

organizational and community decision-making;

- Recognizes 2008 Beyond Youth Leadership Grant winner and regional nominees for taking initiative to involve youth in significant decision-making roles;
- Encourages NAE4-HA membership and partners to apply for the Power of Youth Award and Beyond Youth Leadership Grant;
- Promotes involvement in the national 4-H Youth in Governance and Citizenship initiative;
- Shares models of successful youth-led programs and youth/adult partnerships;
- Provides resources to encourage youth decision making at all levels.

Outline:

Youth in Governance, as defined by the National 4-H Initiative, refers to the authentic and meaningful engagement of young people in programs, organizations, and communities, where they have or share voice, influence, and decision-making authority. 4-H professionals have a wealth of experience in working with youth in governance roles, especially in the diverse and significant ways we encourage youth decision making in clubs, communities, and issues that affect their lives.

Created in 2001, the NAE4-HA Power of Youth Award recognizes outstanding programs that empower youth to take active decision-making roles. Sponsored by the National 4-H Youth Directions Council.

The Beyond Youth Leadership Grant was initiated in 2003 to encourage 4-H professionals to create new or expand existing programs that involve youth participation in significant ways. Sponsored by National 4-H Council.

Award and Grant details and resources to assist future award submissions will be available at this poster session.

Others who have worked on the National Association of Extension 4-H Agents Youth In Governance Task Force to prepare or present this poster session are: Macy Compton, Rachel E. Lyons, Deb Stocker, Sally Miske, Susan Lerner, and Royce James.

Eating Smart — Being Active: A Theory-Based Nutrition Education Curriculum for Low-Income Families

Presenter: Susan Baker sbaker@cahs.colostate.edu

Co-presenter: Barbara Sutherland (CA)

Research supports what many extension educators know - a successful program is one that is well-researched, well-designed and rooted in theory to facilitate learning and behavior change. These tenets are the foundation upon which a new curriculum for Expanded Food and Nutrition Education Program (EFNEP) adult participants (low-income families with children) was developed by California and Colorado EFNEP.

The theories chosen for the curriculum Eating Smart and Being Active (ESBA) are the Social Cognitive Theory (SCT) and the Adult Learning Theory (ALT).

The choice to base ESBA on these theories was made after a thorough assessment of EFNEP curricula from multiple states, an examination of the literature on the effectiveness of EFNEP in facilitating behavior change, and a review of learning and behavior change theories. SCT is the basis for the desired outcomes of ESBA including making wise decisions about food choices, proper food safety practices, and physical activity habits for the family.

ALT was used to define the teaching approach, and was the basis for the written materials and instructions for the paraprofessionals leading each lesson. Experiential, dialogue-based learning is put into practice in the curriculum using the four A's (Anchor, Add, Apply, Away) as outlined by Dr. Joye

Norris in her book *From Telling to Teaching*.

Through activities in each lesson of ESBA, the key messages of the Dietary Guidelines for Americans (2005) are discussed by participants and the newly acquired skills practiced including menu planning, physical activity, food safety practices, and recipe preparation.

In ESBA, the learning theories are complimentary and have a synergistic, positive effect on behavior of low-income families related to healthy lifestyle decisions. Results from ESBA's assessment by expert reviewers for theory compliance will be shared.

New Faces, New Places — A Leader Trainer's Guide for New 4-H Leaders and an Introduction to 4-H for Urban Audiences

Presenter: Walter Barker, Ph.D. barkerw@unce.unr.edu

Co-presenter: Sandy Sanders

"New Faces, New Places - An Introduction to 4-H for New Audiences." is a new program which is used by the University of Nevada Cooperative Extension's (UNCE) 4-H. The 4-H specialist, staff and Community-Based Instructors, using several delivery models: after-school, community centers, faith-based organizations and military sites have reached more than one thousand youth in the past year in high Hispanic, African American, Asian and other low income communities with this new and innovative program. The program focuses on a 12-week Educational Experiential Learning experience and involves and engages youth in project activities in animal and plant sciences, home environment (arts and crafts, healthy life styles), and aerospace and technology. Along with this program, is a newly developed curriculum of the same name. This will guide the program. The curriculum has three parts in both hard copy and an electronic version. It includes: (1) a leaders' guide, (2) the twelve-week exploration of the 4-H experiences including the 4-H club and (3) a year-long mastery section that provides opportunities for project mastery. These will be on display in the poster session. The goal of the program is to prepare non-4-H youth to integrate into already existing or newly formed 4-H clubs.

In the first year there were two 12-week sessions at fifteen sites. Each site served 30 youth ages 8 through 15 each session.

The first year's evaluation has shown great promise in pre and post-test analysis, and so far, two new 4-H groups have been formed. Both the program and the curriculum are used as a marketing strategy for targeting new individuals to 4-H. The program has the potential to be replicated in any area.

Focus on Financial Management

Presenter: Cindy Barnett cbarnett@purdue.edu

Co-presenters: Denise Schroeder, Jean Akers

"Focus on Financial Management" was a series of eight financial management workshops targeted to help middle income adults increase their financial management knowledge.

Focus on Financial Management was created to meet a need identified by Purdue Extension. Educators recognized the importance of reaching adults with education that would empower them to improve their financial management skills.

A committee of Extension Educators with expertise in consumer and family sciences defined the audience, the content, and the delivery methods. As a result, a new curriculum was researched, peer reviewed and written.

The goals of this program were to: increase the financial management knowledge and skills of adults, enhance the confidence of adults in their abilities to set financial goals and establish a plan to achieve them and to encourage adults to establish financial management practices that would improve their financial security and reduce their risk of financial problems.

This program allowed participants to interact with a professional, discuss the issue in a small group, and encouraged growth by completing worksheets/homework assignments. Audiences were reached in face-to-face settings as well as IP video conferencing.

The five core workshops were: Focus on...Getting Organized, Money Personalities, Net Worth, Risk Management, and Savings and Investments. Three optional workshops were: Focus on...Credit Cards, Life's Challenges, and Retirement.

The curriculum was available via the web, paper copies of the participant's workbook and coordinator's

guide, and a CD.

As a result of this program, 97% assessed the adequacy of their insurance coverage, 94% prepared or updated a household inventory, 91% established financial goals and set target dates for achieving them, 88% developed or updated a net worth statement, 85% developed or updated an income/expense statement, 84% set up or updated a system for financial records, 84% developed or revised a spending plan, 72% started or added to an emergency fund, 68% began saving on a regular basis or increased their regular savings, and 65% drafted or revised their will or trust.

Have You Had Your Legal Check-Up?

Presenter: Cindy Barnett cbarnett@purdue.edu

Research showed consumers need to do an annual legal check-up to avoid a financial crisis. Have You had Your Legal Check-Up was researched and written to help participants identify whether they were legally healthy or if they needed to take action before a crisis occurred. The goals of this program were to encourage adults to do a comprehensive review of their legal affairs, improve their financial management skills and make informed financial choices.

A one hour program was written; a power point was developed for presentation; and an educational packet was developed as a handout for participants.

Many people have no idea they have a potential legal problem until it emerges in a moment of crisis. These legal illnesses lie hidden until they surface as a result of a crisis such as physical illness, injury or death. They can create very serious emotional and financial problems for one and/or their family. This program taught that correcting one's legal health problems is normally relatively easy, inexpensive, and most times can be handled by oneself. The legal check-up process helped participants recognize a problem and decide how to solve or avoid the problem. During the program, participants were asked many questions and encouraged to complete a comprehensive review of their legal affairs.

As a result of this program, 100% gained new ideas that strengthened their legal health, 100% made at least one change in their financial records, 97% benefitted financially after doing their legal check-up, 94% benefitted emotionally after doing their legal check-up, and 93% were alerted to a potential legal problem.

It's Not Too Late! Educational Steps to a Better Career

Presenter: Cathy Bastin cathybastin@purdue.edu

Co-presenter: Brandy Wethington (Hendricks College Network)

Hendricks College Network (HCN) is a Purdue University affiliated learning network housed under the Economic and Community Development arm of Extension. HCN facilitates access to and success in post-secondary education and training to enhance the economic development and quality of life in Hendricks County and the surrounding region. In response to community demand, HCN is piloting a program to provide one-on-one assistance to adults interested in continuing education. In partnership with the Lumina Foundation for Education and Hendricks County Community Foundation, HCN has created It's Not Too Late! Educational Steps to a Better Career (INTL). The goal is to break the cycle of "it's too late for me!" by bringing access to secondary school completion, post-secondary education, and workforce training to every adult in the community.

While an individualized and targeted course of study prescribed for each student has proven successful for youth in schools, this is the first time individual advising has been taken to the adult level. Participants spend time working with HCN's Lead Academic Coach to focus on goal identification, career guidance, program selection, financial aid, time management, ongoing support, mentorship program with professionals in the area, and much more.

INTL has served over 3000 students in the first year. One-on-one assistance has been provided to more than 170 adults from diverse socioeconomic levels, backgrounds, and ages.

HCN is currently evaluating the effectiveness of the INTL program. Students are being surveyed to assess their current progress toward their goals. Stakeholders and community members are being surveyed to evaluate the effectiveness of marketing, promotion, and economic impact. The results will be available at the Galaxy Conference.

In addition, HCN will provide a fact sheet with the specifics of the INTL program in addition to promotional

materials. We will gather contact information from those interested in modeling the program.

Celebration of Clovers with a Parade of Clovers

Presenter: Tracy J. Behnken tbehnken2@unl.edu

Co-presenter: Lisa Poppe

As the local county fair marked its 100th year, the fair board asked 4-H staff and volunteers to find creative ways to celebrate the special occasion. As a result, the Extension 4-H staff created a fun and original project called "Celebration of Clovers with a Parade of Clovers."

As the local county fair marked its 100th year located at the current fairgrounds, the fair board asked the 4-H staff and volunteers to find creative ways to celebrate the special occasion. As a result, the Extension 4-H staff created a fun and original project called "Celebration of Clovers" with a "Parade of Clovers."

The following steps were taken to develop a "Parade of Clovers":

Extension staff designed a clover pattern.

A 4-H grandparent/volunteer and craftsman welder made a 30" diameter by 4" thick metal clover frame.

A 4-H parent/volunteer painstakingly poured 14 separate clovers each using three bags of cement and weighing approximately 160 pounds. A few clovers had special request at time of pouring such as one clover portraying a horse theme and the artist requested that a horseshoe be placed in a specific location while the cement was still wet.

Local 4-H clubs were encouraged to take part in this unique opportunity to market 4-H. The clovers were consigned by 4-H clubs, local professional artists, volunteers and Extension staff and were creatively decorated with a variety of mediums.

4-H volunteers and staff carefully placed the clovers in a roped, display area where spectators and potential buyers could view them during the entire length of the fair.

The auctioned clovers provided an excellent opportunity for 4-H clubs to be creative and work together, provided a marketing tool for the local 4-H program and earned over \$1,200 for the 4-H Council.

As a result of the "Celebration of Clovers"/"Parade of Clovers" design, the presenters received the NAE4-HA National Communicator Award - Exhibit/Display in 2007.

A Day on the Farm: Students Increase Knowledge of Agriculture

Presenter: Tracy J. Behnken tbehnken2@unl.edu

Co-presenter: Karna Dam

Understanding the need to educate local students about the various aspects of agriculture and how it affects their daily lives, a county-based Extension professional applied and received the Governor's Agricultural Excellence Award (through Nebraska Investment Finance Authority) which provided funding for the first annual "A Day on the Farm" event. As grant funding diminished over a two-year period and the need to educate a greater number of students, the original event organizer began collaboration with a neighboring Extension faculty member to assist in seeking grant funds as well as assist with general organization. Since joining forces, more than 3,750 third grade students from four different counties have been educated.

"A Day on the Farm" was designed as a half-day event for local third grade students. The program strives to increase youth's (future consumers and employees) positive attitudes about agriculture products as healthful, nutritious, safe, convenient, versatile, consumer-friendly and environmentally-friendly products

and a strong, positive image of agribusiness professionals, agriculture producers and agriculture production. Students learn by attending six 15-minute hands-on sessions about agricultural technology (farm equipment and GPS), corn/soybeans, dairy, forages, ruminant nutrition, and swine. In 2007, the program educated nearly 750 students from a four-county area, with 81.5% of the teachers reporting their students gaining a moderate to an extreme increase in knowledge for the six sessions attended. In addition, evaluation results indicated that the average overall "Increase in Knowledge" was 4.2/5.0.

Participants will be provided with a website locating all the information presented. Poster session materials include; event schedule, funding request letters, initial teacher letter, evaluation form, press releases, sample scripts used by session presenters, transportation reimbursement form, post-event report, and much more. In addition, you will have the opportunity for dialogue with the Extension professionals who developed and collaborate on this annual event.

From Parents to Professionals: Strategies for Preventing Childhood Obesity

Presenter: Dr. Jennifer Bentejewski, R.D. jthorn@umd.edu

These in-depth, full-day childhood obesity workshops targeted healthcare, school, childcare, and social service professionals as well as parents. These trainings focused on the prevalence and consequences of childhood obesity along with a prevention framework. This was an interdisciplinary effort led by the FCS educator to include obesity prevention components of Cooperative Extension including EFNEP, FSNE, and 4-H. Each segment included individual break-out groups for each professional group as well as hands-on activities using childhood obesity prevention curricula. The workshop concluded with each group designing a plan of action for their community.

End-of-class written surveys and six-month telephone surveys were administered to the professional participants. Results revealed that prior to the training, only 21% claimed that they understood the prevalence of childhood obesity while 89% felt they had a complete understanding after the training. When asked about their level of confidence to provide children in their care with improved nutrition, 89% of the professionals reported that they had "a great deal" more confidence following the training. When a sample of the professionals was surveyed six months following the trainings, 81% reported a change in their food preparation habits, including involving the children in their care with food preparation. Overall, 75% of participants reported that they used the childhood obesity prevention information and lessons in the last six months to improve their work with children.

This type of impact from professional trainings substantially penetrates the community through the vast numbers of individuals reached. Based on the projected number of clients that the professionals planned to reach, an additional 10,000 individuals received the vital nutrition information. If a minimum of 1,000 clients used the strategies for successful weight management, the result could be an average health care savings of \$3,750 per person, with a potential savings of nearly \$4 million within the community.

Parenting and Literacy for Success (P.L.S.)

Presenter: Michaelyn (Mikki) Bixler bixlerm@unce.unr.edu

The Parenting and Literacy for Success (P.L.S) program is a peer-reviewed family literacy program whose main goal is to introduce parents to the pre-kindergarten standards and help them teach their preschoolers concepts in math, science, reading and other areas which can better prepare them for kindergarten success. The program specifically targets limited resource parents with preschoolers three to five and a half years old but is for all parents.

The P.L.S. program combines the reading of four specially selected children's books with hands-on activities that reinforce the pre-kindergarten concepts introduced in the featured book. The workshop activities prepare the parents to extend these new skills from classroom to home.

The curriculum is a flexible guide that provides educators with activities and other materials needed to develop their own unique delivery of the P.L.S. program. The program can be used in a variety of formats, such as a four week or six week program with the first 45 minutes spent with the parents and the last hour with parents and children together. Ideally, every child would receive a copy of each book; however, if budgets do not allow for this, the activities and handouts can stand alone and the books can be kept at

the educational site.

What Skills Do Employers Want and How Do You Get Them? 4-H Youth Development!

Presenter: Lynette Black lynette.black@oregonstate.edu

Co-presenter: Linda Strieter

Traditionally, in the area of workplace development, 4-H programming has provided and reinforced “soft skills” training, i.e., team work and interpersonal skills. Now, employers want and expect much more, including many competencies that result in optimal productivity in today’s workplace. In fact, preparing youth to enter a rapidly changing workplace has become a central focus in developing and helping youth acquire the employability and life skills necessary to meet the challenges of adulthood.

The NAE4-HA Workforce Development Task Force is committed to developing a web-site to help youth professionals easily and readily find the resources they need to teach and reinforce important workforce preparation skills emphasized in 4-H programming. This poster explores the various areas of workforce development and links professionals to the resources available for use in teaching that area. Participants will take away a Task Force brochure and other materials providing helpful resources and other contact information.

Rather than referencing one curriculum, this poster more broadly focuses on the key areas of workforce development and the resources available to help teach each area. All curricula linked on the web-site and featured with the poster have been developed by various Extension personnel across the United States.

The purpose of this poster is to introduce Extension professionals to the areas of workforce development and familiarize them with the great resources developed by our colleagues. The link to the task force’s web-site makes all the resources easily accessible.

GPS and Forestry Education

Presenter: Virginia Bourdeau mombear@proaxis.com

Co-presenter: Carolyn Ashton (OR)

In the Oregon 4-H Center’s GPS Forestry Education Program youth get practice in using GPS units to enter waypoint coordinates, save coordinates of a tree and in tree identification. Youth enjoy the combined challenge of using the GPS units as a tool with a tree activity. Tree Identification Cards were created for the course which provides the coordinates of each tree and some I.D. Clues. All the trees selected are in an area easily supervised by one teacher. Youth worked in teams to enter the coordinates into the GPS unit and locate and identify the trees. At each tree the youth teams are asked to perform a task such as taking a branch rubbing or drawing a seed. Youth are evaluated in the first section by their demonstrated ability to successfully enter and travel to a waypoint after several practice rounds. In the second section youth review their tree identification skills by locating and saving coordinates for trees of the same species studied in the first section. Poster session visitors will be provided with a handout showing the set up of the GPS & Tree ID Cards. Participants will need to use local Forestry Extension publications to adapt the activity to their own tree species. Access to GPS units and a natural area with a variety of tree species are also needed.

Love Your Heart Talks

Presenter: Elaine Bowen epbowen@mail.wvu.edu

Co-presenter: Paula Strawder

Women are at great risk of heart disease for several reasons. Half of women are unaware heart disease is the major cause of death among women. Their symptoms often differ from men’s, so women may ignore them. Women typically do not seek out or receive immediate care in response to symptoms. Furthermore, women are often sedentary and overweight, which raises heart disease risk. It is critical that women understand symptoms and modifiable risk factors to make the best health decisions. Love Your Heart Talks aims to improve women’s heart health behaviors, thereby reducing heart disease, premature death, and disability. Community advocates and volunteers spread messages about risks, symptoms, and

personal actions.

The train the trainer model is being adopted in West Virginia communities by a variety of Extension partners and civic groups. Extension faculty train and support volunteers, and manage the overall project. Project components include:

- Volunteer Speaker training to conduct Love Your Heart Talks.
- A Love Your Heart Talk kit with easy-to-use materials for volunteers (personal stories on video, model talk, handouts, surveys, and resource list.)
- Statewide partnerships to enhance community dissemination and funding.

Women attending Love Your Heart Talks complete pre and post surveys. Results show significant knowledge increases in five measures on a 4-point scale: signs of heart disease +.32; behaviors that affect heart disease +.37; 5 ways to reduce risks +.48; questions to ask my doctor +.44; community resources +.55. The project's success suggests that women are compelled to learn about their heart health from other women in informal settings. Women respond very positively to hearing culturally sensitive personal stories and peer learning. Existing Extension programs are ideal venues to deliver Love Your Heart Talks.

Cultivating eXtension's Communities of Practice

Presenter: Judy Branch judy.branch@uvm.edu

Background: eXtension's interactive Web resource, www.extension.org, is an educational partnership of more than 70 land grant universities helping Americans improve their lives with access to timely, objective, research-based information and educational opportunities. eXtension communities of practice (CoPs) are charged with creating educational materials to enhance CE's place-based education and to transform CE's time and location limited educational delivery to accommodate unlimited consumer demand.

Questions: What characteristics do eXtension CoPs have in common with the defining characteristics Eteinne Wenger gave CoPs in *Communities of Practice: Learning, Meaning, and Identity*? What factors and processes enhance performance and remove barriers for eXtension CoPs in achieving organizational goals?

Methods: A mixed method action research project in a virtual environment examined the relationship between the collaborative qualities of eXtension Communities of Practice (CoP) in developing purposeful cycles of continuous inquiry and the attainment of eXtension goals. An Internet survey obtained descriptive data of members' CoP participation to indicate the extent to which the members were engaged in best practices Gajda and Koliba (2007, *American Journal of Evaluation*) created for their qualitative CoP projects. Analysis of the survey data categorized low, medium and high levels of engagement in best practices for each cycle -dialog, decision-making, action taking, and evaluation. Members of 3 CoPs representing each category participated in on-line sessions that revealed how CE's reward structure, CoP membership composition and leader/member skill sets impact CoP performance in meeting eXtension goals.

Conclusions: Overall, results suggest that effective CoPs are comprised of members with diverse skills sets and resilient, encouraging, patient leaders engaging in collaborative best practices. This study identifies leadership and membership skill sets for resilient, creative, effective and sustainable CoPs. It suggests ways to remove barriers to high performance through CoP membership, partnerships, professional development and restructured reward systems to cultivate eXtension communities.

The National Extension Tourism Design Team and 2009 National Extension Tourism Conference

Presenter: Steven Burr steve.burr@usu.edu

The National Extension Tourism (NET) Design Team was originally created in 1994 as one of four national Extension focuses under the Communities in Economic Transition Initiative. Membership is comprised of Extension representatives from the Western, North Central, Northeast, and Southern Regions, along with partners from the four Regional Development Centers, the USDA Cooperative State Research Education and Extension Service, and the USDA Natural Resources Conservation Service.

The mission of the NET Design Team is to enhance Extension Tourism Programs nationally by providing relevant information, useful resources, and networking opportunities for Extension professionals and others working in the broad area of tourism and recreation. Accomplishments have included maintaining a list of Extension Tourism Faculty by state and expertise, conducting a national assessment of faculty tourism education preferences, outlining potential tourism education modules for further development, developing a National Tourism Publication database, providing web-based resources and information, and creating a National Extension Tourism listserv for use by tourism educators across the country (net-national@iastate.edu). The NET design team maintains a website at <http://www.rpts.tamu.edu/tce/NET/>.

The NET Design Team sponsors the NET Conference, held about every two years at various locations throughout the country, with the 2006 NET Conference held in Burlington, Vermont, September 10-13, 2006, with over 200 attendees from 40 states and three foreign countries, and the 2009 NET Conference to be held in Park City, Utah, June 14-17, 2009. This is a national conference designed to 1) enhance networking opportunities between tourism and recreation professionals nationwide; 2) encourage discussion about tourism and recreation issues; and 3) provide opportunities for sharing information about tourism and recreation projects and programs. General conference topics include community and regional planning; tourism development; agricultural tourism; heritage tourism; ecotourism and nature-based tourism; outdoor recreation; marketing and promotion; partnerships; and economic, social, and environmental impacts of tourism. Professionals involved in tourism, recreation, and community development programs benefit from attending this national conference.

Finding Your Direction May Be Right at Home

Presenter: Joetta Burrous jburrous@purdue.edu

Thanks to Purdue's Community Learning Networks and their relationship with other learning centers and universities throughout Indiana, it's possible for anyone to access resources from all over the world and remain "right at home." ý

Since the Continuing Education and Cooperative Extension Service Learning Center partnership began in 2000, Purdue Community Learning Networks have offered programs, courses, and activities to thousands in their communities. Because the networks are rooted in and developed by the communities, outreach efforts are localized to meet their specific needs in economic development, workforce development, continuing education, and lifelong learning.

This exhibit will show the geographical locations of the Purdue networks as well as learning centers affiliated with other universities, community foundations, and organizations. Materials from learning centers will be available to show the variety of opportunities made available to Indiana citizens.

Thanks to Purdue's Community Learning Networks and their relationship with other learning centers and universities throughout Indiana, it's possible for anyone to access resources from all over the world and remain "right at home."

Living Well through the Year

Presenter: Anne Camasso camasso@udel.edu

Co-presenters: Kathleen Splane, Maria Pippidis

As FCS educators we do a good job of educating the public but sometimes forget that our most important constituents are our Extension colleagues. To remind our colleagues of the work we do and to bring them into the educational loop we developed quarterly Living Well challenges for them to participate in. The first three topics presented were Check Your Financial Wellness, More Matters - Take the Fruit & Vegetable Challenge and Be on the Move. In these challenges participants received weekly information as well as a calendar to track their accomplishments. The 4th Challenge, Manage To Do It All - Balancing Work & Family, was information only and focused on stress reduction, balancing responsibilities and watching your weight over the holidays.

Participants included all county extension workers professional, secretarial and custodial. Approximately

112 individuals were eligible to participate in the 3 counties and college campus. Our goal was to increase their knowledge in the various topics as well as for them to become more aware of the programs FCS offers. With each challenge topic, information sheets, incentive gifts and take-a-ways were distributed. A \$50 gift card was given at the end of each challenge to the one individual per county who accumulated the most points.

Over the course of the year 40 individuals participated in the contests and many increased the targeted behaviors. Anecdotal data includes such comments as "I love baked potatoes but not the fat from the sour cream, thanks for reminding me that I can put salsa on top instead". A follow up evaluation has been distributed and that data will be compiled. Based on the returns so far we see that we realize the need to include our colleagues in our efforts - after all they can be our best supporters.

Don't Be Clueless: Etiquette for Today's Youth

Presenter: Donna Carter donna.carter@usu.edu

Children and teens who lack social skills face barriers they may not even recognize. Some doors are closed nearly as soon as they are opened as a result of social ineptness. Yet, few educators have a waiting list of enthusiastic youth attendees at etiquette classes. Some "ridicule etiquette as a mass of trivial and arbitrary conventions," as Emily Post noted in 1922. Yet, business etiquette coaches like Tiffany Smith are seeing a huge increase in the demand for personal business coaches. According to Smith, who was trained at the Emily Post Institute, "Etiquette is not just about manners, but its principle is to help people build stronger relationships. Relationships are the key to life both on a personal and professional level." The Don't Be Clueless game was developed in 2000 to help educators make it fun to learn etiquette. Originally a game board design, it has been modified to a downloadable PDF format, making it easily accessible to any educator for free. It has also been updated to address the rapidly expanding use of electronic communication (text, e-mail, blogs, etc.). This resource features five areas of etiquette: telephone, correspondence, dining, introductions, and public spaces. Don't Be Clueless has been utilized in 4-H clubs, afterschool programs, and special interest programs, as well as in church and family settings. [This poster presentation was originally accepted for the Galaxy II Conference in Salt Lake. Regretfully, I unexpectedly underwent serious surgery the month prior to the conference. I was on medical leave at the time of the conference and could not present. I share this not to influence the review, but in case a reviewer recognizes the proposal and thinks it has been presented before.]

Participation in a 4-H Food Camp to Promote Nutrition Knowledge and Culinary Skills

Presenter: Donna Carter donna.carter@usu.edu

Co-presenters: Pauline Williams (primary Children's Medical Center), Dr. Nedra Christensen, Roxanne Pfister

In a collaborative effort with university senior dietetic students, university faculty, and a county extension office, a 4-H foods camp was conducted to 1) foster healthy lifestyles, 2) increase knowledge and skills in food evaluation, nutrition, and culinary skills, and 3) encourage youth to think, actively participate, and obtain knowledge to support life skills. Thirty-one youth participated in the camp. In small groups, youth rotated through six 45-minute classes. Each class was taught by volunteer senior dietetics students from Utah State University. During the camp, children prepared a variety of foods, learned and used safe preparation techniques, followed recipes, measured ingredients, and participated in taste-test panels. Hands on experiences were used to promote competence in the kitchen. A paired t-test was performed to compare answers of equivalent questions on the pre- and post-test. Participants showed significant improvement in knowledge related to food quality evaluation ($p=0.000$), nutrition concepts ($p=0.002$), and culinary skills ($p=0.000$). Participants also showed improvement in four self-evaluated skill domains: measuring ingredients, judging baked products, ingredient function, and vegetarian diets. A retrospective Likert scale (1-5) was used for self evaluation. Perceived knowledge and skills improved significantly ($p=0.000$) across all four domains. Findings suggested that classes and curriculum taught at the 4-H food camp were effective in improving overall nutrition knowledge, as well as self-perceived culinary skills.

Resurrecting Alabama's Black Belt Economy Through Nature and Heritage Tourism — Extension's Role

Presenter: J. Thomas Chesnutt chesnjt@auburn.edu

Sociologist Arthur Raper in his study Preface to Peasantry (1936) identified the region from Texas to Virginia known as the black belt as the region with “the richest soil and the poorest people” in the US. Not much has improved for the Alabama segment. The Governor stated “this region is the most economically depressed area of our great state... Eight Black Belt counties are among the 100 poorest counties in the United States.”

Tourism is a significant economic engine throughout Alabama, already the second largest industry in the state. Over 8 percent of the state's non-agricultural employment was attributable, directly and indirectly, to tourism. To make the most of our tourism potential, rural Alabama in particular needs to build upon its abundant natural, historical, and cultural resources. Despite its deficiencies, Alabama's Black Belt possesses an abundance of land, scenic beauty, distinct art and cultural traditions, and Civil Rights History.

Extension has been heavily involved in three nature and heritage based tourism projects that are helping revitalize the Black Belt's economy. These projects are as follows.

- Development of the Black Belt Nature and Heritage Trail.
- Development of the Black Belt Scenic Byway.
- Developing a Civil Rights Trail.

While none of these projects by itself is the solution to the Black Belt's economic problems, taken together they represent a significant portion of the potential solution. The vision is that these projects will stimulate economic development in the Black Belt region through experiential tourism by creating a network of recreational, cultural, historical and nature sites using existing roads and trails, new wayfinding signage, and new interpretive exhibits. The presentation will highlight existing and planned activities, highlighting Extension's role and unique contributions. Publications, brochures and other printed materials will be available for review.

Extension Spearheads the Alabama Agri-Tourism Partnership

Presenter: J. Thomas Chesnutt chesnjt@auburn.edu

Agriculture and tourism are the two largest industries in Alabama and leaders of both are beginning to combine efforts through the promotion of agri-tourism. From the farmers and entrepreneurs point of view, agri-tourism offers a source of supplemental income and an educational tool to explain agriculture to non-farm individuals. To the tourist, tourism organizations, and small communities agri-tourism provides additional attractions and marketing opportunities.

Unfortunately, there was no state-wide effort in Alabama to market all the components included in agri-tourism. The Alabama Agri-Tourism Partnership was formed for the purpose of developing and marketing the state-wide Alabama Agri-Tourism Trail. The members of the partnership are the Alabama Department of Agriculture and Industries, Alabama Bureau of Tourism and Travel, Alabama Farmers Federation, and Extension. The products of the Partnership include:

- Development of the Alabama Agri-Tourism Trail website.
- Creation of advertisements to promote the website.
- Maintenance of the website to ascertain the validity of all entries.
- Series of workshops to assist in the development of additional agri-tourism attractions.
- Publications to promote the Trail and the development of new attractions.

Extension was the primary organization that brought the Alabama Agri-Tourism Partnership together and has spearheaded its continued development. The presentation will highlight strengths and weaknesses of the Partnership and outline past, existing, and planned future activities, highlighting Extension's role and unique contributions. Publications, brochures and other printed materials will be available for review on the table-top next to the poster board display. Emphasis will be given to the new Extension publication

titled Developing an Agri-Tourism Attraction in Alabama. These guidelines were designed to be a practical tool to assist farmers and entrepreneurs in deciding if agri-tourism could enhance their incomes and to provide the initial basic information needed for an individual to develop an agri-tourism attraction.

Dames & Dollar\$ — and Spouses, Too!

Presenter: Sue Church s-church@tamu.edu

Co-presenters: Joyce Cavanagh, Andrew B. Crocker

Recognizing the need for financial management programs targeting women in Potter County, Texas, the Money Matters Coalition formed to coordinate educational outreach. Comprised of an attorney, librarian, financial planner, bankers, police officer and Extension personnel, the Coalition has offered six-week series serving residents of the Texas Panhandle each year since 2004.

The focus of the six-week series has changed annually. In 2004, the series featured financial management basics. In 2005, participants were assisted with understanding the importance of credit histories, while the following year, 2006, attendees learned the value of getting their financial houses in order. In 2007, late savers were shown ways to become better prepared for retirement.

Retrospective Likert-type evaluations were administered in 2004 with the most knowledge gained in areas of estate planning, understanding credit costs, identity protection and on-line investing. Pre and post surveys were administered in 2005 through 2007 to determine behavior changes made by participants. In 2005, 94.1% of the respondents checked their credit reports within the past year. Significant changes were noted in areas of identity protection, preparing budgets, and goal setting. In 2006, participants indicated improvements made with financial record management, preparing advanced directives and checking beneficiary designations. Behavior changes following the series in 2007 were reflected with retirement plans being created, plans made for decreasing retirement living expenses and increasing retirement savings.

A day-long conference is planned for February 2008, targeting 20-40 year olds, which will focus on the health and wealth connection. The conference will progress from understanding payroll deductions, financial arrangements in marriages, through planning for future events such as education and retirement. The keynote address over lunch will address the interrelationship of health and financial fitness. Participants will receive a personal copy of the Healthwise Guidebook.

28 Homegrown: Local Food Expos

Presenter: Brad Clinehens bclinehens@purdue.edu

Co-presenters: Walt Sell, Jeff Burbrink, Kris Parker

We held two all-day Local Food Expos in March 2007. These were the first events of their kind in Indiana. The expos, designed to be educational as well as provide networking opportunities, brought together individuals and representatives from businesses and organizations with an interest in promoting local foods. Educational components of the program included presentations by experts on specialty marketing, building a local foods network, as well as initiatives currently happening in the region. Both events incorporated networking time and activities; the Northwest event included a trade-show-style display component with booths, samples, and vendors.

PROGRAM EVALUATION (IMPACT)

In Northwest Indiana, 121 individuals attended representing more than 60 diverse businesses and organizations. We sent a mail survey to all participants six months after the program. We received 39 questionnaires back. Participants were asked to what degree they agreed with certain statements regarding the last six months. Of those responding:

- 87% agreed that they are more aware of the benefits of buying local foods after attending the Local Foods Expo.

- 87% agreed that they are more familiar with local foods businesses or organization in the region.
- 77% agreed that they would be interested in participating in a future local foods expo.
- 62% agreed that they have increased sales or purchases of local foods.
- 80% agreed that the local foods expo was beneficial to their business or organization.
- 66% agreed that contacts they made at the expo have helped their business or organization.

In the last six months:

- 21% joined an organization related to local foods.
- 38% collaborated with other local foods businesses or organizations.
- 31% volunteered time or donated to a charitable cause related to local foods.

Of the 15 who reported an amount of increased sales or purchases, the total was \$11,195.

Livestock Quality Assurance Through an Interactive Skillathon Experience

Presenter: Judy Conrad conrad.67@osu.edu

Participants in this presentation will be introduced to an interactive, hands-on approach to 4-H livestock project evaluation while integrating a technological component. This presentation will familiarize participants with livestock learning laboratory materials and how to effectively use them in an evaluation setting. This program requires 4-H members to participate in project evaluation that includes hands-on activities, interactive computer skills tests, and a personal interview. This allows members to demonstrate project mastery and knowledge of state-mandated quality assurance requirements, with emphasis on goal setting and accountability, while receiving positive feedback on project work. Through informal discussion with the presenter, participants will gain knowledge, ideas and resources to replicate a 4-H livestock project evaluation program, including scoring procedures, materials and resource development, the use of volunteers as facilitators and the importance of community collaboration. This project evaluation system began in the county in 1995 incorporating hands-on poster activities and a personal interview. As new technologies have become available and state requirements have changed, the skillathon process has evolved into its current format. In 2000, 583 4-H projects were evaluated with an average score of 85.4%. In 2007 those numbers have increased as 760 4-H projects in 10 different species were evaluated, the average test score being 87.4%. The event was facilitated by 58 volunteers, contributing a total of 377 volunteer hours, which, according to the Independent Sector, is valued at \$6,182.80. The event was also dependent upon a local business collaboration providing in-kind donation of the use of laptop computers, valued at \$6,900, bringing the total dollar value of the skillathon event to approximately \$13,000. Based on 12 years of evaluations, this program has shown consistent success. Come learn how you, too, can offer a program like this!

Futuring for Families Think Tank

Presenter: Caroline E Crocoll ccrocoll@csrees.usda.gov

Co-presenters: Jane Schuchardt, Joseph Wysocki

A critical step in volunteerism—and often a missing link—is a strategy that maximizes volunteer involvement and impact.

In early 2008, National 4-H Headquarters provided leadership for a 3-part process that resulted in a national strategy around 4-H volunteerism. The goal of the strategy process was to recommend new systems, models and promising practices for engaging volunteers in 4-H that that will reflect and sustain the 4-H organization of the future. The process included 1) focus groups of 4-H volunteer specialists and key stakeholders regarding the current status of volunteerism in the 4-H system, volunteer trends, and how those trends may impact the 4-H organization in the future; 2) an analysis of the focus group results; and 3) a convening of thought leaders to review the analysis and make recommendations for a national strategy for volunteerism.

The strategy takes a long view of 4-H volunteerism: recruiting and marketing to new volunteer segments, attracting funding for volunteer programs and examining culture and behaviors related to volunteerism in 4-H and Cooperative Extension. Current efforts were also incorporated into the national strategy,

including the 4-H Volunteer Research Knowledge and Competencies (4-H VRKC) and recommendations for staff development opportunities in the volunteer development/management area from the National 4-H Learning Priority Team. The national strategy is expected to build out the strong state and regional volunteer efforts currently underway, as well as the National Extension Conference on Volunteerism. ACCESS 4-H is a key part of the national strategy that will transform how volunteers of all ages can be engaged in fostering positive youth development.

This session will provide an opportunity to learn about the national 4-H volunteerism strategy, and discuss how it can be achieved at every level of 4-H in an intentional way that sustains the 4-H organization for years to come.

A Look at the Past — Using Technology to Record Century Farm History

Presenter: Patricia Dawson patricia.dawson@oregonstate.edu

Recognizing that scientific and information literacy are necessary skills in today's society, 4-H has embraced Science, Engineering and Technology (SET) program efforts to prepare local youth for the future.

In rural Oregon, 4-H has taken a unique twist to the SET program by linking service, history, communication and SET in the "A Look at the Past Century Farm Project."

Program Description: This interactive program is designed to engage youth in preserving agricultural history of Century Farm families. Extension staff are working with 100 youth, 64 farm families and County Museums to video record farm family interviews, design Century Farm County maps, develop an interactive website and create Century Farm public displays.

Youth program participants work with adult mentors to visit Century Farm sites. Participants research the farm site, conduct and later edit family video portraits for the website. The youth mapping team studies historic county maps then prepares current Century Farm maps for display using GPS/GIS.

Final products of this project include an interactive website, Century Farm County map, family portrait videos and historic data linked to an interactive website designed by 4-H youth.

Results from the IRB approved pre/post evaluation will be shared at the poster session. Program Results indicate that participants have developed an increased:

- *Appreciation of Service Projects;
- *Confidence in using a technology including GPS/GIS, Camcorders, Video Recording & Editing, Scanners and Website Development;
- *Understanding of the importance of family history preservation;
- *Development of communication skills;
- *Awareness in SET careers.

Poster session participants will view samples of the program design, review curriculum utilized, evaluation instruments, grant reports and budget guidelines. Samples from the website and farm family video clips will be showcased. Viewers will be provided a Project Replication CD upon request.

Keep the "Pickle" Out of Your Program

Presenter: Kathryn K. Dodrill dodrill.10@osu.edu, Andrea Tessier

Description: This poster describes how two community nutrition programs can successfully coexist in one county. Many Extension offices are blessed to provide nutrition education under both the Family Nutrition Program and the Expanded Food & Nutrition Education Program. Frequently, the public and staff can blur the lines between the programs resulting in confusion and 'turf issues'. Our goal was to clearly define the two programs so both staff and client can differentiate between the two.

For this coexistence to be a success, staff in both programs must be willing to refer clients back and forth,

keeping the interests and needs of that clientele in mind so the program that has the best fit will be offered. It may mean that a group one has been working hard to establish a relationship with changes and will be better served through a different curriculum.

Targeted Outcomes:

- To address the Food and Nutrition education needs of the county in the most efficient and effective manner
- To present a united Food and Nutrition program internally and Externally
- To meet the requirements of both grants expeditiously
- To allow support staff to know to whom to direct calls and questions when they are received
- To minimize personal competition among programs
- To maintain open communication, providing a clear vision and direction for both programs
- To reduce the public's perception of program duplication
- To promote and support both Food and Nutrition education programs
- To minimize staff frustration

Evaluation data: Evaluation data will be presented through specific examples demonstrated in southeast Ohio counties.

Content appropriate for poster format: The poster was presented at the OSUE Annual FNP/EFNEP Conference in November in Columbus, OH.

Appeal to Galaxy III audience: Information regarding the states/counties that offer both programs will be presented, along with challenges and solutions.

Money Matters Spring Break Day-Camp

Presenter: Mabel Diana Edlow medlow@vsu.edu

The "Money Matters Spring Break Day Camp" was developed to test a delivery model for teaching beginning money management skills and concepts to fifty Virginia youth, ages 11 - 13. The goals of the week-long camp were to a) identify abilities and interests as possible guides to career choices, b) identify educational and career choices and the incomes associated with these careers, c) develop personal financial goals, spending plans, and d) examine values, needs, wants and how they affect spending choices. A mixture of lectures by extension staff, speakers from a bank and credit union, and enrichment activities were used to deliver the content. Enrichment activities included an enhanced Reality Store, a piggy bank pageant (where participants decorated their own banks to win a savings bond), and a field trip to a bank. A pre-test/survey revealed that the majority of the participants had received little instruction on money management, did not know the difference between values, needs and wants, and how they affect spending, did not understand that they needed to save, and did not have spending plans or goals. At the end of the camp, the majority of the participants were able to a) write their own personal spending plans (including savings in their plans), b) orally cite the difference between needs, wants, values and how they affect spending, and c) begin to investigate career choices and how to prepare for them.

Promising Practices in Community and Household Gardening at Tribal Colleges and Universities

Presenter: Mary Emery memery@iastate.edu

Community and household gardening programs are found at many tribal colleges and universities (TCUs) active in community education, outreach and development. Some programs have been operating for many years and have successfully dealt with common challenges associated with gardening programs. Other TCU programs are relatively new and have brought fresh approaches to gardening issues. Still other TCUs are in the planning stages to start their own gardening programs.

Community and household gardening programs provide a number of benefits to tribal families and

communities. Gardens improve health by providing fresh and nutritious fruits and vegetables and by encouraging increased physical activity through gardening chores. Gardens can also help the family budget by reducing household food costs and by the sale or trade of garden produce. Perhaps most importantly, community and family gardening provides an opportunity for children, parents and elders to spend time with each other, as they strengthen their connections to each other, the land, and the natural world

Regardless of what phase the TCU is in, learning about these gardening successes, or “best practices,” can benefit other TCUs and the communities they serve. Sharing what works best increases the chances of success and minimizes the risk of missteps. Sharing best practices among TCUs helps to keep an emphasis on tribal cultures and tribal strengths in all the programming. Often we learn best from peers who can understand the unique situation of our tribal communities. This best practices poster was developed to assist TCUs in learning from each other so that they can better serve their

Building Collaborations and Distributing Fresh Produce to Urban Seniors at the Farmer’s Market, Elizabeth, NJ

Presenter: Dr. Karen Ensle, RD, FADA, CFCS ensle@njaes.rutgers.edu

Rutgers Cooperative Extension along with the City of Elizabeth, the Union County Freeholders, NJ Dept of Agriculture and NJ Department of Health/WIC program in Elizabeth, supported bringing fresh produce to seniors and young mothers at the Peterstown Farmers Market, fostering a collaboration of city, county and state agencies with NJ farmers. Each senior received up to four, \$ 5.00 vouchers to purchase fresh produce.

The goals of the Farmers’ Market Program are: 1) to provide fresh, New Jersey grown fruits and vegetables to seniors who are nutritionally and economically at risk, 2) to support New Jersey agriculture, and 3) to offer nutrition education regarding the health benefits of increased fruit and vegetable consumption.

The City of Elizabeth hired a coordinator and provided transportation for seniors and young mothers across Union County to frequent the Farmer’s Market each year from July-November; 2001-2007. Partners included the Union County Agricultural Agent; Union County Master Gardeners, FSNE Staff; Union County Coordinator, Senior Meals Program; Elizabeth Office on Aging; local NJ Farmers/businesses.

Each year, in FY 2006 and 2007, the Farmers’ Market Program distributed \$ 35,000 of produce vouchers through the Union County Senior Congregate Nutrition program to be used to purchase Jersey fresh fruits and vegetables. Prior years between 2001-2005, this program distributed \$ 65,000 in vouchers, 84% or more being used. This successful program integrated the FCHS and FSNE programs with the Agriculture Agent, the Master Gardeners and local county, city and state officials and agencies. Nutrition education, recipes and food demonstrations gave seniors needed information on food preparation and nutritional health benefits of produce. Over the years, farmers from three to six different towns participated in the weekly program selling \$ 272,000 of fresh produce which increased the intake for Union County seniors as a result of this program.

Electronic Educational Messages

Presenter: Luke Erickson erickson@uidaho.edu

Two state extension educators with a family finance focus, began experimenting with electronic newsletters and podcasts as potential educational outlets. The electronic newsletter combines humor and graphics with real world financial know-how. It has steadily grown in popularity and currently reaches across state and international borders. Using a free chat service, a free audio recorder and a low-cost podcast hosting site, audio podcasts are regularly posted and available for download through an RSS feed in mp3 format from popular pod-catchers such as iTunes, podcastalley.com or Odeo.com, or can simply be listened to on a computer.

The number of regular subscribers to these materials has grown from only a handful in late 2006, to nearly 1,200 in late 2007. Evidence volunteered by current subscribers has revealed widespread sharing of these materials among state FCS specialists, educators, various financial institutions, nonprofit organizations and government entities. It has been estimated that actual number of readers/listeners is currently somewhere between 2,000 and 3,000, though this is difficult to verify.

The key aspect of these methods of marketing education material is its low associated input of time and costs. Given current audience numbers, it is calculated that approximately 250-300 readers/listeners exist for each hour of input by the educators. Newsletters do not require postage or extra equipment and therefore carry no extra cost. The podcasting material requires inexpensive microphones and a five-dollar-a-month podcast hosting service.

Due to the viral nature of these electronic outlets, it is evident that the materials continue to circulate long after the work is completed, and subscribers grow at an increasing rate each month. These forms of communication and education are particularly vital in an ever increasing electronic world, and particularly for targeting youth, and homebound audiences.

Youths' Perspective on Their Long-Term Participation in an Urban 4-H Youth Development Program: Results of a Qualitative Study

Presenter: Theresa M Ferrari tferrari@csrees.usda.gov

Co-presenters: Nate Arnett, Kristi Lekies (OH)

After-school programs have attracted considerable attention as a way to enhance positive youth development. Current research indicates that youth benefit from consistent participation in well-run, quality after-school programs. Although we know that participation matters, little is known about the outcomes of long-term participation in after-school programs, particularly for older youth who are not typically served by such programs. We examined teens' perspectives of their involvement at Adventure Central, a comprehensive after-school program based at an urban 4-H center in Dayton, Ohio, through focus group interviews. Questions addressed how teens' participation has been helpful to them, attitudes and skills they have acquired, opportunities afforded to them, and their insight into program features that have captured their interest and engaged them in sustained participation. Four focus groups with a total of 16 participants were conducted in September 2007, each lasting approximately 1 to 1 ½ hours. Participants were both male and female, between 11 and 16 years, and had been attending the program for at least three years. We undertook an iterative process of clarification and refinement regarding the underlying themes. After reviewing the transcripts, it became apparent the youth's responses fit the four essential elements framework of belonging, mastery, independence, and generosity (Kress, 2005). For example, multiple references to "home" and "family" indicated a sense of belonging. Youth talked extensively about skills learned through workforce preparation programming and how these skills would help them be successful in the future, demonstrating the concepts of mastery and independence. Continued participation was associated with friends, opportunities, learning, and fun. The youth recognized that their involvement at Adventure Central not only kept them out of trouble, but kept them positively engaged. People, place, and program were all factors that influenced these developmental outcomes. These results validate the positive youth development model underlying this program.

Land Use Team Promotes People, Planning, and Prosperity

Presenter: Mike Ferree ferreel@purdue.edu

Co-presenters: Valynnda Slack, Christine Nolan, Jon Cain

Land use is a critical issue affecting communities and citizens. Extension Educators in Indiana serve on county plan commissions by state law. This places Extension in the midst of land use debates with the opportunity to provide education to citizens and decision makers at teachable moments while affecting local land use policy.

Through Extension's efforts, Indiana citizens have increased their knowledge of land use, and better understand the impact for communities. Community leaders are able to address issues, have increased interest, are aware of facilitation tools, and are able to utilize their knowledge to address growth.

Extension builds human and community capital.

The Purdue Land Use Team serves educators and citizens by providing research-based information to help local officials and commission members in the decision making process for their communities. Team members also reach diverse audiences through multiple delivery methods and participation in numerous planning meetings statewide.

One of the methods used is a quarterly two-way video land use update series that reached two-hundred and ninety-nine citizens at twenty-three viewing sites around the state in 2007. Seventy-four percent of those responding to a survey indicated they would implement at least one idea learned from the programs in their community. The series reached many who are not traditional Extension audiences.

A second method was four all-day plan commission training programs offered in conjunction with Ball State University, Indiana Planning Association, Indiana Land Resources Council, and Metropolitan Indianapolis Board of Realtors. One-hundred and nineteen participants attended the plan commission training programs and learned about ethics as a plan commission member, exparte communication, and enforcement guidelines.

These efforts support the Purdue Land Use Team's vision to become a recognized leader in engaging communities to apply science based knowledge and facilitate processes to discover solutions for local land use issues.

Venison Workshop Series

Presenter: Jonathan Ferris jonathan.ferris@purdue.edu

Co-presenter: David Osborne

Purdue Extension Educators in Ripley and Fayette County have been conducting venison workshops for eight years. In 2004 they decided to combine efforts and conduct a series of programs across the state. Since then, the programs have become annual events each September, with a total of 13 programs being held that have reached 672 participants.

During each workshop, the educators discuss the proper techniques for field dressing and aging of deer; skin and quarter a deer; discuss proper storage and preservation methods; cut up the meat and prepare it in a variety of ways for participants to taste. Educators also present information about proper meat handling and safety, and provide an update on current deer health issues. At the conclusion, participants have the opportunity to sample venison products prepared at the workshop and donated by local deer processors. In a survey afterwards, 98% of respondents in 2007 indicated they had learned how to make better use of the meat. Also, 99% indicated they planned to change how they handle their deer meat after attending this workshop.

Attendance data has shown that participants have come from 70 of the 92 Indiana counties, as well as several others from Michigan, Ohio and Illinois. These programs have proven that they can attract new audiences to Extension, with 80% of respondents from the 2007 venison workshops indicating this was the first Extension program they had ever attended. Another positive aspect of these programs is that they cross traditional program area lines, with Educators representing 4-H, Consumer & Family Sciences as well as Agriculture & Natural Resources all being involved in various capacities over the years. These programs have garnered much media attention across Indiana and the Midwest, with requests for additional programs coming in from as far away as Wisconsin and Pennsylvania.

Development of a Task Force to Provide Education and Leadership to the Emerging Meat Goat

Presenter: Jeff Fisher fisher.7@osu.edu

Meat goats, as an enterprise, did not have supporting infrastructure relative to a commodity based organization, university sponsored education and research, or well known marketing channels. To address these needs, the Ohio Meat Goat Industry Task Force was formed with a mission to enhance meat goat production and marketing through education and practical experience. The objectives are: 1)

identify and access emerging ethnic markets having a preference for goat meat in their diet, 2) develop producer networks, alliances and/or cooperatives to meet demands of emerging markets, and 3) provide leadership for education and research.

Extension members of the task force have developed the Ohio Meat Goat Production and Budgeting Fact Sheet as a guide for establishing this enterprise. Extension Educators have designed and conducted regional workshops, seminars, and on-farm tours to transfer knowledge to 1200 participants. Education, production, and marketing topics are discussed in the Buckeye Meat Goat Newsletter.

Leadership development has been a primary objective of the Ohio Meat Goat Task Force. Producer members have been instrumental in the formation of the Buckeye Meat Goat Association for the purpose of promoting and marketing commercial goat meat. Three producer-driven marketing networks are developing relationships with ethnic and faith-based consumers as a social approach to building the meat goat industry. This foundation infrastructure will create value-added economic development for refugees in our urban centers and small farms in the rural/urban interface.

Methods for Establishing Fair Pasture Rental Leases

Presenter: Jeff Fisher fisher.7@osu.edu

Co-presenter: David Mangione

Pasture rental prices are influenced by uses of land and should be competitive with its alternative use. The reader is asked to also consider livestock facilities, pasture quality, and availability of water to determine pasture rental rate. Division of responsibilities between landowner and renter need to be considered in determining price. Livestock management variables include checking livestock, providing fly control, salt and minerals, checking water supply, etc. Land related activities such as repairing fence, weed and brush control, fertilizing and reseeding can be negotiable. The landowner should cover real estate taxes, cost of fence repairs, and interest on investment. Several formulas are demonstrated for determining pasture rental rates by four different methods. Examples utilizing an animal unit per month basis give the reader a table to calculate animal units and utilize comparable hay prices and estimates of forage quality. The second method simply provides per acre estimates based on regional land values, rental rates, and market value return on investment. The county Soil Survey is utilized in the third method to utilize yield and land capabilities to calculate a pasture charge and stock density. The final method starts with a monthly grazing charge per head and shows the reader how to equate this value based on gain to determine the value of production such as in a stocker beef or dairy replacement enterprise.

