In addition, county Extension Directors are being asked to provide economic impacts of our programming to county officials. **Objectives:** County officials are looking at the economic value of programs to the citizens. The objective of this analysis is to educate county administrators on the value of Extension programming, decrease county Extension reductions, and give officials the opportunity to realize Extension is a major role in the economic viability of the county. **Methods:** The template used was designed by a retired Extension Agent in the NE District, although the template has been adapted. In Alachua County each agent provides programs, impacts, and an economic value. The total value is then taken with respect to both county inputs and UF/IFAS inputs to determine the overall cost per resident, value per resident, and the value to cost ratio. **Results:** This analysis has been completed for the past three years in Alachua County, each year the Extension value to the citizens of Alachua County has increased. In 2010, for every dollar the Alachua County Board of County Commissioners spends on Extension, there is over \$6.00 gained in program value. **Conclusions:** This analysis of Extension value has been most beneficial during the past two years. The final report has been presented at numerous county budget hearings and meetings. This data has certainly educated some county administrators on the importance and value of Alachua County Extension and has proven beneficial in budget reductions.

## **Using “Audacity” to Record, Edit and Submit Extension Radio Programs**

### **L. Williams, Okaloosa County Extension**

**Objectives:** To learn to use the freeware program “Audacity” to record, edit and submit a twice weekly Extension radio program. **Methods:** The agent was introduced to Audacity by a local radio station. Audacity is a freeware audio editor and recording program that enables one to record, edit and manipulate digital audio files in various formats. The audio recordings can be easily saved to the computer as an MP3 file and sent as an attachment with an email to a radio station. **Results:** The agent records, edits and sends a twice weekly radio program to 104.7 Radio Station in Crestview, Florida each week from a laptop. The radio program reaches a weekly listening audience of more than 250,000. These audio recordings are used to educate listeners about current topics in horticulture and agriculture impacting Northwest Florida residents. The weekly program also serves as a marketing tool for UF/IFAS Extension and helps inform residents of upcoming Extension programs. **Conclusions:** Audacity has been a useful and user-friendly tool to assist the agent in more quickly and more easily providing a public service to a local radio station and subsequently to extend Extension education to a larger audience.

## Technology saves Extension

### A. Neal, St. Lucie County Extension

This economy has caused many Extension offices to take on additional workloads with a reduced workforce, eminent possibility of further reductions and a community that demands services remain the same. We must work within allocated resources and engage our faculty, staff and Over-All Advisory Council to develop programming relevant to the community in a cost effective way. **Objectives:** 50% of Extension faculty and staff will engage in alternative teaching methods designed to attract clientele and improve collection of evaluation data. **Methods:** Agents were trained and tutored in designing new programs or revising old ones to incorporate new technologies. **Results:** Eventbrite, an online system, is utilized by 75% (6/8) to register and advertize programming; Turning Point survey technology and Survey Monkey is utilized by 66.6% (4/6); and E-learning (Sakai) is utilized by 33.3% (2/6). On-line CEU training is offered by 50% (3/6). On-line Volunteer Management System (VSM) for Master Gardeners is utilized by 94% (110/117) and 4-H on-line Family Enrollment System is utilized by 4-H parents and staff. Faculty is using iPads to quickly provide information to clientele and have developed two Facebook pages. **Conclusions:** Utilizing new technology has provided great benefit to a reduced work force as well as clientele. Faculty and staff have saved between 3-25 days/year utilizing the VMS for logging Master Gardeners volunteer hours and events; the 4-H on-line system; on-line CEU training, Survey Monkey and Turning Point; and E-learning systems.

### Using Elluminate webinars as a tool for statewide seafood programming

#### B. Fluech\*, Collier County Extension; L. Krinsky\*, Miami-Dade County Extension

The United States imports approximately 84% of the seafood Americans consume. However, Americans are becoming more concerned about where their food comes from and local food movements are compelling people to buy more locally harvested food. With more than 80 varieties of harvestable seafood, Florida ranks number one in the nation for commercially viable seafood products. **Objectives:** The Florida Seafood Sustainability and Safety Brown Bag Webinar Series was designed to provide accessible seafood information to statewide clientele to help them make more informed decisions about purchasing and eating Florida seafood. Each webinar is intended to increase participant awareness on: species biology, fisheries management, sustainability, and purchasing and handling tips. **Methods:** Seven brown bag lunch webinars were scheduled using Elluminate technology. Each webinar focused on one of Florida's local fisheries. Participants had to pre-register for the webinars and a survey was sent electronically to each participant following the presentation. **Results:** An average of 30 people participated in each of the webinar presentations, with approximately 25-30% of participants attending previous sessions either live or via video recordings. Participants came from various professional affiliations throughout the state. Survey results indicated that the webinars are increasing participant understanding and confidence in Florida seafood and the technology is interactive, convenient, and easily accessible. **Conclusions:** Elluminate webinars are an effective way for county agents to collaborate on programs while reaching statewide clientele. The technology saves travel expenses for county agents and is a convenient method for delivering program information without leaving the office.

## **Demonstration Plot Mapping with a Garmin GPS and Google Earth**

**D. Mayo**, Jackson County Extension

Aerial maps can be very useful to Extension Agents for demonstration trials, to aide in farm design and planning, or even for the creation of specialized maps for tours, or driving directions. **Objectives:** Utilize a Garmin hand-held GPS unit and a free computer program, Google Earth to develop field maps for extension demonstration plots, and other extension projects. **Methods:** The agent used a Garmin 60cx hand-held GPS unit to mark waypoints for different treatments in a local field. The waypoints were named on the GPS unit to identify the various treatments. Garmin waypoints can be imported into Google Earth maps to provide an aerial photo of the property. Once the waypoints were marked on the aerial map, the image on the computer screen can be saved as an image. The map image can then be inserted into a Power Point Slide, and boxes and text can be added to create a complete demonstration map with the full details of the trial designated. The power point slide can then be saved as a PDF file to allow for easy sharing with all interested parties via email. The same procedures can also be used to create tour maps, or driving directions for other types of programs. **Results:** The agent was able to create a color, aerial map of a demonstration plot to provide the farmer and specialist cooperating on the project. **Conclusions:** Agents can create aerial photo image maps, without having to purchase expensive and complicated GPS mapping software.

## **Internationalizing Extension: 4-H Youth Development in the Bahamas**

**S. H. Wilson\***, Walton County Extension; **M. Boston**, Leon County Extension; **G. Sachs**, St. Johns County Extension; **N. Samuel**, Marion County Extension; **A. Toelle\***, Duval County Extension.

Bahamian youth are faced with many challenges that can be road blocks to becoming productive citizens. Concerned citizens with knowledge of 4-H impact on youth saw the program as an excellent opportunity to create a positive outlook for Bahamian youth and requested assistance from UF/IFAS. **Objectives:** To meet with local officials to develop a 4-H support system; to train a core group of Ministry of Labor and Social Services and non-governmental organization staff, and volunteers how to develop, implement and sustain a 4-H program using the experiential learning model. **Methods:** A pre-travel needs assessment was conducted to determine local conditions and program areas of interest. The team conducted four days of interactive training using the 4-H 101 Curriculum as a guide for 55 Urban Renewal after-school workers and community volunteers. Hands-on educational activities were also conducted with youth at Urban Renewal sites with the assistance of staff and volunteers. Partnering agencies developed a plan for continuation and expansion of the 4-H program. **Results:** 4-H gardening project has been implemented supported by the Ministry of Agriculture. A team of 4-H agents and youth will return in May to continue training and to monitor and evaluate program progress. **Conclusions:** The experience has increased the team's understanding of the culture of Caribbean people, reinforced the importance of adapting every activity to meet the needs of local clients, and enhanced ability to work with more diverse audiences in our local programs, whilst creating a positive environment for youth development in the Bahamas.

## **Using TurningPoint Technology to Train and Evaluate Limited Commercial Landscape Maintenance Participants**

**J.V. Morse**, Pinellas County Extension

**Objectives:** To use technology to record and tabulate pre- and post-test results and a class evaluation; and to reduce staff time needed for tabulation of results. **Methods:** TurningPoint Technology was used to develop pre- and post-tests and a class evaluation in a PowerPoint format. Class participants were given a transponder to use for recording their answers electronically. **Results:** Using this technology the agent was able to gather and tabulate test answers and class evaluations automatically. It worked significantly better than paper tests which were frequently lacking information. **Conclusions:** Considerable staff time was saved because the system performed all the calculations automatically. A results by question report was generated which tabulated the percent right and wrong for each question asked. Knowledge gain from the pre- to the post-test was an average of 29%. Knowledge gain per question varied from 9% to 59%. This pre- and post-test information was helpful in modifying the tests to delete those questions where knowledge was already very high. Using this technology saved time and obtained better results than using a paper system for testing and tabulating.

## **UF/IFAS Extension Subscription Management System (SMS)**

**T. Friday\***, Santa Rosa Extension, **P. Vergot\***, Northwest Extension District, **J. Xin\***, IFAS Information Technologies

**Objectives:** The University of Florida/IFAS Subscription Management System (SMS) is designed to be a “one-stop” shop that allows extension clientele to subscribe online to newsletters, events, and other material provided by UF/IFAS Extension. **Methods:** The software to make it all work was developed using Java and a server which runs as a database for the clientele side and the Extension information side of the web-based processes. The system contains these modules: 1) user subscription, 2) message management and report, 3) user location and profile report, and 4) label generator. Although the subscription is centrally managed, clientele may subscribe to a subset of topics or newsletters from different county or district websites. **Results:** Its achievements include: 1. Extension Agents and staff save time. The task of maintaining many constantly-changing distribution lists has been eliminated for clients with emails and significantly reduced for non-electronic delivery. 2. SMS allows for the electronic delivery of up-to-date and tailored information which saves money compared with the traditional system of printing and mailing information. 3. Clients can customize their requests for information increasing their satisfaction level. 4. SMS establishes a means for Agents to “text” large numbers of clients with minimal effort. 5. SMS allows Extension agents send localized information with their county identity to clientele in various locations. 6. Generated client and message reports can be used to improve program design and achievement report. **Conclusions:** SMS has been an overwhelming success. The Subscription Management System (<http://subscribe.ifas.ufl.edu>) has been “live” since September, 2010.



### **Living Well in the Panhandle Newsletter**

**J. Corbus\***, Washington and Holmes County Extension; **E. Gorimani\***, Gadsden County Extension

**Objectives:** Utilize digital technology to provide a high-quality, edited family and consumer sciences newsletter focused on the needs of Northwest Extension District clientele. **Methods:** Individual Extension county program newsletters vary in quality and most announce upcoming events, often outdated by the time clientele receive them, rather than provide educational information. Rarely do the newsletters contain articles written by the agents. Through the Northwest District Family and Consumer Sciences Program Implementation Team, agents developed a district-wide electronic newsletter. The newsletter is offered quarterly with agents submitting articles in assigned topic areas on a rotating basis. The newsletter editor reviews submitted articles and uses software developed by UF/IFAS to generate a newsletter website and PDF file. Once completed, the newsletter is posted on all Northwest District county websites and agents can disseminate the newsletter via email distribution lists and list serves, or they can print and mail the newsletter to their individual county clientele. **Results:** In 2009, the first year of publication, the three issues reached 2,928 people. In 2010, four issues were published, reaching a total of 15,053 people. The numbers are tracked by website hits. County faculty track local distribution via mail and/or e-mail. **Conclusions:** Due to budget concerns, many counties have reduced or eliminated newsletters. The electronic newsletter provides an effective, less costly way to educate and inform clientele. The digital newsletter allows clientele access to high-quality, timely information and archived past issues. The newsletter website also promotes access to other educational materials, including factsheets, videos, and more.

### **Text to Teach! An Innovative Educational Delivery Method**

**L. Sanagorski**, Palm Beach County Extension

**Objectives:** Identifying new and innovative educational delivery methods is a critical task for extension professionals. By employing text-to-video software programs, agents can deliver educational programming in a unique, entertaining format. This agent sought to identify a unique teaching tool that would appeal to a broad audience. **Methods:** A text-to-video tool that can be used to create reusable learning objects to support extension programming was identified. This tool allows the user to develop animations and corresponding dialogue through a simple, very low-cost software platform. Several pilot educational modules have been created using this technology and shared amongst peers. The agent would like to demonstrate how these tools can be a valuable asset to extension programs. **Results:** Extension agents and other peers who have viewed the innovative modules have responded positively as to their applicability to extension programming across all disciplines. Several reported plans to adopt this tool. Individuals reported that viewing the modules was enjoyable, and indicated that this technology has the potential for creating entertaining learning experiences for their audiences. **Conclusions:** Text-to-video technology is an innovative way to teach extension clients. This agent plans to use this method to support educational programming, and encourages others to do the same.

## **Top Secret Data the Federal Government Wants You to Find**

**J. Hink**, Pasco County Extension

Rarely does one get free access to high quality data that can help you improve your programming and funding, then from the US Census Bureau. This data affect how more than \$300 billion per year in federal and state funding is allocated. **Objectives:** Participants will be able to find specific data that is relevant to their needs, able to drill down to data contained in specific, demographics, locations, census track, city or metropolitan area and look for data that they never knew existed. **Methods:** Lecture and hands-on activities, participants learned to search and drill down the date to a specific location or topic that can help with programming needs, learn best practices for cultivating and developing program ideas and gathering statistical data to support their programming. **Results:** One training was offered to members of local governments and non-profit agencies in the area. Due to demand a second training was added, with participants driving over 60 miles to attend. After attending this training some participants contacted the US Census Bureau and had training for government and non-profits in their area. **Conclusions:** Teaching participants to use the data that the US government already collects, participants will have a better chance to secure funding, look at new opportunities for programming, be able to support their impacts for current and future projects and see their community in a new light. I have already received feedback from participants that have used data they never knew was there to work on some large grants.

## **Intergenerational Perspectives Study Tour to Hawaii**

**D. Converse\***, Hillsborough County; **L. Forthun**, Gainesville; **K. Headlee\*** Lee County; **B. Miller\***, Leon County; **M. Ross\***, Palm Beach County; **S. Toelle\***, Duval County Extension.

**Objectives:** With Florida's growing older adult population, and increasing age-segregated neighborhoods, the development of programs uniting generations to promote personal, family and community well being, is vital. **Methods:** Five Florida FCS agents attended a study tour designed to enhance intergenerational program development, including opportunities for multiple generations to interact. The study provided an education on innovative intergenerational programs and practices that could be offered in Florida. The tour included the Hawaii Pacific Gerontological Society conference - "Preparing for the Ageing Tsunami," focused on community-based strategies for engaging the growing number of active adults in lifelong learning and intergenerational activities. Two Hawaiian Islands were toured to study and experience innovative intergenerational programs including a shared preschool and adult site program and a Foster Grandparents program. **Results:** Updated knowledge of the elder population and new ideas for developing intergenerational programs were brought back to Florida. The tour also created an opportunity for Florida agents to interact with other international study tour participants which may lead to productive collaborative relationships. **Conclusions:** This experience created opportunities for agents to expand their current scope of programming and included: 1. Increased interstate collaboration. Agents exchanged program resources to better serve their clientele. 2. Professional development training opportunities, which include a professional presentation to the National Extension Association of Family & Consumer Sciences and a written report to the UF, grant funder of the study tour. 3. Expanded intergenerational program development. Agents initiated contact and began developing intergenerational programs at senior nutrition sites.

