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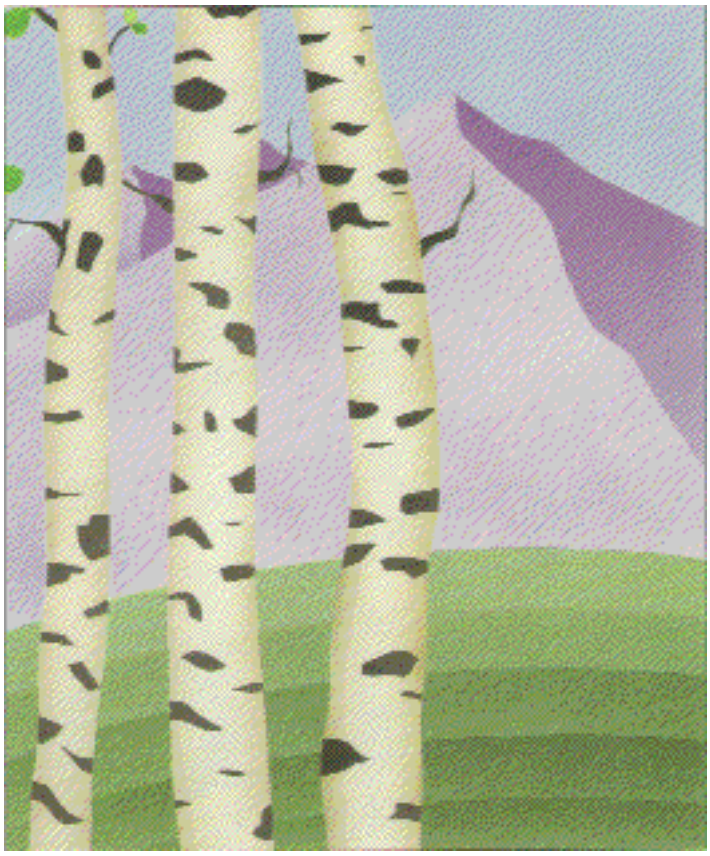
Exceeding Expectations Through Teamwork



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Galaxy II Conference Exceeding Expectations Through Teamwork

September 21 – 25, 2003
Salt Palace Convention Center
Salt Lake City, Utah

Presented by: The Joint Council of Extension Professionals

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Exceeding Expectations Through Teamwork

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THE CHALLENGES OF CHARACTER IN INTERNATIONAL EXCHANGE PROGRAMS

Julie Adamcin*

ABSTRACT:
The 4-H Mission "to develop...capable, contributing members of a global society" has never been more of a challenge than to begin to infuse character education into ongoing international exchange programs. The Arizona 4-H Program has been involved with the UTREK Japanese Exchange Program for nearly 30 years. As the 4-H Program has moved to make its character education program a more proactive and conscience it has looked at character in each of its programs, projects and activities, from livestock to cooking. The Arizona/Japanese 4-H Youth Exchange has been no different. During the summer of 2002, Dr. Bill Peterson, Assistant Director for 4-H and Dr. Julie Adamcin, Extension Agent were invited to come to Japan and present information about Character Education Programs, including CHARACTER COUNTS! to public and private schools in Japan (Tokyo and Nara). The results of their trip will be translated into programs for Arizona hosting families and their guests...including bi-cultural community service projects, camp activities to discuss character in both cultures and ways to look at character through the eyes of another culture. Activities included; sharing traditional character education stories and resources in both cultures, ideas for implementing cross-cultural community service projects, training for families planning to host, youth-led games and activities used in Arizona UTREK Camp.

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BUILDING CAPACITY IN ENVIRONMENTAL DECISION-MAKING: THE NATURAL RESOUCES LEADERSHIP INSTITUTE

Mary Lou Addor*

ABSTRACT:
Managerial approaches are not always effective in responding to complex environmental and often contentious issues associated with shaping how communities manage and protect the environment. Because of the scope and complexity of managing natural resources, stakeholder engagement can be crucial to strengthen and build the capacity for effective environmental decision-making. Building this capacity requires development of skills and knowledge, management of resources and information, and fostering a network of relationships and responsibilities. The presentation will explore the opportunities for building capacity in environmental decision-making. The Natural Resources Leadership Institute (NRLI) model is a capacity building model for environmental decision-making. Within an applied learning environment, diverse interests engage in collaborative and reflective skill development to enhance decision-making in environmental policy and community -based collaboratives. This presentation will examine the decision-making system in which decisions affecting the environment are occurring; recognize several changes that need to occur in order for capacity building to develop: and how the capacity for environmental decision-making can be strengthen in order to respond to new constraints and issues. Some of the questions the presentation will respond to include: What particular skills and resources are needed to broaden one's knowledge and engage in environmental decision-making? What approaches will foster a network of relationships and responsibilities? Examples of accomplishments to share with participants include case studies, fact sheets, and an article examining the NRLI leadership development processes. By intentionally strengthening communication and collaboration across administrative and

geographic boundaries, stakeholders can engage in more complex environmental issues affecting community and their regions.

*NC State University Extension, Raleigh, NC

HORSE LEADER TRAINING = HORSE PROGRAM SUCCESS

Tonya Aitkin*

ABSTRACT:
In addition to general new leader training, horse leaders require (and benefit from) project-specific training. A four-part program will be presented that agents can utilize to maximize the effectiveness of their 4-H horse leaders...no horse expertise necessary! The four pillars of HORSE LEADER TRAINING = HORSE PROGRAM SUCCESS are (1) program safety, (2) program vision, (3) technical knowledge, and (4) practical knowledge. Curriculum supporting each pillar will be shared, including manuals, handouts, group activities, and suggestions for continued education. Curriculum is designed to stand alone or be incorporated into existing training programs. Specifics include safety management tools for horse programs, a how-to manual for teaching riding lessons, and activities designed to promote a shared vision and teamwork among leaders. Sample programs for continuing education, including program evaluations, will be shared. Components of the HORSE LEADER TRAINING = HORSE PROGRAM SUCCESS program have been used by more than 300 leaders over a 5 year period, at county, statewide, and regional 4-H Horse Leader and 4-H Horse Judge trainings, with positive results. These materials are an effective complement to any size or scope of county 4-H horse program.

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PARTNERSHIPS PRODUCE A NATIONAL CENTER FOR HOME FOOD PRESERVATION RESEARCH AND EDUCATION

Elizabeth L. Andress*, B.A. Nummer, M.A. Harrison and W.L. Kerr

ABSTRACT:
The National Center for Home Food Processing and Preservation is a multi-institutional collaboration funded by CSREES-USDA with The University of Georgia as the primary institution. Scientists from Alabama A&M University and the University of California-Davis are partners. Experts in home food preservation from eight U.S. universities and industry comprise an advisory committee. Interest in home food preservation and processing remains high in the U.S., and the Cooperative Extension System is an important resource for knowledge in this arena. It is critical to provide educators and consumers with access to current, science-based information concerning safety and quality issues regarding home processing of food, and to encourage adoption of new practices. Therefore, the Center is creating, gathering, evaluating, and disseminating science based recommendations and conducting research as needed in support of those recommendations. Multiple strategies for making safe food preservation recommendations available are being used: critical literature reviews and publishing of results; updating of existing USDA and Extension consumer publications; and establishing channels for dissemination of guidelines, including a new website. The Center's website (www.homefoodpreservation.com) is the place to find information about the Center's projects, USDA home food preservation publications, Center publications, links to other Cooperative Extension System publications, multimedia resources for educators (graphics, slides, animations, and video), and how-to guides. Other programs in development through collaborations of the Center include a model volunteer-based Master Food Preserver Program, an

instructional video series, and an original web-based curriculum on home food preservation.

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INTERNATIONALIZING YOUR EXTENSION PROGRAMMING

Mary P. Andrews*

ABSTRACT:
In today's world, Extension Educators need to help their clientele know about and appreciate our increasing global interdependence. Every aspect of our lives is affected by global events and forces and our own behaviors dramatically affect others in the world. Bringing an international or global perspective to our Extension educational programming is a must for all agents, regardless of their areas of expertise or international experience. To feel comfortable in programming in this arena, Extension professionals require special exposure, training and perhaps assistance. But many strategies are available to educators and their own communities and universities are rich in resources to help. This poster will highlight methods of engaging clientele and communities in international programming and learning. Examples from the National Initiative to Internationalize Extension will be shared.

*Agriculture Hall, Michigan State University,

THE BUG STOPS HERE!

Deborah L. Angell MS, CFCS*

ABSTRACT:
Extension Agents in Huron County, Ohio from the Family and Consumer Sciences and 4-H Youth Development program areas partnered to develop a food safety curriculum called The Bug Stops Here. It targets youth in grades six through nine, although activities can be adapted to audiences of all ages. Youth in this age range are often at home alone and preparing food for themselves while their parents are away at work. Learning safe food handling practices at this age can build a foundation for life long habits that protect from food borne illness. The curriculum includes four fact sheets to be used as background information for teachers and/or handouts for participants. Fact sheets cover key food safety concepts including keeping everything clean, keeping hot foods hot, keeping cold foods cold, and preventing cross contamination. Hands-on learning activities are provided related each fact sheet. The program includes an evaluation that addresses change in food safety attitudes, practices, and knowledge of participants. Teaching kits containing supplies required to teach the program were assembled for teachers to borrow from the Extension Office. The program was piloted with 4-H members in Huron County at 4-H Camp and in schools with over 325 youth participating. Pre-test and post-test scores showed a significant increase in knowledge with the mean pre-test score being 3.45 and a mean post-test score of 7.636. Ninety-three percent of participants reported learning at least one safe food handling practice they plan to use.

