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ASSOCIATION SPONSORED

Leadership Acumen in Fund Development: Avoiding the Seven Deadly Sins
Presenter: Bruce DeYoung deyoungb@bus.oregonstate.edu
Co-presenter: Kathy DeYoung

This session develops leadership acumen needed to implement fund development on behalf of state chapters of Epsilon Sigma Phi and Extension Professional Associations. These leaders are typically unaware of significant administrative issues that can jeopardize such initiatives. Learn to avoid seven key administrative missteps that may delay or halt fund development.

Lessons for Extension to Learn From Recent Natural Disasters
Presenter: Steven A. Cain cain@purdue.edu

A panel of Extension educators who helped their communities work through natural disasters in the past couple of years will discuss what was learned and what they would change to assist their communities more. The participants will also create greater awareness of the Extension Disaster Education Network (EDEN) and how it can help Extension educators deal with disaster planning and response.

The Tourism Connection: Contributing to Sustainable Community Development in the 21st Century
Presenter: Steve W. Burr, Ph.D., Chair, National Extension Tourism (NET) Design Team
Co-presenter: Beverly Stencel (WI)

Tourism is one of the fastest growing economic sectors. Tourism relies on the development of natural, historical, cultural, and human resources in the local environment as tourist attractions and destinations. This workshop will include a presentation on tourism’s connection to sustainable community development and panel discussion on local/regional success stories in tourism development.

Diversity the Spice of Life
Presenter: Mignonne Pollard mypollard@ucdavis.edu

Expand your 4-H program to new audiences… Meet community needs through 4-H… Implement new delivery methods… This seminar will include an overview of National Diversity Award winning programs emphasizing how needs of diverse audiences were identified and met in their communities. You will have an opportunity to brainstorm diversity programming issues and challenges.

Don Felker Financial Management Award Recipients
Presenters: Patricia Brennan (NJ), Barbara O’Neill (NJ), Shirley Peterson (CA)

The recipients of the NEAFCS Dean Don Felker Financial Management Award will present their outstanding family financial management programs. These programs provide training in budgeting, credit management, savings, selecting financial services, preparing for home ownership, investing, retirement planning and other topics that help individuals and families develop financial management skills.
COMPETENCY BUILDING & PROGRAM DEVELOPMENT (CB&PD)

Are You Hungry Tonight?
Presenter: Holly Berry holly.berry@oregonstate.edu
Co-presenters: Sally Bowman, Nancy Kershaw, Joy Jones

This program development workshop will introduce Extension Staff to hunger as a national issue. Attendees will participate in a simulation, discuss how it can be used, and receive information on accessing hunger statistics and resources. Objectives are to gain:

• awareness and empathy for people who experience hunger;
• understanding of the complex factors that cause hunger;
• knowledge of social services that address hunger.

The majority of U.S. households have adequate food for active, healthy living. However, approximately 11% are food insecure. The U.S. Government’s goal is to reduce food insecurity to 6% by 2010.

An important goal for educators is to challenge existing attitudes about poverty and hunger by decreasing stereotypes and encouraging critical thought. This simulation will engage audiences in active learning.

The simulation takes place in a town where the main employer closes its plant. Participants seek out resources to pay bills and feed their families. This simulation helps participants understand how events and personal choices lead to hunger. Following the simulation, participants discuss their feelings and experiences.

The simulation has been conducted with over 20 groups including 4-H teens and leaders; college students; Police Corps Cadets, Food Bank staff, Community Action Directors, and other community groups.

Building Extension’s Public Value
Presenter: Laura Kalambokidis kalam002@umn.edu

In Cooperative Extension we can readily provide evidence of our programs’ private value to program participants, but we also create public value when our programs benefit others in the community. While direct beneficiaries of Extension programs have always been a source of crucial political support for Extension, demonstrating our public value can be the key to shoring up support from the rest of the population. Fiscal pressures on state and county governments make the need to demonstrate our public value increasingly urgent. More than that, by understanding and substantiating the public benefits our programs provide, we can be confident that Extension, as a publicly funded organization, is doing what it is truly meant to do.

The “Building Extension’s Public Value” workshop was created to help anyone who develops, delivers, or seeks funding for Extension programs recognize and articulate their programs’ public value. The workshop has been conducted for Extension professionals in nine states, and has been the subject of addresses at state, regional, and national Extension conferences. For the Galaxy III conference, I propose to lead a condensed, introductory version of the public value workshop. This interactive session will be of value to Extension educators and researchers from any subject area, as well as to administrators, program evaluators, and government relations specialists. At the end of the session, participants will understand (1) what “public value” means, (2) how Extension creates public value, and (3) how to demonstrate the public value of an Extension program.

In the spring of 2008 I will offer an online training for Extension professionals interested in learning how to use the “Building Extension’s Public Value Workshop” curriculum to conduct
workshops in their own states. Participants in the Galaxy III session will have enough information to decide whether they would like to attend the upcoming online training.

**Building Partnerships to Enhance Healthy Lifestyles Throughout Northeast Georgia**

Presenter: Meredith Potter mpotter@uga.edu  
Co-presenters: Denise Everson, Judy Hibbs

Issues affecting families and communities are too complex and interrelated for any one agency, business, or governmental entity to solve alone. FACS Extension Agents worked cooperatively with agencies to form the Nutrition Coalition of Northeast Georgia. There are 86 members representing a wide variety of organizations. The purpose of the collaborative is to bring agencies together in order to prevent duplication of services, share resources, coordinate, and implement educational programs that benefit families in a ten-county area of Northeast Georgia.

In the past year, over 11,000 people have been reached within the ten-county area through mass media, school programs, agency personnel training, newsletters, exhibits, train-the-trainer programs and/or resource sharing. The coalition received a grant of $10,000 from the Department of Human Resources for a marketing campaign which focuses on the issue of obesity and associated health risks.

A portion of the grant dollars were used to develop a professional-quality exhibit, "H2O: Think, Drink!" and a publication focusing on the benefits of drinking water. Presently, this collaborative project has been approved for mass production and marketing through the Health Edco® catalog.

Additionally, grant dollars were used to implement and promote the annual Maternity and Baby Fair. More than 50 vendors display their products, along with educational breakout sessions each hour. This annual fair draws more than 1200 expecting and new parents.

An additional grant was received to develop The L.E.O Guide (Let’s Eat Out). The purpose of The L.E.O Guide is to provide information on healthy eating options and health scores at area restaurants. The coalition recruited additional outside funding and 23 volunteers which contributed more than 340 hours in order to conduct annual surveys and cover printing costs. Over 6000 copies are printed and distributed each year.

**Down to Earth: Understanding Gender Differences in Communication**

Presenter: Cynthia Torppa torppa.1@osu.edu

This workshop will enhance participants’ competency in relating to diverse audiences. Participants will learn how common assumptions limit awareness and reduce understanding and will learn skills to communicate more effectively with persons of both genders. Specific outcomes to be achieved include: (a) understanding the difference between sex and gender, (b) reducing overestimations of “average” differences, (c) understanding scientific findings including differences in brain structures, physiology, and socialization processes, and (d) learning a systematic framework for understanding women’s and men’s interpretations of messages. This workshop is appropriate for all extension educators, staff, and administrators.

The instructor has presented this workshop over 20 times to audiences including community groups, social service workers, and academic professionals, in addition to teaching undergraduate and graduate courses in gendered communication, publishing multiple scholarly articles and end-user fact sheets.

This workshop was designed to provide professional development education for professional audiences while also serving as a “train the trainer” program. In a fun and conversational presentation, it provides an overview of current theories and findings in the field of gendered communication (adapted for use with community audiences), and illustrates the implications of those findings using paper and pencil self-assessments, game-like activities, and group discussions.
In addition to handouts, participants will be provided with a web site from which they can download the workshop’s powerpoint presentation. This presentation includes a detailed script for each topic. The scripts are based on current reviews of the literature summarizing the state of knowledge for each topic; references in APA style are included.

Although appropriate for community audiences, this workshop presents recent research about organic differences in neurophysical structures and developmental differences in cognitive frameworks; knowledge of these findings may reduce the number of misunderstandings that result from gender differences and may help to promote a climate of inclusion and communicative competence.

**How to Incorporate the Newest National Extension Tool (eXtension)**

**Presenter:** Dr. Colleen Brady bradyc@purdue.edu

eXtension (pronounced E-extension) is the web-based learning platform that provides unbiased, research based information from national extension professionals in multiple content areas. Extension Directors, the United States Department of Agriculture and others have invested financially and programatically in this national web presence. The content has been developed and peer-reviewed by extension professionals throughout the nation. eXtension provides subject matter information in diverse areas including: horses, financial management, child development, diversity, environmental stewardship, agriculture, and more. This workshop will provide training for participants in using the eXtension platform and the information on the eXtension website to increase subject matter knowledge, as well utilize this resource for addressing clientele questions and issues. Participants will also learn how to get their youth and adult extension clientele actively engaged in the self-study programs available on the site. Skills learned in this workshop will be directly applicable to all eXtension content areas. Therefore, Galaxy partners from program assistants to specialists and beyond can gain competency that they will be able to use and teach to home state extension colleagues and external clientele. In addition, aspects of this resource may fit into existing training programs for extension volunteers. The authors are active members of the eXtension HorseQuest Community of Practice, they have developed content, and they have provided training for both developing and utilizing the resource at the local, regional, and national levels.


**Presenter:** Paul McKnight knightmc@illinois.edu  
**Co-presenter:** Jody Johnson

“I, Too, Am America” a summer youth camp that is targeted for youth ages 9-15 in rural Southernmost Illinois. The partnership with the U.S. Forest Service provides historical information, character re-enactments and interpretive services.

The topics that have been taught include:
- Local History
- Archaeology
- Protect and be proud of heritage
- Underground Railroad
- 19th century lives
- Food and Nutrition
- Respect

The project involves the hands-on archaeological investigation of African-American homestead sites that had been occupied in the 1840’s.
Targeted Outcomes and Targeted Conference Audience

• Audience: Professionals that work with youth on out-of-school programming.
• Outcomes: Participants will come away from the workshop with the knowledge of planning, partnering, implementing, and delivering such a program.

Competencies

• Planning, partnering, and implementing a partnership program.
• Needs Assessment
• Curriculum writing

Evaluation & Findings

• (90%) better understanding of the “Underground Railroad”
• (98%) better understanding of archaeology.
• (92%) better understanding of 19th century life.
• (98%) developed more pride and appreciation of their heritage and community.

Program Outcomes
1,400 youth
145 adult volunteers
Local curriculum

New Knowledge
The “I, too, am America” program allows us to see that an organized archaeology dig can lead to exciting discoveries that can provide meaningful results.

Previously Successfully Taught
Authors have conducted two poster sessions and one workshop of this program at other conferences. Program has received state and national awards.

Instructional techniques
PowerPoint complete with on-site pictures, participant discussion, artifacts that have been found will be on display for viewing. Developed curriculum will also be available.

Replication Requirements
Permission to replicate will be given by asking Jody Johnson at jjhnsn@uiuc.edu University of Illinois Extension AJMPU Unit

Take Home Materials
Each workshop participant will be provided with program description brochures of the program and PowerPoint handouts.

Not Just Another Diversity Session
Presenter: Sherry Rocha srocha@illinois.edu
Co-presenters: Virginia Kuo, Judy Schmidt

In the Illinois Extension Strategic Agenda statement one of the goals for competency is to direct programming towards identified critical issues. Cultural and diversity awareness is still an identified critical issue. This workshop will address the issue of culture and how educators can bring cultural awareness to their audiences in exciting and interactive ways. The outcomes of the workshop will include becoming more culturally aware personally and to begin a plan for integrating cultural training in educators workshops in an interactive way. The lead presenter of this workshop has a master’s degree specialization in multicultural education and has presented nationally on the topic of integrating multicultural threads into course curriculum. She also leads locally; sessions for childcare providers on cultural awareness and working with bi-cultural children and families. The co-authors have also worked on and
presented cultural curriculums for Illinois Extension. The session agenda will include ideas and activities that will lead to bridging cultures not just presenting heroes and holidays. Participants will look at some examples of norms and values of several cultures and complete sample activities from several curriculums the presenters have authored. The examples also teach communication skills, interpersonal skills, and some character education ideas which are skills every educator would like to have their audience acquire more knowledge and practice with. Sample lessons from the curriculums will be available for the participants to take home. The examples work well with youth audiences and adults so every Galaxy III attendee should find something useful in the session. It gives a fresh look at diversity sessions and ways to integrate diversity values in all sessions for educators.

Public Officials Training Workshop Group
Presenter: Paul Lachapelle paul.lachapelle@montana.edu

Collaboration among Extension personnel at all levels whose programming may include research, training and technical assistance for local government officials has been increasing and developing. Several national conference calls involving representatives from at least 21 states have provided for dialogue and sharing of programs, methods, materials, ideas, etc. This session is the first opportunity for representatives of the whole group to meet face to face and extend the regular networking that has begun. This format provides a great opportunity to solidify and enlarge this effort. Furthermore, the group will discuss common objectives and methods to achieve them.

Surviving and Thriving in the Multigenerational Workplace
Presenter: Beth Flynn flynn.61@osu.edu
Co-presenter: Kathy Lechman

Diversity is a core competency for many of the Cooperative Extension Services across the country and as many of our Boomer colleagues get ready to retire, Millennials are entering the workforce. This topic is applicable to any Extension professional who is interested in how different generations interact in the workplace and how to make the most of all employees’ experience regardless of generation.

Session Outcomes:

• Participants will acquire information on each generation found in the workplace
• Participants explore what shapes a generation’s values and how those values are demonstrated in the workplace
• Participants will identify strategies for successfully working with multiple generations

Instructional Techniques:
• Lecture
• Activity
• Discussion

Since 2003, this session has been offered internally to Extension Professionals including colleagues at Purdue University Extension as well as to external clientele. In 2003 and 2004, this session was offered at the Louisiana State University Extension National Diversity Conference. In 2005 this session was the keynote presentation for the Mississippi EEOC conference and in 2007 was a requested session at the APAC Road Construction Human Resources Conference. This session was also conducted for the Ohio State University Fisher College of Business in 2007. Evaluation summaries and continued requests indicate new knowledge was gained that this is a timely topic for many employers.
There are many important issues to address in today’s workplace and diversity is among them. As we know, diversity is more than just race or skin color. Diversity includes a wide range of characteristics and attributes. This session focuses on the multi-generational workplace and the richness that it brings as well as some of the challenges. Each participant will be provided with a Power Point, discussion guide, and annotated resource list so that information can be easily shared with office co-workers.

**Unconditional Friends . . . a Lesson for Adult Volunteers**  
Presenter: Miriam Leatherman MSLeatherman@mail.wvu.edu  
Co-presenters: Shanna Nicodemus, Jean Woloshuk

Throughout history, animals have played an important role in the lives of individuals and families. Many have provided food, fiber, security, and transportation for humans. Many of these contributions remain important today. In our increasingly urban society, however, the role of the animal has changed considerably - being a companion. Companion animals, also called pets, include dogs, cats, cage and aviary birds, “pocket pets”, and sometimes large animals such as horses, goats, sheep, swine, and cattle. “Pocket pets” is a term describing small animals such as hamsters, gerbils, rats, mice, guinea pigs, and rabbits. This interactive workshop will discuss service animals, companion animals, therapy animals and programming implications for adult volunteers. It will suggestion ideas for intergenerational programs and activities. A copy of the Unconditional Friends lesson and lesson guide will be available for distribution.

**Understanding Civil Rights Law**  
Presenter: Linda Kutilek kutilek.1@osu.edu  
Co-presenters: Kathy Lechman (OH), Terri Gustafson (OH), Peggy Titus (IN)

Today our world is a diverse, multicultural environment. And, where we once thought of the world as a “melting pot” where assimilation was organizationally and socially required, we now know that as educators we have an opportunity and a responsibility to create an environment that nurtures and sustains diversity and eliminates discrimination at all levels. In this effort, it is important to have an understanding throughout our organizations of the laws and policies, which work to guide our actions and decisions. Diversity is a core competency for many of our colleagues and Extension systems must provide training on Civil Rights Laws for all employees in accordance with our partners at the federal level. This workshop is applicable for all, but especially County Directors, HR representatives along with other administrators. The session will focus on providing information about these laws and policies and provides a reaffirmation of Extension’s commitment to diversity and inclusion. During the session, through the use of video, individual reflection, and group discussion we will address several areas: Civil Rights laws, Affirmative Action and Equal Employment Opportunity, Underserved Audiences, All Reasonable Efforts, and Fair Labor Standards. In addition, we will provide insight into the statewide civil rights training developed for Extension personnel that has been conducted in Ohio, Indiana, Minnesota and Missouri.

Participants in this session will be challenged to consider all of the ways they can apply this information within their workplace and beyond. Resource handouts will be provided and participants will be encouraged to share this information with their colleagues. Mere words will not achieve our goal of establishing a diverse community in which each employee can learn, grow and prosper in a climate of mutual respect, civility and intellectual challenge and freedom unless we all work together.
Your Young Child: Managing Challenging Early Stages
Presenter: Patti Faughn pfaughn@illinois.edu
Co-presenter: Janice McCoy

Managing adult stress and challenging developmental stages of young children are important components of parenting and child care. Studies have found that parents and child care professionals can struggle with young children’s behavior as they progress through normal yet challenging periods of development.

Your Young Child: Managing Challenging Early Stages (YYC) focuses on seven stressful stages of early childhood associated with child abuse according to the work of Barton Schmidt: crying, night waking, separation anxiety, exploration, negativity, choosy eating and toilet learning.

Objectives:

1. knowledge of appropriate expectations of young child behavior
2. methods and coping strategies to decrease adult stress and enhance the interactions within families of young children

Targeted audience is educators who train parents, teen parents, relatives raising children, child care professionals, and agency staff who work with parents of young children.

The presenters piloted the program to 421 parent, teen parent, child care, head start, and professional programs throughout Illinois during 2006, and trained Prevent Child Abuse staff statewide. Participants reported knowledge increased ‘a great deal’ in each of the 7 areas (crying-69%, night waking-50%, separation anxiety-61%, exploration-77%, negative behavior-92%, and choosy eating-92%). Quotes: “I learned my actions affect my child’s behavior” (parent), “The scripts and power points are loaded with information for training” (professional).

This workshop will include presentation of research underpinnings, sample activities and slide presentations, interactive game and question and answer time.

YYC is an easily sustainable and deliverable program by county educators or agency trained staff in local communities. The materials provide information needed to replicate.

Participants will receive key programmatic concepts, samples of brochures, activities, and slide presentations, and information to secure complete program materials.

Literature reviews of the latest research provide foundation for this presentation. This workshop appeals to educators who present parenting or early childhood training and/or educational materials.

Youth as Environmental Ambassadors
Presenter: Jeannette Rea-Keywood reakeywood@njaes.rutgers.edu
Co-presenter: Laura Phillips Garner

Demands on our environment continue to be a major issue. How should we dispose of and manage solid waste? We must address these concerns while maintaining a balance between the environment, human health and the economy.

The 4-H Environmental Ambassador Program brings waste management alternatives and environmental issues to life for youth in grades 5-7 through a variety of activities that use experiential, inquiry-based, interactive and cooperative learning techniques. Participants learn about alternatives such as recycling, landfilling, resource recovery, source reduction, composting and sewage treatment.
Hands-on activities consist of building a mini incinerator and landfill; constructing a compost bin; making an aquifer and habitat investigations. Youth explore a materials separation/recycling facility; landfill; composting facility; wastewater treatment plant and waste-to-energy plant.

This program has reached 548 youth and 129 adults from 21 school districts since 1998. Participants completed pre- and post-test surveys, an end-of-program evaluation and an individual plan of action. Evaluation data revealed the following results:

• 98% of the youth and adults increased their scores from the pre-test to post-test by an average of 41%.
• 71% of the participants indicated on the end-of-program evaluation that they learned “A Lot” about waste management and environmental conservation while attending this program.

Some examples of how participants used or shared the information they learned include developing an educational video program about waste management and environmental conservation to be used on a local television station, starting a compost program to recycle food waste from school lunch trays and expanding efforts to recycle paper and other items.

This seminar provides Extension educators with a model for developing and conducting a 4-H Environmental Ambassador Program. Topics include forming collaborations, identifying funding sources, hands-on and journal activities, tours and more. The instructional methods for this seminar include a combination of group activities, discussion and slides.

EXHIBITOR SEMINARS
GIS and Other Tools for Working With Producer and Clientele Groups
Presenter: Margaret Li

Geographic Information System (GIS) technology has been identified by the U.S. Department of Labor as one of three emerging technologies for the 21st Century. 4-H and FFA are adding GIS to their SET/STEM initiatives; Extension agents are using GIS in their programs. ESRI® leads the global software industry in GIS technology with programs for educators and researchers. Sponsor: Environmental Systems Research Institute

NOTE: This session will also be offered at 3:30 p.m., Tuesday.

LIFE MEMBER / RETIREE SPONSORED
Medicare Mysteries No More
Co-presenters: Nancy Frecks, Sonya L. Glup, Mary Ann Holland, Eileen Krumbach, Jeanne Murray, Sue Pearman, Debra Schroeder

Medicare, prescription plans, supplemental insurance . . . these words strike fear in the hearts of everyone approaching 65. What does Medicare cover? How do you choose? How do you sign up? How can you help others? Free resources and down-to-earth answers for everyone without a sales pitch.
RESEARCH & EVALUATION

Identifying the Tools Necessary to Reach Underserved Youth Audiences: An Action Research Study
Presenter: Katherine Potthoff kpotthoff1@unl.edu

Like the rest of America, Nebraska is experiencing changing demographics. There are a total of 49,000 children in immigrant families in Nebraska. Research shows that those children are more likely to experience linguistic isolation and lack of economic resources.

Because of these statistics, a goal of Nebraska 4-H is to increase membership and better meet the needs of underserved audiences including those of diverse ethnic and cultural backgrounds. Reaching out to underserved populations requires an understanding and appreciation of the diversity of ethnic and cultural backgrounds, perspectives, values, and beliefs. This kind of understanding and respect for other cultures is often referred to as cultural competence.

An action research model was used to examine the cultural competencies necessary for staff and volunteers to reach underserved audiences. Three rounds of focus group interviews were conducted by extension staff and volunteers who have expertise and experience in cultural education. Data collected included: cultural education topics, cultural experiences, current professional development opportunities, tools and resources necessary to work with underserved audiences, and training methods to share training resource information.

The results indicated that reluctance to become involved in programs and a lack of sincere motivation are barriers to provide programs to underserved audiences. This may be affected by cultural understanding and practices, language skills, personal stereotyping, and limitations of skills and understanding of diverse audiences. Additional professional development opportunities for staff and volunteers are needed in a variety of topics and should be tied into existing professional development opportunities. Respondents also indicated that all new workers should receive some information and training about cultural sensitivity and diversity topics.

Immigrants and Refugees: Social Networks in Maine and Action Research in Minnesota
Presenter: Rachel Hefte hefte003@umn.edu
Co-presenters: Ryan Allen, Claudia Cody

The restructuring of the rural economy and a general trend of immigrants bypassing traditional big city settlement areas mean that immigrants now play an increasingly important role in cities, towns, and rural areas. Despite their access to temporary resettlement services funded by the federal government, refugees experience constant and intense needs that are rarely fulfilled by formal assistance alone. Since most refugees lack strong social networks, they typically rebuild their social networks and use them for informal support after they arrive in the U.S. Because refugees are such extreme cases, Dr. Ryan Allen argues that focusing on their experiences offers important insights into how individuals create and use social capital, and what effect it has on various outcomes in their lives.

Dr. Ryan Allen’s research uses a mixed-methods approach to examine the relationship between social capital and earnings in the lives of refugees living in Portland, Maine, a city with a small but important foreign born population. Multiple regression models reveal that social capital can affect earnings positively for male refugees, but negatively for female refugees. The different ways that male and female refugees experience social norms and reciprocal obligations that accompany social capital help to explain these divergent outcomes. This research offers an important caveat to social capital, an aspect of our social lives that researchers and practitioners usually treat as unambiguously positive. Namely, social capital can lead to benefits and burdens, largely determined by gender.

When Dr. Ryan Allen arrived in Minnesota, he discovered that Extension staff were working with a variety of immigrant groups. Examining initial data that was collected from conversations and action planning sessions with a Somali Women’s group (Aishah Center for Women), a template for action research was developed. It is hoped that working with Aishah in framing the research,
digesting the results, and then utilizing the results…will lead to increased social and economic capital and a successful women’s cooperative.

Perceptions of MSUE County Extension Directors and Extension Educators on the Use of Information Technology in Their Work
Presenter: Elizabeth Wells wellselz@msu.edu

This research study examines Michigan State University Extension field staff members’ perceptions of the use of technology in their work. It uses a mixed method of research which includes a mailed survey and interviews of selected respondents. A census survey using Dillman’s Total Design method was sent to 292 field staff of Michigan State University Extension. Of these, 263 completed and returned the survey instrument for a 90% rate of return. Semi-structured interviews were conducted with 15 of the respondents to provide in-depth qualitative data to enrich the understanding of the issues for the researcher. The mailed survey instrument was examined for validity by a panel of experts and pilot tested on scale items to assess reliability. The mailed survey included questions on access to technology both at work and at home, preparation for the use of technology, actual use of technology, usefulness and ease of use, confidence and comfort in use and general and technical support for the use of technology. Results of responses were analyzed for mean, mode and variance using SPSS software. The correlation between type of position, education level, age and years of service and the use of technology were analyzed. Results show that although Extension Educators consider themselves to be well prepared to use technology and said it was highly useful to them in their work, most use of technology was limited to e-mail, word processing, file attachments and cell phones. Only a small minority use web technology and wikis or had published educational materials on a website. Barriers to use of newer technologies were sited as lack of access, lack of support, lack of time to learn new technologies and not having a clear idea understanding or knowledge of how technology could be used to strengthen their role as an Extension Educator

College 101: Program Evaluations Indicate Positive Impact
Presenter: Brian Raison raison.1@osu.edu

Background:
Nationally, 26% of college students drop out their first year. Others face thousands of ‘adult’ decisions that adolescent minds are not ready to make. New academic and social pressures can be overwhelming. Making a successful transition from high school to college requires specific preparation.

Research suggests that college-bound students can achieve greater success if they simply know what to expect. This new research project gathered compelling advice from current college students and framed a new curriculum that is now in use nationwide.

Methodology:
In 2006, over 800 current college students on 75 campuses were asked via email, listserv, and snowball methodologies to provide advice to college-bound high school seniors (Ohio State University IRB Protocol #2006E0643). Over 280 did so. In late 2006, a University of Wisconsin College Focus Group Study found that many college students wish they had known in high school how much more demanding college would be. (Janke, et al, 2006). These findings framed a new curriculum using the Logic Model (UW Extension, 2002) that provided structure to convey advice to college-bound students.

Results:
As of January 15, 2008, nearly 300 educators in Extension, universities, high schools, and youth serving organizations from 36 states have requested the program. An estimated 4,500 students in 14 of those states have participated. Of 881 evaluations collected, 88.6% of participants said they “learned new information” and/or “would recommend the program to a friend.” Open-ended comments from student evaluations will also be shared.
Implications:
The College 101 program combines common threads of readily accessible information into one seminar that is proffered at a critical point in adolescent development. It contributes essential knowledge that will help reduce negative consequences and dropout rates of first-year college freshmen. In October 2007, the NAE4-HA awarded the curriculum the National Winner for their Educational Program Package prize.

Mississippi Women In Agriculture (MSWIA): Annie's Project
Presenter: Paula Threadgill paulat@ext.msstate.edu
Co-presenters: Alan Barefield, Sonia Hancock

In Mississippi, women play a significant role in the farming business, either as the primary operator or as the spouse of a farmer. Although women's involvement in the decision-making and financial management of the farming operation is critical, they often lack knowledge and skills of how to approach these tasks in the most beneficial manner. The purpose of the Mississippi Women In Agriculture (MWIA) program was to increase the knowledge and skills of farm women in respect to business management, including risk management. The objectives of the program were: (1) provide workshops with in-depth instruction on risk management topics, (2) provide videoconferences that address the issues and hot topics of interests, and (3) develop a MWIG website that contain information that participants can review and reinforce concepts learned at regional workshops.

Three regional three-day workshops and one regional one-day workshop were conducted across the state of Mississippi. The workshops provided in-depth instruction on a variety of risk management topics, such as recordkeeping, securing finances, marketing strategies, taxes, insurance, leasing, and estate planning. Fifty-one pre and posttests were collected from the three regional three-day workshops and 13 were collected from the on-day workshop.

Descriptive and frequencies were collected in the demographic section and the future planning section. Participants were asked to complete a pre and posttest rating their knowledge on 20 statements related to agricultural topics and risk management. All of the participants were female, the majority of the participants age ranged 40 to 59 years old. Six (11.8%) were single, 43 (84.3%) were married and two (3.9%) were widowed. T-Tests were conducted on the means to reveal the significant differences at.05 alpha level between the pre and posttest. Participants indicated their knowledge level increased on all topics and the T-Test of all the means indicated a significant difference.

My Community, My Voice: Defining Rural Community Support and Challenges for Older Adults' Physical Activity through Photovoice
Presenter: Laura Stephenson lstep3@uky.edu
Co-presenter: Pamela Dooley

The need for older adults to be actively engaged as they age has received increased national attention due to the growth in numbers of people over the age of 65 in the United States. By 2020, approximately 36% of America’s population will be over the age of 50, and 17% will be 65 or older. This demographic shift raises significant social and economic issues, such as decreased health status and increased health care costs. The health of the nation’s older adults is, in part, dependent upon their ability to participate in regular physical activity. This project provided older adults in a small rural community on opportunity to share their perspective of physical activity opportunities. The elders participated in a community based participatory research project featuring photovoice. Photovoice, a qualitative methodology, encourages participants to use photography to visually analyze ideas and concerns from their perspective within the community and actively share the results. Elder participants took pictures of the aspects of their community which either supported or undercut their ability to stay active as they age. As a group they analyzed the collective photographic work with the SHOWeD
technique, a five step evaluation and discussion tool which asks:
1) What do you SEE here?
2) What’s really HAPPENING?
3) How does this relate to OUR lives?
4) WHY does this problem or strength exist?
5) What can we DO about it?

As a result of the elders’ group coding and analyzing process, two overarching themes emerged:
1) Older adults’ personal choice to keep active
2) community choice to support physically active lifestyles. Within those themes, personal, environmental, and social aspects were identified. To raise awareness of their findings, an issues booklet entitled “My Community, My Voice” was developed featuring the elders’ pictures and opinions to share with their community stakeholders.

ROUNDTABLES
Academic Development for Extension Professionals
Presenter: Scott Scheer scheer.9@osu.edu
Co-presenters: Amy Harder (FL), Nick Place (MD)

In-service training and professional development has received much attention for helping individuals become effective educators in Extension (Bailey & Deen, 2007; Conklin, Hook, Kelbaugh, & Nieto, 2002; Gamon, Mohamed, & Trede, 1998). Fewer studies have identified competencies needed for successful employment in Extension organizations (Cooper & Graham, 2001; Levine, 2004; Stone & Coppenroll, 2004). This work has led to the development of an academic model designed to deliver core competencies through undergraduate and graduate level course work in Extension education (Scheer, Ferrari, Earnest, & Cooper, 2006).

While such local efforts have been made to better prepare new Extension professionals, little is known about the current status of academic Extension education programs nationwide, and the relationship between courses offered and Extension competencies/knowledge domains. A recent nationwide study of Extension education programs in land-grant university systems found course work primarily focused on program planning, implementation, and evaluation, while few courses addressed areas of communications, marketing, public relations, and risk management (Harder, Mashburn, & Benge, 2008).

The purpose of this roundtable discussion is twofold: 1) share research related to current practices for the academic preparation of entry-level Extension professionals and 2) to gather information from participants using a reflection process to identify competencies, knowledge domains, and best practices for advancing the development of academic programs designed to prepare future Extension professionals. The Galaxy conference offers an ideal setting to gather input from Extension educators with varied levels of experience across multiple program areas. As a result of attending the roundtable, participants will be able to articulate their own beliefs regarding the academic development of future Extension professionals. Feedback from the roundtable discussion and reflection process will help advance future research to examine and verify necessary skills, competencies, and “best practices” needed for efficient and positive entry into the Extension profession.
Join your colleagues in discussing sustainable living education as a cornerstone of future Extension programming. The current economic, energy, environmental, and food situation necessitates a paradigm shift in America’s communities. Extension is in a unique position to become a leader in supporting individuals, families, communities, and businesses – but we must act now!

Building University-Extension Partnerships with Urban Communities
Presenter: Cheryl Lloyd cheryl_lloyd@ncsu.edu
Co-presenter: James Zuiche

James Bonnen suggests that the land-grant university in a more mature form would be devoted to science and education in the service of society by: “educating and training the professional cadres of an industrial, increasingly urban, society; providing broad access to higher education, irrespective of wealth or social status; working to improve the welfare and social status of the largest groups in society, often among the most disadvantaged” (Bonnen 1998). This is the challenge that faces the nation’s Land-Grants in the 21st Century.

North Carolina State University and North Carolina Cooperative Extension began in 2007 building an urban initiative that responds to the growing urbanization of North Carolina, the need to engage the faculty and resources of the full university in the issues that face the urban community in which the University resides, and of course our responsibility to all of North Carolina’s citizens as a Land-Grant Institution. The Vice Chancellor of Extension, Engagement and Economic Development invited 136 campus and field faculty identified by University Deans and Directors to participate in a series of Campus Cafes focused on addressing and encouraging dialogue between the faculty in the University’s various colleges and field faculty in the University’s home region- Raleigh and Durham. Faculty members were asked to identify and consider work in three critical areas:

Improving Urban Health and Well-being
Strengthening Communities and Neighborhood Quality of Life
Strengthening Pre-Kindergarten-College Education

While there are varying paradigms of what extension and engagement might be, more than 60 faculty from 8 different colleges expressed an interest in urban outreach experiences and participated in the Campus Cafes. This session will expand on the interest and experiences of both faculty and Extension Agents in creating new collaborations and partnerships that enhanced the University’s ability to be a authentic partner with our community.

Connecting with Nonprofit Organizations and Their Leaders to Strengthen Our Communities
Presenter: Steven Isaacs sisaacs@email.uky.edu
Co-presenter: Danielle Clore

The University of Kentucky Nonprofit Leadership Initiative is an outreach program of the College of Agriculture, Department for Community and Leadership Development. Founded over five years ago, the Initiative’s mission is to serve, strengthen and support Kentucky’s nonprofit organizations. This mission is realized through monthly educational events, an annual statewide conference, regular networking opportunities and consulting services – all aimed at encouraging nonprofits to collaborate, commit to best practices and demonstrated accountability and explore innovative ideas that will strengthen the communities they serve.

The NLI collects evaluation data measuring participant satisfaction, new skills learned by participants and additional skill development requested. Educational offerings are driven by
evaluation data, as well as by recent developments in the nonprofit sector (for example, the revised IRS Form 990).

While there are many programs like the NLI around the nation (and some are housed in a university setting), the Nonprofit Leadership Initiative is unique in that there is no other program with its home in a college of agriculture and partnered with extension. Fees for services generate income to cover the NLI’s operating expenses. This home in a college of agriculture, income generation strategy and relationship with extension has established a unique program meeting the needs of Kentucky’s nonprofit community.

The focus of the roundtable discussion will be to:
• Share information about this model: examples of educational offerings, networking events and consulting services; what’s working and challenges the NLI has experienced.
• Seek feedback from participants on new ideas for strengthening this model.
• Seek feedback on how this model can engage more extension personnel.

**Expanding Higher Education In Rural Areas: What Is The Role of Extension?**

Presenter: Cynthia Pilcher, Ed.D cpilcher@agcenter.lsu.edu
Co-presenters: Kay Lynn Tettleton, Ed.D., Sheila Haynes

Through a collaboration of higher education institutions, the Delta region of northeast Louisiana has college prep and other coursework taught in their own backyard. These educational opportunities were made possible by a $45,000 grant from the Louisiana Board of Regents. Partners in this collaborative effort include Louisiana State University Agricultural Center, Louisiana Delta Community College, Louisiana Technical College-Tallulah and the NorthEast Educational Development (NEED) Foundation. Monies from the grant purchased computers, equipment, library resources, and other tools needed to teach site-based basic computer classes and dual enrollment courses.

The economically depressed Delta region is home to thousands of residents who can benefit from bringing higher education to this area. Affordability and accessibility may be the keys to increasing college attendance rates and having first generation college graduates. This collaborative regional project allowed dual enrollment for high school students thus providing the opportunity for them to enroll in college coursework while completing their high school degree program.

As first generation higher education students lay the foundation for the future, expanded roles of the technical colleges, community colleges, and land grant universities will be significant. These institutions have shared resources and established regional working relationships that can serve as building blocks for the future. Workforce development and formal course work will create a better trained workforce and encourage the aspiring entrepreneur.

As a result of the first year of this collaborative effort, 24 students completed 144 credit hours of coursework at a cost savings of $13,000 in tuition exemptions. Additionally students saved 2,100 hours in commuting time plus the expense of a two hour roundtrip commute.

This exemplifies joint programming with Extension professionals in Community Development programs, 4-H Youth Development, and Family and Consumer Science.
Housing and Demographic Mismatches: Helping Communities Plan for Changing Needs
Presenter: Kara Lubischer lubischerk@umsl.edu
Co-presenter: Kay Gasen

As populations change and shift throughout the country, communities struggle with aging or obsolete housing stock that is no longer attractive to young families or inaccessible to older homeowners. Discussion leaders will share community planning and engagement models utilized to help local leaders analyze their housing needs and develop initiatives to meet changing priorities. Participants will gain information on processes used and results achieved in Missouri, including survey tools, workshop agendas and demonstration projects, and will be encouraged to share their experiences and expertise. The roundtable will be of interest to Extension faculty working with community leaders, planners, code enforcers, families, real estate professionals, aging and disabled populations, schools and social service agencies.

Hurricane Katrina’s Impacts on Forests: Learning Harsh Lessons from America’s Worst Natural Disaster
Presenter: Glenn Hughes ghughes@ext.msstate.edu
Co-presenters: Debbie Gaddis, Steve Dicke

Hurricane Katrina caused almost $900 million worth of timber damage. Hurricane force winds were measured 150 miles inland. Eighty percent of the economic loss was in a 10-county area within 60 miles of the coast. Private, non-industrial forest landowners held most of the timber damaged, and their ability to salvage the timber was mixed. Many lessons have been learned from Katrina. This roundtable will discuss several issues including 1) casualty loss eligibility requirements, 2) timber damage and salvage, 3) timber markets following such an event, 4) risk reduction, 5) federal responses, and other elements that will be of use to everyone in a hurricane-prone area.

Marketing Extension at the Multi-State Farm Trade Shows
Presenter: Bill Horan horanw@purdue.edu
Co-presenters: Val Slack, Gonzalee Martin, Steve Engleking, Brad Kohlhagen

Purdue Extension has been involved with the Fort Wayne Farm Show since its inception in 1989. The show grew from two days, three speakers and one expo hall to three days, twelve speakers, over 1000 booths, and 35,000+ attendees. The show draws farmers and agribusinesses from five states. The participation objectives are to promote Extension, market publications and programs, increase attendee interaction, and to expose the attendees to applied research. The Area 11 ANR staff invests about 25 days during the year in the development and implementation of each show. ANR and SWCD staff develop the seminars and promotional flyers, meet with media representatives, and work with the trade show developers. The ANR Educators host three summer field-day events which generate income to pay for the Farm Show activities. They purchase a logo shirt for every educator working at the booth which promotes a professional presence. Photos of staff members from every county office in the area are displayed. Interactive displays are a key component to drawing attendees to the display area. The Purdue Ag Exhibit Center cooperates with the Extension staff in the development of full-color, multi-faceted displays. When attendees visit, Educators give away a pocket calendar with contact information for the nine offices. Ice scrapers, cups, magnets, carpenter pencils, memo boards, logo bags, pens, and note pads are just a few of the branded items offered to the crowd. Current publications are provided, such as: cash and share leases, variety trials, bio-fuel s, feeding DDGs, market outlooks, input costs, new regulations for agriculture and taxes. The number of items distributed has increased from 1,500 to nearly 6,000 during the past ten Farm Shows. The ANR staff fully supports the Fort Wayne Farm Show as an aggressive method to showcase agricultural research, market Purdue Extension, and promote Purdue University.
Multicultural Competence: A Focused Conversation to Share Best Practices  
Presenter: Rachel Hefte hefte003@umn.edu  
Co-presenters: Mary Laeger-Hagemeister, Jody Horntvedt

In our Extension work, we recognize that we have not always reached the great diversity of people who live in our geographic areas. As we attempt to keep up with changes and learn about the communities we serve, we realize we need guiding principles to remind us to think broadly and inclusively to increase participation and learning. This roundtable will give participants an opportunity to share their experiences and the approaches and techniques that work.