Driving Economic Development through Statewide Multi-Organizational Teams

Presenter: Julie M. Fox fox.264@osu.edu

Ohio is rich in diversity with rural Appalachian communities to the southeast, a lakefront region to the north, and growing immigrant populations in numerous metropolitan areas.

Ohio State University Extension developed a team approach to address this diversity and a number of factors, including:

- * An increasing number of small acreage farms (farms with 1 – 179 acres represent 75% of Ohio farms).
- * A growing number of farm markets, farmers' markets, wineries, community supported agriculture programs, and other direct marketing activity.
- * The unique proximity of metropolitan and micropolitan areas. Ohio is one of the most urbanized states in the country, yet retains over half its land base in agricultural uses (Clark, Sharp, Irwin & Libby, 2003). Seventy-three of all urban land cover in Ohio is located within 5 miles of a highway (Reece & Irwin, 2002).
- * While the state's population grew 5% between 1990 and 2000, some counties experienced growth rates as high as 64%, with the immigrant population increasing by as much as 152%.
- * Tourism is on the rise, with special interest in niche opportunities such as culinary tourism and nature-based tourism.

To help entrepreneurs benefit from the features that make Ohio unique, OSU provided High Performance Team Training that brought together statewide teams of specialists. Members from the Ohio Direct Marketing Team and the Ohio Tourism Team collaboratively leveraged resources for research and

education.

For example, to create opportunities at the rural urban interface, the OSU Direct Marketing Team collaborated with the OSU Foreign Language Center and local stakeholders. The team developed cross-cultural communication materials and cultural competency educational resources to help bridge gaps between consumers and producers.

This poster illustrates various situations and how the team came together to build remarkable partnerships, leverage resources, and develop research-based programming that resulted in significant outcomes.

Survive, Strive, Thrive: Keys to Healthy Family Living

Presenter: Marilyn Fox mfox1@unl.edu

Survive, Strive, Thrive: Keys to Healthy Family Living is a program curriculum that educates on family life skills and resource management. It was developed based on a family strengths research model. The program is designed to take participants from day-to-day surviving to thriving as individuals, family members, employees, and community members. The outcome is participants will develop and/or strengthen their family life and resource management skills to help them in their personal life, their workplace, and their community.

Originally the educational program was focused on teaching welfare-to-work participants. Survive, Strive, Thrive has also successfully been used with families in diversion and parenting classes, Head Start staff development training and with high school students. It is matched to Nebraska's Department of Education Family and Consumer Sciences Essential Learnings standards.

The program curriculum is built around three focus areas: personal improvement which includes: goal setting, building healthy relationships, coping skills, building self-esteem, anger/conflict management, communication skills, time management, decision making, character development, and stress management. Family life topics include: positive parenting, child development, and strong families. The third focus is practical life skills which includes money management and creating a healthy home.

An entry/exit checklist tied to the curriculum was used to measure the curriculum's effectiveness. Data analysis indicated that participants showed significant difference from entry to exit in 15 of 20 behaviors measured. In a six month follow-up, it was found that participants continued to improve their family and life skills. In some cases, mean scores for these behaviors had increased even six months after attending classes. In addition, the program was part of a national evaluation study and is being considered for replication in the welfare to work arena.

Selected program features will be highlighted to show how Survive, Strive, Thrive provides effective tools for helping families develop keys to healthy family living.

Integrating Community Development with Public Engagement at the University

Presenter: Sherri Gahrng sgahrng@umn.edu

Co-presenters: Marilyn Bruin, Barbara Martinson, Adrienne Hannert

The Designing the Future program integrated community development efforts in rural towns with learning and public engagement at the University. It generated discussion of community-level research-to-outreach-to-research activities across disciplines in the College of Design. The Designing the Future pilot program focused on rural communities of approximately 2000-5000 residents. The faculty team developed and delivered training sessions to familiarize the community teams with the Designing the Future process (i.e. how to view a community with a critical eye). Community teams then completed a structured assessment recording observations of their partner community. After conducting the community assessments, volunteer teams met in a neutral town to present summaries of their visits.

Designing the Future proved to be a truly participatory, community-driven program. During the final presentation sessions, comments regarding development and planning, stressors and issues in small towns were shared as well as resources and potential solutions to identified issues. Team participants found that they now looked at their home communities in a new light. As one resident shared, "[It was] fun to see how another community addresses the same issue". The University team observed the dynamics of small towns during the pilot. The experience helped us re-define our approach to outreach programming in the College of Design.

During the pilot program two forms of social capital were identified: (1) community teams discovered the value of conversing with other neighboring towns and (2) faculty came to value networking with other team members' connections, departments, and disciplines across the University working in various areas of rural community development. This allowed the team to think more holistically about the complex issues of rural community development. We continue to strategize about how to link grass-root community projects with faculty expertise, student endeavors, and other university resources.

Partner for Promotion: An Extension-Pharmacy Initiative

Presenter: Shari L Gallup, MS, CFLE gallup.1@cfaes.osu.edu

Co-presenters: Doris Herringshaw, Ed.D.; Jen Rodis; Jullie Legg; Jerry Cable

The innovative patient care program developed by Extension Educators and College of Pharmacy professionals has been evolving over a two year period. Community pharmacist's, pharmacy students and Extension worked together to develop a model for sustainable patient care programs. The program targets pharmacist and pharmacy students who ultimately will use this information to create more consumer friendly health programming in pharmacies.

The project has had participation from 28 pharmacies with a pharmacist providing experience for a student and collaborating with county extension educators on community development information. Together Extension and Pharmacy produced a uniform needs assessment to be used at all pharmacies that provided ideas for educational programming. In the 2 year time frame, 8 pharmacies and 5 different county Extension office locations provided educational services such as grocery tours at 3 sites featuring healthy food choices and nutrition labeling, osteoporosis education at 2 sites and diabetes education along with many handouts.

A web site of research based educational resources is being established for pharmacy and extension to access with education information and website resources. Extension Educators provided skills and knowledge on identifying community needs, building community collaboration; developing marketing materials, and evaluation tools. Extension Educators indicated an increased collaboration with local pharmacies as a result of the programming efforts.

In a follow-up survey, 30% of community pharmacists and 70% of students indicated increased confidence and skills needed in patient care services development and improved community health care.

This program was created with an outreach and engagement grant. It can be replicated by using the guidelines from the program and results of the surveys.

Develop Tomorrow's Leaders in Local Government Today

Presenter: Cheryl Geitner cgeitner@illinois.edu

The Tomorrow's Leaders: Understanding Illinois Local Government curriculum was developed to allow secondary youth to gain a greater knowledge and increased involvement in local government to develop a sustained connection to the community throughout their lives. The curriculum was developed for in-school time hours. Five counties in northwestern Illinois have replicated the program developed in Knox County -- Tomorrow's Leaders -- Local Government Youth Leadership Academies for high school youth. The program allows youth to further their experiential learning process during out-of-school time by attending local government activities. This interdisciplinary approach allows community development and youth development professionals the opportunity to reach new audiences of youth in their communities.

The sequential program includes an introduction to local government, multiple sessions with local government officials including county board, city council, school board and township meetings, a "WalkAbout!" session through their community and a reception honoring the participants. The program brings local government – the process, the people and the responsibilities – direct to high school age youth to provide knowledge they will carry with them throughout their lives. It also helps to demystify local government and encourages participants to be engaged in their local governments and local issues now and in the future. Youth who participated indicated knowledge gained from participating and one youth served as an election judge due to the program. Pre and post survey results, how to obtain the curriculum and a description of activities will be shared with conference attendees.

Gifted Students Experience Science

Presenter: Ann Golden golden.4@osu.edu

Co-presenters: Dr. Robert Horton, Dave Mowrey, Jessica Rockey, Beth Boomershine

The "Aerospace Day" and "Solar Powered Vehicles Day" provided a great opportunity for gifted students in the Tiffin Heights program to participate in experiential learning activities. These programs focused on science-based concepts. These programs fit into the Science, Engineering and Technology (SET) programming. They fit into the nationally accepted standards for the SET program. Both these programs were presented in an informal setting with a strong emphasis on science inquiry and content mastery.

These programs are a result of a partnership established between the Seneca County 4-H program and the Tiffin City School, Height Program for gifted students.

Gifted students are an underserved audience for both the local schools and the 4-H program.

Acres of Adventure: A Multi-Partner Approach to After-School Programming

Presenter: Kate Gross gross.227@osu.edu

While Ohio 4-H has proven to be a strong partner in providing curriculum and training for after-school staff, county 4-H Professionals have identified a greater need. With limited time and resources, having materials in-hand would enable 4-H staff to more efficiently partner with and improve the quality of after-school programs. To meet this need, the Ohio 4-H Afterschool Priority Team worked to make a new after-school curriculum even more user-friendly. Using the Acres of Adventures 4-H curriculum, which combines educational, science-based, fun activities to teach youth about agriculture, team members developed a kit including related resources and non-consumable supplies that were needed in multiple activities. The team then received funding to duplicate the kit for 18 counties throughout Ohio.

To receive this kit, the 4-H Professional had to attend a training conducted by the team and bring a current or potential after-school program partner. Nearly 50 participants attended and received valuable training on working as partners and improving the quality of after-school programs, as well as how to implement the Acres of Adventures curriculum and kit into programs. Upon returning to their home counties, 4-H Professionals utilized the kit with new and existing after-school partnerships.

To date, 4-H Professionals have reached over 1650 youth (less than 20% were current 4-H members) in grades K-6 with this program. Evaluations collected have shown that after-school staff members have found the kits easy to use, a good addition to their programs, and an asset in better planning for their programs. Staff members also reported that the majority of their program participants learned something new about agriculture and science, learned to work together, and that the activities prompted the participants to ask questions and want to learn more.

These kits have created a link for continued programming between 4-H and afterschool programs across Ohio.

Bullies Beware!

Presenter: Brenda Hagedorn bhagedor@purdue.edu

Co-presenter: Julie Hart

According to the National Association of School Psychologists, bullying behaviors occur twice as frequently in the elementary grades as in grades 6 to 8. Because schools seek intervention programs that can help students learn how to protect and defend themselves and others from bullying behaviors, Extension responded by providing a curriculum for grades K-5. Objectives of the curriculum include: to gain insight to the many forms of harassment; to develop strategies to cope with harassment. The NYU Child Study Center findings indicate that both bullies and victims "suffer from lower academic achievement, physical illness, and higher levels of depression and other mental health problems throughout their lives." Students who bully are more likely to become violent as adults. Students who observe bullying behaviors at school are exposed to a less secure learning environment and may fear that the bully could target them in the future. This program helps students learn to appropriately and positively respond to bullies and harassing behaviors. Evaluation results indicated that 38% of students gained knowledge of the types of behaviors considered to be harassing and 40% acquired skills they could use to appropriately respond to these behaviors.

TAG: Teens Tobacco Awareness

Presenter: Janice Hanna hanna.133@cfaes.osu.edu

Co-presenter: Beth Stefura

According to the National Survey on Drug Use and Health (2007), 61.2% of new smokers in 2006 were under age 18 when they first smoked cigarettes. The American Cancer Society (2007) states that each day 6,000 teenagers try their first cigarette, and half of them go on to become daily smokers. If current tobacco use patterns persist, an estimated 6.4 million current children smokers will eventually die prematurely from a smoking-related disease (American Lung Association, 2007).

In response to these alarming statistics, the Mahoning County 4-H program in Ohio has implemented a peer-instructed tobacco awareness education program. TAG Teens (Tobacco Awareness Group Teens) makes use of hands-on, interactive lessons to target issues relative to concerns that teens have about smoking, such as their appearance, their ability to participate in sports, and short-term health effects. Participants relate well to their peers, which makes the lessons more effective than if taught by adults. Lessons have been developed through collaboration of the county 4-H and FCS educators with the American Lung Association.

Four program objectives have been identified:

- (1) Participants will become aware of the health risks associated with tobacco use.
- (2) Participants will recognize the financial costs of tobacco use.
- (3) Participants will understand the laws concerning underage tobacco use.
- (4) Teens will gain teaching experience through the peer-instructor method of teaching the lessons.

This poster display will utilize photos and interactive demonstrations to illustrate the lessons taught in the TAG Teen program. Results of pre- and post-surveys addressing participants' reported changes in attitude and behavior as a result of attending the classes will be presented. Information to assist educators in beginning a tobacco awareness program for teens in any county will also be available.

Fun With Nutrition

Presenter: Susan Hansen shansen1@unl.edu

Cheesehead? Check. Hamburger dog toy? Check. What do these items have in common? They are both teaching aids used to add fun when teaching nutrition. This poster session will focus on unique, simple and inexpensive ways to teach nutrition to youth and adults. The presenter has 20 years of experience in teaching nutrition to youth and adults in extension programming. Participants will gain new ideas to teach MyPyramid, fats & cholesterol, whole grains and many other topics to enhance their nutrition programs.

This poster session is designed for extension staff who teach nutrition and healthy lifestyles to youth and adults. Actual teaching aids will be on display for participants to view. A handout listing teaching aids will be provided. In 2007, over 800 youth were reached by the presenter with nutrition education. A survey of the teachers involved revealed this statement, "My students like having (name of presenter) come to the classroom. They get excited about MyPyramid and eating healthy. (Name of presenter) supplements our curriculum and helps the students reach the state standards." A three month follow-up survey from a four part adult nutrition program series had this comment from a participant, "The class was fun and time passed quickly. I now read labels some of the time and think more about what I eat." This poster session will contribute new ideas for teaching nutrition to make learning fun for participants. The topic of this presentation will appeal to members of NAE4-HA, NEAFCS and ESP who do healthy lifestyles programming. What about those teaching aids stated at the beginning? The cheesehead is worn when reading a book on milk to first graders. The hamburger dog toy is used with adults when talking about fats and cholesterol. Sounds fun!

Go Bananas With Dad!

Presenter: Karen S. Headlee kheadlee@leegov.com

Co-presenter: Fitzroy Beckford (FL)

The Lee County Agricultural Agent and the Family and Consumer Sciences Agent, presented "Go Bananas with Dad". This workshop partnered with the Michigan International Academy and the African Caribbean American Center (AFCAAM) in Fort Myers Florida.

The goal of this program was to connect at-risk children with their fathers (some absentee) by giving them a project that will enhance their connection throughout the year. 85 fathers (uncles, grandfathers (one mother)) and children participated in the program.

Fathers and children were provided a nutritious breakfast before the workshop and then were given a short presentation focusing on the planting and caring for a banana plant. They were provided healthy banana snacks fathers could prepare with their children and provided information on "shared reading" techniques that fathers could use when reading with/to their children.

At the end of the workshop every father and child was given a banana plant to take home and was asked to use the information presented to plant the banana plant. Three months from the workshop, Master Gardener volunteers will visit the homes to judge the plants; a winner will be announced and awards will be handed out. An evaluation will be conducted assessing the plantings of the banana plant and the value/use of the healthy snack recipes and the time dads spend interacting with their children.

This is just one example of using nontraditional methods to address social issues and challenges that face families today by focusing on agricultural and nutrition programming from the UF IFAS Extension service.

Developing a Statewide Alaska Invasive Species Working Group

Presenter: Michele Hebert ffmah@uaf.edu

Invasive species are a national and global priority issue with serious economic, environmental and health-related impacts. Second only to direct habitat destruction, invasive species are the greatest threat to native biodiversity and have recently been recognized as a significant factor driving global change (Byers et al. 2001; Sakai et al. 2001). Invasive species alter native communities, nutrient cycling, hydrology, and natural fire regimes. They threaten our resources, dependent industries including agriculture, tourism, and fisheries. While Alaska does not have as major a problem with invasive species presently in the lower 48, they are being introduced at an increasing rate. Three of Alaska's major industries, commercial fishing, sport fishing, and tourism, may face serious risk economic loss (Invasive Species in Alaska, Union of Concerned Scientists 2003). Global warming, population growth, world trade and natural resource development exacerbate the threat (Densmore et al. 2001).

These impacts affect many agencies organizations and private citizens. Alaska is geographically large with a limited communication network. A limited exchange of information within and between groups can result in a duplication of management efforts. A collaborative effort is needed for effective management.

The formation of an invasive species working group for Alaska is a crucial objective of the Alaska Aquatic

Nuisance Species Plan that was approved by both the Governor and the National Aquatic Nuisance Species Task Force in 2002. The Alaska Department of Fish and Game is the lead state agency on invasive animals/aquatic plants and the DNR for plants. Presently communication between the many state, local, federal and private entities working on invasive species is occurring with the Alaska Invasive Species Working Group AISWG that was formed in 2006 through the development on an MOU under the leadership of Michele Hebert. The purpose of this project was to continue to support the AISWG invasive species and therefore control and prevention. The outcome of the project was bi annual meetings, quarterly newsletters, AISWG website, monthly statewide conference calls and development of needs assessment. This structure support the goal of effective invasive species management in Alaska through a coordinated effort. The Principal Investigator who lead this effort is Michele Hebert, Land Resources Agent for the University of Alaska Fairbanks, Cooperative Extension Service (CES).

Measuring 4-H Camp Impact

Presenter: Jason A. Hedrick hedrick.10@osu.edu

Co-presenters: Jeff Dick, Greg Homan (Wright State University)

For the purpose of this study, the researchers used the Ohio 4-H demographic for data collection. Researchers chose to administer the survey to parents of Ohio 4-H campers. The researchers focused on how gender, years of camp attendance and age influenced the positive outcomes experienced by youth in the camp environment as perceived by their parents. The researchers developed a multi-component on-line based survey instrument designed for parents of 4-H campers. There were thirteen areas identified in the survey in which positive impact at camp was measured. The areas measured include the development of independent living skills, self-esteem, leadership, social skills, spirituality, character, decision making, health/safety, and citizenship.

Parents in this survey shared that their campers generally made improvements in the areas of independent living skills, self-esteem, leadership, social skills, character development, decision making and citizenship. Interestingly, the degree in which the campers improved these identified areas was found to be relative to gender, years of camp attendance and age according to parents. For professionals who provide camp programming for youth, it is important to understand how the diversity among campers makes a difference in how they interpret the camp experience. Camps need to consider such variables in order to cultivate a camp experience that has the best probability of developing young leaders. If camp programmers tailor camp experiences to enhance developmental opportunities for youth and consider variables such as gender, years of camp attendance and camper age when doing so, youth resident camps will have a positive impact in leadership development.

Making the Case for Geospatial Learning: Getting From Here to There

Presenter: Wendy Hein wendy.hein@oregonstate.edu

Co-presenter: NAE4-HA GIS/GPS Task Force

National 4-H needs 1 million new SET members! Scared? Never fear – the GIS/GPS Task Force is here! First, we share results and commonalities of our previous geospatial evaluations. Then, we offer an evaluation toolkit so you can easily build an instrument that can be used anytime, anywhere geospatial learning strikes.

Enhancing Family Farm Businesses Through Risk Management Grants

Presenter: Doris Herringshaw herringshaw.1@osu.edu

Co-presenters: Julian Nolan Woodruff, David Marrison, Chris Zoller, Dianne Shoemaker

This poster illustrates three complimentary risk management programs, Annie's Project, Transition Planning, and Management for Young Dairy Farmers.

All workshops targeted individuals involved in family farm businesses and taught management skills and were funded by USDA Risk Management Grants. Multigenerational farm families attended workshops with information set up to encourage more than one person from each farm business attend and participate.

Workshops were a series of classes encouraging multigenerational farm families' participation. Notebook

was developed for each of the classes incorporating factsheets and website related to farm management resources. Workshops were conducted utilizing expertise from multi-program areas and outside consultants. Each of the classes began with a baseline knowledge assessment of the farming operation. Evaluations of similar design were used at all workshops and included end of the class survey instruments and 6 month follow up surveys.

All three projects targeted improved family business communications and improved management practices. All workshop results indicated increase in family communications, in the transition workshop 47% indicated family communications improved. Annie's Project participants indicated 85% increase in family communication and the diary project evaluation is not yet completed.

Participants in workshops were provided management tools to plan for the future. Annie's project participants reported an 86% increased knowledge of creating a marketing plan while 33% in transition planning workshop began the process of creating a transition plan.

An outcome of the workshops included the contribution of knowledge including the creation of materials used for the specific audiences and packaged programs. This will enable other counties throughout the state to replicate these workshops in future years.

Livestock and Equine Forum Creates Empowering Learning Opportunities

Presenter: Kelly Hicks kelly.hicks@mail.wvu.edu

Co-presenters: Elaine Bowen, Chad Higgins

Bringing 4-H members and their families and community members together on a regional basis allows individuals to share program ideas, learn from each other and engage in the latest agricultural advances in workshop settings with Extension professionals. The Potomac Highlands Equine and Livestock Educational Forum strives to reach youth, parents and community members involved with horses, livestock and an interest in agriculture to improve knowledge of these subjects and to increase life skill development.

Evaluation results show that this program is well received by clientele and that participants gain knowledge and plan actions as a result of participation. Because of positive impact and knowledge gain, the forum is an important model for our state and nation.

The forum used the following program development methods:

Analysis of situation

Setting priorities and identifying workshop needs

Design action plan and schedule for the day

Implement plan

Evaluate impact

The 4-H "learning by doing" and "learn-do-reflect" were essential components of the workshops. Additionally, the Search Institute's research framework and Targeting Life Skills Model were incorporated into the workshops.

A three-point Likert scale was used to evaluate each class. All classes received a positive rating of 2.75 or higher. Participants described learning new information. A 3 point Likert Scale was also used to measure life skill development among participants. The mean scores were all positive with averages being above 2.77 or higher. For example, participants learned "accept responsibility for caring for caring for livestock and horses" and "to understand fairness." Participants further planned actions as a result of the forum: "I plan to pay more attention to my animals and spend more time with them," "I plan to take care of and be responsible for my 4-H calf."

The poster will present the steps to create a regional forum and give detailed evaluation results.

Take Action on Radon

Presenter: Patricia Hildebrand phildebr@illinois.edu

Co-presenters: Debra Bartman, Lois Smith

In recent years, indoor air quality has become a national concern. Most people spend about 90 percent of their time indoors, so the quality of indoor air is important. Radon is one air pollutant - the second leading cause of lung cancer in the United States and the leading cause of lung cancer among non-smokers. Radon exposure costs over \$2 billion dollars per year in both direct and indirect health care costs.

University of Illinois extension educators developed a curriculum of indoor air quality fact sheets with companion news releases, public service announcements, and marketing materials. Topics covered in addition to radon include: mold, lead paint, furnace filters, water detectors, carbon monoxide detectors, vacuum cleaners, and smoke detectors. The educators partnered with the Illinois Emergency Management Agency to create www.TakeActionOnRadon.uiuc.edu, a website to explain what radon is and how to test and mitigate if high levels are found. The website, which is available 24/7/365, is an important source for providing environmental education to non-traditional extension users. It currently averages 50 hits per day; IEMA staff field 17 questions from the website a month. Due to all educational efforts, over 17,000 radon detectors have been distributed with 38 percent usage.

The key message of this program is that all homes should be tested for radon, regardless of geographic location or zone designation. Radon is found in every state making it a health risk for millions of families. By using the information, consumers have the opportunity to increase their awareness of the health risks of radon and other indoor air contaminants in their homes and how to reduce their levels - and, then take action to create a healthier home environment for their families and reduce their risk of lung cancer.

The Use of Television, Newspaper and the Internet to Promote NJAES Cooperative Extension

Presenter: William Hlubik hlubik@aesop.rutgers.edu

Co-presenters: Richard Weidman, Laura Bovitz

Rutgers Cooperative Extension of Middlesex County promotes diverse educational programs, projects, and activities through the use of television, video and internet web sites. Large adult audiences were reached through educational and hands-on programs such as "If Plants Could Talk" (IPCT) television series produced by County Extension staff. Eighteen IPCT episodes have aired and there are over 8 million potential viewers throughout NJ and parts of NY, PA, CT and DE. In addition, several 30-minute television programs have been shown on local and regional cable stations to promote Extension activities and programs at our new EARTH Center. The accompanying IPCT web site produced by Middlesex County Extension staff has received over 18 million hits over the past 7 years. The average number of visits per day is well over 500 with an average duration of 4 minutes. Video technology components in youth programs have helped with the development of life skills including public speaking, cooperation, communication, planning and organizing, and self-confidence. Additionally, youth develop valuable science skills utilizing this technology. Middlesex County youth programs have introduced a video component into many of their educational programs. A summer science program included an opportunity for youth to write and film public service announcements (PSAs) focusing on one of the environmental topics introduced during the program. Through the use of video, youth were able to convey the knowledge gained during the program into a concise environmental message. Weekly newspaper columns are written by Extension staff for three major newspapers that reach over 480,000 potential readers throughout New Jersey. Newspaper articles invite readers to visit the statewide Cooperative Extension and IPCT web sites which have additional information about our programs and activities. As a result of all media efforts, Extension programs and services have increased by over 50% in Middlesex County.

The Money Mentoring Program in Action

Presenter: Susan Holladay holladay.5@osu.edu

Extension has many resources for assisting families in developing and maintaining responsible spending plans. Habitat affiliates work with limited resource families who need financial education in order to

become successful home owners. This was the beginning of a great partnership. OSU Extension's Master Money Mentoring program was implemented eighteen months ago in the Clinton County Habitat Affiliate, to encourage families to develop financial goals, a savings plan and debt reduction. Since implementation of the program, the Clinton County Habitat affiliate has seen a 60% increase in on-time payments.

Before being matched with families, Money Mentors are trained to recognize and understand difference in class cultures. Using a reference library purchased by OSU Extension and a group training session, OSU Extension stresses understanding and acceptance in working with limited resource families. The relationship that develops between the Money Mentor and the families is what works to encourage the families to follow through in all areas of their financial management. Habitat affiliates have traditionally struggled to create programs to assist families in becoming self sufficient, financially responsible home owners. The Money Mentoring program has had the most significant impact to date.

Because of the work done through Habitat's Family Nurturing Committee and the Money Mentoring program, the Habitat Board and Partner Families have improved communication. As a result of the Mentor training and individual efforts to understand cultural differences, there is an immediate, non-judgmental response to a family's need. The entire system works more effectively to support families and to encourage on-time payments so that Habitat for Humanity can continue to build affordable, descent housing for families in need in Clinton County.

Exploring Social Capital

Presenter: Jody Horntvedt hornt001@umn.edu

Co-presenter: Barbara Radke

We've identified an important educational role for Extension. Our research on social capital, "the collective value of networks and the inclinations that arise from these networks to do things for each other" [Putnam], has led us to focus our community development work around exploring and building social capital.

This poster session will showcase materials we've developed to help individuals gain an understanding of social capital and develop an appreciation for the benefits of strengthening networks in their communities. We will feature:

1) Social Capital: The Glue That Holds Communities Together (an educational program with leader guide, DVD/VHS video, and activity/discussion guides) helps individuals and community groups explore what social capital looks like in their community and identify actions they can take to build social capital. Evaluations completed by 231 individuals from 35 Minnesota communities suggest that participant's gained knowledge and built skills to use in their community.

2) Our Community Assessing Social Capital (a community assessment guide and survey tool) has been used in 10 rural communities (4 towns, 2 school districts, and 4 counties) involving more than 2,300 individuals. This engagement process focuses on involving individuals in gathering data and stories which are assimilated into "next steps" for the community to take action.

3) Social Capital and Our Community (an educational publication) focuses on defining social capital based on our research on networks, identifying social capital benefits, and providing examples to help communities improve their social capital by strengthening trust and engagement within three distinct types of networks: bonding, bridging and linking.

Research has shown that communities with a strong foundation of trust between and among individuals and groups are healthier and are more likely to take action to improve their community – and that's why we believe that "exploring social capital" is an important role for Extension in communities.

Ohio Implements Navigating for Success State-Wide Nutrition Education Training

Presenter: Margaret A. Jenkins jenkins.188@cfaes.osu.edu

Co-presenters: Joyce R. McDowell, Maria Carmen Lambea, Ana Claudia Zubieta

Ohio Family and Consumer Sciences educators recognized the need to train paraprofessional staff with a process that produces consistent results. Ohio piloted a nutrition education curriculum developed in the state of New York titled Navigating for Success. The main components of the Navigation for Success design include:

- A high-quality training program that can be consistently implemented statewide;
 - A curriculum that prepares new paraprofessionals staff to successfully meet first year expectations as nutrition educators;
 - A design that emphasizes the importance of learning both nutrition content and facilitation skills;
 - Motivational strategies that could assist supervisors in supporting new staff in their growth as competent educators;
 - A training design model that can be replicated for all types of presentations and training, so that ongoing training would reinforce best practice adult learning principles throughout all levels of staff development.
- Ohio prepared for the journey by enlisting the assistance of FCS educators to Take the Helm and train as facilitators. The state was divided into regions; Northeast, Central, South and Southwest. Facilitator teams were identified for each region. The documentation process was formulated; Training Day Record, Unit Evaluation by both trainee and facilitator, 3rd Eye Observer and Lesson Observation Form. Each facilitation team created action plans. Ohio's Navigation for Success Training took place one day each week over a period of eighteen weeks from July 11 – November 7, 2007.

James City County Peer Mediation: Creating Youth Peacemaker Through Mediation and Conflict Resolution Training

Presenter: Jeremy Johnson jejohns1@vt.edu

The Virginia Department of Juvenile Justice Data Resources Guide (2006) reported assault (14.7%) as the leading offense resulting in juvenile intake complaints. The 2004 – 2005 Virginia Department of Education report for Williamsburg/James City County Public Schools contained a total of 83 offenses of battery, 30 of which were reported to be against staff and 53 against students. The James City County 4-H Program, partnered with James City County Parks and Recreation to develop a Peer Mediation Program. The Peer Mediation training is designed to give young people a peaceful way to resolve a dispute; build self-respect and respect for others; improve communication; give people who disagree an opportunity to listen calmly to each other's point of view; promote peace by developing effective problem-solving and decision-making skills. Thirty-nine teens participated in an overnight training at Jamestown 4-H Educational Center. Pre/Post test results indicated a 66.1% increase in knowledge of ways people deal with conflict; 63.2% increase in knowledge of helping others identify how they feel and what they need during a conflict; and 54.2% increase in feeling prepared to help to help others that are in a conflict. The following social skill improvements were noted on a scale where 1 represents not at all and 5 represents very much: leadership – 4.4; accepting differences – 4.1; and decision making – 4.2. Forty elementary school youth participated in six hour mediation training. Pre/Post test results indicated an 81.2% increase in knowledge of ways people deal with conflict; 65.8% increase in knowledge of helping others identify how they feel and what they need during a conflict; and 42.5% increase in feeling prepared to help to help others that are in a conflict.

Youth Forestry Field Day

Presenter: Janet Jolley janetj@ext.msstate.edu

Learn how one county in Mississippi works with multiple agencies to educate the youth on how to manage the state's natural resources. One of Mississippi's largest crops is forestry. Four field days have been held educating over 400 youth in current conservation practices related to forestry, wildlife and natural resources.

Each year the events have targeted a select group of topics that will enhance the environmental science program at the local high schools. The targeted group is the vocational agriculture students in the county. The events are a collaboration of the county extension service, county forestry association, forestry commission, and wildlife, game and fish. With the collaboration of these agencies we are able to have experts in their field to educate our youth. Speakers range from the University professors, Audubon

society, wildlife, game and fish, forestry commission, and local experts. Each year the topics are chosen based on the site of the event. Topics presented are GPS, forest management, wildlife management, natural resource management, hardwood, wildlife, gardens and birds, pine management, ponds and critters, and wildlife habitats. The evaluations have shown that 90% of the participants thought the information would be helpful in the future. Students stated changes in attitude toward pine trees, realizing their value. Students stated they now saw the need to improve not only their habitats but wildlife habitats. Teachers stated that students are now asking more questions about wildlife and forestry. Also, that the events help expose the students to the agriculture in their community.

Healthy Choices: A Middle School Day Camp

Presenter: Jane Jopling jejopling@mail.wvu.edu

For the last four years, a Hardy County Middle School and the WVU Extension office have offered a week long day camp with a health theme. Each day, 350 youth of different grade levels travel to the 4-H camp to learn about choosing healthy lifestyles.

A different emphasis is placed on each year, such as mental health, safety and physical fitness. Food and nutrition education is always offered. Active learning classes in the morning join physical activities in the afternoon. The goal is to introduce youth to life long fitness ideas, such as golf, shooting sports, hiking, fishing and types of exercise to the students.

Another goal was to introduce the youth to the camp experience and 4-H. Four years ago a club began as a direct result of this day camp targeting youth at risk with a steady enrollment of 30-35 4-Hers since. Over half now attend 4-H camp.

In 2007, there was discussion by the County Board of Education in bringing in the other county middle school to create a total county program. This would be one of the few events, besides 4-H camp, the students of the county join in an educational experience.

This poster session would explain ways to utilize resources, work with health care professionals and cooperate with school system to share the roles and responsibilities of a this day camp (or any other themed day camp) for students.

Extension Calling: Reclaiming a Useful Strategy for Program Evaluation

Presenter: Debra Kantor dkantor@umext.maine.edu

Co-presenters: Ellen Libby, Barbara Baker

“Extension calling!” Was this heard in 1914 when telephone lines first reached coast to coast and the Smith-Lever Act created Cooperative Extension? The content and intent of this poster shows how telephone-interviewing methodology reclaims its usefulness for evaluating Extension programs. Its versatility appeals to Galaxy audiences whether evaluating a Master Gardener event, a Small Business seminar, a Homemaker Group workshop, or an Eat Well presentation. This content is easily discussed graphically in poster format.

Program Description:

- The University of Maine Cooperative Extension developed a two-day conference called EDGE Weekend: Connecting Kids to Campus.

- This on-campus program for 4-H youth ages 11-15 provided hands-on workshops with University of Maine departments, an overnight stay in a residence hall, and experience with on-campus recreational opportunities.

- Forty-three youth attended academic activities, and met with faculty and college students to encourage motivation and increase comfort with the college environment.

- Parents attended financial aid and college readiness workshops.

Evaluation Methodology:

- Telephone interviews using open and close-ended questions were conducted with both youth and their parents six months after the event. While this methodology resulted in an excellent response rate of 85%, it required a large time commitment (approximately 12 minutes per interview) so would be best utilized for programs with small audiences (each interviewer conducted approximately 12 interviews each).

- The opportunity to ask follow-up questions, helped interviewers learn unanticipated findings as well as which activities resulted in attitudinal and behavioral changes, and why. For example, it was learned

parents used information learned from the workshop not only with the child who attended the conference, but also with older siblings ready to enter college.

A summary of findings, showing targeted outcome achievement, was presented to the planning committee who made changes to the next workshop regarding targeted audience and workshop content

Case Studies in Community Development Projects

Presenter: Jack Kerrigan kerrigan.1@osu.edu

A case study is a research method that focuses on circumstances, dynamics and complexity of a single situation or a small number of situations. Researchers and educators can use case studies to answer focused questions through in-depth descriptions and interpretations of the situation/s. Some view case studies as less rigorous than other methodologies. The poster will describe the characteristics of quality case studies in community development. It will also address the categories of case studies, common data sources, design of case studies, study protocols, researcher skills, quality factors, goals, examples of quality case studies in community development, and useful references. The quality case studies presented will range from historical to contemporary. Useful resources will provide guidance for educators wishing to utilize case study methodology.

Quality case studies can be descriptive, exploratory, explanatory, or theory-building. They may focus on a single case or multiple similar cases in which data is examined as collective or comparative. Use of best practices in case studies results in methodologically sound data that may be exceptionally useful in examining community development projects. Quality factors that will be described include the importance or significance of the question, the inclusiveness of perspectives examined, the collection and maintenance of a data record, the ability to replicate the results, the degree of holistic approach, validity of the evidence, and how engagingly the results are presented to others.

All Aboard the Food Train

Presenter: Jackie King jwking@utk.edu

Co-presenters: Rita Jackson, Jane Burney

All Aboard the Food Train is a nutrition curriculum for Pre- K and kindergarten students developed at the request of teachers in urban school systems. Classes are conducted in public schools and childcare Head Start centers in five counties with large urban populations. Children in large cities rarely see a farm and know little about agriculture. Consequently, they are not exposed to a variety of fruits and vegetables. Research shows that young children must be exposed to healthy food repeatedly if they are expected to make healthy choices necessary to reverse the prevalence of obesity. The curriculum is delivered in six 20- to 30-minute sessions by paraprofessionals in the Expanded Food and Nutrition Education Program (EFNEP) who act as conductors using storytelling to take students on imaginary "train stops" where they learn how food is grown and which foods are good choices. The parental component includes family newsletters and assignments designed to improve food choices at home. The objectives are to increase intake of fruits and vegetables, calcium-rich foods and whole grains. Students also learn the importance of hand washing and regular physical activity. Experiences at "train stops" include tasting activities to improve their food acceptance. Outcomes from this curriculum are entered into the national EFNEP reporting system (CRS5) and include the following: Of 167 students 1)95 percent of youth eat a variety of foods; 2) 94 percent of youth increased their knowledge of the essentials of human nutrition; 3)97 percent of youth increased their ability to choose low-cost, nutritious foods; and 4) 97 percent of youth improved practices in food preparation and safety. All Aboard the Food Train is used to implement school wellness plans and meets state standards from the Tennessee Department of Education. Lessons in this curriculum fulfill the requirements in state education standards for healthful living.

Duplin County 4-H All-Stars Program

Presenter: Bridget Kirk bridget_kirk@ncsu.edu

Duplin County 4-H All Stars Program was implemented in three middle schools in 2007. After data was compiled and analyzed, it was clear that Duplin County youth had higher risk factors than the average youth in the state. Duplin County ranked below the state average in the economic, health, school, and

community realms thus identifying the need of prevention programs that would address these risk factors. All Stars Core curriculum, designed for middle school youth, consists of 14 core sessions that are implemented during the first year of the program. There are also supplemental sessions included. They include classroom sessions as well as one-on-one meetings with students and a small group meeting for peer opinion leaders. All Stars prevents substance use (alcohol, tobacco, marijuana, and inhalants), premature sexual activity, fighting, and delinquency. In addition, the program promotes idealism and a belief in the future, commitment to a positive lifestyle, wholesome standards, resiliency, a sense of belonging, and positive relations with parents and other adults. (Hansen, William. All Stars Core. Tanglewood Research, Inc., 2004.). Activities are highly interactive. When the activities are done as intended, the effects on students are profound. The curriculum includes small group activities, activities in which students work together in pairs, games, and art activities. Discussion is also another feature of the curriculum. All Stars is based on over twenty-five years of research. It has been recognized by the US Department of Education and Center for Substance Abuse Prevention as a model research-based program. (Hansen, William. All Stars Core. Tanglewood Research, Inc., 2004.). Evaluation consists of two parts: (1) quality assessment (documenting which sessions have been implemented and assessing how well they were completed) and (2) documenting changes in students' attitudes and behaviors. The effectiveness of implementation can be assessed in pre and post test surveys. (Hansen, William. All Stars Core. Tanglewood Research, Inc., 2004.). 97% of youth who completed the Duplin County 4-H All Stars Program reported continued non-use of alcohol, tobacco, and/or other drugs.

Embrace Diversity, Not Just Tolerate It: Statewide Diversity Training

Presenter: Jo Anne Kock kockj@unce.unr.edu

With a Mini-grant from National Epsilon Sigma Phi, a statewide Diversity Day was sponsored by Southern Area members of the University of Nevada Reno Multi-Ethnic Committee, Statewide Extension Administration and Southern Area Cooperative Extension. A planning committee from the above mentioned groups met monthly to put together the program, "Embrace Diversity, Not Just Tolerate It." One hundred seventeen Extension personnel representing all 17 Nevada Counties participated via 11 interactive video sites.

The day's program consisted of a Keynote speaker, who presented a session on "Connectivity" that emphasized that before we can truly embrace diversity we have to understand and embrace our own values and biases. During a "working lunch", an International buffet, the participants were assigned a discussion group with designated table topics on 14 different aspects of diversity. After an hour table discussion, each group reported back to the main group regarding their discussion. Every participant was asked to complete two evaluations. One evaluation was on the day's event and another evaluation to be returned and opened in December stating something the participant would do between September and December regarding diversity. Upon completion of the evaluations, participants received an "incentive" Embracing Diversity pin.

Examples of the program and evaluation data will be shared.

Antioxidant Capacity in Processed Products Using Alaska Wild Berries

Presenter: Sonja Koukel, Ph.D. ffsdk@uaf.edu

Co-presenters: Roxie Rodgers-Dinstel, Julie Cascio

In Alaska, wild berries are a plentiful food resource and are widely used in products to supplement the family diet. Wild berries have long been recognized as having high levels of vitamin C, however, it was the recent research by Tufts University on commercial berries that led to the testing of antioxidant levels in Alaskan wild berries.

The Cooperative Extension Service University of Alaska Fairbanks conducted research funded through a USDA grant to determine: 1) the antioxidant levels in Alaska fresh wild berries; and 2) changes in antioxidant levels when Alaska berries undergo processing.

In the study, sixteen different species of Alaska wild berries were gathered by volunteers across the state. The fresh berries were frozen and sent to an outside lab for testing. A oxygen radical absorption capacity (ORAC) test was used to measure the antioxidant capacity of

the berries. Test results indicated that Alaska wild berries are a rich source of antioxidants. Fifteen of the 16 berry types tested resulted in a ORAC score greater than 20. Levels above 40 are considered very high. Lingonberries (also known as lowbush cranberries) topped the chart with a 203 reading.

To determine the changes in antioxidant levels, the ORAC values from ten processed products were compared to those of the frozen berries. Results were that, although processing methods did result in reducing antioxidant levels of the berries, the levels were still very high in comparison to other fruits.

This research has been widely publicized throughout Alaska and has been incorporated into Cooperative Extension publications. Extension educators use the antioxidant levels in programs designed to assist clients in making healthy food choices. Additionally, the information is utilized by small businesses developing commercial products from these berries. Further research is underway with other indigenous foods.

Youth Food Animal Quality Assurance Curriculum Kit

Presenter: Paul Kuber kuber.2@osu.edu

Co-presenters: Lucinda B. Miller, Masa Doig

The Youth Food Animal Quality Assurance Curriculum Guide (YFAQACG) kit was developed as a way to help educators create experiential learning during annual quality assurance sessions. Within the YFAQACG there are minimum standards listed for quality assurance programming, which have received the seal of approval by the National Pork Board, meeting the rigor of their nationally recognized program, Youth Pork Quality Assurance Level III. The kit serves as a supplement to the YFAQACG with additional props and activities so that youth always have a new experience during quality assurance programming.

Quality assurance programs have been developed for producer and/or youth education in the beef, sheep, swine and dairy foods industries that have proven to be excellent sources of information. Additional programs in post-harvest food safety (Hazard Analysis Critical Control Points) have been coordinated with the species-specific programs to provide consumers with greater confidence in the products of food animal agriculture. Further, issues surrounding animal welfare in agricultural livestock production have surfaced that must be addressed at all levels of food animal production, including youth participation in food animal projects (Kuber et. al., 2004). It is documented that youth opinions are impacted as a result of quality assurance training programs (Nold and Hanson, 2001). Numerous activities provide opportunities for hands-on experiential learning. The theoretical framework used to develop teaching activities utilized in the highlighted quality assurance programs throughout the nation build upon Kolb's experiential learning model (Kolb, 1984). This poster session appeals to all Extension professionals, volunteers, and other conference attendees with an interest in food animal quality assurance resources in an effort to expose youth to food safety and product quality.

This poster will showcase the YFAQACG kit, the minimum standards for YFAQACG, supporting materials, the hands-on experiential learning activities and how this product supports/complements the YFAQACG.

4-H Animal Science Resource Handbooks Enhance Project Learning

Presenter: Paul Kuber kuber.2@osu.edu

Co-presenters: Lucinda B. Miller, Masa Doig

The experiential learning model allows individual learners to build upon personal experiences, share those experiences, and process new information, enabling them to generalize and apply newly acquired information for future applications (Kolb, 1984). Youth develop life skills through the experiential learning model (Boyd, Herring & Briers, 1992). Educational materials in the form of Resource Handbooks designed for youth enrolled in 4-H animal projects enhance the experiential learning model.

Ohio's Animal Resource Handbooks provide Extension professionals with accurate resources systematically arranged to be delivered to youth for use in their specific areas of interest. These handbooks are currently being used by members (1) as ways to understand technical information about

their animal projects, (2) as guides to study for skillathons in their state and nationally, (3) as resources for quiz bowl competition, and (4) continue to aid the learning comprehension of youth as future leaders in the animal sciences.

Prior to publication, the resource handbooks were reviewed by Extension specialists and educators, 4-H volunteers, parents, and youth, as well as industry representatives, for technical accuracy and youth comprehension. After review, the books were piloted prior to finalizing the publications.

This poster session will focus on introducing Extension professionals and other conference attendees with an interest in the 4-H animal sciences to the various resource handbooks that have been developed for the purpose of disseminating technical information written for a youth audience relating to the animal sciences. Resource handbooks developed and produced by Ohio State University Extension pertaining to livestock, small animals, and companion animals will be shared with session participants, including the new Dog, Goat, and Llama and Alpaca Resource Handbooks. Participants will receive summaries of each resource handbook, learn how to adapt these to their states, and where to find potential funding for purchasing the handbooks.

Teachable Moments Created Through Volunteer Income Tax Assistance

Presenter: Robin Kuleck rkuleck@psu.edu

FCS and Community and Economic Development Educators are well-equipped to teach elderly, disabled and limited English proficient individuals and families earning under \$40,000 about numerous tax benefits and provide free federal and state income tax preparation through the IRS VITA (Volunteer Income Tax Assistance) program. Educator knowledge of community resources and collaborations increase the effectiveness of this tax preparation and education outreach effort. Tax preparation provides numerous teachable moments that allow the educator to customize messages based on the taxpayer's particular situation. For most participating taxpayers, this first experience with Extension provides an opportunity to learn about other Extension programs available in their community. VITA volunteers must be willing to learn federal and state tax law, pass a competency exam and be proficient computer users. Older 4-H youth volunteers could gain valuable training and experience through VITA as a service-learning program with supervision by more experienced volunteers.

Outcomes:

- Overview of the VITA program
- Establishing VITA in your community
- Nuts and Bolts of running a VITA program
- Resources – IRS, National Community Tax Coalition, State Departments of Revenue, Cooperative Extension
- Collecting and Reporting outcomes and impacts
- Lessons learned/Program sharing

In four years the educator has grown a VITA program from serving 31 to 178 low income families in a 4-county area at 11 satellite locations. In 2007, the project returned over \$250,000 in tax refunds and credits to participating taxpayers, strengthening the local economy. The expanding project will increase capacity to serve more taxpayers with three additional volunteer preparers assisting in 2008. PowerPoint presentation, take-home handouts and group discussion as well as post-conference e-mail follow-up.

Use of County Tax Rolls for the Creation of Mailing Lists for Extension Programming

Presenter: Dr. John D. Kushla jdkushla@ext.msstate.edu

Co-presenters: Andrew J. Londo, Ph.D., Dr. Peter Smallidge (NY)

Contacting prospective clientele about upcoming and ongoing extension programs is one of the most important and sometimes difficult activities facing extension professionals. There is abundant evidence, especially for forest landowners, that the potential audience changes regularly and that many are outside the normal channels reached through Cooperative Extension programs. Current methods of marketing extension events may not reach audiences who lack a traditional connection to extension programs.

Existing mailing lists developed from past program participants are commonly used, however the clientele served are typically those already reached through programming. While this works, and provides the needed program numbers and contacts, it leaves one "preaching to the choir". It can be challenging, and somewhat risky to try to expand the clientele base. Further, while some programs attempt to significantly change the ability of a client to perform a specific task, other program objectives seek a less dramatic behavior of simply being aware of educational resources or management philosophies.

The extension forestry program at Mississippi State University and Cornell University Cooperative Extension in New York have developed a way to expand the number of potential clients reached for any given program and to deliver targeted content information on specific subjects. This method uses mailing lists developed from county tax rolls. We describe the methods used to obtain and manipulate these lists, and identify problems and pitfalls associated with their use.

The Economic Development Strategic Plan for Horry County

Presenter: Blake Lanford blakel@clemson.edu

Co-presenter: Dr. David Lamie

Building consensus through such a plan ensures that the collaborative resources of numerous public service entities and their private partners may be efficiently leveraged to overcome the barriers and challenges to continued economic prosperity.

Over the course of the next ten months, staff from the Clemson Extension Service and Coastal Carolina University will guide the strategic plan taskforce through numerous exercises associated with the plan's creation. In addition to organizing the planning process, facilitators from each institution will conduct research and analysis associated with priority issues identified by the taskforce. The end result will be a series of reports associated with economic development issues in Horry County as well as a strategic matrix of programs and policies that seek to address such issues.

Impact of the Nevada 4-H Program

Presenter: Steven Lewis lewiss@unce.unr.edu

A 4-H impact evaluation study, conducted in Montana, Idaho, Colorado, and Utah, was replicated in the Nevada public schools. The purpose was to measure the impact of the 4-H experience on the lives of Nevada youth, and to provide impact data for accountability and improvement for University of Nevada Cooperative Extension 4-H Programs. The 1,492 respondents were; 47.6% male and 52.4% female; 34.6% 5th grade, 28.1% 7th grade, and 37.3% 9th grade; 63.1% urban and 36.9% rural; and 11.7% 4-H and 88.3% non 4-H youth. Eight youth development constructs were measured including; extracurricular activity involvement; school leadership positions held; close relationship with adults; caring for others; amount of negative behavior; personal identity; positive identity; and self-confidence, character and empowerment. ANOVA for constructs by independent variables, age groups gender, 4-H participation, and population density revealed that 4-H participation significantly contributed to the variance in extracurricular activity involvement ($p = .000$), school leadership positions held ($p = .025$), caring for others ($p = .000$), and self-confidence, character and empowerment ($p = .004$).

Making Nutrition, Health, and Wellness FUN!

Presenter: Mary Longo longo.6@cfaes.osu.edu

Making Nutrition, Health and Wellness FUN! was developed and piloted in spring of 2007 in a local rural elementary school. The physical education teacher came to Extension, looking for a way to increase the activity level of her students as well as their families. She wanted to do a school-wide effort so teachers and administrators could reinforce the behaviors being taught. Extension provided the access to community resources and research tools to make the program successful.

Our goal was to increase the activity level and nutrition knowledge of the families participating in the program.

FUN! included the following components:

-Wellness Fair - 32% of the school's families (289 people) came to school on a Saturday morning. Rotating through nine stations, they assessed their physical fitness, took vital signs and learned about good nutrition. This was repeated eight weeks later to assess changes and was attended by 52% of those who came to the first fair. Every family member received a pedometer.

-Pedometers - Every student was given a pedometer and record chart. The charts were part of the physical education grade.

-Parent lessons - Parents had the opportunity to attend a weekly nutrition lesson at school and all parents received a weekly newsletter.

All participants were given a pre and post-test at the wellness fairs and the nutrition lessons. Sixty two percent of those attending both wellness fairs showed an increase in knowledge and 89% of those participating in nutrition lessons showed increased knowledge. An increase in activity level was reported by 85% of those completing the survey.

This program is being offered at a second elementary in spring of 2008. All of the evaluation data will be shared at conference. Additionally, Galaxy participants will be able to review all of the program components and resources needed to implement this program.

Local Government Leadership: Creating Community Leaders

Presenter: Joe Lucente lucente.6@osu.edu

Presentation will focus on a model curriculum for development and improvement of leadership skills and decision-making approaches of local government officials. Display is built around an eleven-module curriculum from The Ohio Local Government Leadership Academy that is designed for elected officials from county, municipal, and township governments, and for appointed individuals serving on local government committees, commissions, boards or task forces. The display will focus upon educational objectives for each of the eleven modules. A Curriculum Guide and course materials will be provided to visitors to the display.

A five-panel display presenting The Academy Curriculum that includes eleven workshops will be featured. Additional information about the graduation requirements and target audiences will be presented in the display. An example of a leadership certificate that is presented to each individual who completes eight of the courses will be displayed. All participants in the Academy must complete the basic course, Public Officials and Public Service, which includes: 1. Duties and Responsibilities of Public Officials; 2. Codes of Ethics; 3. Standards of Conduct; 4. Conflict of Interest; and 5. Open Meetings Laws / Executive Sessions. The ten elective workshop topics include:

- Conducting Effective Meetings
- Communicating and Working With the Media
- Communicating and Working With Citizens
- Building Sustainable Communities
- Team Building (between each other/ other officials / and staff)
- Conflict Management and Dispute Resolution
- Leadership Skills and Styles
- Effective Decision-Making
- Intergovernmental Relations: Opportunities and Challenges for Cooperation
- Technology in Local Government

Making Cents of It!

Presenter: Leanne Manning lmanning1@unl.edu

Co-presenters: Mary Ann Holland, Andrea Nisley, D'Ette Scholtz

Participants will become familiar with the University of Nebraska-Lincoln Extension's 4-H school enrichment project "Making Cents Of It!"

Participants will be able to view and participate in simple activities (ie. make a bank, view currency under a black light) to help them learn about “Making Cents Of It!”