## **Reinforcing English Skills and Concepts through Nutrition Education**

**G. Negron**, Osceola County Extension

Limited English language and literacy skills can have a significant impact on one's health. Osceola County is a very diverse County in terms of residents' language and culture. In Osceola County 45.4% of their population speak a language other than English at home. Extension Services nutrition education program is working with the Adult Learning Center of Osceola, English Speakers of Other Languages (ESOL) program. Their students speak different languages; Spanish, Haitian Creole and other languages from Middle Eastern countries, Europe and Asia. Students attending ALCO are there to become better resident/citizen and to be more competitive in the job market. **Objectives:** Participants will; (1) increase their knowledge on nutrition concepts and skills and (2) increase their health literacy and basic skills in the English language. **Methods:** Five- one hour classes were conducted on nutrition concepts (food nutrients, reading labels and food safety practices). Classes were conducted via visuals and hand on activities. **Results:** 90 adults participated, 50% increased their knowledge by 80%. 67% of participants indicated that they will adopt five to eight of the recommended behavior changes (eating breakfast, vegetables, fruits and dairies, engaging in physical activity, planning meals, reading labels and following food safety practices) while 33% indicated that they will adopt one to four of the recommended behavior changes. **Conclusion:** Nutrition education with ESOL students has a dual benefit. Students learn skills and concepts for better health and they also learn functional skills in English that make them more marketable.

## **Food Preservation Parties**

**S. Swenson**, Wakulla County Extension

**Objective:** To assist people with learning and/or reviewing their food preservation techniques. **Methods:** The methodology utilized included: hands-on food preservation experiences, group discussion, and lecture. The workshop is held in a person's home with invited guests participating. To provide flexibility in scheduling to accommodate busy schedules, one individual gathers 4-8 friends and family members to enjoy a small group learning experience that allows for full participation by everyone involved. This transfers all of the meeting arrangements to another party allowing preparation time to focus on techniques and subject matter. Three sessions are offered. They include a salsa party, jams and jellies, and low acid vegetables. The participants report feeling more confident after the group experience to preserve food; they leave with a "can do" attitude through their increased practice. Family recipes are reviewed to insure that they are reflective of research-based techniques. Reliable sources of preservation methods and recipes are presented. **Results:** A new audience for Extension has been reached through this program. More Wakulla County citizens know how to utilize the Extension Service and can manipulate the EDIS website. **Conclusions:** Having a "road show" allows for the necessary flexibility of scheduling that busy people require. Hands-on training allows for a deeper understanding of the subject matter. Experiential learning is the preferred learning method for many people. Getting out from behind the podium and into the kitchen is a way to enhance Family and Consumer Sciences programming.

**Florida Master Money Mentor Program****M. Gutter\***, S. Garrison, Family, Youth & Community Sciences

**Objectives:** The goal of the Florida Master Money Mentor (FMMM) program is to increase the financial capability of low- to moderate-income Floridians. Upon completion of the mentoring process, clients should have engaged in one or more of the following: created a budget that is being maintained; identified their financial goals and created a plan to reach them; opened a checking/savings account; started contributing to savings regularly; obtained their credit report, identified any issues, and created a plan to resolve those issues/rebuild credit; created a debt management plan that has them actively paying off their debt, without taking on additional debt.

**Methods:** Volunteers receive 20 hours of intensive training in budgeting, saving, credit and debt management, working with financial institutions, family communication/personal psychology, and the mentoring process. Following the training, each volunteer provides 50 hours of one-on-one financial mentoring within one year of training. Clients are identified/referred through several venues: Extension courses, community marketing, local social service organizations, and mentor outreach, among others. **Results:** In the first year of programming, 192 mentors have been trained in 15 counties throughout Florida, with over 200 clients being reached through one-on-one mentoring sessions. Additional evaluation tools are currently being developed to measure achievement of the main program objectives. **Conclusions:** This innovative program allows Floridians to get the one-on-one help they need in order to effectively manage their personal finances. In the first year of programming, a large impact has already been made, with an even greater impact to come as the program expands.

**Making the Most of FCS/4-H Partnerships****M.G. Taylor\***, Gulf County Extension, **W. Cherry**, Calhoun County Extension

**Objectives:** To maximize the time and expertise of 4-H and FCS faculty in teaching practical skills for a healthier lifestyle to all ages of 4-H youth through a variety of delivery modes. **Methods:** Workshops and day camps were planned for various ages of youth covering numerous topics including, but not limited to the importance of eating breakfast, substituting herbs for sodium when flavoring foods, culinary tips for cutting fat and sugar, gardening for a “fresh” menu, healthy snacking, food preservation, disease prevention, and whole family exercise. Additionally, FCS and 4-H faculty worked together to provide age appropriate, research based fact sheets for youth, and to select developmentally appropriate recipes, concepts, and activities to provide an experiential hands-on learning opportunity. **Results:** Youth completed pre/post-tests which included nutrition, agriculture, and horticulture questions. 73% of participating youth reported adopting at least three best practices as a result of their participation in these workshops and day camps. **Conclusions:** FCS and 4-H partnerships are a natural fit. By investing time and resources in 4-H programming, FCS faculty will be able to show long term impacts in the lives of youth. Likewise, 4-H faculty benefit by ensuring that youth are taught safe and correct skills and concepts for building a healthier life. The result clearly shows that this partnership is an effective and efficient one for all parties involved.

## Agriculture and Horticulture

### Knave/Scribe

**Mark Warren, FACA Abstract Chair**

<b><u>Time</u></b>	<b><u>Speaker(s)*</u></b>	<b><u>Abstract</u></b>
<b>8:50</b>	<b>Moderator</b>	Introductions & Procedures
<b>9:00</b>	<b>R. Rice</b>	Spray Smart Rodeo Day: A Field Day for Large-Boom Commercial Spray Rigs
<b>9:15</b>	<b>S. Eubanks</b>	A Diversified Team Effort in Small Farm Educational Programming: The Northwest Agriculture Planning and Implementation Team Programming Across County and State Lines
<b>9:30</b>	<b>M.E. Sowerby</b>	Teaching Dairy Price Risk Management with Real Time Simulation
<b>9:45</b>	<b>M. Warren</b>	Calculating Winter Stored Forage Requirements
<b>10:00</b>		<b>Break</b>
<b>10:15</b>	<b>L. Baucum</b>	Living With and Managing Sugarcane Orange Rust
<b>10:30</b>	<b>M.E. Sowerby</b>	Grazing Dairy Forage Improvement Program
<b>10:45</b>	<b>D. Barber</b>	Living on a Few Acres
<b>11:00</b>	<b>S. Eubanks</b>	Wild Turkey Restoration Project in Holmes County: Community Partnerships in Action
<b>11:15</b>	<b>W. Schall, J. Popenoe, L. Osborne</b>	Beneficial Arthropod Rearing by Master Gardener Programs for Public Distribution
<b>11:30</b>		<b>Break for Box Lunch</b>

<b><u>Time</u></b>	<b><u>Speaker(s)*</u></b>	<b><u>Abstract</u></b>
<b>1:00</b>	<b>C. Stevenson, E. Bolles</b>	Escambia County Green Roof: The Value of County Extension Demonstrated Through a Sustainable Landscape Project
<b>1:15</b>	<b>E. Harlow</b>	Utilizing Effective Local Partnerships to Promote Community Integrated Pest Management in the Urban Environment
<b>1:30</b>	<b>L. Sanagorski</b>	Meeting Clients' Continuing Education Credit Needs During Slim Economic Times
<b>1:45</b>	<b>S. Steed</b>	How Extension Can Use the Internet for Online Testing and CEU Distribution
<b>2:00</b>		<b>Break</b>
<b>2:15</b>	<b>K. Fuller</b>	Florida-Friendly Landscape Design Series
<b>2:30</b>	<b>N. Demorest</b>	Master Gardener "Shadow" Training Increases Volunteer Involvement and Retention in Plan Clinic Program
<b>2:45</b>	<b>E. Harlow</b>	Utilizing Interactive Training to Teach CORE Pesticide Training

\*For a complete list of authors, see the schedule at a glance beginning on page 4 or the full abstract.

**Spray-Smart Spray Rodeo Day: A Field Day For Large-Boom Commercial Spray Rigs**

**R. Rice\***, Palm Beach County Extension; **L. Baucum**, Hendry County Extension.

National surveys indicate that >50% of pesticide application errors are due to improper equipment calibration. Since 2006, the UF/IFAS Sugarcane Extension program has organized 5 Spray-Smart Workshops to emphasize hands-on calibrations on multi-nozzle booms, including drift management, nozzle technology, and calibration math demonstrations. **Objectives:** Expand Spray-Smart Workshop impacts with a Spray Rodeo event, where operators calibrate their own spray rigs, targeting at least 8 large-boom sprayers servicing one-fifth (80,000 acres) of Florida's sugarcane acreage. **Methods:** Operator/supervisor teams navigated rigs through 4 stations (ground speed verification, nozzle output/pattern calibration, spray pump calibration, and sprayer safety). All calibration data were documented to improve spray records. A 25-question survey summarized operator/supervisor knowledge regarding their spray rig performance and knowledge gained at the 4 stations. **Results:** 18 spray rigs servicing 200,000 acres of sugarcane were calibrated, with rig-specific gallon-per-acre (GPA) quantified. All operators expressed confidence they were accurately calibrated for groundspeed, nozzle outputs, and pump pressure. Before the Spray Rodeo event, 6 of 18 spray rigs emitted acceptable nozzle spray patterns while the remaining two-thirds had significant errors. Comparing target GPA vs. actual GPA, 5 rigs were within 5% accuracy, 12 were within 10% accuracy, and 5 exceeded a 10% error rate. **Conclusions:** By quantifying calibration errors, this Spray Rodeo event identified appropriate adjustments, allowing spray operator/supervisor teams to accurately calibrate their large-boom sprayers for the 2011 spray season. Savings (costs and environment) are significant. One large-boom rig servicing 60,000 acres/season, spraying 10% over target rate, would over-apply roughly \$150,000 of unnecessary pesticide.

**A Diversified Team Effort in Small Farm Educational Programming: The Northwest Agriculture Planning and Implementation Team Programming Across County and State Lines**

**S. Eubanks\***, Holmes County Extension; **A. Andreasen**, Washington County Extension; **J. Atkins**, Santa Rosa County Extension; **A. Bolques**, Gadsden County Extension; **C. Brasher**, Jackson County Extension; **G. Butcher**, UF College of Veterinary Medicine; **R. Carter**, Gulf County Extension; **C. Cichra**, UF Fish Ecology and Management; **J. Dillard**, Jefferson County Extension; **M. Donahoe**, Santa Rosa County Extension; **G. Edmondson**, Okaloosa County Extension; **M. Goodchild**, Walton County Extension; **H. Grant**, Gadsden County Extension; **L. Harrison**, Leon County Extension; **L. Johnson\***, Escambia County Extension; **W. Kelly**, Alabama Extension - Escambia County; **K. Langeland**, UF Department of Agronomy; **J. Ludlow**, Calhoun County Extension; **M. May**, Georgia Extension - Decatur County; **D. Mayo**, Jackson County Extension; **A. Meharg**, Escambia County Extension; **R. Miles**, UF Animal Science Department; **D. Mullins**, Santa Rosa County Extension; **L. Muralles**, Gadsden County Extension; **S. Sargent**, UF Horticultural Sciences Department; **K. Schneider**, UF Food Science and Human Nutrition Department; **R. Schneider**, UF Food Science and Human Nutrition Department; **C. Smith**, United Phosphorus International; **J. Todd**, Alabama Extension - Mobile County; **P. Vergot**, District Extension Director - Northwest District; **J. Whiddon**, Georgia Extension - Brooks County; **A. Wiggins**, Alabama Extension - Monroe County.

**Objectives:** The Northwest District Agriculture Planning and Implementation Team (Ag PIT) is comprised of agents from the northwest district of Florida as well as agents from Georgia and Alabama. The team's objectives are to deliver extension programs that meet clientele needs, with an emphasis on small farm profitability, utilization of small farm resources, and companion animals,

safe food handling and basic marketing techniques. **Methods:** To achieve these objectives, the Ag PIT held workshops, standard classes, conferences, field days, computer-based programs, and internet-based video-conferencing (Polycom) educational programs. Electronic and print newsletters and field visits were also utilized by Ag PIT members to educate clientele. **Results:** From 2008 through 2010, the team planned, implemented, and evaluated seven programs that were attended by 961 young, beginning, or small farmers/ranchers from seventeen counties in the panhandle as well as several counties in Alabama and Georgia. The Ag PIT created and distributed two electronic newsletters to 6000 subscribers. Many of the programs were evaluated using end of meeting surveys and by one-on-one follow-up consultations. Impacts were reported for a number of our programs, but the impact from the GAP training is the most impressive. Producers that have completed GAP training and farm audits have, on average, received additional sales of \$16,000 per farm. Forty-three farms from our two GAP trainings have completed the audits, netting approximately \$680,000 additional sales. **Conclusions:** Programming across state lines brings more diverse and educational opportunity and has helped both producers and agents.

### **Teaching Dairy Price Risk Management with Real-time Simulation**

**M.E. Sowerby\***, Suwannee County Extension; **J. J. Van Sickle\***, Food and Resource Economics Department

Volatility of milk prices paid to Florida dairy producers has recently varied widely from \$26.77 (September 2007) to \$14.17 (March 2009) per hundredweight of milk sold. Meanwhile, feed prices have trended upward. **Objectives:** 1) Teach dairy producers to manage profitability by using concepts of risk management for milk and feed prices with futures and options using FACTSim, a commodity risk management simulator. 2) Enable producers to more effectively use alternative risk management options such as pre-ordering feed and using Livestock Gross Margin-Dairy insurance (LGM-Dairy). **Methods:** In February 2009, monthly dairy risk management meetings began using FACTSim to give producers the opportunity to practice with real-time futures trading, but “play” money. At each meeting, fundamentals which drive commodity market prices and hedging strategies were discussed. What started as a 4-month program expanded to a series of over 25 on-going meetings involving 41 dairy producers, bankers, feed mill managers and others. **Results:** Five Florida dairy producers are now hedging on the futures market with others ready to start. One reported a \$225,000 savings in their initial four months of commodity hedging. Training about fundamentals behind commodity price movements have aided program participants in timely pre-ordering of feed and given them the knowledge to effectively use LGM-Dairy insurance when it became available this year. **Conclusion:** Participant surveys have shown 100% have gained knowledge about using commodity hedging for risk management by practicing with FACTSim. Participants have also saved money by pre-purchasing feed and, according to one producer, “slept better,” by using LGM-Dairy insurance.



### **Calculating Winter Stored Forage Requirements**

**M. Warren\***, Flagler County Extension; **E. Jennings**, Pasco, Hernando, Citrus, Sumter Counties Extension; **M. Hersom**, UF Animal Sciences

Winter feeding requirements for cow-calf operations in Florida constitute 40-60 percent of the annual operating budget. Often, cow-calf operators either over or under estimate their winter feed needs resulting in surplus resources being wasted or more often improper nutrition being provided the herd. **Objectives:** To raise producer awareness of the importance of accurate estimations, to provide them with an improved understanding of basic beef nutrition, and to enable them to improve enterprise efficiency through calculated winter feed estimations. **Methods:** Five programs have been delivered to producer and agent groups around the state. In these programs, participants were provided a “how to” EDIS publication AN244 Winter Feed Estimator: A Practical Tool for the Beef Cow-Calf Producer and a corresponding slide chart to be used to calculate herd dry matter requirements. **Results:** As a result of these programs 100% (n=120) of the participants indicated knowledge gain and 65% indicated that the results were significantly different than was expected (most indicated that the calculated value was much larger than expected). **Conclusion:** Producers who rely on uncalculated estimations typically under estimate herd requirements. The effect of this error results in longer calving seasons, lower weaning weights, and increased secondary health issues. By properly feeding their herd producers will see improved operating efficiencies.

### **Living With and Managing Sugarcane Orange Rust: A New Disease in Florida.**

**L. Baucum\***, Hendry County Extension; **R. Rice**, Palm Beach County Extension; **R. Raid**, Everglades Research and Education Center.