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KITCHEN CREATIONS: A COOKING SCHOOL FOR PEOPLE WITH DIABETES AND THEIR FAMILIES

Martha Archuleta* and Linda Wells, MS

ABSTRACT:
Kitchen Creations: A Cooking School for People with Diabetes and Their Families is a curriculum developed by the New Mexico State University Cooperative Extension Service in collaboration with the New Mexico Department of Health, Diabetes Prevention and Control Program. Kitchen Creations was developed and piloted with the three major ethnicities in New Mexico: Hispanic,

Native American and Anglo. The four-session cooking schools focus on increasing diabetes nutrition knowledge and use of simple meal planning strategies for people with diabetes. Kitchen Creations is team-taught by local Extension Home Economists and Certified Diabetes Educators or Registered Dietitians. Each session are features hands-on activities and tasting of delicious food prepared by the class participants. Kitchen Creations cooking schools have been conducted in 22 New Mexico counties with approximately 1,000 participants. Schools have been conducted in both English and Spanish. Results from evaluating practices of participants before and after Kitchen Creations show a dramatic impact on increasing participants' use of basic meal planning tools recommended for people with diabetes (Diabetes Food Guide Pyramid, 50/50 method, portion control and using food labels). Kitchen Creations also improves consumption of non-starchy vegetables, beans and whole grains and results in increased use of healthful food preparation techniques such as using oils instead of solid fats, preparing desserts with less sugar, and using herbs and spices instead of salt and fat to flavor food.

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FINDING MR/MS RIGHT: EXTENSION'S ROLE IN ASSISTING THE HIRING PROCESS FOR LOCAL GOVERNMENTS AND NON-PROFITS

John Amrhein* and Hal Hudson

ABSTRACT:
We've all seen government boards, commissions and non-profit organizations struggle with the issues related to recruiting and hiring a top level manager: What technical skills do we want? What leadership style is appropriate for us? What are we willing to pay, and what will we get for that? Extension can play a valuable role assisting these entities with the recruiting and hiring process. MSUE Local Government Agents and County Extension Directors have worked together to assist county boards with the process of hiring new county administrators. Using these experiences as a backdrop, seminar presenters will take participants through the entire hiring process, including identifying desirable skills, crafting the job description, developing the interview format and final candidate selection. Presenters will discuss how the traditional roles of Extension--education, facilitation, dispute resolution--were applied throughout the entire process. Participants will receive copies of materials developed to assist board members, and reflect on some of the unique situations that have arisen while providing assistance to communities on this critical decision.

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TURNING LEARNING INTO ACTION: THE EVALUATION OF A STATEWIDE 4-H EDUCATION PROGRAM FOR NEW VOLUNTEER LEADERS

Mary E. Arnold*, Robin Van Winkle and Susan Bulser

ABSTRACT:
Extension professionals frequently rely on volunteers to implement educational programs. One of the keys to successful partnerships with volunteers is a solid pre-service education program. Providing quality education to new volunteers helps ensure that they are confident and well equipped for their role as an educator. In the end, well-prepared volunteers who are knowledgeable and passionate provide the backbone for consistent program implementation. There is, however, another aspect of volunteer training programs that is interesting to consider. In addition to gaining necessary training for their role as a volunteer Extension educator, the skills learned in the volunteer training are applicable and useful in other settings. In effect, when we are doing adult volunteer

training we are also doing adult development! This research report session will present the results of a statewide 4-H Volunteer training program that focused on evaluating the volunteer training program as well as the results and application of a follow-up evaluation focusing on the ways in which volunteers used the skills they learned in the training. Three hundred-twenty six volunteers participated in volunteer trainings held statewide in 2001 and 2002. At the end of the training participants reported significant gains in knowledge and skill. A follow-up survey focused on assessing the ways in which the skills and knowledge gained in the training had been utilized. Fifty-six follow-up surveys were returned, indicating that indeed, the skills gained in the volunteer training were being applied, both within the 4-H program and in other settings (e. g. work, school, family, other organizations).

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SO...YOU WANT TO SERVE ON THE NAE4-HA BOARD!

Kirk A. Astroth* and Other members of the NAE4-HA Organizational Stewardship Committee

ABSTRACT:
Leadership consists of leaders and followers. Are you ready to step forward as a leader in your national 4-H professional association? If not now, when? If not you, then who? If you have ever thought about taking on a leadership role in NAE4-HA, then this workshop is for you. Find out from past board members what it REALLY means to serve on the National board-the opportunities, the challenges, the professional development, and the "inside" scoop. Learn how you can provide servant leadership to your professional association and gain support at home. This workshop is guaranteed to help prepare you to serve in a leadership capacity and reduce your "learning curve" when joining the board of trustees. We'll cover the skills you need, the time demands, the necessary resources, and the support system to be a competent and capable board member. This workshop will also provide tips for getting support and credit back home for your volunteer work in the Association. Break away from the rest of the pack, and learn how to be a leader in this fast-paced and informative workshop.

*NAE4-HA Past-President, Montana State University, 4-H Center for Youth Development, Bozeman, MT

WILL THE MEETING COME TO ORDER! USING "4-H GAVEL GAMES" TO TEACH PARLIAMENTARY PROCEDURE

Kirk A. Astroth, Ed.D.*

ABSTRACT:
Looking for a fun, fast-paced method to teach parliamentary procedure to youth of all ages? Then Gavel Games may be just the thing for you. In this session, you will actively participate in a Gavel Games competition following the contest guidelines and format developed in Montana for youth of various age groups. During this session, you will receive a copy of the Montana Gavel Games handbook, complete with all the guidelines, handouts, score sheets and parliamentary tips--even a sample written test (which is part of the contest). Come find out about a fun and educational way to teach young people how to conduct organized meetings using the oldest format in democratic society--parliamentary procedure.

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"IDEAS FOR LIVING": AN AWARD -WINNING PROGRAM

Joanne Austin* and Bill Dwinelle

ABSTRACT:
Is your life-skills program stagnating? Are you getting all you could from your volunteers? Do you have limited personnel and financial resources? We will recap our experience in creating and operating a program that was selected by CSREES in 2002 as a National Program of Excellence. We will showcase both our mistakes and successes in ways that could benefit other volunteer-based programs. The "Ideas for Living" program helps at-risk and limited-resource individuals enhance their basic life skills. The program goals are to promote more positive family functioning, increase self-sufficiency, decrease isolation by establishing stronger social networks, and ultimately to reduce dependence on public assistance. Established in 1993, growth was erratic during the first few years; however new approaches were instituted and the program evolved. Since 1999, the number of classes presented has accelerated at a double-digit pace. Last year 14 volunteers taught 117 life-skills classes to 849 limited-resource individuals. On post-session evaluations 86 percent of the participants cited ways they planned to use the information they learned in class. During 1-3 month follow-up interviews 83 percent of participants surveyed reported they were using what they learned to better manage their families and homes. You will learn the techniques that make this award-winning program work including: creating hands-on, activity-based lessons; conducting innovative volunteer training; accommodating the needs of volunteers; keeping program costs low; addressing ethnic and literacy challenges; forming strong partnerships with agencies; establishing an ongoing program evaluation, update, and revision methodology.

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THE TOP TEN REASONS TO OFFER CREATIVE ART EXPERIENCES TO CHILDREN

Mary S. Averbeck*

ABSTRACT:
Creative art experiences promote positive youth development in all areas of growth: social, emotional, intellectual, and physical. In addition, creative art experiences encourage children to respect the uniqueness and individuality of different people. This workshop is geared for those who work directly with preschool or school age youth or educate or supervise adults that work with these age groups. During this ands-on seminar, experience creative art activities that enhance creative thinking, communication, problem-solving skills, decision-making skills and self-esteem. This seminar will also address the difference between a "craft" and "art' and the developmental advantages for youth to produce art. One goal of this seminar is to help creatively challenged adults understand the importance of offering creative art experiences and present ways to adapt art experiences for children aged two through twelve. Whether your art supply budget is healthy or non-existent, various resources and activity ideas will be provided to meet your needs. Plan to get your hands dirty and enjoy yourself!