The goal of the “Making Cents Of It!” curricula is to help America’s youth gain an understanding of the basics of money management and develop sound financial habits for life. Objectives help youth learn: how money is made, value of various coins and paper currency, how to count money and change, design features of money incorporated to prevent counterfeiting, difference between needs and wants, how to set savings goals, the importance of saving money, key money terms, and good consumer skills. The curriculum has been used with at-risk audiences in school enrichment programs, after-school programs and day camps.

Evaluations have shown 86% of the students who participated in the “Making Cents Of It!” project had begun to save money since completing the project. The students learned how to save money, how to count money, how to use the bank, how to buy things at the store, to save your money for something you really need until you have enough to buy it, and how to tell real money from fake money. One teacher stated, “Thank you so much for your visits to our classroom and helping us “make cents of it.” I know that each of the students learned something about money that they didn’t already know. Your presentations were very well planned and you offered activities for a wide range of abilities, so everyone had an opportunity to share and learn. I think these types of services are very valuable to children.

An Extension Approach to Improving the Disaster Preparedness

Presenter: David Marrison marrison.2@osu.edu

An emergency or disaster can strike at any time and without warning. Fires, floods, tornadoes, radiological releases, droughts, winter storms, prolonged power outages, agri-terrorism, and hazardous material releases all have the potential to affect our communities. Extension can provide valuable assistance to county-level emergency planning efforts. Through extensive professional contacts and its reputation as a locally reliable information source, Extension can effectively provide educational programs that are designed to meet local needs.

This poster will share strategies that an Ohio County Extension Educator has utilized to increase the disaster preparedness for his agricultural community. The poster will share how a \$12,931 grant was secured to develop and conduct an agricultural preparedness program. This grant allowed the educator to develop and offer three county agricultural preparedness training programs. These trainings helped farmers learn about agricultural disaster preparedness, CPR & first aid, farm security plans, and farm safety evaluations. This grant also allowed the Educator to develop and conduct an agricultural disaster contact survey. This survey allowed the Educator to map local farm data on a rapid response computer program to be used in disaster situations. Some of the farm data collected included farm address, phone contacts, GPS location, animals and crops raised, and resources available for disaster recovery initiatives (stored feed, water, generators, and livestock trailers). The grant also provided for the purchase and distribution of agricultural reference materials to local fire and law enforcement departments.

The Educator is the Agricultural Representative to the Ashtabula County Emergency Management Agency, member of the Ashtabula Domestic Preparedness Advisory Committee, and is a member of the Ohio State University’s College of Food, Agriculture & Environmental Sciences Crisis Planning Team.

Ballot Issues Education

Presenter: Stacey McCullough smccullough@uaex.edu

In a democracy where voters decide outcomes of important public policy questions that impact the well-being of communities and states, it is critical for voters to have sufficient information to make informed choices. In response to a lack of preexisting objective and timely information about ballot initiatives, the University of Arkansas Cooperative Extension Service (UACES) and the University of Arkansas Public Policy Center have formalized a process for developing and implementing ballot issues education programs targeted toward citizens.

Building on past experiences and lessons learned through over a decade of conducting ballot issues education programs on an ad hoc basis, UACES has developed and implemented a comprehensive ballot issues education program for statewide elections since 2004. A framework has also been established in which county agents can develop educational programs on local ballot initiatives. The educational program framework is designed to provide citizens with balanced and unbiased information about each ballot issue.

In addition to providing standardized evaluation tools for county agents to measure the short-term impacts of local ballot issues education programs through post-tests, the Public Policy Center has collaborated with other University of Arkansas system entities to collect additional data in which to evaluate program impacts. To collect baseline data about where Arkansans receive information about ballot initiatives, questions have been included in the Omnibus Survey, an annual statewide survey conducted by the University of Arkansas Survey Research Center. The Public Policy Center also collaborated with the University of Arkansas at Little Rock Institute of Government to develop a framework for evaluating program impacts and conduct a pilot study to evaluate the effectiveness of the ballot issues education program. This pilot study included interviews with county Extension agents and a telephone survey of program participants and non-participants who were registered voters.

Interactive Food Safety Exhibits for Consumer Venues

Presenter: Sandra McCurdy smccurdy@uidaho.edu

Co-presenters: Carol Hampton, Shelly Johnson, Joey Peutz, Laura Sant, Grace Wittman

Interactive exhibits were developed to convey important consumer food safety information at a variety of venues. The purpose of these ready-to-go exhibits is to assist FCS Extension Educators in providing reliable, research-based consumer food safety information to participants at resource and health fairs, county fairs, libraries, community centers, and other appropriate locations. A survey of FCS county extension faculty was used to select four food safety topics of importance and interest to consumers:

- Targeting Food Safety for At-Risk Groups
- Targeting Food Safety When Preserving Food
- Targeting Food Safety with Thermometers
- Targeting Food and Kitchen Safety for Kids

Information for each topic was researched and arranged into a well-illustrated, attractive and colorful 6-panel format. The content of each of the four posters was reviewed by a food safety extension faculty member from another state with expertise in that topic.

To engage potential audiences, two interactive components were included, a spin wheel and computer game show, which allow exhibit viewers to test their food safety knowledge. An extensive assortment of educational, useful and fun handouts to accompany each exhibit topic was prepared and/or identified and assembled into an Exhibits Guide.

The Targeting Food Safety with Thermometers exhibit with the spin wheel to attract viewers was selected for consumer evaluation. A 12-item retrospective-pre/post evaluation survey was developed and pilot tested at a state extension conference. The survey asked about food thermometer use, value of the information and what drew the participant to the exhibit.

The thermometer exhibit has been evaluated by 54 participants. Participants indicated the information was valuable to them and 78% indicated intent to test the internal temperature of hamburger patties with a food thermometer. Participants were attracted to the display primarily by the posters and opportunity to try food thermometers.

The Milk Taste Challenge

Presenter: Daniel McDonald mcdonald@cals.arizona.edu

Co-presenters: Linda Block, Martha Monroy, Rachel Kranch

Over the past thirty years milk consumption in the United States has decreased by 23% (Preventing Childhood Obesity, 2005) while rates of obesity and overweight among Americans has steadily increased.

Key recommendations provided in the Dietary Guidelines for Americans 2005, encourage the consumption of three cups of fat-free or low-fat milk (or equivalent milk product) per day. Recent research has demonstrated that intake of dairy calcium is associated with lower body fat (Novotny et al., 2004; Yi-Chin et al., 2000; Zemel et al., 2004, 2005). Furthermore, mothers who consume milk are more likely to make milk available to their children at mealtime (Fisher et al. 2001).

The Milk Taste Challenge encourages consumption of lower fat-content milk over whole or 2% milk. This activity is conducted by nutrition educators and promoters at locations such as food banks, health fairs, grocery stores, and other community events. Participants are asked to taste four samples (approximately ½ ounce each) of milk (whole, 2%, 1%, and fat-free) and to guess the fat content of each. After indicating the fat content of the samples on a survey form, participants are given the correct answers and then asked to self-report current and expected milk consumption on the survey. Participants are provided with the IRB disclaimer and informational pieces on the benefits of calcium and reducing fat in the diet. Preliminary results indicate that 70% of respondents report drinking either whole or 2% milk; 69% could not distinguish higher fat-content milk from lower fat-content milk; and 64% indicated a willingness to change milk consumption based on taste-testing experience.

This poster will exhibit the findings from the study as well as materials to replicate the activity.

Public School District-Wide Implementation of the High School Financial Planning Program: A How To

Presenter: Anita McKinney mckinney@coj.net

The recent mortgage and general credit crisis has emphasized the need for early competency-building programs in personal finance. The High School Financial Planning Program (HSFPP), revised by the National Endowment for Financial Education in 2006, serves that need. Since Extension and the Credit Union League are national dissemination partners, they combined forces in Duval County, Florida, to promote the program. They were successful in implementing HSFPP in all 19 high schools reaching over 9000 students in 2007-08. The work of this task force serves as a model for other communities wishing to implement on a district-wide basis.

A task force of credit union personnel and Extension 4-H and FCS agents was formed in 2006 with the goal of implementing HSFPP in the public school system district-wide. The first plan was to contact social studies lead teachers one-by-one. However, in a large system this was not efficient. Credit union business contacts proved to be the key to involving district level school personnel to speed up the process of full implementation. Once the quality of the materials drew the attention of school personnel, the task force was contacted to meet with the curriculum development committee for a new course, Career Research. The committee consequently included the full HSFPP in this course for all ninth grade students.

The task force, coordinated by Extension, assisted by ordering materials, orienting the teachers, and training credit union and community speakers to supplement the curriculum to be taught by the classroom teachers as Extension school enrichment volunteers. Students benefit from the program because they develop personal action plans for budgeting, saving and investing, credit, and financial accounts evaluated by the teachers. The timeline presented in this display shows how Extension can network with businesses and schools in a metro area to achieve district-wide program implementation.

Celebrate YOUth!

Presenter: Jody Johnson jjhnsn@illinois.edu

Co-presenter: Debbie Simmons-Gray

The Celebrate YOUth conference targeted 7th grade students in the five southernmost Illinois counties. The conference encouraged students to have fun, build self-esteem, and learn something new. There were 632 students that attended the conference in 2007. The event was the 3rd consecutive year for the conference. A total of over 1,800 youth have attended over those 3 years.

A committee of 7th grade students, teachers, and University of Illinois Extension staff met in the fall to determine interest, plan the event, and workshop possibilities. On the days of the conference, there were 23 workshops offered with each student choosing four of their choice. Science, engineering, and technology were major themes of the workshops. There was also assembly entertainment in the morning and a keynote speaker in the afternoon.

Evaluations results were:

86% have a better understanding of the importance of being healthy.

90% have a better understanding of what it takes to be successful.

85% feel better about themselves after attending the conference.

Four of their favorite sessions in 2007:

- Affects of tobacco on the lungs
- Discover Your Superpower
- Leadership Secrets
- Power of Youth

Four of the top things they reportedly learned:

- Not to use Meth/drugs/effects of the drug
- How to do sign language
- How to be a leader
- How smoking affects your lungs

In addition, 94% of students recommended that next year's 7th graders attend the Celebrate YOUth conference.

Student comments of interest were:

- I learned that I can make a difference in my community.
- I learned so much, I don't know how to answer the question of what I learned!

The Celebrate Youth conference allows us to see that an organized, large, and rural conference that has many different exciting workshop opportunities can provide meaningful results.

Step Up ... Be a TRRFCC Teen

Presenter: Jody Johnson jjhnsn@illinois.edu

Co-presenters: Debbie Simmons-Gray

Because the future health of our society depends on the character of its people, character education is a priority issue in the five southernmost counties of Illinois plan of work. Character education has been the most requested youth programming from our communities and schools. The 2004 Josephson Institute of Ethics found that lying, cheating, and stealing had disturbing trends.

Sixty two 5th & 6th graders, 15 high school Jr. Leaders, and several Extension staff, and other adult support attended our first all-night Pre-teen retreat "Step Up: Be a TRRFCC Teen."

The pre-teen retreat was an effort to teach and model core values known as the "Six Pillars of Character"; trustworthiness, respect, responsibility, fairness, caring and citizenship. Activities from the National Coalition "Character Counts!" and the Illinois Extension curriculum "Focus on Character" were utilized. Participants were divided up into the six pillars and performed activities and presented skits of what they learned.

Ninety-five percent of participants reported after the conference that they would be more Trustworthy, Respectful Responsible, Fair, Caring, and a better Citizen. The other 5% were not sure.

Evaluation data showed that participants would be more inclined after the retreat to:

- Helping people and be a better person and citizen
- Apply what they learned to their everyday living
- Show and tell others what they learned
- Be nice/kind

Our goal was to increase awareness of the six pillars. All students were involved in the learning process, and had the opportunity to practice each pillar. Six pillar dog tags and a six pillar t-shirt were provided to everyone in attendance. These will remind them of the retreat and to follow the six pillars of character.

The Pre-teen conference allows us to see that an organized all-night conference that has many different exciting activities can provide meaningful results.

Grandmothers in Grand-families: A Conceptual Framework of Relationship Changes Over Time

Presenter: Patty Merk pmerk@cals.arizona.edu

The poster presentation will discuss research conducted in 2004-2005 regarding grandmothers and their relationships with the grandchildren they are raising. The research focuses on a qualitative, grounded theory study of seven grand-families. Their stories are utilized to create a three-phase model of roles grandmothers evolve through before, during and after they become legal guardians of their grandchildren. The model will be explained in terms of the processes that grandmothers go through and how the processes impact relationships with the grandchildren and the family in general. Parenting strategies grandmothers use are also discussed and promising strategies for assisting grandmothers raising grandchildren are recommended. The researcher will be present to discuss the research and answer questions. A summarizing handout will be available.

4-H PetPALS: People and Animals Linking Successfully

Presenter: Lucinda Miller miller.78@cfaes.osu.edu

Co-presenters: Travis West, Paul S. Kuber

4-H PetPALS is an intergenerational 4-H project connecting youth and their pets with senior adults in various types of healthcare facilities. Lead by Master 4-H PetPALS Volunteer Leaders, 4-H members learn how to socialize and train their pets for animal-assisted activities visits, as well as learn how to communicate with senior adults. This 4-H project teaches youth the value of serving people in their community, as well as the importance of the bonds they form with their animals.

With over 36 million people, or 12 percent of the total population, living in the United States 65 years of age or older (U.S. Census Bureau, 2005), more seniors are residents of healthcare facilities. Due to increased family mobility, geographic distances, and multiple marriages affecting today's American family, it is often difficult for strong grandparent-grandchild relationships to develop. Few of today's youth have much contact with older adults in their communities (Hoffer, 1994). When youth and senior adults interact, new friendships develop and existing relationships are enhanced. This is where the 4-H PetPALS project can have a positive affect on youth and senior adults.

Pets play an important role in affecting the physical and psychological health of people of all ages (Zawistowski, 2008). Their presence reduces the feeling of loneliness, reduces stress, lowers blood pressure, facilitates exercise, and provides socializing effects, to name a few (Fine, 2006). Youth and their pets work as a team to build a relationship with senior adults.

This poster session will highlight the 4-H PetPALS curriculum, showcasing activities within this leader-directed resource. Participants interested in intergenerational relationships, as well as the influence pets have in improving the quality of life for people, will learn how to implement 4-H PetPALS. A CD containing lesson plans, activities, and evaluation instruments will be provided

Diversity Inspires: Understanding and Appreciating Differences

Presenter: Lucinda Miller miller.78@cfaes.osu.edu

Co-presenters: Connie L. Goble, Nicola S. Eyre

Understanding and appreciating human diversity, as well as learning tolerance, is an important attribute in all human beings. A Diversity Resource Kit was created to provide an educational tool for Extension professionals, volunteers, and older youth to teach youth and adults about diversity and tolerance using experiential learning teaching methods. Through funding from the Ohio 4-H Foundation, one kit per Ohio county was developed, utilizing lesson plans, activities, and other resources to teach appreciation for diversity and tolerance, and to create awareness, improve attitudes, increase knowledge, and increase sensitivity and empathy about human diversity. A pre- and post-test instrument was developed to measure awareness, knowledge gained and attitudes participants have about diversity, as well as empathy.

According to Iowa State University's College of Liberal Arts and Sciences (2006), diversity is more than acknowledging and/or tolerating difference. Diversity includes knowing how to identify with those attributes and conditions that are different from our own and outside the groups to which we belong, yet are present in other persons and groups. Tolerance is a way of thinking, feeling, and acting, which gives us peace in our individuality, respect for those who are different from us, the wisdom to determine human values, and the courage to act upon them (www.tolerance.org, 2007).

This poster session appeals to Extension professionals, volunteers, and other conference attendees having an interest in expanding diversity awareness and teaching tolerance using the experiential learning model. Session attendees will learn what resources, teaching materials, and activities are included in the Kit; where to find these resources; how to implement the use of the Kit; what resources were the most effective; and what evaluation tools were used to measure impact.

Participants will receive a CD containing information needed to make their own Diversity Kits, including lesson plans and evaluation tools.

The Food, Culture, and Reading Program

Presenter: Diane Mincher diane.mincher@uvm.edu

Climbing evidence indicates that nutrition and physical activity play an important role in creating a healthy lifestyle to reduce obesity, cardio vascular disease, and diabetes. Cultural awareness education is also important since it cultivates acceptance, promotes development, prevents isolation, and prepares for the future.

Food, Culture, and Reading is a six-lesson nutrition program that consists of reading popular children's multi-culture picture books with food-related themes, participating in hands-on MyPyramid nutrition activities, exploring cultures, completing physical activities, and creating healthy snacks. Each 45-minute lesson features a different culture and an associated MyPyramid food group with accompanying activity sheets, recipes, and parent newsletters. Additional supplemental activities are provided to expand program for various learning styles.

Through a wide variety of experiential activities, children recognize a variety of healthful foods within each food group, taste new foods from other cultures, explore the similarities of foods, and develop an understanding and appreciation of cultures that are different from their own.

Food, Culture, and Reading can be offered in a variety of settings including after-school programs, child care centers, 4-H clubs or youth organizations, day camps, or elementary schools.

At the beginning and end of the Food, Culture, and Reading series, the students' knowledge is evaluated by using the Knowledge Evaluation and Glorious Foods sheets provided in the curriculum. Parents complete a Parent Post-evaluation while instructors complete a Teacher Post-evaluation. As a result of offering Food, Culture, and Reading, children gain knowledge about MyPyramid food groups and identify

healthful foods within each food group. Participants taste new foods, and increase their physical activity. Many families make recipes at home, help their child with the nutrition activity worksheets, and increase their physical activity.

Health Motivator

Presenter: Becky Mowbray Rebecca.Mowbray@mail.wvu.edu

Co-presenters: Elaine Bowen, Judy Matlick

The benefits of physical activity are well known, yet most adults and many children are not active enough to gain these health benefits. Many Americans are not active at all (e.g., 14% of youths; 25% of adult women; 33% adults over age 65.) Inactivity increases with age. These troubling trends pose challenges for healthcare providers, educators, policymakers, and families alike. West Virginia University Extension's program initiative, Health Motivators, uses research-based strategies, such as social support from family and friends and feasible actions. The program goal is to increase physical activity behaviors among one of Extension's key stakeholder groups, the Community Educational Outreach Service (CEOS.) Predominantly older women, they are representative of the state's rural population, and would likely benefit from increased daily physical activity. The comprehensive program includes curriculum materials, training, and program evaluation tools. Curriculum consists of a leader's guide for club "Health Motivators," with engaging and quick hands-on meeting activities, as well as a monthly calendar for members to reinforce targeted information. Extension educators can integrate and/or adapt the Health Motivators program into their own existing programs and groups to promote healthy lifestyle habits and health consumerism. With the research background, curriculum materials and workshop experience, educators can recruit, train, and support Health Motivators within community organizations. The Health Motivator program provides Extension educators with a model and materials to implement a peer-led, community-based intervention to increase physical activity levels among older adult women. The project has been received with enthusiasm by the CEOS members. Evaluations of training sessions are very positive. A year long evaluation is being conducted.

Bringing Southern Ohio Farms to Life Through the New and Small Farm College

Presenter: Tony Nye nye.1@osu.edu

Co-presenters: John F. Grines, Jeff C. Fisher, David A. Mangione, David A. Dugan

Increased clientele requests from new and small farm owners indicated a need for a comprehensive farm ownership and management program. The Southern Ohio New and Small Farm College was developed for landowners wanting to make the most of living on a small farm. Farm ownership and management issues were addressed by Extension personnel, industry representatives, and government agency officials. The Southern Ohio New and Small Farm College was very successful in providing participants with cutting-edge information and a wide range of topics relating to small farm production and management. The concept of using regional locations was successful in drawing clientele from a wide geographic area. The positive response to the initial College has resulted in the scheduling of additional statewide sessions. Direct mail and meetings remain popular for delivery of information but the increased availability of the Internet makes it a viable option. Two hundred ten individuals from 27 counties participated in the eight-week program. This program was successful in exposing a new clientele group to educational assistance available from Extension as nearly two-thirds of the participants had not previously attended an Extension educational program.

Expanding Outreach Through Fee-Based Programs

Presenter: Tamara Pellien pellien@aesop.rutgers.edu

With budget crunches and increased need, cooperative extension strives to bridge the gap between supply and demand. That is supplied funding and the demand/need for services. Providing programs at no cost is quickly becoming a thing of the past. As professionals, we need to build new bridges to meet our goals and fee based outreach is one of these bridges.

This poster will highlight how Bergen County 4-H instituted new policy regarding outreach opportunities, how we measured our worth with competitors, how we marketed our programs to increase awareness,

how we maintained continued interest from program supporters, and how this new "bridge" actually increased program capacity through hiring staff and efficient use of partnerships.

Agriculture Safety Programming for Youth

Presenter: Georgy Plaughter georgy.plaughter@mail.wvu.edu

Co-presenter: Kelly Dagesse

Introduction

Progressive Agriculture Safety Day TM provides training and resources for rural communities nationwide to conduct one-day safety programs for children and communities. A multi-year program evaluation was conducted to determine the effectiveness of the program components and to gather useful information for new coordinators.

Goals/Objectives

Goal: The number of Safety Days conducted in West Virginia will increase.

Objectives: Agents will gain knowledge about Safety Day history, realize benefits for participating children, learn useful tips for coordinating events, and benefit from organized coordinator information.

Goal: To provide long term impacts of Progressive Agriculture Safety Day TM for participants and families.

Objective: Agents will learn which program components should be included in Safety Days.

Administrators will use the information to retain and attract funding sources.

Methodology

National and state data was compiled from the Progressive Agriculture Foundation headquarters. Past program coordinators were reached by telephone and written questionnaires. Past program participants were addressed in person, and relayed information on written questionnaires.

Outcomes/Impacts

Coordinator survey results indicated that coordinators who responded were experienced. The average amount of camps conducted was five. Hence, the survey provided useful information from seasoned coordinators.

Coordinators chose ATV safety as the most important class taught. Rates for ATV related accidents in West Virginia are among the highest in the country. So, Safety Days address issues relevant to the state's most serious safety issues. This is a "selling point" to Board's of Education for cooperation for the event.

The remainder of the results provides information useful for coordinating events: agencies from which to recruit volunteers, solicit donations, time needed to prepare, and troubleshooting suggestions.

The second phase of the study collected actual impacts of the Safety Days. Children reported what they remembered from programs five, three and one year ago: most useful information learned and information shared with family members.

A Four-Year Summary of Group III and Group IV Soybean Variety Demonstrations

Presenter: Donald Plunkett dplunkett@uaex.edu

In 2004 soybean variety plots planted for high yield on a silt loam soil near Sherrill, AR, under the direction of the Jefferson County Cooperative Extension Service became infected with stem canker disease.

There were three different maturity groups planted in 2004 and to some degree all maturity groups were affected by stem canker. The Group V maturity group was the most affected.

Since 2004 the Extension soybean variety demonstrations have been designed to test resistance to stem canker with high yields being the ultimate goal of the demonstrations.

In 2004 and 2005 maturity groups III, IV and V were planted on silt loam fields on the Waterloo Farm near Sherrill, AR. In 2006 and 2007 Group V plots were planted on a silt loam soil near Altheimer, AR on the J.P Walt and Sons Farm.

Since Group III and Group IV soybean lines with Roundup Resistance have been planted all four years of this study on the Waterloo Farm, this study reports only on those entries for the four years of demonstrations.

Plot Design:

In 2004 and 2005 plots were eight (8) rows wide by field length on 38 inch centers. In 2006 and 2007 plots were six (6) rows wide by field length on 38 inch centers.

Plots were strip plots and no replications by variety were made.

Plots have been planted on three different fields on the Waterloo Farm. The field planted to plots in 2004 also had plots planted there in 2006 but the 2005 and 2007 plots were planted to different fields.

Pest Management:

In 2004 varieties did not have to have stem canker resistance but most varieties from 2005 – 2007 were moderately resistant or resistant to stem canker as determined by UACES Soybean Update information or as determined through use of the Extension SOYVA variety selection computer program. Companies also could enter varieties with industry rated resistance of moderate- or resistant to stem canker.

Seed protection materials may or may not have been applied to varieties by contributing companies and no analysis was performed as to differences attributed to yield by seed treatment addition.

Because high yields were the ultimate goal of the variety strip tests fungicides were applied at approximately R3 or R4 growth stages. In some years a pyrethroid insecticide was also applied with this fungicide.

Insects were also monitored in late season and applications were made when thresholds were met according to Extension scouting protocols. Stink bugs have been sprayed out in late season of some years.

Irrigation:

The Extension computer scheduling program for irrigation is routinely used to aid in determining timing of irrigations.

Leaf and Stem Disease Ratings:

When possible a plant pathology program associate was brought in to perform foliar disease and stem canker stem ratings. Because stem canker leaf symptoms closely resemble Sudden Death Syndrome leaf symptoms, care is taken to make sure of what, if any, stem lesions are in plots. Leaf ratings are the primary method of de

More for Your Money Website

Presenter: Evelyn Prasse eprasse@illinois.edu

Co-presenter: Susan Taylor

The Your Money and Your Life Program in Illinois recognizes that low-income individuals operate outside the financial mainstream. When participants are provided with financial tools, they can improve their lives.

Grants were secured from the Illinois Department of Human Services, the Grand Victoria Foundation and University of Illinois Extension to support the program. The grants funded training, site support, and web development. The interactive, online web site, More for Your Money (web.extension.uiuc.edu/money.) was developed by Extension to be used by the FEP sites, as well as the general public. The six web site modules are Values and Goals, Income and Expenses, Spending Plan, Credit, Debt Management, and Saving. In addition to text and activities, an evaluation component is included at the end of each module.

FEP instructors were trained on ways to integrate the online web program with their traditional face-to-face instruction. The instruction included at least six hours of computer time. The FEP instructors were available to assist and monitor the participants' online learning. The pilot of the online program results will be shared.

Because of the success of the online web program, other agencies and organizations have expressed interest in using the program.

E-mail Consultations for Well and Septic Education

Presenter: Herbert Reed hreed@umd.edu

Co-presenter: Thomas Miller

Many homeowners with on-site well and septic systems lack knowledge of how to maintain these systems. In some cases the first time a homeowner realizes that any maintenance is required is when there is a problem such as a septic system back up. Web sites are maintained to teach well and septic maintenance to homeowners. Homeowners are invited to email questions not answered on the website. There were 175 email well/septic consultations in 2007. The majority of email questions concerned septic systems (75%) and 25% concerned wells or water quality. The rest were on other topics such as clogged drains. A survey was sent to all participants during 2007. Of those responding (35%), 45% reported receiving all or the information needed to solve their problem, 25% got most of the information needed, 16% got some of the information needed, 9% felt they were directed to the right place to get the information, and 5% felt they did not get their question answered in any way. On the question of money saved, 70% said they did not save any money but some said they got "peace of mind". Of those reporting money saved, 40% specified amounts ranging from \$200 to \$25,000 and an average of \$6,400. On the question of the value of the email consultation service, 78% felt it was very valuable and should continue, 17% felt it was somewhat valuable and should continue if funds were available, and 5% felt that it was not that valuable. Many respondents added positive comments praising the promptness of the response, detail, and accuracy of the information received. Many cited the value of having an independent source of well/septic information and stated that the information provided gave them more confidence in discussing their situation with local contractors.

Improving Tax Practitioner Accuracy and Knowledge through Extension Programming

Presenter: Glenn Rogers glenn.rogers@uvm.edu

Co-presenter: Dennis Kauppila

In response to needs of the industry, annual two-day Income Tax Seminars covering Federal and State Income Taxation programs were developed and presented to 400 Vermont Tax Practitioners. Four one-day specialized Income Taxation courses were also presented to 200 more Tax Practitioners. Courses involve working with state Tax Practitioners Association, IRS, state Department of Taxation, Volunteer instructors, and Advisory Boards. Course material for two-day schools were developed by National volunteer Land Grant University Ag Economists and Tax Specialists and marketed to some 25,000 Tax Practitioners throughout the U. S. One-day schools were a result of surveys of participants. Material developed and taught by national speakers after consultation with Advisory Board volunteers. Specific Income Tax chapters for two-day schools were suggested and taught by volunteers. Two-day schools were coordinated with IRS, State Tax Department, and Tax Practitioners Association, and promoted by Extension via mailing, website, and TV programs. Evaluation data from the past 5 years shows 73% Strongly Agreed or Agreed with "The Income Tax School helped improve accuracy of returns I file." 77% agreed that "the Income Tax School improved understanding of Federal and State Income Tax Laws and Requirements." Attendance at the schools show that approximately one half (1/2) of the Tax Preparers in the state attended and completed approximately one third (1/3) of the tax returns filed in the state. Approximately One Third of participants were CPA's, 18% were Enrolled Agents, 12% were bankers/lenders and the remaining were general tax preparers.

Power U

Presenter: Nancy Rucker nrucker@utk.edu

Co-presenters: Judy Kovach, Kathy Finley, Justin Crowe

Power U is a program developed by University of Tennessee Extension with a series of lessons designed to reverse the unhealthy trend of childhood obesity. The series of ten, 30 minute lessons is designed for fourth graders. This program teaches children to enjoy eating fruits and vegetables, reduce consumption of high caloric snack food and to be more physically active.

Each lesson meets learning expectations for Tennessee's K-8 Healthful Living Curriculum Standards: Personal Health and Wellness.

Lessons include:

Move With Me (2 sessions)

VBM: Variety, Balance, Moderation

The Original Fast Foods: Fruits and Vegetables (2 sessions)

Portion Investigators

Sugar Facts

Moving On With Fiber

Fat Facts

BONES

Issues addressed in the curriculum include: childhood obesity, not eating enough fruits and vegetables, eating too many high-fat and high-sugar foods, and physical activity levels in youth. The objectives of the program include to: learn to enjoy healthy eating, find ways to be more physically active, reduce high-fat and high-sugar foods, and eat more fruits and vegetables. Attendees will gain knowledge of the Power U program and its impact on youth.

Training Food Service Staff with ServSafe Using New Delivery Format

Presenter: Beverly Samuel bsamuel@vt.edu

Public awareness of food safety has heightened with several national food-borne illness outbreaks. The Center for Disease Control reported that the majority of outbreaks occur due to poor hygienic practices, cross-contamination, inadequate cooking and improper holding temperatures of food. Virginia Health Code requires that a person is on site who can demonstrate knowledge of proper food handling during all hours of operation. Loudoun County has over 500 food establishments, including vendors, and new facilities are opening regularly. Food service staff needs training to obtain food sanitation certification.

Loudoun County Extension collaborated with the Loudoun Health Department and provided 11 ServSafe Courses to train food service workers during 2007. The 8-hour course is offered, in lieu of the 16-hour format, due to the demand from food managers to limit time that staff is out for training. Over 1,000 food workers have been trained and in 2007, 243 food workers were trained in food sanitation.

Eighty percent of 243 food workers trained received certification from the National Restaurant Association with an average class score of 81.4%. This 81.4% average class score in the 8-hour format was comparable to 82.4% in the 16-hour format, representing no significant difference. Pre and post-assessments indicated that participants increased their knowledge by an average of 30%. The new delivery format has proven to be effective and participants reported increased knowledge of personal hygienic practices, preventing cross-contamination, proper cooking and holding temperatures. The Health Department reported food establishments with trained staff improved in proper food handling and inspections scores. This translates into fewer incidences of food related illnesses, saving thousands of dollars, and positively impacting millions of meals served each year.

Evaluation instruments including pre and post assessments, 3 months and 6 months follow-up evaluation instruments and procedures will also be shared.

A Successful Strategy to Increase Nutrition Education in Elementary Schools

Presenter: Carrie Schneider-Miller clsmiller@unl.edu

The University of Nebraska-Lincoln Extension Nutrition Education School Enrichment Program was developed in 1998 by Lincoln NEP staff to assist teachers in increasing the amount of time they provide nutrition education in their classrooms. In the last three years this program has expanded into other communities in Nebraska (Omaha, Bellevue, Grand Island, and Hastings). It is designed for income-eligible elementary schools where 50% or more of the students participate in the free and reduced-price school lunch program. Since 1998, 20,500 students have been taught in 1,100 classrooms. The total amount of time the teachers taught using the kits has been over 10,000 hours and the total value of teaching time investment equals approximately \$430,000. The federal government matches the value of

teaching time, contributing an additional \$430,000 to support and expand this school enrichment program.

With funding from the United States Department of Agriculture Food Stamp Nutrition Education Program, UNL Extension staff developed teacher curriculum manuals and kits to correlate with the required health text for grades kindergarten to sixth grade. Each kit contains five lesson plans approximately one to two hours in length. Additional activities complement each lesson and included in each kit are supplies and handout copies for every student.

Teachers sign up to receive the kit for three weeks. The NEP staff delivers the kit directly to the classroom and teaches hand washing and introduction to nutrition. The teacher decides how to work the lessons into their schedule. NEP staff returns to the classroom to pick up the kit and lead students in preparing a healthy snack. A teacher who participated in the program this past year stated, "We tripled the amount of time we spent teaching nutrition education from four to twelve hours. The curriculum is very age appropriate, complete, and student centered. It was awesome! "

The History of the 4-H Uniform

Presenter: Jan Scholl jscholl@psu.edu

Some people collect stamps and coins, I collect 4-H uniforms, patterns and memorabilia. 4-H uniforms were worn almost since the program's inception. Much can be learned about the progression of the "official" uniform by decade and note how farm magazines, companies adapted and printed patterns to make sure 4-H members were "in-style." Even a 4-H quilt block was adapted from a civil war pattern by the Kansas City Star (newspaper). The collection of costumes and patterns form the basis of the study, but issues of uniform dress for the 4-H program includes a review of other 4-H uniform studies and bulletins, children's literature, USDA films and Hollywood motion pictures, photographs (particularly of food demonstrations) and artifacts, such as early 4-H "patches", hats, banners, etc. The author has been collecting and researching origins of the 4-H uniform since 2002, the year of the 4-H centennial.

Video Food Preparation Flash Cards: New Uses

Presenter: Jan Scholl jscholl@psu.edu

In 2003, a nutrition education resource was developed to teach youth and adults and train EFNEP/NEP paraprofessionals how to recognize and improve food preparation techniques. Video Food Preparation Flash Cards received many national awards. The resource was developed in four 5-minute in order to allow educators the ability to pre-test, provide remedial work and to post-test learning outcomes. Since this time, extension educators have developed new uses for the resource, expanding its use in large audiences as well as in the home and for transitional and low-income people. Also, much more work has been done in slowing down or speeding the action and allowing the participants to comment on what is happening. This is your opportunity to review this inexpensive resource and submit your ideas for the benefit of others.

Work Smarter: Find Volunteer Resources on the North Central Region Volunteer Development Website

Presenter: Vicki J. Schwartz schwartz.4@osu.edu

Co-presenters: Susan Pleskac (WI), Sheri Seibold (IL), Julie Chapin (MI), Mary Jo Williams (MO)

The volunteer specialists of the 12 states in the North Central Region believe in working smarter, not harder. They fully comprehend the key role volunteers serve to achieve the organizational goals of 4-H and Extension. Therefore, a clearing house of resources in volunteer administration, a beneficial tool for all Extension professionals, is being developed. Hosted by the University of Wisconsin, the resources will be categorized into Volunteer Management tools, Volunteer Competencies resources, Research, and Related links. Designed to share information to professionals, all materials found on this NCRVD website will be links back to the state of origin.

Volunteer Management tools will be organized using the ISOTURE model of volunteer administration. This model of volunteer administration was developed by Dr. Robert Nolan of North Carolina State University in 1969. Adapted by Dr. V Milton Boyce, Program Leader for 4-H Youth Development,

Extension Service, USDA in 1971, it was introduced to 4-H professionals to be used in local 4-H Youth Development programs. Visitors to the website will find training materials and tools to Identify, Select, Orient, Train, Utilize, Recognize, and Evaluate volunteers.

Volunteer Competencies align with the Volunteer Research Knowledge and Competency Taxonomy Model (VRKC) designed by the team of Dr. Culp, III of University of Kentucky, Dr. McKee of Purdue University, and Dr. Nestor, of West Virginia University in 2004. The taxonomy provides 4-H professionals with a national focus and direction related to the levels of competency and the perceived needs of 4-H volunteers. Resources of the VRKC taxonomy are referenced in six domains of skills in Communication, Organization, 4-H Program Management, Educational Design and Delivery, Positive Youth Development, and Interpersonal Characteristics.

Research, both studies and instruments, will also be available on the website. The goal of the website is to assist professionals to secure resources that can assist their program delivery and professional development.

“Six Easy Bites” Goes to School

Presenter: Carol Schwarz cschwarz1@unl.edu

The 2005 Youth Risk Behavior Survey reports one in every three (33.3%), or approximately 106,000 Nebraska students in grades K-12 is either at risk for being overweight or are overweight. Nebraska students also did not consume the recommended amounts of fruits, vegetables, and dairy products. To address these issues, University of Nebraska-Lincoln Extension in Buffalo County developed a five-session interactive program using the “Six Easy Bites” 4-H curriculum to help students improve their MyPyramid and food safety knowledge, eating habits, and to improve their hand washing skills. Parent newsletters were developed for each session, so students could share activities at home. Buffalo County Extension partners with Kearney Community Learning Center to provide this program to students.

The curriculum included sessions with hands-on activities on MyPyramid, food safety, kitchen safety and nutrients in foods. A nutritious food activity was included in each session. By the end of the program, students had made and sampled 10 recipes for their own personal recipe file.

The program was effective in helping students understand MyPyramid. Evaluations showed 100 percent of students could name a food from the fruit, vegetable, grain, dairy, and meat and bean groups. Eighty-two percent of students now eat foods from all five food groups always or most of the time. One-hundred percent of students said to throw food in the trash, if they think it is unsafe to eat; germs are what makes food unsafe to eat, when left out more than two hours; and fruits and vegetables need to be washed before eating. By the end of the program, 100 percent of students were washing their hands, with warm water and soap, while singing the ABCs Song twice which ensured substantial time was taken in the process.

Fitness Indulgence

Presenter: Carol Schwarz cschwarz1@unl.edu

Co-presenters: Linda Boeckner, Ann Fenton, Alice Henneman, Nancy Urbanec, Jeannie Murray

A "Fitness Indulgence" brochure and display was developed to help educate adults, age 50-70, on the importance of incorporating a total body fitness program into their lifestyles, and to increase their motivation by encouraging them to add creativity and indulgences into their fitness plan.

The brochure emphasized the importance of a total body fitness program by reviewing the benefits of stretching and flexibility, strength training, aerobics for cardiovascular fitness, and balance for fall prevention.

To increase motivation a more creative and positive approach to fitness was presented throughout the brochure and display. An "indulgence" fitness program was used to incorporate the four areas into their overall program. Yoga was used for stretching and flexibility, Latin Dance for cardiovascular, Tai Chi for

balance, and elastic bands for strength training. By using the word "indulgence" readers had a more positive attitude about fitness and thought of it as something they wanted to do instead of need to do.

Another important part of motivation was incentives or rewards. "Indulgences" such as back massages, facials or pedicures, trying a new hair color, and so forth were encouraged. This type of incentive or reward helped to complete the total mind/ body fitness program.

The brochure was posted on the University of Nebraska for Families website and linked to county extension office websites across the state. The brochure and display were added to current nutrition/ health programs and displayed at local health fairs. The brochure was also displayed in doctor offices and fitness centers, such as YMCA, and other similar locations.

A written questionnaire using a Likert scale response was used to determine the effectiveness of the brochure. The questionnaire was printed with the brochure on the website for readers to complete. When used with other programs a two-month follow-up questionnaire was used.

4-H and FFA Youth and Parents Perceptions of Livestock Ethics

Presenter: H. R. Scott HRScott@mail.wvu.edu

Co-presenters: Dr. Jean M. Woloshuk, Dr. Harry N. Boone, Gina Taylor

The ethical treatment of animals and the elimination of unethical practices in the show ring are important to the 4-H and FFA youth organizations, therefore, a need exists to analyze the perceptions of rural and urban 4-H and FFA members and their parents with regard to what are ethical practices in caring and handling of livestock animals. The target population for this study was 394 4-H and FFA youth and their parents in a county program. The majority of the respondents perceived the following practices as unethical: pumping air under the skin of an animal, substituting an animal without notifying the show committee, talking to judges before a show to gain favor, and injection of fluids other than medications under the skin of an animal. Youth and adults have similar perceptions on the livestock issues examined in this study. Minor differences existed between male and female perceptions of the livestock issues. Differences existed in the perceptions of the livestock issues when compared by the respondent's residence type. Participation in ethics training increased the respondents' awareness of the livestock production ethical issues.

This poster session will show the perceived ethical and unethical practices identified by the participants as well as differences based on age, place of residence, exhibitor status, gender, and participation in ethics training. Copies of the instrument will be provided so others could replicate the study in other states. Which would provide stakeholders, legislators, and administrators verifiable evidence of the impacts of ethics training.

LaPorte County Rural Summit

Presenter: Walter Sell wsell@purdue.edu

LaPorte County held its first ever rural summit on November 12, 2007. The all-day event was sponsored by Purdue Extension LaPorte County, Leadership LaPorte County Inc. and the Unity Foundation. Twelve of our small communities came together to gather information and share their ideas. Each community was asked to send 6 to 10 local citizens from their town or township and approximately 80 individuals attended the event. Those participating included local public servants, business people, students, farmers, fire fighters, Lions Club members and community volunteers. Each community that fully participated in the summit received a \$250 grant from the Unity Foundation to help fund a needed project within their community. Community development sessions were conducted in the morning including discussions on rural demographics, RISE 2020, federal grant and loan programs available to local communities and how community foundations can help rural areas. The afternoon was spent with each community participating in a facilitated strategic planning session regarding the assets and challenges of their local area. Each team reported back to the entire group and contrasts and comparisons were pointed out by the resource specialists. Common challenges mentioned were: lack of sewer and water, communication problems, need for a community center, lack of local services and a general lack of pride. Assets mentioned

included great people, location, local organizations, small-town atmosphere and agriculture. Future meetings are being planned. A network of rural leaders has been formed and smaller collaborations are conducting planning meetings to discuss common issues.

A Tour-Based Approach to Human Rights Education: The Case of Idaho's Journey for Diversity and Human Rights

Presenter: Harriet Shaklee hshaklee@uidaho.edu

Co-presenters: Sue Traver, Brian Luckey, Kathee Tiff, Audrey Liddil, Arlinda Nauman, Laura Laumatia

States and communities across the nation have experienced recent population shifts in immigrant, religious, and racial/ethnic groups. These changes challenge communities as they develop inclusive environments where all can thrive.

To address these issues, University of Idaho Extension developed Idaho's Journey for Diversity and Human Rights, a traveling workshop on the historical roots of constituent groups and the state's challenges in human rights and inclusiveness. Participants travel together visiting historical sites and learning about the events that shaped Idaho. Idaho's Journey is designed for educators, business people, health care and social service providers, older youth, retirees, and community residents and leaders.

We have completed Idaho's Journey in five regions of the state, covering topics such as the history of Hispanic populations in Idaho, the role of Chinese in Idaho's mining camps, the Minidoka Internment camp for Japanese-Americans during WWII, current challenges of education and income for immigrant populations, African-Americans in Idaho Territory, the boarding school experience for tribal youth, and Idaho's early leaders in worker rights and women's suffrage.

Retrospective pre-test methodology measured the effectiveness of the program. For each Journey, participants showed significant increases in:

- knowledge of the people/events important to Idaho's past and present challenges of diversity and human rights, and how this knowledge informs current issues for the state.
- knowledge of successful strategies to address issues of diversity and human rights.
- ability to speak up/take action, and commitment to address issues of human rights and diversity.
- connections to others in Idaho concerned about diversity and human rights.

Through these programs, UI Extension has been able to strengthen relationships with human rights and ethnic groups throughout the state, better connecting Extension to many underserved audiences. This tour-based strategy can be used in any state or region to educate about diversity and human rights.

Premier Skillathons: Premier Kids

Presenter: Joy Sharp sharp.5@osu.edu

Livestock Skillathons were developed as an objective way for youth to demonstrate their knowledge in livestock education. Livestock shows are great, but alone they are an incomplete tool in evaluating youth on project work and knowledge. While Skillathon judging for younger youth is often about helping youth feel more comfortable communicating with an adults and helping them gain self-confidence and skills, Skillathons for older youth must include developing critical thinking and problem solving skills so youth can learn to apply what they have learned.

Premier Skillathon is an opportunity for older youth to further demonstrate and apply their knowledge of animals. In Ross County, this unique program includes ten categories: beef, cavies, dairy, dogs, goats, horses, poultry, rabbits, sheep and swine. Premier Skillathon is a competitive event that youth must qualify for each year. Youth experience Skillathon stations that utilize both general knowledge and application of knowledge. Premier Skillathon encourages older youth to continue their animal science education and rewards them with county recognition and awards.

This Poster session will provide Educators with a background on Premier Skillathons, how to set up a

Premier Skillathon, ideas for stations, and the impact Premier Skillathon has provided in developing Premier Kids in Ross County.

SET Across Nebraska

Presenter: Lee Sherry lsherry2@unl.edu

Co-presenters: Sara Nelson, Deb Weitzenkamp, Brad Barker

4-H is committed to involving 1 million new young people in science, engineering, and technology (SET) projects over the next five years in response to a study by the Committee on Science, Engineering and Public Policy (COSEPUP) and Policy and Global Affairs (PGA). In 2005, findings on the use of science and technology in the marketplace were published in *Rising Above the Gathering Storm: Energizing and Employing America for a Brighter Economic Future*. The research indicates that youth in America are not adequately prepared with the necessary science, engineering and technology skills to compete in the 21st century workplace.

In Nebraska, the 4-H Set work team received a grant to conduct and teach six SET "Camps Across Nebraska" for youth ages 8-18. Site coordinators chose from a variety of workshops SET work team members offered. Workshops at each site varied to meet local requirements. A maximum of 40 youth per site, ages 8 to 18 using the BITMobile, or mobile technology lap attended each camp. Site evaluations were conducted around SET work team evaluation goals:

Participants will be actively engaged in discovery and exploration around SET methodologies designed to increase personal knowledge and individual skill level as they apply to workforce preparedness (long term).

Number of youth participating in SET related activities to further develop workforce preparedness skills will increase (intermediate term).

Youth apply science and technology to 4-H or other projects (intermediate term).

Youth will understand how science and technology relates to their 4-H projects (short term).

Youth will have increased awareness of emerging technologies and its impact on the future workforce (short term).

Youth will develop positive attitudes about science and technology. This poster session will share evaluation results, lessons learned and recommendations for implementing similar programs in other states.

The Family Tackle Box

Presenter: Joyce Shriner shriner.3@osu.edu

Co-presenter: Cynthia Shuster

The end-of-year program evaluation completed by parents of children participating in before and after school programs showed that parents wanted classes on parenting. As a result, this FCS Educator began teaching monthly parenting classes as part of the schools' family night beginning in September 2006.

Because family night rotates among five elementary schools with most parents attending only when family night was hosted at the school that their child(ren) attends, there was a need for an educational tool that could reach all parents on a regular basis. To accommodate this need, this educator partnered with a neighboring FCS Educator to co-write and co-edit a monthly parent education newsletter titled *The Family Tackle Box*. A hard copy of each newsletter was distributed to all elementary schools in both counties. School principals were asked to copy the newsletter and distribute it to parents. The educators piloted the newsletter from January through May 2007. The objective was to equip families of elementary age children with: creative ideas, solutions to parenting issues, and fun activities.

The newsletter consists of one sheet of paper printed on both sides. The front features a parent education article and a simple recipe intended to be made by the parents and children together. The back has three educational components; an OSU Extension credits box; and the Affirmative Action statement. The educational components include: a question and answer box titled Reel Issues – Fishing for Answers; a family activity, and a book corner.

The target audience is parents of elementary school children. According to the local schools, Perry County distributed 923 copies and Hocking County distributed 871 copies on a monthly basis.

A survey was distributed in May, with approval from the Institutional Review Board, to evaluate the effectiveness of the newsletter. Preliminary analysis showed positive results.

Mission Possible: Sustaining a Master Gardener Program

Presenter: Carole Smith carole.smith@oregonstate.edu

Co-presenter: Janice Cowan

In rural Oregon, the demand for in depth horticulture education has increased the past few years. The public looks to the land grant university to provide research based unbiased education to meet these needs. Because of financial constraints, horticulture agents are not being hired and those currently employed are expected to provide FTE in other discipline areas. In two eastern Oregon counties, volunteer Master Gardener Coordinator positions were created to fulfill the demands of local clientele. This poster demonstrates how the Master Gardener program in these counties has been continued and strengthened by the utilization of volunteer Master Gardener Coordinators. These coordinators plan, facilitate classes and coordinate volunteer coverage in the offices. In addition they provide local educational clinics, community service projects and beautification projects. Their support in the local offices provides an opportunity for volunteers to disseminate the information they have learned, building their confidence, self esteem and leadership skills. Despite limited resources, volunteers make it possible for local extension offices to continue this valuable program. An informational packet including Master Gardener Coordinator job descriptions, event facilitation guide, class schedule, planning checklist and help desk reference guide will be available so the program can be replicated in other county Extension offices.

Outcomes: Through use of volunteer Master Gardener Coordinators over 30 new Master Gardener trainees receive instruction each year. These trainees assist with local plant clinics, beautification projects at local fairs, partner with the Farmer's Market and help with horticulture questions in the offices.

Impact: Each year, within these two counties, Master Gardener Coordinator volunteer hours provide over \$10,000 in additional support plus new volunteer trainees provide assistance in answering more than 500 researched horticulture questions.

4-H Donated Meat Program

Presenter: Justen Smith justens@ext.usu.edu

The 4-H Donated Meat Program was started by a Davis County, Utah 4-H club in 2005. The first year, corporate sponsors donated money to purchase livestock from the Davis County Fair livestock sale. These animals were donated back to the 4-H program to be used as donations for needy families in Davis and Salt Lake Counties in Utah. Over 3,000 pounds of packaged meat was donated to assist 116 families in 2005. In 2006, the Donated Meat Program expanded to include Davis, Salt Lake, Utah, Morgan, and Weber Counties. Corporate sponsors provided thousands of dollars to be used for the purchase of livestock at livestock sales in these participating counties. Over 345 animals were purchased as a result of generous corporate sponsors. From these 345 animals, over 27,000 pounds of processed meat was donated to the Utah Food Bank for distribution to families in need along the Wasatch Front area of northern Utah. During 2007, the amount of corporate sponsorship doubled to include \$150,000. The 4-H Donated Meat program expanded to include nine counties in Utah and two counties in Wyoming. In 2007, 75,000 pounds of meat was donated to the Utah Food Bank, the largest single donation of meat in the Utah Food Bank's history. The goal for 2008 is to have over 100,000 pounds of meat donated and to

expand the program to states that border Utah. This presentation will provide an overview of how to duplicate this program in other states and the tremendous way this program has impacted Utah and promoted 4-H. This program is rapidly growing and has provided great opportunities for service by 4-H youth while providing much needed meat to be utilized by hungry families.

Overview of International Extension Work in Lebanon

Presenter: Justen Smith justens@ext.usu.edu

Lebanon is an ancient, Middle Eastern country bordered by the Mediterranean Sea, Israel, and Syria. The Bekaa Valley of Lebanon is mountainous and suited to small ruminant production. The 2006 war between Lebanon and Israel left small ruminant producers of the Bekaa Valley in a difficult economic situation. The United States Agency for International Development (USAID) as part of an aid package to Lebanon, is providing technical and financial assistance to livestock producers in the Bekaa Valley. The Bekaa Valley was chosen because this area is a stronghold of the Hezbollah organization and was subsequently heavily bombed by Israel. During the spring of 2007, the author was recruited by USAID to provide Extension style technical assistance, in partnership with Lebanese agricultural specialists, specifically to small ruminant producers of the Bekaa Valley and southern regions of Lebanon. The major objectives of this assignment were two-fold: (1) to assess weaknesses and strengths related to the small ruminant milk supply chain; and (2) provide hands-on targeted technical assistance based on these evaluations, primarily at the producer level, on flock management, animal health, and improved milk production and quality. As a result of this assignment over 250 producers received technical assistance on a number of issues in the form of either individual consultations or workshops. Major impacts included the introduction of castration as a tool for managing market sheep and goats, and weaknesses in the milk supply chain were identified. A follow up assignment took place in January 2008 to evaluate the successes of the previous assignment and to further provide technical assistance to farmers still suffering as a result of continued political crisis. Specific impacts as well as the current political situation in Lebanon as it relates to agriculture will be presented. How Extension operates in Lebanon will also be discussed.

Partnering with Game and Parks to Create a 4-H Mentor Fishing Program

Presenter: Shawna Snider ssnider3@unl.edu

Co-presenters: Colleen Pallas, Brad Parker

The Mighty Minnows 4-H club was established, with the help of Nebraska Game and Parks, to create a youth mentor fishing club. The club meets for 6 weeks during Spring and introduces members to basic aquatic recreation and aquatic environments. They end the "season" by using Kearney Park and Recreation boats to fish on Cottonmill Lake. Members are encouraged to become a FRESH Kid (Friends Reeling Enthusiasm for Skill and Habits) by completing 10 of 20 different "opportunities". Opportunities focus participating in the 4-H aquatic related projects and Nebraska Game and Parks activities. Opportunities are completed by both the 4-H member and their mentor and are as simple as taking a friend fishing who has never fished before or participation in a 4-H Eco-Adventures project.