The 2007 discovery of Sugarcane Orange Rust (OR) in Florida was the first known occurrence in the Western hemisphere. This virulent pathogen now infects 5 (of 7) major varieties occupying 81% of Florida's sugarcane acreage. **Objectives:** Using workshops, field demonstrations, on-farm consultations, and follow-up visits, growers representing 70% of Florida's sugarcane acreage will correctly identify OR in the field, identify susceptible varieties, and identify OR-suppressing fungicide application strategies that avoid the development of fungicide resistance. **Methods:** Yield losses of 40% have been seen in trials, with estimated losses in commercial sugarcane of 11.5% in biomass and 13% in sucrose. With advisory committee input, a series of Extension programs were designed to disseminate time-critical information to clientele including international workshops, field days, and farm consultations. **Results:** Data showed early-season fungicide applications were most effective in suppressing late-season pathogen population pressures and minimizing losses. After participating in Extension events, growers representing 90% of Florida's sugarcane correctly identified OR, listed the most susceptible varieties, understood the importance of fungicide application timing and discussed the importance of growing multiple sugarcane varieties while alternating different fungicide chemistries for disease management. **Conclusions:** Field scouting identified early-season OR infections in 2009. Based on extension recommendations, 8,500 acres were treated with multiple fungicide applications (cost = \$637,500). Multiple freeze events in early-2010 led to considerably lower OR population pressures; extension recommendations were modified to discourage early season applications. Thus, only 700 acres were treated (cost = \$17,500), helping growers realize a savings of \$620,000 with reduced fungicide applications.

## **Grazing Dairy Forage Improvement Program**

**M.E. Sowerby\***, Suwannee County Extension; **Y.C. Newman**, Agronomy Department

Rising feed and fuel prices along with highly volatile milk prices, have led many Florida dairy producers to eliminate the expense of stall barns and crop raising and start rationally grazing their cows. **Objective:** Improve the quality and quantity of forages grown by Florida dairy producers. **Methods:** Two annual Dairy Graziers' Conferences with 190 total attendees and 8 Florida/Georgia Dairy Graziers' meetings have been held (hosted by dairy graziers), where forages and other aspects of successful rotational grazing have been discussed. Three hay/pasture field days (40 total attendees) have been held to teach growers how to best plant, and cut/rotate their grass. A 2009 Forage Calendar for Dairies was produced and sent to every dairy in Florida. Research has been conducted to study best grass management methods and Ryz-up Smartgrass, a growth hormone thought to increase early and late season grass growth. **Results:** A substantial increase in acres (over 450), have been planted to Tifton 85 Bermudagrass, currently the best grass in most of Florida for both quality and quantity of dairy pastures. The initial trial using Ryz-up Smartgrass showed its effectiveness to be very temperature dependent, leaving its profitability questionable. Sixty percent of the dairy and hay producers who attended field days at research/demonstration plots left indicating they planned to change to a management practice shown at the field day. **Conclusion:** Three dairy producers converted from conventional housing and feeding to rotational grazing based on information presented at the dairy grazing conferences and meetings.

## **Learn to Plant, Grow, Cook and Compost in 16 Short Weeks! The Garden Goodies Project**

**L. Barber\***, Hillsborough County Extension; **M. Keith**, Hillsborough County Extension

**Objectives:** The current economy and renewed interest in home gardening and healthy foods increased opportunities to teach 4-H, home-schooled and Extension employees' youth to grow vegetables and learn food preparation skills. Participants (n=21) were to learn and implement Florida-Friendly Landscaping™ principles and increase knowledge by incorporating different life skills: cooking, nutrition, science and teamwork. **Methods:** Residential Horticulture, Family & Consumer Science and 4-H Agents taught sixteen educational or hands-on activity sessions. Children, parents and grandparents planted, weeded, composted, harvested and prepared produce for cooking, followed recipes and consumed what was prepared. Additional teaching methods included taste identification of vegetables, participation in experiments showing the effect of acids or bases on food colors and a hydroponic strawberry farm field trip with a 5 variety taste test. Teamwork, small group and individual participation was involved. **Results:** Seventy-eight percent began composting after project participation and 65% have undertaken gardening activities with little to no parental prompting. Fifty-seven percent now assist with home food preparation, 95% reported tasting at least one new vegetable. Post- to pre-project comparisons: all attending families are currently home gardening versus 50%; all identified compostable items versus 81%; all correctly identified food groups versus 81% and all implemented water conservation methods versus 77%. **Conclusions:** Heightened knowledge of vegetable gardening processes, food preparation/nutrition resulted in significant increases in children's ownership of home gardening and food preparation. This project can be used in and has been requested by other County Extension offices and will be taught again in Hillsborough County this fall.

**Wild Turkey Restoration Project in Holmes County: Community Partnerships in Action****S. Eubanks\***, Holmes County Extension.

The successful restoration of the wild turkey in Holmes County is the result of a long term program (1997-2010) in Holmes County that required many groups to cooperate and work together to achieve a common goal. In 1997 Extension partnered with Florida Fish and Wildlife Conservation Commission, the National Wild Turkey Federation, Holmes County USDA offices, and 924 local landowners to assess the status of the wild turkey in Holmes County. It was discovered that there were no wild turkeys in Holmes County. **Objectives:** 1) Reestablish the non-existent population of wild turkeys by restocking. 2) Habitat for wild turkeys must be improved through educational efforts for restocking efforts to succeed. 3) Community partnerships and landowner cooperation must be established in order for the effort to succeed. **Methods:** Two television shows, workshops, standard classes, conferences, field days, food plot demonstrations, controlled burning demonstrations, and field visits were conducted by the Holmes County Extension to achieve educational objectives for clientele. **Results:** Community partnerships led by Extension and FWCC played a major leading role in the restoration of the wild turkey in Holmes County as highlighted in a nationally televised episode of "Turkey Country" on the Outdoor Channel. The current population of wild turkeys in Holmes County is estimated to be over 2,500 in 2010 distributed over 80% of the land area, representing an annual economic impact of \$1,250,000.00 to 924 private landowners in Holmes County. **Conclusions:** Community partnerships are vital for Extension to facilitate successful problem solving for county wide issues.

**Beneficial Arthropod Rearing by Master Gardener Programs for Public Distribution.**

**W. Schall\***, Palm Beach County; **J. Popenoe\***, Lake County; **L. Osborne\***, Mid-Florida REC; **S. Brown**, Lee County; **B. Burn**, **L. Singleton**, **J. Davis**, Sumter County; **D. Culbert**, Okeechobee County; **T. DelValle**; **E. Harlow**, Duval County; **D. Levulis**, Palm Beach County; **C. Saft**, Suwannee County

**Objectives:** 1) Gardeners reduce pesticide applications by utilizing *Neoseiulus californicus* and *Amblyseius swirskii* to manage small insect and pest mites. 2) Evaluate which beneficial mite production systems work best in extension offices. 3) Determine which applications of predator mites are most efficacious in home landscapes and gardens. 4) Free predatory mites distributed to public. 5) Disseminate how-to information to other Florida extension agents. **Methods:** Predatory mites, rearing equipment and supplies were provided to selected Florida County Extension offices for evaluation by agents and Master Gardeners. Three pollen-fed and one grain mite-fed/moat rearing structures were evaluated. Educational materials and methods included publications, electronic slide programs, a web site, web distribution of materials, and person to person training. Predator mite distribution methods were developed for the public along with appropriate training methods for effective use. Pest management efficacy and knowledge and practice changes were evaluated. District Extension Meeting presentations were given. **Results:** Two predatory mite mass rearing techniques were effective in county extension offices. Participating gardeners changed attitudes and practices. Master Gardeners increased knowledge of predatory mites and helped information-seeking gardeners reduce pesticide use. **Conclusions:** Rearing and distributing predatory mites from county extension offices via Master Gardeners is an effective and inexpensive way to teach relatively complex pest management strategies to the public. This helps lead the way in promoting biological control, reducing pesticides in the environment, and providing clients with immediate pest control solutions.

**Escambia County Green Roof: The value of county extension demonstrated through a sustainable landscape design project**

**C. Stevenson\***, Escambia County Extension; **E. Bolles\*** Escambia County Extension

**Objective:** To reduce project costs, Escambia County included Extension in the design of sustainable landscaping and a green roof for a LEED-certified building. **Methods:** The building architect asked the Extension Agents to make recommendations on existing landscape plans. Agents sought to include plants adapted to Escambia County, and updated plant installation and irrigation guidelines to coincide with IFAS recommendations. Agents selected species for the green roof based on drought tolerance and odds of survival in full sun and 5 inches of growth media. After meetings with the roof contractors, seven species were installed in September/October 2010 on the 33,000 square foot roof. **Results:** Escambia County experienced several below-freezing nights in December, which froze the growth media on the roof. Although plants were injured, the majority are recovering in 2011 and filling in open space. One species died and will be replaced with a more successful species. By utilizing the expertise of Extension Agents, Escambia County saved approximately \$55,000 in consulting fees. The Central Office Complex (also known as the “One-Stop Building”) boasts the largest green roof in Florida and serves as a demonstration site to builders and developers seeking permits from the departments housed there. **Conclusions:** As part of the team for a LEED Gold certified county building, Extension Agents’ expertise reinforced the fact that agents are *valuable resources for their county partners*. The information provided by Agents during the design process offered significant cost savings and created a successful experiment in designing landscapes for green roofs in north Florida.

**Utilizing Effective Local Partnerships to Promote Community Integrated Pest Management in an Urban Environment**

**E. Harlow\***, Duval County Extension; **R. Baldwin, C. McNeill, P. Koehler & R. Pereira**, Entomology & Nematology Department

**Objectives:** Building partnerships at a local level is integral to the success of Extension programming. Involved local stakeholders guide programming, realize needs in the community, build support and provide long-term feet on the ground for programs. The Jacksonville Bed Bug Task Force (JBBTF) was created in early 2011 with the purpose of raising awareness of bed bug prevention in the Jacksonville community through extension programming using research-based information. **Methods:** Twenty-four local leaders of government or non-profit agencies were identified by the agent and invited to join the task force. During the first meetings, a strategic plan, mission, and objectives were created based on needs identified by the group. Members were assigned to projects where they felt they could provide the most impact. **Results:** To date, the task force has created *Bed Bugs and Book Bags* a curriculum for 3rd through 5th graders that has been approved for use in Duval County public schools to be taught by health care educators. The curriculum will be used in schools beginning in Fall 2011 with the potential to reach 1,700 classrooms and 33,000 3rd through 5th graders. A poster has also been created for school and community health clinics that distinguish between common urban pests. The task force has also indicated they want to host a bed bug summit in the fall as an official kick-off event in the community. **Conclusions:** Bed bugs will continue to be a growing problem in Florida. The task force continues to be successful because of the partnerships between agencies and across disciplines.

## **Meeting Clients' Continuing Education Credit Needs During Slim Economic Times**

**L. Sanagorski**, Palm Beach County Extension

**Objectives:** A needs analysis of horticultural professionals indicated that certain certifications and licenses must be maintained to retain employment in this industry. Due to budget cuts, many individuals no longer receive educational funding from employers to support programs that provide the Continuing Education Units (CEUs) required to maintain these credentials. In early 2011, a seminar series was offered to 1) increase participants' horticultural knowledge and 2) provide adequate CEUs to maintain certifications. **Methods:** Six days of classes were offered on successive Fridays. Classes cost fifteen dollars; participants received one class for free if they signed up for all. The range of topics included: landscape plant selection, turf management, tree care, landscape industry regulations, horticultural safety, and pest management. Over the course of this program, sixteen extension agents, industry professionals, and IFAS professors taught using discussions, presentations, and participatory activities. **Results:** 231 individuals participated in classes. 98% (n=51) reported intentions to adopt at least one best management practice as a result of this program. 51% (n=76) indicated that classes exceeded their expectations. CEUs totaling 82.5 International Society of Arboriculture (ISA), 176.5 Pesticide Applicator, 42 Florida Nursery Landscape and Growers Association (FNGLA), 24 Landscape Inspectors' Association of Florida (LIAF), and 3.5 Certified Crop Advisor (CCA) were earned. **Conclusions:** Horticultural professionals have extensive continuing education needs; in a time of budget reduction, many individuals must pay for classes to earn CEUs to maintain required credentials. This program was successful in increasing participants' knowledge and providing ample CEUs at a very low cost.

## **How Extension Can Use the Internet for Online Testing and CEU Distribution**

**S. Steed**, Hillsborough County Extension

**Objectives:** 1) To enable Extension's ease and reach of distributing Continuing Education Units (CEU's). 2) To enable more efficient clientele ease of obtaining CEU's. 3) To generate revenue for extension CEU programs through industry sponsorship. 4) To describe web-based quiz making/taking software. **Methods:** Shawn Steed in Hillsborough & Polk counties who serves ornamental plant producers identified a need to enable clientele to obtain CEU's rapidly and efficiently in order to meet requirements of keeping the private applicator spray licenses. To meet this need a website was created for online articles and the web-based quiz making/taking program Proprofs.com was utilized to test knowledge gained and track statistics related to quizzes and quiz takers. The agent also saw this website as an opportunity to partner with industry to sponsor this undertaking to generate money for this CEU program and cross promotion of the CEU website. **Results:** The website which launched in September 2010 has resulted in extremely efficient CEU delivery (24hrs from Proprofs notification) and has generated \$400 in revenue this year through industry sponsorship. **Conclusions:** The use of the website and the quiz making software has enabled rapid CEU distribution, generated Extension funds for the CEU program, and has made online testing easily available for Extension programming.

## **Florida-Friendly Landscape Design Series**

**K. Fuller**, St. Johns County Extension

**Objectives:** With the enactment of Florida Senate Bill 2080, Florida residents are encouraged to create Florida-Friendly landscapes (FFL). The objective of the Florida-Friendly landscape design series is to provide class participants with the necessary knowledge and design skills to draw and create a FFL. **Methods:** The FFL design series is a three session course that is conducted over a three week period. In the first class basic landscape design principles are covered and a practice project is assigned. The following class the practice project is critiqued and the nine FFL principles are discussed. Students then begin drawing a design for their specific situation/project. In the final class landscape styles, forms and types are discussed and individual landscape projects are critiqued. At the end of the course class participants are entitled to a site visit by the instructor. **Results:** 100% of class participants completing a post class survey indicate they will do a FFL practice. The same percentage agrees or strongly agrees that they have learned practices that will save them money and that they have learned new information about FFL. **Conclusions:** According to a study done by the Florida Nursery Growers and Landscape Association, up to 14% of the assessed value of a home can be attributed to the landscape. The median house value in St. Johns County is about \$200,000. If the 48 class participants in 2010 increase their home values by just 1% because of FFL, that is a value enhancement of \$96,000.

## **Master Gardener “Shadow” Training Increases Volunteer Involvement and Retention in Plant Clinic Program.**

**N. Demorest**, Columbia County Extension

**Objective:** The Master Gardener Plant Clinic is an important part of the Extension Homeowner Horticulture program. Clients receive answers to gardening questions from Master Gardener (MG) volunteers leaving the agents more time for other essential duties. In the past, the clinic attracted few volunteers and recorded few hours despite the importance of the service. The objective was to provide MG interns with the necessary training, exposure and experience in the Plant Clinic to increase volunteer hours in the program, thus improving the effectiveness of the Plant Clinic as a community resource. **Methods:** Florida interns must volunteer 75 hours within their first year of volunteer service. One third of those must be spent serving in the Plant Clinic with a portion devoted to shadowing veteran clinic volunteers until a level of expertise is developed. Additional ‘on the job’ training has given volunteers experience and confidence to continue volunteering in the clinic. **Results:** In 2008, the year prior to the new requirements, 11 out of 32 MGs volunteered a total of 692 hours in the Plant Clinic. In 2010, 25 out of 45 MGs volunteered a total of 1,969 clinic hours. A total of 14 students have successfully completed this training and internship, and 9 continue to volunteer regularly in the clinic which represents a 64% retention rate. **Conclusion:** Additional clinic volunteers made it possible to open the clinic two more times per week and offer free soil pH tests. Coordinators may adapt this program to retain volunteers in other important programs.