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TEAMWORK ADVANCES EXTENSION PROGRAMS IN NATIVE AMERICAN COMMUNITIES

Marsha Azure*, Patricia Gailfus, Virgil Dupuis and John Phillips

ABSTRACT:
Extension services in Indian country are helping to meet the needs of Native American communities from Florida to Alaska and from Arizona to Michigan. An expansion of Extension services into these communities

has been helped by the designation of 31 Tribal Colleges and Universities as 1994 Land-Grant Institutions and the establishment of the Extension Indian Reservation Program (EIRP) conducted through 1862 and-Grant Institutions. As a result, Extension is reaching a population with unique needs and is doing so in a manner that values the rich culture and traditions of diverse Indian tribes. The 1994 programs target agriculture and natural resources; community and economic development; family and youth development; nutrition, diet and health; volunteerism and leadership development. EIRP is focused primarily on agriculture and agriculturally-related 4-H. Participants in this seminar will learn about several highly successful programs across an array of subjects. They will experience cultural customs and learn about unique delivery systems and tools. They will learn about successful partnerships among 1994, 1862 and 1890 institutions, including those addressing nutrition and health, water quality, and native plants restoration. Discussion time will be available to explore ways in which both Native American and non-native Extension educators from these programs can help others throughout the Extension System develop programs that are sensitive to diverse audiences and to identify additional opportunities for professional development among all Extension educators.

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NAVIGATING THE CONTENTIOUS TIDES OF PUBLIC POLICY DEBATE

Monika Baege M.S., LCMHC*

ABSTRACT:
One of the reasons emotions get heated in public policy discussions is that public policy touches on core values such as liberty, equity, justice, and community. Yet, other human factors contribute as well. Relationship systems can function to reduce stress and help all members succeed, or they can function to recycle stress, and keep members in polarized positions. Responses can lead to positive action, or to confusion and poor decisions. This workshop introduces Bowen Natural Systems Theory, which explores the predictable ways people interact and offers a unique perspective for understanding the emotional fallout of policy initiatives. Systems thinking raise interesting questions about what fuels polarization between people when what they care about is at stake. It also generates new ideas for how Extension workers might navigate the tides of intensity that arise in public policy work.

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MONEY MANAGEMENT FOR TEENS

Becky Baer*

ABSTRACT:
Today's youth generally do not understand financial concepts. According to the American Savings Education Council, results from the 1999 Youth and Money Survey indicated that 40% of parents surveyed felt their child did not understand financial matters. Sixty-four percent of the youth thought they didn't know as much about money management as they should. Because of these startling statistics and the astounding number of adults in financial trouble, "Money Management for Teens" was designed to acquaint adolescents with fundamental financial information. Short money management "radio" spots were developed for local high school students. The money management tips and concepts are presented over the intercom as part of the school announcements. Weekly topics have included: "The Importance of Financial Goals," "Developing a Spending Plan," "Easy Ways to Save Money," "Making Financial Decisions," "Checking and Bank

Services," "Making a Consumer Complaint," "Use Credit Wisely," "Investment Basics," "Insurance Matters," and "Keep Good Financial Records." By learning these concepts at an early age, financial instability and excessive credit debt may be avoided. The drama teacher who supervises students as they read the announcements over the school's public address system, said the narratives address important financial issues that teenagers need to know. Written valuations completed at the end of the school year will help determine knowledge retained and impact made.

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OHIO STATE UNIVERSITY EXTENSION AND MEIGS COUNTY COUNCIL ON AGING, INC. A TRUE PARTNERSHIP

Becky Baer* and Linda L. King

ABSTRACT:
The Ohio State University Extension office in Meigs County works cooperatively with the Meigs County Council on Aging, Inc. The Family and Consumer Sciences / Community Development agent and the program assistant for the Family Nutrition Program (FNP) present a series of nutrition classes for senior citizens who use the Council on Aging's fitness center. Multimedia classes cover topics such as: "Be Salt Sensible," "Dairy Delicious," "Eat Fruits and Vegetables for Variety," "Get Up and Go with Grains," "Weight Management," and "Reading Food Labels." The classes are a true partnership. The Extension office presents educational materials, instruction, and occasional food samples; the Council on Aging provides the classroom, the participants, and in-kind match for the Family Nutrition Program through personnel and space. The classes have had a tremendous impact on the local senior citizens. Seventy percent learned new information and planned to make recommended changes. Participants reported decreases in blood pressure, weight loss, and the ability to make healthier food choices in order to live a longer and healthier life.

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TEENAGE PARENTING: HOW MUCH DOES IT COST?

Becky Baer*

ABSTRACT:
Teen parenting has been a problem in Meigs County, Ohio for several years. At one point, the Appalachian community had the largest percentage of teenage pregnancies in the state. To help combat this social issue, the agent prepared a program entitled, "Teenage Parenting: How Much Does It Cost?" The multimedia presentation addresses the high cost of being a teen parent--not only the financial burden of having a child, but also the educational, social, physical and emotional sacrifices that occur in a teenager's life due to premature parenthood. Corresponding brochures providing statistical information about the prevalence of the problem and strategies supporting abstinence are given to the teens. This program has been presented to approximately 150 teenagers at the local youth center and the annual "Women's Outing on Wellness"--a health fair conference developed for high school girls. This agent has helped plan and implement the "Women's Outing on Wellness" conference for five years. Each year about 200 youth and health professionals participate in the event. Positive comments about the teen parenting sessions have been reported on conference evaluations. To reach a broader community audience, "Teen Parenting: How Much Does It Cost?" brochures have been distributed to students and faculty at area high schools, and articles have been written for the local newspaper.

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PYRAMID GARDENING: COOPERATIVE EXTENSION TEAMING UP WITH MASTER GARDENERS TO BRING A UNIQUE "HANDS-ON" EXPERIENCE TO NUTRITION EDUCATION IN ELEMENTARY SCHOOLS

Arlene Bailey M.S. R.D.* and Karl Pearson

ABSTRACT:
What is great nutrition without the soil, plants, and agricultural knowledge to grow the food we eat? Pyramid Gardening takes the Food Guide Pyramid to the ground level, with students growing different plants in a garden shaped as a pyramid. The Cooperative Extension Service and master gardeners lead the way in gardening education and give elementary school students this unique twist on health and nutrition education. By designing a school garden based on the Food Guide Pyramid, students not only receive a 3-D "hands-on" nutritional experience with the students being exposed to and understanding the growth habits of plants such as wheat, rice, corn, soybeans, peanuts, and more, they also learn about the nutritional value of these plants which can later be utilized in recipes that can be prepared in their homes. This innovative 3-D pyramid gardening concept teaches nutrition and health education in schools through a "hands-on" with students, master gardeners, and the Cooperative Extension Service.

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BUILDING FAMILY STRENGTHS: ESTABLISHING COMMUNITY LINKAGES TO SUPPORT FAMILIES

Cheryl L. Barber*, Barbara Rohrs, Nancy Stehulak and Marilyn Sachs

ABSTRACT:
Family and Consumer Sciences Extension Agents in Northwest Ohio collaborated on an in-depth program for professionals working with families. The goals were to (1) share Extension resources supporting family life; (2) present Extension as a source of research-based information; and (3) promote networking among community agencies. Resources covered the topics of: parenting, aging, family life, marriage enrichment, and all relationships throughout the lifespan. The following format was used: Extension professionals shared resources, demonstrated how they used it with families, then allowed participants to discuss how they would use this information. Additional time was allotted to share with participants specific ways they could collaborate with Extension professionals to enhance programs for at-risk families. Participants were encouraged to use local Extension offices and the OSU Extension Data Center as an informational source for grant writing. Through interviews public sector employees working with at-risk families declared that prior to this workshop, they were unaware of the wealth of information available from Extension and how it could improve their services. An additional, unexpected and positive outcome was building relationships with local industries and employers who provide family services and resources to employees. Employers and employees all benefit when family problems are addressed and possible solutions are shared. Using this information as a springboard, Ohio State University Extension has continued to collaborate with area industries, employers and professionals who work with at-risk families. Continuing evaluation has shown this is an effective way to share Extension resources and expand our collaboration efforts within the community.

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SUCCESSFUL SNACKS: FOOD, FITNESS, AND FOOD-SAFETY LEARNING ACTIVITIES FOR YOUNG CHILDREN

Cheryl L. Barber R.D., L.D.*, Mary Longo and Anita Pulay

ABSTRACT:
Ohio State University Extension as a subcommittee of the Child-Care Critical Issues Team has developed a curriculum that allows young children to try hands-on activities teaching about nutrition, food safety, and exercise. Beginning with the Food Guide Pyramid and the recommended serving sizes for young children, child-care providers learn to include nutrition in their curriculum using learning centers, story time, and food preparation. Food safety is essential, so this curriculum includes methods for teaching young children, parents, and adult staff about the importance of food safety. Childhood obesity is prevalent and leading to huge medical costs as obesity carries over to adulthood. The child-care providers learn about the correlation between food consumed and activity levels. Simple exercises that can lead children on a path toward a healthy lifestyle are shared. Providers receive snack recipes (tested with children), food safety tips and exercise ideas. Also distributed is a list of resources for ideas as well as a list of children's literature that can be related to a food theme. The objectives are to (1) involve children in fun food preparation; (2) prepare nutritious snacks as part of the curriculum; (3) know that fitness and exercise are an important part of a balanced curriculum; (4) know the importance of food safety precautions when working with children.