The focus of the roundtable questions will be on what Extension educators can do to insure diverse participation, plan inclusive activities, as well as facilitative processes that embrace the different communication and learning styles of community members.

Facilitators will set the context by briefly sharing a “Spectrum of Diversity” handout and the goals of the Intercultural Literacy Committee of the University of Minnesota Extension’s Leadership & Civic Engagement (LCE) program. LCE educators trained in TOP methods will then lead a Focused Conversation to demonstrate an inquiry model that increases participation and honors all voices.

The TOP Focused Conversation is a method developed and tested by the Institute of Cultural Affairs in the early 1960’s in a new style of self-help community development called the Fifth City Project on the West Side of Chicago. This conversation method is based on a model of human consciousness that identifies a four-stage progression as the natural flow in a person’s thinking process. The specific questions of the Focused Conversation will demonstrate a TOP method that is based on the values of inclusive participation, teamwork and collaboration, creativity, and the opportunity for reflection and learning together.
Concurrent Session #2
Tuesday, September 16
3:30 p.m. – 5:00 p.m.

ASSOCIATION SPONSORED

Reaching Small Acreage Owners with a Focused Curriculum
Presenter: Susan Donaldson donaldsons@unr.edu
Co-presenter: Stephanie Etter (ID)

Many communities are experiencing rapid growth in the urban interface zone as agricultural properties, forest, and rangeland are subdivided into one to 40+ acre parcels. Learn how to use Living on the Land: Stewardship for Small Acreages curriculum to reach this growing audience. Attendees will receive a copy of the curriculum on CD.

The Wonders of Working the WIKI Way
Presenter: Nancy M. Porter, Ph.D. nporter@clemson.edu
Co-presenters: Erik Anderson (ID), Debb Pankow, Ph.D. (ND)

Extension professionals rely on many technologies to support communication and collaboration. This session will demonstrate how a geographically-dispersed team of family economics specialists and educators is using wiki software to collaborate and create dynamic web-based content for the eXtension website.

Strategic Opportunities for Cooperative Extension
Presenter: Dr. Elbert C. Dickey edickey@unlnotes.unl.edu

Dr. Dickey will expand on the recent ECOP report and the opportunities identified for the future Extension Service. At the regional leadership seminars in 2008, Dr. Dickey shared a brief outline of the report. From the outline, participants will be given a chance to hear an expanded presentation and ask questions.

The Essential Elements of the 4-H Youth Development Profession
Presenter: Debbie Nistler nistlerd@ufl.edu
Co-presenters: Mary Williams, Woody Davis

The 4-H Youth Development profession is a high stress profession. Many youth development professionals find themselves pulled in varying directions and not fully understanding how to successfully develop their careers. In this seminar the Essential Elements of a successful 4-H experience: Belonging, Mastery, Generosity, and Independence will be addressed.

Excellence in 4-H After School
Presenters: Kathleen Splane (DE), Diana Doggett (KY) ddoggett@unk.edu

The recipients of the NEAFCS Excellence in 4-H Afterschool Programming will present their outstanding afterschool and/or school enrichment programs. This award recognizes excellence in development of after-school programming or school enrichment to ongoing programs through curriculum and/or training for staff.
Board Transformations: How to Take Your Board from Barely Functioning to Fantastic!
Presenter: Jennifer Sirangelo jsirangelo@fourhcouncil.edu

Board Transformations: How to Take Your Board from Barely Functioning to Fantastic! will equip participants with a blend of board development, volunteer management and fundraising skills, enabling them to be agents of change in building the right board for their program’s needs. While this workshop is designed to meet the needs of 4-H professionals working with governing and fundraising boards, extension professionals from all disciplines with board development responsibilities will find this session of value.

Using 4-H as an example, this workshop will walk participants through the action steps to achieve a board transformation. Team instruction, small group work and plenty of time for questions will reinforce important concepts.

Participants will:

1) Strengthen their understanding of the value, role and responsibilities of non-profit boards
2) Identify strategies for engaging the board in setting a vision that inspires change
3) Learn how to assess the board’s performance and to create benchmarks for success
4) Be able to identify the characteristics of individual board members needed to produce a results-oriented board

Along with printed handouts with key points from the session, participants will receive a resource toolkit to include:
1) Annotated bibliography of online and print resources
2) Board composition worksheets and sample job descriptions
3) Board assessment worksheets
4) A step-by-step board transformation plan worksheet

Jennifer Sirangelo is Senior Vice President of Resource Development at National 4-H Council, where she is responsible for providing strategic fundraising direction to the 4-H movement. Jennifer partners with Council’s President and CEO in all levels of development with the National 4-H Council Board of Trustees and directly supports the Board’s Resource Development Committee. Before joining Council, Jennifer was Regional Vice President Boys & Girls Clubs of America in New York City where she was responsible for board development and fundraising strategy in eleven northeastern states.

Bringing It All Together through Extension: The Implementation and Successes of HOPS and HOPE Childhood Wellness Initiatives
Presenter: Deborah M. Little, Ed.D. deborahl@ext.msstate.edu
Co-presenters: Dr. Michelle Lombardo (OrganWise Guys, Inc.), Dr. Danielle Hollar (FL)

The aim of this interactive presentation is to share how the comprehensive approach utilized by two successfully evaluated programs creates a healthy learning environment and positive outcomes in the elementary school setting. The method for implementation, educational curricula used, and results will be demonstrated.

The two collaborative programs are the science-based Delta H.O.P.E. Tri-State Initiative (HOPE) and the Healthier Options for Public Schoolchildren (HOPS) Study. HOPE/HOPS combine their strengths in a manner that is replicable in most school settings. The key to “replicability” for
HOPE/HOPS is the partnership with the university extension system whose nutrition education professionals oversee the in-class nutrition program implementation. Evaluation results for both programs revealed improved BMI percentiles for participants.

Results from HOPE/HOPS have been presented at numerous national conferences such as the National Food Stamp Nutrition Education (FSNE) Conference, the Annual Conference of Society for Nutrition Education and the National Priester Health Conference.

Briefly, HOPE is a classroom-based, teacher driven intervention that: 1) presents a cast of fun characters to help teach young children physiology and lifelong healthy behaviors through read-aloud books, games, dolls, and informational videos and 2) encourages short bouts of physical activity integrated with academic lessons.

HOPS assists school districts in fulfilling their local wellness policy mandate by thematically integrating healthy dietary offerings, The OrganWise Guys® curriculum, and other school-based projects.

To demonstrate the effectiveness of initially engaging the students and staff in HOPE/HOPS, Dr. Lombardo will present an overview of the assembly program that is typically delivered by extension agents. Dr. Hollar will present how HOPS is implemented, the intervention-control group design of the research study, and preliminary results showing statistically significant differences between treatment groups.

Each participant will receive a complete tool kit on CD that includes a step-by-step implementation guide for replicating HOPE/HOPS and an interactive teacher training PowerPoint.

**Building a Culture of Philanthropy in 4-H**

Presenter: Jill Bramble jbramble@fourhcouncil.edu  
Co-presenter: Jennifer Sirangelo  
What could you accomplish if everyone – leadership, board members, staff, and volunteers – was working to create a culture of philanthropy throughout your program? This session will explore the ways in which a culture of philanthropy increases the effectiveness of the 4-H mission as well as your own programs. Participants will build their communications and fund development skills to become culture of philanthropy champions. Extension professionals at all experience levels looking to dream big and do big in their programming should attend.

Through facilitated group discussion and roundtable activities, we’ll:
1) Envision what a culture of philanthropy looks like and what it enables you to accomplish
2) Identify trends in philanthropy that support a culture of giving
3) Learn how to create a balanced portfolio of funding sources to support programming
4) Identify the specific behaviors that foster a culture of philanthropy
5) Assess the barriers to and opportunities for realizing a culture of philanthropy

Using the Culture of Philanthropy Assessment Tool, participants will receive a complete assessment of how successfully their current programs support a culture of philanthropy. They will also develop a road-map of specific, high impact action steps to further improve or enhance this culture. Participants will also receive resource worksheets, take-home exercises and talking points so that they can apply and share what they’ve learned.

Jill Bramble is the Director of New Business Development at National 4-H Council. Jill partners with Council's fund raisers and account managers to identify, cultivate and steward national-level corporate partnerships. Jennifer Sirangelo is Senior Vice President of Resource Development at
Council, where she is responsible for providing strategic fundraising direction to the 4-H movement. Jennifer and Jill are seasoned presenters and have conducted numerous trainings in fund development, including workshops at the 2006 and 2007 NAE4-HA Annual Conferences.

**Cost Benefits of Extension Programs — So What?**
Presenter: Sharon Hoelscher Day shday@ag.arizona.edu

Cooperative Extension is challenged to prove the value or cost benefits of our programs. Funders want to know what the impacts to expect, dollars saved or long term benefits to individuals or communities. Tools include “social math,” secondary data sources, return on investments, cost saving formulas, and others can be used for all program areas.

All Extension programs can prove cost-benefits. While their net benefits are relatively low, many prevention programs for youth are cost effective, because the programs are relatively inexpensive. Extension health promotion programs can use secondary data sources and formulas developed by national “think-tanks” and national agencies to demonstrate impacts and cost savings. One way to help decision makers visualize the impacts of Extension programs is through “social math,” a graphic way to show large numbers of people affected by specific changes.

Extension evaluation that measures knowledge and behavior changes are critical to make cost benefit analysis. The hardest step is directly connecting Extension education programs with proven savings calculations through long-term evaluation. Fatal flaws can be over stating benefits or not having a rigorous enough Extension program to actually claim that the expected benefits are due to that program.

**Enhancing Leadership Capacity and Innovation in County Government and Communities Through Statewide Collaboration**
Presenter: Kim Boyce boyce003@umn.edu
Co-presenters: Maxine Norman, Toby Spanier, Jim Mulder

This program development workshop is intended for Extension and community professionals interested in successfully collaborating with public sector and/or non-profit partners to design and deliver regional/statewide programs that address complex public issues. The workshop will engage attendees in understanding the design, delivery and outcomes of a regional cohort leadership program collaboratively developed by University of Minnesota Extension, the Association of Minnesota Counties and the Blandin Foundation. The program was developed to stimulate new levels of innovation in county government and enhance effectiveness in addressing local and regional public issues.

Although this workshop focuses on “leadership education” as the public issue being addressed, the methodologies used to design and deliver this program are readily transferable to other content areas and public issues (community development, youth development, natural resources, family policy, etc.) providing appeal to Galaxy III attendees. The workshop will review factors leading to the development and continued operation of this successful educational collaboration. Attendees will be encouraged to critically consider the replication of similar collaborative programs in other regions and states.

The presentation team includes an experienced Extension Educator who was involved in the design and delivery of the entire project – with over 30 years of experience in teaching and administration in Extension and the non-profit sector. A featured presenter will be the Executive Director of the Association of Minnesota Counties (AMC) who has also been involved in the program since its inception – serving as the AMC Executive Director for over 17 years and a very accomplished public presenter. Two experienced Extension Educators, currently serving as instructors in this program, will assist in highlighting samples of program materials and activities.
Attendees will receive a program curriculum overview, samples of teaching materials, a summary of program outcomes and impacts to date, and an analysis of factors contributing to this successful venture.

**Extension’s Vital Role in Open Source Economic Development**  
**Presenter:** Scott Hutcheson  
**hutcheson@purdue.edu**

In order for local and regional communities to be competitive in the global economy they must focus on five vital areas - (1) 21st Century Brainpower, (2) Innovation and Entrepreneurship-based Business Environment, (3) Quality Connected Places, (4) Effective Branding and Storytelling, and (5) New Methods for Civic Leadership. These five areas are part of a new model for economic growth: Open Source Economic Development (OSED).

OSED is being embraced by federal agencies and a number of local and regional communities are successfully implementing the model. Key aspects of OSED include linkages to university resources, development of civic networks, and “strategic doing.” Extension is uniquely positioned to add value in these and other areas. In Indiana, several Extension-led pilot projects are emerging within region’s using the OSED model.

In this session, participants will gain an understanding of OSED, learn about best practices emerging in Indiana, and engage in a discussion about how to apply these ideas in their own states and local communities. This session is appropriate for all Extension professionals, especially those working in economic and community development. The core competencies covered in this session will be applicable to those working in any program area.

The session will include a multi-media presentation, interactive discussion, and take-home tools that can be used immediately. The session leader is Scott Hutcheson, the Assistant Program Leader for Economic and Community Development for Purdue Extension. Scott has significant experience in new models for economic development and in integrating OSED into Purdue Extension’s operations. Scott is also on instructor for the Economic Development Institute at the University of Oklahoma and teaches in an OSED certificate program offered jointly by Oklahoma University and Purdue University.

**Financial Emergency Preparedness**  
**Presenter:** Julie Judy  
**jjudy@umd.edu**  
**Co-presenter:** Regina Forte

We all know how important it is to be prepared for an emergency but usually we don’t take action until it’s too late. Increased weather-related emergencies over the last few years have left families ill-prepared for financial devastation when it strikes. This pre-disaster planning program is designed to educate participants before an emergency and includes information about having their finances and important documents in order, having adequate emergency funds and insurance coverage, creating a “to-go” box and knowing what to do before, during, and after emergencies.

The intended audience would be primarily FCS-focused, but could include any extension educators with an interest in local or area emergency preparedness who would like to incorporate this into their program deliverables. The targeted outcome for the program is to encourage individuals and families to prepare for emergencies before they happen in an effort to help that person/family recover with as little financial disruption as possible, while they deal with the stress of the actual disaster.

This program has been taught in the state to 183 participants. Based on evaluations received, 100% of respondents:
considered the program content highly relevant and current

indicated program materials dealt with important needs and concerns that were relevant to families/communities

intended to be ready for any emergency as a result of ideas/suggestions presented.

Financial Emergency Preparedness 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. Participants will be given a CD with the PowerPoint presentation and all 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 knowledge about emergency preparedness.

**Need Money? Write a Grant**
**Presenter:** Daniel Perkins dfp102@psu.edu
**Co-presenters:** Ann Michelle Daniels (SD), Phil Hoy (PA)

You have a great idea for: a non-formal educational program, an after-school program, but your organization just doesn’t have the money to make your dreams come true. What are you to do? Many family and youth development professionals have found that outside funding, in the form of grants can provide an answer. This session is an exciting and informative opportunity that will equip you with the skills and tools you need to write successful grants. In this workshop, family and youth professionals will:

- Provide an overview of the grant writing process including a written and web-based resource;
- Have an opportunity to begin to draft or revise a proposal that addresses an identified need in your community;
- Learn to work with rather than against Grant Reviewers; and
- Acquire strategies, examples and tips that can give proposals an edge in the increasingly competitive world of finding grants and sustaining programs.

Grant writing is often seen as a mystical, complicated, and intimidating process. Participants will gain a deeper understanding of the science and the art of grant writing. This session takes a practical approach to grantsmanship that combines instruction and useful exercises to take you step-by-step through all the stages of a grant proposal. You feel pressure from many places; like your supervisor, the agency or foundation you are approaching, and (most of all) from yourself as you worry about getting it right and how your efforts will be evaluated. You need to relax and enjoy the opportunity to play the funding game. This workshop will present a sensible approach to presenting winning proposals. Participants will also gain access to our secure grant writing resources website. The website features additional resources related to the grant writing process with samples of cover letters, letters of commitment, and budgets.

**Planned Mentoring: An Alternative Approach to 4-H Youth Development**
**Presenter:** Lisa Bottomley lbottoml@msu.edu
**Co-presenter:** Julie Chapin

This interactive workshop will explore the similarities and differences in volunteer management strategies needed by Extension staff to effectively work with volunteers in planned mentoring programs. This session is designed for 4-H staff members who have an interest in exploring mentoring to compliment their current efforts. Planned mentoring is the intentional matching of an
older individual with a youth and focuses not on learning activities, but on building relationships. This requires a different set of staff skills to ensure volunteer mentors are effective in their role. Participants in this session will: 1) Understand the difference between natural and planned mentoring; 2) Understand the role of volunteer mentors in achieving the 4-H youth development mission; 3) Gain knowledge of the staff skills needed to design and manage a planned youth mentoring initiative; 4) Learn about resources available to assist in the development of quality youth mentoring programs. Participants will receive a copy of the Michigan Quality Program Standards for Youth Mentoring, the Standards Checklist and a list of recommended resources. Samples of resources will be available for participants to review. The presentation will include a Power Point, video segments, small group activities and large group discussion. Lisa Bottomley, 4-H Mentoring Specialist and Julie Chapin, 4-H Program Leader have provided leadership in Michigan to expand 4-H mentor programming to over 30 counties. Ms. Bottomley oversees the Journey 4-H Youth Mentoring program which has been honored in 2007 as a Program of Distinction and was selected as one of five recipients of the Annie E. Casey Family Strengthening Award. Ms. Chapin and Ms. Bottomley are both members of the Mentor Michigan Providers Council and provide guidance and support to mentoring initiatives throughout Michigan. They taught this workshop at the 2007 National Extension Conference on Volunteerism.

Reallionaire Bootcamp
Presenter: Farrah Gray

In an interactive session, Dr. Gray will continue on the theme of the conference and share his own experiences with creating economic self-sufficiency, building community, and engaging others in achieving success.

Seeds of Youth Development Grow in Philanthropy
Presenter: Sharon Wasteney swasten@iastate.edu
Co-presenters: Suzanne Johnston (IA), Jenna Ott (IA), Kim Davidson (IN)

Description
The overall goal of this workshop is to strengthen and broaden external and internal partnerships to institutionalize youth adult partnerships as the practice relates to youth empowerment, youth development and youth philanthropy.

Targeted Outcomes for Audience
Target audience: Staff who wish to build structure and capacity for youth philanthropy, youth empowerment and youth development as part of community capacity building with emphasis on partnering with foundations.
Target Outcomes:
1) increased knowledge of how youth and adults can design, implement and manage youth philanthropy programs;
2) move youth leadership and youth-adult partnerships beyond traditional community service to economic development partnerships for community well-being;
3) experience activities from training modules used by youth philanthropy groups in multiple states.

Presenter skill sets
Staff from Extension, community foundations, and private foundations work in partnership with 12 philanthropic youth groups the past five years to build and support a community culture that fosters positive youth development, understands and promotes philanthropy, promotes and develops higher level critical thinking skills, and empowers youth to guide their own development.

Instructional techniques, potential for replication
A panel will discuss the design and management of youth adult partnerships as an integral part of youth philanthropy groups with inclusion of group participation in sampling activities and resources developed.
Take-home materials
Participants will leave the session with tips for partnering with foundations, “best practices” in establishing a youth philanthropy program, strategies for applying the best practices to community 4-H clubs.

Contribution to new knowledge & interpretation
Community and private foundations are the knowledge experts on philanthropy. Extension is the knowledge expert in youth development and youth empowerment. A working partnership between the two increases the “present” value of youth to aid in community betterment.

Appeal
Participants will experience the translation of youth-adult partnerships into quality practice through self-managed youth philanthropy groups.

Strengthening Family Stability with EIKISI
Presenter: Margie Memmott margie.memmott@usu.edu
Co-presenters: Margaret Hopkin, Ann House

The ‘Earn it. Keep it. Save it. (EIKISI)’ campaign is Utah’s statewide initiative to strengthen family financial stability through the utilization of the Earned Income Tax Credit (EITC), Volunteer Income Tax Assistance (VITA), and Asset Formation Programs for low-income families. Utah State University Extension offices throughout the state co-hosted and partnered with United Ways of Utah, Utah Community Action Partnership and dozens of other community partners providing outreach education and assistance to help Utahns (including those in the underserved rural areas) keep the money they had earned, receive earned income tax credits, have their taxes done for free, and learn ways to use their refunds to invest in their family’s future.

USU Extension developed marketing materials and instructional curriculum including educational videos, powerpoint presentations, flipcharts, fact sheets, and handouts providing strategies and tools to empower families and individuals, including diverse populations to successfully manage the money they had earned. Group and individual lessons were provided by Extension faculty to clientele during their scheduled tax appointment while they waited for their returns to be processed and filed by trained volunteer tax preparers.

Outcomes for 2007 at Utah VITA sites include, 12,933 total tax returns filed (a 23% increase from tax year 2006), 3,378 EITC tax returns filed (a 16% increase from tax year 2006), $4.8 million EITC dollars distributed (a 24% increase from tax year 2006), $8.6 million EITC and total tax credits distributed, and $1.3 million estimated tax preparation fees saved. 513 total volunteers participated in the campaign with 7,409 total calls received by 2-1-1 the statewide toll-free telephone assistance hotline.

Galaxy III presentation will include curriculum and marketing information and resources for workshop participants to build competency and develop skill sets to replicate, adapt and apply this financial education program in both urban and rural locations of their state.

Understanding and Working with People in Poverty
Presenter: Kathy Lechman lechman.1@osu.edu
Co-presenters: Laura Jane Murphy, Jennifer Hartzler

Understanding and Working with People Living in Poverty
Applicability
Diversity is a core competency for many of the Cooperative Extension Services across the country and poverty is often not discussed as an aspect of diversity. This topic is applicable to any Extension professional who is working to expand programming to a wider range of clientele. This session should particularly benefit those who work with people in poverty at a variety of levels and those who have an interest in deepening their personal understanding of the nature of poverty while building additional skills and strategies for working with the population.

Session Outcomes:
• Participants will understand how their personal views influence how they work with people in poverty
• Participants will share and identify new strategies for working with people in poverty

Instructional Techniques:
• Lecture
• Activity
• Discussion

Prior Teaching
Since 2003, this session has been offered internally to Extension Professionals as well as to external clientele. In 2006, two sessions were offered as professional development for community agencies in one of Ohio’s counties. Evaluation summaries indicated new knowledge was gained and one of the results of this training was the development of an on-going work group comprised of community members to address issues related to poverty. Additionally, this topic was taught two years in a row at the Louisiana State University Extension National Diversity Conference.

Session Overview:
Through an interactive approach, participants will be able to identify potential hidden biases and assumptions related to people in poverty and how not acknowledging them can influence the effectiveness of the work that they do. Participants will share strategies they have found successful in working with people in poverty. All participants will receive a Power Point of the presentation along with additional handouts and an annotated resource list.

Wind In Your SAIL: Saving and Investing for Life
Presenter: Jeanette Tucker jtucker@agcenter.lsu.edu
Co-presenters: Gloria Nye, Deborah Cross; Sherri 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.

EXHIBITOR SEMINARS
GIS and Other Tools for Working With Producer and Clientele Groups
Presenter: Margaret Li

Geographic Information System (GIS) technology has been identified by the U.S. Department of Labor as one of three emerging technologies for the 21st Century. 4-H and FFA are adding GIS to their SET/STEM initiatives; Extension agents are using GIS in their programs. ESRI® leads the global software industry in GIS technology with programs for educators and researchers. Sponsor: Environmental Systems Research Institute  NOTE: This session will also be offered at 1:30 p.m., Tuesday.

Peanuts: Maximizing Opportunities From Production to Consumption
Presenters: Marie Finn, Ryan Lepicier

Find out how the National Peanut Board is maximizing grower investment in the national check-off through production research, food allergy research, and product development and promotion. Learn how you can work with NPB to be a resource for growers. Sponsor: National Peanut Board

LIFE MEMBER / RETIREE SPONSORED
Shaping Up Your Memory
Presenter: Christine Kniep christine.kniep@ces.uwex.edu
Co-presenter: Edie Felts-Podoll

Keeping the brain active throughout our lifetime increases its vitality. This workshop will review strategies to keep your mind active, reducing the risk factors for brain disease. Participants will assess their “Healthy Brain Habits” and practice brain fitness techniques including neurobics, core intelligences, mind aerobics, mind games, and brain breaks.

RESEARCH & EVALUATION
The Change Agent States for Diversity: A Model for Organizational Change
Presenter: Patreese Ingram pdi1@psu.edu
Co-presenter: Harvey Lineberry (NC)

The Change Agent States (CAS) Project began with seven states in 2001-2002 and has grown to a consortium of 14 states. The project is dedicated to supporting greater cultural diversity in land-grant universities by bringing needed technical skills and training to member states. Both the 1862, 1994, and 1890 institutions participate in the project. The consortium aims to develop successful models and strategies that can be applied throughout the system to bring about organizational change.

The purpose of this study was to evaluate progress of CAS in three organizational change initiatives: Organizational Profile, Valuing Differences Education, and Managing Diversity Skill Development. The research design incorporated quantitative and qualitative methodology. Data were collected at the beginning of the project and again after 5 years into the project. Each state conducted both climate and workforce profile assessments. Interviews were held with extension directors and diversity catalyst teams in each state, and mission statements, organizational strategic plans, and policies were reviewed using content analysis. Data are currently being analyzed to determine changes in organizational climate and changes in
composition of the workforce for the first seven states during the five years of participation in the project. Findings from interviews, document reviews, and other surveys reveal various strategies have been implemented in the seven states. Examples of strategies are: intentional inclusion of diversity training in New Staff Orientation programs, inclusion of diversity competency in performance evaluation systems, systematic inclusion of diversity topics in professional development plans for the organization, deliberate and meaningful connections between 1862, 1994 and 1890 institutions, creation of Diversity Specialist and Diversity Administrative Intern positions, and leveraging of financial support from the Office of the Provost to hire minority county extension educators. Strategies developed by consortium states can be implemented in other states to build capacity in the land grant university.

**Visualizing and Querying Community Survey Data with Google Maps: Jefferson Water Quality**

Presenter: Christopher Seeger cjseeger@iastate.edu  
Co-presenter: Craig Hertel

Internet tools such as Survey Monkey, Zoomerang and other online survey builders have made it easy to create and distribute surveys to local citizens regarding local community issues. As easy as these tools are to use for building and distributing a survey, analysis of the data can sometimes be a daunting task. This is particularly the case if questions within the survey are of a geographic nature. For instance, when asking a participant the location of an item or characteristics of their neighborhood, it is important to have some sort of geospatial reference that most online survey tools do not include. While it is possible to employ expensive GIS and other mapping tools to facilitate this need, it may not be necessary if a few simple guidelines are used to create the survey.

This presentation will demonstrate how responses from a water/sewer quality survey conducted in Jefferson, Iowa, were converted from Survey Monkey into a format that could be displayed and queried using Google Maps. The use of Google Maps allowed for easy sharing of the data and informative discussion of the results without requiring the end users to have more than basic Internet browser skills. The ability to dynamically select only the surveys meeting a specific set of criteria and then display the data directly on the map brought the survey results to life and enriched the meaning of the data; significantly adding to the decision makers' understanding of the collected information.

The presentation will include tips and tricks useful in visualizing your own survey data and pitfalls to avoid when writing questions for your initial online survey.

**Virtual Offices in an Extension System**

Presenter: Myra Moss moss.63@osu.edu  
Co-presenters: Jerry Thomas, Cindy Torppa, Niki Nester-McNeely

Over the past five years Ohio State University Extension experimented with the use of virtual offices to address organizational and funding challenges. Reductions in State revenues necessitated consolidation of district-based offices into geographically dispersed Centers delivering multi-disciplinary programming to audiences throughout Ohio. Specialists assigned to Centers were frequently located long distances from home. As a strategy to support specialists’ productivity and contain costs for Centers, “virtual office arrangements” were designed and tested.

We will provide research into the efficacy of virtual office arrangements, demonstrating best practices, challenges, insights, and practical recommendations generated by Ohio’s experience. Virtual arrangement’s requirements for enhanced flexibility, allowing Extension Specialists to work from multiple settings according to schedule and program demands, will be shared as will a review of relevant literature on the subject of virtual offices/distributed workplaces. Adding richness to this knowledge base will be feedback from the virtual workers themselves obtained through focus group discussions, as well as insights into the challenges and new skills required by their supervisors, peers, and administrative support staff. What each of these groups have
learned in order to supervise and support virtual employees, and address the unique needs and demands of the virtual workplace, will be shared.

Results from this research show that virtual office arrangements can work successfully and be highly productive if they incorporate effective support systems and involve receptive and flexible personnel. Both pros and cons of the virtual office will be discussed along with recommendations for successful deployment of this innovative design within Extension systems. Tools, technology and systems (for example, instant messaging, online project management software, use of cell phones and new management systems) were also evaluated and findings will be discussed. Finally, how the lessons learned can be applied to other Extension teams working in distributive arrangements will be shared.

Cultivating eXtension 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 Etienne 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 online 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.

How Does Extension/4-H Compare to Other Organizations in Preparing Youth Development Professionals to be Successful?
Presenter: Keith Diem keith.diem@oregonstate.edu

Background and Purpose
In the process of conducting a nationwide needs assessment for a Youth Development Leadership (YDL) degree program offered by Clemson University, a variety of useful findings were discovered related to the types of degrees and coursework that would be most valuable for contemporary youth development professionals. This also helped identify similarities and differences between leaders of 4-H programs and other youth development organizations.
A review of literature found studies that described the competencies county agents believe are important for future success. The 4-H Professional Research, Knowledge, and Competencies Study (Stone & Rennekamp, 2004) details six domains essential to conducting 4-H youth development programs. Other studies of Extension agents found that many were interested in pursuing education at a distance, especially for attaining a graduate degree. Although few options exist for attaining an online degree that uses a multi-disciplinary approach to positive youth development, another goal of this needs assessment was to minimize duplication with existing degree programs.

Methodology
This study employed descriptive survey research methods. A Web-based survey was reviewed by a panel of experts and implemented in early 2007 using a commercial, online questionnaire service, following proven survey procedures (Dillman, 2000). The survey invitation was sent by email to 198 leaders of prominent nationwide youth development organizations, state formal education agencies, plus all state 4-H program leaders. 100 usable surveys were returned, with all organizations represented, yielding a 51 percent response rate. Multiple follow-ups were conducted with non-respondents, ensuring a representative sample of the audience surveyed. State 4-H Program Leaders had a response rate of 68 percent. Most non-respondents were from state formal education agencies. Therefore, findings are more valid for and generalizeable to non-formal youth development organizations.

Findings, Conclusions, & Implications
This survey confirmed that courses being offered by the Clemson YDL program are those that experts in the field believe are important to build the competencies of youth development professionals, and correspond well to the 4HPRKC model. Respondents recognized the value of a specialized, multi-disciplinary youth development degree over current offerings and wholeheartedly recognized the benefits of such a degree being offered online. Similarities and differences between leaders of 4-H programs and other youth development organizations were identified along with detailed findings related to key topics such as:
• Topics of Study Needed
• Value of Degrees and Training
• Value of Online Program Delivery
• Value of Multi-Disciplinary Approach
• Benefits to Hiring
• How Would Employees with a Youth Development Degree be Beneficial?

Organizational Socialization and Job Satisfaction in New Extension Agents within the Southern Region
Presenter: Cynthia Higgins cmah1@ufl.edu
Co-presenter: Nick Place (MD)

People are one of company’s greatest resources. How and when organizations socialize and train those people has a definite impact in job satisfaction and ultimately, job retention. Within the Cooperative Extension Service orientation and socialization programs vary as does the time frame in which new employees are formally and informally socialized into their new work environments.
This comparative study was undertaken to examine how new extension professionals in eleven states in the southern region, with between six months to 18 months of on the job experience, perceived their organizational socialization experiences. In addition this study examined perceived level of job satisfaction, and identified methods of organizational socialization perceived important by participants.
Each state’s professional development specialist was contacted and asked to supply an email list of all new extension agents (six to eighteen months on the job). New extension professionals
were contacted via email and asked to participate in an online survey. The survey was developed using two previously tested instruments, the Organizational Socialization Index and the Abridged Job in General instrument. A total of 321 participants were identified and a return rate of 75% (241 respondents) was achieved.

Results of the study indicate that there is a strong positive relationship between knowledge of the participants and the training they received, as well as training and their perception of future prospects. Approximately 86% of participants indicated that they were satisfied with their jobs; however, most participants felt that they were underpaid. The number of months on the job negatively affected job satisfaction; the more months employed, the less satisfied participants were.

With respect to methods of organizational socialization currently employed in the southern region, the interaction with county extension directors/immediate supervisor was a significant indicator of job satisfaction as was immediate orientation (less than 3 months on the job) and self selection of mentors. Marginally significant were participants discussing job expectations and duties with co-workers, while the assignment of mentors, new agent orientation and training taking place after three months of hire and web modules as a form of socializing were not significant indicators of job satisfaction.

**ROUNDTABLES**

**A National Strategy for 4-H Volunteerism**

Presenter: Barbara Stone bstone@csrees.usda.gov
Co-presenters: Sheri Siebold (IL), Jen Lobley (ME)

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 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.
Community Coaching: A New Role or Just a New Name for Existing Extension Community Development Practitioners?
Presenter: Henry Cothran commdev@ufl.edu
Co-presenters: Connie Hancock (NE), Kathleen Tweeten (ND), Doug Clement (NC), Margaret Tweten (ND)

This round table will describe the experiences of several Extension Educators in the Southern and North Central Rural Development Regions who served or are serving as coaches in a variety of projects and settings including the Rural Community College Initiative, Home Town Communities and Horizons. The roundtable will discuss how each of these programs work(ed), what went right and wrong and lessons learned from the process. Presenters will share how the role of coach changes the traditional role of Extension Educators. Also explored will be the differences between a coach and an expert, a coach and a facilitator as well as whether it is appropriate to shift between roles and how that shift occurs when working with communities. Central to this roundtable discussion will be the question of whether or not coaching is indeed a new role or just a new name for serving as a process facilitator. Participants will be asked to suggest ways that coaching success can be documented and evaluated and what types of training should be developed by Extension to provide the skills necessary to be a successful community coach.

Funding Extension with Property Tax Levies
Presenter: Mike Lloyd lloyd.4@osu.edu
Co-presenters: Bruce Zimmer, Beth Gaydos

Local funding for county Extension offices in Ohio has traditionally come via county commissioners allocations. In fiscal year 2006, 27.7 percent ($18.1 million dollars) of total Extension funds originated from counties, while the remaining 72.3 percent ($47.2 million dollars) came from federal, state, and other funds. While support for Extension remains strong on the county level, financial support for Extension from county general budgets is not mandated. When informed by County Commissioners that funds would be eliminated for Extension, five Ohio counties obtained local funds from voter approved tax levies on real and tangible personal property. All of these counties are rural with populations between 12,800 and 16,000. The levies either restored or increased previous funding and currently generate between $107,218 and $178,676 annually per county and range from .70 mill to 1.0 mill.

This roundtable is designed to explore the pros and cons of levy funding. It will address the organization of a volunteer-directed levy committee, plans for conducting a campaign, promotional materials, and voter education strategies as well the advantages and disadvantages of levy funding. Data will be available outlining the history of all five levy funded counties in Ohio. The data will include budget comparison before and after the passage of levies.

The educators conducting this presentation represent Ohio counties that have successfully passed property tax levies to fund county Extension programs

Local Foods: Idea Sharing for Community and Economical Development Practice
Presenter: Brian Raison raison.1@osu.edu

In recent months, news headlines have alerted consumers across the nation to numerous issues regarding food safety, contamination, pesticide use and health. Reports on the environmental “footprint” of trucking or flying fruits, vegetables, and meats have increased as well.

In light of this heightened media attention, consumers are increasingly asking what really matters when it comes to buying “fresh” or “locally produced” foods. They want to know if there exists any real benefit to “buying local.” That answer is becoming a resounding yes.
In late June, the Montgomery County Ohio Commissioners asked OSU Extension to form a task force to look at ways of connecting local growers and producers with local buyers. The Dayton area juxtaposes rural farmland with urban and suburban neighborhoods—a perfect laboratory to bring people together and encourage the use of healthy, fresh, and locally grown fruit, vegetables, and meats. Their vision has grown into a major campaign that is beginning to shape attitudes within local businesses and citizens.

This project has expanded to include youth-serving organizations such as 4-H and FFA livestock producers as well. Their efforts, many of which begin on the family farm, have the potential to make great contributions to the local food chain and economy.

This local initiative has garnered considerable attention and media exposure in its first six months. This session seeks gather information on similar initiatives from participants and share best practices as a group. Focal points will be on campaign development, consumer education and grower needs. Attendees will gain ideas to use when they return home.

**Teaching Sustainable Development Principles to Extension Education Programs**
Presenter: Mike Reichenbach reich027@umn.edu
Co-presenter: Jesse Schomburg

Participate in an exciting new method of learning, learning from the future that is being used create a deeper awareness about the systems within which we live.

The definition of sustainable development is often debated. What is common to most definitions is a future orientation that involves complex issues or problems. Another commonality is that solutions come from the community of individuals involved. Studies of an issue or the processes involving the issue are often not sufficient to motivate people to action. For example, the study of forests and forestry do not necessarily lead to actions on the part of landowners to plant, manage or protect forests. What is needed is a means to encourage people to examine their sense of place or world view in relation to the issue. Learning from the future and photo language are two methods that can be used to encourage participants to explore their own and others world views. Learning from the Future can be applied to any subject matter. These two methods have been used in Extension education programs in Minnesota to motivate landowners to action and help move communities toward sustainability. The caveat is that the actions taken may not be the ones anticipated by the educator.

**The Entrepreneurs and Their Communities eXtension Initiative: New Resources to Expand Local Economies**
Presenter: Bo Beaulieu ljb@srdc.msstate.edu
Co-presenters: Mary Peabody (VT), Greg Wise (WI), Gae Broadwater (KY)

In hopes of expanding the economic development strategies available to local communities, a team of Extension Community Development educators have played a vital role in understanding and developing programs that build on the economic assets of local places. The key approach they are addressing is entrepreneurship and the complimentary activities that are crucial for seeding the growth of entrepreneurial activities in local areas. Why the focus on entrepreneurship? The reason is simple – it’s an ever increasing component of the local economy that demands the attention and those of our land-grant colleagues across the region.

Under the leadership of the Regional Rural Development Centers and a core of Extension educators drawn from across the country, a new eXtension effort titled “Entrepreneurs and Their Communities,” has been in place over the past two years. In recent months, the eXtension team has developed a very valuable website that offers Extension educators a host of valuable products on entrepreneurship-related topics. This roundtable will introduce users to the full spectrum of resources available for use by Extension educators and their stakeholders. These
products include: Frequently Asked Questions (FAQs); Information Briefs: Research Highlights; Upcoming Calendar of Events: Learning Lessons; State/Local Policies; Case Studies; Cool Tools; and more.

The “Primary Audience” for the roundtable is Extension educators with an interest in entrepreneurship and other related community/economic development interests.

“Stakeholders Targeted” include current and emerging entrepreneurs; service providers; local governments; community colleges and others.

Evaluation: This is a new program and as such, formal evaluation of the eXtension “Entrepreneurs and Their Communities” is slated to be undertaken in the latter part of 2008. However, all products included on the website have been peer reviewed by a minimum of two Extension specialists and/or county Extension educators with a strong background in this area of work.

**Tools for Thriving and Surviving as an Extension Professional**

Presenter: David Marrison marrison.2@osu.edu
Co-presenters: Deb Angell, David Civittolo, Lisa McCutcheon

Extension Professionals are often overwhelmed with the breadth, depth, and commitment of Extension service. Time management, community needs assessments, organizational skills, public relations, service, and the development of high quality Extension programs are all key components for success in Extension programming. This round table discussion will be led by four Extension Educators. These Educators represent the four Extension program areas in Ohio: Agriculture & Natural Resources, Community Development, Family & Consumer Sciences and 4-H Youth Development.