Buffalo County was the pilot site for this program. In 2006, the first year of its existence, the club had 10 members and 2 leaders. 2007's club had 16 members and 2 leaders. There were two members that completed the requirements to become a FRESH Kid and now are able to become junior mentors. Each member must be accompanied by a mentor so that they may begin to build a life long relationship with an adult. We are hoping to launch FRESH Kids state wide during the 2008-2009 year.

What is Extension? — Marketing to College Students

Presenter: Nancy Y. Snook snook.9@osu.edu

Co-presenter: Beth D. Baydos

Extension is often described as the best kept secret in many communities. "What is Extension?" was a presentation that provided college students at a local university with a basic knowledge of Extension. The presentation was included in a course for both undergraduate and graduate secondary education students enrolled in a course about utilizing community resources for families and students. The presentation highlighted various programs, curriculum, and resources available for public/private

classroom use, including hands-on activities commonly taught during Extension programs. The presentation also described the major Extension program areas, mission/vision, Extension's tie to the land grant system, and how to locate local Extension offices. The presentation has been delivered each semester since Autumn of 2006.

Only 14 percent of the college students previously knew about Extension because they were either 4-H members or advisors. Comments in a narrative summary from students following one presentation included "The agency is a great source of information for students and teachers" and "I hope to use them when I do my student teaching." Following one presentation, a student commented that she planned to incorporate nutrition information on serving/portion sizes in her science lesson plans. She also intended to purchase several of the 4-H school enrichment curriculum for use in her classroom. Following each presentation, a student reported that they located or visited their local Extension office.

Clearly, the Extension message needs to become more integrated into teacher education curriculum to enhance outreach and engagement. The opportunity to tell the Extension story is priceless and students indicated that they were amazed that this type of researched-based information was readily available at a reasonable cost in any community.

This poster session will highlight the information shared with the education students and will provide examples of the materials, curriculum, and resources that are included in the presentation.

Poster Session #2

Wednesday, September 17

Social Media Tools

Presenter: Anne Adrian

Co-presenter: Rhonda Conlon

The purpose of this session is help participants learn how online social media tools can enhance their personal learning, their ability to work with others, and their clients' education. Keeping up with new web tools and new information can feel overwhelming. However, keeping up with new information and opportunities is becoming more and more important to Extension professionals. Additionally, online behaviors are changing and individuals are expecting knowledge sources to be open, free flowing, and inclusive.

The session will break down social media tools into four categories--1) come-to-me, a term coined by Thomas Vander Wal, 2) sharing, 3) collaboration, and 4) social. The come-to-me tools are used to bring credible and trusted content to individuals in an efficient and easy way. Reading news feeds, sometimes called RSS feeds, is an effective way to keep up with favorite web sites and new information.

Sharing tools are used to share information and products, such as documents, videos, photos, and presentations with colleagues and clientele. Collaboration tools are used to develop content and products with colleagues and content partners. Wikis, like those used in eXtension, is one of such product. Social tools are used to connect, enhance, and maintain professional relationships. Social networking sites and other presence technologies serve this purpose.

Some examples of each of these tools will be demonstrated. Take-home materials will include an overview of these tools and instructions on how to use some specific tools.

Extension Field Specialists: Believable Label or Oxymoron

Presenter: Adeel Ahmed ahme0004@umn.edu

Co-presenter: George Morse

Given the world of unlimited demands and tight resources that most cooperative Extension services face, nearly all economists would argue that Extension field staff members should specialize in their areas of greatest comparative advantage. Increasing specialization of field staff has also been called for by Extension leaders and administrators for many years. The literature reports several attempts by state cooperative Extension services to encourage field staff specialization. Yet, none of this literature actually defines the conceptual dimensions of Extension field staff specialization nor measures this empirically.

The word specialization has various shades of meaning; without a clearly defined conceptual definition and good empirical measures of field staff specialization, it is impossible to evaluate whether structural changes to encourage more "specialization" yield greater gains. For example, in the early 1990s, some Minnesota field staff members who self-declared their "specialization" as community economic development worked four days a week as 4-H agents². These individuals were selected for their skills and academic training as youth workers rather than for community economic development, yet they were labeled as "specialized" in community economic development. Some have suggested that the term "field staff specialist" was an oxymoron³ rather than a believable label when applied to Minnesota extension field staff in 2001. While the authors believe this overstates the case, the survey results confirm that field staff in Minnesota are now much more specialized than in 2001 and before.

This paper is organized into six parts. The first part discusses the history of attempts to specialize field staff in Minnesota. Part two outlines the survey methodology used to examine specialization and the characteristics of the respondents. Part three describes the dimensions of Extension field staff specialization in Minnesota from 2004 to 2007. Part four outlines the advantages of Extension field staff specialization, using the data from the survey. Part five outlines the disadvantages of specialization. The final section provides conclusions and policy implications for

Extension services.

Our primary source of information for this paper is a survey, conducted by the authors, of more than 79 percent of the 129 Minnesota regional Extension educators (REEs).

Lunchbox Chatter - Newsletters for Preschool Families Who Pack Lunches

Presenter: Frances Alloway ffa2@psu.edu

Co-presenters: Lois Killcoyne, Leona Joseph, Jill Patterson, Jennifer Heffner

Lunchbox Chatter is a series of 5 newsletters for parents or guardians of preschool children who attend child care and pack lunches. These were developed following requests from child care staff for educational material to distribute to parents to improve the nutritional quality of the lunches being sent for students. In a cooperative project between Extension Educators and PSU faculty, a quasi experimental research study was developed to write newsletters addressing this need and to measure changes in the lunches of those reading the Lunchbox Chatter newsletters. Piloted in 9 child care sites in 3 PA counties, 158 Lunchbox Chatter readers indicated that they packed more vegetables (26%), fruit (31%) and whole grains (15%) following their reading of the newsletters. This behavior change was verified through pre and post surveys of staff at the child care sites. Lunchbox Chatter newsletters and evaluation tools have been distributed to PA FCS educators who are presently using these in child care sites in their counties. Over 18 counties have reported distributing Lunchbox Chatter to over 6,000 parents or guardians.

Participants in this workshop will receive either hard copies or a CD with the Lunchbox Chatter newsletters and evaluation tools. Lunchbox Chatter newsletters would be appropriate for similar audiences in any state that are interested in improving preschool lunches sent from home. This presentation will provide more details from the pilot project, successful marketing techniques and how Lunchbox Chatter has been integrated into FCS programming in Pennsylvania.

Healthy Active Kids: What Communities, Youth, and Families Can Do

Presenter: Joyce Alves jalves@ag.arizona.edu

Co-presenter: Juanita Waits

According to the Center for Disease Control, 25% of school-age children and 24% of preschool children and high school students in Arizona are overweight. Healthy Active Kids built Extension capacity through video-conference training during year one to address childhood obesity within all our existing programs. The two-year project of training Extension staff and volunteers plus community staff resulted in impacts on nutrition and physical activity with youth across Arizona.

During year two, the Healthy Active Kids workshops were developed and delivered by an eight member "traveling training team," to teachers and after-school professionals in five counties throughout the state of Arizona. Components of the workshop include:

integrating healthy lifestyles into youth programs and the classroom; understanding healthy weight for children and families; discussions about portion control and hunger scale; an introduction to classroom energizers called, Classy Moves; information on healthy celebrations, snacks and rewards in the school setting; and a hands-on review of curriculum and programs for healthy eating and physical activity.

The workshop will highlight materials used during the workshops including the Portion Kit Quiz, Classy Moves, the Hunger Scale, and handouts on Healthy Snacks, Celebrations, and Rewards.

Workshop participants rated their knowledge about promoting nutrition and physical activity behaviors in children BEFORE this program was 3.7 on 5 point scale with 5 high and 4.5 afterwards. The workshop were rated very highly 4.6 on 5 point scale with 5 high. Nearly 50% of the participants initially reported that they did not meet recommended levels of physical activity. Nearly 57% did not eat the recommended number of servings of vegetables. Thirty five percent ate the recommended 2 to 2.5 cups of vegetables each day. Participants completing a 4-5 month follow-up survey reported that they used the

Healthy Active Kids resources with 5064 additional people in their communities.

A Logical Framework for Analyzing Health Facility Usage

Presenter: Brooklynn Anderson banderson@agecon.msstate.edu

Health facility usage is an important avenue of study because policies, planning and development strategies, and funding initiatives all rely on an accurate understanding of both the patterns of and reasons for facility use choices among local populations. The theory of planned behavior, which asserts that behavior is influenced by attitudes, subjective norms, and perceived behavioral control, can be easily adapted to suit the study of health facility use. Specifically, the framework presented here is designed to assess associations between health facility use and the constructs of 1) perception of care, 2) social influence, and 3) respondent characteristics, accounting for the mediating potential introduced by the type of service required.

The paper includes a conceptual model, appropriate research hypotheses, and recommendations for data collection and statistical procedures. It is hypothesized that: 1) respondents' perception of care will be associated with facility use choices; 2) facility reputation, based on social influence and subjective norms, will be associated with facility use choices; 3) enabling and predisposing characteristics of respondents will be associated with facility use choices; and 4) the type of medical service used by respondents will be associated with facility use choices. The household survey fashioned to test these hypotheses is designed to be administered by mail, but may be tailored for use as a telephone survey. Appropriate statistical analyses include T-tests, analyses of variance (ANOVA), ordinary least squares (OLS) regression, and binary and multinomial logistic regression.

Also included are practical examples of survey items as designed for Neshoba and Newton Counties in east Mississippi, which can be modified for use by Extension specialists elsewhere. The strategy outlined in this paper serves as a template for future studies which seek to identify patterns of and reasons for health facility use choices among local populations.

The Community Business Matching Model: A Sustainable, Systemic Approach to Community Economic Development

Presenter: Barbara Andreozzi bandreozzi@montana.edu

Co-presenters: George "Buddy" Borden, Linda Cox, Thomas Harris, Jonathan Alevy, Wuyang Hu,

Communities across the nations are engaged in activities designed to stimulate economic development. While a variety of resources exist to assist communities with entrepreneurship and business retention and expansion, information that guides communities through business recruitment is relatively sparse. The Community Business Matching (CBM) Model and process helps communities identify their development goals, the assets that will help them achieve those goals, and the types of businesses that will be most compatible with these goals and assets.

The CBM model and process was piloted in Anaconda, Montana. The CBM steering committee facilitated the formation of a builders association, which significantly increased the size of existing firms. In addition, an attraction strategy was developed and three new firms were attracted to the community.

As a result of the pilot's success in Anaconda, the effort has been expended to include the surrounding five counties, which brought a total of six counties together in a regional effort. All the additional counties have completed their goal rankings and asset assessments. The goal rankings are consistent across all six counties and for the first time, all six counties are supporting each other. Three of the counties have economic development plans for the first time. The most well developed county in the region has already begun to implement a strategy to attract transportation and warehousing companies. All the counties in the pilot are supporting these attraction efforts.

At the same time, the CBM model and process were pilot tested in the Colorado River Region that includes two rural communities in two states: Laughlin, Nevada and Bullhead City, Arizona. Results identified eight possible economic sectors that strongly matched the regional economic development goals and assets with industry needs. Community leaders and economic development agencies are developing targeted recruitment strategies in effort to expand and strengthen the regional economy.

Boomers, Millenials, X'ers and Traditionalists—Exploring Generational Influences on Volunteerism

Presenter: Carolyn Ashton carolyn.ashton@oregonstate.edu

Co-presenter: Terry Palmer

This workshop is designed to explore the influences that generational styles have on volunteerism. Participants will learn best practices in the 1) Recruitment 2) Training and 3) Recognition of volunteers from different generations.

Extension staff across disciplines utilize volunteers in their efforts to maximize program effectiveness. Developing a diverse set of volunteers, including those from varying generations is important to the health of volunteer programs. Generations in the workplace has been examined, but scarcely the influence of generational styles on volunteerism. Participants will explore generational influences on volunteer recruitment, training, and recognition, resulting in larger, more effective programs.

By being inclusive of divergent perspectives, Cooperative Extension can be the organization of choice for potential volunteers. This requires a culture that recognizes and appreciates a variety of perspectives, styles and opinions-where differences are sought out, valued, respected and put to use (Raines, 2003).

Participants will learn about the unique core components of each generational cohort (Traditionalists, Baby Boomers, Generation X, and Millennials). There will be group discussion and interactive activities. Different learning style techniques (visual, tactile, auditory, etc.) will be utilized. Targeted audience is Extension Practitioners who want to maximize their recruitment, training, and recognition of volunteers by incorporating techniques and tools specific to working with different generations.

Instructors have facilitated programs with staff and volunteers at the national level (NAE4-HA 2007) regarding generational influences on volunteerism. The program has since been adapted to share valuable information for volunteer programs across disciplines. They have implemented the program's techniques to successfully recruit, train and recognize different generational cohorts.

Instructional techniques that will be used include individual inventory assessments; small and large group brainstorming, discussion and presentation; instructor lecture, and games. Participants can easily replicate the program with workshop materials.

Workshop materials will include tools and technique handouts, and a resource guide.

Master Volunteers Sew Valued!

Presenter: Marjorie Baker mbake4@uky.edu

Co-presenter: Jennifer Klee

The Kentucky Master Clothing Volunteer Program has been successful for 18 years. 184 master volunteers have received extensive training with 104 meeting certification requirements. Priority is given to leadership development combined with training topics in sewing techniques, textiles, and equipment (sewing, embroidery, serger/overlock) from traditional to the latest technology. Over the past four years, certified master volunteers have logged 33,000 hours reaching over 105,000 adults and 4-H/youth contacts. They conduct local and regional programs partnering with Cooperative Extension FCS and 4-H professionals. Programs have included sewing day camps for youth, beginner and advanced classes for adults, 4-H sewing project groups, computer aided pattern drafting and fitting, as well as providing valuable feedback when judging county and state fair exhibits. Many volunteers have also gone on to operate successful home based businesses adding to their family income.

Partnerships have been established with a variety of sponsors to help support the ongoing training experience. Kentucky Extension Homemakers and home sewing industry companies for patterns, computer pattern drafting software, notions, and fabrics have contributed monetarily and in kind to the program's continued success. Over \$15,000 worth of in kind contributions and \$9,100 from KEHA have been received over the past 4 years.

An overview of the program's history, organizational setup, and success stories will be presented. Instruction on how to navigate the Kentucky Master Clothing Volunteer Web site will also be given. Training schedules, support materials, and educational fact sheets that can be used as resource material can be accessed from this website and used upon returning home. Program guide/setup CD will be available for purchase.

Join the state coordinator for the Kentucky Master Clothing Volunteer Program and other extension professionals to learn how your FCS and 4-H programs can benefit from having a master clothing volunteer program.

9 Northeast Indiana/Poland 4-H Exchange

Presenter: Cindy Barnett cbarnett@purdue.edu

Co-presenters: Barb Thuma, Roger Sherer, Lee Stanish

The idea began in 1992 when three Purdue Extension staff members visited Krakow University in southeast Poland. In 1995, the first team of University professionals from Poland visited Indiana. As a result of that visit, several 4-H clubs were organized in small villages about two hours from Krakow. The entomology professor who began these 4-H clubs had a dream...to offer a 4-H youth exchange program between his 4-H members and 4-Hers in Indiana. The first part of that dream came true in 2005 when 30 Polish 4-H members and volunteers traveled to Indiana. In June 2006, 24 4-H youth and volunteers, from northeast Indiana, traveled to Poland. In January 2007, a six year contract was signed between Purdue University and Krakow University to continue the exchange. Purdue Extension will host in odd years and travel in even years.

A committee of three Extension Educators and the state 4-H International Coordinator has planned organized and secured funding for this exchange and developed a model that could be used for other international exchanges.

The exchange involves youth and adult volunteers who live with host families. Visits are made to 4-H clubs and activities. Host family and group activities are part of the two week stay, whether hosting or traveling. This exchange program provides a unique opportunity for youth and adults to experience a new culture and share their own culture.

In 2006, 93% reported they became more open minded to differences between people and cultures, 93% reported they improved their communication skills, and 86% of the youth reported becoming more independent. In 2007, 100% of the host families thought more globally when they read, watched or listened to world news, 90% learned more about their own community, and 90%

of the families became closer after serving as a host family.

Improving the Capacity of Mississippi's Rural Water Associations Through Board Management Training

Presenter: Jason Barrett barrett@agecon.msstate.edu

Co-presenter: Alan Barefield

The Mississippi legislature enacted legislation designed to increase the capacity of Mississippi's rural water associations' boards and small municipal water systems' government officials to provide safe drinking water and be aware of the technical and legal responsibilities assumed by these individuals. This legislation mandated that the Mississippi State Department of Health (MSDH), in cooperation with other organizations such as the Mississippi Rural Water Association (MWRA), provide training to the governing bodies of these systems. To this end, the MSDH contracted with the Mississippi State University Extension Service (MSUES) to develop training curricula and provide coordination and evaluative services to facilitate the provision of quality training opportunities accessible to clientele across the state. Furthermore, partnerships between MSUES, MWRA, the Mississippi Water and Pollution Control Operators Association, and the Community Resource Group, has resulted in the development of several cutting edge curricula that have been nationally recognized.

Celebrate CAREER DEVELOPMENT: Strengths, Diversity and Unique Programming

Presenter: Tracy J. Behnken tbehnken2@unl.edu

Co-presenters: Jane Armstrong, Kim Bearnes, Amy Topp, Kathleen Lodl, Brian Bosshamer

Expanding career options and a rapidly changing workforce make career development an essential component of youth programming. This Roundtable will provide resources and generate dialogue connecting the value of career development to community development and economic viability.

Extension Career Development Educators will provide leadership to the discussion. Participants will:

- relate the impact of career development to community economic development and viability,
- learn strategies to engage youth in career development plans, emphasizing benefits of returning to their communities.
- discover available resources and curricula that support career development,
- network with business, industry, government and civic organizations to form effective coalitions that impact economic growth,
- create a spirit for working together and generating dialogue across Extension to strengthen opportunities in career development as it relates to community viability.

A recent state-wide 4-H impact study shows:

- 97% of 4-H'ers active at time of high school graduation pursue post-secondary education,
- 78% identify college majors related to their 4-H projects, and
- 66% indicate plans to pursue those majors.

Ninety-seven percent of youth attending an Extension career development program recognized local professionals from their career interest area who chose to return to their "hometown" area because it was a good place to work and raise their family.

Roundtable participants will have access to an online summary of ideas generated during this session. A website will provide an opportunity for participants to continue sharing career development ideas. On-going dialogue will create a synergy for innovative programming in career development nationwide.

The relationships created within Extension build an opportunity to collaborate and maximize career development programming resulting in:

- better prepared youth with skills tailored to their career interests, and
- increased youth returning to their “hometown” area to enhance the local workforce and community leadership.

Connecting Community, Farm and Food Systems Developing Regional-Based Initiatives and Working Groups in Virginia

Presenter: Matt Benson mcbenson@vt.edu

Co-presenter: Eric Bendfeldt

Agriculture and forestry contributes over \$47 billion annually to Virginia’s economy. However, little of this economic activity is in the form of fresh market foods. In 2004, Virginia reported only \$122 million dollars in sales of fresh market vegetables. At this same time, Virginia communities are facing a crisis of food, nutrition, and health. In 2005, the Virginia Center for Healthy Communities reported 25 percent of adult Virginians were obese and 35 percent were overweight.

The emerging movement of buying fresh, locally produced foods is an asset-based community economic development strategy that can improve the health of Virginians, sustain working farmland, and enhance farm profitability. Reintroducing Virginians to agriculture and fresh foods can address these diet-related issues and result in healthier individuals, communities, farms, and ecosystems. Eating locally produced foods is a positive economic investment. A preliminary analysis conducted in Virginia shows that if each household spent \$10 (of their total grocery dollars) every week on Virginia-grown food, over \$137 million every month would be invested in local farms, independent businesses, and the community. Annually, this contribution would be more than \$1.65 billion invested in Virginia communities.

This program development workshop will discuss an initiative to develop community-based food systems throughout Virginia. Outcomes include:

- Regional food system work groups,
- New research and education opportunities,
- Partnership development and capacity-building for Cooperative Extension, and
- The formation of a statewide food policy council.

Impacts include:

- Asset-based economic development,
- Improved community health and identity,
- Improved agricultural profitability, and
- Sustained working farmlands.

Materials provided include research-based publications, a resource list, and a summary of Virginia’s food system initiatives. Workshop participants may include 4-H, agricultural and natural resource, community development, and family and consumer science educators. A facilitated dialogue will focus on this initiative and future opportunities.

Science Activities at Your Fingertips with Earth X-Press

Presenter: Laura Bovitz Bovitz@rce.rutgers.edu

Co-presenters: Lisa Rothenburger, Jeanette Rea-Keywood, Margaret McKee, Tamara Pellien

With a nation-wide focus on science literacy, many educators are looking for ways to introduce science into their programs. In the next decade, our nation will face a significant workforce shortage in the critical science, engineering and technology fields. Too many young Americans do not have the science, engineering and technology careers skills necessary to succeed, and meet our country’s needs in the future. Providing opportunities for educators to not only introduce science, but to make it interesting for youth, is important to address this concern.

Educators are looking for easy to use hands-on activities to enhance their already existing curriculum. Earth X-Press meets those needs. Activities are simple, require easily obtainable materials, are hands on, and require little preparation by the instructor. Activities focus on the concepts of plant and animal science, ecology and ecosystems, earth science, and conservation.

All activities link to National Science Standards. Activities are designed to be a one page, pull out format and can be used by formal and non-formal educators in a variety of settings.

Earth X-Press activities include topics such as recycling and composting, learning about food webs, animal tracking, seed germination, sensory awareness, understanding the water cycle, and weather. Activities are geared to youth in grades 4 through 8, but can be easily adapted to use with other age groups.

This workshop will introduce Earth X-Press activities, and participants will have the opportunity to participate in a sample of these hands-on activities. Samples of curriculum will be provided, and will enable participants to implement these activities in their own programs.

Prepare to Care I'm READY are YOU? Employers Supporting Employees Who Care for Family Members

Presenter: Sally Bowman bowmans@oregonstate.edu

Co-presenters: Cheryl Peters, Mary Brintnall-Peterson, Molly Spaulding, June Mead

The AARP Foundation, CSREES, state AARP and Cooperative Extension in New York, North Carolina, Oregon and Wisconsin are collaborating in a two-year pilot program to educate employers and employees about the impact of caregiving on people's work and personal lives. This project targets small business employers and employees through the workplace using a set of shared strategies, including educational materials and activities, collectively called Prepare to Care—I'm READY are YOU? Employers supporting employees who care for family members.

By educating employers, it is expected businesses can reduce absenteeism and disruptions in the work schedule, increase retention of employees, and improve morale of employees. Employees will have the knowledge, skills, and motivation to plan and care for elder family members, friends, and neighbors, and to improve their work-life balance.

There will be a national roll-out campaign of the AARP/Extension Community Educator's Guide in November, 2008 of best practices based on our evaluation of piloted strategies. The Community Educator's Guide will include an assortment of educational materials and templates; national, state, and local resources; and proven outreach strategies for both employers and employees. These materials will be available electronically through eXtension and AARP. They include information on public benefits by state and a number of checklists to assess needs of older adults. The audience for the Guide will include Extension educators, professionals who work with older adults, and volunteers. A formative evaluation for the pilot project included tracking outreach efforts with employers and community partners, distribution of educational materials, and educational outreach meetings, presentations, and events with employers and employees.

Information from the pilot projects in all four states will be shared at the roundtable to share the educational materials, and gain insights from participants about roll-out and implementation. We will bring copies of the AARP/Extension materials for each participant.

100 Best Communities for Young People Award Strengthens Communities

Presenter: Barbara Brahm brahm.1@osu.edu

Have you been looking for a new and effective way of addressing our Extension themes in an interdisciplinary way that builds strong community partnerships, brings a new excitement to community development, enhances personal and Extension credibility, catches the eye of stakeholders, and can promote cost recovery? Then consider organizing a community team to apply for the "100 Best Communities for Young People" Award through America's Promise, the Alliance for Youth, founded in 1997 by General Colin Powell.

Completing the on line application can take a broad spectrum of community leaders through a community capacity assessment process to determine community strengths and trends around youth issues. Educators, social service, business, government and other youth serving agencies

need to be involved. The process can enhance community capacity building and cross program collaboration, and builds strong local community partnerships. Winning the award can enhance community pride and the community commitment to address youth issues. There is a heightened spirit of excellence in what individuals and organizations feel and do. Stakeholders including County Commissioners, State and National Legislators, and local business see the award as a marketing tool for economic development. Extension and other local agencies can use the award as criteria for grant writing.

Techniques for this presentation would include power point, a display, and handouts to give a history of America's Promise and it's link to capacity building, expected/unexpected community impacts, key collaborative partnerships, and how this work fits our Extension themes of "strengthening and enhancing communities, neighborhoods, and families", enhancing quality of life", and creating community and educational excellence". Handout materials would include a summary of key points and a copy of the application.

National 4-H Council is a national sponsor of America's Promise, but other Extension program areas need to consider how this growing national initiative can enhance their Programs.

What's Happening Now? Assessment of Parent Education in a Southern State

Presenter: Denise Brandon dbrandon@utk.edu

Co-presenters: Heidi Stolz, Heather Sedges

This presentation will describe a collaborative research project between an Extension family life specialist, a college departmental faculty member, and graduate students at a land-grant university to assess the status of parent education within the state. The ultimate goal of this research was to establish a benchmark for further efforts to support parent educators.

The research involved conducting telephone surveys with parent educators (PEs) to determine what educational techniques they utilized, specialized populations served, curricula used, and PEs' level of training. Trained graduate students conducted computer-assisted telephone interviews with 312 parent educators using a 54 item survey and helped analyze the results.

Results indicated that the most utilized educational techniques were parenting classes followed by referral services, mailed or emailed parenting information, home visitation services, and parenting hotlines. Specialized populations most often targeted for parent education included parents of children of specific ages, divorcing parents, and parents living in poverty. Least often targeted were parents who were in jail and specific racial/ethnic groups. Of the 129 curricula PEs used, only seven were mentioned by ten or more PEs, and only four of the seven were evidence-based according to pre-determined criteria. A seven point summed scale was created to measure PEs' educational and training experiences. On average, PEs had a moderately high level of training, but a few had very low scores.

These results provide a benchmark for parent education that will help identify needs for future efforts designed to strengthen parent education in the state. Goals might include increasing the use of evidence-based curricula, providing more classes targeting minority populations, or improving parent educators' training scores. In addition, the techniques and tools used in this research may be helpful to other land-grant systems seeking to evaluate the current status of parent education in their states.

Engaging Communities with Volunteerism

Presenter: Okarsamaa Brooks-White, M.S., AFC obwhite@umd.edu

Co-presenter: Dr. Celia Ray Hayhoe

Very often, recruiting and engaging residents in a urban or/and rural areas to serve as volunteers would be challenging however, through collaboration, training, outreach and networking a day and/or week training serves as a niche for individuals wanting to serve their communities in the areas of Financial Counseling, Nutrition, Youth Development and Mastering Gardening. A Volunteer Program has two focus groups: (1) Cooperative Extension Volunteer Programs that recruit and train volunteers to assist in delivering our educational programs in the communities for families, individuals and youth, who have been referred or seek assistance on a particular topic, and (2) the "Train-the-Trainer" workshops for organizations to educate and provide services or counseling to the audiences that they serve. These programs are designed to train volunteers to establish client-counselor/volunteer relationships, gather client data, clarify goals, analyze the client's needs, generate alternative solutions, develop a plan, and evaluate the plan. Using volunteers allows the agent/educator, who is strapped for time to present, teach, educate and increase outreach in the community in various areas. Volunteer programs bring awareness so consumers receive educational programs, research based information and get an end result to their situation and receive invaluable results and outcome.

This presentations (1) provides the method in which the educator manages, recruits, mentors, trains as well as provides leadership to the overall Volunteer Program; (2) discusses ways used to effectively manage four discipline areas of volunteering and the intake process of working with clients; (3) shares the tri-state effectiveness of the train-the-trainer program, community collaborations and partnership; and (4) shows how to design 6-12 months impact evaluations and compute the results of volunteer counselors in equivalent of dollar value.

Farm Estate Planning for Underserved Farmers and Ranchers: An Innovative Approach for Effective Results

Presenter: Okarsamaa Brooks-White, M.S., AFC obwhite@umd.edu

Co-presenters: Dr. Stephen Tubene, Dr. Daniel Lyons

Farm Estate Planning: Effective Communication with Family Members is a 90-minute workshop originally developed as part of a full-day seminar designed to educate agricultural producers, their families or other potential farm estate heirs about issues related to farm estate planning. The Communication workshop is based on a curriculum authored by Judy and Terhune, including a 26-slide PowerPoint presentation with full teaching script and seven handouts adapted with permission from respectable sources. With a focus on family involvement, this program addresses communication, distribution of assets fairly vs. equally and consideration of the needs/desires of all involved parties. This program fills a gap in meeting the unique needs of this target audience.

Sharing this program development workshop at Galaxy will empower other educators to adapt the materials to meet the needs of the agricultural producers in their states. The workshop will be presented to the conference audience in demonstrative format, allowing them to experience the materials as a community workshop participant would. Throughout the presentation, suggestions will be made to the educators regarding possible activities, exercises, or other changes that might customize the workshop to meet their individual programmatic needs. Participants will be given a CD-ROM with the PowerPoint presentation and handouts, allowing for easy replication of the program, which can be used as a stand-alone workshop, or as part of a seminar addressing related topics.

Funded by a grant from the Northeast Center for Risk Management Education, the seminar has been successfully offered at eight locations statewide, reaching 250 participants. After participation in the workshop, 70% of attendees indicated intent to identify farm transfer goals "often" or "always" (opposed to 100% of attendees indicating that they "sometimes" or "rarely")

identified such goals prior to the workshop). This presentation has also been uploaded to University of Minnesota's Risk Management Education site.

Strengthening 4-H Clubs

Presenter: Rod Buchele rbuchele@ksu.edu

Co-presenter: Pamela Van Horn

Today, 4-H comes in many forms and sizes, but the 4-H club model still remains our flagship program. In business terms the 4-H Club is our core business. And just like in business, if we let our core business operate on auto pilot and do not constantly tend to it, it can lose strength and impact. The purpose of this session is to build enthusiasm for and commitment to building strong effective 4-H Clubs. This session will provide resources to accomplish this.

Focusing on Extension Professionals' knowledge and skills, participants will build their capacity to strengthen 4-H clubs through volunteers. Presenters will share the results and resources they used in a training series conducted to strengthen the capacity of Kansas 4-H Agents to work with volunteers and youth in developing and supporting strong, effective 4-H clubs. Participants will receive a CD which contains curriculum resources that can be easily adapted for local use. They will also experience training activities which can be shared with 4-H club leaders.

This session will target developing competencies in the PRKC Domains of Youth Development, Youth Program Development and Volunteerism while focusing on the 4-H Club structure and delivery model. Participants will gain knowledge and skills for training to increase club leaders' capabilities in: Club management; Knowledge of youth development characteristics; Building leadership structures that distribute responsibilities among members, parents and leaders and Helping Youth gain life skills through club experiences.

Green clovers!

Strengthening Family Treasures - Daughter/Mother Camp

Presenter: Maureen Burson mburson1@unl.edu

Co-presenters: Mary E. Nelson, Lorene Bartos

The Strengthening Family Treasures daughter/mother camp provided an opportunity for 5th and 6th grade daughters and their mothers to enhance communication, increase knowledge about body image and sexuality, practice techniques to deal with peer pressure, and prepare dinner while spending quality time together. Group discussion, one-on-one time, indoor and outdoor group-building were a part of the two camps, reaching forty-eight participants.

Returned evaluations (90% of the mothers and 63% of the daughters) indicate: 92% of the daughters and mothers better understand people and personalities; 100% of daughters and 92% of mothers better understand handling "sticky situations; 80% of daughters better understand their parent's perspective on controversial issues; 93% of mothers better understand the joys and challenges which arise and have additional parenting strategies; and 88% of the daughters and 92% of the mothers plan to try one of the 4-H food recipes.

Mothers commented: "I learned how special my relationship is with my daughter. This is not "all" about work. Stop to smell the roses." "I am going to be more open to my daughter's real perspective. I can't always be pushing her. I need to spend more time supporting her." "I am very thankful you are not afraid to bring up uncomfortable subjects."

Daughters said: "When my Mom is pressuring and lecturing me it is okay. She was there once and wants to protect me." "It was fun to do the T.R.U.S.T course with my Mom." "I learned some new things about my Mom during the family trivia game."

Cost of the camp (two days and one night) cost \$120 per pair. Resources included the UNL Family Treasures Book, Fast Foods 4-H manual, Cook it Quick, Real Colors personality

assessment, and Saint Elizabeth Regional Medical Center body image and sexuality education. Two camps are planned in 2008.

Reducing the Risk of SIDS (Sudden Infant Death Syndrome) in Child Care

Presenter: Teresa Byington byington@unce.unr.edu

Co-presenters: Sally Martin, Jackie Reilly, Dan Weigel

Keeping children safe and healthy is one of the main concerns parents and child care providers have for the children in their care. SIDS (Sudden Infant Death Syndrome) is the leading cause of death in babies 1 month to 12 months of age. Over 2,000 babies die from SIDS every year in the United States. Currently there is no known way to prevent SIDS; however there are effective ways to reduce the risk of SIDS. One of the most successful risk reduction strategies is to create a safe sleep environment including always placing a baby on its back to sleep. In Nevada, caregivers are participating in the program "Reducing the Risk of SIDS in Child Care". They are discovering the facts and myths about SIDS, learning ways to create safer sleep environments and developing safe sleep policies to lower the risk of SIDS for the babies in their care. This program has been presented statewide in Nevada and evaluation data collected. Participants demonstrated a fairly low level of knowledge of SIDS prior to program participation and a significant increase in knowledge following the program.

Communicating the Public Value of 4-H

Presenter: Celeste Carmichael cjc17@cornell.edu

Co-presenter: Barb Schirmer

Tools to highlight: Why 4-H Series, NYS4-H Resource Directory, Website/blog

Objectives: Participants will:

- understand why 4-H is a unique youth serving program.
- evaluate communication strategies that can help others understand what it is that we do.
- create a short, intentional message that new audiences understand the role that 4-H can play.

Content addressing needs and strategies for at-risk audiences:

- Cooperative Extension connects communities to their land grant universities. Research and statistics are great tools for helping families understand how they can best help their families grow. This workshop will help participants connect their success with field research and communicate this information in an interesting way to their audience.

Information and tools:

- The Cornell Cooperative Extension State 4-H Youth Development Office recently published a series of one-page handouts called "Why 4-H?" The series articulates the intentional path of our program – connecting research, with audience outreach. These tools include a combination of success stories, statistics, and program information. The initial audience for the series was internal – to help Association Directors and staff to answer common questions and critique. Based on feedback, the resources have been used with the general public, and as a volunteer training tool. The tools have also been provided in a format that can be edited for local information.
- Web-based resources. There are a number of web-based resources that allow staff to have current resources, statistics and family development information on hand. NYS4-H Resource Directory, CYFERnet, ACT for Youth, Journal of Extension etc.
- Many simple tools, like blogs, are available to share your successes. Participants will be shown and add some of the free communication tools available.

Tools to highlight: Why 4-H Series (supplemental piece to be added about CYFAR), NYS4-H Resource Directory, Website/blog

Objectives: Participants will:

- understand why 4-H is a unique youth serving program.
- evaluate communication strategies that can help others understand what it is that we do.
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Content addressing needs and strategies for at-risk audiences:

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Information and tools:

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Impact of 4-H Volunteer Management Program on Volunteer Satisfaction and Youth Engagement in Core Experiences

Presenter: Donna Carter donna.carter@usu.edu

This two-year quantitative study 1) prioritized programmatic and management needs of 4-H volunteers and 2) explored the corresponding impact on volunteer satisfaction and implementation of core experiences with 4-H club members once the identified needs were addressed. 106 county 4-H volunteers were surveyed regarding volunteer training, support and satisfaction, and the level of member involvement in the core experiences of reciting the pledge, community service, electing club officers, leading a business meeting, public speaking, and recognition. In the survey volunteers rated the following as important needs which should be provided by the 4-H program: 1) provide well-organized contests, 2) provide appropriate recognition, 3) provide prompt, professional assistance, 4) provide quality curriculum, 5) provide a timely and thorough newsletter, 6) provide quality training, 7) provide quality educational programs, and 8) provide an up-to-date and informative website. Over a two-year period the areas identified as important were addressed: a new volunteer training program was designed and implemented, a website was developed, monthly newsletters were written and distributed, county educational workshops and contests were implemented across all curriculum domains, and a standardized awards program was established. Volunteers were surveyed two years after the initial survey. Results of an independent t-test revealed that two years later volunteers feel better trained and supported, and have a higher level of satisfaction.

Learn How to Develop 4-H Community ATV Safety Program/Collaborations

Presenter: Sheila Chaconas schaconas@fourhcouncil.edu

Co-presenters: David White, Donna Patton, Regina Kuhn, Ann Sherrard, Maci Flautt

The objective of the ATV Safety presentation is to educate the audience about ATV use and safety and to share ATV safety resources. Extension, Agriculture, and 4-H professionals who know youth and adults who ride ATVs for leisure on public or private lands or working on the farm or in rural areas, will learn about resources and a network of professionals who are developing 4-H Community ATV Safety Program Collaborations. Co-presenters from state and county 4-H offices will share their experiences in developing community ATV safety partnerships that teach riders to use critical thinking and good decision-making skills while riding ATVs. A representative from the ATV Safety Institute (ASI) will share information about its four-hour ATV Safety RiderCourse, environmental and land-use issues, and other resources available from ASI and the National Off-Highway Vehicle Conservation Council. Resources discussed will also include the Consumer Product Safety Commission's statistics on ATV rider ship and safety; National 4-H Council's new "How to Develop a Community ATV Safety Program/Collaboration Resource & Best Practices Guide" (available June 2008); information about ATV Safety Grants available to youth/adult partnerships; and the reviewed and recommended revised Leader's Guide curriculum with more

than 20 activities for youth and adult leaders to teach ATV safety tips and techniques in school PE classes, afterschool programs, clubs, camps, fairs, or libraries. Newly revised educational materials include mini-posters and brochures, as well as incentive materials to enhance ATV safety training efforts. Web resources include the 4-H ATV website at www.atv-youth.org and the ATV Safety Institute's website at www.atvsafety.org. Co-presenters will include AZ-Melvina Adolf, IN-Jerene Marie Gilliam, LA-Wesley Sorenson, MD-Ann Sherrard and Donielle Innskeep, Sharon Pahlman, MS-Maci Flautt, NY-Heather Ware, OH-Regina Kuhn & Rebecca Cropper, OR-David White, WV-Donna Patton, and others.

Cross Programmatic Research Project: Why Trees Matter and the OSU Street Tree Evaluation Project

Presenter: Jim Chatfield chatfield.1@osu.edu

Co-presenters: John B. Conglose, Eric Draper, Gary Graham, Kathy Smith, Steve Prochaska

The Why Trees Matter/Next S.T.E.P. Initiative of the Ohio State University Extension Center at Wooster is a multi-disciplinary program focusing on the social and economic benefits of urban forests for Ohio communities and citizens, the Ohio green industry, and the furtherance of scientific literacy. This interdisciplinary program involves many county offices of Ohio State University Extension, several academic departments in the College of Food Agricultural and Environmental Science (Agricultural Environmental and Developmental Economics, Entomology, Horticulture and Crop Science, and Plant Pathology), the School of Environment and Natural Resources, and the Ohio Department of Natural Resources. This project also involves partnering between the Agricultural and Natural Resource and Community Development programs within OSU Extension, with potential inclusion of 4-H and youth development.

This multidisciplinary OSUE Center at Wooster research project, working with the Ohio Agricultural Research and Development Center, the OARDC Secrest Arboretum and the Ohio Department of Natural Resources Division of Forestry, includes 150 research sites in Ohio communities, evaluating the economic impact of the environmental impacts (energy savings, storm water remediation, air quality benefits) and social impacts of community forests. These community sites will be paired with the TREE (Tree Research Evaluation and Education) plot at Secrest Arboretum, breaking ground in this Secrest Centennial year. The session will discuss results and impacts of research conducted so far. Several community sites will be profiled.

This project that will be discussed is directly connected to the many emerging issues identified by OSUE as critical for Ohioans. It strengthens and enhances communities and neighborhoods by focusing on the important component of community tree resources and how these affect quality of life issues, economic benefits and liabilities of community tree resources, home values, etc. It enhances Ohio's educational capacity by significantly affecting the scientific literacy of thousands of Ohioans directly through direct educational programming and many more through educational materials developed (plant, pest and disease profiles, community tree census materials). It contributes to growing the green industry through the strong relationship between the Master Gardener program, the OSU Extension Nursery Landscape and Turf team members and their relationships with the Ohio Nursery and Landscape Association and the Ohio Chapter of the International Society of Arboriculture relative to tree selection and tree care services, and the added OSUE Community Development economics expertise. Finally, it connects with maintaining and enhancing Ohio's water quality and air quality natural environment relative to the considerable environmental impacts of enhanced urban and suburban forests in Ohio.

Frozen Entrée Meal Planning: Impacts Beyond Popularity

Presenter: Darlene Christensen darlenec@ext.usu.edu

Despite the stressful, fast-paced nature of today's life, research shows families who eat meals together have a better connection with one another. Regular family meals provide an avenue in which family members can sit across the table from one another and focus on each other. The realization of the importance of eating meals together does not diminish the challenge to find the time to prepare meals at home. One way to help families eat more meals together is to bulk prepare and freeze entrees ahead of time.

Preparing food ahead of time and freezing it can save time, energy and money. Frozen cooked foods also add variety to a menu, offer quick meals for unexpected company and provide nutritious choices for busy days. Freezer cooking saves money by reducing food waste, eating out less and preparing inexpensive meals. It improves nutrition by eating meals prepared at home. One of the most favorable aspects of freezer cooking is that it saves making the decision "What's for dinner tonight?"

Armed with the knowledge of the importance of family meals, the Extension agent developed a freezer cooking program that provided knowledge and techniques to assist with quick meal preparation. The effectiveness of the program was reviewed through the use of evaluations.

There was a tremendous response to the Frozen Entrée meal planning classes. Over 150 people took the class in a 6 month period of time. Classes filled within days of being offered. Waiting lists to attend class were common. A full page article ran in the local newspaper about the classes. Participants received evaluation postcards within 2 months of taking the Once a Month Cooking class. Over 25% of participants had already implemented what they had learned. All respondents who had implemented the plan reported eating home with their families more often.

Science of Energy

Presenter: Jolene Christian jolene.christian@usu.edu

Co-presenters: Dena Kemmet, Richard Schmidt, Maureen O'Brien

"Too many young Americans do not have the science, engineering and technology career skills necessary to succeed and meet our country's need in the future" (4-H Science, Engineering and Technology Overview). To combat this situation 4-H is committed to reaching 1 million new youth in Science, Engineering and Technology (SET) projects over the next five years.

From 2003-2007, eighteen states were selected to get trained and pilot a renewable energy program. This was under the direction of the National Association of State Universities and Land-Grant Colleges (NASULGC). The funding was provided by the U.S. Department of Energy, Office of Energy Efficiency and Renewable Energy with program materials developed by National Energy Education Development (NEED). Materials were tested and feedback given by select states. The curriculum is a helpful resource for any 4-H sciences groups.

Utilizing the experiential learning model, youth have been taught sources of energy. Engaging them in a process of discovery and exploration, the Science of Energy - Light & Lighting, Heat & Heating, and Energy in Motion Programs have expanded the delivery of science programs in elementary and middle school students. These three projects center on energy-related science and math curriculum and consist of ten lessons each. A teacher's guide explains the scientific background for each lesson, the necessary tools to conduct the experiments, student worksheets and a project evaluation.

We will also demonstrate how "hands-on" learning of science education in after-school and other settings have increased our outreach programs. The session will include program overviews from Nevada, North Dakota and Utah, along with hands on activities as we review the curriculums.

Information will be provided on obtaining the curriculum and kits. We hope to improve our efforts and assist others in addressing the shortage of and prepare young people to excel in science,

engineering and technology.

Ohioans Perceptions of Personal Financial Security: Targeting Programmatic Resources

Presenter: David Civittolo civittolo.1@osu.edu

Co-presenter: Greg Davis

Americans' perception of their economy is reason for concern. According to a University of Maryland study, an increasing percentage believes conditions are worsening. Furthermore, while a slight majority has indicated they believe their personal situation is positive; their numbers are declining as well. Extension programming involves enhancing the capacity of communities and their residents to strengthen economic conditions. As such, perceptions such as these should 'serve notice' to Extension.

To better inform Extension programming efforts in the area of personal financial security, a statewide survey was conducted in spring 2008. Of specific interest was Ohioan's concern for credit debt, job opportunities, and cost of government.

The session will present the findings of this study and discuss ways in which Extension programming can be tailored to better meet the needs of Ohioans and the communities in which they live. Demographic data will enable analysis by place of residence including a slow-growth/rapid-growth analysis. In addition to place of residence, survey responses will be compared based on respondent characteristics of age, educational attainment, political orientation, and household income.

Of particular interest is the relationship between place of residence and respondents' perceptions of personal financial security. Are respondents more optimistic in areas of high growth compared to areas of no-growth or decline? Are residents in suburban and exurban areas more optimistic about their personal financial security and are their attitudes impacted by education and income? Answers to these questions will provide participants with insights into how residence, age, education, income and political orientation are related to resident perceptions of personal financial security and the implications for how we might target Extension programming resources.

Integrative Leadership – Application of BRE in Transit Oriented Development

Presenter: Claudia Cody Cody0031@umn.edu

Co-presenter: Rachel Hefte

Extension in Minnesota has retooled an outreach format that works well with immigrant populations. This format expands the engagement opportunity with immigrant populations across organizational departments. This Workshop presents the case of the 2007 Somali Family Resource Conference. Five different Extension areas of expertise, nine Extension educators, two area program leaders, one assistant Capacity area leader, the Extension office of Public Relations and News Media, and the office of University News Service and University Relations joined forces and successfully connected Somali Community needs and University resources during this event in 2007. More than one hundred conference participants stopped by the Extension booth and connected with educators. The two Extension workshops had each an approximate attendance of about seventy-five participants each. This workshop will provide the road map to translate volunteer service hours, into organizational positioning, interdisciplinary culturally competent program delivery, and outreach to hundreds of participants. Instruction technique is lecture style presentation. Take home materials will include sample program development instructions, sample evaluation form, and a sample communications plan. This workshop celebrates Extension strengths and demonstrates how to apply it to diverse audiences of the twenty first century.

parameters for the simulation program. The team members provided budget data and secured the resource persons. The businesses provided the technical subject matter relating to their expertise. For example Farm Credit Services provided loan information and the students were required to fill out the loan application. The local chemical dealers worked with the students on cost per acre and the appropriate chemicals for a particular crop. The students completed budget sheets and evaluation at the end of the day.

Strategic Partnerships and Opportunities in Working with Native American Communities Going Native

Presenter: Daniel Fagerlie fagerlie@wsu.edu

Co-presenter: Linda McLean

Working with Native American communities involves taking the time to understand their culture and history as well as the operation of their respective Tribal Government. In many cases they are a sovereign nation. Employing the right strategies can result in very successful Extension programs to this many times underserved audience. Workshop attendees will become familiar with two USDA Programs: the Federally Recognized Tribes Extension Program (FRTEP); and the 1994 Land Grant System. Both will be explained with the opportunities they present for enhanced Extension work.

Successful programming in 4-H Clubs, 4-H Challenge, Agriculture/Natural Resources, and Family and Consumer Sciences will be shown. These outreach Extension programs can be built with direct funding partnerships with Tribal Government. This is especially true where the time is taken to build positive relationships and develop programs based on the needs of this community.

A key to meeting those needs and ongoing success is to maintain a Tribal Advisory Committee. This committee serves as a guide in developing and conducting quality programming. They can also serve as an Tribal voice for Extension programs in the community. Ideas will be shown on setting this advisory committee up and its role in enhancing reservation programming.

Seminar Presenters will also include lessons learned for successful programming as well as mistakes that can be made, and the pitfalls to avoid. The opportunities are great, as are the risks if done in an "insensitive" manner. Examples of Tribal cultural considerations Extension Professionals need to know and recognize will be discussed as they pertain to educational programming. Attendees are encouraged to come learn, ask questions, and share as we work to increase Extension programming to Native American audiences!

Kids in the Kitchen: Hands-On Food Safety, Nutrition, and Cooking Experiences for Youth

Presenter: Sheila Fawbush sfawbush@uky.edu

Can you imagine 36 kids in your kitchen? You would certainly want them to wash their hands with soap and water before cooking and clean up when they were finished. Right? Many kids learn these important lessons and more as they prepare food and cook at Kids in the Kitchen.

Rotating around twelve work stations, small groups have the opportunity to make and eat eight different foods. There are always one or two favorites for each participant as they cook and eat their way through stations featuring healthy snacks, such as, whole wheat pancakes, fruit/cheese kabobs, mini pizzas, fruit smoothies, milk shakes, banana peanut salad, and yogurt parfaits.

Many children flip their first pancake, break their first egg, and gather recipes to begin their first recipe file. Several more stations provide interactive nutrition and food safety experiences.

The two hour Kids in the Kitchen Program is sponsored by the Shelby County Extension Service and is part of the Shelby County Schools' Summer Enrichment Program. Kids in the Kitchen has also been used in elementary schools as a Family Literacy evening activity.

In end of the program evaluations, the children learned about hand washing, measuring ingredients, choosing healthy snacks, and sharing. They also learned important nutrition and food safety information. 100% of the children plan to make many of the healthy recipes at home.

Action Research Challenges: Extension's Intermediary Role in Community Health Promotion

Presenter: Carol Fink cfink@ksu.edu

Co-presenter: Elaine Johannes

Learning Objectives:

1. Conferees will learn components of a sustainable, multi-level youth-driven community process to improve health.
2. Conferees will be introduced to quantitative and qualitative data collection methods associated with youth-driven health promotion initiatives.
3. Conferees will understand the challenges of community-based action research.
4. Conferees will understand the necessity of Extension's transformation to an intermediary role.

A multi-year, USDA/CYFAR grant supporting youth-driven physical activity promotion has facilitated the transformation of Extension's role in three Kansas communities from direct service provider to intermediary (Wynn, 2000). Intermediary roles are necessary when complex problems (e.g., obesity prevention) confront communities, but most Extension professionals are unfamiliar with the competencies that help intermediaries succeed. During this project, action research allowed the project team to observe collect data and support Extension's role transformation leading to sustainment of community health improvements.

This research, features data collection tools, results and lessons learned associated with transformation to the intermediary role. It will help conferees understand and appreciate the (often tense) dynamic relationship between community-level research and practice. Through photos, narratives and data, dynamic relationship, will be told. The challenges identified through this action research revealed the important role transformation that must occur for Extension to lead sustained community health improvements.

Those challenges were tracked and addressed through a multi-level intervention and technical assistance system of state Extension professionals, local Extension professionals and community project sites.

Project sites communities gained resources to establish physical activity programs, community collaboratives and sustained community partnerships.

Results indicated that local project success was tied to the local Extension professionals' ability to transform their role from direct service provider to intermediary. Midway through the project, data revealed that the sustainment of health outcomes and community improvements primarily relied on the local Extension professionals' transformed view of their "job" and their competencies to thrive in the intermediary role.

Building Blocks to Safe Fun in the Sun

Presenter: Rose Fisher Merkowitz merkowitz.1@osu.edu

Co-presenter: Patricia Brinkman

Patricia Brinkman and Rose Fisher Merkowitz are two rural Ohio Extension Educators who completed an informal needs assessment for their two adjacent counties. After assessing the needs the two Educators decided sun safety was the most current crucial issue. This decision was based on high skin cancer rates in their communities.

In Building Blocks to Safe Fun in the Sun, participants will:

Gain knowledge of teens and adults perceptions of skin protection from the sun and tanning beds.

Receive current information and resources to enhance their programming efforts.

The research began with gathering data through focus group interviews with adults and youth. Six Focus groups were completed to gather data on preventing skin cancer. This research was used to evaluate curriculum and strategies to educate both adults and youth to help prevent skin damage that may result in skin cancer. Curriculum and strategies were taught to Extension Educators in a state-wide in-service, along with local adults and youth. In addition, Fact Sheets and educational brochures were written and revised from research and data collected. Educational efforts for the youth have included school programs and viewings by a Dermascan machine (Machine detects skin damage.). Adult educational efforts included community programming and events that shared educational materials and viewings by a Dermascan machine. Evaluations were conducted and results were compiled for future programming.

This was a low-risk research project with great benefits to educate adults and youth about skin cancer prevention. The data collected has provided valuable insight in the preparation in the educational materials.

Materials from this Building Blocks to Safe Fun in the Sun session will include Fact Sheets, group learning activities, focus group questions, and results from research. Additional information on other materials and curriculum from the web and educational resources will be shared.