## Utilizing Interactive Training to Teach CORE Pesticide Training

E. Harlow, Duval County Extension

**Objectives:** Commercial Horticulture and Agriculture Extension Agents provide General Standards (CORE) Pesticide Training for many different audiences and on many occasions. To keep the CORE training interactive the agent adapted a fun, interactive one and two hour session *Pesticide Formulation* workshop from material from across the country. The purpose of the program was to increase participants' knowledge of pesticide formulations and compatibility testing. **Methods:** The program consists of a powerpoint presentation and three hands-on activities that can be used according to audience and time limit. The instructional media portion ranges from 20 minutes to one hour and covers basic pesticide formulations and tank mixing instructions. Hands-on activities include a matching activity with household products, a mixing activity, and a tank mixing activity with labels. **Results:** The workshop has been taught six times to different target audiences. Two hundred and eighty-five participants have participated in the pesticide formulations class. Ninety-eight percent of participants (n=102) indicated that they would read a label before applying a product to determine compatibilities. One hundred percent of pest control operators surveyed (n=47) indicated that they enjoyed CORE because of the hands-on component. **Conclusions:** It can be difficult to keep CORE material interesting, but on several occasions the agent has been told by attendees that "this was the best CORE workshop they had ever attended". This is a fun class to teach, plus it is fun for participants, and most importantly it shows a definitive knowledge gain and adoption of practices by participants.

**4-H and Youth****Captain/Yeoman****Sarah Hensley, FAE4-HA Abstract Chair**

<b><u>Time</u></b>	<b><u>Speaker(s)*</u></b>	<b><u>Abstract</u></b>
<b>8:50</b>	<b>Moderator</b>	Introductions & Procedures
<b>9:00</b>	<b>B. Estevez, E. Toro</b>	Fall Harvest Experience
<b>9:15</b>	<b>S. Michael, M. Brew</b>	The 4-H Horse Project as a Vehicle for Life Skill Development
<b>9:30</b>	<b>K. Miliffe, J. Sullivan</b>	Recruiting and Training Diverse 4-H Volunteers through Project Butterfly WINGS
<b>9:45</b>	<b>N.P. Bomann, J.P. Dillard</b>	The Rainbow Fish: Integrating SET Across the Curriculum Using a Character Based Message
<b>10:00</b>		<b>Break</b>
<b>10:15</b>	<b>P. Phillipe</b>	Backyard Wildlife for 4-H Families
<b>10:30</b>	<b>B. Knowles</b>	Environmental Explorations 4-H Day Camp
<b>10:45</b>	<b>C. Suggs, S. Crawford, P. Phillipe</b>	Animal Science Skill-a-thons to Conduct at the Southwest Florida Fair
<b>11:00</b>	<b>B. Bennett, H. Futch, S. Michael</b>	Ready, SET, Blast Off: Space Camp Integrating Rural and Urban Youth
<b>11:15</b>	<b>S. Kraeft</b>	How Jamming 4 Camp Raises Camp Scholarship Money
<b>11:30</b>		<b>Break for Box Lunch</b>



<b><u>Time</u></b>	<b><u>Speaker(s)*</u></b>	<b><u>Abstract</u></b>
<b>1:00</b>	<b>L. Wiggins</b>	Get Out of the Woods and into the Spa....4-H Day Camp
<b>1:15</b>	<b>M. Bengé</b>	Camp Cloverbud: Exposing Parents and Young 4-Hers to Overnight Camping
<b>1:30</b>	<b>J. Hodges, K. Miliffe</b>	4-H Senior Portfolio Training 101
<b>1:45</b>	<b>M. Brinkley</b>	Recruiting Clothing and Textile Volunteers
<b>2:00</b>		<b>Break</b>
<b>2:15</b>	<b>C. Rogers</b>	ConKerr Cancer Pillowcase 4-H Sewing Workshop
<b>2:30</b>	<b>J. Lilly</b>	The 4-H Boyz-2-Men Male Lock-in
<b>2:45</b>	<b>B.V. Bennett</b>	4-H Olympic Boot Camp

\*For a complete list of authors, see the schedule at a glance beginning on page 4 or the full abstract.

## Fall Harvest Experience

**B. Estevez\***, Suwannee County; **E. Toro\***, Suwannee County

The Suwannee Valley area is predominantly a rural area. However, the numbers of people that live on a farm or that understand agriculture has decreased dramatically in the last decade. Even so, agriculture has continued to shape the development and economy of North Florida. The Fall Harvest Experience was developed to allow youth to be able to see for themselves how food is produced and the importance of agriculture in the Suwannee Valley area. The event was held at the North Florida Research and Education Center-Suwannee Valley outside of Live Oak. **Objectives:** To develop a better understanding of the science and history of heritage crops grown in North Florida; to increase knowledge of healthy eating choices for participants; and to increase awareness among participants of opportunities available through the 4-H programs in North Florida. **Methods:** 1,677 youth from six North Florida counties learned about the importance of agriculture and farming to the Suwannee Valley region at 3 separate stations: sorghum maze; corn products and production; and pumpkins and pumpkin patch. The program was also used as a 4-H outreach program to expose young people to the benefits and opportunities of Suwannee County 4-H. **Results:** Post-reflective evaluations showed a 76% increase in knowledge about heritage crops, a 54% increase in knowledge about healthy living, and a 65% increase in knowledge about 4-H. **Conclusions:** Youth were able to apply the concepts from hands-on experiences to learn life skills, develop healthy eating habits, and become introduced to local agriculture and 4-H.

## The 4-H Horse Project as a Vehicle for Life Skill Development

**S. Michael\***, Seminole County Extension; **M. Brew\***, Lake County Extension; **J. Hodges**, Lake County Extension.

The 4-H horse project provides youth with opportunities to gain technical skills in horsemanship and to showcase those skills in a variety of competitive events. As a result of the emphasis placed on competitive success in the horse project, the development of other life skills is often overlooked. Nevertheless, the horse project provides youth with abundant opportunities to develop valuable and lasting life skills. Furthermore, because horses engage youth to such a high degree, they are the ideal vehicle to teach life skills in an informal environment. **Objective:** As a result of participating in the 4-H project in Seminole and Lake County and/or enrollment in the 4-H Congress Horse tract youth will demonstrate an increase in life skills as evidenced by post program surveys and end of the year interviews. **Methods:** The agents used a logic model to develop programs which utilized horse related subject matter to teach targeted life skills including healthy lifestyles, decision making and personal safety. Educational methods included workshops, skill-a-thons, and seminars. **Results:** As a result of participating in the horse project, 89% of surveyed youth (n=113) demonstrated increases in knowledge related to personal health, the decision making process and safety and 73% (n= 93) indicated that they would adopt at least one new behavior change. **Conclusion:** With thoughtful planning, horses can be used to engage youth in the acquisition of positive life skills resulting in marked increases in positive personal, emotional and social development which will far outlast any competitive experiences.

**Recruiting and Training Diverse 4-H Volunteers through Project Butterfly WINGS****K. Miliffe\***, Osceola County Extension and **J. Sullivan\***, Osceola County Extension

Historically the Osceola County 4-H program has been focused on agriculture and large animal projects. As the county demographics shift and agricultural land becomes developed land, a program need exists to maintain current 4-H programming, and expand into more urban and suburban areas of the county. Extension Agents in Osceola County wrote a Florida 4-H Foundation grant to recruit and train Project Butterfly WINGS volunteers. **Objectives:** (1) To increase the number of trained volunteers in the Butterfly WINGS curriculum; (2) Promote 4-H opportunities for youth to become involved in Butterfly WINGS; and (3) Increase awareness of and participation of diverse youth. **Methods:** Instructors conducted three experiential learning trainings (six-hours each) and a follow-up outdoor field trip to potential volunteers. **Results:** Twenty-four volunteers are trained; nine are currently implementing the Butterfly WINGS project in a club setting. One 4-H club focusing on WINGS was established. Twenty-eight percent of youth participating in WINGS are minorities, compared to 12% in overall 4-H program. **Conclusions:** Participation in 4-H projects have contributed to the personal and leadership development of 4-H alumni. 4-H'ers are more likely than other kids to succeed in school and be involved as leaders in their school and the community. This success will lead to higher earning potential and economic impact (Ladewig & Thomas, 1987; Asthroth & Haynes, 2002; Fox, Schroeder, & Lodi, 2003).

**The Rainbow Fish: Integrating SET Across the Curriculum using a Character Based Message****N.P. Bomann**, Holmes County; **J.P. Dillard**, Washington County

**Objectives:** To provide youth with science-based experiential learning projects through the use of children's literature while incorporating character education, language arts, math and social studies. **Methods:** Agents worked cooperatively to create lessons using The Essential List of SET (Science, Engineering and Technology) Abilities to develop an experiential learning opportunity that also incorporated other subject areas. Using a lesson from Steve Spangler Science website titled, "The Rainbow Fish Discovery Kit," agents elaborated and extended the lesson to include SET Abilities as well as branch the lesson cross-curricular. Second grade teachers in both counties were approached about implementing the program; all were eager to incorporate both character education and SET in their classrooms. **Results:** Lessons were delivered by agents to approximately 100 2<sup>nd</sup> grade youth. This created a new 4-H in the Classroom partnership in both counties to complement already successful programs such as Tropicana, Food, Fun and Reading, Ag Literacy Day and National 4-H Science Day. **Conclusions:** A post-reflective teacher survey indicated youth who participated increased knowledge of basic SET abilities and application of SET abilities in other subject areas. Teachers also indicated students showed an increase in their interest in 4-H and 4-H opportunities. One teacher stated, "This lesson has really created an awareness of friendship characteristics in my students. One child was overheard telling another child who wouldn't share, 'That's not a good way to make friends.'" Future plans include providing a pre/post test to measure student knowledge gains and gauge changes in attitudes and perceptions.

## **Backyard Wildlife for 4-H Families**

**P. Phillippe**, Charlotte County Extension

**Objectives:** The objectives of this program included increasing awareness of local wildlife and increasing the occurrence of desired backyard wildlife. **Methods:** Twenty 4-H families were asked to complete a survey of what type, and at what frequency, of wildlife they identified around their homes over a four-week period. This included urban and rural locations. They were also asked to identify any type of feeding station(s) or habitat they provided for wildlife. Fifteen 4-H families completed the four-week survey. Using the Wildlife Habitat Evaluation Program (WHEP) along with 4-H Wildlife project materials, a Backyard Wildlife for 4-H Families was presented on several different levels including monthly classes, day camps, field trips, school enrichment and expos. Educational topics developed for use in this program included: mammal identification, bird identification, track and scat identification, compass and pacing, habitat needs, animal inns, building nesting boxes, nuisance wildlife, wildlife plants and urban birds. **Results:** 100% of the families involved in the 4-H Backyard Wildlife Program reported that they were more aware of the different species of wildlife in their backyards and neighborhoods, and were willing to help improve habitat to meet the needs of desired wildlife. All of the original twenty families constructed at least one new wildlife habitat area or nesting box for their yard or apartment complex. **Conclusions:** While wildlife appreciation and viewing is often considered for those families outside the city limits, this program encourages wildlife appreciation and enhancement for all families.

## **Environmental Explorations 4-H Day Camp**

**B. Knowles**, Jackson County Extension

**Objectives:** The Environmental Explorations 4-H Day Camp provided hands-on, inquiry based water science education activities for summer day campers. The overall goal was to increase youth's knowledge and awareness of freshwater environments, as well as their abilities in scientifically monitoring the quality of freshwater systems. **Methods:** Jackson County Extension Staff and volunteers planned and led activities that focused on the following topics: water and its importance to Earth, sources of freshwater pollution, aquatic entomology and measuring pH, dissolved oxygen (DO) and nitrate levels. Water sampling, insect collecting and fishing took place at a local pond. Campers also participated in environmental education programs during fieldtrips to Edward Ball Wakulla Springs State Park and St. Marks Wildlife Refuge. Curriculum developed for the Southern Region 4-H<sub>2</sub>O Ambassador Program was used, as well as education materials developed by the 4-H Agent. Cost was \$30.00 per child. A grant from the Florida 4-H Foundation was secured to help offset equipment and curriculum expenses. **Results:** Fifteen youth, ages 8-14, participated in the three-day camp with six hours of programming each day. All 15 youth learned to perform and accurately interpret tests for pH, DO, and nitrates. Each camper demonstrated an increase in scientific knowledge related to water science. Campers obtained experience in making scientific observations and inferences, as well as collecting, organizing and analyzing data. New partnerships were developed with a local pond owner and the St. Marks Staff. **Conclusions:** The objectives listed above were met. Environmental Explorations is scheduled again for summer 2011.

**Animal Science Skill-a-thons to Conduct at the Southwest Florida Fair**

**C. Suggs\***, Lee County Extension; **S. Crawford\***, Hendry County Extension; **P. Phillippe\***, Charlotte County Extension, **L. Wiggins**, Regional Multi-County Extension

**Objectives:** Develop animal science skill-a-thons for swine, beef, goat, rabbit, poultry, and horse for the 400+ 4-H and FFA youth who participate in the Southwest Florida Fair. Measure knowledge gained by participants in the animal science skill-a-thons via a written and hands on evaluation. Use UF employees, logo, and materials to market UF to our community. **Methods:** The 4-H Agent met with the SWFL Livestock Committee to determine customer requirements. Once the requirements were determined, the Agent met with UF's Animal Science Department to collect information. Animal science study guide materials from Ohio, New Jersey, and Florida's Extension were analyzed. Skill-a-thon study guide materials, six learning stations, and a written challenge were developed. Seventy volunteers were recruited to conduct two days of skill-a-thons. District 12 Extension Agents supervised the two day event. **Results:** Each youth was given a study guide, written ten question challenge, as well as evaluated on their knowledge at skill-a-thon stations. Of the 402 youth who participated in the skill-a-thons: 121 answered 80% of the questions correctly, 140 answered 50% of the questions correctly, 141 answered between 10% - 50% correctly. The University of Florida's presence was visible at the Fair. Extension employees attended and supervised the event. The UF table cloths and banners were visible to the youth, volunteers, and public who participated in the event. **Conclusions:** The Southwest Florida Fair Board was pleased with the results and has requested that UF deliver this program next year.

**Ready, SET, Blast Off: Space Camp Integrating Rural and Urban Youth**

**B. Bennett\***, Madison County; **M. Brew**, Lake County; **H. Futch\***, Hamilton County; **S. Michael\***, Seminole County

Igniting an understanding of, and appreciation for, science is central to 4-H's science, engineering and technology (SET) mission mandate. In response to this a day camping program entitled "Ready, SET, Blast Off" was developed and piloted in Marion County, Florida during the summer of 2009 and repeated in 2010 in four counties and again in 2011 with changes in those four counties. **Objectives:** 1) Increase the number and diversity of SET learning opportunities available to youth; 2) to reach a more diverse urban and rural audience; and 3) to engage and retain intermediate aged youth. **Methods:** The day camp consisted of 10 lessons spread over 4 days and covered a variety of topics ranging from character development and communication to the scientific method. Participants had the opportunity to develop and test hypothesis, launch model rockets, and conduct experiments. **Results:** Of the 42 youth participants 90% (n=38) indicated significant gains in SET based knowledge and skills as evidenced by pre and post evaluations. Eighty-five percent of participants (n=36) indicated an interest in pursuing a SET related career and/or education. **Conclusions:** Programs such as "Ready, SET, Blast Off" serve as a platform for youth to experience science based learning in a fun and engaging atmosphere. Ready, SET, Blast Off also provides opportunity for youth from urban and rural counties to interact based on a common interest.

## **How Jamming 4 Camp Raises Camp Scholarship Money**

**S. Kraeft\***, Wakulla County Extension

**Objectives:** To raise \$5000.00 in sponsorships for youth to attend one of the five camps offered this summer in Wakulla County. We are offering four day camping experiences and one overnight residential camp. **Methods:** By utilizing engaged 4-H Advisory and Leader's Groups, Wakulla County 4-H put on a "battle of the bands" event to raise money for camp scholarships. Vendors, bands, banks and other local businesses and organizations contributed time, money and talent to come together in a unique fundraiser for the county program. Six local bands and artists raised money and solicited their fan's donations before the event as well as during a 45 minute set in which they performed. Vendors were invited to participate for free and donate a minimum of 10% of their proceeds to the scholarship fund. Local monetary and in-kind sponsors at three sponsorship levels were given name recognition on an event t-shirt, banners, news coverage as well as in radio and print media advertisements. **Results:** Overall, almost \$3900.00 was raised as a result of sponsorships, band donations, t-shirt sales and vendor contributions. T-shirt sales for \$15.00 each are on-going throughout the summer. **Conclusions:** This event was a tremendous success for its first year with over 300 attendees, 27 Educational and for-profit vendors, six local bands, 16 sponsorships, and local media coverage. This event will continue to grow and become the primary fundraiser for Wakulla camps. Materials will be provided for structuring and planning a similar fundraiser that are applicable to any county program.