The four Educators will share the individual strategies which they have utilized to balance work and family, assess community needs, develop innovative and diverse Educational programs, and market Extension in their local communities. The Educators will also share how they have provided service to local and professional organizations and how they have develop strategies to navigate the promotion and tenure system of a land grant university.

The Educators will utilize small and large group discussion to have participants share their strategies for thriving and surviving as an Extension professional. This discussion will also focus on the strategies which professional are using to meet the educational needs of their clientele.

The four presenting Educators have participated in the PILD and JCEP programs and have served as state leaders in their professional Extension organizations. Each are active members of their programmatic professional organizations (NACAA, NACDEP, NEAFCS, NAE-4HA) and Epsilon Sigma Phi.
ASSOCIATION SPONSORED
Connecting University and Business in Extension Programming: Strategies for Valuing Older Workers
1:30 p.m.-3:00 p.m. ESP sponsored CC109
Presenter: Laurel L. Kubin LKubin@Larimer.org
Co-presenters: Jacque Miller (CO), Luann Boyer (CO)

Follow the journey of a multi-county, multi-university partnership in designing the first Rocky Mountain Conference on Aging (RMCoA). Topics will include: engaging the expertise of the university and business sector in addressing issues of an aging workforce, marketing to a new audience, RMCoA content overview, and implication for Extension’s workforce.

Stirring the Melting Pot: Embracing the Challenges of Immigration
Presenter: Dr. Steve Murdock, Director of U.S. Census Bureau
Co-presenter: Angela D. Adams (IN)

Current immigration trends pose challenges and opportunities for our communities. How are communities responding? What role is Extension playing? This session will focus on program designs being implemented around the country, including those designed to meet the needs of immigrants and others dealing with issues that may arise because of the changing population. Sources for quality, research-based information will be identified.

The Organic vs. Conventional Debate: Can We Strike a Balance Between Passion and Science?
Presenter: Ronald J. Hover rjh@psu.edu
The debate between practitioners of organic and conventional agriculture is a never ending discussion. Ron Hoover takes a look at the common ground between the two systems and how each can address growing needs in the food production system.

Celebrating Youth/Adult Partnerships: Hands-on and Hands-off Approaches
Presenter: Sally Miske (smiske@fourthcouncil.edu)
Co-presenters: Barbara Baker, Brian Luckey, Royce James, Ken Brown, Macey Compton, Royce James, Deb Stocker, De bra Kantor, and Deb Allen.

This workshop will provide participants the necessary tools to build youth/adult partnership into any extension program using real-world examples of successful programs. A team of youth and youth development professionals and volunteers are ready with practical tips and hints for adding a Youth/Adult Partnership (YAP) component to current programming efforts.

NEAFCS Program Excellence through Research and Mary W. Wells Memorial Diversity Awards
Presenters: Harriet Shaklee (ID), Elizabeth Reames (LA), Shirley Hopkins (AR)

This session will be presented by the recipients of the Program Excellence through Research and the Mary W. Wells Diversity Awards. The Program Excellence through Research recipients will discuss the research that led to the improvement or development of extension programs. The Well’s recipient will focus on efforts in diversity.
COMPETENCY BUILDING & PROGRAM DEVELOPMENT

Best Management Practices for a Successful Transition into an Administrative Role
Presenter: Derek Godwin derek.godwin@oregonstate.edu
Co-presenters: Keith Diem and Deborah Maddy

Many successful county agents aspire to “higher” positions in administration, such as a county director or regional director. However, such administrative roles likely have more complex duties related to managing people and teams than faculty have experienced or been trained to address in their program assignment. This scenario often leads to increased stress among the administrator and people in the office, resulting in poor working relationships, reduced morale, and lower productivity, quality of programming and public service. This stress may extend to worker families and social interactions outside of the office. However, there are some best management practices that can significantly improve administrators’ leadership skills and the likelihood of success in managing faculty and staff to maintain a productive, positive and supportive office environment.

The goal of this workshop is to provide essential management techniques and concepts to help faculty gain perspective and build a foundation for success in an administrative assignment. The primary intended audience is faculty with program assignments who are considering, are transitioning to, or have recently begun a position with a significant administrative assignment that includes supervising multiple faculty and support staff.

The presenters will share practical management tools and insights gained from job experiences, professional development training, and research-based articles. Their experiences include serving as program faculty, County Director, Regional Director, Program Leader, Assistant Director, and Associate Dean and Director; participating in numerous leadership and management skills trainings; and delivering a variety of workshops and presentations to Extension peers. Teaching methods will include presentations, facilitated discussions and activities, written materials and references for more in-depth learning and training. Participants will increase knowledge in a variety of leadership and management concepts, gain skills in using a few practical management tools, and identify the main components of a professional development plan to best meet their needs.

Evolution of a Short Course: The Mississippi State Timber Tax to Estate Planning Example
Presenter: Deborah Gaddis dgaddis@ext.msstate.edu
Co-presenters: James Henderson, John Kushla

Timber tax education is a specialty at Mississippi State University. The Timber Tax Fundamentals (TTF) short course was created by Dr. Gaddis and Dr. Dicke based on the work of Dr. John Gunter. The six-hour short course has been taught over 70 times since 2000. The TTF was the first short course presented via MSU's interactive video system, as reported by Dr. Andy Londo in the Journal of Extension. It has evolved from basic information to a more advanced version. Our final creation is an estate planning course, involving collaborative teaching by MSU experts and local professionals.

Publicity, presentation method, scheduling, location, food, and other logistical support are as important as the actual materials provided. Short courses require cooperation between the Extension specialists, area agents, and the county director.

The evolution of this course provides object lessons for other short courses. All three authors have different experiences and perspectives, adding to the insights gained. Dr. Deborah Gaddis is the author and presenter of the TTF. Dr. John Kushla is the Area Extension Specialist and has worked with county directors to schedule and present the program. Dr. James Henderson is a recently hired Extension Forest Economist who helped create and present the Estate Planning workshop.

Our goal for Galaxy III is to illuminate the evolutionary process of short course development as experienced by the TTF and Estate Planning short course creators and users. The presentation will be via PowerPoint with a tag team presentation. Extension short course planning guidelines
and timber tax publications will be provided as handouts. The expected outcome will be an enhanced ability to create effective programs and avoid some common mistakes. This workshop should be attractive to those providing programming or logistical support.

**Farm Estate Planning: Effective Communication with Family Members**  
Presenter: Crystal Terhune crystalt@umd.edu  
Co-presenter: Julie Judy

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.

**Fishing for Teens: Teen Leaders Learning For Life**  
Presenter: Lori Purcell lpurcell@uga.edu  
Co-presenter: Jenny Jordan

Fishing for Teens takes educators from the banks of the river to knee-deep training waters. Using teens in effective leadership roles can be like a fishing expedition; you bait the hook and hope for the best. The presenters offer new approaches for your teen tackle box through the modeling of an effective program and the opportunity for participants to develop similar strategies.

As youth educators, we are challenged with effective empowerment of teens in leadership roles with other youth. "Training Teens to Lead" is a program designed for use by local educators to train teens as leaders in youth programming. The content of the lessons include developing personal leadership skills, understanding youth and working with discipline and other issues in dealing with younger children. Following the session, participants will have explored a model curriculum for teen leader training as well as developing their own outline for a program; additionally, participants will have a stronger understanding of effective strategies for teaching teens as leaders.

The training is based on the presenters’ experience as teen trainers and the input of more than 500 teens who have participated in segments of the program. The presenters include group discussion, individual reflection and activities just as the training is designed. Upon completion of
the program, participants will leave with not only a toolbox of activities for teen leader training but also a rubric for developing their own program.

The Training Teens to Lead Curriculum was developed by presenters for use in camping programs but has implications beyond camping. The lessons have been used in more than 40 counties, for the state wide counselor in-training program and other leadership sessions for youth over the last nine years. The program has been sited as one of the strongest training opportunities for teens in Georgia 4-H.

How to Replicate “Wi$eUp” — Financial Planning for Generations X and Y
Presenter: Nancy Granovsky n-granovsky@tamu.edu
Co-presenters: Margaret Jover, Susan Breitling, Carolyn Osborn, Patrice Dunagin, Rusty Hohlt

This program development workshop has five purposes: 1) to describe the development, implementation strategies, assessment methods and outcomes of a unique, national financial education initiative (Wi$eUp – Financial Planning for Generations X and Y) that targets a specific audience cohort (women, ages 22-35); 2) to develop Wi$eUp program replication and evaluation competencies of Extension educators; 3) to provide Extension educators with access to the Wi$eUp Toolkit for Extension Educators; 4) to encourage Extension educators to contribute their expertise as Wi$eUp Experts; and 5) to share relevant, personally applicable, financial content with participants. The Wi$eUp curriculum (a handbook, a workshop series and an online course), its current website (http://wiseupwomen.org) and web-based reporting system were developed and continue to be managed by the Texas AgriLife Extension Service of the Texas A&M System. Extension developed the program under contract with the U.S. Department of Labor – Women’s Bureau as part of the Bureau’s Strengthening the Family Initiative. The program has been implemented nationwide through the Women’s Bureau network of contractors and value-added supporters and has reached over 8,000 participants. The Wi$eUp initiative includes two national partners (Association of Certified Financial Accountants and the Financial Planning Association), over 100 cooperating organizations, bi-monthly teleconference calls with noted financial experts (including Cooperative Extension), and over 100 financial experts whose answers to Wi$eUp participant questions are posted to the Wi$eUp website. Evaluation tools include pre, post and 3-month assessments. Wi$eUp’s database management system enables the retrieval of outcome summaries by specific variables, including ZIP code. As a result of one 2008 Wi$eUp pilot program, Extension educators in Texas and Florida (and perhaps a few other states by June 2008!) will interpret county-specific outcomes to key stakeholders and add new tools and strategies to the Wi$eUp Toolkit for Extension Educators.

Implementing Web Based Health and Fitness Programs in Rural Communities
Presenter: Luann Boyer luann.boyer@colostate.edu
Co-presenter: A. Gisele Jefferson

Nearly 500 individuals in rural communities have completed a nutrition, health and fitness
Implementing Web Based Health and Fitness Programs in Rural Communities
Workshop Goals:
1. Understand the challenges and opportunities of using new technology to present educational programs in rural communities.
2. Illustrate a successful web based program implemented by Extension
3. Provide resources to develop similar programs in communities.

Workshop Format:
Presentation will be a combination of lecture, discussion and demonstration. Participants will receive a packet with guidelines and sample lessons to use for implementing a similar program.
Workshop Outline:
I. Research Viability of Web Based Lessons in Rural Communities
   A. Equipment Needs
   B. Reallocation of Staff Time for Program Development Versus Presentation
   C. Addressing Challenges and Opportunities of Web Lessons
II. Needs Assessment
   A. Needs of Clientele for Health, Fitness and Nutrition Education
      1. Potential Audience
      2. Program Content and Lesson Length
   B. Technology Limitations
III. Developing Lessons
   A. Content Based on Needs Assessment
   B. Stand Alone Lessons Completed in 30 Minutes or Less
   C. Ease of Completing Lesson Requirements
IV. Implementing Lessons
   A. Benefits
      1. New Audiences for Extension Programs
      2. Reduce Travel for Presenter and Participant
      3. Participant Completes Lessons on Own Schedule
      4. Able to Provide More Education Lessons in Less Time
   B. Challenges
      1. Lack Personal Interaction with Participants
      2. Developing lessons
         a. Must be Clear and Concise
         b. No Presenter to Answer Immediate Questions
      3. Participants Need Discipline to Complete Lessons on Schedule
      4. Technology
         a. Compatible Programs
         b. Internet Accessibility and Speed
         c. Having Back Up Plans
         d. Maintaining Communication with Participants
V. Evaluation and Impact
   A. Value of Lessons and Concepts Learned
      1. Success Rate of Participants Reaching Health and Fitness Goals
      2. Growth in Number Participating over 3 Years
   B. Changing Program to use New Technology
   C. Expanding Program to More Communities

New Mexico Extension's Just Be It! Healthy and Fit program Reduces Risk Factors for Childhood Obesity
Presenter: Paula Roybal Sanchez paulas@nmsu.edu
Co-presenters: Jacqueline Baca, Desaree Jamenez, Tanya Montoya

Workshop's applicability to skill set and evidence that presenter has previously taught this competency: New Mexico’s Just Be It! Healthy and Fit program helps children reduce the risk factors for obesity by providing the tools they need to develop a healthy lifestyle. A healthy lifestyle includes eating nutritious foods and making physical activity a part of everyday life. These skills enable students, who are at risk for childhood obesity, to have the energy and motivation to perform well academically in school. Teaching these skills to children also helps them reduce the risk of health disorders such as diabetes and heart disease in childhood as well as adulthood. As part of a 5-year CYFAR project since 2006, County Agents have been working with the school
system to provide nutrition education to 5th graders. Students who were taught from the Just Be It! curriculum had statistically significant higher test scores than students who did not participate in the program in 2007. Results for 2007-2008 will be available Fall, 2008.

Targeted outcomes, targeted audience: This workshop is designed for County Home Economics Agents, 4-H Agents, and Agents in one-agent counties who will:
• Acquire an understanding of how the Just Be It! program provides students with the skills they need to develop healthy lifestyles.
• Learn how the program increases nutrition knowledge for students, parents, and teachers.
• Learn about evaluation tools on physical activity, fruit and vegetable intake.

Instructional techniques, take-home materials, replication of program:
Using hands-on activities and a power point presentation, workshop presenters will teach participants how the program works. Participants will view program development and evaluation materials so they can replicate the program in their community. Materials include field trip workshop outlines, curriculum lessons; publicity brochures; parent/teacher take home newsletters, evaluation instruments, and the Nutrition Jeopardy game.

Publish Don't Perish! Celebrate by Telling Extension’s Story
Presenter: Patricia Dawson patricia.dawson@oregonstate.edu

We've all heard the statement "Publish or Perish!" You've dedicated hours to research, evaluation and Extension program development. So, how do you proceed to the next level ~ publishing your results in a scholarly journal?

This interactive workshop will focus on techniques to help participants prepare and submit a quality manuscript to a scholarly journal. Topics to be addressed include:
* Becoming familiar with scholarly journals;
* Selecting appropriate journals for your work;
* Understanding publisher guidelines;
* References and supporting documentation;
* Review of types of articles that can be written - Feature, Program, Research Strategies, Tools of the Trade, etc.;
* Discussion of writing guidelines - what to include, format, etc.;
* How to focus the manuscript for effectiveness;
* Use of tables and charts to illustrate key points;
* Tips for submitting the manuscript;
* The Review Process - what happens, typical time lines;
* Common errors and how to avoid.

The workshop will be presented at an introductory level. A power point presentation, panel discussion, participant exercises, sample reviews and a question/answer segment will be included. Presenters will include the Journal of Youth Development Editor, JYD representatives, 4-H Research & Evaluation Committee members, authors and peer reviewers. Members of this teaching team have conducted similar sessions at past NAE4-HA Conferences.

Through participation in this workshop, participants will:
* Develop an understanding of the peer-review process;
* Understand the characteristics of the different types of articles that can be written;
* Learn specific strategies and skills for writing different types of articles;
* Learn about several well-respected peer-reviewed publications and tips for submitting to these publications;
*Leave the workshop prepared to write an article for publication.

Participants will receive a CD with a variety of documents to assist them in their manuscript preparation. This will include manuscript samples, reference guidelines, journal sites, publishing tips and the power point presentation.

**SNAP It Up! Teens Teach Nutrition**  
**Presenter:** Amy Leman bunselme@illinois.edu  
**Co-presenter:** Phyllis Herring

SNAP (Super Nutrition Activity Playground) is a program created by a county Nutrition Educator and 4-H Youth Educator to find a better way to teach grade schoolers nutrition lessons during the summer. The goals of this program include:
- Provide programming for underserved audiences
- Teach teens leadership skills through preparing and leading a program
- Teach youth ages 8-11 nutrition, healthy living and character education
- Provide youth ages 8-11 with teen mentors

Through this collaborative, Extension Educators trained Teen Leaders to lead a four-day summer camp for 8-11 year olds. With training, teens planned activities in nutrition, arts, physical fitness and character education to lead during camp.

Camp participants were recruited from summer day care programs where a majority of attendees are enrolled in the free and reduced lunch program. A majority of teens were recruited from these same neighborhoods. During the two weeks of camp, Teen Leaders led activities and served as group leaders. Participants rotated through stations of nutrition, measuring skills, physical fitness, art and character education. Over two years, SNAP has reached 26 teen leaders and 170 youth ages 8-11.

Evaluations have shown that eighty percent of Teen Leaders reported significant increases in leadership skills, communication, responsibility and healthy lifestyle choices. Measuring Skill-a-thons completed by youth participants indicated that 82% demonstrated an increase in skills by receiving an A rating.

Because of the program’s success, the model of training teens as volunteers and mentors has been expanded to serve afterschool programs. With grant assistance, teens have been trained to develop and lead character education lessons at after school program sites throughout the year.

Participants in this workshop will take home a CD of training materials and camp schedules and lessons to replicate a SNAP program in their own communities.

**Stuck in the Middle With You: Dealing With the Media on Controversial Topics**  
**Presenter:** Chris Sigurdson sig@purdue.edu  
**Co-presenter:** Beth Forbes

When news reporters call on Extension educators, they seek informed views on current events. At the same time, Extension stakeholders may expect educators to support certain local groups such as farmers, low-income families or agribusiness. What happens when these two objectives appear to collide? What if a farmer’s plans to expand his livestock operation may also prove an environmental hazard? Should programs tied to low-income groups also “police” for possible illegal immigrants? And, are organic foods really better? Such can be the case when educators are asked to comment on CAFOs, land-use, organic crops and many other controversial topics in the news. Should educators faced with a media request to do an interview on a touchy subject: A) slam down the phone and run, B) laugh nervously and say “No comment,” or C) wade into the fray? In this session,
specialists and educators will learn how to engage in the community as experts in the news media on controversial topics without becoming covered in mire or slinging mud. Purdue Extension media relations professionals, with years of media training experience, will offer tips on how to handle tough interviews, based on crisis communication and risk communication strategies. Participants will also work in groups and be able to practice their new skills during mini, mock press conferences based on real-world experiences. Those who attend this session should be better equipped to provide context and perspective on community issues, engage and empower others through the media and improve their ability to work with news reporters.

**Wired & Wonderful — Bringing Technology to Camp**
Presenter: Craig Presar Craig.Presar@mail.wvu.edu
Co-presenters: Dave Hartley, Chad Higgins

The West Virginia 4-H Camping program held its first Science, Engineering, Technology and Leadership camping program as an element of Alpha I State 4-H Camp. Known as "Wired & Wonderful", this program took a long-standing, proven camping model and adapted it to include 4-H SET related learning experiences for youth. Working in partnership with Verizon, the camp provided participants with hands-on opportunities to learn about, build, and utilize innovative technologies, as well as traditional personal development experiences. In addition, Wired & Wonderful campers took part in a training series focusing on senior citizen computer literacy, and were charged with helping to develop local computer tutoring opportunities for senior citizens in their community.

This interactive session will include discussion regarding the inclusion of 4-H SET experiences in a camp setting; introduce participants to the “Wired & Wonderful” camping model; tips for locating and working successfully with outside funding partners; and provide take-home tools and materials for 4-H SET programs in camp or club settings. Instructors for this session will be the Extension specialist and agents who created, planned and directed the “Wired & Wonderful” program.

In this workshop, participants will:
1. Examine how a technology focused educational program, meeting 4-H SET criteria, was successfully integrated into an existing State 4-H residential camping model.
2. Have access to a tool used to develop and evaluate 4-H SET programming.
3. Discover ways to build synergistic relationships among existing camping programs, outside funding partners, and other educational collaborators.
4. Learn how program evaluation can be used to secure continued funding for innovative camp programming.
5. Take home three (3) 4-H SET educational programs (“assemblies in a bag”) for use in the camping or club environment.

**Youth Voice: The Tale of Two Programs**
1:30 p.m. – 3:00 p.m. CB&PD CC209
Presenter: Tedi Winnett tedi.winnett@ces.uwex.edu
Co-presenter: John de Montmollin

Youth leadership development is critical in building civic capacity and long-term community sustainability. Programs that teach useful skills and build the self-confidence of young people ensure capable, effective leaders for the next generation.

Recent national trends including an increase in youth civic service and new emphasis on civic education in schools indicate a growing need for leadership training to ensure young people are prepared to participate in political and civic life.
In response to the lack of leadership opportunities for Kenosha County youth two very different and distinctly unique programs have been initiated: Youth As Resources and Youth In Governance.

This workshop will showcase how Cooperative Extension staff partnered with the local United Way to launch Youth As Resources and the Kenosha County Board of Supervisors to implement a Youth In Governance program.

Participants who will gain from this workshop:
-youth educators
-community development educators
-county directors/department heads/unit leaders

Participants will:
-learn the process used to engage community partners to launch 2 new youth programs
-learn how Youth In Governance and Youth As Resources contribute to increasing youth assets
-learn how to engage youth in new & different ways
-learn how Cooperative Extension can position youth programs to contribute value to county government.

A “snapshot” of each program will be presented describing a brief history, implementation process, evaluation and the impacts that have resulted. The workshop will be hands-on, giving participants a chance to “experience the uniqueness!” Written materials from each program will be shared.

Concepts from each of these two programs have been presented at CYFAR 2007, Wisconsin Counties Association 2007 annual conference, and the 2007 Wisconsin Joint Council of Extension Professionals annual meeting.

**EXHIBITOR SEMINARS**

**Home Baking Association**
Presenter: Sharon Davis

The non-profit Home Baking Association offers youth and adult family food, wellness, and service learning educators current FCS and youth-tested resources ideal for extension programs of work. HBA’s FCS professional staff offer participants an overview of available on-line resources, media, and downloadable content plus takehome samples.

**eXtension Mini-Seminars**

Presenters: Terry Meisenbach, Dan Cotton

Presentations on the nine Communities of Practice (CoP): Parenting, ardens/Lawns/Landscapes, Diversity, Disaster Education, Personal Finance, Horses, Youth Science, Engineering & Technology, Family Caregiving, and Entrepreneurship. Two of the CoPs will be offered each session.

**Peanuts: Re-thinking an American Classic**

Presenters: Marie Finn, Ryan Lepicier

From understanding food allergies to exploring innovative new food products like peanut flour and peanut protein 105 powder, come learn more about USA-grown peanuts and their culinary versatility. Recipes, product samples, and ideas will be shared.
Sponsor: National Peanut Board
**The National Center for Foreign Animal and Zoonotic Disease Defense (FAZD Defense Center)**
Presenter: Sharon Degenhart

An Extension Program led pilot test in AR, KY, MT, NC, TN, & TX of a County Animal Security and Health Network (CASHN) concept developed by the FAZD Defense Center to protect the U.S. agriculture and food infrastructure by connecting non-commercial livestock and poultry owners with veterinary information through the existing state Extension system, county agriculture and 4-H agents, and local feed retailers for early detection and rapid response to animal disease events.

**LIFE MEMBER / RETIREE SPONSORED**
**Financial Health Care Costs and Inflation in Retirement**
Presenter: Thomas Stinson stins002@umn.edu

Retirees are challenged by projecting expenses that are out of their individual control: health insurance premium increases, long term care costs, and inflation. Learn which economic indicators to monitor to keep financial projections current.

**RESEARCH & EVALUATION**
**Does Technical Difficulty Equal Total Disaster?**
Presenter: Valynnda Slack Vslack@purdue.edu

Extension is utilizing distance delivery more frequently. This use of new technology may frustration and growing pains. Prior research indicated three main causes of dissatisfaction in distance learning. They were: bad course design and teacher incompetence, wrong expectations on part of students, and poor technology or inability to use technology properly (Moore & Kearsley, 2005).

This presentation will report on mixed-methods study which consisted of a quantitative survey instrument and qualitative measure to report distance students' tolerance of technical difficulty. It will also address students' perceptions when classes were disrupted during power failure; audio or video problems; equipment malfunctions and other causes.

The population consisted of four Purdue University cohort groups studying in the Doctoral Education program. The cohort students (N=32) completed a twenty-four question electronic survey through Zoomerang© (N=25). In addition they were invited to participate in a 15 question conversation (N=9).

The data from both the qualitative collection and the quantitative collection indicate that a level of tolerance exists for distance students. Data suggest a range of three to ten minutes per hour as an amount of time that students will tolerate.

The most frequently mentioned methods for coping with technical difficulty for students were developing peer relationships, preparing for technical difficulty, communicating with instructors, and having access to technical support. The students also suggested ways for instructors to improve the distance delivery process such as, being available outside of course delivery hours, creating websites with course notes and information, and developing an orientation to the equipment and delivery.

Distance student satisfaction is affected by technical difficulty, but satisfaction is also influenced by the knowledge gained. In distance education, the benefits of learning, even in a less than perfect environment, far outweigh the loss of not learning at all.
Strategic Visioning as a Method of Collective Learning and Community Development: An Analysis from Select Rural Montana Communities
Presenter: Paul Lachapelle paul.lachapelle@montana.edu
Co-presenter: Dan Clark

Strategic community visioning is a citizen-based planning process by which a community defines and creates a common design for its future. This process identifies core community values, goals and strategies. Such a vision provides an overlay for other community plans, policies, and decisions, as well as a guide to actions in the wider community. Strategic community visioning emphasizes assets rather than needs with a focus on identifying options and opportunities for the community. A visioning process can ultimately bring together a community to recognize shared values and purposes and create a sense of ownership in community residents.

This presentation details survey work in six rural Montana communities that participated in the Horizons program. The program is sponsored by the Northwest Area Foundation and implemented by Montana Extension to address poverty and build thriving communities in rural regions across seven states. Data collection techniques consisted of on-line and mail-back survey instruments using qualitative and numerical items. Analysis of data involved both narrative and statistical methods. Data are compared and contrasted across the communities with descriptions of common and distinct outcomes presented and explained.

The results show that successful implantation of a visioning program requires concerted dialogue through a process that is organized, focused, and adequately managed. Furthermore, data reveal that the community must be authentically engaged in a process that is focused on past successes, present assets and future actions. Among the principles identified as critical to successful visioning were generating core values, identifying key partnerships, communication and accountability and community leadership. Implications for further refinement of future survey work and evaluative tools are discussed.

Impacts of Micro Businesses on U.S. Regional Economic Growth
Presenter: James McConnon mcconnon@maine.edu
Co-presenters: Sarah Larochelle, Todd Gabe

Microbusinesses play an important role in U.S. regional economic development. Policies are shifting from traditional strategies aimed at attracting large firms to initiatives that support small-scale enterprises. This session will examine the influence of microbusinesses (i.e., firms with between one and four employees) on regional economic growth. In addition, we will explore how our research findings can provide useful benchmarking measures for Extension professionals working with communities interested in supporting entrepreneurial development.

We utilize an application of the Carlino-Mills county growth framework to investigate the relationship among population and employment growth, and microbusinesses. Along with the explanatory variable of interest that measures the proportion of microbusinesses in U.S. counties, additional factors related to climate, amenities, human capital and business costs were included in the model to control for other attributes expected to affect population and employment growth.

Regression results suggest that the proportion of microbusinesses has a positive and significant effect on county-level employment growth. Our estimates suggest that a one percentage point increase in the proportion of microbusinesses raises employment growth by 0.285 percentage points. On the other hand, a relative abundance of large businesses (i.e., 250 or more employees) is associated with slower growth rates of employment.

Other results indicate that climate and natural amenities influence population growth. In particular, counties with warm winter temperatures, low summer humidity and varied topography seem to be more desirable places to live. Focusing on employment, we find that educational attainment is a key factor supporting regional economic vitality, while taxes per capita and a county’s distance to
the nearest airport have a negative effect on employment growth.

Our results provide empirical evidence to support regional development policies aimed at microbusiness development and provide benchmarking measures that would be useful to Extension professionals working with communities interested in enhancing

**Married and Loving It! The Art of Becoming a Couple**
Presenter: Barbara Petty bpetty@uidaho.edu

The marriage education program, Married and Loving It! has been presented annually since its inception in 2000. In the summer of 2003, a telephone survey conducted by the Social Sciences Research Unit of the affiliated university evaluated this program. 99.2% of the 110 participants completing the survey were satisfied or very satisfied with the program. The marital satisfaction rate of satisfied or very satisfied went from 66% before participating to 93% since. Additional findings from this study will be shared in the workshop.

To further evaluate this program and to contribute new knowledge to the field of marriage education, a qualitative study utilizing grounded theory methodology was conducted for my dissertation. In-depth interviews were conducted with six couples who had participated in Married and Loving It! The primary purpose of the study was to discover a central theory explaining how marriage education programs assist couples in improving their marital relationship, as perceived by married couples who participated in Married and Loving It! The secondary purpose was to identify the specific components of the program that had the greatest influence in facilitating the adult learning process that resulted in an improved marriage.

“The Art of Becoming a Couple” theory that emerged from this study states to improve their marriage relationships, couples learn about themselves, each other and the meaning derived from their interactions as they progress through a developmental process of valuing, gaining understanding, being open, implementing new knowledge and skills, and taking ownership of their marriage relationships. Marriage education facilitates this change by fostering commitment, creating a learning environment, encouraging skill development, providing opportunities for critical reflection and reinforcing change.

During this workshop I will share the findings from these two studies, how they have informed the literature and future developments of this program as well as other extension programs.

**Organizational Entrepreneurship – the Factors that Extension Organizations Can Develop To Improve Performance**
Presenter: Julie Fox fox.264@osu.edu

As Extension organizations address more diverse audiences, an increasingly complex funding mix, and rapidly evolving technologies, the field of entrepreneurship offers principles to continuously improve performance.

Entrepreneurship research has progressively moved from the study of individual traits to the features of the entrepreneurial organization (Morris & Kuratko, 2002). Entrepreneurial actions are viewed as critical pathways to competitive advantage and improved performance in organizations of all types, sizes, and ages (Kuratko, Ireland, and Hornsby, 2001). Evidence has suggested organizations that learn how to facilitate entrepreneurship in its various forms are more competitive and perform better than those that do not (Zahra & Covin, 1995). Some even believe that the lack of attention focused on implementing entrepreneurial actions successfully in the fast-paced and complex economy will result in failure (Zahra, 1999).

Session attendees will gain a better understanding of the factors that contribute to organizational entrepreneurship and improve performance. The presentation will include results from a study that examined the relationship between Organizational Entrepreneurship and Organizational Performance within the Cooperative Extension System. This study measured both Entrepreneurial Orientation, based on Covin and Slevin’s scale (1989), and Entrepreneurial Management, based on a scale developed by Brown, Davidsson, and Wiklund (2001) that
operationalized Stevenson’s (1983) conceptualization of entrepreneurship as a set of opportunity-based management practices.

Extension Directors in the United States and territories were invited to respond to a questionnaire and results were aggregated by regional categories. Substantial Organizational Entrepreneurship was evident in Extension organizations in all four regions. This study also measured Organizational Performance based on a five year funding trend, as well as on non-financial indicators through a Performance Satisfaction index. Because a positive relationship was found through multivariate data analysis, the Organizational Entrepreneurship framework can be used to address factors that stimulate or inhibit entrepreneurship in Extension.

Preparining Young Adults for Marriage: Romantic and Unrealistic Expectations
Presenter:Cynthia Torppa torppa.1@osu.edu
Co-presenter: Nancy Recker

Unrealistic expectations for marriage, such as endorsing an overly romantic ideology, are predictive of marital distress and disruption. Education can be helpful in changing unrealistic expectations. The cognitive structure of romanticism was examined to learn how holding a romantic ideology contributes to unrealistic expectations for marriage.

Romanticism refers to a coherent orientation or ideology about love. It includes the beliefs (a) there is only one true love, (2) love will conquer all, (3) true love is perfect, (4) one must follow one’s heart, and (5) love at first sight. Thus, the discovery that a relationship requires effort may signal the partner is not “the one.”

Findings in the social cognition literature indicate that some individuals are more relationally cognitively complex (RCC) than others; some have a more differentiated or abstract set of relationship constructs to process information and make behavioural choices. In conjunction, findings on romanticism and RCC suggest that individuals who strongly endorse a romantic relationship ideology may be less relationally complex. If this is the case, these individuals would benefit from educational programs aimed toward developing a more complex view of relationships.

Young adults (n = 309) wrote essays describing their future marriages, and completed the Romantic Beliefs Scale. Three coders created a RCC score for participants by counting the relationship constructs in each essay; responses to the Romantic Beliefs Scale were averaged.

Preliminary findings using hierarchical regression analysis indicate that individuals who hold highly romantic beliefs about relationships have about the same number of concepts in their cognitive structures, however, the constructs they use are less abstract. Thus, educational programs aimed at adapting the way young adults think about marriage would most effectively guide participants to hold more abstract constructs, rather than increase the number of constructs they hold. Implications for Extension teaching will be discussed.

Community Nutrition Programs for Limited-Resource People Who Work—Through the Eyes of the Participant
Presenter: Mary McFerren

The purpose of this study was to explore the incentives and barriers perceived by low-income women of child-bearing age related to their participation in nutrition education programs. The specific programs of concern in this study are the Expanded Food and Nutrition Education Program (EFNEP) and the Food Stamp Nutrition Education (FSNE) program. This qualitative study sought to hear the voices of the women so that nutrition programs can be made more successful in reaching this population. Personal interviews were conducted with 23 women in their homes or appropriate local sites, and transcripts were analyzed to identify categories and themes.
People of low socioeconomic status and those with the least education have higher rates of obesity and overweight and suffer disproportionately from poor health. Women receiving Temporary Assistance to Needy Families (TANF) also receive Medicaid. Medicaid costs have escalated due to the obesity rate, which is currently estimated at 64% of the adult population. In addition, 30% of American children are experiencing obesity or are overweight. It is important for parents to understand the causes of obesity and the effects of the chronic diseases related to obesity. Prevention programs are more cost effective than medical treatment of the diseases associated with obesity, and proper nutrition can reduce the incidence of chronic diseases. Findings of this study suggest that isolation is the main impediment to participating in nutrition education programs. Missing from the interviewed women’s circumstances are social capital, human capital, and economic capital. Social capital relates to the connections and relationships that are important in life. Human capital involves the knowledge and skills acquired through life experiences. Economic capital refers to individual wealth or economic resources available to an individual or community.

Nutrition education programs should be refined to incorporate opportunities for socialization that will develop trust and reciprocity, as well as nutrition knowledge. Based on the results of this study, Virginia Cooperative Extension programs will be adapted to incorporate weight control and cooking classes with nutritious recipes. The learning environment will be safe, learner-centered, and fun. New marketing tools that are more appealing to the prospective clients will be developed.

The Impact of Community Conversations about Poverty

Presenter: Barbara Bromley-Brody bbrody@uidaho.edu
Co-presenters: Sarah Howe; Laura Laumatia; Mary Schmidt; Valdasue Steele; Kathee Tifft

This research examines the impact of participation in community discussions about poverty among 26 communities in rural northern Idaho. These discussions were a component of the Northwest Area Foundation and University of Idaho’s Horizons leadership program with discussion guides developed by the Study Circles Resource Center. All communities participating in the program have between 226 and 4900 residents, with poverty rates ranging from 11% to 26%. Each community discussion group, numbering 62 with 721 participants was also guided by a community coach and residents who were trained to facilitate the discussions. All discussion groups met for a total of 12 hours over the course of several weeks, with the process culminating in an action plan. Each participant filled out pre and post surveys that asked about knowledge and understanding of poverty and intentions to take action to reduce poverty. This presentation focuses on the quantitative results of the survey as well as participant observations by the authors, who were also community coaches for eleven of the communities. Participant observations focus on the challenges of overcoming community resistance to talking about poverty (the “P” word), and outcomes of the discussions and action forums. Both short and long term impacts are discussed and suggestions for introducing the topic of poverty into community dialogue are offered.

Stepping Incarcerated Women toward Financial Success

Presenter: Rebecca Travnichek TravnichekR@missouri.edu

Incarcerated female offenders at the Chillicothe Correctional Center requested education to gain skills and knowledge to effectively manage their financial situation. “Steps to Financial Success” is an eight-hour workshop designed to assist individuals and families to improve their financial management. Objectives of this research project are that female offenders will identify what is important to them, set written financial goals, utilize tools to track income and expenses, develop a preliminary spending plan, set-up a system for organizing financial records, identify credit problems, and identify roadblocks to communication. Workshops are conducted in one two-hour session per week for four weeks within the correctional center. A pretest evaluation is used at the beginning of the first session to ascertain basic knowledge of financial concepts. Workshop topics are divided into four themes: an introduction to financial management, developing and using a spending plan, managing financial records, and credit management and communication. Two
posttest evaluations are used. The first one is a replication of the initial pretest instrument to measure knowledge gained as a result of the program. The second posttest evaluation instrument measures learner’s financial actions prior to and planned as a result of the program. Eighty female offenders have completed the program. Results indicate 100% of learners have a written financial goal and have identified action steps to reach this goal. All learners have tools to track income and expenses and know how to use this information to develop a spending plan. Many learners indicated nervousness about potential credit difficulties. Follow-up evaluations will be conducted to identify progress toward goal achievement and follow through on additional plans established at the end of the program. Incarcerated males and females are an underserved audience for Cooperative Extension education and services which implies great potential for future programming efforts.

RNDTABLES
Effective Succession Planning in Cooperative Extension
Presenter: Clyde Chesney cchesney@tnstate.edu

The pending retirement of the baby boom generation from Cooperative Extension poses significant challenges and opportunities for identifying, recruiting and retaining the next generation of extension professionals. The 1890’s and smaller land grants are particularly venerable given our overall small numbers. In 2006 the Association of Extension Administrators (AEA) charged its multi-state professional development committee with examining and developing recommendations for succession planning. With these recommendations, each institution was requested to develop a state specific plan.

Succession planning is a systematic approach to:

• Building a leadership pipeline/talent pool to ensure leadership continuity
• Developing potential successors in ways that best fit their strengths
• Identifying the best candidates for categories of positions
• Concentrating resources on the talent development process yielding a greater return on investment.

Succession planning recognizes that some jobs are the lifeblood of the organization and too critical to be left vacant or filled by any but the best qualified persons. Effectively done, succession planning is critical to mission success and creates an effective process for recognizing, developing, and retaining top leadership talent. (http://www.opm.gov/hcaaf_resource_center/assets/lead_tool1.pdf)

The purpose of this round table discussion is to discuss how those recommendations are used in Tennessee to developed specific strategies and to discuss creative ideas from other states. Effective succession planning builds on several principles, including effectively using and supporting professional development of current faculty and staff, using existing leadership develop programs, establishing a pipeline for attracting and mentoring new employees and effectively orienting new employees but also openly welcoming new ideas and thinking from new employees. While succession planning is an organizational imperative, it behooves every person in a leadership position to be cognizance of these principles. “Leaders must choose and develop their key people and there is no success without a successor.”

Legally Secure Your Financial Future: On-Line Curriculum to Teach Estate Planning
Presenter: Marilyn Bischoff mbischof@uidaho.edu
Co-presenters: Joanne Bankston (KY), Beverly Healy (ID)
Description: Large numbers of Americans fail to achieve their personal wishes for property and health care because they die without a will or health care directives. Many lack skills to organize important papers or clearly communicate their wishes with loved ones. Legally Secure Your Financial Future: Organize, Communicate, Prepare (LSYFF) is an on-line curriculum available to Extension professionals for teaching adults about the importance of evaluating their end-of-life
legal situation and the necessity of developing a personal action plan. LSYFF is also available for direct consumer use on the eXtension website.

During this roundtable the multi-state Extension developers will share:
1) Research base for the three-seminar program
2) LSYFF face-to-face teaching materials and suggestions for working with your state Bar Association and local attorney
3) How educators can download and use these materials with a variety of audiences in many educational settings.
4) Program Impact
5) Access to a new consumer LSYFF web site through eXtension

Participant Outcomes
LSYFF participants will gain awareness, knowledge and skills that will help them:
• Organize personal records and office space and set SMART goals
• Communicate health care wishes to loved ones and health care providers; and learn about advance directives for health care including living wills and durable power of attorney for health care
• Prepare for estate planning by learning what is included in an estate plan and learn about estate planning tools including wills, property ownership, probate and trusts.