Strengthening Extension Employees-Unique Qualities through Social/Emotional Intelligence (EQ)

Presenter: Rose Fisher Merkowit merkowit.1@osu.edu

Co-presenters: Garee Earnest, Beth Flynn, Jeff King

Are you living up to your full potential? Do you have the skills to work with others to develop a high performing Extension team? Emotional Intelligence (EQ) helps predict success because it reflects how a person applies knowledge to the immediate situation. Extension professionals can learn how to improve their EQ, and strengthen the skills needed to build high performing Extension teams.

“Based on nineteen years of research and tested on over 85,000 individuals worldwide, the BarOn Emotional Quotient Inventory (EQ-i)® is the first scientifically developed and validated measure of emotional intelligence. A growing body of research suggests that emotional intelligence, measured by Emotional Quotient (EQ), is a better predictor of ‘success’ than the more traditional measures of cognitive intelligence (IQ).”

http://www.equuniversity.com/Bar_EQI.asp

This competency building workshop will help participants: 1) Understand EQ and why it is important for success; 2) Recognize and understand the five competencies; and 3) Identify the personal and professional benefits of EQ. With their unique approach, the presenters will deliver a high-energy, experiential workshop using creative teaching approaches and humor. EQ is relevant to all program areas of the Extension system, so all employees would benefit from this workshop. Participants will receive a sample EQ assessment and additional handouts.

Since 2004, the presenters have been successful in helping EQ participants develop personally and professionally through the EQ assessment and individual coaching sessions. Organizations that have benefited from EQ include: Ohio State University Extension Administrative Cabinet and County Directors, The Ohio State University Fisher College of Business, The John Glenn School of Public Affairs at The Ohio State University and individual business leaders throughout the state

of Ohio.

Comparing ATV Instructional Materials: 3D Interactive Digital Game Versus Printed Pamphlet

Presenter: Maci Flautt macip@ext.msstate.edu

Co-presenters: Thomas Hutchinson, Ann Twiner, Laura Giaccaglia

The purpose is to show the advantage of using 3D digital game-based instructional materials over traditional printed materials when educating youth. The research was conducted using two types of ATV safety materials: 3D interactive digital game and printed pamphlet. The software created begins with an introduction and instructions for navigating through. Next, are interactive educational sections about what gear riders should wear, age appropriate sized ATVs, pre-ride inspection checklist, and the ATV Safety Institute's golden rules. Upon completion, is the testing section. The quiz consists of one question from each level testing the knowledge gained. Last is the ATV course participants get to navigate through using what they learned. The pamphlet contains all the same information, graphics, and quiz but no rider's course.

To evaluate the materials 177 participants from 13 counties were selected from across Mississippi. Content retention was measured by randomly separating 4-H youth into two treatment conditions. Each group received 20 minutes to review the instructional materials and 30 minutes to complete the test. A covariant was used to account for prior knowledge and experience with ATV safety. Results indicated using the 3D interactive game was more effective than a printed pamphlet containing the same information. The results provide empirical evidence that can be used by anyone to select between 3D digital games and traditional printed materials to present instructional messages.

Turn Beauty Inside Out (TBIO), Maine: Community Education for Health, Media Literacy, and Leadership

Presenter: Aileen Fortune afortune@umext.maine.edu

Co-presenter: Joyce C. Kleffner

Turn Beauty Inside Out, Maine (TBIO) is a collaborative community education and social marketing program focused on body image, self-confidence, media literacy, health and leadership development for girls and women. Media messages telling girls they must be thinner, prettier, and sexier to be OK can encourage disordered eating. TBIO challenges those messages and supports healthy development by creating a new definition of beauty based on "good hearts, great works and activism." Girls and women explore what it takes to become confident, healthy and leaders in their lives and the world.

Begun in York County in 2002, TBIO grew into a state-wide effort with after school programs, volunteer training and workshops/retreats for women. Educational resources for classrooms, after school programs, and communities were developed. More than 60 community presentations and leader trainings have reached over 2700 participants, and collaborators, teachers and volunteers have incorporated materials into work with over 3500 girls and families throughout Maine.

Social marketing efforts include a governor's proclamation of May as TBIO month, development of a "Community Action and Awareness Kit" and production of a short film promoting project goals.

Full of Ourselves: A Wellness Program to Advance Girl Power, Health and Leadership (FOO) by Steiner-Adair and Sjoström of the Eating Disorders Prevention Program at Harvard is used in after school programs with middle school girls who become peer leaders. FOO is also adapted for women/mothers to support them in the "radical act of body acceptance". The Eleanor Days leadership retreats have given 45 women time to rejuvenate and integrate new self-care skills into their lives.

Presenters will discuss program components, evaluation methods and results. We will demonstrate learning activities, show the film, and explore ways the program can be taken home.

4-H Camp: A Transformative Learning Environment for Young Adults

Presenter: Nancy Franz nfranz@vt.edu

Co-presenters: Barry Garst, Sarah Baughman, Chris Smith

Children, parents, and youth development professionals have long known the positive impacts of 4-H camping programs that result in positive youth development. However, few formal studies have taken place to determine in detail, what young people gain from a 4-H camping experience. One study (Garst & Johnson, 2003) found that young adults who participate in 4-H camp increase their understanding of self. However, this study did not determine to what degree the camp environment promotes transformative learning or deep change in these young adults involved in 4-H camp. In fact, Jack Mezirow, the founding father of transformative learning theory suggests that young adults do not have the experience or cognitive capacity to experience transformative learning (Mezirow, 2001). This study proposes that young adults experience transformative learning and the 4-H camp context promotes this type of learning. Focus groups with 4-H camp counselors with five or more years of experience shows that young adult camp leaders experience change in identity, relationships, and life skills through exposure to and acceptance of a safe, novel, and challenging camp environment. This environment in particular includes supportive social relationships, common group goals, traditions, and the physical camp context. Personal growth also comes from preparing for real life through just in time problem solving and constant context comparisons between the camp environment and the staff member's other contexts such as school, work, and home. This study also examined best practices for participatory action research by involving a camp counselor on the research team to facilitate focus groups, transcribe the focus groups, and analyze, write up, and report the results.

Splendid Seniors

Presenter: Beth Gambel egambel@agcenter.lsu.edu

Co-presenter: Alexis Navarro

The human life cycle includes birth, childhood, adult life, old age and death. Death is not a question of "if" but of "when." Are you ready for the inevitable? Plans and preparations are made for the birth of a child, his education and development, career training and retirement for old age. Planning is also essential for death.

This workshop consists of five segments: the first will prepare participants to consider personal financial matters and organize related information thoroughly and concisely. The second will encourage participants to record personal health information and assist them in reviewing family health history. The third segment will provide answers to questions relating to the distribution and transfer of non-titled property. The fourth will address the advance directive or living will aspect of planning. Every adult needs an advance directive for health care. Regardless of age, regardless of health, no one knows when a future event might leave us unable to speak for ourselves. If you were not able to make or communicate such decisions, a written record of your health care wishes would prove invaluable. Choosing a person to speak on your behalf and communicate your decisions when you are not able to do so is a very serious decision. The final and fifth segment of this workshop will help participants make their funeral decisions and arrangements. A person's ability to make informed decisions is a major challenge when one is under the emotional strain of bereavement. Planning one's own final arrangements assures the fulfillment of personal wishes and spares family members for facing decisions that can be both emotionally and financially difficult.

Planning for your future is one of the most important tasks you can perform. Through your planning your family will be provided peace of mind, assuring them they have acted in accordance with your wishes.

You Are Never Too Old to Ride an Elephant

Presenter: Maryellen Garrison mgarriso@uky.edu

Second Wind Dreams® is a non-profit organization. Its mission is enhanced quality of life for nursing home residents through the fulfillment of dreams. The Henry County Extension Council began partnering with Second Wind Dreams and Homestead Nursing Center in 2006 to make dreams come true for residents as a part of their leadership development goal. The philosophy of the program is that you are never too old to dream and that by granting dreams the resident, the staff and the community benefit. It highlights the positive aspects of aging and encourages the community to become involved in the lives of the elders. A lack of motivation or dreams has both physical and mental consequences. Residents are stimulated both physically and mentally by getting the special attention they deserve. As each dream unfolds, members of the local community experience the perspective of older adults and gain a greater appreciation for their stage of life. Long after the dream has been fulfilled, the effects linger, giving all involved a "Second Wind". There have been 29 dreams granted involving 163 residents in the first year of the project and each dream involved anywhere from 1 to 15 volunteers. A research study of the program found a 56% decrease in resident depression which could result in cost saving to Medicare as high as \$5,000 per year. Staff turnover is 110% in some nursing homes, the study showed a 10% decrease in staff loss-which could save considerable with average cost of hiring and training a nurses aid being \$3,840. Second Wind Dreams is not just a "nice" program. The program puts them first, honors and improves the quality of their lives while providing cost savings in staff retention.

Bringing Healthy Lifestyles to Youth and Families through Regular Mealtimes

Presenter: Colleen Gengler cgengler@umn.edu

Co-presenter: Kimberly Asche

Regular family mealtimes are a key part of encouraging healthy lifestyles for youth and families. This workshop is useful to both Family and Consumer Science and 4-H educators working with youth and family/parent audiences. It will provide an overview of the research linking mealtimes to positive outcomes for youth. One study found many benefits of frequent family dinners compared to kids who have fewer than three family dinners per week. Children and teens who have more frequent family dinners are at 70% lower risk for substance abuse and likelier to get better grades in school. New studies from the University of Minnesota show associations between regular mealtimes and decreased risk of disordered eating. Parenting styles contribute to healthy lifestyles. A positive or authoritative style has positive associations with availability and consumption of fruits, vegetables and dairy and also positively influences the number of servings of various foods and other controls in what children eat. Tools and strategies to work with both youth and family audiences will be shared. Promoting overall good health through 4-H & Nutrition Education programming (NEP) for youth and families in Minnesota is our joint nutrition and youth initiative goal. We have developed resources which have been pilot tested and used in current programming including a lesson plan which covers mealtime barriers and benefits, parenting styles and good nutrition outcomes, healthy lifestyle challenge and table conversation starters.

Rating Snack Foods in Schools

Presenter: Linnette Goard goard.1@osu.edu

Co-presenters: Doris Herringshaw, Marcia Jess

Recent trends show that students are consuming more added fat and receiving less nutritional value in meals consumed at lunch and through snacks. These factors contribute to the ever-increasing numbers in the rate of childhood obesity. Schools play a key role in shaping a student's lifetime dietary habits by providing nutritious food choices and teaching students to make wise food selections. As school age children move into the middle and high school grades, they gain independence in choosing their own food choices and several competing food options become available. The most significant competition comes from vended food.

Our project goal was to demonstrate that using the Snackwise® Nutrition Rating System along with point of sale materials, students would be positively influenced to make nutritional vended snack choices without compromising the financial stability of school food service programs. This collaborative effort with Ohio State University Extension Educators, working with a dietician from Nationwide Children's Hospital was established to pilot the Snackwise® Nutrition Rating System. Extension Educators in three Ohio counties piloted this system with 3 rural, 2 suburban, and 2 urban schools.

Snackwise® Nutrition Rating System evaluates the nutritional quality of snack foods using 10 weighted parameters: calories, fat, saturated and trans fat, fiber, sugar, protein, calcium, iron, and Vitamin A and Vitamin C. Snack foods are rated according to whether the nutrition parameters contribute positively or negatively to a snack food's nutrient balance as either green (best choice), yellow (choose occasionally), or red (choose rarely).

Participants will hear examples of how Snackwise® was implemented in several Ohio schools. They will also be presented ideas as to how Snackwise® could be used in other public settings to help individuals choose more healthful snack options and gain an understanding of the importance of making healthy snack choices.

Making Your Money Work as Hard as You Do!

Presenter: Kathy Gordon kgordon1@umd.edu

Co-presenter: Julie Judy

Saving money is an important component for building wealth, reaching goals and being prepared for the future. Youth are in an excellent position to save and our 4-Hers have a potential income stream from livestock sales, entrepreneurship and fair premiums. Combining this information into a relevant program for 4-Hers provides a tool for educators to reach them at teachable moments. Tax implications for 4-H'ers, another important aspect not widely discussed in other materials, is an important part of financial management covered in this program.

Making Your Money Work as Hard as You Do is a PowerPoint presentation with several activities designed to help 4-H youth understand the importance of goal-setting, record organization, tax implications and saving money to make the most of their hard-earned dollars from livestock sales and fair premiums. Activities included check-writing, record organization, a Jeopardy game, and handouts on savings vehicles and tax implications.

The intended conference audience is primarily 4-H educators and trained volunteers but could also include FCS educators who wish to collaborate with their 4-H programs. The targeted outcome for the program is to provide youth with knowledge needed to make smart money decisions.

Making Your Money Work as Hard as You Do will be presented to the audience as if they were the intended recipients, with interjections as to how they could modify the program to fit their audience needs. It has already been presented at two statewide in-services reaching over 80 educators/volunteers with a 90% adoption rate.

Participants will be given a CD with the PowerPoint presentation, all activities and handouts. The program is easily replicated by anyone who is interested in doing so. The PowerPoint comes with script notes, making it easy to teach without much financial knowledge.

Talk With Me, Not At Me: Applying Diabetes Conversation Map Techniques in Adult Group Learning

Presenter: Alexandra Greci greci@aesop.rutgers.edu

The incidence of obesity-related chronic diseases, such as Type 2 diabetes, is increasing dramatically in the United States, reaching near-epidemic proportions in both adults and youth. It is imperative that community health educators, including extension educators, find more effective ways to help individuals adopt necessary behavior changes in diet, physical activity, and other lifestyle areas to prevent chronic diseases such as diabetes, and to delay the onset of resulting health complications. Traditional health education techniques have focused on providing information and knowledge to the learner. While this is important, ultimately the learner must put this information to use in his/her own context, and make sustained behavior changes to achieve desired health outcomes.

In response to the urgent need for more effective education methods to prevent diabetes and its complications, a new education tool, the "conversation map", has been developed by a partnership of diabetes industry experts. Responding to the needs of adult learners, the tool consists of a 3' X 5' colorful visual "map", which is a metaphor for the essential topics in diabetes awareness education. Led by a facilitator, small groups of learners discuss the various health topics, prompted by the use of conversation-stimulating questions and other interactive tools. The sessions are designed to be fun, hands-on, engaging, and informative. The facilitator's role is to create a non-threatening environment in which participants can learn from the materials presented, from one another, and from the facilitator. The education becomes "learner-centered", rather than "educator-driven".

This session will demonstrate several techniques for using conversation map tools in adult group diabetes awareness training. In addition, extension professionals will explore potential applications and benefits of using these same techniques in teaching other non-health related topics in group settings in the community.

Where's the Money?

Presenter: Kimberly Gressley gressley@ag.arizona.edu

Co-presenter: Lani Hall

Each year, young American youth spend roughly \$150 billion, yet they do not have a strong understanding of basic financial concepts, such as, annual percentage rates, inflation and interest. In fact, 66% of high school seniors failed a 2004 survey on personal financial literacy (Kids Count, 2004). This issue affects everyone.

Americans need to have a better handle on financial education. Documented through numerous studies, the majority of Americans use a line of credit to purchase their goods and services, rather than paying with cash. If this problem continues to persist, the debt people experience will highly impact their abilities to take care of their own expenses.

Through service learning opportunities, youth have a golden opportunity to gain a true educational understanding of a topic and impact change through service. Financial literacy projects funded through State Farm Youth Advisory Board in Pinal and Gila counties, are tackling this issue of financial education and service learning. This project has a powerful opportunity to educate the community about financial education, while building the students understanding and appreciation of communication skills, public speaking, budgeting and money management.

Positive youth development programs provide opportunities for youth to learn and build important skills that are critical for their successful transition to young adulthood (Borden & Serido, 2006). The University of Arizona Cooperative Extension and State Farm strongly supports youth education. This project offers on-going classroom education in two school districts in Arizona.

The workshop objectives are: 1) to present the techniques and concepts developed for this project by collaborative efforts with University faculty, staff, educators and administrators; 2) to demonstrate how these lesson plans contribute to the education of youth involving financial education and service learning; 3) to share the Life Skills evaluation tool and what key concepts are being addressed by each school district; and 4) to share concepts and plans for sustainability.

Participants will have the opportunity to exchange strategies for establishing similar programs within their own community settings.

Fabric and Fashion: A New Look

Presenter: Patti Griffith patti@uwyo.edu

Co-presenters: Vicki Hayman, Phyllis Lewis

The 4-H clothing project is more than learning basic sewing skills. It's learning to vision, to see beyond today's need; it's learning persistence, organizational and decision-making skills. ...the power of choice. It's learning poise, self-confidence, self-evaluation and expression. Today's youth crave the hands-on opportunities that allow them to create and say, "I made this!" Virtual reality of computer land may be fun, but many want the choice to have something "real" to validate their efforts.

To meet the needs of a technology enriched generation, Wyoming developed a comprehensive curriculum for the 4-H clothing project. "Fabric and Fashion" incorporates personal care, wardrobe decisions, buymanship, careers and garment construction techniques. This new approach is available on CD, or hard copy. Construction skills are taught in incremental and progressive steps. Drawing heavily from other states' resources, this curriculum provides easy-to-follow instructions from threading a machine to tailoring techniques; personal appearance to modeling and buymanship. Each unit has specific skills to learn, suggested projects, and resources for more in-depth information.

Workshop attendees will see an overview of the curriculum through a Power Point presentation and handouts. Presenters will discuss the effectiveness of using a web conferencing system as a training tool. Wyoming used this procedure to disseminate information, answered questions about the new curriculum and discussed implementation. Using this method was timely, cost effective and reached a larger number of 4-H leaders, judges and 4-H educators.

While going into the first full year of implementation, clothing judges, 4-H leaders and 4-H educators have applauded this "skill based approach" to a project that gives youth the power of choice and self-expression.

Community/Regional Economic and Entrepreneurial Development Strategies

Presenter: Sharon Gulick gulicks@missouri.edu

Co-presenter: Mary Simon Leuci

Recognizing that new approaches to economic development are needed in rural communities and regions to ensure a strong economic future, the University of Missouri, through its Extension Community Economic and Entrepreneurial Development program (ExCEED), partners with rural communities and regions to identify and implement new strategies for community economic development.

ExCEED partners with rural communities and regions on place-based community economic development, focusing on four key areas:

- Entrepreneurship/Local Business Development
- Youth Engagement
- Leadership Development
- Community Asset Development

This interactive session will explore strategies and approaches to regional community economic development. The session, led by Sharon Gulick, Director of the ExCEED program, will introduce

attendees to ExCEED and its mission to assist communities and regions in supporting, encouraging and facilitating entrepreneurship. The session will also describe the 11 regional projects currently engaged with ExCEED, the successes and impacts that the regional projects have had to date and discuss lessons learned. Projects range from a single community to multi-county regions, each with a unique set of needs, challenges and approaches from youth entrepreneurship, to tourism and regional cuisine development, to broad, holistic approaches to building and diversifying the local economy.

We will also explain how ExCEED engages not only Extension field faculty, but also University of Missouri campus faculty, students and programs, from many disciplines, with these projects, creating a win-win for everyone.

A portion of the workshop will be devoted to a facilitated process, led by Dr. Mary Simon Leuci, which engages participants in the sharing of their experiences, challenges and approaches to regional community economic development.

Anticipated results from this workshop are the development of a greater understanding of regional development, sharing of ideas, new learning, possible creation of informal networks and greater participation in eXtension COP.

Farmers' Market at the Utah Botanical Center

Presenter: JayDee Gunnell jaydee.gunnell@usu.edu

Co-presenters: Shawn Olsen, Lori Matsukawa

The farmers' market at the Utah Botanical Center (UBC) is developing into an excellent resource to share the results of agricultural research and promote local buying of fresh produce. The market is located at the UBC which focuses on research and demonstration projects related to sustainable urban landscapes. Adjacent to the UBC is the Kaysville Agricultural Experiment Station where research is conducted on fruit, organic vegetable, and water-wise native plant production. The initial idea for the market developed as a way to share produce from the research plots with the general public. In order to offer a wider variety of produce, local farmers were also invited to the market. Today, the market is held once a week in the evening during the summer months and includes peaches, apples, and berries from the research plots and sweet corn, tomatoes, melons, and other produce from local growers. Educational demonstrations and classes are a major focus at the market. At most markets, there is a demonstration on how to use produce that is currently in season. Master Gardener volunteers have a booth at the market to answer public gardening questions. There is a children's activity booth sponsored by the Utah House, a sustainable building and landscape demonstration building located at the UBC. Each week, the UBC features a different water-wise plant with a detailed information sheet and plants for sale. The market is in the process of being certified to accept food stamps to help make fresh local produce more available to low income residents. The market has been a popular attraction and has proven to be a successful and fun forum for exchanging ideas with the public. In 2007, there was an average of fifteen vendors at the market and a total of 3,146 people attended the market over the season.

Analysis of Community Survey Response Rates of Small and Large Communities

Presenter: Stanley M. Guy stan.guy@usu.edu

With over 60 surveys conducted in rural and urban Utah communities from 1992 through 2006, a depository of original data has been collected. Of these surveys, the majority (40) were drop-off and pick-up surveys. Since this methodology involves volunteers going door-to-door in randomly selected neighborhoods the researcher wondered if the response rates differed in communities with smaller populations than larger populations. The objective of the study was to determine if the "drop-off/pick-up" community survey response rates were different for small and large communities.

The response rates of the 40 communities that conducted door-to-door surveys ranged from 42%

to 100%. The community populations ranged from 448 to 42,670. Household contacts sought ranged from every household in the community to 600 households in larger communities. The response rate was calculated by dividing the number of completed surveys by the number of households sought to complete a survey in the community. The communities were grouped with populations less than 10,000 and those over 10,000. The response rate mean for the over 10,000 population communities was 85%. The response rate mean for communities with populations less than 10,000 was 76%. The independent samples Test showed a significant difference between the two groups.

Based on this study, smaller communities using the drop-off/pick-up survey method might expect to have lower response rates than larger communities. This may be due to the size of the sampling frame and the nature of door-to-door surveys. People need to be home in order to participate in door-to-door surveys. Other factors affecting response rates may be the number of volunteers, the timing of the survey, and the community awareness of the survey. These could be areas of future study.

Millennials & Money: What Does Research Say?

Presenter: Rebecca Hagen-Jokela hagen022@umn.edu

Co-presenters: Jan Gilman, Lori Hendrickson, Virginia Zuiker, Sara Croymans

Providing financial education to college students can be a challenge. Listening to iPods and surfing the Internet are second nature to these students. Today's millennial college students have short attention spans and multitask constantly. They want to learn only what they have to learn when they need to learn it. Could listening to their iPod help them learn how to think through financial decisions on their own? Would the Internet be a place where these students would seek out and learn about financial management topics? To understand more about how best to reach today's college students, a team of Regional Extension Educators conducted eight focus groups in 2007 at community and technical colleges, private and public 4-year colleges and universities. This session will share the results of the focus group discussions, including: how students reported how they were taught about financial management, how students access information related to financial management, their current and future financial management concerns, and information related to preferred content and format of financial education messages.

Winning Ways to Fun and Profit

Presenter: Johanna F. O. Hahn jhahn@vt.edu

Ever wonder who wins those trips to the Olympic Games, the Super Bowl and the Daytona 500 you hear about? Who wins those big cash prizes, computers, movie tickets and cars? I know...people like you and me. There are many fun and exciting opportunities available in your town, state and across the country for winning goods and services to supplement and increase your income. With minimal investment of time and supplies it's possible to win cash, electronics, books, CDs, trips and much more through sweepstakes and contests. This workshop will reveal how a fun hobby can also be a lucrative moneymaking pastime. Have a terrific recipe or a tip to improve your health? Companies will offer contests for recipes and tips they can use on packages and in cookbooks. You can use your creativity to create profits. This fast paced session will dispel many myths about entering "sweeps" and give you the tools to start you on your winning way. Youth can get into the winning act too! While I can't guarantee you a car, trip or cash I can guarantee you proven winning tips to help you get into this world of fun and profit. Considered a hobby by some and home-based entrepreneurship by others entering sweepstakes and contests can yield significant rewards. Come learn why I love to see the FedEx and UPS trucks come down my road! Participants will learn the difference between sweepstakes and contests, how to read and understand the "fine print" and learn easy recordkeeping strategies to be profitable. Information learned will help you create a solo hobby or a 4-H sweepstakes club. Join the thousands winning and complementing their incomes. You can't win unless you enter....

Arizona Livestock Expo

Presenter: Lani Hall llhall@cals.arizona.edu

Co-presenters: Amy Parrott, Kim Gressley, Lauren Romig, Bob Peterson

Research has identified several key elements have been described to demonstrate youth development frameworks, including: competence, confidence, character, connection and caring (Lerner, 2003) and the four essential elements. (Kress, 2005): Mastery, Belonging, Independence and Generosity. The 4-H Large Livestock Expo was developed to meet these and refocus educational efforts within the beef, sheep, swine, and meat goat projects. Five events were selected to be included in the Expo. Each event was researched to determine its relationship to life skill development and was validated before being approved. Events were also required to have a strong workforce preparedness component and skill mastery. Each educational piece ties into the essential elements and held true value for the youth participants. Participants reported both subject mastery and life skill improvement in the quiz bowl. Decision-making and workforce preparation were noted as being further enhanced by the skill-a-thon, while public speaking and self-confidence increased in the public speaking and presentation forums. These are in line with current research expectation. The inaugural Expo took place in January 2008. This seminar will allow participants to receive the values publication designed to "Put Education Back into the 4-H Youth Livestock Program". Participants will have the opportunity to interface with components of each event, look at the Life Skills evaluation designed for the event and have an opportunity to learn by doing.

Being Safe Is No Accident — All About Youth Safety Programs

Presenter: April Hall Barczewski adhall@umd.edu

Co-presenters: Sharon Pahlman, Sheryl Burdette

Being safe is no accident...youth must be made aware of the everyday dangers they face. The objective of this workshop is to provide hands-on activities and supplemental materials to educators on teaching youth about a variety of safety topics. Participants in this workshop will be equipped with user friendly resources to help them confidently teach youth about important safety issues and strengthen personal life skills of sharing, communication, and healthy lifestyles. Evaluation resources will also be provided. The ultimate goal is that educators attending this workshop will utilize the activities and materials to provide children the opportunity to learn about safety.

As educators, we've become continually aware of various incidents where injuries and even death have occurred due to individuals not following recommended safety practices. As a result, we have furthered our knowledge base by attending nationally recognized safety trainings and from the knowledge gained, have instituted various safety programs. Through our observations and research we have developed a variety of materials on an array of safety topics including firearm, ATV, lawn equipment, bicycle, household chemical, hand washing, healthy lifestyles, poisonous plants, stranger danger, tractor/agriculture topics, animals, electric, vehicles, and weather. Our materials can be used at safety day programs, school enrichment and after-school settings and give youth experiential learning experiences.

Our efforts are a proactive approach to protect against devastating injuries and death. We have taught our materials to over 3,000 youth. After follow up evaluations youth have shown gains of knowledge and understanding in the subject related areas. We hope to continue to have success with our safety programs and would like to share our resources with other educators to help educate and protect their youth, as being safe is no accident and all youth are at risk for injuries and even death due to unsafe practices.

Annie's Project — Education for Farm Women

Presenter: Ruth Hambleton rhamblet@illinois.edu

Co-presenter: Jo Musich

Annie's Project is an educational program dedicated to strengthening women's roles in the modern farm enterprise. The program targets women involved in farm and ranch businesses. Teams of instructors teach six three-hour classes over a three to six week period. Meetings take place at community colleges, high schools, Extension offices and libraries. Class size is limited to groups of 10 to 25 women which allows for networking and audience interaction. Women are schooled in five areas of risk management—production, marketing, financial, legal and human resources. Women working at computers are introduced to Farm Analysis Solution Tools (FAST) and other software programs designed to organize and analyze information critical for making good decisions. Facilitators at each location create comfortable, safe environments in which women may relax and open up to learning experiences. Women are encouraged to share their experiences and develop mentor relationships within classes.

Program Participants:

Annie's Project thrives on audience diversity. Women participating in Annie's Project range in age (16 to 87 years) and experience (city women with no farm experience to women who are the principle operators). Younger women with technology skills sit next to women with lots of life experience, but have low technology skills. Women struggling with their roles on the farm are mentored by women who have considerable success. Women landowners interact with women operators and each can communicate what information they find valuable. Widows convey their experiences of transition while younger women contemplate risk management techniques to prepare for their day of transition. Mother-daughters and in-law combinations learn about communications between generations and among family members. Single women getting ready to marry into farm families learn the language and begin to shape their roles.

Outcomes:

Women report on their feed back evaluations that:

1. they have increased confidence in their abilities to manage operations.
2. spouses now hold discussion with them about marketing decisions, land purchases, and machinery purchases.
3. women landowners are more comfortable about negotiating lease agreements and making their input count.
4. they have begun managing money for retirement and emergency purposes.
5. they understand debt a little better and will do their part to monitor debt payback.
6. they have increased their computer skills for keeping information organized.

Should I Purchase Long-Term Care Insurance?

Presenter: Lyle Hansen lhansen@uidaho.edu

Since 2005, over 700 Idahoans have attended 13 University of Idaho Extension Long-Term Care seminars, co-sponsored by AARP Idaho. Each seminar included Should I Purchase Long-Term Care Insurance?; a presentation that provides participants with timely information needed to determine if long term care insurance (LTCI) is right for them, and information to make an informed purchasing decision. The presentation utilizes a PowerPoint presentation; the Comparing Long-Term Care Insurance Worksheet to compare and select LTCI that is affordable and the right product; and illustrates results of a partnership study with AARP Idaho, Idaho Department of Insurance, and University of Idaho Extension, that compiled price information on LTCI premiums and Long-Term Care services in Idaho with a LTCI buyers guide. This information will help consumers be better informed about long-term care and its associated costs. Through use of Should I Purchase Long-Term Care Insurance? and accompanying materials, adults will increase their knowledge, confidence, and skills with regard to LTCI. Participants will:

1. Enhance knowledge of what LTCI is and how it works.
2. Gain a better understanding of steps to take in considering the purchase of LTCI.
3. Increase knowledge of how to determine if LTCI is right for them.
4. Become prepared to compare and shop for LTCI.
5. Learn what to look for in a LTCI policy.

This presentation is designed for financial education practitioners who teach later-life financial topics. The target audience is AARP members, senior citizens, people preparing for retirement, and those considering purchasing Long-Term Care Insurance for him or herself or a loved one. Conference participants will increase their knowledge of LTCI, learn how to develop similar partnerships, and be able to create a LTCI seminar in their area. They will be provided with a copy of the PowerPoint slides and the Comparing Long-Term Care Insurance Worksheet.

Make the Most of Your Travels

Presenter: Susan Hansen shansen1@unl.edu

Whether it is a sabbatical, 4-H exchange, professional conference or other professional development opportunity, or traveling to learn about another culture, make the most of the travel opportunities. This seminar will explore the five stages of traveling: dreaming, planning, packing, experiencing, and sharing. Included in these stages will be hints on staying healthy, with a focus on nutrition and food safety. The seminar will also discuss ways to enhance cross-cultural learnings such as customs, food and language. The presenter has traveled to both domestic and foreign destinations, including 15 countries on 3 continents. These travels have included a mini sabbatical, traveling as part of a group and backpacking alone through Europe. The presenter will provide insight into getting the most out of visiting and experiencing a new city, state or country as well as ways to share these experiences and learnings with others. Participants will be able to look at many of the suggested resources and travel items. This is not a travelogue. It does, however, look at the difference between a traveler and a tourist. What's the difference? This seminar will describe it and how it can make a difference in learning about another culture. A handout will be provided that includes details discussed in the seminar including planning questions, resources and websites to go for more information. This seminar will be helpful to members of all of the Galaxy III associations since the topic and materials shared can be used in all the disciplines. Target audience is extension staff who will be traveling to domestic and/or foreign destinations. Life members and spouses/partners will also find this seminar helpful.

Strengthening Your Facilitation Skills

Presenter: Jane Haskell jhaskell@umext.maine.edu

Level 1 Curriculum is designed for professionals who want to train community members to more effectively and efficiently lead community groups. Effective leadership is especially important when citizens are placed in facilitation roles and are expected to help groups produce results, deal with conflict, lead a sensitive problem-solving session. The participants immediately know they need more skills!

Learning AND Doing the Health H

Presenter: Kelly Hicks kelly.hicks@mail.wvu.edu

Co-presenters: Elaine Bowen, Chad Higgin

Health is a vital part of Extension's mission and the 4-H youth development program. However, program participants may not put learning into action. Inventive program strategies are needed to effectively motivate youths, families, and the overall 4-H program to learn AND do healthy behaviors. The WVU Extension Service 4-H Health Initiative addresses priority health habits through these components:

- focused, culturally appropriate curricula with health messages and hands on activities
- meaningful 4-H Health Officer leadership roles for youth within 4-H clubs and communities
- reinforcement and repetition of key health messages via club meetings, family handouts,

individualized learning, and 4-H events

- total involvement of faculty, staff, youth participants, parents, volunteers, and the community
- a comprehensive educator package to use in program planning, adult/youth training, implementing, and evaluating

Many components of the Targeting Life Skills Model are incorporated in the initiative – healthy lifestyle choices, personal safety, disease prevention, self-responsibility, goal-setting, and decision-making. Three yearly themes have been developed, implemented, and evaluated (dental health, physical activity, eating healthy.) The program has been used in a variety of settings, including 4-H community clubs, afterschool, school classrooms, summer residential camps, and day camps.

Program evaluations revealed important changes in targeted behaviors and family communication. Parents perceived that their children ate more fruits/vegetables, drank less soda, brushed teeth more often, and were more active with family/friends. The 4-H Health Planner led parents and children to discuss key health habits.

Community educators working with adult volunteers, families, 4-H, and school-age youths will gain knowledge and skills in innovative health education delivery techniques. The poster highlights program goals, implementation methods, curriculum, management and evaluation tools, outcomes, and lessons learned. Poster participants will be able to apply and integrate concepts and materials with their existing programs and audiences to promote healthy lifestyle habits.

Leaving a Legacy — 4-H Learning Center and Museum

Presenter: Susan Holder susanh@ext.msstate.edu

Co-presenter: Morris Houston

The 4-H museum and learning center will allow youth who visit the Museum of Agriculture and Forestry an opportunity to connect to the many learning experiences offered through the 4-H Youth Development.

The museum exhibits document the history of 4-H, the contribution of 4-H to progress of the state, and the contributions of the persons, organizations, and families who have participated in and supported 4-H.

The vision for technology will include a virtual 4-H Museum that reaches out to the world. Two distance education sites are located in the center. They can connect to every county extension office in the state, and offer web access. A computer lab is also located at the facility.

Currently, educational programming is offered to over 50,000 youth each year. Programs relate to hands-on agriculture, human sciences, leadership, expressive arts and science and technology programming.

The results of this project will include a greater out-reach to a potential new audience of youth, increased partnerships with private and public entities, and a distance education facility for teachers and youth to participate in 4-H youth development programming.

Promoting Collaboration between the Cooperative Extension Service and Public Health

Presenter: Theresa Howard tahoward@uky.edu

Co-presenters: Amelia Brown, Renata Farmer, Janet Johnson, Debbie Temple

Extension Agent representatives from across the state of Kentucky were recruited to participate in the 2006-07 Kentucky Public Health Leadership Institute (KPHLI). This provided an opportunity for our KPHLI team to find examples of collaboration and review where more collaboration could be done between Kentucky Cooperative Extension Service and Public Health. With both agencies having limited funding and personnel resources, we wanted to promote building understanding and partnership in outreach efforts.

By tracing the evolution of each organization it became clear that we share a common mission creating a need for shared resources. We focused on looking at behavior over time and the interaction between the two agencies. Our Problem Statement was "Why are there barriers to collaboration between the Cooperative Extension Service and Public Health and how can a model of collaboration be developed?"

County Health Departments and County Extension Agents from across Kentucky were invited to participate in a web survey covering programming done on Healthy Kentuckians 2010 goals- <http://chfs.ky.gov/dph/hk2010.htm> . We received a total of 74 responses: 78.4% from Cooperative Extension Service and 21.6% from local Health Departments. We wanted to develop awareness of successful partnership impacts toward the 2010 goals for improved state health quality. The survey reported that our most prevalent barrier to collaboration was lack of knowledge regarding available resources or programs of the other agency. Our team suggested a "Healthy Kentucky" Collaborative System to develop annual consistent communications between the Public Health districts and County Extension Services. This would include ongoing communication, strategic planning and needs assessment at both the state and local levels. Incentive grants from the state level could help promote collaboration. Our full KPHLI team report can be found at <http://www.ukcph.org/KPHLI> click on Change Master Projects Class of 2007.

Perceptions of Retinal Imaging for Verifying the Identity of 4-H Ruminant Animals

Presenter: Brian Howell howellbm@purdue.edu

Co-presenters: Clint Rusk, Renee McKee, Ron Lemenager

An affordable, convenient, and permanent form of identification is needed for 4-H livestock projects. Blomeke (2004) reported several advantages of using retinal imaging to verify the identity of 4-H livestock projects. The process is completely non-invasive and does not harm the animal in any way. The retinal image is consistently clearer than a nose print. As a result of Blomeke's study, a mandate was issued requiring retinal images of 4-H ruminant animals entered at the Indiana State Fair. Indiana was the first state to use retinal imaging to verify the identity of 4-H livestock projects. Other states have shown interest, but the technology and process are still gaining acceptance. Although retinal imaging proved itself superior to nose printing as a form of livestock identification (Rusk et al., 2006), no data were collected to determine public acceptance of the process.

This study was conducted to evaluate volunteer leaders' and 4-H livestock members' perceptions of the retinal imaging process and the equipment used to collect retinal images. The specific objectives of this study were to:

1. Determine respondents' perceptions of the retinal imaging process as a means of verifying animal identity.
2. Determine the perceived strengths and weaknesses of the retinal imaging process
3. Determine whether participants consider retinal imaging beneficial to the Indiana 4-H Program. Volunteers and 4-H members responded favorably when asked about their perceptions of retinal imaging to identify animals. Participants felt that the retinal scans were much clearer than nose prints, and the use of a computer reduced human error. Both groups expressed concern about the amount of time it takes to obtain an image. Practice and experience with the machine were determined to be viable solutions to the problems. Both volunteers and 4-H members view retinal imaging as beneficial to the 4-H program.

Working with Rural Local Government in Assessing the Feasibility of a Business Incubator

Presenter: David W Hughes dhughe3@clemson.edu

Co-presenter: Will Culler

Business incubators support and encourage the growth of local, usually new, businesses (clients). Typical services provided include secretarial support, computer and copier access, mail service, meeting space, a business reference library, and space. Most importantly, incubators provide mentoring and training for their clients and facilitate the interaction of startup and young businesses. Successful incubators target a set of businesses by sector (such as high technology)

or on more broad terms. By providing support, business incubators nurture development thereby helping businesses to survive and grow during the start-up period, when they are most vulnerable. Communities opt for business incubators because of the possible benefits including employment generation, enhanced entrepreneurial climate, and enhanced business retention, diversifying the local economy, and building or accelerating growth of a local industry.

Clinton is a rural community of 9,000 in Upper State South Carolina that has suffered a stagnant economy in recent years due to loss of textile jobs and other forms of primary manufacturing. The leadership of the city turned to Clemson University Extension personnel in formulating a plan for developing a business incubator as a way to engender local economic growth. Reviewed is the process of engaging local leadership including the local business community. We also discuss how we used secondary data from a variety of sources in supporting and making our recommendations. Also covered is how we used visits to and discussions with a variety of other business incubators in culling ideas and best management practices. Emphasized in our presentation will be the ingredients that local communities should possess to maximize the opportunity for success. Our approach will provide a blueprint for other rural communities seeking to evaluate business incubators as a way to grow their local economy.

Mobile Information Technology Forestry Programs Targeting Limited Resource Audiences at Tennessee State University

Presenter: Joshua Idassi jjdassi@tnstate.edu
Co-presenters: Jenell Sargent, Jonell Hinsey

The 1890 institutions have targeted their Extension programs quite well to non-traditional audiences. The hallmark and strength of the 1890 institutions is targeting the hard-to-reach, non-traditional, limited-resource farmers, woodland owners, and families. The Renewable Resources Extension Act (RREA) of 1978 has provided federal funding specifically for expanding Extension programs that target forest and rangeland resources. Compared to the funding available to support forest and range resources from RREA, the funding appropriated to the 1890 institutions is not sufficient. Faculty and staff in the 1890 system have identified a special need and are seeking funding from the RREA National Focus Funds to conduct educational programs using their mobile information technology and distance education capabilities across the 1890s landscape. The project uses a combination of traditional landowner training workshops and on-site training using mobile internet platform.

Education on wheels technology workshops were held in Stanton and Bolivar Tennessee, Santee- South Carolina, Natchez- Mississippi and Quincy - Florida, Americus, Georgia and Marvell, Arkansas and South Boston, Virginia. One hundred and twenty (120) participants attended and completed the two-days workshop. Both genders were very well represented. Prior to their participation each participant was registered to the website: forestandrange.org. During the workshops each participants was able to log-in to the website and able to access a significant number of modules that have information on estate planning, forest management, agroforestry and other topics. Through this project, collaborations in technology transfer and natural resources among faculties and staffs within the 1890 land grant system and local, state and federal agencies has been enhanced. Also, a significant number of participants indicated their interest to seek forest information through the forestandrange.org website.

Impact of Fine Arts Extension Programs in Kentucky

Presenter: Steve Isaacs steve.isaacs@uky.edu
Co-presenters: Stephanie Richards, Cora Hughes, Robert Shay

The University of Kentucky will highlight its Fine Arts Extension Program. In 2004, Pike County, Kentucky became the first rural county with an Extension program focused entirely on developing the Fine Arts. Pike Arts has shown significant community and economic impact through the arts and has received regional, state, and national recognition with honors including the 2006 Kentucky Governor's Award for the Arts. The success in Pike County helped expand into the

program's second rural county in 2007. Greenup County is now developing its own successful programs and receiving similar accolades. Expansion plans are underway in additional counties. The University of Kentucky would like to share the story of the development of this unique and innovative program.

As a Land Grant University, our mission is to serve the entire Commonwealth of Kentucky via resources of the entire University. Extension Fine Arts allows the College of Agriculture and the College of Fine Arts to collaborate to develop the arts in our rural areas. The quality of life in many rural communities is generally deficient in access to the arts. This lack of integrated arts programming severely limits the development of many life skills that could serve to deter negative choices that are leading to many rural social challenges.

By tapping into, developing, and advancing the available resources of these counties found residing in the talents and hearts of the people, these rural arts development programs are successfully addressing many social issues that have plagued rural America, Educational, economic, and, more recently, addiction issues are all being addressed in the context of Extension Fine Arts. By doing what we've known to do all along in developing the arts in our communities the University of Kentucky is making a difference across the Commonwealth.

Creating Entrepreneurial Communities

Presenter: David Ivan ivand@msu.edu

Co-presenter: Diane Smith

With struggling auto and manufacturing sectors, traditional economic development approaches have failed to add vitality to Michigan's economy. Michigan State University Extension, in partnership with a national non-profit foundation and the state's economic development agency launched an innovative initiative entitled "Creating Entrepreneurial Communities" to proactively address the state's economic challenges.

Utilizing an integrated approach of education, peer-to-peer mentoring, and community coaching, nine pilot communities were competitively selected for an intensive two-year commitment. Prior to their selection, each of the communities participated in a statewide conference on community entrepreneurship that featured both national scholars and best practice communities from across the midwest. The application process required an indication of community readiness. Those communities not selected for the additional training and coaching were invited to participate in continued educational seminars. The initiative included an independent research element to measure team progress and evaluate program success.

Each of the nine pilot communities sent teams to an intensive week-long training program to examine different community entrepreneurship models. An Extension Educator, who had participated in a separate coaches training program, was assigned to each team to serve as a community coach. In addition to working closely with their coach, community teams connected monthly with other pilot communities to benchmark progress. Community coaches connected independently to share coaching strategies. A six month retreat at the Edward Lowe Foundation allowed more intensive peer-to-peer mentoring among the communities.

The nine pilot communities will share their experiences at a second conference scheduled in fall, 2008.

The Creating Entrepreneurial Communities initiative offers a tremendous number of learning experiences for other states and/or educators working within community and economic development. Is coaching effective? Does peer-to-peer community mentoring help? What type of educational training has communities desired? This session answers these critical questions

Fast Track

Presenter: Kelli Jackson kjackso2@wvstateu.edu

Co-presenters: Marie Estep, Paul Henderson, Bonnie Parsons

The youth in our target population are faced with many challenges including limited resources, sedentary lifestyles, and the second highest incidence of childhood obesity in the country. Fast Track encourages both youth and adult participants to be more conscious of their food choices and to become more active in their daily lives. Participants engaged in the Fast Track Program learn to safely prepare simple, nutritious, and cost-effective meals so that they are less reliant on fast food as an option. Participants find fun and practical ways to exercise and learn to create realistic everyday budgets.

In order for participants to replicate this program, instructors will provide samples of all program brochures and flyers, copies of recipes used in the program as well as a handout concerning simple exercises performed during the Fast Track Program. Participants will be engaged in simple exercises during the session and will participate in a game that concerns education related to healthy food choices.

The pilot of the Fast Track Program was conducted as a grant-funded, staff-directed program. In order to address the sustainability of the Fast Track Program for at-risk youth, Extension staff have begun to work with community partners to ensure that the program will stand the test of time and monetary resources. The program has been strengthened through community collaborations which will reduce the overall program costs through shared equipment, facilities, and personnel.

The evidence-based practices will provide an avenue for discussing how the information and tools utilized in the program can assist participants in learning how the program achieved the intended outcomes in order to replicate the program. Outcome measures will be reviewed concerning the nutritional and financial literacy workshops that were completed upon completion of the Fast Track Program.

W3 *and U, Aquatic Adventures: *Water, Wetlands, and Wildlife! U means You!

Presenter: Jeremy Johnson jejohns1@vt.edu

Co-presenter: Kari Abbott

The 4-H, W3 *and U, Aquatic Adventures, environmental education program utilizes Project Learning Tree, Junior Master Gardener, and Project Wild curriculums to provide students with hands-on activities that teaches the importance of environmental conservation and management. Students and teachers participate in 10 educational sessions that are correlated with the Virginia Standards of Learning. Through the course of the program students develop observation, classification, and critical learning skills within the following topic areas: seeds; insects; forestry; wildlife; water; rocks; minerals; and soil; habitats and pollution. The educational experience includes two site trips that allow students the opportunity to reinforce classroom lessons in the environment. Learning outcomes for the W3 *and U, Aquatic Adventures workshop include the following: participants will explore hands-on activities from a minimum of three research-based environmental education curriculums; participants will gain knowledge in developing an environmental education program that is correlated with state education mandates. Participants in this hands-on workshop will learn how to make paper, develop a leaf art project, learn how animals prepare for winter, and how to teach youth about water pollution.

Where Does Your Money Go?

Presenter: Annetta Jones ajones1@purdue.edu

Co-presenters: Edie Sutton, MaryAnn Lienhart-Cross, Vickie Hadley, Elizabeth Kiss

Forty percent of American households spend their money as fast as it comes in. Every day they make decisions about how they will spend their money. Money decisions determine what they will eat, where they live, how they travel, what they wear and the fun things they will do. Current

spending and saving habits will determine whether we can pay our bills in six months, a year, or far into the future.

A team of educators developed this program to help consumers understand how current money-management practices affect financial security and to improve consumers money skills. The practices include tracking expenses, identifying spending leaks, developing a spending plan and identifying needs and wants.

As a result of implementing the program 332 people from across the state increased their awareness of their own spending habits. Most indicated they learned new information that they could use immediately and received worksheets they can use later. When asked what they learned at the session participants said they learned the difference between needs and wants (56%) what their spending leaks are(80%) how to track their expenses (86%). Nine out of ten participants were thinking differently about how they manage their money as a result of the program.

Positive Peer Programs: Teens as Teachers

Presenter: James L. Jordan jordan.247@osu.edu

Both research and youth development experiences support the notion that having teens as teachers teaching peers or younger youth contributes to education and eliminates problems. Cross-age teaching is believed by many to be among the most effective at providing youth with opportunities that will lead to healthy development and avoidance of delinquent behaviors,(Resnick & Gibbs, 1986 & Schine, 1989). Having teens as teach other youth is a commonly used model in Extension's youth development programs. Teens learn to be organized, actively involved, and responsible for positive community change, (Hoover & Weisenbach, 1999). In Butler County, OH, five extension programs have been recognized for their results of using teens as teachers in specific programming with major impact in the areas of 4-H CARTEENS, College 101, Jump Into Food & Fitness (JIFF), Life Skills with Diversity, and Family Safety Round Up. Participants will receive information on how to effectively engage teens in these area or similar areas that enhance their leadership skills. Many of these participants have NO previous 4-H experiences; thus, a whole new audience of teens are being introduced to 4-H Youth Development programming. Community benefits from teens as teachers can help create cooperation, caring and mutual respect,(Benard, 1990).

Participants will learn how to involve teens as teachers by recognizing barriers to teens teaching, success of teens as teachers, qualities of teens as teachers, recruitment & retention of teens, competence-motivation, autonomy-control/power, relatedness-other teens/adults and developing local programs using teens as teachers. Results might be the establishment of community based coalitions that brings youth development programs to a place at the table for partnering and youth programming.

Adding Meaning to the Camp Counselor Experience

Presenter: Patty Keating pkeating@purdue.edu

Co-presenters: Joan Grott, Hugh Tonagel

The presenters have developed an extensive, four-session training program to prepare counselors to take leadership roles in the planning, supervision, and teaching of camp activities. The counselors plan every detail of camp from the theme and t-shirt design to the class offerings and get-acquainted activities. Youth develop skills in decision-making, teamwork, organization, and leadership. In addition, they have experiences in each of the areas of the Essential Elements of 4-H: Belonging, Mastery, Independence, and Generosity. Past evaluations show that counselors felt they were more responsible, better able to speak in public, and better able to work productively as part of a team due to their camp counselor experience.

Competencies/Skill Sets

The information presented in this session will help participants build capacity in the areas of educational programming, communications, leadership, and organizational management.

Targeted Outcomes/Audience

This workshop is intended for those who have responsibility for or would like to begin 4-H camping programs. It will be valuable for new educators, as well as seasoned educators who would like a new perspective on the camping experience. Participants will learn how to involve youth in the planning process, analyze their current program, and identify opportunities to improve their program for higher impact.

Presenters

The presenters will be Patty Keating and Hugh Tonagel from LaPorte County, IN and Joan Grott from Porter County, IN. All are county-level Extension Educators who have developed and fine-tuned this program over the course of several years.

Instructional Techniques

Through PowerPoint presentations and hands-on activities, participants will be introduced to all topics covered in the four session training series. Time will be left at the end for questions, as well as program sharing from the audience.

Take-Home Materials

Participants will receive materials to replicate this training in their counties. Applications, training agendas, and correspondence will be included.

Successful Collaboration with Community Organizations and Agencies

Presenter: Jack Kerrigan kerrigan.1@osu.edu

Key best practices in adult education and youth development outreach and engagement by Extension often involve collaboration with other organizations in the community. Developing and maintaining collaborative relationships is essential to success.

A modified Delphi study identified the importance of such relationships with governmental funding partners, local communities and agencies; working with local educational institutions; and using educational resources of the entire land-grant university as key factors in success in outreach by Extension offices. Success in collaborating includes several factors: shared goals, shared agenda, understanding of collaborators' perspectives, valuing collaborators' experience and expertise, open communication, mutual respect and trust, and shared agreement on recognition.

Collaboration requires that Extension and university staff is motivated to be creative in reaching effective ways of working with professionals from collaborating organizations. Organizational culture, norms, methods may be quite different. Patience and commitment to shared outcomes are critical to success.

Discussion of these and other factors brings greater understanding of what is needed for successful collaboration. Awareness of these issues will help participants learn and understand how to build stronger and higher impact collaboration. Discussion and sharing of experiences will help participants learn from the challenges and successes of others in building successful collaborations. Participants will learn key factors involved in collaboration building, how to address these factors, how others have faced these challenges and succeeded.

Generations, Culture and Communication: Engaging Generations

Presenter: Ancilla Parducci parducci@illinois

Co-presenters: Terry Feinberg, Margaret Larson, Karen Durtschi, Tony Franklin

Engaging Generations, the new (2007) curriculum is part of a larger curriculum, Generations, Culture and Communication, anticipated to be fully complete by early 2009. Combining research-based information with a highly-interactive, exceptionally presenter-friendly program, University of Illinois Extension has created an ideal diversity curriculum for both business and community organizations in the new millennium. Participants gain practical applications for knowledge without feeling as if they are being preached to and learn not only that differences matter in motivation, leadership, recognition and work ethic but also how to capitalize on and make the most of those differences.

Engaging Generations has already become invaluable throughout Illinois to businesses, nonprofits, local governments and others in workforce and volunteer issues of retention and motivation, as well as in dealing with conflict management and customer service. The two accompanying curricula (Have You Noticed? and Say What?) will also contain practical, useful information, activities and supporting materials for presenters to provide diversity training for leaders, employees, volunteers and businesses to make an impact in their interactions internally and external to their organization.