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EVALUATION MADE EASY - DESIGNING INSTRUMENTS TO MEASURE PROGRAM IMPACT

Susan Barkman* and Janet Fox

ABSTRACT:
Being able to measure the impact of an educational program is becoming a necessary skill for Extension professionals. The problem is that most Extension professionals have limited or no formal education in program evaluation. So presenters of this seminar have developed a "Field Guide for Designing Quantitative Instruments" especially for county Extension staff and specialists. The field guide focuses on outcome-based evaluation and ties into the Logic Model process utilized in most states. The guide describes easy-to-follow steps for developing tests, surveys/ questionnaires, and observation checklists to measure the impact of educational programs. It includes tips on such things as writing effective writing questions, choosing the appropriate response choices and/or scaling, and selecting methodology for administering the instrument. Also included are quick "field" methods to help improve instruments and increase the reliability and validity of the data gathered. Presenters will utilize a combination of computer presentation and interactive discussion throughout the seminar. Program participants will break into small groups throughout the program to get hands-on experiences on various steps. This seminar will help participants "exceed the expectations of community stakeholders" by learning how to collected valuable information about the impact of Extension programs. Participants will learn how to design quantitative instruments to measure knowledge gain, attitudinal change, behavior change, or skill development. Participants will learn through a step-by step process including: writing initial questions for an item pool, pilot-testing the instrument, determining reliability and validity analyzing and reporting data.

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LIFE SKILL DEVELOPMENT OF TENURE 4-H'ERS

Susan Barkman* and Colleen

ABSTRACT:
The purpose of this study was to investigate the impact of the Indiana 4-H program on the development of life skills in youth who were in their last year of eligibility of the 4-H program. Surveys were sent to 1,956 youth in 77 of the 92 Indiana counties. Surveys were returned by 881 youth resulting in a 45.1% response rate. Of the 881 youth, ages 17-20 years old, who returned surveys over 97.1% had participated in the 4-H program for 7 or more years. Youth were asked to indicate how much they thought 4-H had influenced their development of life skills. The top five life skills that youth indicated 4-H had the most influence in developing were (1) completing a project of task; (2) having a positive view of the future; (3) communicating with others; (4) setting and achieving goals; and (5) interacting socially. Analysis of data also showed that there as a significant difference between youth who held various offices and those who had not. Leading a group and talking in front of a group were the top two differences for all offices (president, vice-president, secretary, and treasurer). Youth who had served as president or vice-president showed a significant difference from those who had not held that office in the life skill areas of: communicating with others, making decisions and being a responsible citizen. One of the major differences between youth who had served as secretary and those who hadn't was in the area of keeping records.

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TEACHING THE "TOUGH TOPICS" --CONSIDERATIONS IN AND APPROACHES TO CONTROVERSIAL AND SENSITIVE ISSUES

Betty Lou Barsley-Marra*

ABSTRACT:
Many of us learned that there are just some topics that should not be discussed because they are likely to elicit strong emotions. Some educators believe that controversy in an educational setting hinders thinking and learning. The result of this is that educators, all too often, exclude "tough topics" from their programs. For Extension to achieve its mission, there must be staff who are highly skilled for educating on the "tough topics." They must provide leadership for all who work with children, youth and families regarding the importance of embracing the "tough topics" since ignorance results in the lack of health and wellness literacy as well as the lack of resistance skills evident in poor behavioral choices. The poor behavioral choices made by adolescents, for example, have many results including unintended pregnancy, exposure and transmission of sexually transmitted infections, and interpersonal relationship havoc such as victimization and the inability to sustain healthy human connections. This workshop will enhance the skills of those who work with children, youth and their families regarding education on the "tough topics." While discussion will be applicable to all "tough topics," human sexuality education will be the topic addressed most specifically in terms of strategies and approaches. Included in the workshop will be a simulation of an educational program on Transgender Issues. As the workshop audience participates in that simulation they will simultaneously be learning information about the topic while observing the modeling of best practice in teaching of a "tough topic."

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AT-RISK YOUTH AND HOUSEHOLD HAZARDOUS WASTE EDUCATION

Darcy Batura*

ABSTRACT:
This presentation reports on the successes of a new program piloted during the Fall of 2002 at Garfield High School in Seattle's Central Area. The program was conducted as a partnership with King County Solid Waste Division and WSU Cooperative Extension. This program is important to the participants of the 2003 EEAW Conference due to its new approach, simplicity in design, ease of replicating, and significant impacts in terms of knowledge gained by the participants and the community outreach performed as a result of youth participation. This program is designed to increase youth-based knowledge of Household Hazardous Waste issues and challenges through outreach programs to at-risk and economically disadvantaged youth throughout King County. The training is based on Hazards on the Homefront, a curriculum developed by King County Solid Waste Division that provides real-life examples and helps students to become critical thinkers, problem solvers and prudent consumers. This project is based on the following educational objectives: (1) Provide educational opportunities that are age appropriate and relevant; (2) Target educational opportunities for youth who, in turn, can educate their families and peers; (3) Foster an environment where youth can use their education and outreach activities to develop effective leadership strategies and help prepare them for a successful future; (4) Encourage youth to identify their learning objectives and achieve these through leadership and outreach; (5) Expose rural and urban youth to mentors in the environmental field.

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EXPERIENTIAL LEARNING: FUN AND GAMES OR SERIOUS STRATEGIES?

Holly Berry*, Betty Izumi, Sharon Johnson, Suzi Busler, Fern Wilcox, Anne Hoisington, Carolyn Raab, Cecelia Haack and Elaine Husted

ABSTRACT:
Interactive, experiential teaching tools enable participants to experience a "hands on" scenario through engagement in challenges and choices. Participants are more likely to gain cognitive and affective understandings from experiential learning than from traditional teaching techniques. Although there is any number of commercially produced educational games and simulations available for purchase, they may not achieve your specific educational objectives. You may have to produce your own. Effective concept design, development, and evaluation doesn't just happen. Educational objectives and outcomes, the physical environment, allocation of time, and incorporation of chance and excitement are just a few of the elements that contribute to a real-life experience for the participant. Extension faculty and staff in Oregon have designed and delivered a variety of effective experiential teaching tools that engage program participants in specific subject matter topics and public policy issues. In some cases, familiar formats have been utilized and adapted; in others, original design was necessary. Components of a diabetes bingo/loteria game in English and Spanish, a food safety education board game for Native Americans, a community development board game for community-based youth development program managers, a simulation for families with young children who have special needs, and a community based learning activity to increase awareness of hunger will be explored. This session identifies the steps from start to finish that will lead to designing a successful interactive learning experience in family education.

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CA$HING IN ON BUSINESS OPPORTUNITIES: A CURRICULUM FOR BUILDING AN EFFECTIVE HOME-BASED AND MICRO BUSINESS EDUCATIONAL PROGRAM

Karen Biers*

ABSTRACT:
An increasing number of Americans are starting small businesses to enhance their family's economic situation and quality of life. These entrepreneurs have the technical skills to produce products and services, but frequently lack business management skills to successfully start and grow their enterprises. Extension professionals across the country are seeking ways to help improve the economic vitality of entrepreneurs, their families, and communities. In order to meet this educational need, USDA's Home- Based and Micro Business Design Team wrote a twenty-three chapter curriculum titled "Ca$hing in on Business Opportunities: A Guide to Building a Home- Based and Micro Business Program". The curriculum includes educational material for Extension and other economic development educators to provide the business training entrepreneurs need to establish and grow their businesses. The curriculum, available in CD, covers a wide range of topics and includes a leader's guide, narrative, hand-outs, transparency masters, and Power Point(R) slides. This session will give an overview of the curriculum and then focus on selected chapters.

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ETHICAL LEADERSHIP FOR ADULTS AND TEENS

Louise Biggers* and Patricia Gruber

ABSTRACT:
Teamwork and leadership have been emphasized in educational programming for years. The importance of incorporating ethics in leadership and teamwork will be highlighted in this presentation. Participants will learn that to be an effective leader one must be an ethical person. Adult and teen leaders must take personal responsibility for their ethical and moral decisions and behaviors. It is critical that teens and adults model the behaviors that they try to instill in others. The CHARACTER COUNTS!* Six Pillars of Character, trustworthiness, respect, responsibility, fairness, caring and citizenship will be featured as the core values taught by the certified trainers. The Six Pillars provide a common language that can be accepted by all. The session will include a variety of hands-on activities that can be used to increase the awareness of and the importance of embracing ethics in leadership development. The learning activities can be used in teen and adult training for any type of groups. Participants will have fun as they get creative ideas to copy, adapt, and use for their volunteers.