LSYFF has been taught to 920 adults in Idaho as well as in many other states to full classes with waiting lists. Follow-up evaluations conducted six months after the program indicate that 90% of participants organized their personal, financial & property records, 87% prepared living wills, 86% discussed legal issues with family members, and 81% wrote a will.

Reducing the Impact of Disaster through Education
1:30 p.m. – 3:00 p.m. Roundtable CC105
Presenter: Jackie Baumann jackiebaumann@purdue.edu
Co-presenter: Steve Cain

Emergency responders agree that the critical need of victims in a disaster is information on how to survive or recover. Next comes the need for information on safe water, food, medicine and shelter. Because all disasters are local, Extension is often called upon as a resource not only for response and recovery, but also for preparedness and mitigation.

The Extension Disaster Education Network, EDEN, has grown to a national affiliation of Land Grant universities and Sea Grant institutions. EDEN's goal is to reduce the impact of disaster through education. The network is aimed to provide county-based educators with tools they need to help communities deal with disaster issues. EDEN shares this information and expands offerings based on network communication by e-mail and at annual meetings.

This round-table session will share ways all program areas in Extension can:
1. Benefit from EDEN educational resources and information
2. Use the EDEN database, and
3. Participate in the national EDEN network
4. Learn from specific examples by presenters and those in the audience.

EDEN's efforts to provide educational materials are based on EDEN surveys of educators' needs; requests from state and national disaster organizations and agencies; and direct requests from local, county officials.

Jackie Baumann, Putnam County Extension Educator, CFS and Steve Cain, EDEN Homeland Security Project Director, will lead the round table discussion by providing a quick overview of EDEN resources. They will also share personal preparedness kits which have turned into very useful educational tools. The session will then turn to attendees for their input on things that have
worked for them.

**Using a Teen Interactive Theater Education Approach to Reduce Risky Behaviors**

1:30 p.m. – 3:00 p.m. Roundtable CC103
Presenter: Ruth Carter rcarter@ag.arizona.edu
Co-presenters: Dan McDonald, Brandon Moak

The Teen Interactive Theater Education (TITE) Program increases participant knowledge of the risks and consequences of risky behaviors; improves decision-making and problem-solving skills; builds capacity for youth to work together; and enhances reading, writing, and speaking abilities. TITE is an innovative youth development program that engages young people through the use of experiential activities. The participants select topics and use drama to teach other teens. Programs that are offered at the community-level and include skills training and engage adolescents in activities that are community-based have been shown to reduce risky behaviors (Sikkema et al, 2005). Furthermore, Glik et al (2002) posit that engaging adolescents in the delivery of prevention messages to younger youth can have an impact on older youth by improving their own wellbeing. The evaluation of the TITE program adds to the knowledge-base of the effectiveness of youth development approaches to reducing risky behavior, particularly among underrepresented populations.

The evaluation of the TITE program uses a pre-post survey, portions of which can be compared with a base-line state-wide survey of prevention programs. Youth report on areas of self efficacy such as decision-making abilities and control over goals; as well as interpersonal skills such as contributing as a member of a team, treating others with respect, and responding to negative peer pressure. At the conclusion of the TITE program, youth also participate in a focus group, which helps inform the future development of the program. TITE has been offered to diverse populations. Survey respondents ranged in age from 14 to 23 years of age. Nearly two-thirds (63%) of the respondents identified themselves as Hispanic; 21% as Native American; 7% as other; 4% as White and 5% as Black. Preliminary results indicate significant changes in the desired direction for interpersonal skills such as, “settling disagreements in ways that are not hurtful to others,” “contributing as a member of a team,” and “not giving in to peer pressure.”

This roundtable discussion will show how evaluation information has been used to inform the development and implementation of the TITE curriculum. Issues relating to the evaluation will be discussed including obtaining human subjects approval for a youth program focusing on sexuality. TITE is available for replication at other sites and training and consultation would be provided at no cost to the site.

**We Have a Situation Here: The Leadership and Communication Skills Required for Successful Crisis Management**

1:30 p.m. – 3:00 p.m. Roundtable CC107
Presenter: Debbie McDonald debbie.mcdonald@mail.wvu.edu

As an Extension administrator and previously a college administrator I have had plenty of experience with crisis management. I will share a number of the actual situations that I have dealt with and what I have learned over the years about risk management plans, communication and what it takes to lead effectively in times of crisis. The crises to be discussed will range from violent storms to a van accident with loss of life to the discovery of a weapon in a youth camp. Each will be described as a case study giving the roundtable participants a chance to describe what they would do if they found themselves in similar circumstances and then they will hear what actually happened and what was learned from each experience. Actual examples of media coverage of several of the crises will be shared to give a further indication of how the public judged the handling of the incidents. Participants will have the opportunity to learn from one another and to practice their crisis management skills through the working of the case studies. They will gain a list of strategies for leaders to use when in difficult situations.
ASSOCIATION SPONSORED

Leadership, Organizational Change, and Technology
Presenter: Jerold R. Thomas thomas.69@osu.edu
Co-presenter: Jeff King

This session explores the latest literature in leadership and organization change related to Extension. Demonstrations of technology tools, detailed handouts and worksheets, and a post-conference website will be used. A goal is to model new leadership behavior and create a collaborative environment for professionals to create new scholarly leadership work.

Impacts of Climatic Change on Agricultural Production
Presenter: Dr. Mark Seely (MN)

Dr. Mark Seeley doesn’t debate whether or not there is global warming, but he does point out as climates have changed in history, and how climates will change in the future, then agricultural production systems in different regions will change as well. This presentation was given during PILD in 2008 and received excellent reviews.

Creating, Building, and Sustaining a Thriving Rural Community
Presenter: Gary Cunningham gcunningham@uwaf.org
Co-presenter: Daniel Kemmis (MT)

Rural communities are working from within seeking new solutions to overcome persistent poverty, racism, and overall deterioration. This session will present the building blocks of community leadership that are key to reducing poverty in rural and reservation communities with histories of economic decline and significant population change.

After School Program Showcase: Collaboration = Success
Presenter: Claudia Mincemoyer cmincemoyer@psu.edu
Co-presenter: Chad Ripberger (NJ)

Collaborative afterschool programming can be science and agriculture, nutrition and health, parent education, 4-H youth development, and more. This program showcase will highlight curricula and strategies for involving 4-H, agriculture, EFNEP and family and consumer sciences staff in afterschool programming. Workshop sponsored by The Afterschool Programs Task Force.

NEAFCS Food Safety and SDA Clean Homes Award Recipients
Presenters: Amy Peterson (NE), VeEtta Simmons (AR), Shelia Fawbush (KY)

The NEAFCS Food Safety award winners will present their outstanding educational program and outline the impact it has had on their communities. The NEAFCS SDA Clean Homes recipients will explain their outstanding educational programming efforts that promote the connection between cleanliness and health.
COMPETENCY BUILDING & PROGRAM DEVELOPMENT

Bullying: Breaking the Code
Presenter: Patti Faughn pfaughn@illinois.edu
Co-presenter: Judy Taylor

“Understanding the power one possesses as a bystander is a pivotal component of bullying prevention. Research shows that peers rarely intervene when bullying occurs, but when they do, bullying stops swiftly (Pepler & Craig). A bystander can strengthen or weaken the bully and/or the target, as well as influence the overall social climate.

Breaking the Code (BTC) is a simulation that exposes teens to research and reveals a hidden but well known social hierarchy in schools. It shows how this hierarchy is affected by the decisions of the bystanders. The BTC resource includes eight scenarios of research-identified common bullying situations.

Middle and high school students will:
1. witness the social hierarchy of bullying
2. understand the power they have as bystanders
3. practice making bystander choices
4. discuss the effects of choices
5. report their intentions to influence their social situations

FCS and 4-H professionals will find this workshop relevant and will
1. experience three scenarios
2. understand the knowledge, attitudes and skills teens can gain from BTC
3. recognize the connection between research and each element of BTC
4. receive information and order form to obtain the total program

Presenters have facilitated numerous bullying prevention programs to schools, parents, and children, including being guest speakers in a series on local television. Ninety percent of administrators rated the most recent BTC presentation as “Highly Effective” and described the workshop as “Excellent”, “Practical” and “Timely”. One of the authors is a speech and drama teacher whose student speech contest pieces are very popular across the United States. One of the reviewers of the simulation is University of Illinois’s Dorothy Espelege, an internationally known bullying prevention researcher.

This workshop will include research underpinnings, simulation experience and guided discussion. This training and handouts will enable participants to present the scenario they take home.

Celebrate Your Strengths and Diversity and Unique Qualities by Taking Charge of You
Presenter: Ginny Powell gpowell@aesop.rutgers.edu

The challenges of Cooperative Extension work can be cited through the high rate of turnover in positions, the effects of burnout on the profession, and the high level of stress/work related illnesses. In order to find balance and satisfaction, individuals must take control of their own lives by deliberately and intentionally making changes that fit their job, their lifestyle, and their personal needs.

The objectives of this workshop are for participants to:
- Incorporate wellness practices into personal life style.
- Practice stress management and stress reduction.

Targeted outcomes of this workshop include:
- Identify the causes of stress and the specific demands on an individual’s time and energy.
- Chart/diary how the 24 hours in a day are being divided up.
- Assess the actual priorities and importance of issues with how time is being spent.
- Learn strategies to re-balance time and take control of issues.
- Utilize tools and resources that will create better health and balance.
- Develop a Personal Plan, with charting abilities to track progress.
- Identify a support system that will allow success in changing behavior.

The targeted audience of this workshop is any professional that feels he or she is facing these pressures, as well as those who are in a mentoring or supervisory position. The presenter developed tools that have been used at state and national presentations. Participants will be introduced to proven philosophies and ideas that can work through mini-lecture and experiential process. Charting and Personal Plan tools and other resources will help guide participants in a new way of thinking and acting. Participants will explore various philosophies of balancing professional and personal life, develop a plan of action for controlling his/her life, and develop a support system to sustain the deliberate and planned actions.

**Communication Tools for Those Crucial Conversations**
Presenter: Linda Manton lmmanton@uckac.edu
Co-presenter: Darlene Liesch

Teams and organization suffer from under-communication, deference, disagreement, decision paralysis, politics, or alienation. Crucial Conversations Training will help you create conditions where people speak with complete candor (no matter the topic) and with complete respect (no matter the person). Gain from spirited dialogue, learn to maximize input, help your team surface the best ideas, and make better decisions together. Learn for yourself what hundreds of other organizations already know. Be a hero and learn to determine where you're stuck and then find effective ways to encourage input (from even the hardest to engage people) by getting your motives right and making it safe to talk. Participants will learn how to listen to content and process and then become skilled at how to agree on the best actions to take. This training session will use audio visuals and skits to help participants see how these skills produce best results. There are ten sessions and each session has about five skits to reinforce learning and skills adaptation. First participants will learn how to get unstuck by spotting the conversations that are keeping them from what they want. They will learn how to stay focused on what they really want and then learn to look for tell tale signs when safety is violated and learn leadership skills to bring conversations back into alignment. Participants will learn to master their stories and learn to speak persuasively not abrasively. Skills taught in this training will deliver significant improvement in areas such as: Performance—because people learn to talk honestly and openly no matter how delicate the topic. Productivity increases because resistance is eliminated, thus decisions are reached with conviction. Teams learn to work together and reach agreements on how to work together and treat other with respect. In addition, leaders will learn about change management, issues related to quality, relationships, safety and diversity.

**Creating Team Players As Well As Producers – 4-H Livestock Skillathon**
Presenter: Toni Riley triley@uky.edu
Co-presenters: Elizabeth Riley, Catherine Riley

When providing youth education, Extension Educators as well as volunteers are charged with offering opportunities to develop life skills that teach youth to be team players, critical thinkers and make decisions. 4-H Livestock skillathon focuses on the total livestock project and enables youth to develop these skills as well as become successful livestock producers or pursue animal science careers. Livestock skillathon provides a balanced approach to livestock education and is a chance for non ownership or nonshowing 4-H members to learn and receive recognition. By learning the different components of skillathon as well as successful ways to engage youth, this workshop will provide the foundation and motivation to develop or strengthen livestock skillathon programs.

This workshop will be conducted by the team members and the coach of the 2007 National
Champion Livestock Skillathon Team and was taught at the 2008 Kentucky Livestock Volunteer Certification and the Kentucky 4-H Volunteer Forum.

Participants will experience first hand the educational activities that make learning the different parts of the skillathon fun! They will be provided with the skillathon components based on age appropriate levels and experience a simulation of the National Contest.

Participants will receive a copy of the Kentucky Livestock Skillathon study guide, and a list of education activities, websites and resources they can use immediately when educating volunteers or use to develop their own educational activities.

Livestock skillathon can be intimidating for not only the 4-H'er but also the educators. This workshop will provide ways to break down the different components and show how to make learning skillathon curriculum not an insurmountable task but a natural and necessary part of a 4-H livestock project.

This workshop will appeal to Extension Educators who want a livestock program that emphasizes the growth and development of the 4-H member as well as the animal.

**Florida 4-H Chaperone Certification Program**

Presenter: William Heltemes whelteme@ufl.edu

Co-presenters: Judy Butterfield, Kelley Hiemstra, Georgene Bender, Germaine Pointer

The health and safety of our 4-H youth is a priority concern in the Florida 4-H Program. Florida is a very transient state, increasing the need for a strong screening and training program for chaperones. However, we are well aware that screening and background checks do not always eliminate potential problem individuals. 4-H youth, 4-H faculty and the 4-H program are at risk if a thorough screening and training are not completed.

The Florida 4-H Chaperone Certification Program includes background checks, reference checks, interviews and attendance at the chaperone certification program. The statewide training was developed in 2004 by Dr. Marilyn Lesmeister, 4-H Specialist and a group of three county 4-H faculty. It was revised and improved by the five Regional Specialized 4-H Agents (RSAs) in 2007. It is now conducted at State 4-H Congress reaching 50-75 volunteers and by the RSAs on a regional level.

The certification program is a six hour course covering risk management; physical, emotional and intellectual safety; ages and stages of youth development; communication skills; positive discipline approaches; conflict management; cultural differences; decision making; understanding the role of the volunteer chaperone; effective supervision; and reporting requirements.

Participants in the Galaxy workshop will receive the training power point, the Florida 4-H Volunteer Chaperone Guide, and related fact sheets. We will take participants through a step by step process to insure that chaperones are properly screened, trained and supervised by 4-H faculty. All extension faculty who utilize volunteers at out of county and overnight youth events will benefit from the workshop.

Volunteers who are certified chaperones are eligible to serve as chaperones at state events and at out of county and overnight events conducted by counties.

**Gearing Up for Kindergarten: A Collaborative School Readiness Program for Parents and Children**

Presenter: Sharon Query Sharon.Query@ndsu.edu

Co-presenters: Sean Brotherson, Angela Berge, Divya Saxena

Participants will have the opportunity to:

- Learn how North Dakota staff have partnered with community organizations to offer Kindergarten Countdown,
- Explore the curriculum and implementation strategies, and
- Review results of evaluation techniques.

In order to instill knowledge and self confidence in children parents need to be made aware of and given the correct tools to prepare their children for kindergarten. NDSU Extension is in its second year of offering Kindergarten Countdown, a Preschool/Parent Education opportunity for
parents and their children who will be entering kindergarten in a year. Targeted sites are intended to facilitate recruitment of families more likely to need assistance with preparing children for school achievement (new immigrant and economically challenged families, etc.). Collaborators include public schools and Head Start. Participants attend two, eight-week parent/child series of sessions. We'll share how this program has been successfully implemented in North Dakota, evaluation strategies and results, and how funding sources have grown.

A variety of evaluation strategies are being used to assess progress in meeting the program's objectives and the development of children and families. Participating parents have indicated very positive impacts from being involved in Kindergarten Countdown. The percentage of participants indicating that the program “very much” impacted their parenting in different areas generally increased three to four times between fall 2006 and spring 2007. The findings for the spring 2007 session indicate that participants experienced significant differences in 16 of the 17 parental practices related to school readiness as a likely result of their participation in Kindergarten Countdown.

State and county staff who developed the curriculum, implemented the program, and conducted the program evaluation will facilitate the workshop. They will share a curriculum sampler and a curriculum CD will be available for purchase.

**Get Moving-Get Healthy with New Jersey 4-H**
Presenter: Annette Devitt devitt@rce.rutgers.edu  
Co-presenters: Sharon Gore, Jennae DuBois, Terri Yost, Virginia Krzyzanowski, Susan Makres

“Get Moving – Get Healthy with New Jersey 4-H” (GMGH) was created as a way for Rutgers Cooperative Extension’s Department of 4-H Youth Development to address the Childhood Overweight/Obesity issue in NJ. The reality of the issue was described in a 2004 Childhood Weight Status report by the NJ Department of Health and Senior Services. It indicated that 20% of New Jersey’s sixth graders are obese and another 18% are overweight.

The overall goal of GMGH is to increase public awareness of the issue, to get youth and their families excited about making positive changes in their lives, and to provide them with an understanding on how they can make those changes.

Started in 2005, the program has grown from an awareness campaign at county fairs to a major component of an extension-wide effort. The key components of the program include:
- Activity Kits (Hands-on activities focusing on three areas – understanding MyPyramid, identifying portion sizes, and learning easy ways to exercise. There are 10 activities included in the kits.)
- Food and Fitness Ambassadors (Teen 4-H members providing leadership to the program.)
- Curriculum (Describes using the activity kits in settings including school enrichment, after-school, and 4-H clubs.)
- Family Fun Events (Planning guide and support materials for coordinating an event for families.)

The workshop is designed for extension professionals working with youth and/or families. Through a Power Point presentation and hands-on activities, workshop participants will learn how the program was developed through a youth/adult partnership, learn about the different components of the program, and experience the activities. Participants will receive information on how to replicate the activities.

**Practical Tools for Addressing Conflict**
Presenter: Joan LeFebvre joan.lefebvre@ces.uwex.edu  
Co-presenter: Mary Novak

In today’s communities people frequently have different ideas about what should be done. These differences can make for creative solutions or spiral into conflict with others. Developing comfort with conflict and skill in managing it is a key competency for extension educators.
We will share practical tools for addressing issues of conflict. Attendees will leave with ideas and take-home lessons to use right away. Our participatory learning activities offer fresh approaches to dealing with conflict and will include visual experiences (drawings and videos), story problems, and the opportunity to reframe issues for win-win outcomes.

• The “Model for Improvement” helps people understand that conflict doesn't have to be a situation where one person “wins” while the other “loses.” Our activity points out that if we want a different result, we may want to change our assumptions.
• One reason difficult conversations are so difficult is that we come in with different perceptions and we argue over conclusions instead of getting to the reasoning and data that lead us to perceptions we hold. The “Ladder of Inference” provides a model for dealing with perceptions.
• You know your side of the conflict. You may even know the parts of other side of the conflict. But how would an impartial observer describe the conflict? The “Third Story” is an approach to resolve conflict.

Our University of Wisconsin – Extension Conflict Education Team is in its sixth year. Conflict Specialists from the UW-Milwaukee conflict center trained and coached us. Now, our team is offering four statewide workshops—Communication and Styles in Conflict, Negotiations for Conflict Resolution, Conflict Analysis, and Facilitating Conflict Resolution. At a recent workshop, participants indicated change (5 point scale) in comfort and readiness to engage in conflicts (2.2 to 3.4) and teach others about conflicts (1.9 to 3.3).

Racing into the Winner’s Circle with Community Service
Presenter: Nadine Fogt fogt.12@osu.edu

Are YOUth ready for the race of your lifetime to make your community a better place? Then fasten your seatbelts! Start your engines! GO! You are headed to the Winner's Circle!

High energy with lots of ideas, this workshop is interactive with a pit crew ready to rejuvenate the drivers with fun and creative ideas of how to teach teens and volunteers to work together when performing community service projects.

This workshop will address competencies under the “partnerships” category in the PRKC 2004. Participants will explore the importance youth-adult partnerships as it pertains to service learning. This introductory competency skill workshop will outline methods to use to teach 4-H adult and youth volunteers how to develop stronger partnerships while performing meaningful community service projects.

A tool box with an easy five-step process to build youth-adult partnerships in the community will be provided. Participants will use these tools in the competency workshop in small groups to “soup up” or “pimp out” popular community service projects! These examples can be utilized in the professionals' programs and activities to encourage more effective youth-adult partnerships. Attendees will learn how to engage youth-adult partnerships in the decision making, planning, implementation, evaluation, and reporting process, five steps developed based on the research findings of youth-adult relationships when performing meaningful community service projects (Ferrari & Fogt, 2001).

This workshop will incorporate interactive small group discussions and team work. Sharing of ideas and challenges between professionals will help everyone be a winner.

The workshop, which has been taught to over a hundred youth and adult volunteers, can be easily duplicated using the provided lesson plan. Other resource material, including service learning website addresses, 4-H Club Community Service Officer Book, and idea generators are included in the toolbox for drivers. Zoom, zoom, zoom, zoom….into the Winner’s Circle!
Raising the BAR!
Presenter: Mark Tassin mgtassin@agcenter.lsu.edu

The LSU AgCenter and the Department of 4-H Youth Development determined the need to review the effectiveness of the 4-H Youth Development Department and Program. In March of 2006, the Cooperative State Research, Education, and Extension Service (CSREES) and the Louisiana State University AgCenter conducted a joint comprehensive review. Following recommendations of the CSREES Review Report, faculty selected from the field and the 4-H department, created its first Strategic Plan developing a vision statement along with goals and strategies. Work continues to ensure that the department’s goals are aligned with the CSREES recommendations and are in concert with the National 4-H Strategic Plan.

This session will provide participants an opportunity to experience the development of a strategic plan for 4-H youth development. Through hands-on activities participants will be taken through the process of developing a strategic plan. This process can be utilized with professionals and volunteers to develop similar plans. The session will entail how one state developed a strategic plan from inception to start of implementation. Providing insights on what strategies worked well and practical ways to improve the process.

For any strategic plan to be effective it must begin with a belief that change is possible. We have adopted the acronym BAR to reinforce the importance of moving forward and change.

BELIEF – We must believe that change can be made within the structure of the organization and we possess the power to effect change.

ATTITUDE – We must adopt a positive attitude about the changes we feel must be made and it must be communicated throughout the organization. Change should support both our parish programs and the goals of the organization as a whole.

RESPONSIBILITY – Every agent must accept personal responsibility for effecting change in the organization.

Scientific Inquiry with Butterflies
Presenter: Dana Homann dhomann@illinois.edu
Co-presenters: Renate Jobst, Barb Roberts, Jamie Wheeler

Scientific Inquiry with Butterflies, a new Illinois curriculum includes twenty-five lessons aligned with the Illinois Learning Standards for youth in 3rd to 5th grades. Using the subject of butterflies, these lessons were created to develop science skills and an interest in pursuing scientific knowledge about the environment and its interactions with living creatures. The experiential learning activities are divided by six chapters; classification, anatomy, life-cycle, survival mechanisms, habitat, and general resources. Each chapter provides background information and handouts for youth participants. Technology is included in some web-linked activities. Evaluation is built into every lesson. This curriculum is well suited for use by groups in schools, after-school programs, recreation programs, clubs, etc. and is a good source of enrichment activities for groups raising butterfly larvae. Instructors may use any number of the activities that meet their programmatic needs. Those with special expertise in the natural resources, horticulture and the environment can build on this curriculum with information on host and nectar plants, habitats and healthy environments for insects and other creatures.

Workshop participants will
• engage in hands-on learning completing activities from each of the five chapters.
• know how to use the train-the-trainer model.
• be comfortable facilitating lessons in each of the five content areas.
• understand how this curriculum can engage youth in a variety of community settings, including park districts, after-school programs, camping events, etc.
During the workshop participants will learn how to use the curriculum lessons and Power Point supplements. They will receive sample lessons and activities with information about how each relate to scientific inquiry. Each chapter will be discussed and information distributed in an easy-to-read yet research-based format. Participants will also be given ordering information and information on low cost reusable supplies.

**Training Teenagers as Food and Fitness Ambassadors for Out-of-School Programs**

Presenter: Chad Ripberger ripberger@rce.rutgers.edu  
Co-presenters: Annette Devitt, Sharon Gore

Using the Get Moving – Get Healthy (GMGH) curriculum developed by Rutgers Cooperative Extension, twenty teenagers from collaborating organizations were trained as Food and Fitness Ambassadors at a two-day retreat. As a result, the trained teenagers conducted six GMGH events for children in after-school and summer programs. GMGH kits are a key component and include nine activities - Exercise Challenge, Finding Your Pyramid, Healthy Plate, Measure Up, Portion Distortion, Read the Label, Serving Match, Think What You Drink, and What Counts.

The Food and Fitness Ambassador training was based on the principles in the 4-H Afterschool Resource Guide, Teens as Volunteer Leaders: Recruiting and Training Teens to Work with Younger Youth In After-School Programs. The thirteen-hour training included a program overview, several teambuilding activities, an introduction to the childhood obesity issue, and an in-depth introduction to the nine GMGH activities. For the resulting GMGH events, the teenagers set-up activity stations and groups of children rotated through the stations.

Based on a retrospective pre-post life skills (15 items) and teaching skills (10 items) survey completed by the teenagers, their overall mean life skills score significantly increased from 1.82 to 2.70 (scale of 0-3; 0=no ability, 1=some ability, 2=good ability, 3=excellent ability), and their overall teaching skills score significantly increased from 2.01 to 2.79 (same scale).

This workshop is relevant for professionals from 4-H Youth Development and Family and Consumer Sciences – especially those wanting to collaborate across departments.

Through a multi-visual presentation, hands-on activity stations, and resource sharing, participants will:

- learn how the Food and Fitness Ambassador training is structured.
- learn about the GMGH curriculum.
- experience a sampling of the nine GMGH activities.

Workshop participants will receive discs loaded with GMGH lesson plans, handouts, evaluation instruments, full-color GMGH placemats, and supporting materials for hosting GMGH events.

**EXHIBITOR SEMINARS**

**eXtension Mini-Seminars**

Presenter: Terry Meisenbach, Dan Cotton

Presentations on the nine Communities of Practice (CoP): Parenting, Gardens/Lawns/Landscapes, Diversity, Disaster Education, Personal Finance, Horses, Youth Science, Engineering & Technology, Family Caregiving, and Entrepreneurship. Two of the CoPs will be offered each session.
LIFE MEMBER / RETIREE SPONSORED

Helping Others Deal with Personal Loss
Presenter: Jim Rutledge Jr. clover@sbcglobal.net

There’s a good chance you know someone who will someday suffer a great personal loss. Most of us know there are stages of grief. This workshop will help you turn those stages into action plans to help others deal with the loss of a spouse, child or parent.

RESEARCH & EVALUATION

A Proposal for Using GIS for Regional Citing of Concentrated Animal Feeding Operations
Presenter: Alan Jensen adjensen@iastate.edu
Co-presenters: Nora Ladjahasan, Chris Seeger

Iowa is home to over 3,000 Concentrated Animal Feeding Operations or CAFOs. The numbers of CAFOs have increased in recent years, raising environmental and rural quality of life concerns. The livestock industry is a major part of the Iowa economy, as also for many rural states.

As these operations proliferate, the risk of impacts on quality of life, water quality, water recreation and property values increases. The negative externalities may go beyond the borders of the operations themselves, beyond the boundaries of the county and of the state, finding their way to the Gulf of Mexico.

In Iowa, county governments are not authorized to regulate CAFOs. The Iowa Environmental Protection Commission has the statutory authority under Iowa Administrative Code 567-Chapter 65 to regulate CAFOs on a statewide basis. The primary regulatory tool is the “Master Matrix.” This matrix includes a criteria-based scoring system for permitting the building or expanding of confinement operations. These criteria are ideally suited for geographic information systems (GIS). This study approaches the issue on a county-wide geographic basis using GIS rather than a site specific basis as is presently done.

The Master Matrix assigns quantitative values to the required criteria for CAFO locations. These are readily mapped and identified with the corresponding values with GIS. By using GIS spatial analytical techniques, geographic areas can be identified as more or less suitable for CAFO development.

This study exams and applies these criteria utilizing a geographic information system on a rural county of Iowa. Suitable and unsuitable areas for CAFO development are identified. The specifics of Iowa law requires additional on-site measurements, but this method enables local authorities to rationally consider the reasonableness of such developments within their jurisdiction, both for the expansion of livestock production and for the protection of other valuable and community assets.

Identification of Right-to-Farm Issues on the Urban-Suburban Fringe in New Jersey
Presenter: Daniel Kluchinski kluchinski@aesop.rutgers.edu
Co-presenter: David Kimmel

As the US population grows, farmers and non-farmers are being brought closer together. The results can be positive or negative for farmers, depending in large part on how farmers respond. Some capitalize on the enhanced proximity to consumers and cultivate new markets, relationships, and educational opportunities with neighbors and municipalities. Others may limit their engagement or be confrontational when issues arise.

A project was undertaken in New Jersey to minimize this human relationship risk and its impact on farmers’ bottom line (i.e. the financial and legal risks of time and money spent on litigation) by soliciting, compiling, and presenting a collection of advice and strategies farmers can employ. In order to determine areas of conflict, a survey of Rutgers Cooperative Extension faculty and staff who work with commercial agricultural interests was conducted. Respondents (n=29, 88%)
response rate) were asked to rank the most common complaints or inquiries related to right-to-farm issues and farmer/non-farmer conflicts.

The top three first-ranked issues were pesticides (applications, residues, drift, safety/dangers), identified by 37% of respondents, followed by noise (trucks, pumps, equipment) and growers rights (ordinances, migrant workers, labor housing, construction, etc.) (17% each), and manure related issues (odors, flies, storage, spreading, handling) (13%). The top three second-ranked issues were pesticides and manure (19% each); noise, water use, and animal issues (hunting, animal rights, livestock production) (15% each); and pollution (dust, dumping, greenhouse emissions, farm cleanliness, runoff, lighting, etc.) (11%). The top three third-ranked issues were pollution (26%), manures and animal issues (17% each), and water use (13%).

Data collected were used to formulate a farmer survey and interview protocol to collect information on their successful strategies. From these efforts, print/web-based pamphlets, popular press articles, and educational sessions were developed to teach other farmers about risk reduction through improved relationships between farmers, non-farm neighbors and municipalities.

Central Business District Measures of Success: A Profile Approach to Informing Revitalization Efforts
Presenter: Greg Davis davis.1081@osu.edu
Co-presenter: Nancy Bowen-Ellzey

To inform sustainable economic development strategies and guide decision making, stakeholders and development officials in rural and exurban incorporated places require more than an understanding of the status of the local economy. Research-based information that will help them better understand the potential for their local retail and service sectors and how to reach it is of critical importance.

Toward that end, profiles of successful downtown retail and service economies were developed to provide community decision-makers with the metrics against which communities can measure themselves and focus their central business district revitalization efforts.

To establish a baseline from which to measure success, secondary data on the economic, demographic and geographic characteristics of small and medium-sized incorporated places in Ohio and surrounding “Rust belt” states were used to investigate the community-level variables that are correlated with economic success. A number of successful community ‘types’ were selected. Then, primary data concerning the community were gathered via interview. These data, combined with additional secondary data, yielded a ‘profile of success’ for each community type which included a sales and composition analysis of the local retail and service sectors, an examination of the physical configuration of businesses, and the policy environment and social infrastructure that supported this success.

Session participants will gain an understanding of the methodology used to develop the profiles and a case study example to ‘test’ the profiles will be discussed. Transferability of this methodology to other regions in the U.S. will also be shared.

EFNEP Training and Work Experience: The Psychosocial Impact on the EFNEP Paraprofessional
Presenter: Judy Hibbs jhibbs@uga.edu

The Expanded Food and Nutrition Education Program (EFNEP) is a federally funded nutrition education program, for low-income families, which operates through state land-grant institutions. The strength of the EFNEP program is in its unique approach to reaching these families through the use of paraprofessionals who are indigenous to the target population. Paraprofessionals are hired and trained to conduct educational intervention programs in local communities.

Through the implementation of local EFNEP programs, much data is gathered which documents the impact of the program on the participants enrolled. However, there is little documentation concerning the effect that EFNEP has on the paraprofessionals who conduct these programs.
This study explores the role of the EFNEP paraprofessional, and the individual change which they incur as a result of their involvement in the program. Specifically, this study identifies psychosocial change which EFNEP paraprofessionals undergo as a result of their training and work experience, and factors which are associated with the psychosocial impact. The design of this study was qualitative, and was accomplished through the use of four focus groups with a total sample size of twenty participants. The constant comparative method was chosen for data analysis, which is a systematic process of constantly comparing occurrences in the data in order to develop themes or categories. Based on the analysis, conclusions are presented about the psychosocial impact of EFNEP training and work experience on the EFNEP paraprofessional and the factors which contribute to change. A model is presented which suggests that this psychosocial impact is a sum of training, support and work experiences when added to the preexisting characteristics that the paraprofessionals have when hired into the program. Under these conditions, paraprofessionals may exhibit changes including skills development, heightened community status, and changes in personal and community relationships. They may also exhibit changes which were identified as the way in which they view others, increased caring for others, and an increase in positive self concept.

Online Teen Social Networks: New Research Provides Insight for Inclusion
Presenter: Mark Light light.42@osu.edu

Background:
It is critical for community development educators and practitioners to involve youths in planning our futures. But how do we communicate with this sometimes mysterious group?

New research frames the discussion. Participants will learn how today’s teens tune in, log on, and approach “community” in this electronic age. Their view is notably different. They are open to new methodologies and practices. They work, function, and play in online network activities with people down the street and across the ocean.

This seminar will help you gain a deeper understanding of how teens approach the internet, post profiles and information, and respond to “outside” involvement in “their” space. It will help you gain a deeper understanding of how to connect with teens which can, in turn, enhance your CD efforts.

The two key focus points will be:
1. current trends among teens, their internet usage, and quotes from current collegians who describe online community;
2. how you can get connected and utilize this great resource.

Methodology:
In early 2007, over 500 current college students on 40 campuses were asked via email, listserv, and snowball methodologies to provide advice insight on online social networking (Ohio State University IRB Protocol #2007E0331). Nearly 200 responded. We asked them about online activities, specific sites, and the hottest trends. Their responses framed insight into how teens view community today. Rich quotes add compelling testimony to the discussion.

Implications:
Understanding new and emerging youth social networks becomes critical as community development educators endeavor to implement best practices in communities across the country. Central to the agenda is the engagement of youth in the process. Their voices provide necessary (and often absent) guidance in the process. These research results will help build an understanding and provide a point of entry for conversation with the “Generation Next.”
ROUNDTABLES
A National Dialog on Community Resource and Economic Development (CRED) Strategic Directions
Presenter: Thomas Blewett  thomas.blewett@uwex.edu
Co-presenters: Gae Broadwater (KY), Mary Leuci, (MO), Walt Whitmer (PA)

Cooperative Extension has had various programs addressing community and economic development needs across the country for many years, but CRED is a relative newcomer to Extension in terms of working towards a national dialog on shared program interests and professional development. The first national CRED Conference was held in Orlando in 2002 which led to the formation of NACDEP.

In May of 2006 CSREES hosted a meeting of Extension Community Resource and Economic Development (CRED) leaders, inviting Land Grant Extension programs from the four geographic regions of 1862 programs, the region of 1890 institutions, and 1994 institutions. From this the CRED National Council was formed which set out to understand common program interests and common needs from a policy and leadership perspective to better support such programs. Following the 2007 NACDEP Conference, CRED program leadership met to examine needs and interests through four work groups: program thrusts, growing support for CRED, partnerships, and professional development. This foundational work set the stage for an effort to develop a document that identifies national strategic priorities for CRED programs and program leadership in Extension.

A Strategic Directions workgroup was convened in October of 2007 in Minneapolis with representation from all the Extension regions, including 1890 and 1994 institutions. Participants included state specialists, local educators, NACDEP liaisons, program leaders, regional rural development center directors, and CSREES. From that workgroup effort a draft Strategic Directions for CRED document was initiated and a plan for engaging CRED Extension educators and researchers in the draft completion and adoption was implemented. The Galaxy Conference was chosen as the time for the CRED National Council to unveil the final publication and how to use this information to strengthen CRED support and to grow its capacity to collaboratively address community and economic development needs across the country.

Balancing Work and Family: Quick Stress Releasing Tips You Can Use Today
Presenter: Sharon Gore  gore@rce.rutgrs.edu
Co-presenters: NAE4-HA Professional Development Committee

Have you ever left a “balancing work and family” seminar feeling more overwhelmed than when you walked in the door? This brief 30-minute roundtable discussion will NOT do that! Instead, we will meet and share “ideas” that are easy to do—not “programs” that require even more work!

During this session, participants will learn a variety of quick activities to pursue the balanced life. And, we will provide participants with tools that will help guide them along the path. Key resources will include ideas on time management, support mechanisms, and methods for setting priorities.

Research Base:
Long-term activation of the stress-response system can disrupt almost all your body's processes, increasing your risk of obesity, insomnia, digestive complaints, heart disease and depression. Chronic stress tends to dampen your immune system, making you more susceptible to colds and other infections.

Stress increases your vulnerability to almost any illness and some chronic conditions. Long-term activation of the stress-response system can disrupt almost all your body's processes (Mayo Clinic Medical Services, 2004).
During this roundtable from the Professional Development Committee’s Balancing Work and Family Taskforce, participants will hear a number of quick stress-reducing tips. This will help participants define and focus on where they are in their journey to balancing work and family.

These tips will help participants create strategies for decreasing negative stress in their lives. Presenters will give testimonies that will benefit seminar attendees as well. Program materials and activities will be made available at no charge to attendees. This will be in an electronic, downloadable format.

This session will share several brief examples of “programs that work.” Participants may bring examples or share their local initiatives in an idea exchange within the group.

Elevating Leadership
Presenter: Alexa Lamm alamm@douglas.co.us
Co-presenters: Connie Cecil (CO), Doug Hart (OR), Jim Wilson (ID)

Volunteer leaders tend to get involved in 4-H because they have something to offer. For example, they have an interest in and general knowledge about the beef project. The next year, one of the kids in their club wants to carry a swine project and the leader allows it but does not have the knowledge to assist the member. As a result, the member does not get the help they need. The member, their parents and the leader become frustrated and the 4-H year ends with a disappointing experience.

A new leader curriculum, Elevating Leadership, is being developed by a western regional team of agents and specialists to assist in turning these disappointing situations in to a success. A leader that has no prior experience with the subject matter can open the manual, gain knowledge and then put on an hour long club meeting by choosing one of the ready to go activities that focus on project and life skill learning. It can be used in conjunction with any state’s livestock member manuals as supplemental information. As a result, the volunteer has gained knowledge and the member has received direct instruction with correct, research based information and enhanced their life skills.

While the team has developed and piloted the first of four manuals, Elevating Swine Leadership, we plan to create manuals for the Beef, Sheep and Goat projects. Evaluation data has been collected through survey monkey that evaluates a leader’s perception of the curriculum. The results from a pilot of the program in five different states will be shared during the Roundtable discussion. Through this roundtable discussion we hope to share what has been done and discuss future applications and adjustments with other conference participants.

Engaging Youth and Adults to Serve Communities
Presenter: Kenneth Jones kenjones@uky.edu
Co-presenters: Wanda Paris, Lee Ann McCuiston, Susan Turner

Although rural communities are as vulnerable to social ills (i.e., crime, drugs) as many urban localities, they often have limited opportunities for young people to engage in meaningful roles as community leaders. Youth often have the perception that there is “nothing to do,” which can negate the motivation to seek opportunities. This project will focus on existing community projects that have had success in fostering structured out-of-school time and demonstrating youth leadership. The presenters will discuss how those youth with limited previous experience as community activists have taken it upon themselves to improve their leadership skills by gaining experience at the grass-roots level. In addition, the presenters will report on how youth identified risks factors and quickly formed collaborations to capitalize on the social capital within their communities. A number of issues were targeted and addressed, including revitalization of local parks, drug use among teens, and hunger among low-income families. The project also examined how the increased involvement has opened doors for young people to serve in additional roles within communities. Further goals of the initiative were to:
Foster community youth development by encouraging youth voice and providing meaningful roles.