In addition to introducing the Engaging Generations and related curricula, this session will engage participants through presentation of a new process being undertaken in which this—and future University of Illinois Extension curricula—are being marketed nationally as both training opportunities for consultants, corporate trainers, etc and for direct delivery of the curriculum by Extension professionals as consultants for the new, sustainable Extension of the 21st Century. University of Illinois Extension is working with outside marketing consultants to develop this and other curricula into an extraordinary opportunity to finance new and continuing projects.

Vision 2020: Working with a Rural Development Council and Local Government in Madison, Florida

Presenter: Dr. Dale Pracht dpracht@ufl.edu

Co-presenters: Mark Brennan, Bryan Terry, Diann Douglas

University of Florida Community Development Specialists will be working with the Madison County Development Council and members of local government to prepare an update of the County's strategic plan. Madison County, located in the northern part of the state, has undergone dramatic changes in population and infrastructure during the last decade. The comprehensive plan, mandated by the Florida Legislature has to be modified every five years to comply with the state statutes. One of the first tasks of updating the County's Comprehensive Plan is to align the vision and mission of the county with the interests of the citizen through a public forum process. This is a structured process of citizen input, synthesis and analysis. A report is prepared and presented to the Development Council based on various stages of the citizen input. The County Planning Group uses the elements in the update of the Comprehensive Plan and to make decisions about needs in the county.

Keeping Children Safe: Food Allergy Awareness Programs

Presenter: Cheryl Tickner ctickner1@unl.edu

Co-presenters: Susan Brown, Carol Scharz, Cami Wells

Food allergies are a growing public health concern in the United States. According to the Food Allergy and Anaphylaxis Network, more than 12 million Americans have food allergies including 3 million children. Food allergy reactions result in more than 30,000 emergency room visits and 150-200 deaths each year.

Parents of children with food allergies can monitor food eaten at home, but food served away

from home can be very risky. It is important that foodservice workers, especially in schools, daycare centers, camps, etc., receive proper food allergy training. "What You Need to Know About Food Allergies," a program developed by a team of Nebraska food safety educators, targets this audience. During 2006-2007, eight workshops reaching more than 300 workers were offered. Topics were Food Allergy Basics, Minimizing Allergy Risk, and Handling Allergic Reactions. Program delivery methods included Powerpoint slides, a video and group activities involving label reading and case histories.

Participants completed evaluations at the end of the workshops with the following results: participants (n=335) indicated increases in knowledge on the following topics based on a five-point scale:

1. Foods Most Likely to Cause an Allergic Reaction (before the program = 3.4, after the program = 4.4)
2. Symptoms of Allergic Reactions (before the program = 3.2, after the program = 4.5)
3. What to Do to Minimize Allergy Risks (before the program = 3.0, after the program = 4.5)
4. How to Handle an Allergic Emergency (before the program = 3.1, after the program = 4.1)

Mail surveys sent to one-fourth of the participants (n=36) six months after one of the first workshops indicated that as a result of the program almost all foodservice managers had trained their staff on food allergies and many had developed a written policy.

Training Methods to Engage All Counselors Regardless of Experience

Presenter: Cassie Turner turner.280@osu.edu

Co-presenters: Tracy Winters, Laura Jane Murphy

Teens want and need to have an opportunity to both practice leadership and to be involved as decision makers in planning and implementing programs. When teens have the ability to be active partners in planning, implementing and evaluating programs, they develop strong leadership and life skills, and become vested in the programs in which they work.

Teens involved in leadership discredit the negative stereotype that teens are irresponsible and poor role models. Through leadership experiences, teens develop valuable life skills such as planning and organization skills, a sense of discipline and self-responsibility, a better appreciation for the role adults play, and strong leadership and workplace skills. These skills promote positive development thus supporting the philosophy that youth are given positive relationships, support and the right to contribute to society and have a voice in decisions that affect them (Grant Makers Health, 2002).

For adults working with teens, they gain a better understanding of needs and interests of youth and an appreciation for the creativity and energy that teens contribute, as well as valuable assistance with projects. Incorporating teens as teachers and partners in any program takes time and persistence, but is well worth the effort.

This workshop will spotlight successful extension programs utilizing a variety of teen populations. Highlighted programs will include NJ Young Heroes, North Jersey Teen Conference, Get Moving-Get Healthy, and Eco-Ventures at the Earth Center. Program challenges will be discussed and success stories will be shared.

Participants will learn tools and strategies to involve teens as teachers and partners in program planning and implementation. Participants will take part in hands-on activities used to train teens for leadership roles, and sample agendas will be provided. The workshop will include methods for taking teens from a participant role to a teacher and partner role in any program design.

Digital Storytelling

Presenter: Deb Weitzenkamp dweitzenkamp2@unl.edu

Co-presenter: D'Ette Scholtz

Digital Storytelling engages 4-H youth, leaders and communities in the growth and development of youth. Utilizing digital pictures, freeware, technology and a dose of fun, youth learn to organize and communicate effectively through technology-based presentations to tell a story.

This poster session will demonstrate how to use freeware to turn your digital pictures into a video that can be shown on your computer and utilized for achievement or 4-H recruitment events, volunteer training or sent to loyal supporters on a CD. It's easy to tell the story of a 4-H club, Extension year, or community service project by creating a short narrated video snip-it of the event.

Through participation in Digital Storytelling, youth will:

- Develop skills for communicating using technology
- Learn how to organize technology-based presentations
- Develop self confidence

Digital stories may showcase adventures or accomplishments in someone's life, in memory of a person no longer living, or be based upon significant places, careers, or a story of overcoming an obstacle or challenge in one's life. Discover how Nebraska 4-H is incorporating digital storytelling in a technology-based contest to help 4-H members and volunteers Know How Know Now!

The Grandletters Program

Presenter: Edward Werner werner.48@osu.edu

This poster session will feature many photos, a detailed program description, a summary of the program evaluation, and a comprehensive 10-page handout. The goal of this poster session is to provide the necessary tools for anyone in Extension to be able to easily replicate this program in any locale and even across program areas as well (4-H and/or FCS).

Program Description-The Grandletters Program is an intergenerational correspondence program that matches 120 senior citizens with 120 sixth-grade students who exchange letters throughout the school year and then meet face-to-face in May for a luncheon complete with food, gifts, decorations, and entertainment provided by both seniors and students.

Research Base-Recently, a national impact assessment design team reviewed characteristics of effective programs for youth development. Eight key elements were identified. They are: 1) Positive relationships with caring adults; 2) Welcoming environments; 3) Competence and Mastery; 4) Practice service to others; 5) Emotionally and physically safe environments; 6) Self-determination; 7) Engagement in learning; 8) Vision of oneself in the future;

Program Evaluation-Since the goals of this program were based on the 8 key elements, it is appropriate for the evaluation piece to strongly connect to these elements as well. These connections are as follows: 1) Students reported feeling that their senior pen pals cared about them. 2) Students reported feeling accepted and welcomed by their senior pen pals. 3) Students were provided regular opportunities to improve their written communication and language arts skills. 4) Students were encouraged to share their talents with others through the entertainment portion of the program. 5) Students reported feeling safe and comfortable sharing their thoughts and feelings with their senior pen pals. 6) Students were able to choose the content and depth of sharing in their letters. 7) Students reported having a greater understanding and appreciation of seniors after participating in this program. 8) The senior pen pals encouraged their students to begin thinking about their hopes and dreams for the future. The actual mean scores based on a five-point Likert scale will be shared with this poster.

The Junior Master Gardener Program

Presenter: Edward Werner werner.48@osu.edu

This poster session will feature many photos a detailed program description, a summary of the program evaluation, and a comprehensive handout. The goal of this poster session is for anyone to be able to replicate this program in any locale and even across program areas as well (4-H and Horticulture).

Program Description-This in-school program presented information on horticultural and environmental science education and leadership development. This program was held March-May with 20 fifth-grade students from Rausch Intermediate School in Ravenna, Ohio. The curriculum used was the Junior Master Gardener Handbook (Level 1) from Texas A&M University. Horticultural educators can cover the plant science part of the program and 4-H educators can focus on the leadership and life skill development aspects. The goal of this program is to change student's knowledge and awareness in these areas.

Research Base-Research indicates that many students lack a foundational understanding of plant science at the intermediate school level. Students express amazement that the foods that they eat "come from the dirt." As budgets become tighter and more schools "teach to the test", this shortcoming under gets worse.

Evaluation-Program Evaluation was done with a written survey at the program's completion. All 20 students indicated that they were glad that they participated in the program and that they would do it again if given the chance. All of the students indicated that their understanding of plant science increased as well as a result of the program. All of the students indicated that their leadership skills and citizenship skills increased as a result of doing demonstrations and community service projects as part of the program. Mean scores will be included with the poster.

The Jiff After School Program

Presenter: Edward Werner werner.48@osu.edu

This poster session will feature many photos a detailed program description, a summary of the program evaluation, and a comprehensive handout. The goal of this poster session is for anyone to be able to replicate this program in any locale and even across program areas as well (4-H, FCS, and Horticulture).

Program Description-This after school program presented information on the importance of daily exercise and balanced diets on overall health. This program was held in April and May with 20 fourth-grade students from Carlin Elementary School in Ravenna, Ohio. Curricula used included JIFF (Jump into Foods and Fitness) from Michigan State University Extension and "You're the Athlete" from Ohio State University Extension. FCS educators can cover nutritional content (Food Guide Pyramid) and horticultural educators can cover fruit and vegetable information. The goal of this program is to change students knowledge and action in these areas.

Research Base - Research indicates that close to 40% of grade school students are overweight and/or do not exercise or eat healthily on a regular basis. Many youth today are dealing with a sedentary lifestyle and excess weight (Pivarnik and Pfeiffer, 2002.)

Evaluation-Evaluation was done by a post pre and post survey and other written feedback from program participants. Regarding the post pre and post test survey, 94% of the responses indicated an increase from pre to post program responses. At the beginning of the program, only 3 students were able to run a half mile. At the end, 17 were able to do so.

You Heard What?

Presenter: Amy Zemler azemler@nmsu.edu

Co-presenters: Lauren Romig, Shannon Franklin

You're sitting at a stoplight and begin to hear a "boom, boom, boom" as a carload of teenagers pulls up next to you. You walk into your home after a long day of work, the television is turned up really loud and your kids are watching a music video where women are wearing very little, and an exchange of drugs or gunfire is taking place. On Saturday morning, you wake up and rather than watching Scooby Doo, your children are watching a cartoon that you thought was safe but as you look at it, depicts fighting and war. And this Friday, your child has been invited to a Halo party. When you ask what a Halo party is, you're told that it's a party where they'll be watching movies and playing video games. Sounds safe right? But what kind of video game is Halo and what types of movies will your children be watching.

Have you ever asked yourself what are those rap artists singing about? Have you sat down with your children to discuss what those words mean to you, and found out what they mean them? What about television shows? Are you monitoring the TV that your children are watching? Do you read reviews for movies before you rent them for, or take your children to go see them? And what about video games, are you reading about the content of the games before your children go to a "gaming party"?

In this workshop, participants will learn how strong of an influence these types of media have on youth, and the impacts that it has on their behaviors. It will look at how they affect the pursuit of future goals. Finally, it will also look at their youth development as demonstrated in the Life Skills Model. Within the Life Skills Model, we will have a specific focus on Being, Thinking, Giving and Relating.

Cultivating Partnerships to Develop a County Parks Department

Presenter: Chris Zoller zoller.1@osu.edu

There has been a growing interest among Tuscarawas County citizens to have more recreational areas, especially trails for walking, bicycling, and equestrian use. One of the challenges of stimulating support for trails and green space in the county is the sense that there is already an abundance of open space. However, many citizens have seen and experienced recreational opportunities in other communities and want those same opportunities in their own county. In response to concerns by farmers about private property rights and citizen requests for an organized park system, the County Commissioners contracted with the Ohio and Erie Canal Coalition (OECC) to assist the county in the development of a Countywide Trail and Green Space Plan. Members of this planning committee included Ohio State University Extension, Tuscarawas County Farm Bureau, Township Trustees, Cities and Villages and the Chamber of Commerce.

The target audience for this project included elected officials and private citizens. The committee was asked by the commissioners to first develop a county-wide trail and green space plan that included the plan for developing a parks department.

By developing partnerships at the grassroots level, the committee has achieved a number of successes, including: identifying 25 potential projects throughout the county, identifying 92 miles of hiking and bicycling trails, 400 acres of green space, and the designation of 130 miles of scenic roadways. Additionally, the committee has been able to raise more than \$10,000 in cash and in-kind contributions to support the project, developed cooperative working relationships among communities, completed a multi-year business plan to guide the department and recently hired the county's first-ever parks department director. These partnerships have seen and will continue to document the positive economic and community development impacts throughout the county.

Llama and Alpaca 4-H Project Curriculum

Presenter: Ann Mumaw. mumaw.2@osu.edu

Co-presenters: Sarah Lindley

The target audience is 4-H members ages 8-18 years of age and adult 4-H volunteers. Both the handbook and the project and record book would also be valuable resources for FFA members with llamas and/or alpacas, as well as adult producers.

The target outcome is for youth and adults to increase their knowledge of llamas and alpacas while also gaining the life skills of setting goals, recordkeeping, learning about quality assurance, and being a good citizen. Learning activities related to llamas and alpacas in the project book are designed for members to explore their interests at the beginning, intermediate, or advanced levels.

The "Llama and Alpaca Resource Handbook" covers the topics of origin, anatomy, uses of llamas and alpacas, selection, health practices and conditions, nutrition, reproduction, grooming, shearing, showing, environmental concerns, training, and packing.

This curriculum was written by Extension educators, 4-H volunteers, parents, and judges. It was piloted in several Ohio counties with feedback of many positive comments. Animal Science specialists and additional llama and alpaca judges also reviewed the books.

This curriculum is unique for it is not only the first 4-H resource handbook and project book on llamas and alpacas in Ohio, but also it is written as a comprehensive resource that can be used across the country.

Communicating the Public Value of 4-H

Presenter: Celeste Carmichael cjc17@cornell.edu

Co-presenter: Barb Schirmer

Objectives: Participants will:

- understand why 4-H is a unique youth serving program.
- evaluate communication strategies that can help others understand what it is that we do.
- create a short, intentional message that new audiences understand the role that 4-H can play.

Content addressing needs and strategies for at-risk audiences:

- Cooperative Extension connects communities to their land grant universities. Research and statistics are great tools for helping families understand how they can best help their families grow. This workshop will help participants connect their success with field research and communicate this information in an interesting way to their audience.

Information and tools:

- The Cornell Cooperative Extension State 4-H Youth Development Office recently published a series of one-page handouts called "Why 4-H?" The series articulates the intentional path of our program – connecting research, with audience outreach. These tools include a combination of success stories, statistics, and program information. The initial audience for the series was internal – to help Association Directors and staff to answer common questions and critique. Based on feedback, the resources have been used with the general public, and as a volunteer training tool. The tools have also been provided in a format that can be edited for local information.

- Web-based resources. There are a number of web-based resources that allow staff to have current resources, statistics and family development information on hand. NYS4-H Resource Directory, CYFERnet, ACT for Youth, Journal of Extension etc.

- Many simple tools, like blogs, are available to share your successes. Participants will be shown and add some of the free communication tools available.

Tools to highlight: Why 4-H Series (supplemental piece to be added about CYFAR), NYS4-H Resource Directory, Website/blog

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Sustainability Through Agroforestry: Training the Trainers

Presenter: Deborah Hill (dbhill@uky.edu)

Co-presenter: Michael Gold

Utilizing the recognized techniques of agroforestry (e.g., alley cropping, silvopasture, windbreaks, riparian buffer strips, forest farming) creates farming ecosystems that are more sustainable, largely because of the inclusion of long-term tree crops with other, annual, agronomic crops and/or livestock. Several of these techniques are supported by cost-share programs through various agencies within the US Department of Agriculture (NRCS), the US Department of Interior (F&W), and state forestry and conservation agencies, although perhaps not by exactly the same name (e.g., streamside management zones instead of riparian buffer strips). Cooperative Extension can play a crucial role by providing training about these techniques to a mixture of field personnel from these different agencies. Including information regarding how the agroforestry techniques might interface with agencies' existing cost-share opportunities maximizes benefits to the farmers and natural resource landowners these agencies serve. Hosting the training workshops for all agency personnel at once enables them to find out from one another where crossover points exist and to make more efficient plans to assist their common clientele. Having obtained support from the administrations of all agencies involved, three day-long workshops were held in locations across Kentucky to minimize travel time. Personnel from the Center for Agroforestry at the University of Missouri worked with Kentucky personnel and provided some of the take-home materials for the participants.

Poster Session #3

Wednesday, September 17

The Vitality of West Virginia's Downtowns

Presenter: Alison Chrisholm Hanham achanham@mail.wvu.edu

Co-presenters: Kate Burbank, Rick Moorefield

Like many places across the country, West Virginia's downtowns have experienced years of decline. But they are now on the upswing as more and more municipalities recognize the economic and social value of their downtowns. Unlike the homogenous, placeless, retail sprawl created by malls and big-box retail areas, a distinctive downtown has the opportunity to become a place where people can connect with their heritage and find a sense of community. People are beginning to realize that the unique identity and sense of place their downtowns represent are worth preserving and developing. Local government leaders, nonprofits, and civic organizations are initiating downtown revitalization projects aimed at improving the economic climate of their downtowns, attracting new businesses, and creating an attractive, interesting environment where people feel comfortable and are willing to visit and spend time in addition to doing routine business transactions.

In 2006, the Downtown Revitalization Team at West Virginia University Extension Service completed a statewide survey research project to gain a more comprehensive outlook on the conditions and issues facing West Virginia's downtowns. In addition to gaining a more complete picture of the economic conditions in downtowns, the research findings also provide information about revitalization projects, tourism activities, business development and promotional activities, issues and concerns, training and organizational needs, and a snapshot of some of the impacts resulting from downtown revitalization projects across West Virginia. The study uncovered several encouraging trends and also highlighted some of the biggest issues our downtowns face. These findings provide a roadmap for future Extension program development to help facilitate downtown revitalization initiatives and to address the needs of downtown revitalization organizations.

Skills for Success in the Knowledge Economy

Presenter: Graham Cochran cochran99@cfaes.osu.edu

Co-presenters: Tricia Callahan, Jerold Thomas

Preparing youth for the workforce is a major concern in the United States. Employers are reporting that young workers are lacking key skills necessary for success in today's workplace. Economists Levy and Murnane summarize these twenty-first century skills as expert thinking and complex communication and provide a compelling argument for educators to focus on a this new level of skills.

We (Ohio State University Extension) recently identified the "Knowledge Economy" and "Employment Success" as important areas for our focus. All three authors of this proposal have been leading teams and initiatives related to the knowledge economy, workforce skills, and youth workforce preparation. We will draw from the literature, our experience, and a recent training taught with Extension professionals in Ohio. Using technology, these professionals developed practical tools for future use with local clientele.

This workshop will focus on developing awareness of the knowledge economy issue, what it means for youth workforce preparation, and teaching tools generated from the recent training described above. These tools will be distributed to those that attend with some practical ideas of how they too can address workforce preparation issues locally. Tools will be shared that deal with educating our key stakeholders about the knowledge economy and 21st century skills, utilizing

technology such as enhanced podcasts.

Through lecture, interactive presentation of tools using technology, and group discussion participants will: (1) develop knowledge, and awareness related to the knowledge economy, what it means for Extension professionals' work with youth, the workforce skills gap, and skills needed for success; (2) explore new resources that have been developed for Extension professionals to teach local clientele about the knowledge economy and what it means for youth; and (3) receive teaching tools that they can adapt for use within their own programs.

Preparing Teens for the 21st Century Workforce: Work-Based Learning as a Strategy to Bridge the Skills Gap

Presenter: Graham Cochran cochran.99@cfaes.osu.edu

Co-presenters: Nate Arnett, Niki Nestor-McNeely, Theresa Ferrari

Recent studies (e.g., Partnership for 21st Century Skills, 2006) have found that new entrants to the workforce lack the applied skills necessary to succeed, raising concerns about a skills gap. Ohio State University Extension has developed successful work-based learning programs for teens that are teaching 21st century skills (Ferrari & McNeely, 2007; Ferrari, Cochran, & Arnett, in press). On a small or large scale, within our own organization or using community partners, we can provide diverse work experiences (e.g., horticulture, camping, teaching).

Work-based learning experiences are practical opportunities that integrate work and learning. They involve performing real work that is structured, supervised, and evaluated. Growing your own, a natural progression from participant to teen leader, to teen employee, to adult staff, is a key opportunity to prepare Extension's future workforce. Work-based learning is a good model for engaging teens and developing workplace skills and competencies that they can apply now and in the future.

This session will highlight principles and practices for developing quality work-based learning programs that build on a philosophy of positive youth development and will work for many Extension offices and programs, as well as benefit our clientele. The areas discussed will include: (1) the broad set of skills young people need for the 21st century; (2) roles and training of adult mentors (supervisors); (3) designing work experiences that are intentional, meaningful, challenging, practical, and feasible, and are also learning experiences; (4) program management practices; and (5) assessment and evaluation strategies.

Through a PowerPoint presentation, hands-on activities, and discussion participants will: (1) learn about transferable skills that can be learned through work-based learning experiences; (2) discuss key principles and practices; (3) receive a packet of materials for working with teen employees, including evaluation strategies; and (4) have an opportunity to discuss strategies for supporting work-based learning programs.

4-H Day Camp Cooking School

Presenter: Dr. Paula Davis pmdavis@ufl.edu

Co-presenters: Marjorie Moore, Brian Cameron, Ken Rudisill

This week-long day camp cooking school enabled youth to learn the art of cooking in a healthy manner that included healthy food choices, food safety, hand washing, seafood identification, using garden herbs, setting a table, and table manners/etiquette. This was an interdisciplinary team effort that provided a well rounded program for youth to learn culinary arts. Objectives: 1) To introduce more youth to 4-H, particularly inner city youth; 2) To demonstrate how they can make healthy lifestyle food choices and prepare dishes for themselves and their families; 3) To train youth on how to read labels, food preparation techniques, make healthy food choices using the My Pyramid, and how to have fun with culinary arts. Methods: A grant \$2,500 grant was received to conduct this program. Involvement in this program was the 4-H, Family and Consumer

Sciences, Sea Grant, and Horticulture Agents. A curriculum was developed to include information on cooking safety, hand washing, healthy food choices, menu planning, table manners/etiquette, growing herbs and using herbs in recipes without the salt, using the right kitchen tools, measuring techniques, reading labels, etc. Youth toured a farm, bakery, seafood market, restaurant, and a hospital kitchen in which they learned the importance of handling and serving food for a high risk population. Camp was held six hours each day. Youth prepared recipes each day related to the My Pyramid. The last day of camp, youth prepared a full menu and prepared the meal. A pre/post evaluation instrument was developed and administered. Results: Youth had an average pretest score of 42% and post test score of 84%. Many youth liked the cooking experience. They planned to cook for their family and more often. They liked trying different recipes and foods. At least four youth stated they might become a chef. Parents stated that the youth shared what they learned.

Community Trail and Landscape Design: Research Findings to Encourage Use and Increase Residents Physical Activity Levels

Presenter: Susan Erickson susaneri@iastate.edu

Co-presenters: Christopher Seeger, Gregory Welk

According to the CDC, fewer than 50% of Americans get the recommended amount of physical activity in their daily lives and a staggering 25% have no leisure-time physical activity. The health concerns of obesity and low physical activity have prompted increased interest in understanding the built environment's effect on physical activity levels of the population. While a significant portion of this research has looked at transportation networks and housing design, very little research had been done that relates vegetation patterns to outdoor recreation preferences. In this study funded by the National Urban and Community Forestry Advisor Council, study participants wore global positioning system (GPS) units and physical activity monitors during their daily walk/run. The information collected was stored on each of the two unique devices and then processed along with meteorological records and land cover/land use data in a Geographic Information System (GIS). The GIS was then used to reveal patterns of how individuals interact with their environment. While the data collected in this study is just a piece of the larger puzzle, it allows planners, landscape architects, health officials and community leaders to begin to better design communities that support healthier lifestyles.

Attendees to this presentation will find significance in the results of the study and the brief overview of the innovative spatial techniques and research protocol used to study the built environment.

Farmers' Market Magic: Strategies for Effective Nutrition Education And Food Demonstrations

Presenter: Erika Ichinose ei22@cornell.edu

Co-presenters: Carol Parker-Duncanson, Linda Ameroso

The education arm of the Farmers' Market Nutrition Program (FMNP), implemented in New York City (NYC) by Cornell University Cooperative Extension-NYC, features numerous collaborations with local and statewide agencies, as well as colleges and universities. The CUCE-NYC Market "Team" delivers nutrition education on-site at farmers' markets in neighborhoods where there is a high percentage of FMNP coupon distribution. Because of limited access to stores that sell a variety of fresh fruits and vegetables and a lack of familiarity with regionally grown produce, families and seniors with limited resources may not be able to consume the recommended amounts of fruits and vegetables. They are in need of ways (and incentives) to select, purchase and prepare fresh produce to have a positive impact on their short- and long-term nutritional status. CUCE-NYC's FMNP is known as a model throughout the state of New York for its innovative educational strategies, program delivery, and communication of program impacts.

Nutrition education activities at the farmers' markets in NYC include culturally-sensitive hot and cold food demonstrations utilizing locally-grown produce available at the market; recipe tasting; "Meet the Vegetable" activities; food safety mini-nutrition lessons; and other exciting, hands-on, dialogue-based activities.

This workshop will share ideas and resources, such as equipment used at farmers' markets, components of our 2-day team-building program orientation and ongoing onsite trainings, recipe selection, technique-based (rather than ingredient-based) recipes, program evaluation methods, and effective nutrition education strategies. These ideas can be used to enhance program efforts in any state, especially when working under the challenges presented within communities that host farmers' markets (i.e. transportation issues, water access and storage).

This interactive workshop will:

- provide Extension professionals with the ideas, resources, and tools necessary to creatively and effectively address current and emerging issues that impact families and communities;
- showcase an effective program that addresses emerging family and community issues facing a changing population;
- explore and highlight effective and innovative strategies for educational program delivery at the farmers' markets in NYC;
- emphasize the vital role student interns & volunteers play in program implementation & marketing and strategize how to build relationships to utilize undergraduate and graduate students effectively to maximize program delivery and save program costs and paid staff time;
- share evaluation methods, FMNP 2007 Success Stories and program impact; and
- provide Extension professionals with opportunities for sharing ideas and networking to enable personal and professional growth and development.

This workshop is geared towards Nutrition/Health Program Supervisors and Educators interested in enhancing their work with the F

Trails and Their Communities: A Case Study of the Gandy Dancer Trail

Presenter: Robert Kazmierski bob.kazmierski@ces.uwex.edu

Co-presenters: Michael Kornman, Dave Marcouiller

Increasingly, natural and built amenities that provide locally available recreational opportunities are considered a central strategy for post-industrial economic change. However, application of this economic development strategy has increased demands for alternative outdoor recreational uses and the supply of locations in which these demands can be accommodated continue to be constrained, thus recreational conflicts are becoming increasingly pronounced. Recreation compatibility, or the manner in which alternative recreational uses interact, has recently been understood as a critical element in adaptive site planning, particularly with the increased emphasis on multiple use applications to recreation planning.

In this report, we extend recent local results and priorities of the Wisconsin Statewide Comprehensive Outdoor Recreation Plan (SCORP) and describe an approach to examine recreation use compatibility that emphasizes the spectrum of interaction from complementarity to antagonism with respect to linear multiple-use recreational trail systems. Our approach to evaluating recreation compatibility is applied to the Gandy-Dancer Trail System in Polk and Burnett Counties. Since 1991, when the Gandy Dancer Trail was established, no evaluation of this multi-use recreational trail has been implemented.

The purpose of the research is to estimate user impacts of the Burnett/Polk County section of the Gandy Dancer Trail on both local economic characteristics and recreational use compatibility and to disseminate these results for Extension clientele. For instance, local communities and economic development professionals are clientele that rely on a wide variety of information and data to make decisions about how best to plan for sustainable community development. The applied research uses a year-long stratified sample of trail users, an intercept approach unique to applied trail research, and a mail survey instrument designed to elicit user perceptions, characteristics, and activities. The context for survey results are matched with evidence gleaned from a series of focus group interviews conducted with a variety of local stakeholder groups. Results suggest that while increased demands within the context of limited budgets necessitate multiple use of trail systems, understanding recreation compatibility allows for progressive and adaptive site planning that acts to maximize complementarity and ameliorate antagonism and

competition. Key implications for Extension education include developing a trail profile that includes economic impact data, trail user impressions, and other demographics. Communities, promotional organizations, and businesses will utilize the information to manage and better develop the Gandy Dancer Trail, help to answer broader tourism development questions, and resolve recreational use conflicts

Energize Your Program Using the Latest in Online Technology

Presenter: Joanne Kinsey jkinsey@njaes.rutgers.edu

By the end of this session the participant will be able to: 1) define the role of blogs, wiki's and podcasts as interactive tools in the instructional process. Opportunity will be included for participants to communicate with their peers regarding the ways in which they currently use technology, and consider ways in which they would like to use technology as a new method of delivery of information. Participants will be able to: 2) examine and evaluate examples of how technology is currently being used in the educative process. The session facilitator will provide an overview of a simple step-by-step process that participants can use to step out into the world of online interaction. By the end of the session the participant will be able to: identify a personal plan of action to incorporate blogs, wiki's, and podcasts into their educational program. A resource guide will be provided to the session participants.

Designing a Workplace Wellness Program!

Presenter: Joanne Kinsey jkinsey@njaes.rutgers.edu

According to Workplace 2010, health promotion is an investment in human capital. Employees are more likely to be on the job and performing well when they are in optimal physical and psychological health. Reduced absenteeism, a reduction of employee health risks, job satisfaction, and employee morale are all part of improved productivity. Basically a company's productivity depends on employee health. Companies can save on their health care costs if they offer a wellness program for their employees.

This program features a 13-week workplace wellness program designed to motivate employees to strive for their personal health goals. The program includes a 10,000 steps a day walking program, and a series of informational lunch and learn sessions focused on diet, nutrition, and healthy lifestyle choices. Program partners include the American Cancer Society, the Arthritis Foundation, The American Heart Association, and local hospitals, health care systems, and other health agencies.

Kentucky Sews

Presenter: Jennifer Berschet Klee jbklee@uky.edu

Co-presenters: Mary Hixson, Liz Kingsland, Judy Hetterman, Hazel Jackson, Rita Spence

Over the past five years, Kentucky Cooperative Extension professionals and volunteers have initiated a variety of sewing events to foster both creative and fundamental sewing skills for adults and youth. With technological advances in sewing equipment, machine and fabric sales are soaring nationwide. Home sewing has been featured in the Wall Street Journal, Time magazine and various national publications. Young, new and veteran sew-ers alike are hungry for instruction and opportunities to use their equipment (embroidery, sewing, and serger/overlock machines) which can represent a sizable investment.

With the decline of sewing instruction in the public schools, Cooperative Extension FCS and 4-H professionals with the involvement of volunteer leaders are in a unique position to fill this void. Teaching adults and youth to sew enables the development of a valuable life skill. The Home Sewing Association research acknowledges the value of learning to sew. It reports in addition to reducing stress and increasing self-esteem, sewing develops math and problem solving skills, independence, self-expression, sequential thinking and an understanding of color, textiles/fabrics and textures.

Kentucky has responded to the sewing interest/demand with diverse regional and statewide

sewing programs: Come Sew with Us: Lessons for Beginners; It's Sew Fine: for Home and Family Sewing Expo; Sewing Smorgasbord; the Jabez Quilt Seminar; and 4-H/youth sewing day camps, including a new 4-H sewing curriculum. These efforts have reached nearly 500 participants annually. Results from participant evaluations indicate increased and improved sewing skills, plans to use those skills for home, family and/or additional income, and the intention to teach others.

Six Extension professionals who have planned and taught these programs will share overviews of five sewing programs, including examples of promotional materials, program formats, and featured projects covering multiple skill levels. Project examples of selected home décor, clothing, and accessories will be displayed along with patterns/instruction sheets.

Engaging Youth through Experiential, Social, and Authentic Contexts in a School-based Setting

Presenter: Neil Knobloch nknobloc@purdue.edu

Co-presenter: Jessica Van Tine

A qualitative case study was conducted to explore how a year-long school enrichment program engaged 3rd and 5th grade students to learn through experiential learning activities, peer learning, and authentic nature-based learning experiences. The two teachers developed a nature and food systems unit to create environmental awareness and make their students aware of their natural surroundings by using their senses to observe the changes in nature throughout the seasons and how this affects the food system and products students consume. Ten third and 10 fifth grade students were interviewed about their learning experiences. Students' interview responses, student journals, and the researcher's field notes of participant observations served as data sources. Four themes emerged from the study. First, student engaged multiple senses, developed greater awareness and appreciation, and made learning connections to the real-world when they explored and observed nature. Second, learning by doing allowed the students to be creative, use their imaginations, and be active in the learning process. Third, the study buddy pairs of 3rd and 5th grade students created a cooperative learning atmosphere. The mixed pairs of students from different grade levels initially removed the students from their social comfort zones, but resulted in reciprocal learning and mentorship between the fifth and third grade students. Fourth, physically changing the learning environment by moving the 5th graders to the 3rd grade classroom, or moving both classes to a new learning environment (e.g. outdoors, cafeteria) created students' desire to learn outside their structured classroom setting. The findings from this study show the importance that context plays in learning and motivating youth. Innovative programs that create engaging contexts should be further investigated to determine the essential components of contexts that motivate, engage, and enable youth to be engaged learners.

A Chance to Serve Youth Leadership Program

Presenter: Kathleen Koch kkoch5@purdue.edu

Co-presenters: Susan Peterson, Bill Rice

"The "A Chance To Serve" leadership program was developed in response to a need for a "sense of community" in Hamilton County, particularly with our youth. There was also a desire for youth input on community boards and committees, as well as, leadership training for youth in our community. The ACTS program that resulted is a series of 5 day-long leadership training sessions. After participating in this training program, ACTS participants were placed on a community board or committee for one year. While on this committee, youth have a chance to put into use the leadership skills acquired and have a voice in the happenings of the local community. An adult community leader from the board or committee also participated in the five training sessions and served as the youth's mentor during the board or committee term.

An IRB approved post session survey was used to evaluate the program's impact on the youth. Results from a post session survey with 100% of the participants responding revealed:

- 90% indicated an increase knowledge of personality styles and their affect on leadership.
- 82% reported an increase knowledge of philanthropy and giving of their time and talents to the community.
- 95% of the participants indicated an increased knowledge of group process and knowledge of how boards function.
- 100% indicated an increase of knowledge of the county's history and of their county resources.

The presenters will utilize many different instructional techniques such as lecture, small group discussion, and hands-on activities. The Galaxy session participants will receive instructional material on how to start a youth leadership program which will include a copy of the ACTS logic model, references on youth leadership curriculum utilized by ACTS for lesson plans, and instructions on how to facilitate all of the activities completed at the seminar.

Marketing Hay to the New Jersey Equine Industry

Presenter: Stephen J. Komar skomar@aesop.rutgers.edu

Co-presenters: Robert Mickel, William Bamka

The equine industry in the Northeastern United States is one of the fastest growing agricultural sectors in the region. A survey conducted in 2004 reported that nearly one-billion dollars was spent annually by the equine industry for hay, feed and supplies. While this steady increase in demand for quality hay offers a tremendous opportunity for hay producers, the demands of the equine industry are drastically different when compared to other animal industries such as dairy and beef production. An educational series was conducted by the Rutgers University, Animal Science Team to educate hay producers about the unique demands of the equine industry and to educate hay consumers about the difficulties producers face in the Northeast when producing quality hay for the equine market. Hay producers reported gaining a better understanding of the equine hay market from this educational series. Producers further reported gaining valuable information about production practices that will be implemented in their production plans in the future. Hay consumers reported gaining a better understanding of the difficulties of producing hay and further reported a willingness to pay a premium for locally grown hay. The equine industry is expected to continue to be an important consumer of hay in New Jersey. Programs that focus on producer, as well as, consumer concerns may maximize productivity and profitability for producers while providing the equine industry with a steady supply of high quality forage.

Western Maryland Rural Leadership Academy

Presenter: Willie Lantz wlantz@umd.edu

Co-presenters: Jennifer Bentlewski, Ann Sherrard, Derick Bender, Donnielle Inskeep

The United States was founded by individuals who had a solid understanding of agriculture and rural issues. Today, representing less than 2% of the population, the ideas and ideals of agriculture often go unnoticed by local governments and economic development groups. With little representation, many young agriculture producers have not been encouraged to participate in local government and agriculture organizations. Modern society has also placed heavy constraints on the time young people have to gather and discuss rural issues. Because most young agriculturists are busy managing farm enterprises, off farm jobs, and family responsibilities, social responsibilities such as serving as boards of directors on farm cooperatives, soil conservation districts boards and Farm Bureau are not viewed as important or a high priority. Many agriculture organizations have a difficult time finding people who are willing, much less qualified, to fill board of director positions. If agriculture is to be sustainable in rural communities, it must foster active participation among all sectors of the population. The most important resource that any agriculture community has is its people. The people of the community need to have the skills and knowledge to guide agriculture successfully into the future.

The Western Maryland Rural Leadership Academy has evolved from a need that was expressed by the participants of the 2005 Agriculture Summit, which was sponsored by the Garrett-Preston Rural Development Coalition (RDC). Based on recommendations from the 2005 Agriculture Summit, the Garrett-Preston RDC developed a task force to examine ways to build leadership

capacity among young persons involved with agriculture. The task force has developed the framework for the leadership academy.

The Leadership Academy will recruit and develop agriculture leaders through participation in a 15-month long leadership academy. The Western Maryland Rural Leadership Academy provides an opportunity for 16 participants from Garrett and Allegany counties to better understand local and state issues affecting agriculture. Participants in the program attend monthly sessions, which will provide valuable learning experiences. State MCE specialists, county faculty in all three program areas, and agency leaders will be involved in training in their various areas of expertise. The activities of the leadership academy are held at a variety of venues including relevant county and state government offices, agribusinesses, local farms, community colleges, etc. The group tours the state exploring agriculture enterprises, visiting with state government officials, and touring the states' land grant college facilities. Those participating in the leadership academy sessions strengthen their skills in the following areas:

Leadership development including effective communication, group dynamics, and, advocacy,
Sustainable agriculture practices including alternative enter

Excellence in Ethics: A Discussion of Needs and Strategies

Presenter: Dr. Kristi S. Lekies lekies.1@osu.edu

Co-presenters: Keith L. Smith, Amanda Hamiel Bennett

Enron, World Com, Tyco International and Adelphia Communications are all familiar names due to the fact they have been rocked by corporate scandal in recent years as a result of the unethical practices of their leaders. Although a discussion about ethics is not glamorous, in light of recent events, the discussion is not only appropriate, but necessary.

Last year, in an attempt to shed some light on this "gray area," Ohio State University Extension along with Epsilon Sigma Phi and the Gist Endowed Chair for Extension Education and Leadership, hosted an "Excellence in Ethics" conference as part of the Leadership for Tomorrow series. The two-day conference was attended by over 100 participants from the fields of Extension, law, business, academia, and education. The conference included keynote speakers and workshop presenters from a variety of backgrounds and occupations, a book discussion, and networking opportunities.

This session will include a discussion to address the importance and relevance of ethical issues in the Extension community. Additionally, approaches and methods to address those issues will be incorporated, as will suggestions for future events. A review of the evaluation results from the conference will be integrated into the discussion.

Determining Evaluation Best Practices for Multi-State CD Programs in the North Central Region

Presenter: Mary Simon Leuci leucim@missouri.edu

Co-presenter: Thomas Blewett

With the increased need to document program impact and to collaborate with limited resources, the 12 North Central Region community development program leaders have identified four programs delivered across the region: community leadership development, organizational development, participatory community planning, and community economic development. A regional logic model was developed for each into which could nest state-specific and even local-specific logic models. Key has been the respect for different curricula, different organizational structures, and different political realities in the states.

To move forward with implementation and evaluation of programs and impacts, we collected and analyzed existing evaluation instruments and processes during the past year. Based on our dialogue and analysis, we have developed a set of suggested questions to assist individual states

in their measurements of the identified indicators for the four key programs. The process has included engagement with evaluation specialists, Extension directors, state and local faculty and staff.

As a result of this process, we have continued to identify research opportunities, as we have determined there may be very limited research or data that supports the metrics chosen. It is imperative that we continue to build a strong research foundation that undergirds the program logic models and evaluation process. Such a foundation will strengthen the credibility of any conclusions drawn or arguments made from evaluation data.

Also to be discussed are the challenges and successes we are encountering in our various states as we now work to integrate this evaluation framework into our program development and evaluation efforts and reporting systems. The shared learning among program leaders has strengthened collaboration. The implications of this experience have contributed to national work in community development. Also important is what can be distilled from this process for application to other program areas within the Extension system.

The Relationship among Washington State County Commissioners' Knowledge and Perception of Washington State University Extension and Their Willingness to Fund WSU Extension

Presenter: James Lindstrom jlindstr@swu.edu

Co-presenter: Merle Farrier

The study determined the relationship between perceptions that the Washington State county commissioners' hold of WSU Extension and their knowledge of WSU Extension. In addition, the study determined whether their perceptions, knowledge, and/or understanding of Extension are related to and thereby may have predictability to their willingness to provide the essential local funding to continue the educational programs Extension delivers. As a publicly funded educational organization, WSU Extension faces an uncertain fiscal future as funding partners face financial stress.

County commissioners have knowledge of Extension and the educational programs delivered to constituents. Respondents attend Extension programs, read Extension produced newsletters, join Extension educational organizations such as 4-H and access the web resources that Extension produces. Commissioners report that they are willing to continue to fund Extension in both times of financial adequacy and insufficiency. County commissioners in Washington State believe that WSU Extension is effective; the programs that Extension delivers are of good quality and beneficial to their constituents. Extension services are considered to be a good value for the level of county expenditure.

Recommendations for theory and practice center on continuing to build on the positive relationship that WSU Extension currently enjoys. Extension must engage commissioners in programmatic efforts, meet priority locally identified needs and develop advocates. WSU Extension must assist county government officials in meeting their goals regarding issues that affect the constituents in that county.

Extension must address components that are associated with lack of support. Extension should use the information that identifies the conditions that capitalize on favorable responses for funding.

Further studies of local decision-makers are important to the agency and to the recipients of the educational program the agency. This study can serve as base-line information on Washington State county commissioners, their perception, knowledge and willingness to fund WSU Extension.

Intergenerational Oral History Goes High-tech: Project Memory Exchange

Presenter: Rachel Lyons lyons@njaes.rutgers.edu

Co-presenter: Katherine McKee

Intergenerational programs are defined as “activities or programs that increase cooperation, interaction or exchange between any two generations. They involve the sharing of skills, knowledge, or experience between the old and young.” Project Memory Exchange is an example of an intergenerational program that moves beyond traditional intergenerational programming to include technology skill building and community service.

The objectives of this workshop:

- Increase understanding of the benefits of intergenerational programming.
- Enhance skills related to creating and implementing intergenerational programs.
- Build competencies in working with people of all ages in technology skill building programs.

Project Memory Exchange: Sharing Stories of Patriotism through Time provides young people and older adults the opportunity to interact, stimulate, educate, and support one another by sharing experiences on the home-front during wartime. Project Memory Exchange builds technology competencies for youth and adults by creating a documentary of the project for distribution to local libraries.

This curriculum includes lesson plans for a series of four activities:

- Development of interview questions- youth participants brainstorm a series of questions to ask adults and other youth about their experience during wartime on the home front.
- Sharing exercise- youth and adults share and record personal stories in an interview format.
- Video editing- youth and adults work together to edit video footage to create a documentary highlighting the differences and similarities between experiences on the home front during different wartimes.
- Movie premiere- the final video project is premiered at an opening showing.

Throughout the workshop, participants will be actively engaged in a variety of hands-on activities designed to motivate participants of all ages to share personal experiences and to build technology skills together. Participants will leave the workshop with a resource kit with information, tools, and sample materials to design and implement a technology-based intergenerational program.

Addressing Budgetary Shortfalls Proactively: The Rutgers Cooperative Extension Experience

Presenter: Rachel Lyons lyons@njaes.rutgers.edu

Co-presenters: Barbara O’Neill, Nicholas Polanin, Jeannette Rea-Keywood

The Cooperative Extension System has experienced significant fiscal challenges during the past three decades, necessitating proactive responses to enhance revenue received from federal, state, and local funding sources. This interactive workshop will highlight the history and work of the Rutgers Cooperative Extension (RCE) Revenue Enhancement Task Force (RETF). Workshop participants will learn effective strategies for cost recovery and revenue enhancement through hands-on activities using task force resources (e.g., templates to calculate program costs and track salary recovery), group discussion, and success stories. This timely topic is relevant to all Extension personnel, regardless of their job assignment or subject matter focus.

The RETF was convened in May of 2005 and completed its work in November 2007. Its’ original role was in an advisory capacity: to study potential revenue enhancement strategies recommended by ECOP and other states and provide the RCE Director with a written report of recommendations regarding methods of cost recovery and revenue enhancement. The RETF later evolved into an active work group that developed an internal Web site, tools, and training to help RCE faculty and staff implement strategies.

RETF members, representing all RCE departments and major stakeholder groups, served on one of four subcommittees: Development & Gifts, Product Development, Grants & Contracts, and User Fees. During this workshop, participants will learn successful strategies and methods developed and employed by RCE faculty and staff in each of these four areas of inquiry.

Presenters will share the challenges faced, and the successes achieved, by RETF. Participants will take part in a group discussion focused on revenue enhancement expectations and strategies at their institutions. The workshop will conclude by highlighting recommendations for Cooperative Extension organizations planning similar revenue enhancement initiatives. Deliverables produced by the RETF, including various tools and templates, will be provided to participants as a take-home toolkit.

Life Skill Competencies and the Life Skill Inventory Score

Presenter: Sarah E. Maass, M.S. semaass@ksu.edu

Co-presenter: Carolyn Wilken

As 4-H professionals, we know that 4-H is “a dynamic, non-formal, educational program for today’s young people,” which offers a unique educational setting where youth can develop life skills and “reach their full potential working and learning in partnership with caring adults.”

“The purpose of the study reported here was to assess the long-term effects of 4-H participation on the development of life-skill competencies among 4-H alumni” (Maass, Wilken, Jordan, Culen, & Place, 2006). Several research questions guided this research, but the question that will be focused on is “What aspects of the Oklahoma 4-H program are perceived to have made a difference in the lives of its alumni?”

The Targeting Life Skills Model (n.d.) depicts areas in which 4-H strives to teach the life skills needed for adolescents as they grow into adulthood. This research study used this model and the Transfer of Learning Theory (Haskell, 2001) to guide the development of this study.

The sample for this study was Oklahoma 4-H Alumni who participated in the Oklahoma 4-H program from 1969 through 1998 and had participated in one or more of the following 4-H related experiences: National 4-H Congress; National 4-H Conference; Oklahoma 4-H Key Club; State officer; District officer; State 4-H ambassador; State Hall of Fame winner; State project winner; and State scholarship winner (Maass, Wilken, Jordan, Culen, & Place, 2006).

The study found that the aspects of 4-H most influential in the Oklahoma 4-H program were 4-H trips; 4-H club meetings; and adult 4-H volunteers/leaders. Being included in making important decisions and being given the freedom to develop and use one’s own skills were the most important opportunities identified by the respondents in this study. In addition, seven variables combined to predict 62.7% of the variance in the Life Skill Inventory Score.

Builders of Tomorrow: Inspiring Leaders, One Student at a Time

Presenter: Alta Mae Marvin amarvin@exchange.clemson.edu

Builders of Tomorrow is a youth leadership program focused on academic achievement, leadership and civic engagement for middle school students at risk of dropping out of school. The mission is to improve academic achievement and graduation rates among participating middle school students. Builders of Tomorrow provides tutoring services and youth leadership programs focused on developing life skills many students need. The curriculum includes team building, leadership, communication, service learning and civic engagement. The curriculum is designed to engage students in their own education, helping them develop a frame of reference for education and helping each student understand the importance of their role in society and our developing future.

The Need: South Carolina, like many other states, suffers a high school drop-out rate of almost one third of its students every year; the School districts along the I-95 Corridor have dropout rates in the mid-forty percent range (2006 Kids Count). The 1.3 million students annually who do not graduate from high school are costing the nation more than \$325 billion in lost wages, taxes, and productivity over their lifetimes, reports the Alliance for Excellent Education. These statistics indicate that hundreds of thousands of South Carolinians are without the credentials to find viable employment and struggle every year to maintain quality of life and productivity. These are staggering statistics when added to the fact that 82% of America's prison inmates are high school dropouts. These statistics are also indicators for the lack of viable workforce in our rural communities hindering economic growth.

The Results: There are 600 middle school students in our youth leadership programs, evaluations indicate that 78% of these students show improved behaviors. Those most successful will be selected to serve as peer mentors to incoming students the following year. We are tutoring 330 students; our evaluations indicate that 80% of these students' grades have improved.

Effective Extension Program Development in a Knowledge Economy

Presenter: Robert McCall mccall.57@cfaes.osu.edu

Co-presenter: Dana Oleskiewicz

This roundtable will highlight the need to adequately address education in a knowledge economy, which often requires a new way of delivering Extension programs. We will discuss the shift in our nation to an economy based on knowledge and the resulting outcome in communities, explore the latest research of best practices, and offer resources for Extension Educators to build strong educational programs using creative and innovative curriculum.

Roundtable participants will; 1) understand the knowledge economy, 2) recognize the connection between the knowledge economy and their own educational programs, and 3) gather useful tools as relevant delivery models and appropriate technology that can enhance Extension's efforts. Ultimately, this will result in well-educated citizens prepared to address community issues that often result from the challenges associated with a knowledge economy, as well as promote civic responsibility among our clientele.

Keystone Kitchen Project-Engaging Community Support for Shared-Use Commercial Kitchen Incubators

Presenter: Winifred W. McGee wwm1@psu.edu

This presentation addresses Extension's role in enabling community groups to explore the potential for economic development through the creation of sustainable shared kitchen incubators. A kitchen incubator is a commercial food processing facility at which multiple tenants may not only access the kitchen, but receive business management, food safety and marketing support. Starting a shared kitchen is easy, but for the facility to be sustainable, a community support infrastructure and sound business practices are needed. A variety of clients might use a shared kitchen facility – farmers who wish to add value, food entrepreneurs starting their venture, and economic development professionals wanting to expand their community entrepreneurially, making the presentation applicable to Agricultural, F&CS, and Community Development outreach professionals.

In 2005, there were no shared kitchens in Pennsylvania. Extension's partnership with the Pennsylvania Technical Assistance Program (PENNTAP) permitted exploring the potential for several communities to set up sustainable shared kitchens. Partnership activities included surveying economic development service providers and potential users to assess interest. Research trips to established shared kitchens yielded a list of best management practices (BMPs) to replicate. The resulting guidebook and list of BMPs outlined the strategy for assessing feasibility and where warranted, pursuing the development and operation of a shared kitchen incubator.

In fall 2007, the Presenter met with over 200 interested citizens from Pennsylvania and surrounding states, providing an overview of the concept and introducing the process to evaluate potential of a shared kitchen. She has since used the workbook and BMPs, assisting local work groups to begin the feasibility/development process. During the presentation, she will share an overview of project impact in Pennsylvania, and provide instruction in use of take-home materials – a program timeline, community worksheets to assess shared kitchen feasibility, and the BMPs observed in established kitchen incubators, enabling participants to replicate the process.

Get Up & Move!

Presenter: Patricia C. McGlaughlin patm@illinois.edu

Co-presenters: Sheri Seibold, Natalie Bosecker, Barbara Farner

Numbers of overweight children and teens has doubled in the past two decades; 15% of children 6-11 and 15% of teens were overweight in 2000. Trends show diets are inadequate, physical activity is low, obesity rates are skyrocketing, and adult diseases are showing up in children.

Staff will gain knowledge and resources to impact the health and fitness of youth; strategies for extending learning to both family and community settings; and youth participants gain life skills as they document individual physical activity experiences.

Targeting youth 8-19, curriculum promotes healthy lifestyles through physical fitness and nutrition using fun, easy-to-use activities for group settings. Youth learn importance of achieving 60 minutes of daily activity as they record daily physical activity minutes and wise nutrition decisions are modeled with healthy snacks. Strategies are shared for expanding health and physical activities into family and community settings.

In 2007, with a preliminary N=104, average daily minutes of physical activity increased by 7 minutes per child. Qualitative feedback from parents and leaders highlighted behavior change: "We walk as a family"; "My kids talk about it (health & fitness) more and they take control over choices"; "I buy healthier food items instead of high-calorie". Evaluation tools will be shared with participants so they can duplicate study with their clientele.

Major emphasis is monthly tracking of physical activity minutes and sharing activities that work well in club/group settings. Low program costs make this a viable outreach effort for diverse programming formats. Get Up & Move! adapts well to existing and/or new youth programs. Resources are written in easy-to-use formats requiring minimal preparation which will be shared with participants.