## **Get Out of the Woods and into the Spa.....4-H Day Camp**

**L. Wiggins**, Taylor County Extension

**Objectives:** The 4-H Spa Day Camp was designed to educate youth about different spa related experiences, their purpose, as well as increase their knowledge, skills and awareness in the areas of science, fitness and healthy living. **Methods:** The 4-H Agent planned the day camp for youth, ages 8-13, to teach a bit about chemistry and measurements, but also to get them thinking about relaxation early on so they have a better chance at becoming balanced adults. The Agent recruited local spa and salon owners and an esthetician to volunteer during the camp. Lessons/activities included: nail care, skin care, hair care, importance of sunscreen, yoga, stretching, preparing spa cuisine, and getting to make their very own spa concoctions. **Results:** During the past two summers, 40 youth participated in the four-day camp, along with 8 teen volunteers and 12 adult volunteers. 100% of the youth stated that they did not realize science was used to make skin and nail care items that they use everyday such as scented lotions, lip gloss, and body scrubs. 95% of the youth stated that the camp helped them learn how to better care for their skin and learned how to protect it from the sun. 100% of the youth stated they better understand the importance of nail care. **Conclusions:** 100% of the youth reported that they would like to participate in this day camp again. This camp is one that will keep youth coming back for year after year to learn more about the spa experience!

**Camp Cloverbud: Exposing Parents and Young 4-Hers to Overnight Camping**

**M. Benge\***, Alachua County Extension; **E. Eubanks**, Alachua County Extension volunteer.

Alachua County 4-H is working on innovative ways to increase its camping program. After talking with parents, we realized that parents were uncomfortable sending their 8-10 year olds to a camp they had never experienced. Camp Cloverbud was initiated to help alleviate concerns of parents and young campers. It's a parent/child overnight camping experience at Camp Cherry Lake. Every child must be accompanied by a parent and parents are considered participants and not volunteers while at camp. **Objectives:** (1) Expose parents and campers to overnight camping; (2) Relieve anxiety about overnight camping, and; (3) Increase summer camping participation. **Methods:** Camp was advertised to leaders throughout the county for cloverbuds or juniors who have never been to camp. Camp was held in November 20-21 2010. Campers arrived Saturday after lunch and left Sunday after breakfast. They experienced crafts, camp meals, bonfire, camp songs, and milk mommas. **Results:** Eight adults and 12 4-Hers went to Camp Cloverbud. In addition, 3 camp counselors, 2 counselors-in-training, 3 adult volunteers, and 1 agent attended. All of our campers had a great time and several have committed to going to summer camp this year. **Conclusions:** This was a great way to include parents in the camping experience and make them more comfortable with weeklong overnight camp. Camp Cloverbud will again be held October 21-23, 2011. The camp has been increased by one night so campers can have a full day experience at camp. Additionally, camp staff will be available this year to help us with activities.

**4-H Senior Portfolio Training 101**

**J. Hodges**, Lake County Extension; **K. Miliffe**, Osceola County Extension

Research shows that the skills necessary for success in a 21st century workforce correlate with those gleaned from positive youth development programs, such as 4-H (Kazis & Kopp, 1997; Levin, 1994). One of the best opportunities for Senior 4-H youth learn these workforce skills is through the national award trips and 4-H scholarships portfolio process. However, without proper training youth are unlikely to complete a portfolio or interview for a trip or scholarship. **Objectives:** (1) Increase participation and awareness by educating and training at least 20 Senior 4-H members and volunteers about national 4-H trip awards and scholarships, (2) 50% of the Senior 4-H members who attend the training will submit a completed portfolio for state awards and recognition. **Methods:** The 4-H agents developed and implemented a 3 hour hands-on tutorial. **Results:** Youth and volunteers gained a better understanding of the portfolio process, are more apt to continue participation and youth will gain pertinent life skills in resume writing, effective interview skills and improved written and oral communication skills. **Conclusion:** Life skill development is evident based on the state scoring of the portfolio, resume and interview portions of the contest. Youth who have participated in the entire portfolio process will gain vital work force skills which can lead to higher earning potential later in life (Lerner, 2008).

## **Recruiting Clothing and Textiles Volunteers**

**M. Brinkley**, Liberty County Extension

**Objective:** Given the loss of the state 4-H Clothing and Textiles program, few 4-H activities are being held. This has impacted the statewide 4-H program by having few volunteers who have the knowledge and expertise needed to train youth in sewing and textiles. Workshops for adults were developed and conducted to teach sewing skills in order to recruit adult volunteers to implement the 4-H clothing and textiles curriculum. **Methods:** Monthly quilting classes were conducted by a volunteer with a total of 21 adults participating. Of the 21 participants, 6 assisted with 2 4-H day camps and 2 are currently volunteer 4-H Sewing leaders. *Quilt Quest* curriculum, produced by University of Nebraska was used for 1 camp. The second camp was designed for youth to learn how to re-use clothing no longer worn or items purchased at thrift shops. **Results:** The volunteer leaders and agent worked with 24 youth who reported gaining basic knowledge of operating a sewing machine and basic sewing skills. Each youth participating in the camps completed two new items and a lap quilt. More adult construction classes have been requested and conducted by volunteers and agent. **Conclusions:** The clothing and textiles program provide skills to adults who are willing to share their knowledge with youth. They are providing needed training to expand the 4-H program.

## **ConKerr Cancer Pillowcase 4-H Sewing Workshop**

**C. Rogers**, Suwannee County Extension

The life skills taught in 4-H vary widely in depth and breadth. They range from simple tasks like sewing straight seams, to values and ideals that may be applied to many areas of life. One of the main concepts underlying this 4-H beginning sewing class is altruism or unselfish concern for the welfare of others. Participants complete two pillowcases; one to keep and one to send to ConKerr Cancer, an organization whose mission is to provide new, colorful pillowcases to children each time they receive treatment for cancer. The pillowcases made in Live Oak go to pediatric patients at Shands UF. **Objectives:** Youth demonstrate simple sewing methods and service learning. **Methods:** Participants are recruited via newspaper and radio ads, 4-H newsletters, and day-camp brochures. An innovative, yet simple method of constructing pillowcases is taught. Called "hotdog style", it results in a more durable and professional-looking pillowcase. Several different seam finish techniques are demonstrated and rich conversations occur about altruism and community service. **Results:** All of the 71 participants completed two pillow cases with accurate 5/8-inch finished seams. All participants applied the altruistic principles they learned by donating a pillowcase to the ConKerr Cancer organization and a few went a step further by giving them both to the cause or making more at home to donate. **Conclusions:** Sewing skills acquired can lead to future garments but life skills like generosity can lead to a better tomorrow for the entire community.



### **The 4-H Boyz-2-Men Male Lock-in**

**J. Lilly\***, Jefferson County Extension, K. Jackson, Jefferson County, C. Washington, Jefferson County

**Objective:** The goal of the Boys 2 Men: Male lock in was to provide fun-filled information and activities which enrich the lives of young men in Jefferson County. **Method:** Sixty-six males participated in the lock-in. The lock-in consisted of a 3 on 3 basketball tournament, a three point shootout, motivational speakers, a career fair, and a Real Men Read segment. Vendors were from: Florida A & M University Recruitment/ Admission Office, U.S. Army, Work Force Plus, Lively Technical Institute. **Results:** Forty percent of the youth who responded to the question, "Why did you choose to participate in Boys to Men?" participated for a reason related to self-improvement. Ninety five percent of youth who participated reported learning skills that they can use in their everyday life. These youth also reported the intention to apply these skills to their everyday life. Open end responses indicated that some of the skills that youth intended to apply included nonviolent conflict resolution ,self-control, and leadership though community involvement. Additionally the top 5 areas youth reported wanting additional training were: starting their own business, preparing for college, deciding on going to college, preparing for their future, and making money. **Conclusions:** This is the third year of the event and enrollment increase each year. Future studies would focus on measuring specific changes in knowledge, measuring long-term behavior change.

### **4-H Olympic Boot Camp**

**B.V. Bennett\***, Madison County Extension

Recent years have seen an increase in the concern of childhood obesity, inactivity, and loss of exploration in creativity among America's youth. Our schools teach the importance of nutrition, fitness, and overall health but do not allow time for youth to practice these skills in creative ways. In true 4-H fashion, a mainstream concern has been taken and applied to the standard of "learn by doing," in order to find an effective solution through Madison's Olympic Boot Camp. **Objectives:** Youth will show a moderate (50%) to high increase (80%) in their knowledge and application of food nutrition, physical fitness, and life skills including teamwork, decision making, and communication. **Methods:** Four days. Classroom instruction: food pyramid, label reading, body mass index, monitoring fitness and nutrition levels. Youth planned and prepared nutritionally balanced snacks. Youth took physical fitness tests, planned workout routines to teach in groups, and competed in the Madison 4-H Olympics. Senior 4-H youth utilized as mentors and group leaders. Knowledge was measured by various evaluation methods developed or utilized by the 4-H Agent including observations, interviews, surveys, and pre/post tests. **Results:** Ninety-five percent of all participants showed a moderate (50%) to high increase (80%) in their knowledge and application of food nutrition, physical fitness, and various life skills. Ninety percent expressed a desire to participate in the program next summer. **Conclusions:** Through hands-on experience, self-direction with adult guidance, and exposure to basic concepts of changing ones habits, programs like Madison's 4-H Olympic Boot Camp can excite youth to make healthy changes in their daily lives.

## Family and Consumer Sciences

### Emerald

Jacqueline Schrader, FEAFCs Abstract Chair

<b><u>Time</u></b>	<b><u>Speaker(s)*</u></b>	<b><u>Abstract</u></b>
<b>8:50</b>	<b>Moderator</b>	Introduction & Procedures
<b>9:00</b>	<b>L. Spence</b>	Making Money Decisions: Personal Financial Education for Offenders in Reentry and Transition Programs in Correctional Facilities
<b>9:15</b>	<b>M. Keith</b>	Adapting Take Charge of Your Diabetes (TCYD) for a Lower Literacy Audience
<b>9:30</b>	<b>N.J. Gal</b>	Using ServSafe® Food Safety Manager Certification Training to Teach Career and Life Skills to Adult Male Inmates
<b>9:45</b>	<b>L. Leslie</b>	Partnering with Financial Professionals to Offer Retirement Planning Programs
<b>10:00</b>		<b>Break</b>
<b>10:15</b>	<b>H. Copeland, S. Swenson</b>	Eating Smart from the Start
<b>10:30</b>	<b>K. Zamojski, P. Vergot ,</b>	Northwest District Family and Consumer Sciences – A Menu of Programs
<b>10:45</b>	<b>S. Taylor</b>	Establishing a New Relationship to Provide Education to Local Work Seekers
<b>11:00</b>	<b>S. Toelle, H. Radunovich, M. Brinkley, M. Ross</b>	Autism Spectrum Training for Childcare Providers
<b>11:15</b>	<b>M. Portelos-Romero</b>	Teaching Teens and Adults with Disabilities the Benefits of Eating Healthy and Incorporating Tai Chi into a Healthy Lifestyle
<b>11:30</b>		<b>Break for Box Lunch</b>

<b><u>Time</u></b>	<b><u>Speaker(s)*</u></b>	<b><u>Abstract</u></b>
<b>1:00</b>	<b>L. Leslie, E. Courtney, J. England, M. Gutter</b>	National & Statewide Collaboration to Teach Interactive Web Conferences: An Effective, Efficient Educational Approach
<b>1:15</b>	<b>D. Diehl, L. Bobroff, N. Gal</b>	Translating Diabetes Program Outcomes into Impact Statements
<b>1:30</b>	<b>K. Allen</b>	4-H Culinary Camp: A Tasty Inter-Generational Success
<b>1:45</b>	<b>B. Peterson</b>	The College Student Financial Organization Scale
<b>2:00</b>		<b>Break</b>
<b>2:15</b>	<b>M. Bonsett, W. Lynch,</b>	Extension Lifestyle Intervention Project (E-FLIP): A Research Partnership Providing Weight Management Resources for Rural Communities.
<b>2:30</b>	<b>M. Portelos-Romero</b>	Green Cleaning Your Home
<b>2:45</b>	<b>M. Perri K. Allen, C. Rogers, M. Thomas, W. Lynch, L. Bobroff</b>	Rural Lifestyle Intervention Treatment Effectiveness Trial (Rural LITE): Participant Attendance in Weight Management Programs of Various Doses

\*For a complete list of authors, see the schedule at a glance beginning on page 4 or the full abstract.

## **Making Money Decisions: Personal Financial Education for Offenders in Reentry and Transition Programs in Correctional Facilities**

**L. Spence**, Marion County Extension

**Objectives:** While incarcerated, offenders rarely make decisions. With few skills and little support on the outside, apprehension mounts. Money management education informs financial decision making and has the potential to instill positive financial behaviors. 1.) 65 % of program participants will report increased awareness and knowledge gain about at least one topic covered in the trainings. 2.) 50% will report they intend to adopt at least one positive financial behavior. 3.) 98% will develop a personal spending plan. **Methods:** The training is conducted in two hour sessions over a period of four weeks. Each teaching period utilizes a multi- media presentation and worksheets developed for that week's topic. Weekly topics include financial goal setting, budgeting, credit, and saving. Homework is assigned. **Results:** To date, 84 individuals have participated in the program. As measured by pre and post testing, 98 % (n = 84) reported increased awareness and knowledge gain about at least one topic covered in the trainings. 54% (n = 84) intend to adopt at least one positive financial behavior. 100% (n = 84) of program participants developed a personal spending plan in class, to reduce the risks of non-sufficient checks, late payments, and over-the-limit fees. Follow up evaluations will be administered during meeting times with parole officers. **Conclusion:** Money management education contributes to positive financial behaviors and the success of the offender reentering society. The program can be used or adapted for use in correctional facilities everywhere. Partnering with correctional facilities increases Extension's outreach.

## **Adapting Take Charge of Your Diabetes (TCYD) for a Lower Literacy Audience**

**M. Keith**, Hillsborough County Extension

**Objective:** To determine if a format using discussion and visual aids, with no PowerPoint and fewer written materials, might produce measurable changes in diabetes management practices for lower-income and lower-literacy audiences, using pre- and post-program survey results. **Methods:** Four staff from a local free clinic and Agent presented 5 classes to 8 African-American women. The main points of TCYD as posters were on the walls for all classes. Conversation Map was used as the introduction and to cover diabetes' effects on the body. DVDs were used to practice various exercises. The team ARNP explained their medications and demonstrated use of monitors. Food models, portion size comparison items, MyPyramid and food samples were used to present nutrition segments. Pre- and post-program surveys measured knowledge and diabetes self-management practices. **Results:** Participation in the program was voluble and enthusiastic. Only 2 people missed 1 class each, much better than usual. Survey results showed that knowledge and self-management practices improved on most measures. Average number of days/week participants reported, pre- vs. post-program: adjusting diet to balance carbs and medication - improved from 2.5 to 3.9; checking and recording blood sugar – from 5 to 6.7; taking medication as prescribed – from 5.3 to 6.5; exercising at least ½ hour more – 1.9 to 3.6. Blood A1c measures also improved. **Conclusions:** This format seems to work well with this audience and could be extended to others, including Spanish-speakers. Follow-ups 1 and 2 months later will continue to monitor and encourage their practices, reducing side effects and medication costs.