Foster adult development, by exposing adults to the skills and talents of youth who are changing communities

Increase the number of true youth-adult partnerships that are sustained over time, where youth and adults are equal and effective change agents

Provide an array of youth development opportunities to build competencies in areas such as mastery, independence, generosity, and a sense of belonging among young people

**Facilitative Leadership for Teens**
Presenter: Lela Vandenbeng vanden34@msu.edu
Co-presenters: Tracy Meisterheim, Dave Thomas

Leadership programs for teens typically focus on some combination of three important facets: character, citizenship, and service. Equally important for effective leadership are the competencies required to help groups envision the future, generate and prioritize ideas for achieving a vision, come to consensus, plan and implement activities, and evaluate how these have moved the group closer to their vision. This roundtable will focus on Teen Facilitative Leadership, TFL, a 12-hour program designed to help teens experience facilitative leadership.

TFL introduces “tools” to help leaders facilitate brainstorming, prioritizing, consensus building, and action planning in fun and interactive ways. Teens learn about leadership, participate in teen-relevant scenarios using the tools, and then plan and conduct their own facilitations. The program is based on a three-day adult version with a little more ‘fun’ thrown in. It was piloted with teens in Michigan, followed by a train-the-trainer for adults who work with teens. It can be conducted in three or four sessions, two days with an overnight, or one long day. Impact results from the adult version have shown an increase in confidence and frequency leading groups, and a high level of continued use of tools learned.

In this roundtable we hope to dialogue with participants about teen leadership development. What approaches have been tried with what results? What formats have been used? How can teen leadership development be done in partnership with schools? What is the relative importance of character, citizenship, service, and facilitation skills in leadership development?

The three presenters have taught facilitative leadership to adults for over 5 years and have actively facilitated groups of adults and teens for over 15 years.

**National 4-H Learning Priorities: Delivering the Goods**
Presenter: Mary Williams msws@ifas.ufl.edu
Co-presenter: Barbara Stone (CSREES)

This open discussion of the National 4-H Learning Priorities will involve participants in a review and strategizing session as we move ahead in building capacity for professional development throughout the 4-H system. Participants will give input and recommendations for how to collaborate and complement the professional development offerings of the land grant institutions, eXtension and related projects.

The National Learning Priorities Steering Committee and content teams have identified and developed content and materials for the six priority themes related to the 4-H PRKC and mission mandates. The next steps include delivering the goods through a national system of coaching, mentoring, facilitating, and training. Professional & program development, Instructional Design, Information Technology, 4-H field, state & national staff can all have a voice and lend a hand in delivering professional development to foster positive youth development.
How can specialists and staff from your land grant institution help create this professional development system? What gaps exist in your own structures that a national system can help fill? How can you help fill the need for professional development of other institutions by across the 4-H organization and Extension system? What promising delivery methods exist and what should we be investigating? How would you define an ideal “faculty” that would staff this system in a nationally recognized academy or cadre of trainers and mentors?

This roundtable discussion will seek your input as National 4-H Headquarters, National 4-H Council, and the land grant system partners seek to improve the quality of professional development opportunities and offerings and thus improve the 4-H experience for the youth of this nation.

Preparation of the Next Generation of Youth Development Professionals
Presenter: Pamela Olsen pamela.olsen@oregonstate.edu
Co-presenters: David White, Roger Rennekamp

Our Extension System strength relies upon preparing the next generation of professionals. The Oregon 4-H Youth Development Department provided leadership in creating a new Education Double Degree at Oregon State University. Undergraduates now have a unique opportunity to earn two bachelor’s degrees at the same time. Student choose from one of two pathways: 1) Education Double Degree for Workforce Settings prepares students as educators or trainers of adults in corporate or organizational settings, and 2) Education Double Degree for Community Settings prepares students to work with youth and adults in environments such as museums, 4-H programs, discovery centers, private, and charter schools. They are prepared to be a community educator and to take leadership roles in communities. Both pathways are 32 credit professional programs, requiring a 3.0 GPA. The Community Settings pathway also requires 40 hours of volunteer service.

The Oregon 4-H Youth Development Department provides leadership and instruction for 17 of the 32 credits in the Educational Double Degree for Community Settings. Courses include:

- Leadership and Management
- Educational Design for Community Based Youth Development Programs
- Organizational Development
- Experiential Program Design
- Applied Instructional Methods
- Internship
- Capstone Seminar

Six students are now in the process of completing the Education Double Degree for Community Settings program. Many others are completing required core classes.

During the round table, 4-H Faculty who developed the classes and teach the courses will provide an overview of the Double Degree’s development, requirements, coursework, and overall program structure. Discussion will focus on two critical questions which affect the future of the Extension System. 1) In what other ways can this Double Degree program better prepare the next generation of youth development professionals? 2) What else can the Extension System do to better prepare and recruit the next generation of Extension professionals?
Promote Health Education and Awareness in Your Community – Become a Master Health Education Volunteer!
Presenter: Ann Sansing asansing@ext.msstate.edu

The Master Health Education Volunteer (MHEV) Program is designed to help better connect communities to vital healthy principles. Many of our rural communities lack access to accurate, easy to understand health promotion information. The MHEV Program strives to bridge this gap, putting essential information in the hands of community members that need it.

This program has many far-reaching benefits that bring personal satisfaction, expand opportunities to interact with others concerned with health issues, provide opportunities to receive recognition for contributions to the community, encourage greater connection to the community, and extend multiple ways to stay up-to-date on current health information for personal use. Other benefits include development in presentation, collaboration, leadership, and computer/technical skills for volunteers.

This program began in mid October of 2006 and has graduated forty one volunteers. At present, over 3300 contacts have been reached and community service hours total over 1000 hours of volunteer time dedicated to promoting health education and awareness. Evaluations were conducted at the final sessions of each training to determine pre and post levels of knowledge. Conference participants will learn a step-by-step process for designing and implementing a Master Health Education Volunteer Program. The workshop will include methods for determining objectives and goals, establishing partnerships to assist with expanded curriculum development and training, creating and designing promotional materials, recruiting volunteers, reporting and evaluation tools, and retention and motivation methods. The knowledge gained in this session will serve as a critical source of information for agencies and other organizations considering such a program. Participants will engage in active learning via a question and answer format. In addition, they will have an opportunity to review the MHEV manual, newsletter and other resources.

Promoting healthy living through community connections is a win-win for all as volunteers, organizations, and communities join forces as partners for the good of everyone.

RT2: Read, Taste, and Touch
Presenter: Beth Switzer bswitzer@purdue.edu

RT2: Read, Taste, and Touch is a “book club” for pre-schoolers and a parent/adult. Each month features a different age-appropriate book which deals with nutrition and agriculture. By using libraries and the Extension Office, the books are available for the public to use. Each book has a RT2: Kid & Adult Activity Sheet filled with activities for the child and adult to do together.

RT2 Celebration Week at the Fair: In one hour, youth participate in story time, craft time, healthy snack time, and then barn time to touch the animal featured in the book. Five different books, crafts, snacks, and animals are featured during the week of the fair. In 2007, over 375 youth participated in this event. Younger 4-H’ers gain leadership skills as they explain their animal to the RT2 participants.

Target Outcome and participants
Outcome: Participants will gain nutrition and agriculture knowledge
Participants: Pre-school aged children and a parent/adult

Evaluation data
Youth and adult IRB approved evaluation tools showed over 80% of participating youth and adults gained knowledge in comprehension, nutrition, and agriculture.

Participants’ comments
“We had no idea education could take place at the county fair.”
“Please keep this program, my whole family has learned so much.”
Roundtable format
Touch the books, see the activity sheets, examine the crafts used during RT2 Celebration Week, and explore ways the program can be adapted to meet your needs.

Contribution to new knowledge or new interpretation
RT2 was unique enough to win the 2007 Extension Partnership Award from Indiana Farm Bureau, Inc. Other counties have requested the curriculum to duplicate in their county.

Appeal to Galaxy III Audience
RT2 is made up of three basic elements: Reading, nutrition, and agriculture which can easily involve 4-H/Youth Educators, CFS Educators, and/or Ag/NR Educators.
ASSOCIATION SPONSORED
Working Lands and Ecosystems
Presenter: Dan Kugler dkugler@csrees.usda.gov

Working lands and ecosystems are highly connected human-natural systems. Viewing working lands as part of an ecological system and a human-dominated, socioeconomic production system yields a broad range of performance criteria, including ecological goods and services, sustainability, resource conservation, food security, economic viability, social equity, and quality of life.

Advocacy at All Levels: Leading Extension into a Vibrant Future
Presenter: Gwen H. Wolford wolford.1@osu.edu

Educating, advocating, lobbying — what is your role as an Extension professional and how do you implement that role? Do you involve volunteers? How are our advocacy efforts perceived and received by elected decision makers? These and related questions will be addressed along with the how-to’s of effective advocacy for Extension.

Iowa Energy Center — Energy Opportunities and Promising Research in Biomass Energy
Presenter: Dr. Norm Olson (IA)

The Iowa Energy Center is a focal point for alternative energy production. Many different research institutions are working on the project. The center is looking not only at how to more efficiently produce the energy sources we know today, but is exploring sources we may never have considered.

Showcase of Successful Urban 4-H Programs
Presenter: James Nichnadowicz nichnadowicz@aesop.rutgers.edu
Co-presenter: Jeff Goodwin (CO)

This program will feature presentations on successful urban 4-H Programs — one from each section of the country — selected from the submissions to the NAE4-HA Directory of Urban 4-H Programs. After minipresentations, small groups will discuss various aspects of successful urban programs using the 2007 white paper on Urban 4-H programs.

Preparing an Award Winning NEAFCS Application and the Community Partnership Awards
Presenters: Marsha Lockard (ID), Darlene Christensen (UT), Rebecca Hagen Jokela (MN), Patricia Hildebrand(IL)

This session will help NEAFCS members to prepare award winning applications and present tips for national winners. The recipients of the NEAFCS Community Partnership Award will discuss their outstanding community partnership efforts that meet the needs of families through collaboration with groups, agencies, and consumers.
COMPETENCY BUILDING & PROGRAM DEVELOPMENT
Associate Professor (Reading Makes Cents)
Presenter: Claudia Mincemoyer cmincemoyer@psu.edu

Outcomes:
1. Learn how to access and use the Reading Makes Cents curriculum
2. Identify potential delivery and funding strategies
3. List evaluation tools for the curriculum
4. Learn strategies for family involvement

Description:
This workshop will introduce a new curriculum for 3-5th graders, Reading Makes Cents. The curriculum is a collection of experiential activities developed around children's literature that has money as a theme. The children's literature explores ideas, activities, and strategies that will help children learn how to earn, save, share, and spend money. Each activity relates to a theme and highlights a specific financial concept, value, or practice. Because parental involvement is essential, a component of the curriculum includes take-home activities available in English and Spanish that parents can do with their children.

Audience:
FCS and 4-H Educators can deliver this program collaboratively (youth development, parenting, literacy, financial education)

Instructional Techniques:
This will be an interactive workshop utilizing learning or skill stations to experience curriculum activities.

Materials Provided:
Copy of the curriculum via Web site.
Sample activities from the curriculum
Curriculum evaluation tools

Research Base:
Despite the No Child Left Behind Act of 2001, reading scores have been relatively stagnant. There is a need to provide high quality, research-based reading activities to augment reading instruction that occurs in the classroom to influence their attitudes toward reading, which in turn may influence such factors as engagement and practice that ultimately affect reading skills.

The JumpStart Coalition for Personal Financial Literacy determined that the average student who graduates from high school lacks basic knowledge needed to manage financial issues they will face as young adults. Children are not born with money sense; habits established early in life become part of children's life experiences and those who learn effective management skills are more likely to make sound financial decisions as adults.

Build a Strong Foundation for Your County 4-H Program
Presenter: Tammy Skubinna tammy.skubinna@oregonstate.edu

To be successful, a county 4-H program needs to be based on a solid foundation. This foundation is built on a strong advisory council, a well organized committee structure and vision, goals & objectives that give the 4-H program direction and a way to measure success. This workshop will focus on some of the skills, knowledge and processes that 4-H faculty and staff can use to strengthen their county 4-H programs and have a solid foundation to work from. The presenter wants participants to be able to take the information presented and be able to change, modify, and/or strengthen their county’s 4-H program.

Workshop participants will:
• Have a clear understanding of the structure of their county 4-H program.
• Learn some steps for strengthening the structure of their county 4-H program.
• Gain some tools to work with committees and make them more effective.
• Learn how to incorporate vision, goals and objectives into their county program and use these for programming, committee work and the direction of their 4-H program.
• Take home handouts including a county structure diagram, job descriptions, vision statement development sheet and sample vision, goals & objectives sheets.

Instructional techniques that will be used in the workshop include visuals, handouts, self-assessment activities and small group discussions. This workshop will help 4-H faculty and staff members work with their volunteers and members to develop a strong structure, vision, goals & objectives as a foundation for their county 4-H program.

The instructor taught this seminar to Oregon 4-H faculty and staff in 2007 and has thirty two years of Extension experience. She has worked with her 4-H Advisory Council to strengthen her county’s 4-H program through developing and implementing five year goals and incorporate new programming into the existing 4-H structure.

**Building a World Class 4-H Board**
Presenter: Jennifer Zaniewski jzaniewski@fourhcouncil.edu
Co-presenter: Jennifer Sirangelo

Your board of directors can be a powerful resource in leveraging visibility and support for your 4-H program – but only if they’re effectively engaged! Building a World Class Board will build skills in board development, volunteer management and fundraising, enabling you to partner with a solid, well-managed board to achieve greater performance. Designed for those familiar with basic volunteer management and/or fundraising practices, this workshop incorporates participant brainstorm, small group critique and feedback as well as hands-on practice exercises.

Participants will:

1) Better understand the roles and responsibilities of non-profit 4-H boards at the local, state and national levels

2) Strengthen their understanding of common board member personality types and the motivators of each

3) Develop strategies to improve board member retention and engagement, especially around fundraising

4) Learn how to use key indicators to assess their board’s performance and satisfaction

Take-away resources from the workshop include:
1) A bibliography of online and print resources
2) Board assessment worksheets
4) Sample board member welcome, follow-up and fundraising letters
5) Hand outs with strategies for retaining and recognizing board members

Jen Zaniewski is the Director of Field Support at National 4-H Council, where she develops resources to support information sharing and best practices across 4-H in private sector fundraising. Jen received her Masters of Public Administration from George Mason University, where she focused on nonprofit board development, fundraising and volunteer management.
Jennifer Sirangelo is Senior Vice President of Resource Development at National 4-H Council, where she provides strategic fundraising direction to the 4-H movement. Jennifer also partners with Council’s President and CEO, in all levels of development with the National 4-H Council Board of Trustees and directly supports the Board’s Resource Development Committee. Jen and Jennifer have partnered on numerous board development workshops, including the 2006 and 2007 NAE4-HA Conferences.

**Building Consensus among Non-Profit Groups Through Community Strategic Planning Based on the Logic Model**

Presenter: Myra Moss moss.63@osu.edu  
Co-presenters: Cindy Bond-Zielinski, Bill Grunkemeyer

Facilitation is viewed as a set of functions or activities carried out before, during and after a meeting to help a group achieve its own desired outcomes. An essential characteristic of facilitation is to make group outcomes easier to achieve by helping each group reach consensus, often in an environment of conflicting values and objectives. This workshop will present facilitation techniques and a process that has been successfully used by external facilitators in a variety of contexts with non-profit organizations and community stakeholders. Most recently it was successfully used with Family and Children First Councils in Appalachian Ohio to develop their annual community plans. Participants in this workshop will actively participate in a simulation exercise by role playing the development of a community plan using the Logic Model as a process guide. By combining lecture, discussion and role playing in small, self managed work groups, the following learning objectives/outcomes of this workshop will be achieved:

1. Participants will learn through role playing how to build consensus with diverse and conflicting groups of nonprofit agencies to reach a common goal.
2. Participants will be able to use the logic model as a part of a strategic planning process for nonprofit organizations and key stakeholders with varying interests.
3. Participants will learn how to effectively plan, coordinate and give guidance to representatives of nonprofit agencies.

Instructions and tools for facilitating the development of a consensus vision with diverse groups of non-profit agencies will be provided to workshop participants. These materials are designed to be readily adaptable and applied to their work at home.

**Celebrate Urban Birds – NYC!**

Presenter: Emily Gunter-Gayton ecg3@cornell.edu

Natural resources and extension professionals in urban environments are often faced with the reality that fellow residents are disconnected from their local natural environment, which is critical not only for ecosystem functions but also in providing a greenspace and sanctuary within an otherwise highly built landscape. In addition, urban youth have limited opportunities to engage in hands-on citizen science in their own backyards, community gardens, and greenspaces, while gaining knowledge and awareness of scientific concepts based on their local natural resources. This program addresses these problems.

The goal of this workshop is to expand the ability of environmental educators to engage and connect urban communities with their local natural environment through citizen science and other experiential learning.

The program was successfully implemented in 2007. Specifically 1400 NYC residents took active part in ten "Celebrate Urban Birds/NYC" events citywide during May 10-13, 2007. This included 550 residents, mostly families with children from the Harlem area, took part in a "Celebrate Urban Birds-NYC!" Festival on May 12 in Central Park at the Harlem Meer and Dana Discovery Center. The program is now being offered as a professional development workshop for teachers and community groups. In addition, efforts have been initiated to serve as the NYC-based partner of
Flying Wild, coordinating delivery of professional development workshops for facilitators and educators and dissemination of the Flying Wild curriculum through training sessions.

Take home instructional materials for the workshop will include: Celebrate Urban Birds! Citizen Science Kit and examples of promotional materials used.

A detailed discussion and presentation will relate to: the need to connect urban communities to nature in their backyards and city green spaces as well as the broader implications to biodiversity and conservation needs; experiences with festival and program development such as goals, venues, target audiences, events, collaborations, and implementation. Participants will also learn how to use the CUB kit.

**Coaching Communities toward Positive Change**
Presenter: Cheryl Jacobs Cheryl.jacobs@sdstate.edu
Co-presenter: Karla Trautman

Since 2003, SDSU Cooperative Extension Service’s Community Innovation and Leadership staff has worked with 27 rural communities with populations of less than 5,000 with poverty levels of 10% or greater. Increasing community knowledge and awareness about poverty while implementing strategies for poverty reduction, strengthening local leadership and linking sustainable community capacity building to long term change has been the focus of “Horizons”; a partnership with the Northwest Area Foundation of St. Paul, MN.

Workshop participants will:
1. Learn about the role that poverty plays in community viability.
2. Identify strategies that bring people together to address community issues.
3. Link the concept of poverty reduction and local leadership development to community capacity building.

This workshop will engage participants in learning proven tools and strategies for community engagement and will explore the role that poverty plays as a factor in community vitality. By engaging citizens in an asset-based thought process that incorporates the face of poverty and engages the leadership development of citizens, communities are empowered to become the owners of their future growth.

Participants will learn how community coaching can be used in engaging citizens in planning for action. Various strategies and tools will be shared including the concept of community inclusion, Appreciative Inquiry, the role of community dialogues (Study Circles), leadership, visioning and strategic planning, and utilizing community demographic profiles.

Workshop participants will be taken through a mini study circles session on poverty and they will also complete a community visioning exercise. Participants will learn about the importance of “community action strategies” and will participate in group case studies that highlight current examples of communities in action.

Finally, strategies for documenting community impacts will be shared including the use of community blogs to capture impacts, measure community change and as a method of evaluation.
Connecting University and Business in Extension Programming
10:00 a.m. – 11:30 a.m. CB&PD CC208
Presenter: Laurel Kubin kubin@larimer.org
Co-presenters: Jacque Miller, Ann Zander, Donna Liess, Luann Boyer

As the wave of baby boomers nears retirement age, employers will need to determine how to retain their older workers to remain competitive. This issue has not been widely discussed in Colorado, nor was research-based information being extended that would be useful to aging workers or their employers. Colorado State University Extension responded to this current issue though a multi-county, multi-university partnerships, conducted a survey of a target audience not previously served, developed marketing strategies, and engaged the knowledge resources of university departments and business sector in providing current trends, research, and best practices. This workshop will highlight each of the previously mentioned competencies in the design of The Rocky Mountain Conference on Aging (RMCoA). Targeted participants for the RMCoA were employers, human resource managers, workforce trainers, and decision makers. The RMCoA participant objectives were to learn research based information regarding the value and impact of older workers; learn strategies to address issues presented by an aging workforce; and gain insight into workplace changes that retain and recruit mature workers. Post-conference evaluation demonstrated program effectiveness with intergenerational understanding and communication being cited by 66% of respondents as something they plan to use in the workplace, and just under half planning to seek further education about conference topics. Between 36-40% stated they will look into their workplace policies concerning older workers, as well as retention and recruitment of older employees. Workshop participants will gain insights into marketing to new audiences, engaging the resources of the university and business in addressing a current issue, introduction to RMCoA content, and an opportunity for reflections on an aging Extension workforce. The presenters will utilize PowerPoint and audience participation through activities and dialogue. Workshop handout will be a promotional post card with a Website address for access to additional information.

Crayon Creations
Presenter: Radonna Sawatzky radonna.sawatzky@okstate.edu
Co-presenter: Kristy Spalding

Through the experiential learning technique of Crayon Appliquéd, youth and adults use their whole brains. The right-brain concepts of line, design and color use are utilized as the design is developed and colors chosen while left-brain science is illustrated when heat is used to change the medium’s properties and make the artwork permanent. While the technique can be used in a stand-alone textile arts class, it can become even more effective when used as a part of a larger multi-disciplinary project – like a club or family heritage quilt or 4-H Camp collage or county banner.

Family and Consumer Sciences and 4-H staff will be able to adapt the techniques practiced in this seminar for audiences from pre-school to Senior Citizens. More than 850 youth and adults in Oklahoma have used Crayon Appliquéd to decorate t-shirts, pillow cases, quilts and wall hangings as a result of train-the-trainer sessions conducted by the presenters. A CD with PowerPoint and printable resources, patterns, supply lists and other information will prepare participants to teach the workshop at home with little advance preparation.

Even though Oklahoma, like many other states no longer has support from the University for clothing/textile-related programming, the demand from the community has not diminished. The program was developed and shared with other county educators and volunteers to fill a programmatic void. This lesson has been welcomed by classrooms in need of arts education, adults interested in expressing their creativity and stress relief and quilting groups looking for new projects.
Empowerment of Low-Income Individuals through Leadership Training  
Presenter: Claudette Byers byerscla@msu.edu  
Co-presenter: Kathryn Cummings  

Working with diverse audiences is an expectation for all Extension. A difficult population to involve is the low-income client. Leadership training can create a willingness to step out of comfort zones and address community issues from a different perspective.  

Extension Educators can use this model to break down stereotypes and discrimination that keep people from seeking services, and service and educational institutions from being as effective as they can be with the low-income population.  

MSU Extension staff continue as facilitators in the efforts and participate as members. This workshop has been presented at Michigan’s Extension Conference as well as a Leadership Summit in East Lansing.  

We will utilize a power point presentation to share how we led a group of local agency staff to recruit and train a core group of low-income persons to facilitate Rowel Poverty Simulations. MSUE also wrote a grant to assist with leadership development training. The group created a name, mission statement and bylaws, and incorporated in the State of Michigan as the Poverty Education Program of Newaygo County - “to overcome poverty discrimination through Action and Education”. Beyond facilitating 44 simulations and debriefings, they have been active on panels, training other groups, and traveling throughout the state to assist other poverty initiatives. They received a grant and award from the Campaign for Human Development and the Community Leadership Service Award in Newaygo County.  

Take home materials will include the format of the original training effort, follow up leadership training efforts which keep the group strong, resources and evaluation information from the Simulations of individual and community change since 1998.  

The real transition of leadership to the target group and responses in their community, plus the places they are invited to present confirm that this voice of the target population has been well received.  

Growing the Photography Project Digitally  
Presenter: Rod Buchele rbuchele@ksu.edu  
Co-presenter: Eric Otte  

In this session participants will learn how Kansas 4-H built photography into a top five project. Presenters are members of the Kansas 4-H Photography Action Team. All activities presented have been used with youth.  

This session will build competencies in participants to use photography tools to develop life skills in youth. Participants will learn how to use digital photography to build the photography project. Topics to be covered include; the language of digital photography, the tools of digital, the technology of digital and about digital image manipulation. Participants will experience photography judging and receive a hand book to conduct photography judging activities back home.  

The session will be hands on; handling digital cameras, learning camera adjustments, judging photography and experiencing activities to take home to teach volunteers. The new 4-H Photography curriculum will be covered. Participants will gain resources to help volunteers develop the life skills of visual communication, using technology and decision making in youth. Participants of this session will be able to increase quantity and quality of 4-H Photography programs.
Herculaneum: Phoenix of the Lead Belt  
Presenter: Barbara Eavy eavyb@missouri.edu

Herculaneum, Missouri has a 200-year history that has witnessed classic cycles of boom and bust, prosperity and desperation, and now environmental catastrophe and recovery with renewal. All the elements of crisis management can be recognized and demonstrated through their journey of fate and deliberate action. The problem-solving elements of crisis, denial, recognition, acceptance, intervention, planning and implementation will be investigated and examined using Herculaneum as a living example of how a community can transform its dismal Present into a promising and productive Future. The participatory community development model of deliberation and implementation will be demonstrated and practiced during this workshop.

Participants will learn to problem-solve and experience the implementation of a stakeholder-oriented community development process using the real world example of a small city in Missouri that was faced with environmental, social, and economic crisis. The workshop will provide opportunities to advance a community planning model that integrates all elements of a community, develops leadership, and unites people of disparate experience, politics, and viewpoints to accomplish a vision that is greater than the sum of any individual vested interests or agendas. Residents’ long-felt heartaches, hurts, political slights, economic losses, health disasters, and forced abandonment of home and way of life can be addressed and resolved through the facilitated Community Development processes witnessed and implemented in Herculaneum.

Workshop participants will recognize elements of their own work through this living example, and take away new ideas and perspectives for resolving challenges they may face. They will gain a new appreciation for the importance of Community Development work and their role in the future of their communities.

A summary and timeline of the work done in Herculaneum will be given to the participants to take home.

How to Assess the Direct, Indirect, and Induced Economic Effects of Agriculture on Non-Agriculture Business Sectors in Your County
Email  
Presenter: Lance Brower lance.brower@ndsu.edu

This workshop is designed to expose participants to input/output economic modeling. This method is peer reviewed and is used to assess the economic effects of agriculture and how it influences the economics of other types of businesses in a given study area. These skills can be used to assess the current economic effect of agriculture, projecting economic impact from growth in agriculture businesses, and predict economic loss from a decrease in agriculture business. This knowledge can then be used to educate others as to the importance of agriculture in their respective counties. This workshop targets those interested in agriculture economics and/or rural economics.

The participants will be involved in creating and interpreting an input/output model. Take-home materials include newspaper articles, posters, handouts, and reports. Another important piece will be a list of specialist in each state that are familiar with input/output modeling. Participants will have access to various web sites to help them further understand the process.

The presenter has used input/output modeling to teach the importance of agriculture for over seven years. He has been asked in two states to teach input/output modeling to county extension educators/agents. The presenter has been contacted by two different state senators in two different states and thanked for the information that was disseminated. One, a senators from Wisconsin, asked why all extension educators did not know how to do input/output modeling. In cooperation with others in Wisconsin, the presenter has helped other extension educators understand and use input/output modeling. A North Dakota senator asked the presenter to present the results of a multicounty model to the state senate committee on agriculture. Last year the presenter was invited to give this workshop at the North Dakota Extension Spring
Increasing Effectiveness: Using the New Brain Research on Adults  
Presenter: Patty Merk pmerk@cals.arizona.edu

As Extension faculty and adult audiences progress across the lifespan, do you ever wonder why some individuals seem to remember more as they age and others...well...you know?

Since the 1990's, new brain imaging technology has stimulated exciting research into the way the brain develops and changes over time. The debate over to what extent our brain potential is genetically or environmentally determined has ceased. Researchers now posit that the way human brains develop is more or less 50% nature-determined by genetic predisposition and 50% nurture-determined by one's experiences (Shore, 1997).

The new imaging technology has been used to extensively study brain development in early childhood. Over time, the technology has been useful in studying the brain across the lifespan. The technology is especially significant in studying the neuroscience of learning. Brain researchers “can now offer some understanding of how the brain changes when it acquires and uses new skills throughout life” (Frith, 2005). With over a decade of scientific studies in place, knowledge of brain research is necessary for effective teaching of adults.

This workshop summarizes key concepts of neuroscience relative to learning across the lifespan. This includes: exploration of how the brain works and the processes involved, roles of meaning, emotion, experience and consciousness relative to learning and social aspects of the brain. In consideration of the neuroscience, the implications for effective teaching of adults are explored.

This presentation will demonstrate and discuss specific adult learning and teaching strategies for optimum program effectiveness and why they work. Specific topics include: the role of emotions, making meaningful connections, use it or lose it and powerful presentations. Drawing upon six years of utilizing brain-based learning techniques in teaching adults, the presenter will help participants incorporate these strategies in their programs. Worksheets, presentation outline and resource lists will be provided.

Living Sustainably: It’s Your Choice  
Presenter: Catherine Elliott celliott@umext.maine.edu

Workshop Description: Living Sustainably: It’s Your Choice is a booklet developed by ANREP’s National Network for Sustainable Living Education (NNSLE) in response to a growing need, nationwide, for materials related to living sustainably. It is the first in a series of booklets designed to support the work of educators as they incorporate sustainable living (SL) concepts into their programs. Focusing on why living sustainably is important, the booklet includes information and activities that guide participants in looking at their current lifestyle and barriers to living sustainably, exploring alternative practices, and developing a personal plan of action. The workshop will teach participants sustainable living concepts, and how to incorporate them into new and current programs.

Targeted Outcomes & Audience: This workshop will be valuable to all Galaxy participants, regardless of programmatic affiliation or client group. They will gain knowledge and skills in developing and implementing SL programs that can be tailored to meet the needs of any client group including individuals of all ages and backgrounds, families, 4-H Clubs, farms, businesses, schools, and organizations.

Presenter Experience: I am one of the authors of the booklet, and was involved in piloting the activities in the booklet as it was being developed. I have conducted “sustainable living” workshops with a variety of audiences over the past three years, and recently initiated a volunteer development program on sustainable living called “Earth Connections Volunteers: Creating Sustainable Communities.” I bring over 20 years of experience in Extension and the sustainable management and conservation of natural resources.
Instructional Techniques & Take-home Materials: Participants in this hands-on workshop will receive a copy of the booklet, as well as additional materials related to the topics discussed and developing their own programs. They will also be introduced to the work of NNSLE and other resources being developed.

Media Relations Made Easy
Presenter: J. Faith Peppers pepper@uga.edu

Do you know what to do when a reporter calls you? What if the topic is controversial or your office is facing a crisis? This workshop will give you tips and training you need to handle media with ease. You can also get teaching tips for training your leadership groups like 4-H leaders, advisory groups and Master Gardeners. Leave with valuable tools you can use and share.

Should Our Downtown Revitalization Goals Shoot for the Moon or Will We Be Satisfied with Low Orbit? (How to Determine Realistic Development Goals in Rural Communities of Various Populations)
Presenter: Bruce Schwartau bwschwar@umn.edu
Co-presenters: Albert Myles (MS), James McConnon, Jr. (ME), Bill Ryan (WI)

Extension community development specialists have developed many excellent programs that help towns analyze their current economic situation and engage with them to create solutions to existing problems. Programming examples would include economic toolboxes, retail analysis reports, BR&E visitation training, etc. These Extension tools often use a system of measuring economic indicators in a community. With the new economic information that has now been given them, community leaders do one of two things. They either, 1) set up unrealistic goals that are unachievable; or, 2) ask the Extension specialist what goals might be attained. Community initiatives to improve a town’s business climate are more successful when we use realistic economic models in conjunction with good engagement techniques. Our proposal is for a Competency Building workshop that helps Extension personnel engage with a community to determine what realistic economic goals might be achieved. The presenters will review the economic models that measure main street business potential and help communities understand the relationship between their downtown and edge-of-town businesses. There will be some emphasis on how the models might change when Extension personnel work with villages as compared to regional retail centers with their big-box stores. Different engagement techniques will be reviewed as we look at how these communities can develop their goals and still hold a realistic view to what is achievable.

This workshop would be led by experienced specialists from Minnesota, Mississippi, Wisconsin, and Maine. All the presenters have developed or managed successful programs in downtown revitalization, retail analysis, tourism, or micro-enterprises. We would like to have a adequate presentation time to share the techniques that contribute to successful community initiatives and to hold rich interaction with the participants of the conference. Handout materials would include successful engagement techniques as well as web connections to successful programs.

EXHIBITOR SEMINARS
eXtension Mini-Seminar
Presenter: Terry Meisenbach, Dan Cotton
Presentations on the nine Communities of Practice (CoP): Parenting, Gardens/Lawns/Landscapes, Diversity, Disaster Education, Personal Finance, Horses, Youth Science, Engineering & Technology, Family Caregiving, and Entrepreneurship. Two of the CoPs will be offered each session.
Pre-Retirement Education and Financial Considerations You Need to Make for a Successful Retirement
Presenter: Mary Pierson

Strategies for a successful retirement will be shared.
Sponsor: National Active and Retired Federal Employees Association

LIFE MEMBER / RETIREE SPONSORED
Aging in Place
Presenter: Becky Reynolds blreynolds@uaex.edu
As we age, we discover once routine things are becoming harder to do. Most adults prefer to not have to move from their present residence in order to secure necessary support services for changing needs. Choosing Universal Design products makes daily living easier. Simple exercises make arthritis more manageable.

RESEARCH & EVALUATION
A Longitudinal Assessment of State-Wide Community Development Capacities
Presenter: Daniel McDonald mcdonald@ag.arizona.edu
Co-presenters: Cathy Martinez, Melvina Adolf, Erik Glenn, Juanita O’Campo-Waits, Beth Tucker

Community development continues to be an important area of work for Extension professionals, yet Extension resources in this area have been scarce. Many states, including Arizona, are facing this crisis. Arizona Cooperative Extension identified community and economic vitality as a statewide program priority and developed a model to build capacity to support systems change to fill the gaps in Extension to build meaningful community partnerships that result in effective programs. This model targets Extension professionals who recognize the power of community development approaches and trains them in the mastery of community development strategies to mobilize community action.

In 2003 a voluntary baseline study was conducted to assess the following areas: the extent to which Extension professionals identified their role as involving community development work; the extent to which they are able to do community development work; the extent to which they are able to access community development resources; and to identify training needs to build organizational capacity in the area of community development. Two-thirds of respondents reported community development as an integral part of their programs, yet on average, more than half of all respondents indicated that their ability to do community development work was less than what they needed. Based on the results of the initial survey, the Arizona Extension Community Vitality project team identified long-term strategies to promote the integration of community development processes through training, mentoring, and the identification, production, and dissemination of resources.

This presentation will discuss the results from the baseline and five-year follow-up surveys as well as the training opportunities that were offered on a statewide basis to build community development capacity for Arizona Cooperative Extension. The Arizona model, survey instruments, and reports will be available for review and discussion.

Annie’s Project – Lessons Learned in Program Adoption
Presenter: Brittany Edelson bedelson@uky.edu

Farmwomen have been an underserved audience in Kentucky, and its post-tobacco economy, where some farming operations are struggling. Women want to be prepared to make decisions regarding their farming operations. In response to this need, the University of Kentucky Cooperative Extension Service, supported by the Ky. Ag. Development Fund, Women in Agriculture and USDA’s Risk Management Education program tested the concept with three pilot
sessions of Annie’s Project: Risk Management Education for Farm Women. The goal was to create learning communities of women who get the resources they need to deal with the many dimensions of risk, with the support of a network of other women.

The Kentucky version of Annie’s Project was modeled after successful programs in other state, but with key modifications. Evaluations documented the success of Annie’s Project in Kentucky. Key elements are buy in from extension specialists, county extension agents, administrators, and most importantly the participants. Chronicking our encounters, barriers, insights, and accomplishments experienced while piloting Annie’s Project, provides insight to the process of adopting a successful extension program from another state.

This paper documents the procedures used and provides a case study analysis of the adoption of this program. Data from the pilot program conducted in three multi-county areas are described. Demographic information about participants is compared between the original participants and participants in the new area.

Detailed evaluations were conducted for all three of the programs. As an example from one group, findings showed that 80% of the participants felt that the program had empowered them to take on a more active role in the farming operation. Fourteen of the 24 have identified a potential opportunity for additional income. Twelve have gone back and reviewed their estate plan to make needed changes, and fifteen have begun a business plan for their farm.

**Teens Serving Food Safely: A Curriculum to Improve Food Handling**
Presenter: Julie Garden-Robinson Julie.Garden-Robinson@ndsu.edu

According to a 2000 U.S. Department of Labor report of teens in foodservice, 17 percent of employed 14-year-old teens worked at foodservice establishments. At age 15, 29 percent of employed teens worked in foodservice establishments. “Teens Serving Food Safely” is a statewide food safety education effort of the North Dakota State University Extension Service in cooperation with high school family and consumer sciences teachers. The curriculum is designed to improve young food handlers' food safety knowledge and skills and decrease risk of foodborne illness outbreaks associated with food service establishments and at home. The pilot-tested “Teens” curriculum consists of five lessons based on the Fight BAC™ and Thermy™ national food safety campaign concepts. About 185 teachers and extension agents have received training and a copy of the curriculum. On a 5-point scale (5 = "excellent"), the instructors gave the curriculum an overall satisfaction rating of 4.7 on measures of clarity, appropriateness of content, student understanding and quality of supplemental materials. From 2003 to 2007, more than 4,500 students participated in the school-based food safety training and evaluation process. All received “food safety kits” including food and refrigerator thermometers, refrigerator magnets and brochures to take home. Knowledge scores, as measured by pre/post testing, increased from 54% correct on the pre-test to 83% on the post-test. About 63% of participants had been involved in food preparation for the public. As measured by a one-month follow-up survey (60% response rate), 81% reported washing their hands more often during food preparation, 58% had shared their knowledge about food safety with others, 38% had already applied what they learned when preparing food for the public, 20% had used a food thermometer more often, and 24% had checked refrigerator and freezer temperatures more often.

**Evaluating the Southern Region Volunteer Forum: Extreme Makeover or Sacred Cow?**
Presenter: Ken Culp ken.culp@uky.edu

The Southern Region Volunteer Forum is attended annually; planned by a 16 member committee. Forum evaluation response rate has been low, and the results have had little impact upon program planning. The event has not changed significantly in two decades. The purpose of this study was to improve the evaluation protocol and to provide research-based data that could strengthen the event.
Methodology

A 20 item quantitative questionnaire was developed to determine:
- motives prompting individuals to attend,
- their expectations,
- the ways they utilized the information, and
- demographic indicators.
The instrument was tested among a sample of 16 host state volunteers to determine face validity. The post hoc Cronbach’s Alpha for reliability was 0.82.

Data Collection

A census survey of participants attending the 2007 SRVF (N = 552) was conducted. Questionnaires were distributed at the closing banquet and were collected two hours later at the closing assembly. Individuals submitting completed questionnaires received a raffle ticket for a country ham. Response rate was 69.38% (n = 383).

Results

Three-quarters of attendees were volunteers. A “typical” volunteer was a 49 year old, married, white female, with two children enrolled in 4-H, employed full-time (taking vacation to attend) who is a 13-year 4-H volunteer, leading a community club, has attended the event for six years and is a 4-H alumni. Participation motives included gathering new program ideas; collecting new materials and resources; tradition. Information from previous forums was shared with other volunteers and used for self-improvement. 57.35% of volunteers attending previous forums have not started a new activity; 48% did not lead clubs.

Implications

1. The term “Leader Forum” excludes the 48% of volunteers who do not lead clubs.
2. Newer volunteers should be recruited.
3. Presenters should format workshop material in a program development standpoint and provide new materials and resources.
4. The planning committee should determine: “How is the information gained at SRVF benefiting participants?”
5. Workshops targeting male volunteers should be presented.
6. A professional development track could be offered for staff.