Workshop participants will be actively engaged in sample activities, review examples of research tools, leave with programming resources to positively impact healthy lifestyle choices and tools to duplicate the program.

Indiana 4-H Members and Parents Perceptions of Member Development

Presenter: Dr. Renee K. McKee rmckee@purdue.edu

Co-presenter: Pandora Woodward, Kathryn Orvis

This study utilized qualitative and quantitative methods to determine which areas of the Four Essential Elements of 4-H were being reinforced in Indiana 4-H Youth Development programs. Data were collected through the use of a survey instrument and three focus group sessions. A convenient sample of Indiana 4-H youth and their parent/guardians participated in a written survey (n=154), which was followed up with three 4-H member focus group sessions (n=25). The 4-H member survey measured 4-H member perceptions of the impact of 4-H experiences on their development. The parent/guardian survey measured parent/guardian perceptions of how participating in 4-H had impacted their child's development. Both quantitative instruments were created by the researchers of this study, based on the 4-H Essential Elements Assessment Tool. The eight questions that were developed for the focus groups allowed participants to discuss what they had gained from their participation and experiences in 4-H program.

Results indicated that 4-H members that were surveyed perceived themselves as gaining aspects of the Four Essential Elements through their participation in the Indiana 4-H Youth Development Program. Parents/guardians of 4-H members in the study perceived their children to develop aspects of the Four Essential Elements through 4-H participation. Data provided evidence that supported a positive correlation between the number of activities that a 4-H member participated in and the level of agreement on survey statements. Results are in agreement with previous studies in other states. An environment in which the Four Essential Elements are present will assist 4-H members in becoming successful adults in our society.

What this study brings to the body of 4-H Youth Development research is the examining of 4-H member development through the theoretical framework of the Four Essential Elements. In addition, little research has been done that examines the 4-H parent/guardian's perception of their child development.

Thinking Outside the Workshop Box: Reaching Young Spenders through Non-traditional Strategies and Tactics

Presenter: Anita McKinney mckinney@coj.net

Co-presenter: Stephynie C. Perkins

Duval County Extension has a 93-year history of serving the Jacksonville, Florida area through diverse programs that help residents grow their crops and their savings. The Family and Consumer Sciences area, in particular, focuses on cultivating fiscal health, but the programs have not produced a high yield among young adult consumers.

These young spenders are one of the most media-exposed, technologically savvy audiences in history. While media images demand consumption and encourage spending, Duval County Extension's message of wise credit use and careful spending is decidedly less glamorous.

Previous Extension campaigns have relied on pre-packaged materials and participation in financial education classes. However, this 2007 exploratory study of college-aged residents suggests that generic messages and old delivery systems are no longer effective.

The study used quantitative surveys and website content analysis to determine participants' financial knowledge and to examine their sources of financial advice. The participants, the study found, are part of a digital generation that prefers the convenience and accessibility of online resources. Further, this wireless generation balks at the idea of being tethered to a classroom, making Extension's traditional financial classes seem positively analog. Even worse, participants didn't associate Extension with financial expertise.

The study also used a qualitative analysis of Duval County Extension's strengths, weaknesses, opportunities and threats. This statistical and anecdotal analysis was used to create a campaign to help Extension reach an elusive audience that has tremendous earning, saving, and debt potential. This pilot study has implications for other Extension agents who find that the nation's credit crisis is calling for a renewed focus on consumers' financial education as well as those hoping to reach this demographic with other educational messages.

Overcoming the Camp Fear Factor: Steps for Successfully Planning a Camp Program for Youth

Presenter: Niki Nestor McNeely mcneely.1@osu.edu

Co-presenter: Laura Bovitz

Camping programs can be for all ages from pre-school, up through and including families. It is a delivery method that can be used to teach an array of subject matter including animal science, natural resources, sewing, cooking, computers, aerospace, and creative arts. Camp is not a place, but a program that can be conducted anywhere. The session will include new ideas for everyone, whether or not participants are new to camp programs or not. Attendees will have numerous opportunities to overcome their lack of knowledge, as well as their fears, in conducting camp programs.

Participants will:

1. Build their competencies for planning and implementing an overnight, day, or afterschool camp

program and recognize camp as a delivery method.

2. Develop skills in planning programs that intentionally include the essential elements of positive youth development.

3. Understand the steps for managing the risks of conducting camp.

The emphasis in planning will be on building life skills and incorporating the essential elements. Research indicates that developing life skills builds resiliency which is a factor that helps youth overcome challenges. Including the essential elements provides an environment which increases positive youth development.

This workshop includes the work of the National 4-H Camp Research Consortium and the resources they developed in Measuring Camp Impacts: The National 4-H Camp Tool Kit for Program Planning and Evaluation. The attendees will be actively engaged in small group activities which utilize hands-on techniques and the experiential learning model. Participants will be provided with counselor training lesson plans and the Camp Tool Kit which includes logic models, best practices, and evaluations of campers that measure life skill development and the presence of the essential elements.

The presenters have more than sixty years of experience with day and overnight 4-H camps for youth of all ages and training camp counselors.

Lessons Learned: Statewide, Multi-Year, Grant-Funded Programs

Presenter: Patty Merk pmerk@cals.arizona.edu

Co-presenters: Darcy Dixon, Evelyn Whitmer, Marta Stuart, Lynne Durrant

As Cooperative Extension continues to become more and more entrepreneurial, the need to secure multi-year grants and contracts involving statewide program efforts becomes increasingly important. These programs contracts require working with internal and external partners in new and different ways, developing different relationships with colleagues, becoming familiar with and adhering to university policies not previously concerned with and gathering data and reporting outcomes using new methods. When all of this takes place over multiple years, it can be quite the learning experience!

From 2003-2007, a team of family and consumer sciences agents developed a statewide training program that attracted \$500,000 over the four years. During that time, the team had both positive and challenging experiences that will forever impact their program development efforts. This workshop will be presented as a panel discussion of five county faculty with a question and answer session addressing the lessons learned from these experiences.

Some of the issues addressed:

- Who's on first? The issue of leadership.
- The subcontractor who wanted to sue. The issue of copyrights.
- To market, to market...how do we market statewide?
- Where do we keep all this stuff? The issue of university storage contracts.
- Give me those reports! The issue of timely reporting.
- Team teaching effectively..Who does what?
- Evaluation...What's the deal with Institutional Review Committees?
- Celebrating strengths...minimizing conflicts

This "Lessons Learned" workshop will provide numerous insights into program development, implementation and evaluation for all faculty regardless of subject matter. Both veteran and novice faculty will come away with new ideas for addressing the complexities of statewide, multi-year, grant funded programs.

4-H Companion Animal Projects and Programs

Presenter: Lucinda Miller miller.78@cfaes.osu.edu

Co-presenters: Paul Kuber, Travis West

With America's transition from a historically rural to a more urbanized society, youth have fewer opportunities to experience the benefits of human-animal interaction. Companion animal science programming can teach the same core competencies that professionals emphasize in livestock programming.

Companion animals, also known as pets, play an increasingly important role in our society (Campbell, Corbin, & Campbell, 2005; Zawistowski, 2008). Research shows that interacting with companion animals has many benefits. Pets may: (1) contribute to a child's sense of basic trust; (2) facilitate play, exploration, and independence; (3) aid in learning and in acquisition of a young person's self-competence, and; (4) encourage identity exploration and achievement through their ability to provide a nonjudgmental "audience" (Melson, 2001). Caring for pets is a way young people learn to nurture.

As companion animals become a more integral part of our lives, engaging youth in 4-H companion animal projects, programs, and activities allows them to benefit from human-animal interaction. Children who care for dogs, in particular, have increased self-esteem and empathy (Bierer, 2000). Animals are non-judgmental and offer children safe and enriching connections to other living things. They motivate children and shape how they observe the world (Katcher & Wilkins, 2000). Youth who live in environments that do not allow large animals can learn many life skills by taking companion animal 4-H projects.

This roundtable will be a venue for Extension professionals to share the companion animal resources and programs they offer in their states, and any research being conducted. Ohio's new Dog Resource Handbook and other companion animal projects will be presented, as well as project-related programs and activities. Instruments used to evaluate Ohio companion animal programming will also be shared. A current list of companion animal curricula recorded in the National Directory of 4-H Materials will be provided.

Lead, Follow, and Get Out of the Way!

Presenter: Margaret Miltenberger m.miltenberger@mail.wvu.edu

Co-presenters: Brent Clark, David Hartley

Ages and stages (Ostereich, 2001) research shows that teens are ready for leadership opportunities. In fact they will become bored and leave the 4-H program without new challenges and responsibility. Developing a skill involves both learning information about the skill and practicing the skill (Eagan, 1994). This 4-H teen leader model was designed to provide an opportunity to learn and practice skills in a safe environment with positive adult support.

The model follows a simple design where teens: (1) develop an action plan, (2) participate in training to learn information, (3) practice the program presentation/plan the activity, (4) present a program/conduct an activity, and (5) evaluate through written response or guided reflection.

This approach has resulted in 4-H teen leaders (1) creating and implementing a plan for the year (2) independently planning and leading a program or service, (3) teaching programs with younger 4-H members, peers and adults, (4) and serving as mentors/ teachers with the county camping program.

The teen leader program has been guided by nationally recognized best practice research and curriculum, and then linked with the interests and ideas of the local 4-H members.

Program Evaluation

4-H teen leaders reached the highest evaluation measure – social impact. They moved beyond gaining, knowledge, and planning action. Youths became the planners, teachers and evaluators. They experienced personal change, growth and made a difference in themselves and the world around them.

Evaluations showed that most teen leaders felt empowered and that they had ownership of the program, which supports the 4-H Essential Elements.

Participants will learn about:

- (1) An effective teen leader model,
- (2) Key elements for youth empowerment,
- (3) Best practice research and curriculum to inform teen leader development and,
- (4) Ideas for evaluation tools.

A combination of instruction, visuals, hands-on activities, discussion, and handouts will be used to support learning.

Master Food Volunteer Program

Presenter: Nelda Moore nmoore@uky.edu

Co-presenter: Elizabeth Buckner

The state of Kentucky has one of the highest incidences of obesity and adult diabetes in the nation. The local Family & Consumer Sciences (FCS) Extension Agents would like to address this issue with a nutrition program called the Master Food Volunteer Program.

The FCS Extension Agents started this new and exciting program which is part of the Mayor's Healthy Hometown Movement in Louisville, Kentucky. The mission for this program is to decrease obesity and increase the number of people who eat five or more servings of fruits or vegetables each day. The Master Food Volunteer Program trains volunteers who enjoy cooking, learning more about a nutritious diet and are willing to share this knowledge with others in the community. The workshop consists of five free training sessions totaling thirty hours. The FCS agents and a variety of speakers from the food industry participate in the training and cover such topics as food safety, international foods, cooking techniques, food preparation, dietetic information on nutrition and how it relates to diseases.

After the training, the participants return thirty hours by volunteering in the community teaching nutrition programs. Some examples of volunteer work are providing programs to preschoolers, giving nutrition and food demonstrations at senior centers and health fairs and working at farmers' markets. Three Master Food Volunteer workshops have been completed with forty two people being certified. They have reached over 4,000 people and returned 990 hours back to the community.

The roundtable discussion would include program objectives, curriculum used, marketing techniques, and grants received. Evaluation techniques and placement suggestions will also be covered.

Measuring Urban Influence on Retail Sales In Mississippi

Presenter: Albert Myles myles@agecon.msstate.edu

The purpose of this paper is to examine retail sales trends across counties of varying levels of urbanization using pull factor analysis. Though similar studies have examined the issue using county-level pull factors for regions, states, and the U.S., these studies have been limited to single time period observations (Deller, 1996; and Estrada, 1996). This study will analyze the influence of urbanization on retail sales in Mississippi counties from 1981 to 2006. To observe the influence of urbanization on retail sales, the counties will be categorized into varying degrees of urbanization based on a rural-urban continuum code and the Rand McNally Trade Center

designation in Mississippi. Incorporating these two categorizations into the analyses should yield several interesting findings that may not have been teased out otherwise.

The primary objective of this study is to evaluate the spatial effects of Urban Counties on Retail Market Capture or Loss in Mississippi between 1981 to 2006. Specific objectives include: Examine the retail capture or strength of Mississippi counties and 2) Identify factors (population, personal income, PFs, consumer confidence, etc) that affect retail viability in Mississippi counties

The results derived from this study may help businesses, communities, and to local economic development agencies in strengthening their retail trade sector.

Cultural Competence and Global Competitiveness: Linking Indiana Agribusinesses to International Markets

Presenter: Jerry Nelson jnelson@purdue.edu

Co-presenters: Kira Everhart-Valentin, Lee Stanish, Jerry Peters

An important challenge to the land-grant institution is preparing businesses and individuals to function professionally in culturally diverse communities and an increasingly global economy. In order to perform successfully in this new context and remain competitive, the future and current players in Indiana's extension system and agricultural industries need to be knowledgeable in other cultures, institutions and markets. These lessons cannot be effectively learned in the classroom; instead, these individuals must be given opportunities to learn in international settings. In turn, these international experiences must be shared with colleagues, communities, and clientele in order to engage the state of Indiana in the global world.

Under the support of an external grant, faculty and staff from Purdue University's Department of Youth Development and Agricultural Education, International Programs in Agriculture, and New Ventures agribusiness development team developed an innovative educational program to meet this need and boost the Indiana economy. Set at CATIE in Costa Rica, the ten-day program linked Purdue graduate students in agricultural and extension education, extension educators and Indiana high school agricultural science and business teachers to Indiana agribusinesses interested in exploring the Costa Rican market for their respective products. Participants were paired with an agribusiness with the responsibility of performing background market research prior to traveling, and completing a market analysis while in Costa Rica. Upon return, the participants composed reports outlining their findings and presented these to the businesses. In addition to the experience they gained as international market researchers, participants noted that the program gave them a new perspective on the differences between Costa Rica and the United States, and the roles that culture and environment play in making business decisions. Follow-up surveys of the impact of the program for participating agribusinesses will be conducted this spring.

Wiring Infants and Toddlers for Success

Presenter: Mary Nelson menelson@unlnotes.unl.edu

Co-presenters: Sarah Purcell, Janet Hanna, Eileen Krumbach, Mary K. Warner, Debra Schroeder

Wiring Infants and Toddlers for Success is a comprehensive program developed by the University of Nebraska Extension - nurturing children work group. Recent research on brain development has documented the importance of the early years. Brain development is much more vulnerable to environmental influences than we ever suspected and the influence of the early environment on brain development is long lasting. The environment affects not only the number of brain cells and number of connections among them but also the way these connections are "wired". When families and child care professionals play, read and talk with their children, they foster their early cognitive competence in ways associated with later academic achievement, work performance and social adaptation. The program includes: a power point on brain development, a 15 minutes video (available commercially), supporting materials, a brain quiz, hands-on activities and a book of resources for families and care provider. Fun to Play, Ready to Learn is an activity guide to use

with children birth to three designed to help parents and care givers have fun with young children and stimulate his/her development. These activities are low in cost and use items found around the home. The activities allow children to “wire” many parts of their brain. Research has long shown that babies raised by caring adults in safe and stimulating environments are better learners than those raised in less stimulating settings. As you can see, families and child care professionals are vital to the development of young children.

Educators Provide Row Crop Production Information to Southwestern Indiana Farmers

Presenter: Jon R. Neufelder neufelde@purdue.edu

Co-presenters: Jim True, Gary Michel, Phillip Schmidt

Row crop production is important to Southwestern Indiana. Corn and soybeans account for 192,000 acres in Gibson County, 170,000 acres in Posey County, 118,000 acres in Spencer County, and 70,000 acres in Warrick County. There are also an additional 500,000 acres of row crops grown in surrounding counties. Farmers are always concerned about which crop varieties to select in order to maximize yield and income. Farmers and agribusinesses look to the Extension Educators to provide unbiased crop variety trials and current cropping information. The CES Agricultural Educator team in Southwestern Indiana work to provide a variety of crop trial data to help farmers increase their yields and profitability. A variety of educational programs to meet the needs of area farmers and agribusiness are also conducted to provide for better informed decision making. Specialists from Purdue University, University of Kentucky, University of Illinois, and a variety of companies and other sources are utilized to provide the latest information related to row crop production. Field scouting and scouting surveys are conducted and diagnostic tools are utilized to assist farmers in management decisions. Farmers are kept informed of pending concerns and management alternatives through both printed and electronic newsletters, radio, and personal contacts. Plot data from the various crop plots and other information is also available on the web at: www.ces.purdue.edu/warrick/ag/plots.

Teens Out Loud: Creating Youth Voice and Civic Engagement in a Native American Community

Presenter: Jan Norquest norquest@ag.arizona.edu

This poster session will showcase a community based program of a larger state project entitled “Transforming the Future for Arizona’s Youth: Success Personally, Professionally, and Civically”. This project uses a comprehensive strategy with a long-term goal of improving life outcomes for Arizona youth ages 14-21. One piece of this strategy is increasing youth voice in the community and building the capacity of youth serving organizations. Because Arizona has such a high Native American population, input from a Native American community was identified as imperative. Tuba City on the Navajo Nation was selected as a site to conduct focus groups to identify key issues relevant to community teens. A core group of teens were recruited to learn facilitation skills to conduct a teen focus group meeting to assess local teen issues. Additional skill development included learning shared leadership skills to develop this core group of teens into a youth organization that would address these issues through community based civic engagement projects; and learning more about youth/adult partnerships, assessing community issues and assets for youth, and how to appropriately build youth voice in the community. The group developed a name-“Teens Out Loud” to reflect the idea of “youth voice”, a mission statement - “Creating Change Through Youth Leadership” and a goal - “Youth are involved with the community and have youth voice”. A teen community meeting was held and issues identified were: lack of non-school recreational activities, services for troubled teens, few places to safely socialize, no opportunities for teens to showcase their musical and artistic talent, and the lack of adequate reservation jail space to house all but the most extreme felony prisoners. Strategies for the development of this program will be shared using a handout and discussion with interested attendees.

4-H Nutrition Projects—Addressing the Challenge of Childhood Obesity through Nutrition Education

Presenter: Cindy Oliveri oliveri.1@osu.edu

Co-presenters: Shari Gallup, Linnette Goard, Cindy Long, Jane Wright

Strategies to combat childhood obesity continue to be a priority focus for Extension programming. Approximately 15% of children in this country are considered overweight. 4-H project nutrition books have been identified as one way to address the problem by focusing on the importance of good nutrition and physical fitness as integral components of healthy weight management.

Additionally, many youth and adults in today's society are less knowledgeable of food buying, preparation and safety practices. As a result they eat more fast foods and convenience foods which tend to be higher in calories and lower in nutritional content.

Ohio 4-H has begun the process of converting all 4-H project books to a consistent format using a template that was designed by a national curriculum committee. A team of Ohio Extension Educators has complete work on a beginner nutrition project book using the new template. This will serve as a model for future nutrition 4-H project books.

Another method to address the problem of childhood obesity is to provide curriculum to teachers that promotes MyPyramid and physical fitness as well as focusing on how the activities relate to proficiency testing goals. Some teachers may be using the old food groups as the basis for their health education curriculum. Helping them to be aware of MyPyramid through project books designed for classroom use would be helpful to them as educators as well as a marketing tool for Extension.

The purpose of this seminar is to introduce the new template to Extension personnel and share strategies for teams to use in developing new 4-H projects.

Participants will receive a copy of the new template, and discuss techniques for promoting the use of 4-H nutrition project books with 4-H members and classroom teachers.

Parenting for School Success—Cultural Approaches

Presenter: Kathleen A. Olson kaolson@umn.edu

Co-presenter: Colleen Gengler

What can parents do to help children be the best students they can be? Six factors were found to help children learn, based on a literature review by Dr. Sandra Christenson, University of Minnesota. The session will review the 6 factors (expectations, structure, learning, support, relationships, and modeling), describe how and why these factors are important, and provide parents practical, everyday suggestions and ideas on how they can enhance each factor in their children's lives. Research tells us that parents play an important role in their children's academic success. Parents' attitudes toward school achievement, high expectations for school success, ability to motivate their children, attendance at school activities, ability to advocate for their child, volunteerism, and creating a home environment for learning are examples of the critical roles that parents play in their children's achievement. A U of M Extension Service resource offers practical, common-sense suggestions and ideas for parents to help children succeed in school from K – 12, for parents of various cultures. Models and resources will be shared on how professionals can help families with parent-school connections. The cultural guide model used to develop African American, Latino, Hmong, Somali and generic versions of the parent guide used for the project will be shared.

Calculating the Economic Impact of Cooperative Extension Programs

Presenter: Barbara O'Neill oneill@rce.rutgers.edu

This workshop will discuss ways to calculate the economic impact of Extension programs, followed by an activity where participants will apply workshop content to their subject matter specialty. Increasingly, stakeholders are requesting analyses of the economic impact of Extension programs. There is also pressure to compare program costs and benefits. While some programs have built-in economic indicators (e.g., increased personal savings and reduced farm operation costs), other programs impacts must be calculated indirectly. The following five methods to quantify economic impacts of Extension programs will be discussed:

Surveys- Follow-up surveys to assess behavioral changes and Post-Then-Pre surveys can generate economic data. In addition, qualitative data about program impacts can include economic estimates.

Time Value of Money Analyses- Time value of money calculations can be used to determine the financial impacts of programs. One example is using a present value calculation to calculate the economic impact of the delayed onset of diabetes following an effective health education program.

Extrapolation from Published Cost Estimates- Economic impacts from programs can be estimated using extrapolations from reliable estimates of the dollar savings of improved practices (e.g., weight loss) using a technique known as “shadow pricing.”

Cost-Benefit Analyses- With cost-benefit analyses, the costs of program inputs such as staff and supplies, are divided into calculated economic benefits. The larger the dollar value of benefits relative to program costs, the better.

Return on Investment Calculations- Return on Investment (ROI) calculations are commonly used in the business world to compare net (after expense) costs to benefits. The formula to calculate ROI is:

$$\frac{\text{Benefits} - \text{Cost}}{\text{Cost}} \times 100$$

It is often said that “money talks.” Framing improved practices of program participants in economic terms can help improve Extension’s accountability to funders and other stakeholders. This workshop will use actual Extension programs as examples to calculate economic impact.

Junior Master Gardener Health and Nutrition from the Garden: An Evaluation of a 12-Week Pilot Program

Presenter: Kathryn S. Orvis orvis@purdue.edu

Co-presenter: Heather Light

Childhood obesity is suggested to be the next epidemic in the United States (Domel, et al., 1993). Decreasing the risk of obesity in children starts with eating the correct amount of servings and types of food each day, such as fruits and vegetables. However, the attitudes of children toward consuming fruits and vegetables are negative (Perry, et al., 1998; Worobey, Cohen, Kempner, & Worobey, 2000; Lineberger & Zajicek, 2000). A critical first step in achieving the goal of increasing fruit and vegetable consumption in children is to provide children with the tools they need to alter their dietary patterns (Morris, Neustadter, & Zidenberg-Cherr, 2001). Youth gardening is a beneficial tool to improve health by learning proper nutritional eating habits, providing exercise, reducing stress, and is a good source for relaxation, as well as encouragement to try and eat new fruits and vegetables on a daily basis (Cason, 2005; Morris, Briggs, & Zidenberg-Cherr, 2000). A method to get youth involved in gardening is to present it to them in a fun, hands-on learning environment. The Junior Master Gardener® Program is a curriculum that uses a hands-on method and learning

Environment. JMG® provides youth with a series of lessons on a variety of topics, such as plant growth and development, landscape, fruits and vegetables, and career exploration using hands-on experiences and experiments through 4-H. The main purpose of this study was to present the Junior Master Gardener® Health and Nutrition from the Garden curriculum to fifth grade children, and evaluate the outcome of student and parent attitude change, behavioral change, and increase in knowledge. Results show the participants ($p < 0.0012$), and their parents ($p < 0.0025$) did not have significant behavior changes nor did they have significant changes in attitude. However, behavior showed slight significant changes. Insignificant changes in this research study may have been due to the small sample size or the short duration of the program. Lastly, parents indicated the Junior Master Gardener® Health and Nutrition from the Garden Program was a positive program for youth.

J.O.L.T Academy of Leadership

Presenter: Amy Parrott aparrott@ag.arizona.edu

Co-presenters: Bryan Chadd, Gerald Olson, Kim Gressley, Mike Hauer

Arizona is quite unique in its geography and population. We're on the border of Mexico and have more than 26 Indian Communities located within our state. We also have 6 military installations that add to the cultural diversity. And just like Arizona, JOLT is a true salad bowl! Rather than the metaphorical melting pot, each culture and group retains their own identity and different groups share customs and traditions, creating a salad bowl where differences are acknowledged and embraced rather than forced to conform. JOLT doesn't stop with its impact on young people and their families. One reason JOLT is so supported in Arizona is that it reaches into the diverse communities in which these families live

Many Arizona youth don't have the resources to attend teen camping opportunities which focus on leadership, citizenship and acquisition of life skill development. Teen leadership opportunities and a forum for youth to gain self confidence in search of their inner person are available through the JOLT summer residential camping program. One of its strengths is that it's a true youth-adult partnership with a youth staff of 10 and an adult staff of 4. Comments have ranged from "it helped me to become more social and not always be the leader. To step back and look at things differently"; to "at first jolt was just a camp, but then realized that it's a family you can never forget"; to "J.O.L.T. meant so much. It always makes me realize the things I can do and accomplish. It reminds me that I am who I am and to be proud". It also boasts an increase in knowledge and skills: Leadership Skills and Abilities 30.8%; the Ability to Trust Others 21.4%; Adapt to new situations 25.7%; Ability to participate in new activities and challenges 29.8%.

Increasing Scholarship within 4-H Youth Development: Family, Youth and Community Scholars

Presenter: Amy Parrott aparrott@ag.arizona.edu

Co-presenters: Lynne Borden, Jan Norquest, Kim Gressley, Lani Hall, Mike Hauser

The role of Extension faculty is evolving. This often presents a challenge as they have had little opportunity to learn skills necessary for the increased demand of scholarship.

The Family, Youth, and Community Extension Scholars program is a statewide effort to encourage, support and increase the skills of county faculty in scholarly activities. This two-year program provides the opportunity for state and county faculty to work collectively to increase skills and expertise in scholarship.

The first year, county faculty apply to be Scholars. Those selected identify a research project with the intent of writing a journal article, developing curriculum or other scholarly activities that advances work in the field.

The second year, new Scholars are selected, thus expanding the learning community. First year Scholars continue to attend on-campus sessions and

be part of this Learning Community . Participants share the current status of their research project and get input from other Scholars and Family & Consumer Sciences faculty. On campus sessions also incorporate workshops from FCS researchers and teaching faculty who share their expertise.

The role of FCS Campus Faculty is to provide support to the learning community which includes both the first and second year Scholars. Additionally, the FCS campus faculty mentor the Scholars in completing their research projects.

This session will include a program overview and a panel of Scholars describing their research projects. They will discuss the design, implementation, and outcomes of their work.

Workshop attendees will:

- Increase their understanding of how to develop research and evaluation studies at the community level.
- Increase their understanding of how to integrate this work into their on-going county work.
- Increase their understanding of how to translate research and evaluation information into useful formats.
- Better understand how scholarship fits within their Extension work.

Strengthening 4-H Learning Communities/Clubs: Piloting an Enhanced Training Approach

Presenter: Robert Peterson peterson@cals.arizona.edu

Co-presenters: Cathy Martinez, Stephanie Shank

Four-H volunteers play many key roles in the Arizona 4-H Youth Development program. 4-H volunteers directly influence and mentor many more youth than does an individual professional 4-H Youth Development agent. In Pima, Pinal, and Yavapai counties, volunteers are currently oriented, certified, and assigned to work with youth in clubs and projects. Training beyond a basic orientation has been optional and varied considerably among the counties. The pilot program tested a volunteer leadership development program grounded in the current orientation process with additional training and coaching components to provide 4-H volunteers extra skills and knowledge. These additional training components helped 4-H volunteers feel more confident about their role, improved volunteer performance in their duties related to club management and project leadership, and resulted in increased satisfaction for parents and youth involved in the 4-H program. 4-H volunteers from learning communities/clubs participating in the program completed a series of face-to-face, on-line and CD training modules. They received certificates for each component completed and incentives for completing the program. At or near the end of the 4-H program year The High/Scope Youth Program Quality Assessment (Form A) was used to collect information based on observations from the individual organizations about how their 4-H Learning Community/Club performs. In addition, focus group interviews were conducted with youth 4-H members, parents, and 4-H volunteers from each county to explore their experience during the pilot project – what was learned, how the learning community/club functioned, and what (if anything) was different than in prior years of 4-H work.

Financial Skills for Teens—A 10-year Comparison Study Identifying Money Management Topics and Learning Methodologies Teens Prefer

Presenter: Shirley Peterson sspeterson@ucdavis.edu

Co-presenters: Karen Varcoe, Charles Go, Margaret Johns, Keith Nathaniel, Patti Wooten Swanson

A growing financial economic trend in the United States is financial illiteracy of our teens. National money management tests revealed average scores for high school seniors of 57.3% in 2000 and 52.4% in 2006; failing grades by standard grading systems (Jump\$tart Coalition)—indicating teens have little knowledge of money management. Yet, teens spend a great deal of money. A survey conducted by Teenage Research Unlimited found today's teens spend \$179 billion

annually. Teen spending behavior and their limited understanding of money management can promote money habits that may lead to costly money management mistakes today and in the future.

A study was conducted to identify the money management topics and learning methodologies teens prefer. Since teenagers are always a unique audience, it is important to identify their interests to develop programs with “teenage appeal.” To ensure that teens from diverse background were represented, survey data was collected from five subgroups of teens-- public high school, youth groups, pregnant and parenting programs, migrant education programs, and incarcerated teens.

This study was first administered in 1997 and replicated in 2007. The comparison of results revealed that teens continue their interest in learning about money management and are generally interested in similar topics and delivery methods. Teens in both studies were most interested in learning about car buying, making their money go farther, easy ways to save, assessing their money personality, savings accounts, and obtaining credit. They prefer to learn about money management during school, through newsletters/magazine, web or in youth groups. There was a greater preference for learning via the web from the 2007 respondents vs. the 1997 respondents.

This session will review and compare data collected in the 1997 and 2007 surveys and provide information on written materials and a website developed to reach teens with financial information.

Creating Healthy Families DVDs: Promoting Positive Feeding Environments for Young Children

Presenter: Shirley Peterson sspeterson@ucdavis.edu

Co-presenters: Lenna Ontai, Lisa Nicholson

Positive parenting practices promote healthy eating. Creating feeding environments that allow for children to understand what to expect and how to behave can improve adult-child relations and nutrition outcomes. Additionally, clientele respond more favorably to educational interventions that appropriately reflect the cultural and economics interest, values, and beliefs of the learner. Content, design, and delivery modes that appeal to target audiences influence learning and positive behavior change. In regards to feeding young children from limited-resource families, it is crucial to present parents and other caregivers with nutrition and parenting information that address the topics of interest to the learners through delivery methods that are supportive of learning styles of this audience. Research conducted in California identified a primary theme for parent education regarding feeding of young children from limited-resource families--the need for parents and caregivers to develop a plan for good nutrition and share, in child-appropriate ways, the plan with the children. Therefore, the goal of this project was to develop educational tools that provide limited-resource parents/caregivers nutrition information and parenting techniques that empower them to create positive feeding environments for children. A series of four short English/Spanish DVDs were developed. Each DVD focuses on the role of the parent/caregiver in developing a plan and sharing the plan with the child(ren). Nutrition topics focus on cooking as a family, eating in restaurants, healthy snacks, and grocery shopping. The DVDs are appropriate to use with group education, counseling, in waiting rooms, thought web-based learning, and on TV.

Organizing a County Livestock Skill-A-Thon Contest on a Limited Budget

Presenter: Jenise Platt plattj@purdue.edu

4-H programs offer so many wonderful opportunities for its members. Not all 4-H members have the opportunity of exhibit or participate in multiple livestock species offered in their county. Exhibiting livestock is more than feeding the animal and walking it into the show ring. Understanding species breeds, species equipment, feed products, live animal evaluation, meat identification, meat evaluation, quality assurance, and team breeding scenarios can enhance the

experience of participating in the 4-H livestock program.

Assisting with the Indiana 4-H/FFA State Livestock Skill-A-Thon contest, the observation was made that there is a need for more individual county contests. In order to provide a contest comparable to the state level, a county would have to financially invest in providing live animals, all feed ingredients, livestock equipment and meat products. Knowing that county budgets are limited; the contest would have to be implemented in a different way. Using the resources provided by the Indiana 4-H/FFA State Livestock Skill-A-Thon Contest Resource Packet and other online resources a county contest was created on a limited budget.

The Brown County 4-H Fair had the first Livestock Skill-A-Thon contest in 2007. After the county contest, four members chose to practice and compete at the State contest. These individuals were excited about their experience and suggested that there be a workshop prior to the 2008 County Fair.

During the Galaxy III in the "Organizing a County Livestock Skill-A-Thon Contest on a Limited Budget" session, participants will compete in a mini Skill-A-Thon contest. Each contest class will be explained to provide the maximum information to the participants. They will then be instructed on how to implement the contest in their county or area on a limited budget. They will obtain a checklist of the materials needed and helpful resources to expand the contest.

Parenting Skills Workshop Series: Effectiveness with Court-Mandated and Voluntary Participants

Presenter: Nancy Potter np20@cornell.edu

Co-presenter: Anna Steinkraus

Parenting Skills Workshop Series© brings a unique program design and facilitation process to help families improve communications skills. PSWS© was created in 1986 when a family court judge saw the need for a program that would enable families to keep their children with them and reunify families quickly. CCE-Tompkins' long-term program development with local stakeholders is complemented by recent evaluation outcomes from this easily replicable, effective parenting education program.

Objectives -- Extension educators of youth and adults will learn:

- the empowerment theory relative to PSWS© communication skill-building
- the skill-streaming technique used in PSWS© for changing impulsive behaviors
- the structured learning method used in PSWS© to integrate adult learning and change theories with effective communication skills
- the impact of PSWS© program on individual, family and community levels

Outline

- PSWS© foundations: program theory and research-based
- PSWS© evidence-based practice: uniquely suited for low literacy and mandated audiences
- PSWS© hands-on learning experience: put yourself in their shoes
- PSWS© impact: evaluation results of PSWS© participants
- PSWS© adaptability: use with specialized audiences and interests, e.g., family literacy, nutrition, workforce participants, program staff, one-to-one parent coaching
- PSWS© 'to go': inexpensive and effective with community collaborators
- o PSWS© Facilitator Manual (available to purchase @ \$20)
- o PSWS© Facilitator Training & Coaching

Instructional Techniques

- Mini-lecture introduction of PSWS© program, research base, foundation theories
- Demonstration of PSWS© learning techniques
- Experiential skill-streaming activities with participants
- Power point presentation of evaluation, with handouts
- Display of PSWS© Facilitator Manual, samples of adapted PSWS© curricula

Presenters' Experience

- Nancy Potter, Issue Leader, Family & Community Development, has shepherded PSWS© through publication and evaluation projects
- Anna Steinkraus, Extension Educator and Parenting Education Coordinator, has over 15 years experience as PSWS© Facilitator and 10 years as PSWS© Trainer

Effectiveness of 4-H Program as Perceived by Parents of 4-H Participants

Presenter: Rama Radhakrishna brr100@psu.edu

Co-presenters: Lydia Everhart, Natalie Cabot

Assessing the effectiveness of 4-H program is very important to know where the 4-H program is headed and what needs to be done to further improve the program. Parents of 4-H participants provide valuable perspectives on how 4-H is helping their kids in learning life skills. The subjects for the study consisted of a random sample of parents (n=368; N=22,643) who responded to a three-part mail survey. The instrument developed by Singletary and Smith (2005) was used. Face and content validity was established using panel of experts consisting of extension educators and specialists. Dillman's (2000) procedures were used to collect data. A total of 142 parents responded (38%). A post-hoc reliability analysis indicated acceptable reliability (alpha ranged from .77 to .94). Data were analyzed using descriptive statistics.

Parents indicated that 4-H program was effective in: providing a safe place for their children to learn and grow; offering a variety of subject matter interests; making a positive influence on their family life; and involving in community projects. Parents, however, indicated that 4-H program was somewhat ineffective in: 1) attracting diverse children from various ethnic backgrounds; 2) offering alternative projects such as robotics; and in 3) marketing and advertising 4-H programs. Further, parents perceived that as a result of participation in 4-H program, their child/children has/have acquired greater self-confidence, self-esteem, and decision making skills. Parents indicated high level of involvement and activity for children in 4-H than those not in 4-H

Overall, parents view 4-H as an effective program in teaching life skills and responsibilities. They also view that children participating in 4-H are more involved and active. Active recruiting of diverse populations into 4-H and development of innovative projects that appeal to youth should be developed. Findings of this study should be shared with all stakeholders to garner support for 4-H.

Welding Skill Development

Presenter: Michael J. Reetz reetz@purdue.edu

Purdue Extension-Pulaski County Learning Network is coordinating welding skill classes to meet

Across the nation the workforce is changing, sometimes resulting in a shortage of certain skilled workers. In Pulaski and Starke Counties in Indiana and several others in Workforce Region 1 a need for welders was identified. According to the Occupational and Skills Shortage, Summary Report January 2006, Region 1 in northwest Indiana was projected to have a shortage of 200 welders by 2007. In Pulaski County alone on a given day 500 welders are needed for industry demands. According to an article in the Wall Street Journal- Augsut14, 2006; "The welding shortage is part of a broader scarcity of skilled trades' people affecting industries around the world"

To address this Purdue Extension-Pulaski County Learning Network, Pulaski Alliance for Community Education (PACE), and Work One partners met with local employers. From this meeting a basic beginning welding program was designed to provide some employment skills and basic welding skills to secure an entry level welding position. Local employers indicated they each require such different aspects that they need to train their employees for their needs. The consensus was individuals needed some basic welding skills or exposure to the equipment, metals and terminology used to make them more employable. Basic work skills were also noted as a need for employees.

A 20hr basic level welding class was designed and offered evenings over two weeks. This was a grassroots effort with local employers providing input with investment, instructors, curriculum, and securing facilities.

Upon completion of two classes participants indicated they desired an advance class. This was designed and implemented. PACE applied for and obtained a \$10,000 grant from the Indiana Office of Community and Rural Affairs Rural Development Fund to assist with the advanced level class operation. Purdue Extension coordinates the program and is now replicating it in Starke County.

Choice Food Pantry Development: Offering a “Rainbow of Choice”

Presenter: Daniel Remley Remley.4@cfaes.osu.edu

Co-presenters: Hugo Melgar Quinonez, Ana Claudia Zubieta, Mari Carmen Lambea, Chris Taylor

The choice food pantry model has the potential to address food insecurity and chronic disease. Since food is chosen based on preferences, food is less likely to be wasted. Also, the grocery store-like atmosphere of choice pantries provides a more dignified experience.

Choice pantries also have the potential to address chronic disease by integrating nutrition education within the system of choice. The "Rainbow of Choice" system in Ohio organizes choice pantries according to "Mypyramid" and families are allowed a limited number of choices per food group. Clients learn about "Mypyramid" through workshops, DVDs, and volunteer discussions and then practice their knowledge as they choose their food.

A variety of educational strategies are used to promote nutrition. Program assistants from the Family Nutrition Program conduct food demonstrations and nutrition workshops during pantry hours. A nutrition education DVD is being developed to promote "Mypyramid" and also serve as a choice pantry orientation to clients during waiting periods. Finally, volunteers are being trained to promote nutritional messages as they speak with pantry clients.

At our workshop, we are prepared to discuss the overall concept of choice pantries, challenges and opportunities associated with developing choice pantries, and educational strategies. Participants will view the educational DVD and choice pantry promotional video. Finally, we will present the results of opinion-focus groups with choice pantry clients (English and Spanish speaking), administrators and volunteers.

Building Family Involvement and Leadership in Public Schools through Parent Advocacy and Leadership Training

Presenter: Donna Rewalt drewalt@co.durham.nc.us

How does the community benefit from having not just involved, but well informed parents in public schools who are also engaged in decision making? Parent Involvement in public schools is essential for improving public education for all children. The Strengthening Families Coalition at Durham Cooperative Extension, comprised of parents, school & agency representatives, and community volunteers, developed Parent & Family Advocacy and Support Training (PFAST) and Parents As Leaders (PAL) , and Latino PFAST (LPFAST), which is in Spanish. PFAST covers Parent Involvement, Effective Communication, Community Resources, Exceptional Children, No Child Left Behind, Testing Requirements, Building a Personal Action Plan and more. The trainings were created and sustained with input from parents, as well as a review and application of best practices. Parents who participated are now conducting trainings for others. Pre- and Post-Test Data demonstrates a positive shift in a parent's attitude toward schools, mastery of information and data about schools, and a positive assessment of their ability to work with their school collaboratively to help their child. Through this work, we have seen increased participation in decision-making venues, including the school board/district, county and city governments, and at the local schools. The program includes ongoing assistance, mentoring, and a family of

“graduates” who gather for learning, advocacy and support.

Participants will learn

- How PFAST, LPFAST helps parents better navigate their public schools and expand their engagement in public schools.
- How PAL builds on PFAST to build parent leadership skills through education, skill development, interaction with the local public policy process, and a parent created project.
- The role and function of the Strengthening Families Coalition—the program’s Advisory Council
- The potential impact of parents in the decision making process at the school level, in their school district, and in local government.
- How this program was created and is sustained.

Improving Tax Practitioner Accuracy and Knowledge thru Extension Programming

Presenter: Glenn Rogers glenn.rogers@uvm.edu

Co-presenter: Dennis Kauppila

In response to needs of the industry, annual two-day Income Tax Seminars covering Federal and State Income Taxation programs were developed and presented to 400 Vermont Tax Practitioners. Four one-day specialized Income Taxation courses were also presented to 200 more Tax Practitioners. Courses involve working with state Tax Practitioners Association, IRS, state Department of Taxation, Volunteer instructors, and Advisory Boards. Course material for two-day schools were developed by National volunteer Land Grant University Ag Economists and Tax Specialists and marketed to some 25,000 Tax Practitioners throughout the U. S. One-day schools were a result of surveys of participants. Material developed and taught by national speakers after consultation with Advisory Board volunteers. Specific Income Tax chapters for two-day schools were suggested and taught by volunteers. Two-day schools were coordinated with IRS, State Tax Department, and Tax Practitioners Association, and promoted by Extension via mailing, website, and TV programs. Evaluation data from the past 5 years shows 73% Strongly Agreed or Agreed with “The Income Tax School helped improve accuracy of returns I file.” 77% agreed that “the Income Tax School improved understanding of Federal and State Income Tax Laws and Requirements.” Attendance at the schools show that approximately one half (1/2) of the Tax Preparers in the state attended and completed approximately one third (1/3) of the tax returns filed in the state. Approximately One Third of participants were CPA’s, 18% were Enrolled Agents, 12% were bankers/lenders and the remaining were general tax preparers.

53 Making \$ense of Money Management

Presenter: Susan Routh susan.routh@okstate.edu

Co-presenters: Ranel Lasley, Lisa Taylor, Grenda Gandy

With the increase in bogus check charges and convictions, the District Attorney’s office (Oklahoma District 6) approached FCS educators from Grady, Caddo, Stephens, and Jefferson counties (Oklahoma) to provide financial education as part of a court mandate for those convicted of this felony. A majority of these repeat offenders are female who receive public assistance. FCS educators compiled curriculum (approved by district and state specialists) to address the issues of financial goal setting, budgeting, credit management, savings, checking account reconciliation and banking services. Fourteen participants completed the first class which was conducted in January, 2008. Participants were invited to enroll in a longitudinal study. Participants completed a pre-test at the beginning of the class and will be randomly selected to complete a post-test which will be conducted in six months. Six additional classes will be conducted during 2008 on a county rotation.

The proposed workshop will focus on the curriculum entitled “Financial Education: Making \$ense of Money Management” which was developed upon this request. The curriculum features skills and information for building money management and interpersonal skills. This curriculum may be used with diverse audiences such as high school students, GED classes, marriage preparation classes, 4-H Consumer Education and Entrepreneurship projects, and adult volunteers.

The purpose of this workshop is to review the developed curriculum and share experiences of

working with this particular audience and partnership. The goal is to introduce educators to the concept of partnering with law enforcement officials to provide instruction to nontraditional Extension audiences. Workshop participants will be introduced to this curriculum through a Power Point presentation and interactive activities. Hands-on activities will be shared with workshop participants.

Conference attendees who may benefit from attending this workshop include FCS educators, 4-H educators, and state extension specialists and administrators.

Perceptions of UVM Extension Professionals as a Learning Organization

Presenter: Ellen Rowe ellen.rowe@uvm.edu

The University of Vermont Extension Children, Youth and Families at Risk (CYFAR) program has undergone considerable evaluation and assessment since the late 1990's, yet the results from the investigation have not been terribly conclusive. The findings reflect some apparent shift, not always positive, in the programming activities reported by the CYFAR staff as well as their perceptions about the activities. However, the surveys fall short of documenting a positive change in UVM Extension's ability to work more effectively with the target audience of children, youth and families at risk and the motivating conditions for this change.

The dimensions of the learning organization are action imperatives that facilitate the formation of learning organizations. Seven action imperatives defined by Marsick and Watkins (1999, p. 11) include: create continuous learning opportunities; promote inquiry and dialogue; encourage collaboration and team learning; establish systems to share and capture learning; empower people toward a collective vision; connect the organization to its environment; and provide strategic leadership for learning. Each component is instrumental to the development of a learning organization. It is essential that the leadership of the organization advance activities around these constructs.

The research study used the Dimensions of Learning Organization Questionnaire or DLOQ designed by Watkins and Marsick. Research questions addressed the extent to which UVM Extension CYFAR professionals perceive their organization as a learning organization in relation to Watkins and Marsick's seven dimensions of the learning organization and the comparison of UVM Extension CYFAR professionals' perceptions to perceptions of professionals in UVM Extension and other organizations. As the current leader of UVM Extension's CYFAR programming efforts, the information gained related to strengths among the action imperatives will assist me in facilitating our development of a learning organization among these individuals.

Consumer Choices: A Skill for Life

Presenter: Laura Royer Iroy@osceola.org

Co-presenters: Mary Beth Salisbury, Barbara Hughes, Shelda Wilkens

Every year research shows that youth have greater access to money allowing them to spend an average of \$159 billion a year. With their spending behavior and limited understanding of managing money, they are at risk of making costly mistakes.

Objectives: To improve the financial management skills of youth by increasing knowledge of consumer products and price comparison resulting in better consumer practices. Youth will adopt at least three consumer skills including but not limited to research, price comparison, money management and analytical skills. Youth will enhance public speaking skills.

Methods: Through collaboration, all Extension program areas (FCS, 4H, Agriculture, Horticulture and Natural Resources) develop the annual Consumer Choices curriculum and provide multiple workshops each year. The comprehensive curriculum includes a variety of instructional strategies for optimal learning. Teaching methods include lecture, hands-on activities, situational analysis and field trips. Each year, over 150 volunteers are utilized to conduct multi-level contests which evaluate skills developed.

Results: Over 240 classes have been taught reaching 5,250 youth ages 8 to 18. More than 90% of youth developed or enhanced at least 3 consumer skills as measured by contest results. Due to the success of their experience, youth have returned multiple years and recruited others to participate in the program. Often 4-H efforts lose older youth. However, this program has continuously broken this mold by retaining older 4-H youth who continue to participate in this program as a result of life skills learned. The information learned and skills developed are shared with family members, having a direct effect on how family finances are managed.

Conclusions: Success is evident as youth view this program as valuable to building their life skills. Due to the innovative teaching strategies, the program matches the interest and energy of youth.

Journaling for Your Health

Presenter: Diane Russo drusso@wsu.edu

Our lives are full and busy. Quite beautiful really, yet in the flurry, we often forget to quiet ourselves. For it is in this calm that we can be creative and productive. This workshop confronts this busyness and leaves the participants with a new tool to use in finding five minutes of peace.

This workshop engages the learners in an active learning environment. The benefits of journaling will be discussed (to de-stress and relax, to gain a greater sense of clarity, to find solutions to problems, to organize ones thoughts, to set goals and reach them, to gain a greater sense of self, and to quiet one for healing).

The following journaling techniques will be utilized: power of an image (random cards with images will be passed out and participants will be asked to reflect on them), web journaling (using self topic for the center hub and reflections as spokes), check in journaling (doodle drawing as a form of journaling to discover where tension is held in the body), left and right hand journaling (uses different areas in the brain to release thoughts), tapestry writing (uses early developmental stages of writing intermixed with mature written language to express inner thoughts) and quote/or short story reflections, etc.

This workshop will be relaxing and informative presenting stress management in a new way. It supports life skills to enhance work/life balance. Participants will go away with a series of journaling tools to help conquer stress and enlighten their awareness of their intrapersonal needs

Celebrating Volunteer Development: Getting 4-H Volunteers Off and Racing with a Green Flag

Presenter: Meg Sage Mach sagemachm@missouri.edu

Getting volunteers onto the fast track is a challenge for any 4-H Professional. Volunteers have less time to volunteer and even less time for orientation, training and volunteer development. To overcome this challenge, Jackson County 4-H has developed and implemented: a training program; training materials; organizational materials; and an organizational system for club and project leaders. Through this experiential training and organizational process Jackson County 4-H has created a stronger foundation to support its growing urban and suburban community club program. As a leader stated volunteers, "now have a better view and understanding of the standards and organizational aspects of 4-H. This information was a great need for my children, my club and myself." Examples of organizational tools volunteers are now utilizing, training outlines from 3 different trainings, and examples of training materials will be presented. Materials will be available by request, after the conference. 4-H Youth Development Professionals will be able to apply these tools and programs in any fast paced 4-H program to get your volunteers off and racing with a "green flag."

Perceived Effectiveness of Youth-Adult Partnerships on Enhancing Life Skill Development through 4-H

Presenter: Jeff Sallee jeff.sallee@okstate.edu

Research has shown that youth benefit from partnerships with adults. These partnerships are becoming a prevalent topic in the field of youth development. This mixed method study examined groups of youth and adults who were working on a common topic. The purpose of this study was to determine if youth and adult participants in the 4-H Environmental Impact program perceive youth adult partnerships as an effective means to enhance the youths' development of life skills. The study further sought to discover the perceived obstacles that may keep youth and adults from participating in equal partnerships.

Findings and Conclusions: (1) The life skills of: Leadership, Cooperation, Service Learning, and Planning and organizing were enhanced through the youths' participation in the youth-adult partnership. The other measured life skills were not clearly enhanced through this program effort. Therefore it is recommended that before beginning 4-H programming utilizing youth-adult partnerships as a youth development tool, that specific life skills be targeted for enhancement through the program. (2) Through this research there was evidence that many of the youth participants did perceive themselves as equal team members when participating in this youth-adult partnership. It is recommended that all the adults involved understand the concept of a youth-adult partnership. (3) The research data indicated the greatest perceived obstacle that kept youth from engaging was not much time after homework and other activities. In order to overcome these identified obstacles the youth must be involved in setting the meeting schedule. (4) The data reported the project needed to be more interesting, needed more participation, needed to work more as a youth-adult partnership, or didn't need a change. It is recommended that all participants in newly formed youth-adult partnerships receive training on how to implement this type of program, and how to participate equally.

WSU Extension, Community Service Learning and Students: A Unique Partnership

Presenter: Janet Schmidt schmidtj@wsu.edu

Washington State University is committed to providing a world class experience for undergraduates as they acquire a degree and prepare for the workforce. A unique method to accomplish this objective evolves around forming a partnership between WSU Extension-Whitman County 4-H, the Center for Civic Engagement and WSU students. WSU Extension is the connection to youth, families and communities in every county across the state. Connecting students to Extension through Community Service Learning creates experiential learning opportunities for students that reflect real life. With the overall theme of 4-H promotion and recruitment of leaders and members in the Whitman County 4-H Program, students from two Human Development 205 classes and one English 402 class focused on the development of 4-H materials, conducted recruitment activities with the schools, implemented two on campus events for 4-H youth and carried out an after-school program. Students demonstrated the ability to effectively work in teams, connect with the community and carry out activities to accomplish their goals. Parents, youth and students became more aware of opportunities available through the 4-H program and materials developed by the students will be used for future 4-H promotion events. This unique partnership between WSU Extension in Whitman County, the Center for Civic Engagement and students enabled students to create solutions to real world problems and gain a world class experience.

Communicating with Family

Presenter: Debra Schroeder dschroeder1@unl.edu

Co-presenters: John DeFrain, Marjorie Kostelnik, Mary Kay Warner

An old Danish proverb states, "Who takes the child by the hand takes the mother by the heart". Many children spend hours every day with child care providers or in after school programs. Parents need providers to not only give their children the basic care they need, but also to communicate effectively to make sure the child's physical and emotional needs are being met both on the home front and in child care settings.

Surveys of child care providers found that effective communication with families was a primary concern. In response, Extension developed "Communicating with Families" as an additional component of our child care provider training program.

This program addresses the Galaxy III Conference program development track for the child development category. It is designed to help child care providers, youth professionals and others working with families to develop strong communication skills and relationships with families.

"Communicating with Families" workshops were presented at child care provider conferences, Head Start staff training and the "Hours of Opportunity" conference sponsored by Extension and community partners. They were marketed through brochures, news releases, websites and networking.