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DOLLAR DECISIONS: A STEP-BY-STEP APPROACH TO BASIC FINANCIAL MANAGEMENT

Marilyn Bischoff* and Marsha Hawkins

ABSTRACT:
Individuals and families are having a difficult time making ends meet. Growing consumer debt, increasing numbers of personal bankruptcies and low personal savings rates are undermining the financial stability of millions of households. During the past few years, the issue of financial literacy has risen on the agendas of educators, community

groups, businesses, agencies, and policy makers. Financial literacy is important not only to individuals and families, it's important to communities. Financial literacy is a major thrust of Extension programming. Its goal is to improve the quality of consumer financial decisions, to help insure that consumers not only have adequate knowledge but also successfully apply this knowledge. This display will introduce a brand new curriculum, "Dollar Decisions: A step-by-Step Approach to Basic Financial Management," that includes a video, educator's guide, and participant materials. The curriculum teaches basic financial- management concepts: (1) Making choices; (2) Where does your money come from; (3) Where does your money go; (4) Goal setting; (5) Developing a spending and savings plan; (6) Making ends meet; and (7) Tracking your expenses. The video explores basic financial-management practices of diverse people at many stages of the life cycle. Through the eyes of these individuals and families, important-financial management issues and terms are examined. "Dollar Decisions" provides educators with tools to teach critical financial-management skills. The curriculum will enable consumers to make wise "Dollar Decisions" as a result of participating in this program.

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ASCEND AND THE GREEN THUMB PROGRAMS, AN OPPORTUNITY TO MAKE A DIFFERENCE IN THE PRISON SYSTEM

Wade Bitner*

ABSTRACT:
Extension working with the Utah Department of Corrections to teach horticulture to inmates using 4-H and Master Gardener materials. This program also is used to assist low IQ (<80) inmates survive the system. Inmates are taught horticulture principles and practices to function as gardeners in the Green Thumb program. They then use 4-H information on gardening to teach the ASCEND inmates how to garden. ASCEND inmates are taught by other inmates how to grow plants using grow labs in a greenhouse. ASCEND inmates then practice skills learned by growing plants in their own space under two shop lights. When completed, they receive a certificate of completion and recognition. This model uses the 4-H gardening program as a base. Then, they y grow plants in soil in a greenhouse to demonstrate their skills. When danger of frost has passed, outdoor gardens are planted, cared for and harvested. Some of the harvested vegetables have been donated to homeless shelters or food banks in the areas. Pumpkins are also donated to disadvantaged youth for Halloween. This program takes low IQ inmates out of the normal system, allows them some meaningful tasks and uses effectively taught inmates to become their teachers. The programs allow two officers to manage up to 60 inmates during the working day. It has proven effective and receives wide support from the rest of the prison staff.

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SCHOOL NUTRITION PROGRAM EMPLOYEES IMPACT THE LIVES OF CHILDREN IN SOUTHWEST GEORGIA

Judy Bland*, Rachel West, Debbie Purvis, Mandel Smith, Christa Campbell, Rebecca Moore, Sylvia Davis, Karen Brunegraff and Ann Hudgins

ABSTRACT:
School Nutrition Program (SNP) employees play a major role in impacting the health of our school-age children. By providing two meals a day to 80,000 students in our school systems, they influence these children's food choices throughout their lifetimes. Continual nutrition education is vital for these employees. The SNP in Georgia looks to the University of Georgia Extension Service for this education. Extension Agents believe that the employees must first have a personal understanding of nutrition and health before

they can convey this information to students in their systems. By partnering with local SNP Directors, South District FACS Agents plan the seven summer conferences to be held throughout Southwest Georgia. While FACS agents prepare and teach the sessions, UGA FACS specialists and other faculty support the conferences through curriculums and other researched based information. Topics planned are based on the needs of the employees and the current nutrition and children's health issues. The conference sessions included Bone Health, featuring a bone density screening for the participants. The Safety of Our Food Supply updated them about the threats of agri-terrorism. Diabetes and Our Children alerted them to the alarming rate of Type II diabetes in children and the relationship between healthy food choices, childhood obesity and this disease. Evaluation data proved that the employees increased their knowledge during the overall conference by 85%. Specific evaluation results of each topic will be highlighted on the poster presented.

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HOME CLEAN HOME! CONSUMER TRENDS AND NEW INNOVATIONS

Nancy L. Bock*

ABSTRACT:
"Home Clean Home" is a new program designed by the Soap and Detergent Association (SDA) to update Extension Educators on the proper and safe use of household cleaning products and practices and the strong link between good hygiene and health. Today, consumer demand for improved performance, convenience and value has driven an unprecedented level of innovation resulting in new laundry and household cleaning products. As consumers are exposed to new products, new appliances, and new fabrics, Extension educators will need credible, non-brand-AUTHOR: information for workshops as well as consumer questions and can continue to turn to SDA for program support and information they can trust. The workshop and printed materials will provide an overview of new products, their use and benefits, and consumer trends. Camera-ready educational materials, a PowerPoint presentation with notes, frequently asked question reference sheet, and evaluation form have been developed for the "Home Clean Home" program. The program materials are appropriate for educational workshops for youth and adult audiences. In addition they are an excellent resource for answering consumer questions. SDA is a nonprofit association that is the home for the leaning products industry and has exhibited at the NEAFCS convention for the past 33 years.

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IMPACT ON THREE GENERATIONS FROM GROWING UP ON A WYOMING HOMESTEAD

Patricia Booher*

ABSTRACT:
Situation: Homesteading in the western states played a significant role in the development of agricultural communities. The Heart Mountain homestead project near Powell, Wyoming in 1949 developed into a thriving community. There were key denominators that enhanced three generations of families within this community. Objective: The objective of this qualitative research project was to evaluate and document those components of family values, traditions, community spirit, and educational opportunities that contributed to the success of a thriving community that is extending to three generations. Methods: A qualitative research method was used in interviews with three generations of families. The interviews were taped and than transcribed. Old pictures, vital documents, maps, and books were acquired to furnish more extensive history. University of Wyoming faculty

contributed to the research project in trainings before the interview process began. Results: Through evaluation of interviews and other documents and historical information, key components of resiliency and industry were determined that insured the success of this homestead community. The impact of the educational endeavors of UW Cooperative Extension was established. A vital part of western American history was preserved in archives for future research and investigation. Significance/Usefulness: There were significant factors that impacted community cohesiveness and family resiliency. By tracking the family traditions, values, work ethic, and community goals throughout three generations, similar factors were determined that affected the success of the Heart Mountain homestead community.

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4-H OUTREACH: YOUTH SAFETY DAYS

Luann Boyer*, Janice Dixon and Bruce Bosley

ABSTRACT:
After 7 farm accident deaths in a few years, Morgan County Extension developed a program focusing on various aspects of safety for youth. Fifteen topics for youth safety were identified. Curriculum was written to teach safety concepts to all 3rd through 6th grade students in the county through day-long programs during school. Community partnership volunteers provide safety expertise. They include REA (electric), equipment dealer (lawn mower), Red Cross (first aid), Burlington Northern (train), Agriculture Department (chemical), ambulance (first on the scene), Fire Department (fire), Parks Department (water), State Patrol (seatbelt), animal control (animal), and FFA chapters (tractor rollover, PTO, and grain bin safety). Extension Staff provides sessions on food safety and sun safety. High school youth are trained to present some of the topics (sun, animal, lawn mower, grain bin, food) and assist community volunteers. Financial support for programs is provided by Association of Commercial Banks, a seed company, Soil Conservation District, and REA. The schools provide lunches for the presenters. Businesses provide equipment and supplies for programs. Community support has allowed programs to continue even though Extension program budgets have declined. Besides financial support for the program, community partners volunteer approximately 960 hours giving presentations. Programs have been presented since 1993. In 2002, programs reached 1576 youth and 75 adults. Youth complete a pre/post test on knowledge of safety practices. The 2002 results showed an increase of 12% in knowledge after completing the program.

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4-H STEERS THAT WORK

Christine Bozak* and Dorothy Burrows

ABSTRACT:
Working steers are young oxen trained to work together as draft animals. 4-Hers work their teams though obstacle courses simply by using voice commands. This poster presentation will focus on the benefits of a working steer 4-H project. The advantages of having a team of working steers as a project versus a beef or dairy animal: (1) do not need the best pedigreed animal as the results are more dependent on the trained animal than on its type or conformation; (2) only need two animals; (3) can keep on small amount of acreage; (4) basic equipment--yoke and goad stick and five basic voice commands; (5) youth learn to make their own equipment of yokes and whips; (6) youth bond and grow with their animals; youth usually acquire weaned calves when they themselves are

young; (7) learning to drive and train a team is relatively simple and primarily by voice commands; (8) youth have a reward of accomplishment; (9) trained steers can be used for logging and pulling competitions as well as 4-H shows. There has to be a strong commitment of time and effort by youth and parents to properly train these animals that need to be worked daily. The working steer project is one of the fastest growing projects in New Hampshire with more than one thousand pairs of working steers in New England. Youth benefit by establishing strong family ties, a strong commitment to peers and their clubs, and strong caring relationships with their animals.

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THE MISSING LINK--RELATIONSHIP SKILLS EDUCATION

Rebecca Brooks*

ABSTRACT:
Statistics show that 90% of today's adolescents will get married at some point in their lives--and half will be divorced in 7 years. Yet they rate a satisfying marriage as their number one goal--ahead of wealth, health, and success. The good news is that a successful marriage is not just a matter of luck--relationship skills can be learned and what better place to start than with teens? Sadly, many young people lack healthy models for relationships. Often, they depend upon popular culture for their view of dating, love, and marriage. Teaching adolescents relationship skills can have positive impacts on teen pregnancy and peer conflict resolution. Current research also informs us that the most beneficial environment for raising children and being a parent is in the context of marriage. Relationship skills programs can help young people become more confident about their ability to create lasting relationships and marriages. Successful relationships and marriages are subjects fascinating to both males and females. Teens want to understand, manage and make wise decisions about relationships, especially romantic ones. This presentation will help teachers learn about the importance of teaching relationships skills and acquaint them with effective relationship skills resources which are interactive, teacher-friendly, widely used and researched based and validated.