Investigation of the Impact of Rural Development on Secondary Road Systems
Presenter: Gary Taylor gtaylor@iastate.edu
Co-presenter: David Plazak

This session will summarize a study conducted by the Center for Transportation Research and Education (CTRE) at Iowa State University, and ISU Extension, that examined the service, budgetary, and policy impacts of rural residential subdivisions and confined animal feeding operations on county secondary road departments. Session presenters will also demonstrate a spreadsheet model county officials can use to estimate the impacts of proposed developments.

A small area spreadsheet model was created that is designed to systematically develop trip generation estimates for residential developments (using Institute of Transportation Engineers and other appropriate trip generation estimates) and livestock production facilities (using previous research). It assigns traffic to various roads in the vicinity of the proposed development using a “traffic shed” concept. (Traffic sheds are similar to watersheds in that traffic tends to move toward a dominant destination, such as a nearby center of employment or a livestock market.) The model calculates the service costs (e.g. degradation of gravel road surfaces) and the incremental cost of new traffic generated by the development. It also calculates the incremental tax revenues that
would come to the secondary roads budget. It then provides a calculation of the net fiscal impact of the proposed development on the county budget.

As part of the study the model was applied to a number of existing rural developments in Iowa in order to draw general conclusions about the service and fiscal impacts on secondary roads of various rural development scenarios.

As part of the project, educational materials were developed and workshops were conducted to inform local officials of the study and its policy implications, and to train them on the use of the spreadsheet model. Local officials were provided a CD-ROM with the spreadsheet tool and the final study report.

**Professor**
Presenter: John Preissing john.preissing@ces.uwex.edu
Co-presenter: Annie Jones

World Cafes are a relatively new facilitation process that is being used by Extension services around the county. The promise of the World Cafe process is that it will lead to a more in depth and innovative quality of dialogue around important issues. Improved understanding and group action are hoped for. The process is based on research and practice by a growing group of community development professionals. Seven principles form the basis the World Cafe’s espoused theory of action: 1) the importance of setting the context; 2) creating a hospitable space; 3) exploring questions that matter; 4) encouraging everyone’s contribution; 5) connecting diverse perspectives; 6) listening together and noticing patterns; and 7) sharing collective discoveries. In spite of their growing use, there has been little research on the effectiveness World Cafes or why they have been successful. This formative evaluation research examined seven World Cafe sessions held in Wisconsin, using participant-observation and surveys of participants. The sessions were held to explore opportunities and challenges for greater post-secondary education in northern Wisconsin, an area with limited options. Cooperative Extension facilitators, trained in using the World Cafe process, led the sessions and provided participant-observation data. Community leaders were surveyed shortly after the sessions for reactions to the process through an electronic survey. Findings indicate that new joint understandings were established and that the process aided greatly in establishing a fair model for group discussions. It was not as clear that new community action would lead from the sessions. Finally, specific ways to improve the process were offered by the participants and facilitators. The authors believe that as Extension and other outreach entities engage in communities that the facilitation processes used should be held up to rigor of scholarship in order to assess their effectiveness and to suggest improvements.

**ROUNDTABLE**
**Teens as Stewards of Our Natural Environment**
Presenter: Sharon Strouse strouse.1@osu.edu

Through the OSUE Ohio Certified Volunteer Naturalist Program teens have been offered the opportunity to learn about nature and prepare to be stewards of Ohio’s natural environment. This training serves as an opportunity to explore careers related to the environment and the outdoors. Adult mentors are assigned to teen protégés as they participate in the 40 hours of training and complete their 40 hours of service to become Ohio Certified Volunteer Naturalists. The volunteer naturalist curriculum has been adapted for teens interested in a natural resource educational experience with an adult mentor. Teen protégés attend the 40 hours of certification training along their adult peers. Teens reported increases in knowledge the same as other adult volunteers, but exceed in their self-reporting of increases in career development and skill advancement. Learn in this roundtable discussion how teens have taken their knowledge and advanced their skills to provide service to their schools, their youth organizations and their communities. Curriculum, selection processes, recognition, volunteer management and
communication of impact will be shared in this session.
ASSOCIATION SPONSORED
The Time Is Now! What Extension Is – And Should Be – Doing About Climate Change
Presenter: Will Sheftall sheftallw@leoncountyfl.gov
Co-presenter: Viviane Simon-Brown (OR)

Global instability waits for no one. Extension has the expertise to focus on multi-disciplinary climate change and sustainable living program planning and delivery. We can use The National Network for Sustainable Living Education (NNSLE) to address the total energy, water, and carbon footprint of the lifestyle choices of our clientele.

The MATRIX, A Program Management Tool
Presenter: Barbara Dunn Swanson barbara_swanson@ncsu.edu
Co-presenter: Robert Furr

Participants will learn to use a Program Management Matrix to assist in determining program impact and viability. In a time of economic downsizing and increasing need for program accountability, the Matrix helps prioritize efforts and maximize outcomes. Through self-assessment and small group work, participants will learn to use the Matrix.

The Changing Face of American Agriculture
Presenter: Virginia (Ginger) Harris (NASS-USDA)

The people who produce our food are a changing group. These changes have been taking place over the decades. Immigrants from Europe started the process, and change continues today. Ms. Harris will paint a picture of the change that has taken place and trends that will affect our food production future.

Marketing Makes Sense: How Marketing Skills Complement Your Fundraising and Benefits Your Organization
Presenter: Laura Phillips Garner lgarner@fourhcouncil.edu
Co-presenters: Jennifer Zaniiewski, Jeannette Rea-Keywood

“Marketing Makes Cents” explores the marketing process through a fundraising lens. Using 4-H as an example, participants in this interactive session will develop the marketing, communications and fundraising skills which will enable them to use their expertise to promote their organization/program and enhance their bottom line!

Reaching Diverse Audiences through FCS Programs
Presenters: Ruth Jackson (AZ), Evelyn Whitmer (AZ), Karen Dickrell (WI)

This workshop will help increase knowledge, develop skills and build the capacity of FCS educators to reach diverse audiences. This workshop will also serve to recognize and highlight excellent FCS diversity programs from across the nation.
COMPETENCY BUILDING & PROGRAM DEVELOPMENT
A Performance Management System for Evaluation, Development and Professional Growth of Extension Employees
Presenter: Doug Hart doug.hart@oregonstate.edu
Co-presenters: Deborah Maddy, Roger Rennekamp

As Extension professionals mature in their careers, supervision often becomes an expectation. For example, demands of your program require seasonal help, a grant allows program assistants to be hired, or you are selected to be a county extension director. Chances are no one taught you to be a supervisor and you had to ‘learn by doing’. Learning how to use performance management skills can make your job as a supervisor easier and more rewarding.

The Oregon State University Extension Service Performance Management System’s primary focus is performance management and professional development. The goal of this system is to help supervisors guide their employees to succeed as Extension educators. Program development and delivery, scholarship, interpersonal and collegiality skills, and professional development are a few of the performance dimensions that help the supervisor and employee plan and deliver a quality performance. Performance indicators provide well-defined evaluation measures. Consistent and timely feedback strengthens the relationship between the supervisor and the employee. Combined as a performance management system, these basic human resource functions have proven over time to improve performance and produce quality programming.

Workshop presenters include an Extension Associate Director, a Regional Director, and a 4-H Program Leader, all who helped to guide and improve the performance management system as the organization has changed. They will provide a unique perspective on supervising Extension employees to achieve extraordinary results.

Workshop participants will learn fundamental performance management practices, understand the value of well-defined performance indicators, and experience a quality performance feedback session through role playing real-life situations. You will also take home samples of tools that will help with the next annual performance management review you conduct.

Creating Innovative Learning Opportunities with “Lessons in a Box”
Presenter: Carol Parker-Duncanson cmp10@cornell.edu
Co-presenter: Erika Ichinose

In an effort to eliminate the use of handouts and information sheets, the professional nutrition staff at Cornell University Cooperative Extension-New York City has been leading the ‘paperless education’ movement across New York State through the use of "Lessons in a Box" and multi-county/regional trainings on how to create these resources. Many Cooperative Extensions have developed their own "Lessons in a Box", and the general consensus is that this method works! Whether marketing programs, presiding over a table at a health fair, or teaching/presenting to a group of five or 200, "Lessons in a Box" has been quite a hit with participants.

"Lessons in a Box" is a portable teaching toolbox, complete with visuals, open-ended questions, and engaging activities that can be used in any setting/context. It is an innovative and effective way to teach/present that creates a lasting impression on participants and inspires healthy behavior changes. It is a learner-centered, dialogue-based approach that combines research-based health concepts with hands-on activities to make any topic come to life.

This workshop is geared towards Nutrition/Health Program Supervisors and Educators responsible for program development, marketing/recruitment and workshop implementation, who are interested in building their skills in lesson creation and program enhancement to improve the
work they do in communities. As a result of this workshop, participants will be able to create a "Lesson in a Box" and use it in their own work.

This interactive workshop will introduce participants to "Lessons in a Box": their significance, versatility, portability, usage, and creation. Participants will also explore and experience two "Lessons in a Box" in action. They will apply what they learned and follow a 'Creation Outline' to practice translating a topic of their choosing into a "Lesson in a Box" that invites curiosity and learning. They will gain valuable experience in taking 'words off a page' to create a more interesting nutrition/health workshop, marketing opportunity or presentation, and they will learn how to adapt them for different audiences. As a take-home challenge, participants will create a plan to use their newly acquired knowledge and skills to improve their work and share ideas with colleagues.

**Delivering Extension Programming with Blended E-Learning Tools**
Presenter: Tricia Callahan callahan.149@cfaes.osu.edu
Co-presenters: Jerold Thomas, Graham Cochran, Myra Moss

Today’s (and increasingly tomorrow’s) Extension clientele are expecting to have programming and information delivered to them when and where they want it. Different clientele have different learning styles and delivering preferences. To remain relevant Extension must learn to use blended e-learning tools and techniques.

We will lead an interactive session targeted for Extension professionals interested in learning about blended e-learning tools. Specific tools covered include (e.g. blogs, podcasts, web video and free internet telephony). Teaching techniques that will be used include lecture, demonstrations, and interactive small group sessions.

After participating in the workshop participants will be able to:

- Understand the concept of blended e-learning and be able to connect it to Extension program delivery
- Describe the appropriate uses for blended e-learning tools
- Visually see demonstrations of the tools
- Receive resources with information on the processes used and sources for the tools (where to find them, if any costs are involved, etc.)
- Engage with peers in discussions about the tools and their uses

Participants will also receive a workbook describing research sources, the tools and links to curriculum examples. An interactive and secure web-based project management tool will be demonstrated and provided for participants for one year. This will allow participants to directly access example, tools, post messages with each other, and interact with presenters for one year after the presentation.

All of the presenters have served as faculty in Extension blended e-learning programs and have presented related findings at other peer reviewed conferences including NACDEP, ESP and Outreach.

**Family Preparedness Certification Program – Are You Ready?**
1:00 p.m. – 2:30 p.m. CB&PD W-Senate
Presenter: Carolyn Washburn carolyn.washburn@usu.edu

Results from a survey that was conducted in Washington County, following a flood disaster, provided the beginning for the Family Preparedness Certification Program-Are You Ready? This five – six hour certification program will provide families with education, resources and facts for family security. This presentation on family emergency preparedness will address community issues for emergency planning. Topics of evacuation, sheltering in place, pet preparedness,
family member special needs, possible emergencies to prepare and other important subjects will be covered. This presentation will “train the trainer”, providing knowledge, resources and ideas for community networking to address the emergency issues in each community. Participants will receive an outline, fact sheets, additional resources and ideas to replicate a program in their community. Course was presented at EDEN conference with enthusiastic results and comments.

Instructional techniques used for the presentation will include a power point presentation; handouts, hands on activities, and youth activities to demonstrate the program content and encourage replication.

Materials will be provided for participants. These will include handouts of power point, emergency fact sheets and door prizes that relate to the presentation. These materials can assist in creating a program in local communities.

The uniqueness of this emergency preparedness program is the involvement of all family members. Youth workshops are presented for “hands on” activities and learning. Program is successful because all family members are involved in developing a family plan. Youth involvement alleviates fear and provides knowledge should a disaster occur. Special materials will be shared for the children’s workshops.

This program has been well received in local communities; family involvement has alleviated fear and will help mitigate loss for families. A stronger family security will develop as family members learn of community resources, knowledge and prepare for possible emergencies.

**Getting Ahead by Letting Go**

Presenter: Carol Miller miller.59@cfaes.osu.edu
Co-presenters: Carol Chandler, Susan Holladay, Cindy Long, Mary Longo, Cindy Torppa

Extension personnel are under pressure and scrutiny to ensure programming is appropriate for the 21st Century. Funding sources demand more and stricter accountability and there is increased competition from other organizations engaged in similar educational programming. In response, Extension organizations typically cope with shrinking resources by conducting needs assessments, consulting advisory committees, restructuring and/or defining new staffing patterns, and strengthening specializations. These processes often create new programs and tasks; rarely does this process reduce current programming. The goal of this program is to help extension personnel learn a prioritization process that will facilitate letting go of outdated and low priority programs.

To help educators enhance the quality of their local programming and strengthen their specialization areas, a program called, “Getting Ahead by Letting Go” originally created in the 1990’s was updated for Ohio State University Extension this year. The specific competencies addressed in this presentation include skills to (a) systematically review programming in order to select specific programs for continuation and discontinuation, (b) develop a plan to focus efforts in the most productive ways, (c) engage stakeholders in supporting those plans in order to create the greatest impact for clientele, and (d) balance demands to meet personal, professional and Extension system goals.

This program is appropriate for all extension personnel who want to work smarter (not harder) to produce greater impact in their programming while simultaneously reducing their overall workload.

Educators will learn a prioritization process to help them self-appraise, critically evaluate, and refine their Extension efforts and consequently become happier, more productive and less stressed.

A paper copy of the power point presentation handout will be distributed as well as several
worksheets that allow self-assessment, goal setting, program review and evaluation, and a tool to identify ways to involve stakeholders in supporting proposed changes.

**Ready, SET, Camp!**
1:00 p.m. – 2:30 p.m. CB&PD W-Congress
Presenter: Katie Daly kdaly@udel.edu

An entire camp based on science; it’s not crazy, it works! Delaware Cooperative Extension has successfully supported the National 4-H mission mandate of Science, Engineering and Technology (SET). Through partnerships, composed of several disciplines within the extension system, we have worked toward the national goal of reaching 1 million youth with SET programming. Through the successful implementation of five science camps throughout the state, youth gained valuable skills in several science related topics.

Each of the three counties in Delaware held a week long biotechnology summer day camp where youth were introduced to such topics as forensic entomology, ballistics, and genetics. With biotechnology careers being one of the fastest growing professions the camping program provided activities designed to generate interest in science careers and studies. In addition to biotechnology camps, several environmental based camps were conducted. At camp eco-quest students spent their days hiking, picking and eating vegetables from the organic garden, building worm boxes, and bird watching. Along with camp eco-quest a statewide residential camp was held that focused on teaching elementary age youth about the planet we live on. Programs focused on the air we breathe, the soil where we grow food, the lakes and streams that provide our water.

Each of these camps was made possible through partnerships and sharing of resources both within and outside of the cooperative extension system. The disciplines of 4-H, horticulture, agriculture, and family and consumer sciences were all utilized within the extension system. In addition, graduate students, the Delaware Biotechnology Institute, Master Gardeners, Delaware Solid Waste Authority and community schools were all active participants in summer camp programs. These partnerships gave youth access to many resources and provided state of the art learning environments.

Participants will learn tools and strategies for the development of partnerships and resources to support 4-H SET.

**Ready, Set, Graduate**
1:00 p.m. – 2:30 p.m. CB&PD W-Cabinet
Presenter: Susan Holman sholman@uaex.edu
Co-presenters: Nita Cooper, Tanya Yates, Renee Meyers, Trudy McManus

Everyone is troubled with the lack of financial education and preparedness of high school graduates. READY, SET, GRADUATE is a financial education program with educational sessions and then enforcement activities in the "mall of life" that enables high school seniors to use their career goals to actually work through their budget to meet with bankers, real estate brokers, car sales and insurance agents to meet the financial needs of their future.

Concurrent Sessions: 1.) Show Me the Money 2.) A Penny Saved is a Penny Earned 3.) Money Doesn’t Grow on Trees

Bankers are more than eager to participate and provide this one-on-one experience for youth as they sit with them and seek a loan for a car or a home. Insurance Agents discuss insurance for the car of their choice. Many times the youth return to the Car Dealer and trade down car payments because of the insurance cost. This hands-on activity kicks in the reality of financial issues.

We enjoy the interactions with youth in this format and the school decision makers were impressed with the impact made on their students. Schools have made adjustments in the curriculum to address some of the issues the evaluations uncovered. The majority of students
had little budgeting skills or banking knowledge. Pre and Post evaluations determined we assumed youth knew much more about banking services and effects of poor credit practices. These evaluations are impressive and you make an impact that is measurable and immediate.

Session power points, handouts, evaluations and all the steps will be provided free to each session participant.

**Redesigned Family Tree: Stepfamilies**
1:00 p.m. – 2:30 p.m. CB&PD W-Chamber
Presenter: Lois Clark clark.2@osu.edu
Co-presenter: Nancy Recker

Stepfamilies will soon outnumber all other forms of families in America. Many couples have the mistaken belief that a remarriage will create a traditional, stable family—better than a marriage of the past. This mistaken belief causes unnecessary stress and may create more problems for stepfamilies.

Family and Consumer Science Educators in Northwest Ohio conducted focus groups with stepfamilies to determine the needs of their particular family group. Developmental concepts arising from these interviews provided the fundamentals for the implementation of stepfamily programming. As the number of stepfamilies continues to increase, educators will need to know how to address the issues facing stepchildren and stepparents. Because of the increasing numbers of stepfamilies, programming for strengthening family units is imperative as they understand the unique needs of stepfamilies: discerning distinctive needs and roles of each family unit, understanding social and emotional needs of stepchildren, and practicing positive, open and relevant communication. Credibility and viability of stepfamily programming were achieved through community collaboration with child support services and local schools.

Participants who enroll in this state university peer reviewed presentation will engage in activities to better help them understand stepfamily living and the needs of stepchildren. The PowerPoint presentation will provide research based resources to use in programming when participants return home. The materials are easily accessible and in an easy-to-use pick up and go format.

In addition, workshop participants will receive a compilation of practical and inspirational stepfamily advice from focus group participants. These thoughts along with other quotes were selected for an original book which will be shared as part of the workshop.

**SAMMIE.osu.edu: A Tool for Learning About and Creating Program Evaluations**
Presenter: Karen Bruns bruns.1@osu.edu
Co-presenter: Thomas Archer

Extension professionals are challenged to document the impact of their programs. This session will provide resources to help them develop the knowledge and skills needed to successfully plan and implement an evaluation that documents program impacts. Participants will learn about SAMMIE.osu.edu, a web-portal that provides 22 modules on program evaluation. They will have access to the best and latest literature on the web related to program planning and evaluation. In addition they will learn about using wikis to creating collaborative, virtual work spaces where they can plan, create, archive and report on evaluation projects.

SAMMIE.osu.edu was developed by the presenters and a group of evaluation specialists to give professionals and lay leaders doing community based programs access to self-paced learning modules on program evaluation. It is designed for the person new to program evaluation, as well as the experienced program person who just needs to refresh their evaluation technique knowledge.
During this session, participants will see a demonstration of this web portal and its potential uses in program planning and designing/conducting impact evaluations, as well as analyzing, reporting, and using the results of that evaluation. Participants will learn how to create their own account which they can then access after the conference. After a discussion of the site, the presenters will review how wikis and discussion forums can be used to create collaborative work space and evaluation plans. Participants will be challenged to consider how such a collaborative space could be used in developing an evaluation plan for their specific program. It is the experience of the presenters that the wiki tool is new for many extension professionals and the presenters will engage in a discussion to challenge the participants to think in creative ways about using this tool with specific application to developing and implementing program evaluation.

**Strength in Contributions – Enhancing Leadership Skills for Volunteer Leaders**
Presenter: Jeanne Davis Jeanne.Davis@uky.edu

Extension professionals will learn key leadership areas that volunteer leaders need to develop in order to enhance their effectiveness. Topics include developing advisory member orientation, organizing effective meetings, group facilitation, communicating with decision-makers, building sustainable advisory councils, crosscultural communication, developing personal leadership-critical thinking, ethics, leading teams, and motivating others.

**The Balancing Act – Self Preservation 101**
1:00 p.m. – 2:30 p.m. CB&PD CC207
Presenter: Judy Matlick Judy.Matlick@mail.wvu.edu
Co-presenter: Margaret Miltenberger

Extension educators have a long tradition of professional public service, often at a sacrifice to family and self. This often results in lowered morale, diminished motivation, reduced productivity, and increased burnout and turnover (Benedict & Taylor, 1995). This is costly to the individual and to the organization from both an economic and time efficiency standpoint.

Planning and organizing will not create balance if we do not take care of ourselves! The Life Balance triangle approach (Eyre, 2005) calls for dividing priorities into family, work, and self. Like the corners of a triangle, the family, work, and self areas of our lives are each independent and yet supportive of the other two. The danger lies in neglecting one point of the triangle.

Care of ‘self’ is often the neglected point. One Extension professional said, “It is really about self-preservation.” Knowing how to recharge our batteries and maintain balance enables us to serve others and be better parents, friends, spouses and co-workers. This workshop will focus on developing ‘self-preservation’ strategies so participants will be better able to do their jobs and care for their families.

Participants will learn the importance of carving out time for themselves, discovering their passions, practicing positive health habits, and better working habits. Several life balancing models will be described to better meet individuals’ management styles and personalities. The workshop will close with participants developing personalized action plans for making the necessary changes to develop good ‘self-preservation’ habits and to bring about positive changes to enjoy their lives!

Visually, hands-on activities, lecture, and group discussion will be used, and participants will receive handouts and a resource list. The instructors have received overwhelmingly positive evaluations for presentations with Extension paraprofessionals, professionals and new employee orientation.
The Power of Youth in Emergency Preparedness
1:00 p.m. – 2:30 p.m. CB&PD CC121
Presenter: Lynette Black lynette.black@oregonstate.edu
Co-presenters: Wendy Hein (OR), Pamela Powell (NV)

A tornado has just struck the local high school. Damage is significant and students are injured by flying debris and collapsing walls. Trained students jump into action – providing first-aid, freeing trapped classmates, and bringing order to chaos. By the time emergency responders arrive, injured students have been triaged and readied for transport to the hospital.

This scenario could be made possible through the 4-H Teen CERT program. Participants across the United States are already helping professional responders. This program teaches the federal CERT (Community Emergency Response Team) program skills in a youth-friendly, hands-on manner; develops volunteer ethic and feelings of belonging; and incorporates service learning.

Youth are also involved in disaster readiness by working with local professionals to create emergency maps. Shelters, evacuation routes, vulnerable population locations and potential rural water sources are all topics of maps 4-H youth have created for emergency professionals. Through the Alert, Evacuate and Shelter program, hundreds of youth/adult teams were trained to return to their communities to work with community professionals on preparation projects.

This workshop will combine a presentation about program backgrounds, details, and evaluations with select hands-on activities from the 4-H Teen CERT program. Workshop participants will receive a copy of the 4-H Teen CERT curriculum as well as support material and references about disaster preparedness that would be needed by an instructor. Finally, we will discuss how to develop partners in the community, including CERT coordinators; Fire, Police, and GIS departments; search and rescue teams; insurance companies; and other professionals.

Extension personnel in all program areas will be called upon when their community suffers an emergency. Those who focus in disaster preparedness will appreciate these suggestions for incorporating teens. 4-H agents will also learn how these programs can help them meet the SET mandate.

EXHIBITOR SEMINARS

eXtension Mini-Seminars
Presenter: Terry Meisenbach, Dan Cotton

Presentations on the nine Communities of Practice (CoP): Parenting, Gardens/Lawns/Landscapes, Diversity, Disaster Education, Personal Finance, Horses, Youth Science, Engineering & Technology, Family Care giving, and Entrepreneurship. Two of the CoPs will be offered each session.

Home Baking Association
Presenter: Sharon Davis

The non-profit Home Baking Association offers youth and adult family food, wellness, and service learning educators current FCS and youth-tested resources ideal for extension programs of work. HBA’s FCS professional staff offer participants an overview of available on-line resources, media, and downloadable content plus take home samples.

Pre-Retirement Education and Financial Considerations You Need to Make for a Successful Retirement
Presenter: Mary Pierson

Strategies for a successful retirement will be shared.
Sponsor: National Active and Retired Federal Employees Association
LIFE MEMBER / RETIREE SPONSORED
The Best Selling Dietary Supplements and the Research Behind Them
Presenter: Sara Oldroyd sara.oldroyd@usu.edu

Finding reliable sources for research-based information on the uses, dosage, and side effects of dietary supplements is needed. The top selling supplements including glucosamine, fish oil, Echinacea, and St. John’s Wort will be discussed as well as tips on how to become a supplement-savvy consumer.

RESEARCH & EVALUATION
Cooperative Extension Advisory Council Members’ Perceptions of Roles and Functions: Implication for Cooperative Extension
Presenter: Daney Jackson dgj3@psu.edu
Co-presenters: John Boateng, Dennis Calvin, Rama Radhakrishna

The overall purpose of this study was to assess the importance and efforts of CEAC members to the success of SCE. The subjects for the study was a census of all CEAC members (N=1,100). A three-section survey instrument was developed to collect data. CEAC members were asked to indicate the importance of the three functions—linkage, advise, and advocacy to the effectiveness of Extension and the extent to which they are contributing to these three functions. A total of 48 statements using a five-point Likert scale were used to measure the three functions. Face and content validity of the instrument was established using a panel of experts. Data were collected as per procedures suggested by Dillman (2000). A total of 567 members responded (51%). Data were analyzed using descriptive and inferential statistics.

Overall, CEAC members perceived all the three functions as “important.” The mean values ranged from a high of 4.0 (linkage) to a low of 2.44 (advocacy). However, efforts of CEAC members in performing these functions were very low. Significant differences were found between “importance” and “effort” for all the three functions.

The findings of this study have implications for recruitment, orientation, and training of CEAC members. Need exists for developing a comprehensive recruitment plan for CEACs. Second, an orientation program detailing Extension work, its philosophy, mission, member responsibilities, and roles and functions should be developed. Such a program will enhance not only retention of members but also equip them with needed knowledge and skills to carry out their work. Third, continuous, on-going training program for all CEAC members should be developed and offered so that they are on the cutting edge of Extension programming. Collectively, recruitment, orientation, and training will help CEAC members to accomplish Extension’s mission of serving the citizens of state and improving their quality of life.

e-Government Readiness Among Iowa Counties
Presenter: Nora Ladjahasan nading@iastate.edu
Co-presenter: Alan Jensen

Efficiency, cost effectiveness and public service are three challenging objectives held by many companies and agencies. County government is no different. To meet these objectives, many private and public organizations are turning to the Internet, and local governments turn to what is known as “e-government.”

E-government provides government services to the public online, such as paying taxes, searching for documents, filing permits and communicating with local officials via email. Forward-looking local governments have found e-government application essential for internal management of utilities, law enforcement, emergency response, health care, transportation, the environment and other responsibilities.

With 99 governments, most having more than 12 individual departments, Iowa counties present a challenge of how to effectively and efficiently operate in the e-government world. How much collaboration would be helpful among the counties and departments? What levels of e-
government services are already available in the different counties? Can resources and experience be leverages for the advantage of all the counties?
The County Technology Clearinghouse (CTC) Committee of the Iowa State Association of Counties (ISAC) posed these questions to the Geospatial Technology Program of Iowa State University Extension Community and Economic Development to assist in conducting an “e-government readiness assessment” of all Iowa counties and their departments.
An online survey was designed in three phases to address the above issues and sent to all departments in all county offices of Iowa, throughout the summer of 2007. This survey consisted of 46 questions and 305 possible answers. Responses were tabulated and analyzed by the ISU Extension team using statistical analysis software and spatial statistics (with GIS). A preliminary report was presented to the full committee in November. This report was then used as background for a strategic planning retreat for ISAC’s statewide effort to improve e-government readiness and collaboration among county governments and their departments.

**Measuring Excellence in Extension**
Presenter: Thomas Archer archer.3@osu.edu  
Co-presenters: Paul Warner (KY), John Burton (NV), Scott Cummings (TX), Nick Place (MD)
ECOP appointed a workgroup in 2005 to determine how to measure Excellence in Extension. The group was charged with:

1. Identifying the criteria that defines Excellence in Extension
2. Determining the measures of those criteria
3. Delineating the necessary collection methods
4. Determining how to gain acceptance of the criteria and measures by the Extension system

The workgroup struggled with identifying Excellence criteria that were meaningful to all stakeholders, given the diversity of Extension systems. The product was a matrix based on two conceptual frameworks. One axis represents the traditional academic perspective of universities: Teaching and Learning; Discovery and Scholarship; Engagement; and Management.

The other axis represents a more familiar perspective to Extension personnel and supporters: University Commitment to Extension; Relevance of Extension Programs; Quality of Extension Programs; Outcomes and Impacts; and Funding and External Support.

Through a yearlong interaction with Extension administrators at the regional and national levels, 61 criteria were identified. Based on the priorities expressed by Extension administrators, this was reduced to 19, and seven identified as the most important. The original 61 were retained because some may be useful to individual institutions.

Uniform definitions were developed for the seven most important criteria. This was vital because individual institutions currently use unique definitions that are rooted in history and tradition. Without uniform definitions, aggregating measures across institutions is problematic.

A national web-based database was established. It focuses on institutional-level indicators for internal decision-making. Institutions are asked to self-report data through password-protected access. Institutions may need to modify data collecting/reporting routines to fit the included uniform measures.

This session will highlight the products of the process of defining Excellence in Extension and describe the national database developed for entering, aggregating, and sharing standardized measures of excellence for internal use by Extension directors/administrators for improving their Extension organization.
“A Proposal for Using GIS for Regional Citing of Concentrated Animal Feeding Operations (CAFOs) in Iowa”  
Presenter: Alan Jensen adjensen@iastate.edu  
Co-presenter: Chris Seeger

Iowa is home to over 3,000 Concentrated Animal Feeding Operations or CAFOs. The numbers of CAFOs have increased in recent years, raising environmental and rural quality of life concerns. The livestock industry is a major part of the Iowa economy, as also for many rural states.

As these operations proliferate, the risk of impacts on quality of life, water quality, water recreation and property values increases. The negative externalities may go beyond the borders of the operations themselves, beyond the boundaries of the county and of the state, finding their way to the Gulf of Mexico.

In Iowa, county governments are not authorized to regulate CAFOs. The Iowa Environmental Protection Commission has the statutory authority under Iowa Administrative Code 567-Chapter 65 to regulate CAFOs on a statewide basis. The primary regulatory tool is the "Master Matrix." This matrix includes a criteria-based scoring system for permitting the building or expanding of confinement operations. These criteria are ideally suited for geographic information systems (GIS). This study approaches the issue on a county-wide geographic basis using GIS rather than a site specific basis as is presently done.

The Master Matrix assigns quantitative values to the required criteria for CAFO locations. These are readily mapped and identified with the corresponding values with GIS. By using GIS spatial analytical techniques, geographic areas can be identified as more or less suitable for CAFO development.

This study examines and applies these criteria utilizing a geographic information system on a rural county of Iowa. Suitable and unsuitable areas for CAFO development are identified. The specifics of Iowa law requires additional on-site measurements, but this method enables local authorities to rationally consider the reasonableness of such developments within their jurisdiction, both for the expansion of livestock production and for the protection of other valuable and community assets.

Banking On Strong Bones: An Educational Program to Improve Calcium Intake  
Presenter: Julie Garden-Robinson Julie.Garden-Robinson@ndsu.edu

“Calcium is a nutrient lacking in the American diet. About 70% of pre-teen girls and 60% of pre-teen boys do not meet the daily calcium recommendation, which places them at risk of developing osteoporosis as adults. “Banking on Strong Bones” is a curriculum developed by the North Dakota State University Extension Service. This program, with instruction by extension agents/assistants, was implemented with 818 students (average age, 10 years; 84% Caucasian, 50% male) in 14 North Dakota counties. The purpose was to increase knowledge/awareness of the role calcium-rich foods and weight-bearing activities play in building and maintaining strong bones among children and to improve food and beverage choices based on MyPyramid recommendations. The multi-week effort, based on social cognitive theory, included classroom lessons with participation incentives, educational materials in the libraries and taste testing activities. Families received newsletters designed to improve knowledge of nutrition and physical activity. Students improved their knowledge scores and reported positive attitudinal and behavioral changes toward consumption of calcium-rich foods. On the pre-survey, 50% reported drinking three or more glasses of milk the previous day, compared to 66% on the post-survey. On the pre-survey, 15% reported drinking soda pop every day, compared to 10% on the post-survey. On the pre-survey, 39% of children indicated they would choose soda pop over milk if given the choice; on the post-survey 25% would choose soda pop over milk. About 56% of parents reported positive changes in their child’s eating habits as a result of this program. In a survey with classroom teachers, 61% reported noticing children making healthier choices at lunch and 73%
Extension 2014: Current Trends and Their Impact on Extension Programming and Structure at the 100th Anniversary of Extension
Presenter: Jerold Thomas thomas.69@osu.edu
Co-presenter: Daney Jackson (PA)

It has become a cliché to say that Extension is undergoing a period of rapid change. But several trends are overlapping that will lead to significant changes for Cooperative Extension. We focus on the medium term future by facing on what Extension will be like in 2014, the 100th anniversary of Cooperative Extension. In this presentation we build on previous research based presentations delivered by the authors at Galaxy II, ESP, NACDEP, AIAEE and Outreach conferences.

In this presentation we review pertinent literature and secondary data to introduce six major trends. These are:

- Demographics
- Technology growth
- Increases in knowledge and scientific growth
- Globalization effects
- Quality of life/Sustainable development
- Organizational structure/government

The trends will be described with reference to their impacts on Extension programming, structure and human resource trends.

Conclusions and implications for Extension include:

- Living in an age of disintermediation and the need to move from outreach to engagement
- Increases in the need for technology literacy, digital skill sets and social intelligence
- New patterns of distributed work and how technology tools save money and improve effectiveness
- Increased move to collaborative environments and skill sets
- New funding patterns and their impacts on programming and structure
- Adopting to a clientele that are moving to a suburban lifestyle
- Increased focus of clientele on sustainability related issues including energy

Participants will receive an overview document with literature and related resources along with suggested resources for further exploration. We will also set up an interactive, password protected website that will allow participants to interact with each other, share resources and ideas, and talk to the presenters after the Galaxy conference.
has allowed us to provide the technical support needed to develop higher quality programs that we then deliver multiple times across the three county area. At the same time, the Program Work Team structure has allowed us to maintain the local program identity that is so important to our 4-H members and volunteers. For discussion, I will provide copies of our MOA, committee structure, volunteer position descriptions, and other working documents developed to support the Lake Plains 4-H Program with participants in this roundtable. I will discuss our decision-making process, our successes, and our failures that we have met with along the way.

Getting Involved With Extension Without Signing Your Life Away
Presenter: Virginia Morgan morgamv@auburn.edu
Co-presenters: Terry Meisenbach (CA), Carla Craycraft (KY), Aaron Beata (IL), Debra Pankow (ND)

eXtension represents a new way of reaching the people, and like all new efforts, growing pains are part of the process. If you are afraid of getting involved because you think it will take too much time, this roundtable session is for you. Learn how eXtension Communities of Practice (CoPs) can be organized to maximize member contributions while minimizing member responsibilities. Roundtable participants will provide information on their respective CoPs: how they are organized, member roles and responsibilities, and the decision making process. eXtension leaders will provide insight concerning the technical infrastructure, processes that support the Communities of Practice, and the scholarship of eXtension.

Targeted outcomes
• Reduce eXtension angst
• Increase participation in eXtension Communities of Practice
• Learn from experienced Communities of Practice

Targeted audience: Extension specialists and agents

Experience with the early Communities of Practice has proven that it is possible to deliver the latest research-based information from specialists and agents at land-grant universities across America. It is possible to reach new audiences, gain membership, and balance the workload among CoP members.

This topic is appropriate to roundtable format because we will compare and contrast experiences from at least four Communities of Practice - Imported Fire Ants, EDEN, Financial Security for All, and Just-In-Time Parenting.

Familiarity with the structure of several communities of practice will alleviate eXtension angst, encourage greater participation in existing Communities of Practice, and foster interest in creating new Communities of Practice.

eXtension offers the opportunity for all to participate in a current or emerging Community of Practice. It bridges all Extension program areas and should interest individuals from all Galaxy organizations.

Kitchen Inventions
Presenter: Beth Switzer bswitzer@purdue.edu

Description
To help combat childhood obesity, the Extension Educator created an educational opportunity to encourage young people to take an active role in their food preparation and selection. Kitchen Inventions is a healthy recipe development/cooking competition where participants use foods high in Vitamin C, Calcium, and/or Fiber in their creations. These nutrients were selected because most youth tend to avoid foods containing them.
Target Outcome and participant
Outcome: Participants will become aware of foods high in Vitamin C, Calcium, and/or Fiber and understand how to include them in their daily food intake

Participants: Youth in grades 3-12, young adults in college, and individuals with special needs

Evaluation data
IRB approved instrument showed:
100% of participants could identify ways they could use foods high in Vitamin A, Calcium, and/or Fiber in snacks and/or meals

Some comments made by the participants include:
“I'm reading labels to see what's in the food before I eat it.”
“I learned what foods contain Vitamin A, Fiber, and Calcium.”

Roundtable format
This program can be adapted to be used in many different settings. Kitchen Inventions is constantly evolving. A roundtable setting would be an effective way to share the program with others.

Contribution to new knowledge or new interpretation
At the request of the public, Kitchen Inventions expanded to include a college age category in 2007. In 2008, it will expand to reach individuals with special needs. Parents are amazed how much this program has changed the eating habits of their children. A comment from participant’s parent, “Who would have thought, entering a competition would change our whole family’s way of eating. Thank you!”

Appeal to Galaxy III Audience
Kitchen Inventions can be used by the 4-H/Youth Educator and the CFS Educators

**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!
ASSOCIATION SPONSORED
ANREP Gold Award Winners: The Best of ANREP!
Presenter: Joan Bradshaw jbradsh@ufl.edu

This session will highlight three ANREP Gold Award Winners from the past few years. These awards are given for various programs and activities, and represent the diversity and outstanding quality of programs and materials that ANREP members are involved in.

Leadership Northwest Missouri: A Regional Approach to Leadership
Presenter: Beverly Maltzberger maltiesberger@missouri.edu

Leadership Northwest Missouri (LNWMO) is a regional leadership program that was developed to enhance leadership skills and provide networking opportunities for Leaders in the 19 county region. It is based on the belief that by working together, to promote the northwest region of the state, everyone will benefit economically when growth happens in the region. LNWMO began in 2001, with its first class. There are now over 100 graduates and alumni of the program.

Participants attend an opening 2-day retreat followed by day-long classes once per month for the next 5 months. Each class is conducted in different communities within the region. At the completion of the program, participants decide upon a class project that will benefit the entire region. Examples of two successful class projects include the following. One class developed a flow chart that helps community leaders understand the USDA-RD application process and successfully secure funding for emergency storm sirens for all communities. As a result, 17 communities have received grants or have made application for funding. Great Northwest Day at the Capitol, a day when community leaders meet at the Capitol in Jefferson City to educate legislators as to the needs of Northwest Missouri citizens and communities, is another success story. At the 2008 event, more than 350 residents met with state legislators to express the needs of this region. Public policy issues this year included support for a 12-county regional drinking water plan, waste water and economic development.

This session will describe how this regional leadership program has developed over time and the successes they have experienced.

International Rural Development
Presenter: Ron Schwartau (MN)

The NRECA not only works with the rural electrical cooperatives in the U.S., but is deeply committed to rural economic development in developing nations. Ron Schwartau will share his experiences in Haiti and the Sudan showing how small projects can make such a big difference in lives.