## **Using ServSafe® Food Safety Manager Certification Training to Teach Career and Life Skills to Adult Male Inmates**

**N. J. Gal**, Marion County Extension

The purpose was to increase employability of short-term, disadvantaged adult male inmates through instruction of commercial food handler and life skills training toward receipt of the National Restaurant Association's ServSafe® Food Manager Certification. **Objectives:** Fifty percent of participants will increase their knowledge of commercial food handler concepts/practices as well as decision-making, critical thinking, and problem-solving skills as demonstrated by performance on written classroom activities, pre/post tests, and a minimum passing score of 75% on the national exam. **Methods:** An eight-hour experiential style program was taught to three groups using the ServSafe® Essentials curriculum. A unique instructional approach was employed to meet the special needs of this clientele group since they were incarcerated and assigned to the class, rather than voluntarily participating. Emphasis focused on enhancement of cognitive skill development including reasoning, decision-making, problem-solving, and intuition to gain knowledge and confidence adequate for certification. Educational methods were centered on engaging oral participation and written activities featuring "real life situations" in commercial food service. Two evaluation tools were used: 40-item pre/post test and a 90-item national exam. **Results:** Fifty-two participants (three groups) completed the training and took the exam. Fifty-two percent (27) passed the national exam receiving certification. Seventy-five percent increased knowledge based on their performance on the pre/post test. **Conclusions:** The ServSafe® training and exam provided a positive experience by empowering participants through development of cognitive and social skills to take the initiative to learn about proper food handling in a capacity building environment with intent of fostering economic self-sufficiency.

## **Partnering with Financial Professionals to Offer Retirement Planning Programs**

**L. Leslie**, Hillsborough County Extension

The Congressional Budget Office reported that the approaching retirement of the baby-boom generation has become a public concern partly because of claims that boomers are not accumulating enough private savings to finance their retirement ([www.cbo.gov](http://www.cbo.gov)). Extension is part of the solution to this concern by offering programs that help people take action to plan for their retirement. **Objectives:** Participants will: 1) Evaluate their financial situation; 2) Increase their self-confidence in their ability to save for retirement; and 3) If appropriate, increase the money that is being invested toward retirement goals. **Methods:** The agent partnered with the Financial Planning Association to offer three series of programs that included classes, take-home exercises, and a one-on-one session with a financial planner. The benefit of partnering with the professional association was that planners provide pro-bono services and followed association guidelines that prohibited unwanted solicitation. Two programs were offered in 2010 and one in 2011. **Results:** 44 people attended; 82.8% (N=36) attended a session with a financial planner that included a financial evaluation; 88.6% (N=39) reported that as a result of the program they are more confident in their ability to plan for retirement. 15 of the 36 people who attended in 2011 (42%) responded to a follow-up evaluation and 5 of 15 (33%) reported increasing their retirement savings contributions by a cumulative total of \$800 a month. The financial planners donated over 80 hours to this effort. **Conclusion:** Programs that include take-home assignments and individualized help can help people achieve their retirement goals.

## Eating Smart from the Start

**H. Copeland\***, Leon County Extension **S. Swenson\***, Wakulla County Extension

**Objectives:** Improve cooking and nutrition education skills of Head Start teachers, site coordinators and food providers by encouraging healthy eating habits through hands-on preparation of tasty, healthy, low-cost snacks and meals. **Methods:** The methodology utilized included: demonstration, hands-on food preparation, small group discussion, and lecture in a five series class. Knowledge gain and behavior change was measured by before class and after class surveys. **Results:** Fifty- eight child care providers (100%) demonstrated their understanding of creating positive mealtime attitudes, employed food safety cooking and handling techniques, chose healthy appealing food for kids, and practiced menu management on a budget; thirty -four (66%) indicated at least one behavior change in regards to the way they choose, prepared or served food; twenty (43%) reported an increase in personal consumption of vegetables; fourteen (24%) increased personal consumption of fruits; seven (12%) increased personal consumption of low fat milk; ten (17%) increased personal consumption of whole grain; six (10%) increased personal consumption of lean meat, chicken and fish; eight (14%) increased personal consumption of water; seven (12%) increased personal consumption of all of the above; twenty- two (38%) indicated improved cooking skills. **Conclusions:** In-service plus hands-on training proved to be an excellent venue for teaching nutrition to childcare providers. Child care providers serve as role models for children in their charge. Involving them in fun, hands-on cooking emphasizing nutrition education and safe food preparation increases the likelihood nutritious foods will be served and consumed by children while in childcare.

## Northwest District Family and Consumer Sciences – A Menu of Programs

**Zamojski, K.\*, Vergot, P.\*, Hinkle, A., Swenson, S., Taylor, M., Brinkley, M., Corbus, J., Griffin, A., Jackson, K., Miller, B., Shuford-Law, J., Copeland, H., Moore, M., Allen, P., Lee, D., Gorimani, E., Courtney, E., Hinton, G.,** Northwest District Family and Consumer Sciences (FCS) Program Implementation Team

**Objectives:** Extension is the best kept secret. Agents often struggle with marketing programs. If they use anything, agents may have individual county marketing materials. The Northwest District FCS Program Implementation Team worked together to create a brand and marketing materials that can be shared across the district. **Methods:** The FCS Program Implementation team worked with IFAS Communications to develop a “menu” of programs. The colorful menu displays the range of FCS programs offered across the district. Constituents may whet their appetite with program appetizers that include EDIS documents, websites, and our district FCS newsletter. If appetizers are not enough to satisfy the learner’s appetite, they can move to full entrees which include direct contact programs such as Take Charge of Your Diabetes, ServSafe®, Expanded Food and Nutrition Education, or classes and workshops on a variety of topics from financial education to energy conservation. The do-it-themselves learner can choose self- study options in the soup and sandwich bar. Self-study options include webinars and internet-based videos. Finally, FCS programs are the icing on the cake. One can check out FCS program impacts and success stories in the dessert menu. **Results:** The FCS Program Implementation Team used the menu concept to present the long range plan for our program area. **Conclusions:** The menu concept is used to create a brand for FCS programs in the Northwest District. The menu gives FCS a consistent look and feel. Agents can tailor the menu to include county “specials”.

## **Establishing a New Relationship to Provide Education to Local Work Seekers**

### **S. Taylor**, Hernando County Extension

**Objectives:** One of the primary goals of Family and Consumer Sciences (FCS) in Hernando County is increasing the basic money management skills of residents in Hernando County. FCS is able to achieve this through various money management programs at local libraries, on-site “lunch and learn” programs, and Extension Office classes offered throughout the year. However, it has been a struggle to reach many of the hardest hit residents; those who have lost their jobs and are actively seeking employment opportunities through Career Central and other job assistance organizations.

**Methods:** To reach this audience, FCS has developed and presents a comprehensive program on goal setting, budgeting, and credit and debt management each week to the Welfare Transition Program participants. By collaborating with Career Central, FCS accesses the audience that can most benefit from the information being presented, while Career Central gets research-based educational materials presented by a knowledgeable professional educator. It becomes beneficial, as both are striving to provide beneficial, possibly life-altering, materials to residents within the scope of ever-challenging budgetary constraints. **Results:** Of 155 attendees, knowledge gain through pre and post test has been 11%, positive behavior change through signing up for Florida Saves 2020 of 46% (72 of 155), and continued educational pursuits through the FMMM program of 35% (55 of 155.) **Conclusions:** This type of collaboration allows Career Central and FCS the opportunity to reach and influence a greater number of residents while working to further the professional field of Family and Consumer Sciences.

## **Autism Spectrum Training for Childcare Providers**

**S. Toelle\***, Duval County Extension; **H. Radunovich\***, Family, Youth and Community Sciences; **M. Brinkley\***, Liberty County Extension; **M. Ross\***, Palm Beach County Extension

**Objectives:** Given the rising incidence of the diagnosis of autism spectrum disorders (ASDs), those who provide childcare during early childhood need to obtain knowledge and expertise on ASDs in order to facilitate early identification of ASDs to maximize opportunity for early intervention, and to provide best practices in the childcare setting. This curriculum was developed to train childcare providers on ASDs, and includes 3 separate modules of approximately 2 hours duration each.

**Methods:** This program was developed by a team including multiple county faculty members and one state specialist. The program was taught to childcare providers in both rural and urban counties. A program evaluation was conducted on 4 classes, yielding a total of 152 program participants in three counties (2 urban, 1 rural) who completed at least 1 module, with 112 participants completing all 3 modules (108 completed all pre-/post-testing). A pre- and post-test design was used to evaluate knowledge gain. A paired samples t-test was used for evaluation of each module separately, as well as a separate test of the overall program. **Results:** There was a statistically significant increase in knowledge found for each module, as well as for the total program. No significant differences were found based on the instructor presenting. **Conclusions:** Overall, the program appears to provide needed information to childcare providers regarding ASDs.

## **Teaching Teens and Adults with Disabilities the Benefits of Eating Healthy and Incorporating Tai Chi into a Healthy Lifestyle**

**M. Portelos-Rometo**, Sarasota County Extension

**Objective:** The Sarasota County Family and Consumer Sciences Department provides programs to educate teens and adults with disabilities on the benefits of maintaining a healthy diet and the importance of incorporating exercise into their daily routine. **Methods:** Information on strategies to improve eating habits and ways to include daily exercise are emphasized in this program. Clients are taught basic Tai Chi movements that can be completed each morning as well as the benefits to daily walks. In addition, clients are taught the importance of replacing salty and/or sugary snacks with fresh fruits. **Results:** Of the 252 participants who received Tai Chi training and who received information on the importance of eating more fruits in their diet (2009 – 2011), about 76% (192) reported that they participate regularly in Tai Chi each morning and/or take daily walks. About 31% (78) of the 252 participants who received information on eating fruit instead of salty and/or sugary snacks and, who also incorporated exercise into their daily routine, reported a weight loss of 2 to 7 pounds. Each morning, clients at Community Haven and Loveland Center for disabilities include 10 minutes of Tai Chi along with the morning announcements. **Conclusion:** Learning the health benefits of staying physically fit and changing old habits of the kinds of snacks consumed, is a lifestyle lesson that can benefit everyone.

## **National & Statewide Collaboration to Teach Interactive Web Conferences: An Effective, Efficient Educational Approach**

**L. Leslie\***, Hillsborough County Extension; **E. Courtney\***, Okaloosa County Extension; **J. England\***, Lake County Extension; **M. Gutter\***, Family, Youth & Community Sciences

Extension faculty and consumers need relevant financial management information in a convenient, interactive format. Web conferences are handy interactive tools that allow for both synchronous and asynchronous learning. In addition, by using a team approach we can more fully harness our capability and reach residents and extension faculty in Florida and throughout the nation. A critical point is that the web conference software must be compatible with the target audience's computer systems. **Objectives:** 1) Participants will increase knowledge of prudent financial management practices; 2) Participants will utilize information to improve financial behaviors or educational programming; and 3) Extension faculty will learn new ideas for programming. **Methods:** Extension faculty worked as a team to present webinars for residents and extension faculty in Florida and nationally. Programs were marketed using traditional fliers as well as email blasts, Facebook, and Twitter. Topics were designed to increase knowledge, guide residents toward the adoption of positive behavior practices, and help extension faculty develop and adopt new programming practices. After the web conferences participants received additional educational materials and follow-up evaluations. **Results:** 25 web conferences were taught, 910 educational contacts were achieved, and a total of 674 participant responses were received. 98.5% (N=664) of respondents reported increased knowledge; 78.2% (N=527) of respondents plan to utilize information; and 89.5% (N=539) of extension respondents learned new program ideas. **Conclusion:** National and statewide collaboration to develop, market, and deliver online financial education is an efficient, cost effective way to expand the reach of programming and can produce measurable results.



### **Translating Diabetes Program Outcomes into Impact Statements**

**D. Diehl\***, Family, Youth and Community Sciences, **L. Bobroff\***, Family, Youth and Community Sciences, **N. Gal\***, Marion County Extension.

*Take Charge of Your Diabetes (TCYD)* is a nine-session educational program developed by University of Florida IFAS Extension faculty, and conducted in cooperation with health professionals in local communities. The primary goal of TCYD is to provide information and motivation to help persons with type 2 diabetes modify their lifestyles to better control their blood glucose levels and reduce risk for health complications. State and county faculty worked together to develop an Impact Statement for TCYD for Marion County that communicates the program impact in a way that will be compelling to various stakeholders, including county officials. **Objective:** To clearly communicate program impact to key decision makers using strong research and evaluation information. **Methods:** The presenters conducted a literature review of relevant research and identified key research and demographic trends to inform the development of the Impact Statement. Local data and TCYD program evaluation results were used to provide the key information on the impact of TCYD on program participants in Marion County. **Results:** A 2-page Impact Statement was developed that includes: Situation Statement, Program Overview, Program Results, Economic Impact, and Participant Insights. This Impact Statement will be used as the foundation for developing additional Impact Statements for other counties implementing TCYD. **Conclusions:** Given the increasing rates of obesity and type 2 diabetes, TCYD is a timely program that meets a pressing community need. The Impact Statement helps to communicate the value of TCYD and can serve as a model for developing additional Impact Statements for Cooperative Extension programs.

### **4-H Culinary Camp: A Tasty Inter-Generational Success**

**K. Allen\***, **B. Estevez**, **C. Rogers**, Suwannee County Extension

**Objectives:** Youth are receiving little instruction in food preparation skills in today's hectic society. Meal replacement and convenience foods are replacing made at home from scratch meals. One result: rural communities have higher rates of obesity and related chronic diseases. The Home and Community Education (HCE) Volunteers want to have positive impacts on their community. **Methods:** The 4-H Culinary Camp delivered a hands-on approach to cooking and food exploration. A total of 19 youth ages 7-15 attended a four day "camp" at the Suwannee County Extension office. HCE volunteers and Agents were leaders and lecturers and assisted 4-5 youth per lab session. In addition to lectures on food preparation, nutrition (and MyPyramid), safety, measuring, etiquette and table settings, youth had lab sessions where they utilized the skills they learned to make healthy lunches and snacks throughout the week. Additionally, youth prepared the food and served it for two of their guests at an evening banquet meal. **Results:** 45% of the Culinary Camp participants increased communication, creativity, teamwork, social skills, and healthy lifestyle choice life skills by 45% per evaluations. Half of the youth recreated recipes at home that were provided in class. Cutting with a knife was a favorite activity voiced by a majority of the participants. **Conclusions:** Having classes for youth which focus on cutting, measuring, cooking, and nutrition are important life skills that taught self-esteem, healthy lifestyle choices, personal safety and cooperation. Learning healthy habits at an early age builds a solid foundation on which a healthy life is built.

### **The College Student Financial Organization Scale**

**B. Peterson\***, Family, Youth & Community Science; **M. Gutter**, Family, Youth & Community Science

**Objectives:** Many young and emerging adults aspire to achieve goals. Consumers are motivated by the utility derived from attaining goals. Accomplishing goals may result from prudent decisions and habits with money. One's efficacy with financial organization may vary according to the intention to reach desired goals. Experts are concerned with the money management skills of many college students. Each consumer is responsible for their financial situation; thus, financial organization may be a predictor of habits with money leading to goal achievement. **Methods:** A scale was developed to measure the magnitude of college students' financial organization incorporating the framework of Social Cognitive Theory and the Theory of Planned Behavior. 90 students from the University of Florida completed the scale and tested for validity, reliability and discriminatory power. The students completed an 18 item assessment and were scored based on their answers to a seven-point scalar response ranging from strongly agrees to strongly disagree. **Results:** Cronbach's alpha was tested with STATISTICA software. The item reliability is 0.949. A Mann-Whitney U test for discriminatory power resulted in a highly significant p-value below of .001 between three quartiles of the respondents (top, middle and bottom). **Conclusions:** The results represent a theoretical estimate for the magnitude of financial organization with college students. Extension faculty may use this instrument to assess the level of organization one may have with money for education and mentor programs. Respondents' mean score closer to 1 reflects low financial organization and a mean score closer to 7 represents high financial organization.