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EVALUATION OF A STATEWIDE PARENT EDUCATION PROGRAM FOR DIVORCING PARENTS

Denise J. Brandon Ph.D.*

ABSTRACT:
A system was needed to collect impact data for the Tennessee parent education program for divorcing parents called "Parenting Apart: Effective Co-Parenting." Because county Extension faculty often do not have the time or the necessary statistical training and computer software to evaluate programs effectively, a system for collecting data at the local level and aggregating it at the state level was devised and implemented. Both quantitative and qualitative data were collected to measure changes in knowledge, attitudes, skills, aspirations (KASA), and behavior in class participants. Evaluations were conducted at the end of each class and through a follow-up survey up to six months after class completion. The exhibit will showcase examples of evaluation tools and results of analyses that yielded impact data for both the county and state levels.

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MY WORLD, 4-H CULTURAL ARTS, CULTURAL ARTS AND TECHNOLOGY DAYCAMP PROGRAM

Jeanne Brandt*

ABSTRACT:
If children are to live and succeed in a culturally diverse world, it is necessary for them to become familiar with and accept differences in others and have the courage to attempt new experiences. Washington County, Oregon, 4-H offers a series of summer daycamps for culturally, socio-economically and geographically diverse youth throughout our county. The goals of the daycamps are threefold: (1) To provide positive, supervised, summer activities for children in isolated communities with high concentrations of limited resource and minority families who would not otherwise be involved in 4-H, or any other youth programs. (2) To share arts, activities and foods from cultures around the world, natural resources education and technology exploration with 4-H members and community children. (3) To provide opportunities for 4-H leaders and members to share their skills and knowledge with youth from their communities and to strengthen community partnerships. The "My World" summer daycamp program is the result of a huge cooperative effort of 4-H staff, 4-H members and leaders, school district and other youth serving agency staff and generous financial support from a number of supporters. "My World" was the 2002 NAE4-HA National Diversity Program Award recipient.

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FINDING, FOCUSING AND LEADING THE MODERN DAY 4-H LEADER

Dr. Floyd Branson, Jr.* and Dr. Renee McKee

ABSTRACT:
Volunteers come in all ages, shapes, sizes, genders, backgrounds and differences. The modern day 4-H program's success depends on engaging high quality, high energy, enthusiastic 4-H volunteers with a heart for new challenges. This new day 4-H volunteer does not fit the old paradigm of past leaders nor can one expect new programs to come from letting current volunteers continually reuse worn-out ideas and tired concepts. This seminar is designed to assist the forward looking Extension Educator in identifying new techniques in obtaining this new volunteer of the 21st century, discuss how to engage them immediately in proactive concepts, and provide ways to encourage them to, not only, think out of the box, but build new ones motivating them to be fearless pioneers in youth development. Information and concepts as to how to re-energize older leaders will be provided, as well. This seminar is geared to be fast paced, high-energy, revitalizing, and extremely high-impact.

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ENGAGEMENT AND PUBLIC SCHOLARSHIP: IMPLICATIONS FOR COMMUNITY DEVELOPMENT

Jeffrey C. Bridger* and Theodore R. Alter

ABSTRACT:
Communities today are grappling with an unprecedented set of issues. In rural and urban America, economic decline has left a legacy of environmental, social, and economic problems. In contrast, many suburban communities are struggling with the problems that accompany rapid growth. Despite these divergent trends, all communities face similar challenges in planning for the future. Effective planning requires a clear vision, strong leadership, and an active citizenry willing to turn visions into reality. Too often, communities are lacking in one or more of these assets. As a result, many places find themselves simply reacting to the changes swirling around them. Given this state of affairs, it is not surprising that colleges and universities are being asked to take a more active role in the communities we

serve. In place of the one-way transfer of knowledge that has characterized most university-based outreach efforts, there is growing movement calling for a more collaborative approach. In a recent report, the Kellogg Commission on the Future of State and Land-Grant Universities argues that this new spirit of partnership is embodied in the concepts of public scholarship and engagement. In this paper, we define these ideas, demonstrate how they differ from traditional models of scholarship and outreach, and discuss the implications for the theory and practice of community development. To accomplish these tasks, we draw on an on-going action research project which focuses on the experiences of several scholars who are working with groups and communities to address important public issues.

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"PRICELESS MEMORIES" - PUTTING YOUR BEST FOOT FORWARD WHEN ATTENDING FORMAL EVENTS

Pat Brinkman*, Nadine Fogt, Rose Fisher Merkowitz and Nicola Eyre

ABSTRACT:
Prom, homecoming, formals...rites of passage in a teenage girl's life. The "Priceless Memories" educational program offered informative sessions on topics pertaining to formal events. This collaboration was between Family and Consumer Sciences and 4-H Youth Development Agents with their 4-H fashion board members from two counties. Target audience included teen 4-H members and non-members from seven school districts. The afternoon started with a meal that included a table etiquette lesson. After the meal local business and extension professionals taught sessions on safe practices concerning tanning, skin care, make-up, hairstyles, selecting flowers, and accessorizing for formal occasions. One of the highlights was a forma wear fashion show by fashion board members modeling past 4-H projects or economical and stylish purchased gowns. Teen participants had the opportunity to trade, sell, or purchase gently used formals. Eighty mothers and daughters enjoyed the afternoon festivities according to the evaluations. Participants in this seminar will learn how to plan, organize and conduct the educational program using the eight essential elements of a youth program. Lesson plans, news releases, radio spots, and evaluation tools will be shared. "Priceless Memories" not only educated the participants on how to put their best foot forward for formal occasions, but also provided life skills they would use as an adult.

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BRIGHT BEGINNINGS: A PARENT EDUCATION CURRICULUM ON PARENTING YOUNG CHILDREN

Dr. Sean Brotherson* and Dr. Karin Bartoszuk

ABSTRACT:
A child's beginning represents the foundation upon which a happy life is established. Good beginnings beget good journeys, and for young children, it is parents, grandparents, and other adults who play the most critical role in the type of beginning they experience. Parent education is a core programming area of the Cooperative State Research, Education and Extension Services in the United States. Parents and other adults need to understand their role in providing the stable foundation that is necessary for young children to have a healthy developmental beginning. Bright Beginnings: Understanding and Enhancing Your Young Child's Growth and Development is a new parenting curriculum from the NDSU Extension Service that facilitates this goal. This parent education curriculum focuses on parenting young children from the prenatal period through the age of eight, and includes such topics as brain development, attachment,

prenatal health, social development, children and play, and other critical topics. The Bright Beginnings curriculum was designed to meet the needs of educators and others who need flexibility in content and approaches to working with parents and others who care for young children. This session will highlight the need for parent education in this area, document use of the Bright Beginnings curriculum in various contexts, and share preliminary results from evaluation efforts.

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IMPLEMENTING 21ST CENTURY COMMUNITY LEARING CENTER PROGRAMS IN A RURAL COMMUNITY

Sharon K. Broughton* and Cheryl Lone

ABSTRACT:
The "Implementing 21st Century Community Learning Centers in a Rural Community" seminar will share practical information based on the presenters' experience with implementing and maintaining an extended day program in a rural environment. The C.A.R.E.S. (Crawford's After-school Program Reaches Everyone's Students) program grew from serving 60 students a week to serving over 300 students per day in only four years. Examples of overcoming obstacles faced by rural communities will be discussed. This session will include information on the evaluation system utilized to demonstrate student growth in this after-school and summer enrichment program.

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TERRORISM: WHAT DO WE DO NOW?

Barbara A. Brown*

ABSTRACT:
Participate in a real National Issues Forum (NIF) on terrorism, like the ones held in a middle school in Sumter, SC. (Three hundred (300) youths and teachers participated in seven deliberative forums to discuss three directions of public action in regard to terrorism; What should we do now? Have an all out war to defeat the global terror network. Take decisive measures to bolster homeland security. Or, address grievances and expand efforts to reduce hatred in a battle for the hearts and minds of the Muslim nations.) These youths could not understand why other nations hate America and demonstrated a major need for global education among our youth. NIF, as a community building tool, gives citizens practice at deliberative democracy. People need to come together to reason and talk--to deliberate about common problems. The forum on terrorism will give seminar participants the opportunity to participate in a real forum, learn and practice deliberative democracy skills, and understand how NIF can be used as a community building tool to build social capital. Additionally, the terrorism forum can be used as a means to initiate global education at the local level. Developed by Kettering Foundation and the National Issues Forum Network, NIF is a nonpartisan, nationwide network of locally sponsored forums for the consideration of public policy issues. They are rooted in the idea that democracy requires an ongoing deliberative dialogue. (Youths and adults, deliberating together on issues of public concern, can be an ideal community youth development tool.)