Land Use Investigations with GIS/GPS: A 4-H Youth-Led Seminar
Presenter: Dr. Lisa Bouillion
Co-presenters: Scott Foster (IN), Willa Williams (AR)

Join 4-H youth from Indiana, Illinois, and Arkansas to learn how geospatial technologies are being used to investigate questions of land use management. Participants will gain hands-on experience with the 4-H geospatial curriculum, learn about grant opportunities, and gain insight into youth-adult partnerships supporting community.
Planning and Evaluating FCS Programs for High Impact
Presenter: Lisa A. Guion, Ed.D. lisa.guion@ncsu.edu

In the time of limited resources and increased accountability, it has become more important that FCS educators be able to evaluate and document the outcomes and impacts that result from their programs. Members will learn about resources and practical tools that can help them build their capacity to plan, design and evaluate their FCS programs.

COMPETENCY BUILDING & PROGRAM DEVELOPMENT
A Tale of Two Towns
Presenter: Maxine Norman norma035@umn.edu
Co-presenter: Rae Montgomery

Two small north central Minnesota towns, served by a telecom provider that is visionary and tuned into technology for the 21st Century, were offered wiring for Broadband by company technicians going door-to-door the summer of 2007. Few residents knew what was really being offered.

This interactive session will share how an Extension Educator engaged a small group of people in both towns to plan projects to promote the use of technology to connect their towns internally and externally. Thus, the implementation of a pilot project through Extension entitled Connecting Rural Communities, funded by the Southern Rural Development Center.

Community meetings were held and facilitated by the Extension Educator for the purpose of planning local projects. Proposed projects include "Seniors teaching Seniors," public access and a community web site to provide pertinent information locally, promote tourism activities, as well as works of a local group of artists. The local nursing home is planning to utilize Distance Learning to recertify some staff and also reports residents now moving into Assisted Living are asking "Where is the public access computer so I can e-mail my kids?"

Prior to the community meetings, a pre-survey was conducted to determine a sense of knowledge and usage of the Internet. A post-survey will be conducted sometime in 2008. The participants collectively selected Extension classes “Learn the Net” and “eCommerce for Small Business” as educational events that would help them move their identified projects to fruition.

This is a community driven project with little "real" money involved but highly dependent on local citizens who care about their community and have hope and a vision.

Educational materials used in the project will be shared as well as a PowerPoint outlining the process utilized. Be inspired by what you hear...small towns sometimes harbor creative people of breath taking proportion!

Beyond Tips and Tricks: Guide to More Effective Partnerships with Hispanic Newcomers
Presenter: Christina Vasquez-Case casecv@umkc.edu
Co-presenter: Katy Fields

Alianzas initiated development of a resource guide to offer clear and comprehensive demographical and cultural information to aid University of Missouri Extension personnel in working with Hispanic/Latino residents in Missouri. After several years of research, focus group interviews, writing and revisions, “Partnering with Latinos/Hispanics in Missouri: A Resource Guide for University of Missouri Extension” is now ready for distribution. Although its primary audience is University of Missouri Extension faculty and staff, the Alianzas Resource Guide contains invaluable information regarding outreach strategies, cultural understanding, and statewide resources that may enhance the knowledge and efforts of anyone with interest in developing more effective partnerships with Hispanic/Latino communities.
The changing demographics in the U.S. call for greater awareness of, and response to, the increasing diversity of communities throughout the nation. According to the U.S. Census Bureau, Hispanics/Latinos now constitute the largest minority population in the nation, which is expected to continue increasing. Thus, one challenge of Extension professionals, service agencies, researchers, and community leaders is to meet the needs of their State’s Hispanic/Latino population. The Alianzas Resource Guide strives to encourage and support a smooth and lasting integration of Hispanic/Latino newcomers in the U.S.

This workshop will not only present an overview of the Alianzas Resource Guide, but also engage participants to discuss the context of reception for Hispanic/Latino newcomers in their own communities and identify how they might apply the information and strategies presented in the Alianzas Resource Guide. If materials are available, participants will receive a free copy of the Alianzas Resource Guide.

Ultimately, the Alianzas Resource Guide will afford anyone with interest in developing more effective partnerships with Hispanics/Latinos the opportunity to learn about current issues, best practices, and cultural information regarding the Hispanic/Latino population; enhance existing programs and/or more easily develop new programs for broader audiences and apply them to research purposes; and identify not only the challenges that both Hispanic/Latino communities and stakeholders encounter, but also the means necessary to accommodate them.

**Bridging the Gap between Episodic Volunteerism and Service-Learning**
Presenter: Ashley Krogel ashley.krogel@metroparks.org
Co-presenters: Nate Arnett (OH), Kim Catchpole (OH), Nina Grout (OH)

The value of volunteer service has always been important to the success of Extension programming. Although many 4-H Extension Educators continue to gain support through long-term volunteers, such as club advisors, there has been an increase in the number of episodic (or short-term) volunteers looking for a more defined service experience within a specific time frame. This shift in volunteerism has brought about challenges in practice for recruitment, intake, ongoing support, evaluation, and feedback. Extension Professionals at Adventure Central, an after-school program in Dayton, OH, have taken on these challenges and created an atmosphere where episodic volunteers are given meaningful service-learning experiences that are beneficial for both themselves and the organization. Service learners have been given the opportunity for ongoing reflection, constant communication, and a connection of service to personal experiences helping create an experiential learning environment for episodic volunteers.

The purpose of this workshop is to present a model for successful episodic volunteer experiences through (1) sharing a How-to-Guide for utilizing episodic volunteers; (2) interactive examples/hands-on activities; and (3) a discussion of the role of episodic volunteers and the shift in volunteer management practices that can be utilized by any Extension Professional working with volunteers. This model will assist Educators in the management of episodic volunteers so that the service provided by such volunteers is both meaningful to them as well as effective for Extension.

At the end of the presentation participants will be able to:
- Distinguish the difference between long-term and episodic volunteers.
- Distinguish the difference between volunteerism and service-learning
- Recognize the impact service-learning has on both volunteers and the larger organization.
- Identify the shift in volunteerism and how this affects the volunteer process i.e. recruitment, intake, ongoing support, evaluation, and feedback.

**Building Partnerships That Work**
Presenter: Dora Ann Hatch dhatch@agcenter.lsu.edu
Co-presenter: James Barnes, Ph.D.
Advisory committees, alliances, coalitions, and partnerships are words used to define collaborations. Extension professionals in communities across our nation serve on a variety of local, regional, state, and multi-state collaborations.

How effectively Extension professionals function in their roles depends on their knowledge of collaboration. Extension professionals can increase their knowledge of leading or participating successfully in a collaborative, by attending the session on “Building Partnerships That Work,” a 90 minute workshop designed to take the guess work out of developing collaborations that work.

During the workshop, participants will learn how to start, grow, and evaluate an effective collaboration. The stages of collaborative development will be clearly defined and examples will be given of each stage. Helpful hints and strategies on running the collaborative will be shared and two evaluation tools to help maintain healthy collaborations will be explained and distributed to participants. After review of some best practices for developing and strengthening a collaborative, participants will be given an actual case study of a regional economic alliance. Participants will analyze the alliance in small groups and identify how this alliance can be strengthened.

This training has been used effectively with Extension Agents across the State of Louisiana and with stakeholders. In December of 2007, the training was selected as part of the LSU AgCenter’s Annual Conference agenda, Louisiana’s yearly in-service training for Extension Agents. Since the training, Extension Agents have embraced the concepts and have asked for assistance in collaborative projects ranging from forestry groups to disaster management groups.

Take home materials for the training include a copy of the PowerPoint outlining the stages of collaboration, case study, case study questions, two evaluation tools for collaborations, action plan template, and membership template.

EnviroQuest: CITYgreen-Connecting Kids to Trees, Technology and Their Community
Presenter: Kim Zaletta kim.zaletta@uvm.edu
Co-presenter: Katherine Forrer

This workshop will assist attendees from ANREP, ESP, NACAA, NACDEP, NAE4-HA, and NEAFCS with ways to use geospatial education to deliver programs using these highly demanded technology related skills.

EnviroQuest has for the past 6 years, successfully focused on youth at risk programming that would provide increased technology and life skills. This competency building workshop will highlight EnviroQuest: CITYgreen, an in-school enrichment program which uses software from American Forests (CITYgreen) and ESRI (Environmental Science Research Institute-makers of ArcView software) to foster a connection between students and nature through its real world approach to environmental decision-making. Lesson plans guide students through the process of inventorying, mapping and analyzing trees on their school campus or in their local neighborhood. Educators within the participating schools receive training and a copy of the American Forest CITYgreen curriculum and a GPS unit for each location after program completion to promote sustainability. CITYgreen promotes highly sought after technology skills (global positioning systems –GPS and geographic information systems – GIS) and broad based problem solving skills while promoting community service related efforts by youth.

The workshop will include the ways in which EnviroQuest continues to successfully meet program outcomes including; youth mastering the life skills of problem solving and communication, improving their team building skills, and assisting youth to demonstrate one or more of the four essential elements of the 4-H program (mastery, belonging, generosity and independence). Currently, we enjoy the percent of participants who made gains from pre-program to post-program at 76.84%. With expanded offerings during the 2007-2008 school year, we anticipate an increase in this figure of assessment.
Workshop participants can expect to receive a CD which will include lesson plans, a resource list and information on how to obtain a copy of the CITYgreen software to replicate this program in their home state.

**From Environmental Awareness to Environmental Action: Eco-Ventures at the Earth Center**

Presenter: Laura Bovitz bovitz@rce.rutgers.edu  
Co-presenters: William Hlubik, Abigail Kesely, Matthew Bickerton, Jessica Baculis, John Ochoa

Youth often have an opportunity to build awareness on environmental issues, but are not often involved in making positive changes in their impact on their environment. The Eco-Ventures at the Earth Center program, was a summer environmental experience for youth entering grades 5 through 7. The program design included hands-on learning through exploration, experimentation, and opportunities for debate and discussion. Throughout the program, youth participated in educational activities and discussions concerning environmental awareness and stewardship, and energy conservation. Activities, such as vermi-composting and construction of model landfills, focused on solid waste reduction. Other activities like pond and woodland exploration, focused on ecosystem diversity and invasive species. During the last day of the program, youth worked in teams to develop and film public service announcements, in order to promote environmental awareness within their own communities. Youth were given pre and post-tests to evaluate the effectiveness of the activities and increase in knowledge of subject matter. Youth were also asked to develop short and long-term goals toward environmental conservation at home and in their communities, and progress was assessed through a three month follow up study. End of program evaluations indicated 95% of participants planned to share knowledge gained, and 90% of participants were interested in learning more about the topics covered. Pre to post test scores increased an average of 49%. A three month follow-up survey indicated that 89% of youth changed their attitudes and behaviors toward the environment, and 89% had a positive influence on the environmental behavior of others. This workshop will introduce the Eco-Ventures at the Earth Center program concept, allow participants to take part in sample hands-on activities, introduce program resources, and provide materials that can be used to replicate the program in their own states.

**Home Town Competitiveness**

Presenter: Don Koverman dkoverma@purdue.edu  
Co-presenters: Milan Wall (IN), Bethany Ratts (IN), Connie Hancock (NE)

The Home Town Competitiveness (HTC) program is an innovative community development program built around four "pillars": energizing entrepreneurs; capturing wealth transfer; mobilizing local leadership; and youth engagement. The origins of this program reside with the Heartland Center for Leadership Development, RUPRI Center for Entrepreneurship, and the Nebraska Community Foundation. The success of this non-university program caught the attention of relevant leaders at Purdue and the University of Nebraska. For nearly two years, Extension at these two universities has worked with the three originating partners to develop further this program. This presentation will accomplish the following:

1. Describe the HTC framework and its unique features that distinguish it from related types of community development programs.
2. Share the impacts and outcomes (change in population, new business starts and increase in retail sales) that can be attributed to HTC.
3. Describe the unique partnership, and associated challenges and opportunities that have been developed among these two land-grant universities and the three nonprofit organizations.
4. Discuss how HTC and the existing partnership could be adapted and expanded to support Extension's community development efforts in other states.

**In the Winner's Circle: Winning Ways with Advisory Councils**

Presenter: Harriett Edwards Harriett_Edwards@ncsu.edu
Co-presenter: Dale Safrit

Specialized committees and advisory councils are critical components of successful 4-H youth development programs across the country. Because of the grassroots nature of Extension work, remaining connected to the publics which are served is necessary and allows for programming that meets the needs of the local citizens. Managing these committees and councils, however, requires special skills and can be very time-consuming. It can be intimidating for new Extension professionals as they try to identify the right people for the right position, while honoring the many different publics that are served by 4-H programs at the local level. Often, staff members are being asked to work within a framework that is completely unfamiliar and for which no amount of course work at the university prepared them. Realizing the importance of successfully engaging advisory councils and developing strategies for meaningful involvement of council members contributes to the development of a strong foundation for county Extension programs, regardless of subject area.

This session will focus upon building skills at a basic level targeting newer Extension staff members and those for whom advisory councils and specialized committees are a new component of their work. A newly revised county handbook for use by 4-H Extension professionals will be shared, and the session will build upon the concepts in the handbook with activities and agenda-building strategies to assist in managing councils and committees. The approach will be to consider the eight functions of specialized committees and to apply these concepts and strategies to real-life situations. PRKc competencies from the organizational systems domain and the volunteerism domain will contribute to the teaching objectives for this session.

Innovative Cross Programmatic Opportunities between Community Development, Horticulture and Natural Resources, Community Volunteerism, and the Green Industry
Presenter: John B. Conglose conglose.1@osu.edu
Co-presenters: Jim Chatfield, Denise Ellsworth, Gary Graham, Kathy Smith

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.

The strategy involved mobilizing community volunteers, partnering with local and state government, developing economic development strategies with the Green Industry while utilizing technology in delivery methods. The session will discuss results and impacts of programming that has been developed as a result of this initiative.

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.

Let’s Put the Fun Back in 4-H!
Presenter: Mary Averbeck maverbec@uky.edu
Co-presenter: Toni Riley
Put the fun back in 4-H! Youth join 4-H to learn a skill and socialize with friends. How can agents, educators and volunteers keep the 4-H experience fun while youth still learn the knowledge and skills needed to be successful in a chosen project? The secret is to keep the youth actively engaged in learning using educational games and activities. Create a fun, interactive learning environment and watch the excitement. Get youth out of their chairs; incorporate physical activity into learning. Research confirms that learners retain more when they actively engage in the learning process.

It is the goal of this workshop to share a wide variety of educational games that actively engage youth in experiential learning. Presenters will demonstrate how childhood games or television game shows can be turned into educational delivery modes. Resources will be provided so participants can create these same games for their specific topic and setting. Participants will play Family Feud, Who Wants to be a Millionaire, Mother May I, Scrabble Scramble, Steal the Bacon and many more.

This information has been taught by the presenters at seven Kentucky Livestock Certification workshops to over 400 adult and teen volunteers. Participants will be able to experience first-hand the educational activities. Participants will take home a hard copy or disc of the educational games, directions, websites and other resources that can be uses to develop other educational activities.

Monmouth 4-H Cares – Rutgers Extension and Non-Profit Care Management Partner to Benefit Youth
Presenter: Ellen Williams williams@rcrerutgers.edu

4-H provides an invaluable source of life skills development; however, many youth at risk do not have a source of entry into 4-H due to non-existent or destructive family and community ties. It was out of this identified need that the Monmouth 4-H Cares program was developed, a partnership between Monmouth County 4-H and Monmouth Cares, Inc., a non-profit care management agency working with children with emotional and behavioral problems. This seminar will outline for participants the program development components of grantswriting; volunteer recruitment and training; clientele assessment, program development, evaluation, and sustainability. Participants will receive resources to assist them in developing similar partnerships between their Extension programs and social service agencies.

Through a one-on-one referral process, Monmouth County 4-H insures that each Monmouth Cares youth receives 4-H activities individualized to his or her skills, needs and interests. These activities include, 4-H clubs, school enrichment, independent projects, after school programs, camp, special interest programs, and special events.

Research has shown that the presence of a caring adult in the lives of a youth plays a critical role in his or her positive development; consequently, the linking of Monmouth County 4-H volunteers with Monmouth Cares youth serves as the foundation of the program. Life skill goals are correlated to 4-H recreation activities (e.g., critical thinking, socialization, communication). Program evaluation data includes 4-H recreation portfolios, life skill progress charts and observations from participants, care managers, 4-H staff and volunteers, teachers, caregivers, and counselors. In this seminar participants will participate in a Monmouth 4-H Cares program simulation from referral, intake, 4-H program participation, documentation through to evaluation.
Renewable Energy Development as a Component of an Economic Development Strategy for Rural Areas and Small Towns
Presenter: Nancy Kukay kukay.3@osu.edu
Co-presenter: Nancy Bowen-Ellzey

Over the last five to ten years, renewable energy development has proven to be a boon to rural areas and small communities throughout the western and mid-western United States. With the passage of the Energy Independence and Security Act of 2007, the research into alternative energy sources and production of conventional and renewable biofuels will increase. By their very nature, many of these facilities are located close the source of the feedstock, in agricultural areas; this trend will no doubt continue.

While renewable energy development is not a new phenomenon, the pace of development has been swift and the new energy bill will only accelerate the speed of development. With the massive infusion of research dollars, there will be a new and diverse set of renewable energy development options. As a result, rural areas and small communities must prepare an attraction program in an effort to capture the wealth-creating potential of this new generation of renewable energy development.

This workshop will educate participants about renewable energy developments and the importance of preparing communities to capture the opportunity presented by alternative energy production. This type of economic development project requires the application of the best practices of Developing Successful Community Initiatives with a skill set that includes: community consensus building, conflict management, public engagement, economic development policy formation, team building and team work, organizational development, and problem solving. The workshop will appeal to all program areas of Extension.

The presenters each have eight years of experience in Extension Community Development with extensive experience in group formation and facilitation. Additionally, both presenters have worked extensively with renewable energy companies in an effort to site companies in their respective communities. This workshop will be conducted using lecture format and participant interaction utilizing a series of questions and answers and open discussion format.

Thriving Communities
Presenter: Lynette Flage lynette.flage@ndsu.edu
Co-presenters: Ruth Freeman (IA), Doreen Hauser-Lindstrom (WA)

Participants in this workshop will:

• Gain access to community-wide Study Circle program implementation and evaluation tools developed for the Northwest Area Foundation Horizons program.
• Discuss and hear different views of why there is poverty from the Study Circle program titled “Thriving Communities: Moving from Poverty to Prosperity for All”
• Explore research impacts from Iowa, North Dakota, and Washington on Study Circles programs in each state during the spring of 2007.
• Value the youth/adult partnerships developed from participation and facilitation of local Study Circle discussions.
• Understand methods of Study Circles recruitment to mirror the community in terms of race, age, ethnicity and income.

The guiding principle of the Study Circles process is to connect deliberate dialogue to social, political and policy change to better meet the needs of at-risk people within their communities. It is a process that engages small groups of people in a dialogue around an issue providing an open and fair venue for discussion by all participating. Study Circles recommends that each small group be inclusive of individuals from all segments of the community so that they might help each member of the group better understand the issues affecting them. The end of the Study Circles
process requires each group to identify action ideas that they are willing to work on. These action ideas within the Horizons program have lead communities to work further on issues facing at-risk audiences.

Participants in this workshop will be actively engaged as each will receive the study circles workbook entitled “Thriving Communities” Moving from Poverty to Prosperity for All” and have the opportunity to experience a portion of the Study Circle program firsthand in small groups. Study Circles recruitment and facilitator samples and ordering information for materials will be provided during the workshop to help participants replicate this work in their efforts. Samples of all evaluation tools will be provided to participants as well.

**You Animal You! A Unique Approach for Youth and Adult Volunteers to Develop Leadership Skills and Enhance Group Interaction by Understanding Personality Types**

Presenter: Carole A. Smith carole.smith@oregonstate.edu
Co-presenter: Shana C. Withee

As Extension faculty, we work with volunteers, youth, and professionals representing a variety of gender, age and cultural differences. To work together effectively all parties benefit from an understanding of personality styles. Developing skills to understand how personalities influence our decisions can build a strong foundation for positive social interaction. When individuals understand and appreciate one another they work together in harmony, focus on the task, and avoid frustration and annoyance due to differences of opinion or expectations.

This workshop shares a simple, fun method for teaching youth and volunteers about personalities by using animal species to represent four basic personality types. This method has been tested on over 200 youth, camp counselors, volunteers, and Extension professionals. Survey results indicated that relating personality types to animals was a fun, easy approach to gain an understanding of personalities. By gaining a better understanding of others, participants increased their leadership skills and increased their sense of belonging and competency.

This workshop addresses two core competencies: Youth and adult development and personal development. These competencies teach specific skill sets in understanding oneself and others; accepting of differences; empathy for others; and learning to learn. Participants attending the workshop will: 1) gain a greater understanding of themselves and others, 2) be able to categorize individuals into four main personality styles 4) gain an acceptance and appreciation for the diversity of other personalities types and 5) recognize the strengths of each type and gain an appreciation of their value in group decision making.

Outcomes: Participants will learn to identify four major personality types; learn tips to work effectively with each type; to accept/appreciate the diversity of personalities and appreciate the value of each type in a group setting. Participants will take home materials and skills to replicate this workshop with their youth and volunteers.

**EXHIBITOR SEMINARS**

**eXtension Seminar**

Presenter: Terry Meisenbach, Dan Cotton

Presentations on the nine Communities of Practice (CoP): Parenting, ardens/Lawns/Landscapes, Diversity, Disaster Education, Personal Finance, Horses, Youth Science, Engineering & Technology, Family Caregiving, and Entrepreneurship.

**LIFE MEMBER / RETIREE SPONSORED**

**Financial Planning for the Second Half of Your Life: 10 Key Issues**

Presenter: Barbara O’Neill oneill@aesop.rutgers.edu

As people get older, their personal finances often get more complex. They face new financial challenges and decisions, such as making required minimum distributions from tax-deferred
retirement plans. In this workshop, participants will learn about common feelings and financial errors of older adults and 10 key later-life financial issues.

RESEARCH & EVALUATION
“A Taste of Technology” – Advanced Master Gardener Training
Presenter: Robert Call recall@ag.arizona.edu

Master Gardener volunteers (MGV) enjoy learning and increasing their skills. Advanced training for MGV is a method to keep trained personnel actively involved in the program. A five week, hands-on advanced training course was begun January 25, 2006. The objective of the training was to improve the knowledge and skill set of MGV so they can be more effective. Classes were held once a week, for three hours, in the Computer Laboratory at the University of Arizona, South Campus. Class topics were: desktop computer hardware components and software programs, emailing, web browsing and searching, webpage design and posting, digital photography and enhancement, GPS/GIS, and PowerPoint® presentation construction and delivery. Presentations were made by Extension personnel and MGV. The average attendance for each session was 16 MGV. Evaluations were all positive with an overall rating of 4.6, using a Likert scale (1=low, 5=high). Many benefits have occurred for the MGV program from this advanced training. Some examples are: MGV now maintain the Cochise County Master Gardener Website—http://ag.arizona.edu/cochise/mg/: MGV create and give educational PowerPoint® presentations; digital photography is used to archive images of pests and other problems in databases; and all communications for the MGV program are done electronically. Currently 589 subscribers of the monthly “High on the Desert” Cochise County MG Newsletter, that is web-based, receive notification by email. Now 385 physical copies are produced and mailed, a decrease of nearly 40%. GPS/GIS programs are being used to identify and list locations of labeled ornamental plants in the Campus gardens. Upon completion of an advanced training MGV receive a pewter label pin to attach to their Master Gardener badge.

Outcomes of Participation in OSU Extension’s Real Money, Real World Program
Presenter: Theresa Ferrari tferrari@csrees.usda.gov
Co-presenters: Lisa Sotak (OH), Beth Bridgeman (OH), Nancy Hudson (OH)

Each year, America’s high schools graduate thousands of young adults who are unprepared for the world ahead of them, particularly in important matters of employment and financial decisions (Mandell, 2001; Golden, 2006). The need for improved financial education has been described as urgent (Beverly & Burkhalter, 2005; National Council on Economic Education, 2005). The curriculum Real Money, Real World (RMRW) (Bridgeman et al., 2005) contains six lessons, culminating in an active, hands-on simulation experience that gives young people the opportunity to make lifestyle and budget choices similar to those they will make as adults. To evaluate the impact of this curriculum, a statewide evaluation was conducted. Data were collected from 3,315 students in programs implemented in 2007 in 17 counties. A self-assessment using retrospective pre- and post test assessed changes in awareness and importance, post-only and open-ended questions assessed intended changes, and open-ended items asked about what surprised them the most. Frequency distributions were used for quantitative analysis and open-coding was used to derive themes from open-ended responses. Data showed that the program made a dramatic difference in raising youths’ awareness about the costs to maintain a household, as well as an awareness of the interrelationships of education, job, and money. Youth reported that participating in the RMRW program gave them a better understanding of what is involved in earning, spending, and managing money. Two-thirds indicated an intent to change spending habits, savings habits, attitudes, educational choices, and future planning. Open-ended comments indicated that the program was eye opening and gave them a taste of the real world. It was also described as “pretty cool” and “fun.” RMRW creates a teachable moment with regard to financial and educational choices. Included in this presentation is information about the curriculum, evaluation results, and implications for replication.
Relationships between 4-H Volunteer Leader Competencies and Skills Youth Learn in 4-H Programs
Presenter: Rama Radhakrishna brr100@psu.edu
Co-presenters: Natalie Cabot, Lydia Everhart

Volunteer leaders are the heart and soul of 4-H programs. It is important to assess whether or not the competencies they possess is related to life skills youth learn in 4-H. Such an assessment will help identify competencies needed by volunteer leaders for promoting youth development. The purpose of this study was to assess volunteer leader competencies and their relationship with life skills youth learn.

The target population for the study was all volunteer leaders (N=8,500). A random sample of 378 leaders was selected to reflect a 5% sampling error. After a review of several studies a three-section instrument was developed to collect data. The 22 leader competencies were grouped into safety, mattering, belonging, social norms, structure, relationship and skill building, while 15 items measured youth life skills. All the 37 items were measured on a five-point Likert scale. A panel of experts validated the instrument for face and content validity. A reliability analysis indicated that the instrument had acceptable reliability (.92 for competencies and .93 for youth life skills). Data was collected using a mail survey as per procedures suggested by Dillman (2000). A total of 148 volunteers responded (39%). Descriptive statistics and regression analysis were used to analyze the data.

Significant relationships were found between life skills youth learned and three leader competencies—skill building (.503, t (147) =7.04, p

4-H Public Speaking Makes a Difference
Presenter: Benjamin Silliman ben_silliman@ncsu.edu
Co-presenter: Barbara Swanson

Over 100 youth (N = 118), ages 9-17, who participated in presentation and creative performance events, reported immediate benefits in confidence and life skills that propelled them to continued achievement and contributions in a wide range of settings. All youth completed a one-page survey about their experience and its effects. A randomly selected sample (N = 37) participated in 10-15 minute interviews on their use of presentation skills in other settings. Personal interest motivated participation for over 90% of youth, but half also cited the influence of others. Most youth in presentation indicated that preparation and presentation helped them build self-confidence (81%), learn more about their topic (80%), and build life skills such as goal-setting (79%), communication (77%), organization (70%), working with others (61%), and research skills (58%). Youth performers, slightly older on average (age 13 vs 12 for presenters), reported their greatest gains in confidence and communication skills. Performers valued goal setting and working with others more, while presenters had higher scores on subject learning and research skills. Interviews corroborated survey results, with over 90% reporting greater confidence in a variety of activities. Eighty percent applied event knowledge and skills to speaking and project work at home, in school, and other informal settings. In-depth analyses indicated no difference in perceptions of benefits of public speaking events by age, gender, or years of participation. A large majority of youth felt that they received about the right amount of help in understanding their topic, preparing and practicing their speech, although some felt they received more help than needed. Most felt event rules were explained clearly and presentations were judged fairly.

This study affirms that even first-year participants experience positive gains in confidence and life skills that translate into positive engagement in school and non-formal education.

Cooperative Extension Constituent Study: Comparison of Extension Directors and County Commissioner Perceptions and Priorities
Presenter: Dennis Calvin dcalvin@psu.edu
Co-presenters: Daney Jackson, Naana Nti
Cooperative Extension is rapidly approaching the end of its first century. As we enter a new century of service, it is important that we look deeply into the reasons for our existence and to make sure we continue to be relevant. As part of a process to reframe ourselves, Penn State Cooperative Extension wants to understand how our major stakeholders view us as an organization and which programs they most value. This presentation compares our County Extension and/or Regional Director’s and County Commissioners and/or Clerk’s perception of and priorities for Extension programming. In this study, 64 County and Regional Directors were invited to complete a web-based survey. Fifty-one responded which represented 48 of 67 counties. Of the 240 County Commissioners and County Clerks invited to participate in the survey, 69 responded representing 40 of 67 counties. To reduce non-response error, paper surveys were mailed to non-respondents and follow-up with telephone calls. Based on our survey, taxes, workforce, and community/economic development were listed as the top three priorities of County Commissioners, while County Extension Directors listed preserving/sustaining agricultural enterprises, community/economic development, and funding. In general, County Commissioners had a very positive view of Cooperative Extension, while less than 1/2 of the County Directors felt that Extension “performs very well” or “performs reasonably well” on marketing itself to the community, proactively adjusting programs to respond to changing needs and anticipating and responding to critical/emerging issues. The results of these surveys suggest that there is reasonable, but not 100%, agreement on the major issues of importance to the counties. The lack of complete agreement suggests that opportunities exist to improve program alignment with county needs. Based on the result of our study, it is clear that Cooperative Extension has opportunity to improve our value and continue the long history of excellence educational programming.

**When Creditors Are Predators**
Presenter: Rebecca Travnichek TravnichekR@missouri.edu
Co-presenters: Annette FitzGerald, Brenda Procter, Suzi McGarvey

“When Creditors Are Predators” is a 2½ hour workshop designed to help educators and consumers better understand predatory lending, learn how to protect themselves against it, and be able to find alternatives to it. Predatory lending is defined as the practice of charging excessive fees for loans or payment contracts that are not in a consumer’s best interest, often using targeted, aggressive tactics and false claims, or failing to disclose all terms and costs up front. The objectives of “When Creditors Are Predators” state that community educators or consumers will: (1) be able to define predatory lending, (2) learn where predatory lending occurs most frequently, (3) recognize signs of predatory lending, and (4) be prepared to make fully-informed decisions about predatory lending. “When Creditors Are Predators” is in the pilot stage of research. Workshops held for community educators or consumers are conducted similarly. A pre-test evaluation is completed to ascertain current knowledge of predatory lending. Workshop format includes a computer presentation, fact sheets, and tip sheets which guide learners through topics related to rent-to-own, refund anticipation loans, payday loans, pawnshop loans, subprime mortgages, and car title loans. All adult learning styles are addressed. An end-of-session evaluation is used to measure knowledge gained and how that knowledge will be used to help families recognize and eliminate use of predatory lenders. Follow-up evaluation procedures are being designed for both community educators and consumers. Early pilot results indicate very little knowledge or recognition of predatory lending practices and the associated costs prior to the workshop. All educators and consumers set goals to obtain credit reports, keep better financial records, and to find out how much credit costs before using it. Preliminary implications of this research show that much consumer education is needed and legislative regulations may be warranted.
**Engaging Communities in Assessing Social Capital**  
**Presenter:** Jody Horntvedt hornt001@umn.edu

What are the components of a healthy community? How can we determine a community’s readiness for special projects and initiatives? These were the questions raised by our research team as we looked at ways to understand and improve civic engagement in rural communities.

Our ongoing work with communities across the state has led us to believe that the strength of communities rests on the relationships people have with one another. Research about social capital agrees, showing that communities with a strong foundation of trust between and among different individuals and groups are healthier, thrive economically and educationally, and are more likely to take action to improve their community. On this premise we designed our community assessment project, Our Community Assessing Social Capital, to engage individuals in the research to study social capital (trust, engagement and connections) in their community.

Our report will share the results of five years of research including literature searches, pilot tests in 10 rural communities (4 towns, 2 school districts, and four counties) involving community members (n=2,300+), and statistical analyses to determine the reliability and validity of a survey tool which collects information about bonding, bridging and linking networks. Reflection on and redesign of our survey has led to the development a "community assessment guide" which supports the use of our survey tool in communities.

The research process, involving community members who are trained to reach out to a diverse cross-section of the community to gather data and stories, has lead community members to identify ways in which they can strengthen the networks in their community which are then assimilated into “next steps” for the community to take action. Current research and evaluation is focused on how the engagement process builds community ownership in taking action.

**Evaluation of Learning and Behavior Change of Master Gardener Trainees in Oregon**  
**Presenter:** Janice Cowan janice.cowan@oregonstate.edu

The purpose of this workshop is to share the results of two statewide surveys given to 723 Master Gardener Trainees in Oregon from 2005 through 2007. All instruments were approved by the OSU Institutional Review Board. Of 29 counties having Master Gardener Programs, 13 counties participated in the surveys. Questions focused on entomology, pesticide safety, pathology, soils, and reference material. Immediately following in-class trainings participants were asked to do a self-assessment by measuring their level of knowledge before and after the training using a scale of 4 levels of learning. The first survey measured short-term outcomes-increase in subject learning. The largest increases in self-assessed knowledge were in the areas of understanding soil pH and nutrients, Integrated Pest Management practices and references for recommendations. The second, follow-up survey, mailed six months later, measured intermediate outcomes-whether the respondent’s gardening attitude, and/or practices had changed because of what they learned in their Master Gardener Training. This survey asked for self-assessment on a scale of 1 to 5. Results showed that practices and attitudes changed. Samples are: (1) I understand & follow more carefully the label instructions of any pesticide container (m=4.47); 2) I identify more carefully plant problems before applying control measures (m=4.39), 3) I understand the proper clothing to wear for protection (m=4.32), 4) I have shared my gardening techniques/knowledge with others (m=4.62). All analysis yielded statistically significant increase in knowledge learned and behavior changes made. Many evaluations measure the increase in knowledge gained immediately after attending a class (short-term outcome). But with the additional follow-up evaluation tool, we were able to measure intermediate outcomes of behavioral and attitude changes in gardening practices. This meets one of the Master Gardener Training Program objectives of teaching participants to be more aware of how they impact their environment.
Work/Family Conflict of Extension Professionals as Predictors of Organizational and Employee Health Outcomes
Presenter: April Martin amartin3@utk.edu
Co-presenter: Michael Morris

The work-family field has seen a profusion of empirical studies over the last decade. As employees have begun to demand more work-family friendly benefits, organizations are realizing that their future existence depends, in part, on meeting these requests.

Past reports from exit interviews of Extension employees determined many of the reasons for leaving the organization included working excessive hours, the job demands affect on their family, and a shortage of ability/resources for work/life balance.

In the last 10 – 15 years, a plethora of studies have discovered that the health of employees have been negatively affected by prolonged and extreme stress levels. There is a biological connection in which stressors set off hormones which travel through the bloodstream and distress the body’s organs. This process is slow and the effects can have an effect on organs longer than the period of time than the actual stressor.

In September 2007 over 2,970 Extension professionals across the country participated in a study which examined work/family conflict as a predictor for organizational outcomes (job satisfaction, work engagement, intent to turnover, and organizational commitment) and employee health.

Implications for Extension are examined and discussed.

This study will attempt to answer:
1. What are the effects of work/family conflict upon the productivity outcomes of the employee (engagement, intent to turnover, commitment, and job satisfaction)?
2. What are the effects of work/family conflict upon the health outcomes of the employee?
3. How prevalent is work/family conflict among extension agents? Which groups tend to have higher levels of work/life conflict (i.e. job type, dependent care status, family life cycle stage, region, state, and gender)?
4. What are the implications of these effects for the creation of organizational policies and culture?

ROUNDTABLES
Family Caregiving Is Everyone’s Business
Presenter: Debra Sellers dsellers@ksu.edu
Co-presenters: Share Bane (MO), Allison Nichols (WV), Deborah Thomason (SC), Dianne Weber (WI)

Description
The eXtension initiative is a partnership of approximately 70 universities, creating educational opportunities utilizing the resources of the Cooperative Extension System. Educators from around the nation come together in a structure called a Community of Practice (CoP) to address specific issues. In 2006, Extension educators formed an interdisciplinary eXtension Family Caregiving CoP with the goals of reducing the duplication of family caregiving programs in Extension and creating a trusted resource for family caregivers and educators serving older and disabled adults.

Outcomes
Members of the CoP will discuss the outcomes related to the concept of a CoP as outlined in the initial logic model. The opportunities and challenges of working as a national team, how the “best-practice” program developed, and the pitfalls and joys of utilizing cutting-edge technology will be highlighted. Participants will be encouraged to ask questions about the workings of the CoP, to explore how they might become active members, and to provide recommendations on how to make the work of the CoP more accessible to educators around the nation.

Knowledge
The focus of this discussion is not on the product of the CoP, but the process of the development of the community. Thus, the emphasis of the session is to facilitate the sharing of experience.
among members of the CoP and educators with an interest in serving family caregivers. The CoP represents new ways of thinking, working, and creating in today’s modern and technologically advanced world. Program development may soon be local, national, and perhaps, global.

Audience
The eXtension Family Caregiving CoP offers educators the potential to become active in improving the life of caregivers. For participants, this session will:

1. Raise the awareness level regarding the existence of this opportunity, and
2. Encourage exploration regarding how the CoP can be integrated into local programs.

Issues and Opportunities in Transitioning a Successful Class to an Online Environment
Presenter: Mary Peabody Mary.Peabody@uvm.edu
Co-presenter: Beth Holtzman

The UVM Extension Women’s Agricultural Network began offering a beginning farmer class, Growing Places, in 1995. After ten years the class was clearly successful but staff capacity limited the number of times a class could be offered. The class is an 18-hour commitment that is offered on either 3 consecutive Saturdays or one 3-hour class per week for six consecutive weeks. In addition to staff capacity, there were the usual barriers that prevented individuals from being able to take the class – the timing conflicted with other obligations or the distance was too far to travel. Consequently, there were a group of interested individuals that wanted to take the class but were never able to do so. In 2005, staff and faculty began thinking about the feasibility of offering the class online. In 2006 the online version of the class was piloted and we have continued offering the online class 2-3 times a year. The process of transitioning this class to an online format presented a number of challenges and opportunities. In this roundtable we will discuss the process of transferring the class, the challenges and the rewards along with some of the unintended benefits. We will also discuss our evaluation strategy and how the participant feedback allowed us to improve the course.

Topics of discussion will include synchronous vs asynchronous formats, strategies for generating meaningful class discussion, technological challenges faced by students and an overview of participant learning in the online version compared to the traditional classroom version based on student evaluation. We can also share the emerging profile of a successful online consumer of Extension programming.

Participants in this roundtable are invited to share their experiences in online education or bring questions for discussion. The roundtable is appropriate for anyone interested in online education as an Extension delivery method.

Promote Organizational Wellness With the Healthy Meeting Toolbox
Presenter: Lauren Weatherford lauren.weatherford@mail.wvu.edu
Co-presenter: Brooke Baker

The roundtable presentation of the Healthy Meeting Toolbox is an opportunity for those who currently plan meetings, trainings, conferences to be introduced to a new organizing tool designed to help create healthful and positive meeting environments. The toolbox provides research-based information, neatly categorized into six easy to use sections;

1. Introduction – provides background information and best practices.
2. Healthy Food – suggestions for planning healthy food choices, addressing food preferences and information concerning allergens and food safety.
3. Physical Activity – tips for incorporating breaks into your meeting time as well as some easy physical activities you can use in a wide variety of meeting settings.
4. Healthy Meeting Planning – information on agenda setting, creating a healthy environment for your events, planning checklists, and tips for working with your location.
5. Meeting Safety - provides tips and reminders to ensure a safe environment.
6. Resources – an additional list of research-based resources.
The roundtable will include a brief overview of the development of the toolbox, its elements and evaluation components. Lively discussion involving ideas for healthy meetings will prompt roundtable participants to share their experiences and incorporate individualized solutions into their own event planning.

Presenters will work with participants to help them clearly define why healthy meetings are more productive, as well as understand common practices which can lead to unhealthy meetings; participants can then utilize the toolbox to develop action steps to use towards making their next event a healthy one.