### **Extension Lifestyle Intervention Project (E-FLIP): A Research Partnership Providing Weight Management Resources for Rural Communities.**

**M. Bonsett\***, Citrus County Extension; **W. Lynch\***, Putnam County Extension; **M. Maddox**, Sumter County Extension; **S. Hensley**, Sumter County Extension; **E. Moore**, Sumter County Extension; **H. Futch**, Hamilton County Extension; **D. Douglas**, Madison County Extension; **K. Busey**, Flagler County Extension.

Nationally, approximately 32% of children ages 2 - 19 are above the 85<sup>th</sup> percentile of Body Mass Index, which is considered overweight. Approximately 17% of children ages 2 – 19 are at or above the 95<sup>th</sup> percentile and are considered obese. Overweight and obese children are at a greater risk for chronic diseases, impaired quality of life, and lower self-esteem. Studies indicate that children from rural areas have higher rates of obesity than children from non-rural areas. E-FLIP is designed to address rural childhood obesity for children ages 8 – 12. **Objectives:** E-FLIP is a no-cost program that aims to help families make positive lifestyle changes. The objective of this report is to present preliminary findings, specifically program acceptability as reported in participant attendance rates and cost benefit for the participating counties. **Methods:** Extension Agents co-lead the educational sessions in cooperation with UF's College of Public Health and Health Profession graduate students. **Results:** There were 171 families participating from six counties. Twelve sessions (eight weekly and four bi-weekly) reflected an attendance rate of 63.6%; nine monthly sessions had an attendance rate of 38.4%. Sixty-five (38%) participants received both a pre and post health assessment (\$300 per health assessment). The total cost benefit to the participating counties is \$70,800. **Conclusions:** Attendance rates were higher during weekly sessions and had a 25.2% decline when sessions were held monthly, which reflects a higher acceptability of weekly sessions. The program provides a substantial cost benefit to the participating counties.

## Green Cleaning Your Home

**M. Portelos-Rometo**, Sarasota County Extension

**Objective:** The Sarasota County Family and Consumer Sciences Department provides programs to educate residents on methods to clean their homes without using hazardous chemicals. **Methods:** Information on easy, effective and inexpensive recipes for home cleaning is provided. These recommendations are non-toxic, safe for you and safe for the environment and can save money for your household budget. In addition, tips on how to dispose hazardous household products is discussed. **Results:** Of the 136 residents who received information on green cleaning in (2010 – 2011), about 60% (81) reported that they would begin using homemade recipes instead of continuing to use more hazardous products. Clients reported that purchasing products such as white vinegar, baking soda, lemon juice and salt was an inexpensive commitment to make for learning how they can begin to green clean their homes. Few people realized that the cleaners we use around the home often contain hazardous or toxic chemicals that cannot be treated at the sewage treatment plants and often end up in our waterways. Few participants realized that many traditional cleaners can cause a variety of health issues such as respiratory problems, cancer, reproductive health issues, and skin and eye irritation. **Conclusion:** Learning how to green clean our homes with non-hazardous ingredients not only will improve our health and our community's health, but it will also provide cleaner, safer drinking water by cleaning up our waterways. As an added benefit, it will save us money.

## Rural Lifestyle Intervention Treatment Effectiveness Trial (Rural LITE): Participant Attendance in Weight Management Programs of Various Doses

**M. Perri**, College of Public Health and Health Professions, **K. Allen\*** & **C. Rogers\***, Suwannee County Extension; **M. Thomas\***, Bradford County Extension and Baker County Extension; **W. Lynch\***, Putnam County Extension; **L. Bobroff\***, Department of Family, Youth and Community Sciences, University of Florida.

**Objectives:** Rural communities have higher rates of obesity and related chronic diseases than urban areas, but little attention has been devoted to designing and evaluating weight management programs designed for implementation in rural areas. The Rural LITE Study is evaluating the effectiveness and cost-effectiveness of lifestyle programs for weight management delivered through Cooperative Extension offices in rural counties of northern Florida. The objective of this report is to present preliminary findings with respect to "acceptability" as reflected in attendance rates in programs delivered in "doses" of 8, 16, and 24 weekly sessions (i.e., "low," "moderate," and high"). **Methods:** A total of 280 healthy, obese adults, 21-75 years of age, from eight counties (Baker, Bradford, Dixie, Flagler, Lafayette, Levy, Putnam, and Suwannee) met the study's eligibility criteria and received randomized assignment to one of three doses of lifestyle intervention. Within each condition, Family and Consumer Sciences agents (or bachelors-level personnel with relevant training) conducted sessions in a group format using a curriculum adapted from the Diabetes Prevention Program. **Results:** Mean ( $\pm$  SD) attendance rates were  $80.6 \pm 24.2$ ,  $79.5 \pm 24.5$ , and  $75.9 \pm 26.2$  for the low, moderate, and high programs. The differences in attendance rates were not statistically significant across the three doses of intervention. **Conclusions:** These preliminary results from the Rural LITE Study show high rates of attendance for weight management programs delivered through County Extension offices in rural communities. These findings indicate a high level of program "acceptability" and no appreciable differences based on program length.

## Natural Resources and Horticulture

### Diamond

Lisa Krinsky, FANREP Abstract Chair

<b><u>Time</u></b>	<b><u>Speaker(s)*</u></b>	<b><u>Abstract</u></b>
<b>8:50</b>	<b>Moderator</b>	Introduction & Procedures
<b>9:00</b>	<b>F. Vose</b>	Introduction to Global Positioning System Uses in a 4-H Agriculture and Natural Resource Day
<b>9:15</b>	<b>S. Hetrick</b>	Implementing an Educational Campaign: New IPM Strategies for Hydrilla Management
<b>9:30</b>	<b>R. Northrup</b>	A Rapid GIS – based Assessment of the Potential for Riparian Buffers to Influence Water Quality within Hillsborough County, Florida
<b>9:45</b>	<b>J. Ludlow</b>	The Expanding Role of UF/IFAS Extension in the Management of Invasive Species on Public and Private Lands in North Florida
<b>10:00</b>		<b>Break</b>
<b>10:15</b>	<b>L.S. Jackson, C. Stevenson, B. Saari</b>	Northwest District Natural Resource Agents Respond to the Gulf Oil Spill
<b>10:30</b>	<b>L. Krinsky, B. Saari</b>	A Regional Assessment of Seafood Consumption Patterns after the Gulf Oil Spill
<b>10:45</b>	<b>J. Linhoss, R. Madhosingh-Hector, W. Sheftall,</b>	Sustainable Floridians; A Statewide Volunteer Pilot Program
<b>11:00</b>	<b>B. Saari</b>	Expanding Programming Efforts with a Multi Disciplinary Approach
<b>11:15</b>	<b>R. Madhosingh-Hector</b>	Pinellas Energy Efficient Project (PEEP)
<b>11:30</b>		<b>Break for Box Lunch</b>

<b><u>Time</u></b>	<b><u>Speaker*</u></b>	<b><u>Abstract</u></b>
<b>1:00</b>	<b>A. Betancourt</b>	County Climate Change Efforts Open Opportunities for Extension Leadership
<b>1:15`</b>	<b>S.H. Wilson, M.J. Goodchild</b>	Going 4-H Green with Solar Energy – Introducing Solar Energy in Rural North Florida
<b>1:30</b>	<b>S. Gaul</b>	Georgia-Florida Renewable Energy Expo
<b>1:45</b>	<b>J. Linhoss</b>	Marion County High Performance Homes Tour
<b>2:00</b>		<b>Break</b>
<b>2:15</b>	<b>J. Cohen, J. Linhoss, J.M. Shuffitt</b>	Earthfest Under the Stars: A Marion County Community Earth Day Event
<b>2:30</b>	<b>L. Barber</b>	Learn to Plant, Grow, Cook and Compost in 16 Shorts Weeks! The Garden Goodies Project
<b>2:45</b>	<b>T. Becker</b>	Better Worm Recyclers for Great and Small Practitioners

\*For a complete list of authors, see the schedule at a glance beginning on page 4 or the full abstract.

## **Introduction to Global Positioning System Uses in a 4-H Agriculture and Natural Resource Day**

**F. Vose\***, **L. Wiggins**, Taylor County Extension

**Objectives:** The goal of this youth educational activity was to demonstrate the basic concepts behind global positioning system and develop hands-on skills with handheld GPS units in a field exercise. **Methods:** During a 4-H event structured around agricultural topics, 236 Taylor County 5<sup>th</sup> graders were taught practical GPS use in science, each using Garmin eTrex® receivers while navigating a 105' square course (approximately 0.25 acre), recording GPS tracks tracing land boundaries, and finally calculating densities of trees in a mature stand of long leaf pines. The one day event included 20 minute rotations of ten groups (maximum of 25 students per group). **Results:** All students were able to quickly learn the basic operation of the GPS receivers as each student had a unit for individual experimentation. They learned the concept of surveying and the math needed to calculate tree density per unit area, as well the history of the acre as a unit of measure and its use in agriculture. Even though the contact time was only 20 minutes, all students were able to operate basic receiver controls needed for selected navigation functions, and to record GPS tracks. **Conclusions:** Short activities exposing students to biological survey methods proved to be effective in active learning techniques when coupled with hands-on use of navigation instruments by individual students.

## **Implementing an Educational Campaign: New IPM Strategies for Hydrilla Management**

**S. Hetrick\***, Osceola County Extension, **J. Bradshaw**, Citrus County Extension, **J. Cuda**, Entomology and Nematology Department, **K. Gioeli**, St. Lucie County Extension, **J. Gillett-Kaufman**, Entomology and Nematology Department

Hydrilla is a submersed aquatic weed that can dominate water bodies, interfere with flood control, and inhibit navigation if left unmanaged. Two federally funded projects have been initiated to find new solutions for managing hydrilla and educating stakeholders: Osceola County's Hydrilla and Hygrophila Demonstration Project (HHDP, EPA) and the new Hydrilla IPM Project (USDA). Both projects involve further research and education regarding the hydrilla miner, a potential insect biological control agent of hydrilla. **Objectives:** Stakeholders will become more aware of research-based information regarding the hydrilla miner and sustainable strategies for managing hydrilla. **Methods:** Materials will be developed that will help resource managers understand how new strategies for managing hydrilla fit into a hydrilla IPM plan and implementation of a public information campaign. The information distribution platform includes field tours and demonstrations, educational publications and exhibits, promotional items, project websites, and presentations at professional and stakeholder meetings. **Results:** Extension faculty will be provided with tools to influence more diverse audiences focusing on new strategies to enhance IPM. By 2014, a finalized package will be available for delivery by county faculty in Florida and other states with hydrilla. **Conclusions:** Natural resource managers are seeking more cost sustainable measures to prevent the spread of hydrilla and to utilize IPM strategies for management. Researchers are hopeful that new tactics, such as the hydrilla miner, will be incorporated into IPM programs, reducing costs and ultimately creating more favorable recreational areas on lakes that have become almost unusable because of dense hydrilla infestations.

## **A Rapid GIS-based Assessment of the Potential for Riparian Buffers to Influence Water Quality within Hillsborough County, Florida**

**R.J. Northrop**, Hillsborough County Extension

**Objectives:** Assist the Hillsborough Board of County Commissioners in developing science-based criteria for the establishment of riparian buffers for the protection of water quality in open water bodies, through the attenuation of dissolved nitrogen. **Methods:** De-nitrification has been shown to occur within the biologically active rooting zones of grasses and forest, approximately 0 to 2 ft. below soil surface. Using a series of free and available GIS data sets and shapefiles, I developed a rapid assessment methodology that combined land use/land cover, zoning, soils, wetlands and open water features to identify potential hot spots for de-nitrification within current and projected (zoning) land use/land cover types. **Results:** Output maps of the geographic distribution of de-nitrification hotspots illustrated the range of zoning, land use/land cover combinations associated with the hotspots. Tabular data sets provided a more detailed statistical analysis and summary data concerning land ownership patterns within the hot spots. **Conclusions:** Maps and tabular data developed through the use of this assessment tool were used to create a series of alternative strategies that identified the most effective and efficient locations for riparian buffer establishment, suggested the strengths of various buffers widths within the watershed and identified the total cost for establishment including the cost of the land. These alternative strategies are now being used by the Hillsborough Board of County Commissioners to assist in the evaluation of the ecological, economic and social implications of establishing riparian buffers for surface water quality protection through changes to the comprehensive plan.

## **The Expanding Role of UF/IFAS Extension in the Management of Invasive Species on Public and Private Lands in North Florida**

**J. Ludlow\***, Calhoun County Extension, **M. Brinkley**, Liberty County Extension, **R. Carter**, Gulf County Extension, **H. Grant**, Gadsden County Extension, **B. Mahan**, Franklin County Extension, **C. Smith**, Jackson County Extension.

**Objectives:** North Florida landscapes are not typically associated with having monocultures of invasive plants like those found in south Florida, but there are many non-native species which impact thousands of acres and threaten native landscapes in north Florida. The Calhoun County Herbarium has documented 93 non-native species in Calhoun County alone. Because successful management of invasive species on public lands is not effective without management on adjacent private lands, it is critical to educate private landowners. The University Of Florida/Institute of Food and Agricultural Sciences (UF/IFAS) Extension Service is structured in a way that can support federal, state, and local government management efforts on public lands, by educating the private landowner. **Methods:** Five multi-agency, multi-county invasive species workshops were held in 2010. The objectives of these workshops were to educate private landowners about the important role they play in long-term invasive species management, about controlling locally common invasive plants, and about funding opportunities for which they may be eligible. **Results:** One hundred thirty seven (137) people attended these workshops and gained knowledge of invasive plant management. The majority of participants (>80%) indicated they would change some aspect of their current land management practices based on what they learned. **Conclusions:** These results are encouraging and the UF/IFAS NW Extension District will continue these multi-county, multi-agency efforts through future workshops, field days, newsletters, and other suitable channels of information.

**Northwest District Natural Resource Agents Respond to the Gulf Oil Spill**

**L.S. Jackson\***, Wakulla/Bay County Extension; **A. Diller**, Escambia County Extension; **C. Stevenson\***, Escambia County Extension; **B. Saari\***, Okaloosa/Walton County Extension; **C. Verlinde**, Santa Rosa County Extension; **W. Mahan**, Franklin County Extension.

**Objective:** Natural resource Extension agents in the Northwest District provided a variety of services for their county governments and UF IFAS Extension to assist in the emergency response to the Deepwater Horizon/BP oil spill. **Methods:** Agents disseminated oil spill information to County governments, UF-IFAS, a variety of State and Federal government departments, NGO's, and citizens. This information included employment and volunteer opportunities. Agents supported water quality sampling, pre-spill shoreline clean-up, sea turtle and wildlife monitoring, and seafood safety trainings. Agents produced two oil spill issues of the "Panhandle Outdoors" newsletter to provide science based information and dispel rumors. Extension facilitated "SOS: Science of the Spill" seminar. **Results:** District agents conducted over 1000 hours of oil spill related work activities. Santa Rosa agent developed the Shoreline User's Resource Force volunteer program. The program's 103 members contribute 327 hours of volunteer hours. Wakulla agent supported two workdays by the Florida Wild Mammal Association with over 150 volunteers. Agents assisted at least five people to find employment in wildlife response efforts and approximately 50 in the vessels of opportunity program. More than 100 people attended "SOS: Science of the Spill" seminar which was broadcast live on radio and video recorded for web viewing. Franklin County agent participated in sensory perception training of oil tainted seafood and was featured regularly in media outlets. **Conclusions:** The Gulf oil spill required nearly three months of agent's time in 2010 as Extension provided timely support for local communities during this unprecedented national emergency.