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LIFE PLANNING: IT BEGINS WITH COMMUNICATION

Joyce Brown*, Christine Price, Cindy Oliveri, Kirk Bloir, Judy Hardy and Lynn Dobb

ABSTRACT:
As our society ages, and people live longer lives, aging and end-of-life issues have become increasingly important to families.
Many families don't take time to face the "what ifs" that will face them down the road. A "Train-the-Trainer" videoconference on the topic of life planning has been presented to over 100 individuals in Ohio. Audiences have included aging organization professionals, health care facility staff, and Ohio State University Extension staff. The conference was sponsored by the Senior Series Team, a partnership of Ohio State University Extension and the Ohio Department of Aging. Topics covered in the conference include the implications of longevity on the family system, recognizing the realities of what happens when life planning isn't done, identifying tools to introduce life-planning discussions within the family and learning about resources available to families for use in life-planning discussions. Participants take the information and training materials from this meeting and conduct similar programs in their own communities.

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TNT: TEAMS FOR NEW TECHNOLOGY

Karen S. Bruns*, Cindy Bond-Zielinski, Julia Keller and Rick Grove

ABSTRACT:
Delivering Extension programming through video conferencing expands the clientele reached, and the types of programs delivered. Local extension educators specializing in specific subject matter can reach audiences statewide and non-Extension faculty can offer credit and non-credit programming throughout the state. Using video conferencing, as a tool to expand Extension programming requires the development of an integrated team that represents content specialists, technology specialists, local program developers and multisite facilitators. Each team member is essential for the success of the program and must have a clear understanding of the role of the interactive video sites, the overall vision for using this new technology, a clear understanding of each team member's role, and the sharing of talents and expertise across individual sites. This session will focus on how developing a multi point interactive video system through Ohio State University Extension has resulted in the development of a team of professionals who work together to insure the successful delivery of the programming. The sessions will discuss how Ohio State University Extension has created Learning Centers to expand the use of technology. It will focus on the new roles created for Extension employees as a part of being on a team delivering video conferencing based programming. The presenters will discuss the ramifications of this on the organizational structure within Extension and the human resources implications when expanding technology to deliver Extension programming.

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LEADERS IN THE KNOW HELP YOUR PROGRAM GROW

Rod Buchele*, Ann Hall and Louise Welsby

ABSTRACT:
A good foundation and training for volunteers will reap huge rewards for your program in the future. Volunteer leaders who are trained correctly are much more efficient, enjoy their volunteering more and easily pass on correct information to other volunteers and potential volunteers. New leaders pick up a lot of information from current leaders. It is important that they learn this information from a corps of trained leaders. This seminar will

introduce the concept of "certified leader" trainers--leaders who have received training and resources to conduct new 4-H leader orientation and training. Participants will briefly participate in several training activities as well as learning the actual procedures for conducting such a training. Participants will receive a copy of the resource notebook used in this training. The presentation team has been working on this program for four years as part of a multi-region issue team in Colorado. The program has been presented eight times and has trained over 150 leaders directly and another 300 indirectly. This curriculum has been evaluated after each presentation and has been revised three times. It is currently being reviewed by the Colorado Curriculum Committee for statewide use.

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GOING BEYOND THE BLUE RIBBON: A CREATIVE AND COMPREHENSIVE APPROACH TO RECOGNITION

JoLene Bunnell* and Kriss Jacobson

ABSTRACT:
Recall the joy in a child the first time they receive a blue ribbon for their cookies at the county fair. 4-H has always been a leader in providing an environment that nurtures a sense of confidence, a feeling of accomplishment and a heightened level of competence through its use of recognition. In this poster session, numerous examples will be given that go beyond that blue ribbon to other more creative and comprehensive ways of utilizing recognition to enhance growth and development in our 4-H youth. Recognition should be an integral part of all 4-H educational experiences. The National 4-H Recognition Model of: participation, progress towards self-set goals, standard of excellence, peer competition, and cooperation will be used as a framework to create a balanced countywide 4-H recognition system that meets the changing needs of today's youth. Innovative approaches to recognition will be shared that have successfully been used to strengthen as well as build participation in countywide 4-H events. A few of the examples to be shared include: "4-H Service Dollars" for cooperating as a group that can be cashed in towards the cost of 4-H camps and retreats; earning achievement points for the numerous events that a youth participates in throughout the year that equate to a cash award; and participation certificates for all contest to AUTHOR: a few. Come away with several ideas to take your county recognition beyond the blue ribbon.

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DEFINING COMPETENCY AND REVIEWING FACTORS THAT MAY IMPACT KNOWLEDGE, PERCEIVED IMPORTANCE AND USE OF COMPETENCIES IN THE 4-H PROFESSIONAL'S JOB

Dr. Travis Burke*

ABSTRACT:
Presented is a research study designed to identify and describe competencies and how they impact knowledge, importance and use in the 4-H Professional's job. A competency based study is somewhat of a new idea, yet a means of promoting innovation and continuous learning for the extension educator. A competency can be used to increase effectiveness, productivity and lead to an enhanced level of performance. Relationships of socio-demographic factors (age, education, gender, ethnic background) and organizational factors(program resources, tenure, discipline and staff size were examined. Six concepts were central to this research. Those concepts were competency, knowledge, attitudes, perceptions and professional development and competency based model. Data were obtained by surveying 4-H extension professionals using a structured questionnaire. The 4-H professionals serve as staff working for North Carolina

Cooperative Extension. Seventy-nine percent of the instruments were returned.

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DO'S AND DON'TS AT THE GAS PUMP--STATIC FIRES--HOW TO PREVENT THEM

Cathy Burkett*

ABSTRACT:
This program was developed to inform people about the potential dangers involved when refueling their vehicles. Static fires at the gas pump are a new phenomenon that can be prevented. The program developer experienced a refueling fire and had no idea anything like this could happen. The educator has developed a curriculum for professionals to use to inform people of potential dangers when refueling their vehicles and how those dangers can be minimized and potentially prevented. The Extension Educator has worked with Robert Renkes of the Petroleum Equipment Institute (PEI) in developing the curriculum. It includes a power point presentation, handout materials, and an evaluation instrument. A videotape that shows actual fires as they occur will be available. Static fires are rare, but have caused serious injury and death. Participants will learn how static fires happen, why they happen most often to women, what to do should one occur and most important, how to prevent them. There will be a discussion on safe refueling and fuel handling guidelines as well. Information is for all drivers, regardless of age. The program can be 1- 11/2 hours long or used as a 20-30 minute program for various groups.

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LEADERSHIPPLENTY: SKILLS FOR COMMUNITY INVOLVEMENT

Cheryl Burkhart-Kriesel*, Anita Hall, Dewey Teel, Kim Bearnes, Dennis Kahl, Phyllis Schoenholz and Lisa Kaslon

ABSTRACT:
Aging and decreasing populations, limited economic opportunities, and increased costs for services are just some of the issues plaguing rural areas, especially in the Great Plains. For rural communities to prosper in the future, leadership will be critical. Many believe that successful communities will be those where inclusive asset-based community leadership flourishes. Using training and materials from the Pew Center for Civic Change, six launch sites were identified in the state of Nebraska for a new approach to developing community leadership, LeadershipPlenty. Based on the assumption that communities are full of leadership potential, the nine module curriculum builds awareness and skills from an asset-based, servant leadership approach. Six unique program launch sites will be showcased. They include (1) very rural communities where volunteers are organizing as the local economic development group; (2) an Indian Reservation where social service workers are looking to enhance their skills and empower their clients; (3) a village government board where previous personality conflicts within the board have caused the group to be dysfunctional; and (4) multi-county organizations wishing to incorporate servant-based leadership principles into their group's culture. Participants in this session will be learn about (1) the Pew LeadershipPlenty application and training process; (2) the specific components of the nine modules; (3) how the process and material is being used by cooperative extension staff; and (4) preliminary community impressions/impacts. Presenters will highlight the practical "how-to" aspects beginning with the initial step of identifying groups that seem to be ready for a leadership experience to program planning, implementation, and evaluation.

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EXTENSION EFFORTS IN OUTDOOR RECREATION AND TOURISM DEVELOPMENT IN THE "NEW WEST" THE CASE OF UTAH

Steven W. Burr*

ABSTRACT:
Utah State University's Institute for Outdoor Recreation and Tourism (IORT) has the mission of improving our understanding of the relationships between outdoor recreation and tourism, natural resources management, community economic vitality, and quality of life, accomplished through the program functions of research, Extension, and teaching. Working as an Extension Specialist in outdoor recreation and tourism, I have had the opportunity to present on a variety of outdoor recreation and natural resources-based tourism related topics, assess the current situation of outdoor recreation and tourism development, and identify a multitude of related needs in the state of Utah. An IORT Advisory Board, with approximately fifteen members representing a variety of stakeholder groups, endorses and supports the mission of the Institute and helps facilitate statewide collaboration and cooperation among professionals and other stakeholders working in outdoor recreation and tourism. Together, we have identified a number of issues and challenges, including needs for research to demonstrate the socio-economic value of public lands, educating the public about non-traditional uses of natural resources and the role of tourism as true economic development, effectively utilizing technology and information resources, developing tourism resources for communities, and hospitality training and program development for meeting visitor expectations. This presentation will review IORT"s development and accomplishments in these areas and in the process share with participants the context and challenges of Extension work in outdoor recreation and tourism development in the "New West", using efforts in Utah as a case study.