Session Objectives:
• Participants will receive a sample Healthy Meeting Toolbox.
• Participants will be introduced to a research-based planning tool designed to create healthful meeting environments for extension professionals.
• Participants will increase knowledge of positive impacts healthful environments can have on participants and overall meeting success.
• Participants will identify individually suited methods for incorporating healthful environment planning into future events.
Never CUT What Can Be UNTIED — Navigating the Family Through Divorce With Education and Mediation

Presenter: Theresa Allan tallan@utk.edu

"Never CUT what can be UNTIED"—Navigating the Family through Divorce is a process of helping divorcing families in Sumner County, Tennessee learn that divorce doesn't mean ending relationships but rather changing relationships. Theresa Allan, recipient of the NEAF 2007 Extension Educator of the Year award used funds to complete training to become a Rule 31 Tennessee Supreme Court Family Mediator and provides mediation through Sumner Mediation Services for families, and also developed a middle school program for middle school youth; KIDS. (Kids in Divorce....SOLUTIONS). Allan will share her challenges and successes working with families in navigating divorce.

Developing Project and Life Skills Through Animal Science 4-H Projects

Presenter: Jean Woloshuk Jean.Woloshuk@mail.wvu.edu

Using descriptive research this study sought to determine the impact involvement in 4-H beef, dog, and veterinary science projects have on life skills development. The target population for this study was 1069 4-H youth enrolled in one or more of the beef, dog, or veterinary science projects statewide. The study found that participation in 4-H animal/veterinary science projects has a strong influence on life skills development. The top five items in rank order were: helped accept responsibility, helped accept leadership roles, develop positive self esteem, ability to relate to other youth, and helped to relate to adults. Respondents strongly agree that learning occurred in all 32 categories of project and life skills as a result of participation in their 4-H animal/veterinary science projects. The five items with the highest mean score in rank order were: learned to accept responsibility for doing a job, learned the value and importance of ethics, and learned how to select an animal, how to feed an animal and how to care for an animal.

Arizona’s Changing Rural Landscapes — An Innovative Use of Technology for Serving Extension Clientele

Presenter: Mark Apel mapel@cals.arizona.edu
Co-presenter: Erik Glenn

The Inter-mountain West is experiencing some of the most dramatic population growth and land development in the nation. From 1982 to 1997, the total amount of developed land in the region grew by 2 million acres, through conversion of agricultural land and natural open space. Arizona is no exception, more than doubling its population and tripling its employment between 1969 and 2003. This change in rural demographics and land use patterns has resulted in new challenges to local and county governments, planners and ultimately the general public. These challenges include biophysical landscape changes, changing rural economies and the provision of services in previously undeveloped areas with limited tax revenues. Numerous institutions and researchers have addressed the phenomenon of exurban change to rural landscapes, i.e. former rural and agricultural areas being converted to residential development through lot-splitting and subdivision outside the periphery of the traditional sprawl and suburban neighborhoods of metropolitan areas. Of note, Theobald’s work “Landscape Patterns of Exurban Growth in the USA from 1980 to 2020” (2005), the University of Colorado’s Center of the American West, Ohio State’s Exurban Change Project and others have developed data and models to document and forecast these changes throughout the U.S. The University of Arizona’s Cooperative Extension program, in an effort to document and educate the public about rural landscape changes in Arizona, is developing a website that will be a resource for new and long-time residents, government planning professionals and elected officials, prospective land developers and community organizations. In addition to online resources, tools, news and projects, this website will also serve as a portal to related sites and other Extension programs. Of particular note, the site will compile land use plans from throughout Arizona, and will also incorporate visualization tools for comparison of different land use or
Expanding career options and a rapidly changing workforce make career development an essential component of Extension programming. Understanding the impact of career development on community development and economic viability, Extension professionals and community leaders can cooperatively establish career exploration opportunities for area youth. Extension professionals who have created “Career Day” designed for high school sophomores will provide insight, strategies and tools to replicate this successful program. Two annual “Career Day” events are featured. Both follow the same basic design. However, the initial event was developed and implemented by Extension faculty while the second began with establishing a community career development coalition for the purpose of expanding career exploration to area students and modeling the initial “Career Day.”

Youth Development across County Lines: The Southern Maryland Collaboration
Presenter: Elaine Long Bailey, MS, PAS elbailey@umd.edu
Co-presenters: Karol Dyson, Thomas Hutson

The face of 4-H youth development programs is changing. Diversity of the audience, and particularly, of the curriculum areas, has increased markedly over the past decade. It is imperative that 4-H educators provide programs that youngsters find appealing. To provide successful programs, educators must understand current interests of youth. Keeping current over many discipline areas is a daunting task.

Southern Maryland 4-H educators in Calvert, St. Mary’s, and Charles Counties looked at the expertise available, and recognized that each had his or her own specialty areas and successful program offerings in many of them. Much of each person’s expertise was unique to that person. Since each county’s clientele had an interest in a variety of projects and curricula, the educators determined that their efforts could be compounded by working across county lines. One educator is very strong in the wildlife and environmental sciences area, another is an expert in horses and healthy lifestyles, and yet another has an extensive livestock background, along with experience in use of technology as a teaching tool. To prevent duplication of efforts in the geographic region, and to utilize the expertise in each area available, the counties began programming “across county lines” in 2008.

The primary goals of this collaborative pursuit are:
1. To build enrollment in each county’s 4-H program by utilizing expertise of a neighboring county educator.
2. To more effectively utilize human capital and knowledge to educate 4-H’ers in areas not previously extensively offered in a given county.
3. To promote collaboration among Maryland Cooperative Extension professionals.

This poster will outline the steps taken to establish this partnership as well as share the progress and impact on the individual county programs during the first six months of the partnership.

Youth in Governance Best Practices 2008 by the NAE4-HA Youth in Governance Task Force
Presenter: Barbara Baker (bbaker@umext.maine.edu)
Co-presenters: Brian Luckey, Sally Miske, Greg Yost, Deborah Kantor, Susan Lerner, and Royce James.

Organized by the Youth in Governance Task Force of the NAE4-HA Programs Committee, this Program Showcase session celebrates the 2008 Power of Youth Award Celebrates 2008 Power of Youth Award nation and Beyond Youth Leadership Grant national and regional winners for success in involving youth in organizational and community decision making.
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 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.
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 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.”

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.”

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 Bentlejewski, 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.”

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 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
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 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

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 the 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 is 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 1½ 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
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 Gahring sgahring@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 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 for families. By using the information, consumers have the opportunity to increase their awareness of the health risks of radon and other indoor air contaminates 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 participants 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
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](mailto: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](mailto: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](mailto: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 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](mailto: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 complied 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. fsdk@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 an 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 (i.e. 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.ohio.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, cardiovascular 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 Plaugher georgy.plaugher@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 forth 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: 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% of 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 NCRVVD 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 Tifft, 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 adult 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
expands 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 it’s 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.
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
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 we 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 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 Brintnell-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
Reducing the Risk of SIDS (Sudden Infant Death Syndrome) in Child Care
Presenter: Teresa Byington byingtont@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.
• 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.

**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 Flatt, 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.

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**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,
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.
Adapting Clothing and Textile Projects to Youth Interests
Presenter: Charlotte Coffman cwc4@cornell.edu
Co-presenter: Denise Green

Are youth in your community interested in clothing but balk at sewing practice and making samples? What project adaptations might attract new members and appeal to diverse audiences? Intrigued by these questions, an apparel design undergraduate worked with faculty and 4-H educators to implement sewing classes with an urban 4-H program and to conduct a survey of 4-H educators about curriculum adaptations that target specific audiences. She found that reluctant sewers were inspired to first design their own outfits and then to learn the skills needed to make those garments through a series of mini-projects. 4-H members learned hand sewing by embellishing bags, practiced straight seams on a collaborative quilt, and studied basic garment construction on pajama pants. Although these activities are not new, the youth-driven process made the program relevant and fostered creativity, independence, and decision-making. The youth were also introduced to computer-aided design (CAD) as their ideas were converted into patterns that can be used by others to sustain the project. Not every club has immediate access to CAD facilities, but the idea of building a pattern library can be used by all. The goals of this project were: 1) to engage youth at their level of interest, 2) to develop resources that promote project sustainability, 3) to link undergraduate education with youth outreach, and 4) to collect project adaptation ideas from educators. The workshop will include a video that illustrates the program, a discussion of project adaptation ideas, and suggestions for working with undergraduates. Participants will receive sewing instructions for the mini-projects, copies of patterns, and information about relevant websites. The author, who works in fiber science and apparel design, has 18 years experience in 4-H/Youth Development and collaborated on this program through a Cooperative Extension Technology Project.

Showcase of the Mountains
Presenter: Linda Combs lrcombs@uky.edu
Co-presenters: Martha Yount, Glenna Wooten, Natasha Lucas, Crystal Osborne, Nanette Banks

Long Abstract:
This eight county annual program serves several purposes. 1. We want to say thank-you to our many loyal clients. 2. We want to invite new clientele to our programs. 3. We want to offer up-to-date researched life skills information to our clients through a fun, interesting format. Each annual showcase will include food safety, home environmental safety, holiday budgeting strategies, and current holiday decorating and food tips during a 2 hour program held in each county. The theme for the showcase is selected based upon current needs in each county. Examples of various programs include: “Showcase of the World” to highlight diverse cultures, “Southern Comforts, Southern Hospitality” used to illustrate how traditional foods could be made healthier, “Make Ahead” how to de-stress the holidays by planning and preparing ahead. Because of a high poverty level and access to new life skills education events, it was felt that all citizens in every county would benefit from this workshop. Due to transportation difficulties the program is presented in each of the eight counties in 4 days, with programs back-to-back in neighboring counties. New clientele has attended all of the holiday showcases in all of the counties. Many of these clients have become regular Extension participants. In order to reach the public in all 8 counties each county used available media and “word-of-mouth” to publicize this event. Each county publishes a newsletter and these newsletters went to over 3,000 homes. Flyers were posted throughout communities in: stores, schools, offices, Family Resource Centers, and other public places. Counties with available radio stations ran public service announcements. Counties with available newspapers had announcements published. One local television station recorded the program and ran this throughout the holiday season. Each agent made an exhibit for their part of the program. Every county took pictures of the event. Of course, the most effective marketing effort was the clientele that attended the
sessions; they called friends and family in other counties and told them what a good program it was and to be sure to attend.

Impact from this program has varied to: 1. More clientele and a non-trational clientele attended. 2. Subject matter was taken by agents to other organizations and taught. 3. Increased Homemaker membership in several counties. By working together the eight counties were able to provide a "class" program to eight counties without regards to expense. Clients and agents were able to learn about 8 different topics as opposed to one. Clients were impressed by the hard work exhibited by agents with this program. Follow up evaluations show that after each annual program clients use provided information and share this information with other members in the community.

Together We Can: Preparing Unmarried Parents to Make Healthy Decisions about Family Formation and Father Involvement
Presenter: Dawn Contreras contrer7@msu.edu

The re-authorization of the Personal Responsibility and Work Opportunity Reconciliation Act puts greater emphasis on the goals of family formation and father involvement. Many family support programs are being asked to include healthy marriage and father involvement education into their programming for low-income families. In Michigan, the cooperative extension service with the Administration for Children and Family, Office of Child Support Enforcement, piloted and evaluated a curriculum, Together We Can, for local communities to provide education to unmarried parents. Participants learn skills to make healthy decisions about marriage and father involvement, and to strengthen their family unit and co-parenting. The curriculum was developed to address cultural differences, domestic violence and experiential learning.

Most premarital education addresses middle class couples without children whereas human services agencies serve many "fragile families," defined as unmarried parents with children who may be living together or co-parenting. This workshop presents an overview of the unique challenges and issues surrounding the development and implementation of prevention programs for new mothers and fathers on family formation, marriage, and father involvement. Learn about what is known about "fragile families", the Michigan’s experiences efforts in implementing the project, and a summary of lessons learned and best practices. The workshop will be interactive, using sample activities from the curriculum, Together We Can, to learn more about how to effectively reach this audience with a safe and sensitive approach.

Empowering Youth to Conduct a Regional Leadership Event
Presenter: Janice Cowan janice.cowan@oregonstate.edu
Co-presenters: Carole Smith, Shana Withee, Debera Schreiber

The purpose of this workshop is to demonstrate the teaching methods we use in our Youth Council Training Program to empower youth to conduct a regional leadership event. Youth, 8th-12th grades, come together for a 2-day training to prepare them to plan, organize, teach, manage and lead a 3-day, six-county regional leadership event in eastern Oregon. The Youth Council Training Program outcomes identified and measured include: the youth are well prepared to teach/lead activities, youth improve their teaching skills, youth are bonded as a leadership team, youth receive practice in leading activities, and youth feel well prepared to interact with others. Empowerment is one of the most effective strategies for providing youth with opportunities to develop competence; youth teaching youth is a strong educational strategy; planning and conducting an event are incentives for learning, and youth teaching youth reinforces learning styles. Our Youth Council Training Program started in 1985 and has trained over 150 youth. These youth, in turn, have reached over 2000 youth when leading the regional leadership events. The program impact is measured on a self-assessment survey using a scale of 1 to 5 levels of learning. The youth report that participating in the regional event contributed to life skill development relating to leadership. 1...(1) understand responsibilities of a leader (m=4.59); (2) know consequences of my decisions (m=4.67); (3) work as a team to achieve goals (m=4.59); (4) am responsible for my actions (m=4.77). Workshop participants will take home the Youth Council
Training Workbook to facilitate replication of the program. The workbook includes schedules, agendas, To Do Lists, Committees, and more. Workshop teaching methods will be hands-on and active, i.e. teambuilding activities, group discussion, lecture. The Youth Council Training Program demonstrates how adults and youth can share responsibilities and power to conduct a large leadership event.

Keeping Teens Involved in Camping Through 4-H Teen Camp
Presenter: Erin Dailey dailey.108@osu.edu
Co-presenter: Jo Williams

Southern Ohio 4-H Teen Camp offers a unique 4-H camping experience for teens ages 13-18 in which youth have the opportunity to try new things and interact with others in a positive environment. The camp provides an opportunity for older youth to stay involved in the 4-H and camping program and to take part in a positive social learning experience. It encourages youth to explore new endeavors and to provide an atmosphere for teens to interact with others and create meaningful friendships with peers. The camp allows teens to gain valuable life skills including communicating and working with others, public speaking, socialization and leadership skills. Youth are able to gain valuable life skills that help them to be successful in the world and leave camp with a more positive attitude and outlook on life. Led by counselors and staff, teens participate in a positive social experience while gaining valuable life skills, creating positive relationships and taking part in unique leadership opportunities. Teen Camp participants were surveyed with 100% of campers indicating that they met new friends while at camp and that they would tell their friends about Teen Camp. Of those surveyed, 97% indicated that they plan to return to Teen Camp the following year and the remaining 3% indicated that they may return. Of those attending, 73% of the campers identified something new that they learned at camp yielding 26 different responses such as cooking outdoors, gun safety, the 4-H pledge and that camp is for anyone. Campers indicated many life skills that were learned such as making new friends, leadership, patience, respect, compassion, becoming a better person and the true meaning of 4-H friendship. Participants were also able to leave camp with a more positive attitude and outlook on life while also developing meaningful, positive relationships with others.

Target Audience: 42 Million Youth Athletes and Their Families
Presenter: Ann Michelle Daniels daniels.michelle@ces.sdstate.edu
Co-presenter: Daniel Perkins

In the United States approximately, 42 million youth participate in youth sports. There are many recent research studies that provide evidence of the positive impact of sports for the health (physical activity), socio-emotional skills, and educational achievement of participation in sports. In the socio-emotional realm, researchers found that youth in sports activities reported higher rates of self-knowledge, managing emotions, and physical skills experiences compared to youth in academic and leadership activities. It has been reported that youth being highly involved in sports described being more “psychologically resilient,” less socially isolated, and more attached to the school community. However, these benefits and other benefits (character-building) associated with youth sports is not a given. Other research findings have found that many sport experiences are not beneficial and could actually be consider harmful and disrespectful to youth. This is a major reasons that over half the 42 million youth playing sports will quit by the age 12.

The Putting Youth Back into YOUTH Sports (South Dakota State and Penn State) curriculum’s purpose is to promote Positive Youth Development by creating an intentional environment in which parents, coaches, sport organizations, and players work together to construct a positive youth development atmosphere. The curriculum was developed to help move the youth sports context from a winning-at-all-cost outcome focus to a youth development and competency building focus. Consequently, participants in the workshop will learn ways to assist community sports organizations in building a youth sports’ atmosphere that promotes a high-empathy, high task-goal motivational climate, and activities for encouraging character. Participants will receive training and promotional materials that they can use to implement with local sports organizations.
(e.g., Little League and soccer association). Topics included youth development and sports, what youth want from sports, gamesmanship versus sportsmanship, the sports’ parent and child relationships, and sports and character.

**Building Leadership Capability in Communities — A Description of Results of Wyoming’s EVOLVE Leadership Program**

Presenter: Juliet Daniels jdaniel6@uwyo.edu  
Co-presenters: Cole Ehmke, Mary Martin, Rhonda Shipp

In recent years the problems of achieving local buy-in for community leadership development programs have pressed educators to create innovative educational services. In Wyoming we have avoided formulating a rigid pattern of approach to designing leadership programs. To the contrary, we have developed a special emphasis on local design to meet varying educational needs. Wyoming’s leadership institutes feature programs led by a volunteer steering committee and guided by general parameters.

This paper describes the core components that must be met with any leadership institute, no matter where it is located in the state, such as community-based educational experiences and group projects. The paper also describes operational features of a typical institute, such as delivery, partnerships, composition of the steering committee for each leadership institute and funding.

Finally, this paper presents results of a survey of graduates from various leadership institutes held across the state. This model has been replicated eight times across Wyoming and is now being used regionally.

**Using a Statewide Survey to Develop Effective Extension Economic Development Programs**

Presenter: Greg Davis davis.1081@osu.edu  
Co-presenter: David Civittolo

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 economic development programming efforts in Ohio, a statewide survey of Ohioan’s perceptions of the economy was conducted in spring 2008. Specific foci included their perceptions towards: the need for regional cooperation; availability of employment opportunities for young adults; level of local workforce preparedness for high tech jobs of the future; and long term viability of the community’s downtown/central business district.

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 attitudes toward the local economy and job opportunities. 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 toward their local economy 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 their local economy and the implications for Extension programming.

**Working Together to Strengthen 4-H Volunteer Training**  
Presenter: Paula Davis pmdavis@ufl.edu  
Co-presenters: Heather Kent, Ken Rudisill, Jennifer Heady, Suzanne Wilson, Vickie Mullins, Kay Brown

Volunteers were requesting in-services locally to help them feel more comfortable with the 4-H programs and being a volunteer leader. Time, travel and funding were barriers many of our volunteers faced for larger regional trainings. Taking away some of the barriers helped 81 volunteers attend training. A volunteer training that was less than 3 hours and a time zone change was needed. One person can only offer so much for their volunteers. We each have strengths and weaknesses but as a team we make a great organization. Working with Extension professionals from various disciplines to offer a multi-track volunteer training program was highly successful way to train volunteers without any one agent feeling overwhelmed! The Program offered a multi-faceted approach to volunteer training. Volunteers came to a local 4-H Camp for a weekend retreat. Some informational sessions were given to all volunteers then breakout sessions for five tracks were offered. Volunteers could choose to be trained in Shooting Sports, 4-H 101, Junior Master Gardeners, and Science Engineering Technology. Horticulture Agents and Master Gardeners worked with 4-H Faculty to provide the Junior Master Gardener Program while other professionals worked on the remaining tracks. This approach was so successful that next year other tracks are being planned using subject matter faculty. A grant and local support was secured to assist volunteers with. Allowing them to participate and increase their ability to provide a safe secure environment for youth to grow in 4-H. Training and utilizing adult volunteers and teen leaders as peer educators to promote local 4-H programs in safe environments is vital for the program to continue for many years. Training with other extension professionals from surrounding counties allows 4-H Professionals to get the most for their volunteers and expands the volunteer's knowledge about the total Extension Program.

**Healthy Active Kids - Building Capacity in Arizona**  
Presenter: Sharon Hoelscher Day shday@ag.arizona.edu  
Co-presenters: Dan McDonald, Ruth Jackson, Linda Block

While health educators have been successful in teaching about the health risks of eating a poor diet and being sedentary, they have had little success in helping individuals change these high-risk health behaviors. Rather, change occurred as a result of changes in the environment. Using a community approach, the Healthy Active Kids project called upon the strengths and diversity of communities to tackle the complex issues of children eating healthy and getting adequate physical activity to be healthy.

Using the curriculum: "Children and Weight: What Communities Can Do", community coalitions were organized in Pinon and Sanders on the Navajo Reservation. A community assessment was conducted and coalitions identified community resources, became aware of the issues about Children and weight, determined the group purpose and process with a vision and mission statement; set specific goals; planned coalition strategies and formulated an action plan. Because this is a project targeted at youth, a strong emphasis was placed on including youth in the coalition. To improve the youth and adult partnership, coalition members participated in a workshop about youth and adults working together. Data gathering was done by conducting key community leader interviews, meeting notes and documented changes in activities, behavior or attitudes and environment.
The Impact of the Characteristics of the Comprehensive Planning Process on Community Vitality and Economic Well-Being
Presenter: Michael Dougherty michael.dougherty@mail.wvu.edu

Comprehensive planning has been practiced in the United States for about a century. The laws governing this activity vary across the nation. These state enabling laws determine whether or not planning must occur, what communities do planning, when planning occurs, and is done, with whom plans must be filed, and even how planning is done.

This research will look at whether there is a connection between the concept of planning in each state and that state’s community vitality and economic well-being. This would be measured using variables related to population, income, employment, and business establishments as well as quality of life indicators related to health, welfare, and safety.

The general hypothesis is that states with more rigorous and more involved comprehensive planning requirements would fare the best on measures related to community and economic development. In other words, it is anticipated the results will show that increasing certainty by creating a “more level” playing field through more formally-defined and structured planning processes has a generally positive impact. If the hypothesis is not verified, however, it may indicate that less structure and formality lead to greater innovation which in turns means stronger economies and better communities.

States have been selected as the level of analysis for this research because while comprehensive planning is generally thought of as a local activity, the states define the process. The intent of this research is to study planning in all 50 states.

The research will begin with a review of state enabling planning legislation to create categorical variables related to the characteristics of the planning process described above. Then, indicators will be collected from data sources that include relevant and comparable information from all states. Finally, appropriate analysis will be done to test the hypotheses.

Getting the Most Out Of CYFERnet
Presenter: Trudy Dunham dunha003@umn.edu
Co-presenter: Kemi Ashurst

Need the latest research on families and youth? Training to understand the impact of new research on your work? Consultants to help you re-design your program? Evaluation tools to demonstrate program impact? Curriculum, activities, lesson plans and ideas to enhance your program delivery? All these and more are on CYFERnet. Join us for an update – what’s new, what’s ongoing, and how technology tools make CYFERnet’s expertise even more accessible! The session will review the features of CYFERnet as a resource to support children, youth, family and community programs, specifically programs that work with nontraditional or at-risk audiences. Workshop outcomes include: how to access CYFERnet via the website, email, phone and blog; how to learn what is available through CYFERnet; how to participate in online trainings, collaborative tools and other online opportunities; how to obtain information about resources as they become available through CYFERnet; how to publish your work on CYFERnet or serve as a peer reviewer for resources submitted for inclusion in the CYFERnet collection. The workshop will use PowerPoint, handouts, with opportunities for Q&A and discussion to target workshop to our audience. A CD with an “Introduction to CYFERnet” manual along with copies of some of our most requested online resources (e.g., video of keynote speaker; computer animated game, diversity curriculum, parenting factsheets) will be distributed.
Just In Time Parenting: Reaching Parents Online and On-time
Presenter: Aaron Ebata ebata@illinois.edu
Co-presenters: Ted Futris, Lesia Oesterreich

Workshop participants will: (1) Acquire a basic understanding of how the Just In Time Parenting program provides parents with the knowledge and skills they need to be effective parents; (2) Learn about the Just In Time Parenting program content and web site, the electronic delivery system, and the evaluation and reporting system that can be used to assess state and county impact; and (3) Learn how they might effectively use the program in their community or state as part of their overall programmatic effort targeting families.

Just In Time Parenting focuses on parents who may be at risk for abusing their children as a result of having little or no parenting skills information. Many parents do not have access to parenting information and this program delivers the information to the parent just as he or she needs it. Because the information comes to the parent when they need it, they are more likely to read and use the knowledge to treat their baby more calmly, for example, and provide a more nurturing environment for their baby. While past research studies have shown that delivering printed parenting newsletters has improved parent treatment of babies, this program is studying the effectiveness of electronic delivery of parenting information. Participants will be introduced to online and print components of newsletters, evaluation tools, subscription forms, information on how the program operates, and how communities can deliver the program in a printed and/or electronic format.

Coaching for Community Change: A Strategy for Building Community Efficacy
Presenter: Mary Emery memery@iastate.edu

This "coaching clinic" will provide participants with an opportunity to consider the role of the community development practitioner in a flat world. Coaching offers a way for CD work to engage people in ways that build their capacity for follow up and for future community development work. Coaching acknowledges the value of local wisdom mixed well with outside expertise as a foundation for change. Coaches assume the role of co-learner rather than expert, and coaches provide opportunities for group learning through reflection. This session will provide a space for discussion on how coaching can aid community development practitioners in encouraging and supporting conversation, collaboration, and creative community engagement in their work with communities and organizations. In addition, we see coaching as a method for helping communities embrace and actualize the Principles of Best Practice. While many practitioners use coaching as tool, the coaching for the community change initiative conscientiously builds the coaching element into other community-based efforts thus increasing the likelihood of success. Participants will also learn about a national initiative on coaching for community change. Participants will learn what it is and what it is not as well as have an opportunity to reflect on the strengths they bring to coaching-related work.

Using the Community Capitals to Map Impact: An Interactive Participatory Approach to Evaluation Work
Presenter: Mary Emery memery@iastate.edu
Co-presenter: Cornelia Flora

This session will provide participants with an opportunity to see how Appreciative Inquiry and the Community Capitals Framework can be used to help program participants identify key indicators, reflect and learn from their experiences, develop strategies to continue their work, and identify the most significant changes. The interactive nature of the session will engage people in mapping activities and reflecting on how they might use this approach in their own work. Participants will learn how to frame evaluation questions, guide groups in a mapping process, and analyze the resulting data. The mapping process also provides participants with an excellent opportunity for
reflection on their work and its impact on communities and organizations.

**Insights on Predatory Mortgage Lending**  
Presenter: Luke Erickson erickson@uidaho.edu  
Co-presenters: Lucy Delgadillo, Kathleen Piercy

A subprime home loan, one with higher than traditional rates and fees, can have a devastating effect on a family. The national volume of subprime mortgage lending for 2007 was about half a trillion dollars, or about 1 in every 5 mortgage originations. The subprime mortgage market has fostered an environment so rampant with egregious abuses and consumer losses that a new term, “predatory mortgage lending,” has been coined to describe it.

This exploratory study purported to identify salient characteristics of the victims of predatory mortgage loans, and to describe optimal strategies that should be implemented to reduce predatory mortgage lending. Using qualitative methodology due to the exploratory nature of this research, twelve mortgage lending professionals were comprehensively interviewed.

Qualitative results provided new insights concerning the emotional characteristics of borrowers, and their correlated vulnerabilities. These include feelings of desperation caused by excessive debts, including mortgage debts, and panic to avoid loss of a home, or other possession, which often leads to hasty subprime borrowing or refinancing. Additionally, peer pressure and a desire for instant credit were discussed as emotional stimulants causing individuals to make uninformed and hasty borrowing decisions. It was also confirmed that borrowers, in general, lack sufficient financial skills to adequately discriminate between fair and predatory type loans.

According to participants, legislative action to eradicate predatory lending is slow, unresponsive and heavily influenced by the industry. Therefore, it was unanimously held among participants, that comprehensive financial education of consumers should be the primary form of predatory lending protection for consumers. Participants stressed that the importance of this method of prevention is paramount.

Given these insights, consumer education strategies should focus less on short-term efforts such as one-session workshops, and instead pursue comprehensive life altering approaches such as extensive partnerships with schools, universities and community groups.

**Eastern Idaho Leadership Development Programs**  
Presenter: Luke Erickson erickson@uidaho.edu  
Co-presenters: Gale Harding, Benjamin Eborn, Joel Packham

The leadership institutes of eastern Idaho targeted existing and future leaders of local communities. Institute participants were taught appropriate skill sets required for effective community leadership including team building, leadership styles, effective meetings, time management, communication, conflict resolution, cultural diversity, generational differences, managing change, social responsibility, community building and others.

Institutes were comprised of eight monthly, full-day seminars consisting of instructional and hands-on learning, facilitated by regional and local experts on the given subject matter. One full day was also spent putting the participants through evaluation scenarios in which their leadership skills were assessed by trained, third party volunteers. According to many participants this was one of the most beneficial leadership training exercises ever experienced. The final class consisted of a graduation ceremony, in which participants who met the attendance and participation requirements were presented with graduation certificates, and were treated to a formal dinner with a guest speaker.

Aside from the seminars, participants were required to attend at least one community based experience (CBE) per month. CBE’s consisted of a personalized tour of a local businesses or government or private organization. Examples include the city police department, city hall, the hospital, local grocery stores, and restaurants.
Participants showed remarkable improvement from full day seminars. For example, while only 20% of participants reported possessing adequate skill and understanding in the area of communication and conflict resolution, 88% reported adequacy in these areas after the seminar. Additionally, 27% of participants reported skills and understanding in the area of effective meetings and time management while 75% reported favorably afterwards. And 35% reported possessing skills and understanding in the area of team building and leadership styles while 93% reported favorably after the class. Similar leadership courses are easy to duplicate and are particularly effective because they are local in nature.

The FOCUS is on You!
Presenter: Marie Estep mestep2@wvstateu.edu
Co-presenter: Gina Taylor

Community coalitions formed on behalf of youth and families are not an innovative approach. Changing societal issues and shrinking governmental resources challenge communities to examine the sustainability of their efforts. This requires that communities become aware of the necessity to seek solutions which are interrelated in order to maximally address the issues facing youth and their families. The shift to an outcome-based focus parallels with the emphasis on accountability and sustainability within communities.

FOCUS is an interactive group process activity that will allow individuals to identify their individual contributions while focusing on the desired outcome for their community climate. Each participant will be assigned to one of the six committees formed during the establishment of the Coalition. Each committee will obtain their respective desired outcome, overall desired outcome for the community climate, and will work backward in developing a strategic plan addressing short-term and long-term activities. One participant from each group will interact as a “teen member”.

Each committee will draw two cards from a deck which includes potential barriers/challenges/new resources which must be addressed in their plan. The participants will combine the committee work to formulate the desired community climate using an outcome-based approach. The session will culminate in the participants coming together to discuss how they identified leadership and arrived at consensus in their committees and in the total group.

Agriculture Reality
Presenter: Nicola Eyre eyre.1@osu.edu
Co-presenters: Rebecca Cropper, David Dugan, John Grimes, Frankie Scott-Stith

The Agriculture Reality check program is a program designed by Extension Faculty in two Extension Counties. Faculty members representing two Extension program areas, 4-H and Agriculture and Natural Resources developed the framework for the agriculture simulation. Students were involved in creating a business plan for their 300 acre farm. The students created a business plan for their farm and the local businesses worked with them as if they were adult/farm owner operators. The students were juniors from two local high school vocational agriculture classes. The students were given operating capital based upon their grade point average in their high school classes. The program objective was to increase the participant's awareness of the many facets of production agriculture and the challenges faced by farmer/owner and operators. The Extension Faculty members developed the curriculum and the
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 a 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 Merkowitz merkowitz.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.equniversity.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
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 Sjostrom 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 Grenci grenci@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 needs 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....
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…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 feedback 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.

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 jidassi@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.

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 where 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 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
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.

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 clienteles. 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.

Tri-State Diversity Conference
Presenter: Peg Ehlers (pehlers@purdue.edu)
Co-Presenters: Jim Jordan, Dan Remley, and Rosie Allen

Extension has the opportunity, and the obligation to target a proactive approach to building acceptance and understanding of the interconnected nature of the global society. The Diversity Conference strives to foster a tri-state network (Ohio, Kentucky and Indiana) of multi-disciplinary approaches to meet the need of diverse audiences relating to food by collaborating with partners to create an awareness of food for ethic and target segments. The US population is becoming older, wealthier, and more ethnically diverse than ever before (Ballenger and Blaylock, 2003). According to USDA projections, the United States population is expected to add 50 to 80 million people by 2020 (Cromartie, 2002). Proportions of Latinos, Black, and Asians will continue to increase. Latinos are the fastest growing population segment, growing 1.2 million annually. Blacks and Asians have an annual growth of 400,000 each (Cromartie, 2002). Each population segment has a variety of cultures.

Compared to other regions, the Midwest states (Michigan, Ohio, and Kentucky) have experienced slower overall population growth but are also experiencing an aging and declining native majority
and a growing minority of immigrants. Between 1990 and 1997, Midwestern states grew an average of 4.7% compared to 7.6% for the nation (Rainey, 1998). Much of the region's growth can be attributed to domestic and international immigration. According to the Sagamore Institute, between 2000 - 2005, Indiana's immigrant population grew by 56,000 while the total population grew only by 13,000. In other words, if it weren't for immigrants the state might have experienced a population decline (Sagamore Institute, 2007).

Extension and other professionals working with various food systems must be responsive to changing demographics and the associated implications to agriculture, health, communities, families, and youth. Impact of the conference, indicated after the conference, 87% felt more aware of diverse food practices.

Ohio SR 37/78 Study
Presenter: Mike Lloyd (lloyd.4@osu.edu)
Co-Presenter: Jeff Shaner

The Ohio SR 37/78 study is a $250,000 project that has produced a planning level document to determine short term, intermediate term, and long term highway improvements to a 112 mile corridor through five counties in eastern Ohio.

The purpose and need for this project were developed through analysis of existing and future conditions along the corridor, crash history, and environmental and engineering needs within the study area. As a result three basic transportation needs were recognized within the study area:

• Enhance Safety within the Corridor
• Increase Economic Development Opportunities within the Corridor
• Enhance the Corridor Footprint to Support Mobility

Stakeholders were identified from the five counties (Fairfield, Perry, Morgan, Noble, and Monroe) which included county planners, local governmental officials, and businesses. These stakeholders were organized into an advisory council that worked with the consulting firm of McCormick-Taylor to insure that the plan would address concerns of the region.

Using a variety of analytical tools including crash data and geometrical deficiencies, McCormick-Taylor developed a series of improvement alternatives for the corridor based on duration of construction, design cost, and impact on right-of-way and natural resources.

As the state of Ohio in 1997 moved to an “open, fair, numbers-based system to choosing major new transportation projects”, the results of the planning study provide the data needed for any Ohio community to successfully compete for roadway improvement funding. Extension’s involvement in the process demonstrates a high level of involvement in the community leadership process that leads to long term improvements in Ohio’s rural communities.

Promoting Healthy Choices and Physical Activity in the Classroom: An cooperative learning approach to promote nutrition and health awareness in elementary schools.
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.
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.

**Preparation 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 pmmdavis@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 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 complementarily 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 complementarily 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 Bentleweski, 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 youth 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 grown 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.
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](http://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 the 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:

\[
\text{ROI} = \frac{\text{Benefits} - \text{Cost}}{\text{Cost}} \times 100
\]

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 further, 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
Effectiveness of 4-H Program as Perceived by Parents of 4-H Participants
Presenter: Rama Radhakrishna br100@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- August 14, 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 PowerPoint 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 lroy@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 rally, 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 andAlter(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 lsherry2@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-Her’s, 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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6. Educational Programs – Motivational Talks, Wealth Coaches, Saver Clubs, “Real Money, Real World” Simulation Activities, Youth Saves

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 biosecurity 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 Patnoad

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 Capitol?
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 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. Student 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 be 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 Vyhnaelek avyhnaelek2@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 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 Mississippian 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  
**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

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, combread 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

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

"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/)

Building A Diverse Group One Activity At A Time
Presenter: Stephanie DeCamp sdecamp@purdue.edu
Co-presenter: Amy Webster

Attending this program will help one to educate and facilitate groups on acceptance and sensitivity of differences within a group. The lesson plans utilize team building activities that focus on valuing differences. The team building activities will focus on a variety of differences such as: Physical Abilities, Stereotypes, and Language Barriers. Group members will experience diverse
teachable moments through hands-on team building initiatives. Understanding and valuing group dynamics and differences enables a group to work more effectively and efficiently. Each program participant will be engaged in a variety of team building activities that will teach them how to facilitate, deliver, debrief, and evaluate each activity. The program is accompanied with an IRB approved evaluation tool to give outcome indicators and overall feedback to facilitators for improvement.

The Post-Retro Pre Test on average displays that an individual who attended Building a Diverse Group One Activity at a Time increased their individual rank from before to after in attitude, actions, and knowledge one point. Seventy-two percent of participants indicated that after attending the workshop they value the importance of diversity within a group. Ninety-nine percent of the respondents intend to use the Quick-Pull Reference of Activities that address diversity literacy with local organizations in which they belong. All of the participants that completed the evaluation grasped the importance of debriefing an activity after a challenge has been presented to a participant.

The goal is for each participant to be able to provide the valuable learning experiences for the groups in which they work. Additional activities will be provided to help create a variety of educational opportunities for groups to learn about valuing differences. The additional activities would be great additives to meetings, retreats, and camps. Each participant will receive the activities and materials, upon completion of the seminar.

Teacher Hope
Presenter: Pamela Lee PamL@ext.msstate.edu
Co-presenters: Deborah Little, and Paula Threadgill

The goal of Teacher HOPE was to strengthen the skills, expand the nutrition and health information, and empower teachers to make positive nutritional and health changes. Capitalizing on the success of a Kellogg Delta HOPE Tri-state Childhood Obesity program, Teacher HOPE provided educational sessions and incentives to encourage teachers and school staff to make positive changes in personal nutrition and physical activity habits. Seven programs, one a month, focused on positive nutrition education information. Additionally, participants set goals, tracked servings of fruits and vegetables and counted steps.

This program reinforced the information taught through the OrganWise Guys that the teachers had heard through the Delta HOPE project. Getting teachers and staff to make the changes that students were being asked to make provided a second level of education. Participants got a stronger background of nutritional information that gave them more confidence in working with students. Teacher HOPE also encouraged teachers to get active with the students and provided an opportunity for teachers to model positive behaviors for the students.

The self-reporting evaluation used in Teacher HOPE captured the understanding of participants of the need to make healthy lifestyle changes. Incentives were used at local farmers markets to increase the use of fresh fruits and vegetables.

Youth-Adult Partnerships: Working with Diverse Populations
Presenter: Darcy Tessman dtessman@cals.arizona.edu
Co-presenters: Jan Norquest, Lynne Borden, Joyce Serido, Del Cabarga, and Manuel Abril

Kids Count 2007 details deficiencies in Arizona for providing a context for positive youth development. Arizona ranks 36th in the nation in the percent of teens who dropout of high school. Additionally, 47% of Arizona youth live in low-income families, compared to 40% at the national level. This suggests that youth in Arizona are being raised in communities that do not provide them with adequate support and opportunities necessary to develop skills they need to succeed.
There is strong evidence that time spent in youth programs can positively influence the development of young people by enhancing their self-esteem, assisting them in overcoming adversity, increasing their leadership skills and willingness to engage in efforts with others.

This session discusses the importance of engaging youth in solving critical community issues that are meaningful to them. Hart (1992) maintains that when particular venues tap into adolescents’ needs for fun within a structure where decisions are youth-initiated and decision-making is shared with adults, genuine participation meets an urgent young need for mutual respect (i.e., dignity). This respectful process, guided by, caring, savvy adults, encourages marginalized young people to become aware of how they interact with peers and adults as they work together in their community. As partners, they can change the community to better meet not only their own needs, but also the needs of other adolescents.

The objectives of this workshop include 1) describing the Sprit of the Sun (SOS) program, 2) providing strategies for forming youth-adult partnerships, 3) providing strategies for engaging diverse youth in different settings (e.g., urban, rural-border), and 4) providing strategies for strengthening bonds between youth and their communities.