Participants are able to:

- strengthen their communication skills and techniques used when communicating with families
- understand the concerns and stress families have when leaving children in child care and after school programs
- develop proactive family relations
- use "I" statements when communicating with families about both challenging and positive issues

A power point presentation, activities and publications were developed to support the program. Participants will be able to access the curriculum on a website.

Evaluations from the "Communicating with Families" workshops show that participants experienced a statistically significant increase in their knowledge at the (p.

Local Government Extension Programming: A View of the Landscape

Presenter: Eric Scorsone scorsone@msu.edu

Co-presenter: Notie Lansford

Local governments in the United States provide critical services such as courts and corrections, health and welfare, education and recreation, transportation and utilities, public safety and information to consumers. How, when, and where is Cooperative Extension serving the educational and informational needs of local government personnel, particularly those in rural areas? In 2002 according to the U.S. Census Bureau, there were 87,525 local government units in the United States (U.S. Census Bureau, 2005). The vast majority of these are rural. These units include general purpose governments (counties, townships, villages and cities), school districts and special districts such as irrigation authorities, housing authorities, fire/EMS districts and, in some states, extension districts. There are nearly 500,000 local elected officials plus 11,600,000 staff and appointed positions. This is a huge customer base for which extension can build programs. In 1986, Favero and Alter(1986) surveyed the extension landscape regarding local government programming. They emphasized that extension plays a critical role in local government programming and further, that role must be defined by a careful analysis of gaps in educational activities. By finding a niche, extension educators could assist local governments without interfering in existing or established programs. Since that time, very little, if any, analysis has been conducted on the current status of state & local government education and services.

This research project attempts to fill that hole via a survey of extension services from across the United States. Survey results will be presented reflecting the current state of local government extension programming in the United States. These results will serve as the basis for a discussion of proposed recommendations and possible paths to strengthen and expand the role of the extension service in local government programming and education.

Making our Best Programs Better through Distance Education

Presenter: Susan Seal susans@ext.msstate.edu

The Mississippi State University Extension Service has established a comprehensive distance education program. The implementation has focused on meeting client needs, improving the dissemination of information, enhancing the efficiency and effectiveness of the agents and improving overall organizational communication. The presenter of this session will share specific techniques and ideas and will interact with participants to address ideas for their specific situation. This session will help develop several competencies including skills related to teaching, educational design, educational technology, leadership, communication and collaboration. This will be done by teaching participants the various distance education options available and the methods they can use to increase the educational success of their programs. Information will also be provided on how to work with stakeholders to improve participants' distance education systems.

This session will relate to all program areas, include many types of media, and will provided innovative ways of communicating and meeting client needs by combining videoconferencing with the use of flash video, streaming/podcasting and online programs. This session will provide practical information on how various interactive instructional design methods can make distance education media an extremely effective teaching and communication tool. In addition, participants will leave with long term strategies regarding how to begin or improve the current distance program already in place.

The session will include interactive elements such as case studies and debates to enhance the learning experience. Participants will also have information regarding specific technologies as well as instructional tips to take home to share with others in their state. Similar sessions have been presented to numerous Mississippi and Southern Region audiences and will be presented in January in Honduras at the Distance Education Consortium. The MSU-ES Distance Education program has received the American Distance Education Award of Excellence as well as a United States Distance Learning Award.

Working with Youth Groups and Keeping Your Cool: Lessons for Volunteers and Staff

Presenter: Sheri Seibold sseibold@illinois.edu

Co-presenters: Judy Taylor, Johnna Jennings, Judy Schmidt, Deanna Roby, Melinda States

Many times volunteers and staff who work with youth in groups do not feel equipped to deal with behavior issues. It can be challenging to provide productive, positive learning experiences for youth. Those challenges include how to effectively manage group behavior and gain cooperation from youth participants. Several techniques can be employed to create a safe and cooperative environment, while achieving learning goals and positive interactions. Though developed as a volunteer training, this workshop will provide valuable insights and resources to anyone who works with groups of youth.

University of Illinois Extension staff, experienced in volunteer and youth development developed three lessons about tips and techniques to address the topics of: Planning Group Guidelines Together, Behavior Management Techniques for Cooperation, and Working with Youth with Special Needs. Participants involved in these lessons gain skills and resources needed to set groups rules, choose and use effective behavior management techniques to gain group cooperation, and become aware of special needs of some youth involved in activities.

Each of the three lessons includes an end-of-session evaluation to assess knowledge gained, as well as a follow-up evaluation to garner information about practice changes as a result of participating in this volunteer training. Data from these evaluations are being entered on an evaluation reporting website and are being utilized for federal Plan of Work Reporting. Evaluation results for the last two years will be shared.

Seminar Outcomes:

Participants will:

- hear about the development of the lessons, their current use, and evaluation.
- share behavior management challenges and learn from the shared expertise of the presenters and participants.
- learn an effective method for planning group guidelines.
- gain an increased sensitivity to the challenges of special needs youth.
- receive a CD with lesson plans, handouts, and evaluation tools to use with their volunteers.

SET Our Destiny

Presenter: Lee Sherry Isherry2@unl.edu

Co-presenters: Sarah Nelson, Kevin Kramer

The United States, a world economic and military leader, is at a critical juncture. The US must adapt to meet the evolving economic and national security landscape of the 21st century. At the core of this challenge is our nation's proficiency in science, engineering and technology.

- Only 18 percent of high school seniors are considered proficient in science (NAEP 2000)
- A mere 5 percent of college undergraduates earn degrees in science and engineering (Rising Above the Gathering Storm 2006)

Our nation will face a significant workforce shortage in the critical science, engineering and technology fields that will put our leadership at risk—unless action is taken. 4-H therefore has made SET a national priority for the next 5 years.

Nebraska 4-H SET work team looked critically at elements staff needs to teach programs to meet the national SET mandate. At recent staff trainings, workshops were presented to help train a variety of Science activities. Staff can take these lessons and share with 4-Hers, leaders, and volunteers to perform at different events and meetings. Discussions were lead on recruitment of SET volunteers. Informative and descriptive flyers were developed.

Concrete methods were present demonstrating how to implement SET programs at the club level focusing on the "S" for Science. Most current project curriculum incorporates science activities. There are extensive web resources and books available to help youth leaders execute science demonstrations to "WOW" 4-H members, thus planting the seeds of interest to explore and apply science techniques to current projects. Who better to recruit new members than 4-H'ers themselves?

Finally the SET challenge was initiated. Clubs to complete the SET Challenge will receive a SET certificate at the State Fair. Learn more about the SET Challenge by attending this interactive hands-on workshop. Participants will receive CD with all materials.

Social Marketing: An Educational Approach to Behavior Change

Presenter: Susan S. Shockey shockey.3@osu.edu

Co-presenter: Cyndi Renn

Participants will learn a multi-disciplinary approach to marketing and delivering financial education. Three Extension-led America Saves campaigns', Columbus Ohio Saves, Hancock County Ohio Saves, and Tennessee Saves, marketing efforts will be compared. All marketing efforts developed create personal awareness and promote individual savings through behavior change. Youth and adults are motivated to set savings and/or debt reduction goals by enrolling as

an American Saver. The underlying message is “it doesn’t matter how much you make, it matters what you do with your money”. To track behavior change, America Saves has a data base that measures number of participants setting savings goals, dollars saved, and knowledge gained.

Six educational-social marketing techniques were selected to implement and compare program effectiveness. These selected marketing techniques will be demonstrated, listened to, and viewed. Galaxy participants will be engaged and give their personal rating of message appeal. The techniques compared will be:

1 Family – Community Events:

- “Tennessee Saves Nights at the Chattanooga minor league baseball game and University of Tennessee basketball game. A “\$uper \$aver” mascot costume was created and used at the game and other venues. Game sponsorship is used to fund financial education programs throughout the year.

- “Roll Your Change” – Individuals bring loose change to be rolled. Individuals make a savings deposit, their name is entered into a drawing for a savings bond.

- “Piggy Bank Pageant” - 4-H members created piggy banks and displayed them in schools and financial institutions for Save Your Change Month.

- “Wealth Fair” – Day long financial education immersion promoting hands- on activity, fun events for both youth and adults.

2. Public Official Events - Proclamations

3. Media Efforts including “life-changing” media promotion , TV interviews and radio PSA announcements

4. Computer Technology – Podcast and web-sites

5. Print – Fliers, Brochures, and news articles

6. Educational Programs – Motivational Talks, Wealth Coaches, Saver Clubs, “Real Money, Real World” Simulation Activities, Youth Saves

Wake Up America: Ways to Increase Personal Savings Through Educational-Social Marketing

Presenter: Susan S. Shockey shockey.3@osu.edu

Co-presenters: June Puett, Cyndi Renn, Angela Crist

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Celebrating 4-H Food Camp Success

Presenter: Joyce Shriner shriner.3@osu.edu

Co-presenters: Barbara Carder, Sheila Meyer

4-H volunteers, parents and community leaders have lamented the fact that no one seems to cook or eat meals as a family anymore. Their belief is that youth do not cook because their parents do not know how, do not have time or do not care to cook. A study conducted at Brigham Young University (Stocks and Brown, 2002 as cited in the OSU Extension Fact Sheet #FLM-FS-4-03 titled "What the Research Tells Us about Family Meals") confirmed the importance of youth learning to cook. As a result, this FCS Educator partnered with the 4-H Educator and 4-H Program Assistant to offer a three day camp in 2005. The camp was held from 9:00 a.m. – 12:30 p.m. each day. Objectives included learning about the Dietary Guidelines for Americans, Food Guide Pyramid, nutrition facts labels, how nutrition and exercise work hand-in-hand, fast food, and how to become a "fat" detective. Participants prepared and ate lunch at camp. Thirteen youth attended. According to the post-class evaluations, 100% of the campers learned new information, plan to use the information, and had fun.

The program was repeated during the Summer 2007. Fifteen youth attended. The post class evaluation showed that 100% learned something new, 93% learned the importance of exercise, and 87% felt more confident in the kitchen.

FCS and 4-H Educators should attend this workshop to learn how to replicate it in their area. They will view a PowerPoint presentation highlighting the key components of the camp and will take home an outline of the program including objectives; a list of pre-camp planning and organization tasks; food/nutrition/physical activity topics covered; and hints on meal preparation.

Connecting Kids with Foods: A My, That's Interesting! Approach to Healthy Eating

Presenter: Janice Smiley janice.smiley@oregonstate.edu

Co-presenters: Holly Berry, Nancy Kershaw, Maureen Quinn

Vary your veggies. Make half your grains whole. Focus on fruits. MyPyramid recommendations are clear as to what kids and their parents should eat for good health. Research, however, has shown that taste and cost – not nutrition – is the most important influence on adult food choices.

Without encouragement and opportunity, children may never learn that nutritious foods can be tasty and affordable. As busy families resort to eating more meals away from home, children are exposed to a variety of processed, pre-packaged, or fast food options. Sometimes lower in price, many are loaded with fat and sugar, covered with sauces, and packaged in portion sizes twice the recommendation for young bodies. As these widely advertised, unhealthy choices become "familiar foods" to children, introducing healthy foods isn't easy for parents or nutrition educators.

The classroom is the perfect place to allow children to experience food. Extension staff and faculty members can set parameters for behavior (no making faces) and present food positively in a fun and non-threatening way. Children can feel comfortable taking a taste – or not -- without fuss from adults.

Extension staff and faculty involved in Family and Consumer Sciences, Food Stamp Nutrition Education, 4-H and Youth Development, and/or Horticulture will learn a variety of effective

approaches which encourage children to experience new foods in classrooms, after school programs, or summer lunch program settings.

Presenters have more than 20 years of combined experience teaching nutrition to students in K-3 classrooms, after school programs and/or USDA summer lunch program settings. They will share their insights and effective techniques in engaging children in experiential nutrition education. Sample teaching plans and activities will be shared.

Integrated Distance Learning Training Model

Presenter: Martin H. Smith mhsmith@ucdavis.edu

Co-presenter: H. Steve Dasher

Volunteers are essential to the 4-H Youth Development Program, serving most commonly as non-formal educators who lead 4-H projects and programs with youth. To be effective in their roles as educators, volunteers require effective training. Effective training has been shown to improve 4-H volunteers' skills and confidence, increase their rate of retention over time, and improve program sustainability. The most common, and in many cases the preferred approach to 4-H volunteer development is through county-based, face-to-face trainings. However, it has been noted that a number of factors, including constraints on time and budgets, hinder the use of this model. Thus, the pursuit of alternative strategies of volunteer development in 4-H is imperative. In spite of the limited availability of technology in some geographical areas, research has indicated that online training of 4-H volunteers is a viable option and is becoming more accessible. County- and campus-based Cooperative Extension personnel from the University of California – Davis designed, implemented, and evaluated the use of an Integrated Distance Learning Training Model for 4-H Volunteers. Specifically, 4-H volunteers from three counties located several hundred miles from each other were trained in the content and pedagogy associated with a bio-security curriculum through an integrated approach that included hands-on workshops and facilitated video, audio, and Internet conferencing. In turn, the volunteers implemented the curriculum activities with youth audiences. This presentation will provide an overview of the design components of the Integrated Distance Learning Training Model for 4-H Volunteers framed within the context it was implemented. Outcomes from the data collected from the volunteers and youth in this project will also be shared.

Garden to Table, Five Steps to Food Safe Fruit and Vegetable Home Gardening

Presenter: M. Dale Steen Dale.Steen@uvm.edu

Co-presenter: Martha Patnoid

Expand your food safety outreach efforts to reach the home gardener using the Master Gardener (MG) volunteer network and "train the trainer" methodology. Successful implementation of this program requires a collaborative effort with colleagues who can offer expertise in volunteer management, horticulture, water quality, food safety, and pesticide management. An integrated program such as this presents both challenges and rewards to the Extension educator.

The objective of this workshop is to share educational resources, implementation strategies and demonstrated impact from a multi-state research/education food safety project. The goal of the USDA funded project was to educate home gardeners as to integration of food safety principles from garden to table therefore, reduce the risk of pathogenic contamination of fresh fruits and vegetables.

Increasingly, foodborne illness outbreaks are being traced to fresh produce. Microorganisms that cause foodborne illness can be problematic whether organic or conventional gardening methods are used. The results of a needs assessment survey and on-site, structured interviews conducted in New England strongly indicated a lack of food safety knowledge among home gardeners.

Using survey results to guide us an educational program was developed and implemented.

Overall, 122 volunteer MG's from all participating states were trained in food safety instruction covering all aspects of produce safety, from soil preparation, planting, harvesting, storage and food preparation. Once trained, MG volunteers conducted outreach initiatives for home gardeners including workshops, media presentations, on-site exhibit/display at fairs, festivals, farmer's markets. State coordinators reported 22 speaking engagements and 38 venues with the potential

audience of close to 25,000 consumers and documented distribution of over 4,000 pieces of printed materials.

Participants will receive a CD with the following resources: training manual, sample agenda, fact sheets, exhibit panels, evaluation instruments and PowerPoint presentations.

Grow'n Growers — From Back Yard to Farmers' Market With Low Income Hispanic Families

Presenter: Barbara Storz b-storz@tamu.edu

Grow'n Growers Program - An empowering of low income Hispanic families to improve diet and open a farmer's market. Hidalgo County, Texas produces the largest variety of crops in the state, especially table vegetables. Despite this production, there are no farmer's markets in south Texas. Producers funnel crops through commercial packing houses to maximize profits and crops are trucked out of state. The area is rapidly urbanizing, especially since American manufacturing moved just south, to Mexico. To meet the demand for locally produced food, low income families, surrounding the Hidalgo County North San Juan Park and Community Center, were trained in organic vegetable production, health diet and nutrition, food preparation, food safety, marketing and finance in a nine-month program. Hidalgo County provided classroom space, including building an outdoor classroom, a demonstration garden, and park pavilion for opening a farmer's market. A grant from Heifer International provided raised beds, compost and soil, and tools for each family. Families increased monthly income and improved family diets to include more vegetables.

Promoting Healthy Choices by Utilizing An Integrated 4-H Challenge/USDA Nutrition Curriculum

Presenter: Brent Strickland bstrick@ag.arizona.edu

Co-presenter: Robin Cooper

For over two years, The La Paz County (Arizona) 4-H Youth Development agent and the FCS/ Nutrition Instructional Specialist have worked together to design and implement a comprehensive program for elementary teachers that introduces and promotes the USDA guidelines for health and fitness by applying the the 4-H "learn by doing" educational model and curricula.

The core concept of the "Healthy Choices in the Classroom" project is centered on an integrative model. We emphasize strategies that incorporate brief "mini-lessons" throughout the day that will not detract from the academic lesson plans of the school day. This program has been applied in numerous schools, youth organizations, county health departments, tribal health departments, and are regularly used a community recreation events. For over a year, this outreach program is the highest rated and most requested program for La Paz County Cooperative Extension. Participants will receive a small degree of background that lead to the design and success of the program. A majority of the workshop time will be dedicated to an active introduction to the lessons and activities of the curriculum. They will also receive a copy of the lesson plans and the evaluation instruments at no cost.

Making the Grade and Measuring Impact: Your Program, Your Volunteers, and Why it Matters So Much

Presenter: Linda Strieter strieter@aesop.rutgers.edu

Co-presenter: Sharon Kinsey

The contributions of well trained, engaged and motivated volunteers will likely provide measurable and impressive impacts when programs are effectively planned and delivered. Documenting these impacts is important for several reasons:

- Justifies the investment of time, effort and other resources.
- Earns and builds professional, organizational and political credibility and support.
- Demonstrates tangible results that will earn recognition and potential program sustainability.
- Satisfies the requirements of political bodies, advisory boards and funding agencies when qualitative and/or quantitative data are determined.

The Cooperative Extension program development model includes identifying issues, completing a needs assessment, planning and developing a program to meet those needs, and finally, delivery and evaluation. Although evaluation is the last item listed, it should be the first consideration so that intended outcomes and anticipated results can be the focus in the development and delivery of the program. Often, multiple methods and instruments are needed to document all relevant programmatic outcomes. In this session, the presenters will provide examples of evaluation tools that demonstrate asking audiences (surveys, etc.), observing program participants and testing, such as pre and post testing.

With the ever increasing need to qualify and quantify our programmatic outreach to our funders and stakeholders, we need to prioritize our time, funding and other resources, including staff, especially volunteers. Our challenge is to identify and/or develop those programs that can be delivered and maintained by volunteers that will reap the most significant impacts.

Through this workshop, the presenters will guide the participants through tried and proven methods needed to determine specific, measurable objectives for programs. Methods of evaluation will be described and demonstrated. Participants will practice developing impact statements, so that rather than explaining the "What" or "How" of a program, they will answer the questions, "Who Cares?" or "So What?"

Does Participation In A Family Literacy Program Create Social Capital?

Presenter: Susan Gamble skgamble@mail.wvu.edu

Co-presenters: Margaret Miltenberger, Zona Hutson, Kimary McNeil, Kerri Wade, Ruthellen Phillips

Society has become less socially connected. This decrease in social associations may be having negative effects on children, families, neighborhoods, and even our political structure. (Putman, 2000). The concept of social capital is defined as the connections and relationships among and between individuals that are advantageous.

Family Storyteller (FST) is a family literacy program designed for parents and pre-kindergarten children to attend six 90 minute interactive sessions. The program format facilitates small group interaction among parents, while children attend a separate activity. Guided by a trained facilitator, parents have an opportunity to learn, discuss and practice new shared reading techniques.

Does this interactive learning environment have an impact on social capital among program participants?

Research Design

A qualitative research design was used to collect data by interviews with a random sample of 44 participants from 22 counties throughout West Virginia. Sixteen questions were asked such as: "What was it that made you (did not make you) feel a part of the group?" and "Once FST was over have you stayed in touch with any of the adults?"

The verbatim transcripts served as the data source for analysis. The qualitative analysis method involved the division of the data into relevant and meaningful themes. A coding system was developed to further identify patterns emerging across the data. Reports by major themes were generated using Ethnograph software. Researchers reached consensus on the validity of the findings and conclusions.

Findings: Three major themes emerged from the data:

- Participants were overwhelmingly positive about the learning environment.
- Acknowledging a need for social interaction, participants valued sharing their experiences and the fellowship of the group.

- FST was not a catalyst for building social capital.

One principle of social capital is that social networks have value. Social capital refers to the collective value of all "social network" and the inclinations that arise from these networks. (Putman, 2000). FST did not directly build social capital, but FST did build social networks which are one step toward building social capital.

Recommendations

- Extension needs to be deliberate about incorporating social interaction into community educational programs.
- Facilitators should be trained to incorporate social interaction and to create environments that are welcoming, friendly, relaxed, and inclusive.

Teen Parents Program "Mommy and Me"

Presenter: Susan Tharp tharps@purdue.edu

The Need:

"Data about the social consequences of teen pregnancies portray an alarming picture. Less than one third of teens who begin families before age eighteen ever complete high school; the great majority remain single mothers without fathers to help; and half of all teen mothers and three quarters of unmarried teen mothers end up on welfare within five years of the birth of their first child. As a pathway to a successful life for teenage girls, this is certainly far from desirable. Even more troubling are the negative effects of teen pregnancies on the children involved. These children are far more likely to grow up in poverty, to have more health problems, to suffer from higher rates of abuse and neglect, to fail in school, to become teen mothers, to commit delinquent acts and adult crimes, and to incur failed adult marriages and other relationships. All of this comes at considerable extra cost to the nation's taxpayers. According to one recent study, which controlled for other differences between teen mothers and mothers aged 20 or 21, teen childbearing costs the taxpayers \$6.9 billion each year, or \$2,831 a year per teen mother." This is a portion of a testimony before the United States House of Representatives on July 16, 1998 as written by David Popene, Rutgers University. This testimony holds true today in Clinton County, Indiana.

Kids Count In Indiana Data for Clinton County trends from 2001 to 2004 indicate the number of births per 1,000 females ages 15-17 shows an upward trend. Substantiated cases of child abuse and neglect as well as a reported smoking during pregnancy have decreased. Nonetheless, the number of WIC participants has increased along with the number of children in poverty.

What We Did:

The Purdue Extension Service in Clinton County in partnership with Big Brothers and Big Sisters has for sixteen years coordinated a Mommy and Me program that addresses the issues and challenges of teen moms. Information is provided at every meeting on community resources, food is provided along with a nutrition lesson and childcare is provided by CDA certified childcare providers. Seven mature mentor mothers volunteer to serve as additional resources, to promote one on one relationships offering both advice and support. Programming is provided in life skills including topics such as parenting, job skills and preparation, money management, nutrition, health and safety, child development, and family relationships. This year thank you to additional funding from the Division of Family and Children we were able to provide vouchers and extra childcare for computer classes. Some of these computer sessions were integrated into regular meetings and some were available as part of the regular class offerings of Purdue Extension's Learning Network. Purdue Extension was able to provide laptop computers and technical assistance on site for 6 of the regular meetings.

The Best of Both Worlds: Distance-Education Meets Hands-on Support

Presenter: Susan Tharp tharps@purdue.edu

Co-presenter: Bruce Colston

Purdue Extension's Learning Network of Clinton County, Indiana University High School, and the Community Action Program Inc. of Western Indiana have partnered together to provide an educational opportunity for students to finish a high school diploma. Indiana University High School (IUHS) provides an accredited diploma as well as over 100 individual online courses. The Purdue Extension Learning Network provides the computer lab, cohort groups and facilitators while the Community Action Program (CAP) provides student referral, scholarships and mentoring. Students meet six hours weekly with onsite tutors and facilitators who provide academic assistance, encouragement and structure.

This program has been in existence for one year. The following information supports the concept.

- Mentored-learning offers the right balance between self-paced courses and classroom-based courses. It offers students a personalized learning experience and allows them to learn at their own speed, level and convenience. It ensures that they have access to an experienced instructor who can guide them through the learning process. The educational institutions that implement the best models of online education will reap the highest rewards both for themselves and for their students' careers.

- According to a study conducted by the National Center for Education Statistics, 13% of all adults in the United States have Below Basic prose literacy. This equals 30 million adults who are unable to meet the lowest levels of literacy performance, such as signing a form or adding the amounts on a bank deposit slip.

- According to the Indiana Youth Institute, the number of public high school dropouts within the state of Indiana has increased by over 1,000 students in the past 5 to 6 years.

- Because it is often more difficult to discipline one self when doing independent study course work, completion of the course work may be at a serious risk. Purdue Extension's Learning Network can minimize this risk by supplying a structured environment with a motivating facilitator. Students are still able to work at their own pace on whatever course they needed, but the likelihood of completing the course and completing it has increased dramatically.

- The prevalence of high dropout rates not only impacts students, but also the communities and nation due to the loss of productive workers and the earnings they would have generated. There are also higher costs associated with increased jail time, health care and social services needs that high school drop outs are more likely to require. Studies show a lifetime cost of \$1.7 to \$2.3 million to the nation for each student who drops out of high school and goes on to a life of drugs and crime.

- According to U.S. Census Bureau's American Community Survey, individuals 25 years and older who did not have a high school diploma earned a total of \$21, 931. This figure

Building Leadership Skills through Global Education

Presenter: Alayne Torretta torretta@njaes.rutgers.edu

The 4-H Teen Russian/American International Leadership (TRAIL) program is an opportunity for American teens to develop leadership skills and develop a global perspective as they mature. Workshop participants will learn how the TRAIL program developed leadership skills in American teens as well as learning about future opportunities for youth/adult teams to travel abroad. This is not merely an exchange program.

Four teens who were selected to travel to Russia responded to a survey 8 months after their Russian teaching experience. 100% of the teens:

- Have a better understanding of problems and issues that affect people throughout the world.

- Are more willing to put themselves in someone else's place when making judgment.
- Are more willing to try new things.
- Are more confident when meeting new people.
- Are able to maintain their sense of humor in difficult situations.
- Know more about another culture.
- Have a great interest in traveling to other international destinations.

75% of the American teens reported:

- They are more responsible.
- They have a greater willingness to face problems and try to solve them.
- They have a greater respect and appreciation for their own family.
- They are able to learn about people and situations by listening and observing.
- They feel more confident about the decisions they make.
- They understand more fully their own strengths and weaknesses.
- They can see their own problems in a broader, more realistic context.
- They have a better understanding of the values and lifestyles of their own community.

Wind in your SAIL: Saving and Investing for Life

Presenter: Jeanette Tucker jtucker@agcenter.lsu.edu

Co-presenters: Gloria Nye, Deborah Cross, Sheri Fair, Deniese Zeringue

Applicability: This workshop shares a resource and program delivery strategy that encourages school employees and other workers, particularly women, to take control of their financial futures. The Saving and Investing for Life (SAIL) program includes two separate curricula developed for school system employees including 1) educators and administrators, and 2) support staff. Materials have been developed at income and literacy appropriate levels.

Outcomes and audience: The target audience includes agriculture, family and consumer science, and community development educators and administrators.

This session builds educators' competency to fortify workers' financial futures by:

- increasing knowledge of investment options and practices
- implementing sound investment and protection practices
- increasing net worth, and
- checking backgrounds of investment professionals.

Prior delivery: Conference presenters have delivered SAIL at least 12 times to over 120 school employees. Impact evaluation analyses will be shared.

Instructional techniques: Turnkey teaching strategies (games, activities, calculators, web resources, and more) will be modeled to involve and motivate audience. Concepts are presented in a variety of ways to address multiple learning styles. Free program replication materials will be provided.

Take home materials: All educator resources will be distributed via compact disk and the internet.

Contribution: Research suggests a need for comprehensive investor literacy that addresses the economic and literacy levels of workers, especially women. This program presents the seemingly complex topic of investing in an easy to teach and comprehend format. The audience gains knowledge, adopts practices, and employs safeguards to build a strong financial future.

Appeal to Audience: The strength of SAIL is that it presents the topic of investments in an engaging format for multiple literacy and income levels. Conference participants can enhance their personal investment literacy and skills while adding to their financial literacy tool-kit at no cost.

Content and intent: Participants will build capacity and access tools to deliver workplace-tested financial and investor education.

Designing Effective Online Financial Education Programs for Limited-Resource Clientele

Presenter: Karen P. Varcoe karen.varcoe@ucr.edu

Co-presenters: Shirley Peterson, Margaret Johns, Myriam Grajales-Hall

Food Stamp recipients often deplete financial resources for food prior to receiving the next paycheck or Food Stamps benefits. By empowering individuals and families to take control of their finances and improve food shopping skills, self sufficiency is increased and they move towards financial stability. A new online program, Making Every Dollar Count, provides limited-resource, lower-literacy adults with the basics of smart money management. The self-paced online English/Spanish tutorial can be read or listened to at times and locations convenient for learners. Complete with interactive web-based activities, this program provides families and individuals the information they need to make good financial choices through eight easy-to-understand lessons.

Specifically, this project provides training to motivate participants to set goals to obtain the most from food resources, use personal and community resources to stretch food dollars, be aware of how advertising affects food costs, and pay bills on time to prevent food dollars being used for late fees.

The effectiveness of this online financial literacy program will be compared to knowledge gain and behavior change using traditional classroom teaching methodologies.

The comparison classroom curriculum is available in English and Spanish and includes simple-to-use lessons with leader's guides, PowerPoint visuals, activities, and handouts needed to help families and individuals take control of their daily finances.

While the curriculum is intended to teach families and individuals about the best use of their financial resources, it may have a side benefit. Research indicates that there is an increase in self-efficacy as participants gain skills and confidence about their financial choices. Additionally, those who gain financial management skills, tend to be more food secure and have better parenting skills. The data provided from this assessment will help provide direction for the use of the Internet for financial education and nutrition education of limited-resource families and individuals.

Successful Extension Work: It's All About Communicating with People

Presenter: Judy Villard, Ph.D villard.1@osu.edu

They are out there.....all kinds of people that bring Extension professionals everything from great satisfaction to great challenge. From co-workers to funders to the members, parents, volunteers and supporters of Extension, effective communication is essential to the success of any Extension professional. Everyone can improve their communication skills, but it takes time and focus. And, who doesn't want to make themselves more productive?

Good communication starts with the core group surrounding the Extension professional.....the Extension staff. Utilizing fun and motivating office interaction activities can help a local Extension staff diminish conflict, build stronger respect and camaraderie and increase teamwork. While volunteers, individually or within committees, are the foundation of Extension outreach, they need to be motivated, supported and empowered to bring out their best performance. Don't forget the government units that provide funds to Extension, the clientele that walk through the door each day wanting a piece of Extension's knowledge base or the parent at the county fair who doesn't understand why their child did win a champion award. Good communication is critical to meeting the needs of these individuals, too.

Enhancing communication skills (via study of literature, coursework and teaching) has been the specialization focus of this Extension educator for the past 23 years. Various communication strategies have been utilized with co-workers, 4-H members, parents, government officials,

volunteers and other clientele. While no one communication method has been proven best, it is important that Extension professionals learn and practice a variety of communication skills to enhance their confidence and ability to work with people within their Extension position. Participants will enhance their communication skills by active participation in role-playing and group discussion/activity. Learning from each other's personal experience will also be a strong teaching tool. Communication skills can't be assumed.....they need practice. Don't miss this "learn by doing" opportunity for personal improvement, plus a little bit of fun along the way.

GPS training including Navigation (compasses)

Presenter: Allan Vyhnalek avyhnalek2@unl.edu

Over 850 youth in Eastern Nebraska have benefited from the 6 hour Navigation (Compass) instruction to GPS school enrichment workshops the past three years. The addition of Navigation to the GPS curriculum strengthens the instruction towards several Nebraska State Educational Standards, which parallel national standards. This unique approach combines sequenced, fun, and experiential skills with Orienteering and GPS instruction.

Key concepts strengthened with the Navigation (compass) instruction are: 1) The ability to use the compass to follow directions, 2) The ability to use the compass to make directions for a map, 3) To use the compass to map and find objects placed in a geographical area.

Key concepts strengthened with the GPS instruction are: 1) Overview of how a GPS works, 2) Demonstrating understanding of GPS function, 3) Understanding of Latitude and Longitude measurements on the GPS Unit, and 4) Locating a temporarily placed Geocache with latitude and longitude measurements.

Evaluation comments from teachers supported the positive change in skills learned; attitudes changed and change in practice. The comments were:

- "Very well done, the activities are taught to successfully teach skills needed to use the compasses and GPS units."
- "My class also went on field trips to the State Capitol and the Strategic Air Command Museum this year. This day was better. The Navigation/GPS day was educational and fun."
- "The lessons fit state standards in math, graphing, speed, distance, directions, latitude and longitude. Everything was great."
- "We participated to strengthen the geography standard. The GPS units and lesson helped students understand the uses in our world."

In the 90 minute workshop at Galaxy the following would be covered: 1) Overview the GPS/Navigation workshop offered, 2) Participants experience the key Navigation (compass) activities, and 3) Highlight the activities used when teaching the GPS portion of the workshop.

Developing and Sustaining Partnerships for Reaching Hispanic Audiences

Presenter: Marisa Warrix warrix.1@osu.edu

Co-presenters: Greg Siek, Robin Stone, Elle Adams, Monica Fink

Increasing fruit and vegetable consumption is an important health behavior. 82 Hispanic home child care provider's who care for over 600 children in an urban setting participated in a one day training workshop called Buy It! Grow It! Fix It! Eat It!. The annual nutrition class is required to maintain USDA food program benefits. Providers were introduced to the new Fruit and Veggies More Matters campaign with the goal of increasing fruit and vegetable consumption, variety and color. The 4-H unit organized Family Fun Night's at local libraries to reinforce program messages and teach life skills. Over 169 youth and adults attended. Gardening staff introduced container gardening and age-appropriate activities. Local food programs to further emphasize the importance of fruits and vegetables were also discussed. Participants will learn the value of using community resources and partnerships. Bilingual educational materials and evaluation instruments will be shared. Evaluation data indicated that 43% of the participants increased ways

of adding fruits and vegetables in their meals, 57% added one or more methods of obtaining fresh produce, 35% tried community or home gardening as a method, 95% used nutrition activities from the resource packet and 35% used gardening activities with youth. The program was funded by an Urban-Mini grant through Ohio State University Extension

Extension: The New Pony Express?

Presenter: Ben West bwest@cfr.msstate.edu

Co-presenters: Andrew Londo, David Drake

The Pony Express was a fast mail service crossing the North American continent, operating from April 1860 to November 1861. For its brief time, the Pony Express was the most regular and predictable mail service using overland travel. While in operation, the Pony Express was successful because it filled a specific and important niche. Unfortunately for the Pony Express, times change. The year 1861 saw the development of two new technologies that promised to change America forever: the transcontinental railroad and the telegraph. Society's evolution forced the Pony Express, thus outdated and irrelevant, to close its doors and declare bankruptcy. The Pony Express and Extension are two completely dissimilar organizations linked by a common problem: survival in changing times. America is now a much different place than in the early and mid 1900s, when Extension was at its zenith. According to the United States Census Bureau and the National Agricultural Statistics Service, 60% of the more than 76 million American residents lived in rural areas in 1900, with only 7% of the public holding high school degrees. Moreover, 42% of America's labor force was employed on the more than 5.7 million American farms that existed in 1900. Today, the United States' population exceeds 300 million, with only 20% living in rural areas. Less than 2% of America's labor force is employed on just over 2 million farms, and educational levels have risen dramatically, with 80% of Americans holding at least a high school diploma. And while agriculture continues to be a strong part of the American economy, the agriculture sector faces brisk competition from other sectors like service and technology, not to mention a global economy.

Extension, we believe, is at a crossroads. Like the Pony Express, Extension began with a unique niche and an associated business model. The Pony Express did not adapt to change and became a relic of the American West. Extension is now potentially facing the same fate.

Indiana 4-H Junior Leaders' Perceptions of their Communication Skills

Presenter: Sarah Wickert swickert@purdue.edu

Co-presenters: Steve McKinley, Colleen Brady

4-H Youth Development has been active in youths' lives for over 100 years. Through 4-H programs, including 4-H Junior Leaders, youth gain skills important for success in college, careers, and daily life. Business leaders demand better communication skills, therefore we must understand what youth know about communication. Through this research we examine the questions:

1. What do 4-H Junior Leaders perceive "communication" skills to be?
2. Where/how do 4-H Junior Leaders believe they learn communication skills, in 4-H and also through other activities, such as school, sports, and other extracurricular activities?
3. What communication skills do 4-H Junior Leaders perceive to be important for success in school and their future jobs?
4. What do 4-H Junior Leaders perceive as their skill level in a variety of communication areas?

A mixed-methods approach was used for this study. Quantitative surveys were sent to 500 randomly selected Indiana 4-H Junior Leaders. Focus groups were then conducted with 4-H Junior Leaders to obtain rich, in-depth responses. Comparisons of data obtained from both methods were made to address reliability and validity issues. Preliminary results show 4-H Junior Leaders are knowledgeable and comfortable giving speeches to smaller groups. They listen well to their parents, friends and teachers. Skills they believe most important for career success include listening, problem solving, and serving customers. Skills that are not frequently used, but are believed to be important for career success include writing letters, thank you notes, giving a prepared speech and/or demonstration, and writing a business memo. Results show the youth

have an understanding of communication skills and realize these skills are important for their future. As the Cooperative Extension Service better understands what youth know about communication skills, better curriculum and opportunities in 4-H Youth Development can be created to help members develop this important life skill.

Community Partnerships through Community Pride

Presenter: Dr. Rae Wilkinson raew@ext.msstate.edu

Co-presenter: Susan Holder

The Mississippi 4-H Community Pride grant Program provides mini-grants through Mississippi 4-H. All youth serving organizations are eligible to apply as youth-adult partners for environmental educational grants supported by ChevronTexaco. Each year over \$40,000 is distributed through mini-grants to over 120 community youth groups. An awards program provides recognition for these community service projects. The recognition is given through the Governor, Lt. Governor, Speaker of the House and each member of the Mississippi congressional delegation. This is a unique opportunity for a private/public partnership.

The youth and adult volunteers learn cooperative skills such as planning, resource development and attainment, grant writing, media relations and communications skills through this grant program. Progress reports provided by the groups illustrate the impact of this program that this year reached over 162,000 Mississippians benefited from work done in their counties. Citizens joined together in an united effort to secure funding and supplies while helping hands of all ages, races, and skill levels set forth to improve their environment. The results demonstrate how youth groups of concerned youth and adults used readily available resources to bring about positive change in their communities. Over 4,411 club members received grants. Youth and adult participants in Community Pride have developed skills and abilities to: identify community concerns and needs, work in groups to plan and conduct projects, value personal community service, develop citizenship and leadership skills and explore career possibilities.

Chevron provides visibility for the program and support for the awards given at the Annual Legislative Luncheon.

Submission and information are available on the Mississippi State University Extension Service website MSUCares.com and are linked to the Chevron homepage.

Are Americans Still Building Assets through Home Ownership?

Presenter: Dena Wise dkwise@utk.edu

Co-presenter: Ann Berry

Home ownership has remained for many decades the primary way that American households—particularly those with low to medium incomes—built wealth. In spite of long-held recognition of homeownership as a part of “the American Dream,” all is not well with homeowners in the U.S. One in seven American household currently spend more than half of their income on housing. Recently, many real estate markets have seen declines in home value. Subprime lending soared from near zero in the early 1990s to 8.6 percent of originations in 2001 and 20.1 percent in 2006. Many Americans over the last couple of decades have stripped their home equity for living expenses, consumer loan consolidation and consumer consumption. Aggressive marketing of home equity loan providers coupled with an increased propensity to take on consumer debt may have contributed to this trend. Other factors that may play a role include aging housing stock and increased maintenance cost, retiring homeowners who don’t have enough income to pay for basic living expenses or maintain their desired lifestyle, and ill-made loans based on inflated appraisals or on less-than-thorough analysis of the borrower’s capability to pay. Predatory practices, as well, contribute to the phenomena of equity loss, especially among vulnerable populations.

For decades, home ownership has contributed to community stability and has been the path to a

more secure financial future for millions of low to moderate income American households. Today's home ownership trends—particularly coupled with rising consumer debt—threaten the financial security of not only homeowners, but the future of the American middle class and community. Policy makers and educators need to move beyond the excesses and oversights that have received recent media attention to forge new economic structures and processes to help low to moderate income families reclaim the American dream.

Reducing Tobacco Use in Rural Communities

Presenter: Leesa Wood-Calvi lcalvi@ag.tamu.edu

Co-presenters: Mary Ruth Bishop, Amy Wagner

The workshop will focus on how a comprehensive community approach is being used in nine Texas counties to help youth develop skills to refuse tobacco and make good choices as they relate to tobacco use. Presenters will share resources, effective ways of reaching out to the community and how to utilize peer educators.

The major components of the project include teaching TNT (Towards No Tobacco Use) to third, fourth or fifth grade classes. TNT is a 10 lesson curriculum that is recognized as a Best Practices program and is approved by the Center for Disease Control. Another component is organizing S.W.A.T. (Students Winning Against Tobacco) teams. The teams are made up of middle and high school students whose job it is get tobacco messages out to their peers. Put it Outside presentations are conducted to teach the dangers of secondhand smoke and to challenge parents to make their home and automobiles smoke free.

Workshop participants will be made aware of a website available where materials developed for the project can be accessed. Materials include parent newsletters, health activities for youth groups and a manual for putting together a S.W.A.T. team.

Cooking in the Great Outdoors

Presenter: Martha M. Yount myount@uky.edu

Food preparation, nutrition and food safety are important topics. Make them fun and interesting as well by moving the lesson outdoors. Youth (and adults, too) will enjoy a new twist on a familiar project. Participants will receive a packet of information that includes food safety and fire safety tips for cooking outdoors. They will also receive heritage cooking information with recipes for Kentucky burgoo, sourdough biscuits, cornbread and apple cake that can all be prepared outdoors using cast iron equipment. Additional heritage directions provided for freshly churned butter, hand-cranked ice cream, and old fashioned lemonade. These are opportunities for students to experience history first hand. Tips for using and caring for cast iron equipment is also included. Fast forward to the high tech world of ultra light backpacking and prepare foods outdoors using dried and freeze-dried ingredients in the most modern of cooking utensils. Incorporate recycling concepts by constructing your own outdoor cooking equipment from items that would normally disappear into the trash. Learn to make and use a cardboard box oven and a tin can stove. Practice transferring knowledge and skills by adapting ANY recipe that can be cooked indoors into one that can be prepared outdoors. Lesson plans, sanitation information and teaching tips provided as well.

Outdoor Science Fun Kit

Presenter: Martha M. Yount myount@uky.edu

Learn how to assemble an outdoor science fun kit by starting out with the basics and adding to your box as you spend more time outdoors. Participants will receive a program resource list that includes free and inexpensive materials available from reliable sources such as Cooperative Extension, The National Weather Service, and U.S. Fish and Wildlife. Examples of items to include in your box are inexpensive rain gauges and thermometers. An empty peanut butter jar with holes in the lid makes a safe way to observe insects. Go farther and use 4-H entomology materials to identify and classify them. Download a free star wheel and learn to recognize constellations. Learn simple games and interactive stories that promote fun and learning in an

outdoor environment. Help your students become more familiar and comfortable in the out-of-doors as they become more observant and informed about the natural environment. Active games incorporate physical activity with learning. Each participant will go home with a resource list, examples of games and activities, and lots of great ideas!

The College Transition: Managing Stress and Maintaining Health

Presenter: Lori Zierl lori.zierl@ces.uwex.edu

Co-presenters: Dianne Weber, Annette Bjorklund, Kristen Bruder, Joan Sprain

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Today's high school student is in jeopardy of a number of mental and physical health risks when he/she enters college. A college student today has the chance of one in two that he/she will become depressed to the point of being unable to function; one in two that he/she will binge drink on a regular basis; and one in ten that he/she will seriously consider suicide (National College Health Assessment).

“The College Transition” project utilized a collaborative approach to addressing problems identified by students, parents, colleges and communities but none had the vehicle to convene the groups to tackle the issues. UW-Extension faculty conducted local research and combined it with state and national sources to develop a program that focuses on specific solutions and best practices for preventing problems during this critical transition period. Unlike most college orientation programs targeted toward students alone, “The College Transition” provides high school students and their parents/caregivers opportunities to learn how to recognize and manage the normal emotions and conflicts that result from this major transition, increase communication and problem-solving skills, and create plans for students to utilize when faced with specific issues, conflicts or crisis situations.

The curriculum includes an interactive workshop series of three, two-hour PowerPoint-based sessions, and a separate single condensed two-hour version. Major topic areas include academics, finances, relationships and healthy choices. Pilot testing during 2007 included face-to-face workshops and Interactive Television. Positive results have been documented through pre/post, retrospective and nine-month follow-up evaluations.

Conference participants will learn about the value of academic and community partnerships in the research and development of the project in addition to program planning, curriculum development, and evaluation procedures. They will experience the curriculum through learning activities and receive a DVD containing the curriculum, support materials and evaluation from which they can replicate the program.

Improving Private Land Owner Wildlife Management Skills

Presenter: Chris Zoller zoller.1@osu.edu

Many private landowners have an interest in managing wildlife on their property for a number of reasons, including hunting, recreation and aesthetics. The Eastern Ohio Wildlife Management Conference for the Private Landowner was developed by Ohio State University Extension to teach landowners skills they can use to benefit their property. Workshop participants include resident and a growing number of absentee landowners representing 37 Ohio counties and West Virginia.

A recent mailed survey of participants revealed that the workshop is making an impact and landowners are implementing management practices to positively impact wildlife and the environment. Of the 199 people who responded (65% response rate), the species of wildlife survey respondents were most interested in managing included deer (79%) and wild turkeys (70%) These were followed by rabbits (44%), forest songbirds (39%), squirrels (36%), and grouse (35%). More than 11,000 acres were managed by respondents with 61% of respondents managing more than 100 acres. Survey respondents indicated completing a number of

management practices, including developing food plots (59%); competing woodland improvements (52%); developing forest management plans ((40%); and soil testing (33%). Survey respondents indicated, as a result of participating in the workshop, that they sought assistance in their property management from the following sources: Ohio Division of Forestry ((40%); Soil and Water Conservation Districts (35%); Ohio Division of Wildlife (34%); and Ohio State University Extension (23%).

The economic impact of private landowner wildlife management can be significant. This is especially true for landowners who complete timber harvests, start new businesses, or participate in conservation programs available through Soil and Water Conservation Districts or Natural Resource Conservation Service. Survey respondents reported, as a result of attending the workshop, to have saved a total of \$10,500 through management, greater awareness, and improved knowledge.

Curriculum Development and Implementation of Local Government Board Trainings: Examples from County and Municipal Education Programs in Montana

Presenter: Paul Lachapelle paul.lachapelle@montana.edu

Serving on or interacting with the myriad boards, districts, commissions and committees in local government offers opportunities to practice and nurture the democratic ideals we all hold dear. Yet, there is little consistency and often misunderstanding regarding the authority, responsibility and jurisdiction of these boards leading to conflict, bad press and potential for litigation. Failure to follow basic legal requirements or to effectively involve the public often results from a lack of knowledge and not deliberate neglect.

This session details the development and implementation of a structured curriculum for local government board educational programs with examples from county and municipal trainings and workshops in Montana. Developed through resources from Montana Extension and the Local Government Center located in Montana State University, the topics covered in the curriculum include Montana's open meetings law, code of ethics, board liability, wrongful discharge, discrimination, and use of Robert's Rules of Order and motions. The curriculum also details the creation, purpose, membership requirements, authorizing language and funding information for dozens of distinct boards, committees, commissions and districts in Montana. Materials specifically reference the Montana Code Annotated and relevant information about case law and state Justice Department opinions. The curriculum materials offer details of procedure, process and outcome of board membership through familiarity with statutory regulations and techniques to improve personal interactions on a board and involvement with the public. These materials include a detailed handbook, assorted handouts, presentation suggestions, and web-based resources.

While the curriculum materials are developed specifically for county and municipal-level public boards, those who serve on state or even private boards have indicated through surveys that the information is valuable. Strengths and challenges of the curriculum are presented and discussed.

2007 NEAFCS Extension Educator of the Year Award

Presenter: Theresa Cook Allan tallan@utk.edu

Theresa Allan is widely recognized as an excellent educator bringing expertise, creativity, and collaboration with multiple community partners to provide successful programs that have impacted a diverse clientele in Trousdale County. While maintaining these programs, she has participated in professional development and provided leadership at the state and national level.

2007 NEAFCS Healthy Lifestyles Education Grant

Presenter: Carol Schwarz cschwarz1@unl.edu

Co-presenters: Linda S. Boeckner, Ann M. Fenton, Alice C. Henneman

A Fitness Indulgence brochure/display will be developed to educate adults, age 50-70, on the importance of incorporating a total body fitness program into their lifestyles, and to increase their motivation by adding indulgences into their plan. The materials will be on websites and used with programs and health fairs.

2008 NEAFCS Early Childhood Child Care Training Award

Presenter: Karen Benson karenb@ext.msstate.edu

Co-presenter: Susan Seal

In The Reality Classroom, childcare provider training is broadcast live via video conference from a childcare center classroom to county extension sites, increasing provider access to improve the learning environment and the number of literacy activities in the classroom.

2008 NEAFCS Environmental Education Award

Presenter: Debra Bartman dbartman@illinois.edu

Co-presenters: Ted Funk, Elizabeth Haynes, Pat Hildebrand, Lois Smith

Radon, the leading cause of lung cancer among non-smokers, is responsible for 21,000 deaths annually. To help people understand health risks, testing, and mitigation, Indoor Air Quality materials and the Take Action on Radon website were created. Due to collaboration and marketing efforts, over 19,500 radon detectors were distributed.

2008 NEAFCS Environmental Education Award

Presenter: Glinder Stevens gss@ufl.edu

Co-presenters: Liz Felter, Mary Sue Kennington, Cyndy Mondelus, Jonnali Mayberry, Celeste White, Lelan Parker, Camille Reynolds, Ed Thralls, Dennis Mudge, Grisel Negron

The purpose of the Orange County Saves: Eco-Nomic Living Expo was to help participants learn how to save energy, reduce waste and conserve resources, while saving money. This event was a spin-off of America Saves with emphasis on preserving natural resources and saving money both directly and indirectly.

2008 NEAFCS Extension Housing Outreach Award

Presenter: Jeanne Brandt jeanne.brandt@oregonstate.edu

Co-presenters: Susan Busler

Mold in Homes: Prevention, Assessment and Resolution was a multi-faceted, multi-media approach to 101 educating extension staff, consumers and housing professionals on the topic of indoor moisture and mold control. Live educational programs were taped for later use, a website was developed and materials were distributed state-wide.

2008 NEAFCS Extension Housing Outreach Award

Presenter: Sharon Jeffery jeffery@msu.edu

Two new methods of Housing Outreach were initiated in Clare County, Michigan this year to improve access to housing information and support. These included the use of billboards with foreclosure assistance information and a Community Connection outreach day which provided free food, haircuts, and winter coats along with housing-related information.

2008 NEAFCS Extension Housing Outreach Award

Presenter: Debbie Purvis dpurvis@uga.edu

Co-presenters: Liz Cooper, Dennis Epps, Sharon Gibson, Mailyn Perez, Andrea Scarrow, Pamela Turner, Emily Watson

An affordable home in a safe neighborhood is every American's dream. With increased economic growth, Colquitt County has been faced with increased demands for affordable housing and establishing safe neighborhoods. Extension Family and Consumer Sciences worked closely with the Archway Partnership Project in addressing safe neighborhoods and affordable housing.

2008 NEAFCS Marketing Package Award

Presenter: Alma Harris almah@ext.msstate.edu

Co-presenters: Maci Flautt, Ann Twiner

Delta Dining with Diabetes is a monthly diabetic support group for diabetics in the Washington County/ Delta area. Monthly meetings educate the community on the importance of diet, exercise, and total care for this chronic disease. Based on statistics the complications of the disease can lead to death.

2008 NEAFCS Marketing Package Award

Presenter: Patricia Hildebrand phildebr@illinois.edu

Co-presenters: Debra Bartman, Ted Funk, Elizabeth Haynes, Lois Smith

Radon is found in every state in the United States making it a health risk for millions of families. By using the radon website, www.TakeActionOnRadon.uiuc.edu, consumers can increase their awareness of radon health risks and how to take action to create a healthier home environment for their families.

Alert, Evacuate, and Shelter: Tornado Table Top Exercise

Presenter: Carol Benesh (beneschc@unce.unr.edu)

Co-presenters: Pam Powell, Lynette Black

How well would your high school respond during a Tornado?

Emergency situations occur every day. How the response is conducted determines the safety of the people involved. How do emergency responders prepare for emergencies? How do they coordinate their efforts to keep themselves and others from harm? Would you know what to do in an emergency? In order to prepare for an emergency, responders engage in exercise scenarios called tabletops to "practice" what they need to do in specific situations. In this workshop, Nevada 4-H has designed a tabletop exercise to help youth and adults work together to address concerns faced during a Tornado situation at a high school. Learn how to develop strategies that could affect your life, and the lives of your school family. Learn about the Incident Command System and its application to an emergency. Gain an appreciation for what is involved in preparing for emergency response. Workshop participants will respond to a series of critical situations in order to keep their school community safe. In addition, participants will walk away with skills that can impact the safety and well-being of residents in their own communities. (<http://www.crn4h.org/>)