**A Regional Assessment of Seafood Consumption Patterns after the Gulf Oil Spill**

**L. Krimsky\***, Miami-Dade County Extension; **B. Saari\***, Okaloosa and Walton Counties Extension

**Objectives:** The Deepwater Horizon Oil Spill was responsible for 5 million of barrels of oil and an unprecedented amount of dispersants entering the waters of the Gulf of Mexico. This was the largest oil spill in U.S. history and for months Gulf waters were closed to commercial and recreational fishing. Despite local, state, and federal assurances that seafood from the Gulf is safe, consumers are wary and changes in seafood consumption may have significant economic and social impacts. The project objectives were to evaluate the scope of the impact on a regional level to determine how, if at all, the Gulf oil spill has impacted seafood consumption patterns and perceptions. **Methods:** The project partners conducted focus groups in the Western Panhandle and Miami, the results of these focus groups were utilized to develop a statewide survey designed to assess consumer trends, concerns, and perceptions. **Results:** Preliminary results of the focus groups indicate that there are significant regional differences in seafood consumption patterns and perceptions that validate the development of a statewide survey which is currently underway. **Conclusions:** The Gulf of Mexico oil spill appears to have changed seafood consumption patterns, though the scope and impact of these changes vary on a regional level. Evaluation of the statewide survey will further examine consumption trends and will be used to develop targeted educational programs that can be utilized throughout the state.



**Sustainable Floridians: A Statewide Volunteer Pilot Program**

**J. Linhoss\***, Marion County Extension, **M. Campbell**, Pinellas County Extension, **H. Copeland**, Leon County Extension **E. Foerste**, Osceola County Extension, **R. Madhosingh-Hector\***, Pinellas County Extension, **W. Sheftall\***, Leon County Extension

**Objectives:** The Sustainable Floridians Volunteer Program is a statewide education/community development program that teaches Floridians how to make wise use of natural resources in the attempt to improve the economic, environmental, and social sustainability of Florida communities. This program was developed in the Department of Family, Youth, and Community Sciences, with technical assistance from the UF/IFAS Program for Resource Efficient Communities, the UF Office of Sustainability, and Extension faculty in seven counties. The program materials are available to all county faculty. The program objectives are 1) to motivate participants to implement conservation and efficiency actions, 2) to promote sustainability leadership within the community, and 3) to develop volunteers. **Methods:** Participants meet with the program facilitator for seven sessions. Each session includes PowerPoint presentations, supplemental readings, homework exercises, and group discussions. Participants also complete a personal sustainability action plan and a group project. **Results:** 27 participants in Leon County and 11 in Marion County have completed the program. 31% of participants reported conservation behavior changes by the sixth week of the program. Both cohorts have also created their own “teams” to promote sustainability in the community. Pinellas County currently has 27 participants involved in the program and will finish in May 2011. Sarasota and Osceola counties will pilot the program in late 2011. **Conclusions:** The Sustainable Floridians Volunteer Program pilot has proven successful by creating a small, but highly motivated group of volunteers that are invested in Extension and the future success of the Sustainable Floridians Volunteer program.

**Expanding Programming Efforts with a Multi-Disciplinary Approach**

**B. Saari\***, Okaloosa and Walton County Extension; **K. Zamojski\***, Walton County Extension

**Objective:** The objective of the agents programming efforts was to reach clientele through a multi-disciplinary approach creating stronger more effective programs. In addition, creating strong partnerships with other organizations and marketing extension. **Methods:** Agents designed the Walton County Earth Day Festival, Reach Out With Science, and Seafood For Your Health Programs. Through these programs adults and youth were educated using a variety of methods within various subject areas including healthy lifestyles, marine sciences, community stewardship and sustainability. Education methods included guided hikes, educational displays, cooking demonstrations, 5K run/walk, sports activities and hands-on teaching. Partnerships were created to expand the subject areas, provide event locations, and program support. **Results:** The agents reached nearly 2,000 adults and youth through camps, festivals and seafood programs. Participants reported gain in knowledge, skills, and personal growth as a result of these education methods. Approximately \$10,000 of in-kind donations and \$2865 in monetary donations have been received in support of these programming efforts. The events gained county and regional notoriety and have been repeated yearly. Partnerships created have included government, non-profits, local business, volunteers, and agents from various subject areas. **Conclusions:** By combining subject areas, expertise, and teaching methods the agents were able to create repeatable, successful programs servicing their local communities. The methods used for these efforts can be applied and the programs tailored for other areas in the state. Agents were able to respond to community needs by creating unique learning opportunities which resulted in knowledge gain and behavior changes.

## **Pinellas Energy Efficiency Project (PEEP)**

**R. Madhosingh-Hector\*, J. Stevenson**, Pinellas County Extension

**Objectives:** Per the Energy Efficiency and Conservation Block Grant awarded to Pinellas County Government, Pinellas County Extension developed a community energy education program known as the Pinellas Energy Efficiency Project (PEEP). PEEP will assess greenhouse gas reduction and calculate energy saved at the end of the grant cycle. **Methods:** PEEP provides community education through scheduled and ad-hoc classes; outreach events like expos and farmers markets; television and radio ads; and web media (website, blogs and Facebook). Class participants receive comprehensive energy efficiency kits with approximately \$200 worth of product - light bulbs, insulation devices, shower head, and more. Outreach attendees receive 4-packs of CFL light bulbs and/or CFL flood lights. PEEP's target audiences include minority and low-income families as well as youth. **Results:** To date, PEEP has conducted a total of 48 scheduled classes, 22 ad-hoc classes for community groups, and appeared at 50 community events. We have distributed 42,000 13W CFLs, 5000 19W CFLs and 14,000 23W CFLs. This represents a county-wide energy savings of \$4.5 million over the lifetime of the bulbs, 31 million kWh saved, and 22,000 tons of CO<sub>2</sub> emissions prevented by their use. **Conclusions:** By conducting follow-up surveys of class participants, at least 70% of participants report behavior changes with regard to their energy use at home and at least 40% have reported making modifications to their home to achieve energy efficiency after attending a class. We have met and surpassed the target of distributing 60,000 CFLs and reducing CO<sub>2</sub> emissions by 18,000 tons.

## **County Climate Change Efforts Open Opportunities for Extension Leadership**

**A. Betancourt**, Monroe County Extension

**Objectives:** Municipalities are challenged to both reduce spending and to address climate change issues. Many Extension programs address sustainability and this program identified opportunities for extension programs related to climate change using aspects of traditional programs. Development of a climate action plan, an emissions audit, and local policies related to climate change generated substantial savings, increased grant funding, and provided leadership for local municipalities. **Methods:** The challenge of sustainability and climate change needs multidisciplinary approaches. Extension delivered cost-effective and efficient educational programming and leadership to local and regional constituents. Through a network of agents, researchers and specialists; Extension formed a link between the research community and local leaders for adaptation and mitigation strategies responding to climate change. The agent adapted traditional energy and leadership programs to address climate issues through auditing, best practices and educational workshops. **Results:** Preparation of the County's greenhouse gas emissions provided the foundation for addressing climate change. A greenhouse gas emissions audit of County operations resulted in immediate savings of over \$37,000 per year. Greenhouse gas emissions for municipal operations have been reduced 3.7% below 2005 levels (5,000 tons of CO<sub>2</sub>) representing a savings of over \$105,000 per year to taxpayers. The agent led development of climate action plans and management of Monroe County's \$2.8M Energy Efficiency Grant. **Conclusions:** There are opportunities to adapt extension programs to address climate change issues. Many agents are already teaching behaviors which improve sustainability which can be highlighted to provide expanded climate change leadership and environmental benefits.

### **Going 4-H Green with Solar Energy - Introducing Solar Energy in Rural North Florida**

**S. H. Wilson\***, Walton County Extension; **M. J. Goodchild\***, Walton County Extension

Solar energy is expanding throughout the U.S. as a renewable energy source. In a follow up survey, from an alternative energy program, clientele expressed a desire to learn how to design and use solar energy for home and commercial projects. **Objectives:** Clientele want to learn how to build solar panels, design photovoltaic cells for maximum energy output, and integrate solar power into their homes and businesses. **Methods:** Using LEGO educational materials we taught both adults and youth, the following: introduction to photovoltaic systems, solar radiation, conversion of solar energy to electricity, and applications of solar power. We demonstrated the following: components of solar panels and their applications and how to utilize solar to off-set current energy consumption in homes/businesses. In addition local electric providers provided education on current policies for incorporating solar on and off the grid. **Results:** Local greenhouse completed installation of photovoltaic system which reduced electric consumption by 62%. Participants used solar cells to build solar panels which powered small devices. Solar education display was constructed for use in future programs. Pre-tests showed 98% (49) of the 50 participants had limited knowledge of solar panel function, installation, and how to connect to local grid. Post-test results showed that 70% (35) of participants plan to use information learned to implement the use of solar energy in their homes/business. **Conclusions:** This program suggests there is a need for more educational programs/information for homeowners, small businesses and local electric providers on incorporating solar energy.

### **Georgia-Florida Renewable Energy Expo**

**S. Gaul\***, Nassau County Extension; **R. Edalgo**, Camden County Extension.

**Objectives:** Rising energy prices have led to an increase in inquiries about alternative energy options and funding sources to facilitate the installation of these systems. Consumers need to be familiar with alternative energy terminology so they can make informed decisions when purchasing alternative energy systems. **Methods:** The authors formed an advisory board of local stakeholders that included the local community college, county administrators, school board superintendents, and several non-profit groups from several counties on the Florida-Georgia border. After reviewing community needs, the board decided to organize the first annual renewable energy expo. The event was hosted by the College of Coastal Georgia and was publicized through various media outlets. **Results:** The day long expo agenda included the following topics: Georgia Power's solar buy-back program, weatherization grants, USDA's rural energy programs, cellulosic ethanol, solar air conditioning, a hands on demonstration of solar panels, and a bio-diesel electric car. At breaks between presentations, attendees visited with vendors to obtain more detailed information about their products. The expo was attended by 80 individuals of various ages. Ninety two percent (92%) of attendees indicated their knowledge of alternative energies was increased significantly as measured by the expo evaluation instrument. **Conclusion:** As gas prices climb over \$4.00 per gallon, demand for information about energy conservation and alternatives will increase. The expo format provides the general public with current information on multiple renewable energy topics. Feedback from this program indicates the need for future expos.

## **Marion County High Performance Homes Tour**

**J. Linhoss**, Marion County Extension

**Objectives:** The High Performance Homes Tour was designed to educate the local Marion County building community about green building practices. The primary objectives were as follows: 1) 70% of participants will show an increase in knowledge about alternative energy options and energy efficiency improvements 2) 50% of participants will indicate a willingness to pursue alternative energy options and energy efficiency improvements, and 3) 75% of participants will be able to use the information for remodeling or building purposes. **Methods:** Participants were bused to two homes in the county. At each of the homes, experts in the building and solar industry discussed the green features. Two CEUs were available for builders and architects. **Results:** A mix of builders, remodelers, realtors, energy service specialists, solar contractors, and homeowners participated in the tour (n=35). 80% and 72% indicated that they learned “A Lot” about renewable energy and energy efficiency, respectively. 92% percent indicated a willingness to pursue energy efficiency improvements, while 36% were interested in pursuing alternative energy options. 100% of participants indicated the information was helpful for remodeling and new construction purposes. **Conclusion:** The following partners helped make the High Performance Homes Tour a success: the local building industry association, the Florida Green Building Coalition, a local solar installer, and the local chapter of the US Green Building Council. The tour was a great opportunity for local building professionals to learn about what they can do to help move green building forward in Marion County.

## **Earthfest Under the Stars: A Marion County Community Earth Day Event**

**J. Cohen\***, Marion County Extension, **J. Linhoss\***, Marion County Extension, **J. M. Shuffitt\***, Marion County Extension, **X. Diaz**, Marion County Extension

**Objectives:** The UF/IFAS Marion County Extension “Earthfest Under the Stars” event was the first community-wide Earth Day-related program in Marion County. The goals for the event were to 1) teach participants about the basics of living sustainably, 2) create awareness of programs and services offered by Extension, and 3) provide a safe, family-friendly atmosphere. **Methods:** Earthfest Under the Stars was held the evening of Earth Day 2011, April 22, at the UF/IFAS Marion County Extension Service. The event included vendors from local farmers markets, as well as, educational booths and displays from various city, county, and state organizations, live music, games, food, and an outdoor showing of the movie “Dirt: The Movie”. All of the electricity for the band and movie equipment was generated by a system that converts horse manure to electricity. Reusable cloth bags containing recycling information and tomato and pepper plants were given to all participants. **Results:** Approximately 100 people attended Earthfest Under the Stars, and 20 of them completed a survey. Of those completing an evaluation, 100% indicated they had fun and learned something new. 95% indicated they would return to Earthfest again next year. **Conclusion:** Feedback from the Earthfest Under the Stars event was overwhelmingly positive. Although the attendance was not quite as large as anticipated for this first year, we feel it is a great concept for an educational event and are planning on hosting the event next year.

**Learn to Plant, Grow, Cook and Compost in 16 Short Weeks! The Garden Goodies Project****L. Barber\***, Hillsborough County Extension; **M. Keith**, Hillsborough County Extension

**Objectives:** The current economy and renewed interest in home gardening and healthy foods increased opportunities to teach 4-H, home-schooled and Extension employees' youth to grow vegetables and learn food preparation skills. Participants (n=21) were to learn and implement Florida-Friendly Landscaping™ principles and increase knowledge by incorporating different life skills: cooking, nutrition, science and teamwork. **Methods:** Residential Horticulture, Family & Consumer Science and 4-H Agents taught sixteen educational or hands-on activity sessions. Children, parents and grandparents planted, weeded, composted, harvested and prepared produce for cooking, followed recipes and consumed what was prepared. Additional teaching methods included taste identification of vegetables, participation in experiments showing the effect of acids or bases on food colors and a hydroponic strawberry farm field trip with a 5 variety taste test. Teamwork, small group and individual participation was involved. **Results:** Seventy-eight percent began composting after project participation and 65% have undertaken gardening activities with little to no parental prompting. Fifty-seven percent now assist with home food preparation, 95% reported tasting at least one new vegetable. Post- to pre-project comparisons: all attending families are currently home gardening versus 50%; all identified compostable items versus 81%; all correctly identified food groups versus 81% and all implemented water conservation methods versus 77%. **Conclusions:** Heightened knowledge of vegetable gardening processes, food preparation/nutrition resulted in significant increases in children's ownership of home gardening and food preparation. This project can be used in and has been requested by other County Extension offices and will be taught again in Hillsborough County this fall.

**Better Worm Recyclers for Great and Small Practitioners****T. Becker\***, **R. Beckford**, **M. Avila**, Lee County Extension

**Objectives:** Florida-Friendly Landscaping™ encourages homeowners to adopt sustainable landscaping techniques. FYN and Natural Resources staff devised new ways to show residents, teachers & youth 'How to' compost in a sanitary, odorless and efficient manner by relying on a small, but effective worm bin composter using kitchen and cafeteria food waste. *Eudrillus eugeniae*, commonly known as the African Night Crawlers, became effective recyclers and earth-builders for making year-round, nutrient rich compost, castings and tea. **Method:** 'Hands-on,' 90-minute to four-hour workshops for homeowner, CE training for science teachers, co-sponsored by Extension & the Lee County school district, and a 3 R's, 'Reduce, Reuse and Recycle' elementary school 'worm' recycling experience along with reuse and reduce experiences delivered to eight schools of 4<sup>th</sup> graders using an environmentally-friendly green bus. **Results:** 911 students experienced a close encounter with a better, worm thanks to multiple EE instructors and four different 40 minute workshops. 45 science teacher and school representatives build 28 worm bins for classroom use in five different high schools, nine middle schools and 24 elementary schools. In addition worm bin construction finished a thirteen-part, best gardening practice FYN workshop series reaching 152 residents and building 42 worm bin composters. **Conclusions:** One 4<sup>th</sup> grader said it best after instruction, "Recycling is a valuable lesson, How can others help? Reduce, Reuse and RECYCLE. I love to recycle!"

## **NOTES**

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Members of the Extension Professional Associations of Florida are encouraged to prepare program abstracts for 2011. Abstracts are ranked for selection based on a scoring system that emphasizes objectives and measurable results. The **abstract title** should briefly identify the subject and indicate the purpose of the program. The abstract should be a brief, factual summary of the content of the program and should include:

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

#### CONTENT

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

#### ENTRIES FOR 2012

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

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