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IT'S NOT JUST CROPS AND COWS ANYMORE! DIVERSIFYING AG-ENTERPRISES FOR SUSTAINABILITY

Steven W. Burr* and Jody Gale

ABSTRACT:
Many of America's farmers and ranchers have been struggling economically, as they attempt to make their operations viable in the face of fickle markets, low prices, changing environmental conditions, and global competition. One successful approach in these "changing times" has been in diversifying operations beyond agricultural production. Such diversification can generate additional income for ag-operators and enhance overall rural economic development. One area of such diversification is for ag-entrepreneurs to "add value" to the products they sell and thus increase their profit potential. Value can also be added by providing various services or experiences with a particular product or mode of production. Related to adding value through experiences is the development of agricultural and natural resources for outdoor recreation and tourism development. Many farmers and ranchers have long made their lands and waters available for the traditional outdoor recreation activities of hunting and fishing. However, with a general change in societal values with regard to the development and use of our natural resources, more and more emphasis is being placed on the value of amenity resources, such as scenery and aesthetics, opportunities for a diversity of recreation experiences, providing habitat for wildlife, and preserving

biological diversity. Some ag-operators have been able to take advantage of these changes to develop new "niche" markets and meet a growing demand in the area of ag-tourism by providing unique camping, outdoor recreation, wildlife viewing, and birdwatching experiences. This seminar will examine the potential opportunities in diversifying ag-enterprises for sustainability and present some successful case studies.

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NEW-AGE PRESENTATIONS FOR EXTENSION EDUCATORS

Susan Busler* and Nellie Oehler

ABSTRACT:
Extension educators are supposed to be teachers but many of us have never taken a speech or an educational principles class. If we have, it was a decade ago and things have changed. There is more to teaching than putting your outline up on a screen. This class will teach the principles of effective presentations, including how to make attractive visuals, whether it is an overhead, PowerPoint presentation or the plain "ole" flip chart. The class will include information on different learning styles and teaching diverse audiences. Do you know how to reach those with limited literacy skills, hearing and sight impaired, and those with learning disabilities? Many times we are not even aware of limitations of our audience and just go in with a prepared presentation and wonder why half the class "Just doesn't get it" or falls asleep. Are your educational programs organized in such a way to receive high ratings on the teacher evaluation forms? If we are to engage a wide range of individuals in our educational programs we need to use creative and innovative teaching techniques. This class will include a variety of teaching tips and help you organize your educational programs to meet the needs of today's Extension clientele and keep them coming back for more.

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VOLUNTEERS IN PARTNERSHIP STYLE-TRAINING MANUAL TO MAKE IT HAPPEN

Susan Busler* and Nellie Oehler

ABSTRACT:
Many times Extension educators find themselves forced to work with volunteers with very little knowledge of volunteer management principles. This training manual developed in Oregon will address all aspects of volunteer management including program planning, needs assessment, the all important job descriptions, covering your risks, recruitment, orientation, training, recognition, and record keeping. Each of the fifteen training units in the manual are organized with unit objectives, copy ready handouts and overheads, background materials, discussion items, and sample agendas for teaching each of the units. It is designed as a tool that can be used effectively in a team teaching format with volunteers and youth. The organization of this guide provides for flexibility. The 15 units can be provided in one continuous workshop or related topics can be clustered for specific interest or program needs. Each unit is a complete teaching packet with handouts and supporting materials. This manual is used as part of the Leadership Education Program to teach volunteer management to non-profit organizations, in collaborations with schools as well as with the Extension audience. Building a strong foundation and partnership with your volunteers benefits your organization, your community and the individuals involved. Working together in partnership style helps us all to be more effective.

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4-H AT THE INDIANA SCHOOL FOR THE DEAF

Holly L. Hays Butler*

ABSTRACT:
Need: The Indiana School for the Deaf (IDS) has a large variety of sports and after school activities to assist their clientele in developing socialization and life skills. However, with all of these offerings, there is a "pocket" of youth who live at ISD, but do not participate in after-school activities or opportunities for learning. Extension and ISD staff collaborated to provide additional after school activities geared toward students and their need for life skills. Action: Extension Educators met with ISD staff and volunteers to coordinate and organize educational workshop schedule for 2001-2002. Workshop/activities were scheduled for twice a month (September-May) on a variety of subjects. Extension educators taught 75% of the workshops. Extension educators identified 5 individuals who expressed interest and became trained as registered leaders (2 ISD staff, 2 ISD parents and 1 4-H Alumna from Deaf Community). Recruited ISD volunteers taught the remaining 25%. Educators also provided/conducted award/recognition for students, volunteers and staff at Parent/Teacher fair (one of the largest state-wide Deaf Community events during the year in Indiana.) Outcomes/Impact: 4-H Club was initially stated in 1999-2000 school year with 11 "high school age" students; 17 students in 2000-2001. In the 2001-2002 school year, program was expanded to include elementary and middle school age youth. Workshops were handled with a "can do attitude." Although most ISD students have other physical limitations (besides hearing concerns), all workshops were designed so that the students could succeed.

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UNLOCKING THE KEY ELEMENTS OF POSITIVE YOUTH DEVELOPMENT PROGRAMMING FOR VOLUNTEERS

Joseph Campbell*, Dr.Theresa Ferrari, Niki Nester McNeely, Carolyn Wilson and Brenda Young

ABSTRACT:
The National 4-H Strategic Plan (2001) recommended that 4-H "increase opportunities for all youth to participate in long-term, sustainable relationships under the direction of caring adults in community-based settings" (p. 9). The adult is the one who creates the safe, welcoming environment that provides engaging opportunities for youth. Therefore, the 4-H volunteer plays a crucial role. A state team of extension professionals, volunteers, and youth developed educational materials that can be utilized to teach volunteers how to incorporate the eight key elements of positive youth development in their work with youth. The key elements, taken from the National 4-H Impact Study, that will be discussed include: (1) positive relationship with a caring adult; (2) safe environment; (3) welcoming environment; (4) opportunity for mastery of skills; (5) engagement in learning; (6) community service; (7) self-determination; (8) future orientation. This hands-on, activity-based seminar will offer participants an opportunity to experience new, research-based volunteer training materials that actively engage the adult volunteers. Resources to be shared include lesson plans, newsletter articles that describe each element, and a club self-assessment checklist. Feedback from agents indicates that they have used these ideas successfully in their local programs with a variety of audiences (e.g., volunteer orientation, advisory committees, camp counselor training). With these strategies, positive youth development pervades every aspect of the program and is not an afterthought.

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4-H CLUB OFFICER HANDBOOK

Tony Carrell*

ABSTRACT:
Tony Carrell conducts annually a training workshop for 4-H club officers. The purpose of this workshop is to help officers better understand their duties and responsibilities, provide information regarding how to successfully plan and conduct a 4-H club meeting, and begin building teamwork among each of the club officer teams. Material used for this training workshop includes publications available through Media Distribution Center at Purdue University, handouts gathered from former State 4-H Volunteer Conferences, as well as handouts and activities developed by the Boone County Extension Office staff. Tony compiled all the handouts used for the workshop into a concise bound club officer manual. His rationale for doing this was that it would provide the opportunity for every officer to have the materials for each office so they could not only be familiar with their own officer duties, but that of the other officers as well. As a result this should decrease the lack of communication and understanding of responsibilities between the officers and should encourage them to work together more as a team unit. Verbal feedback from officers and club leaders was very positive. In summary, they liked the fact that the material was bound and would less likely lose the booklet. They also felt that for most officers it would increase their effectiveness and things would be less likely to fall through the cracks as all officers would now know the expectations of each other. Leaders also plan to use this to help new potential officers better understand the expectations of the position as members consider running for a club office.

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NUTRITION MISSION--A MULTIMEDIA EDUCATIONAL TOOL FOR YOUTH

Katherine L. Cason Ph.D., R.D.*

ABSTRACT:
Nutrition Mission is a multimedia educational CD-ROM with an accompanying Website designed to teach fifth-grade students about making healthy food choices. The CD-ROM, with a "spy kids" look and feel, incorporates a rich learning environment using graphics, audio, video, and interactive animations to excite students and make learning about nutrition fun. Prior to development, focus group interviews with youth were conducted to assess their present knowledge about nutrition and to learn more about their snacking and physical activity habits. Focus groups were interviews were also conducted with youth during the development process, and the CD-ROM was pilot tested with 59 youth. The CD includes lessons on the food guide pyramid, food labels, nutrient density, fast foods, snacking, physical activity, and food science experiments. Emphasis is on learning through exploration and examples. The lessons are flexible so that discovery learning can take place, and the lessons incorporate a cycle of instruction, practice, test, and reward. Nutrition Mission includes a pre-test and a post-test evaluation that assesses change in attitudes and knowledge. The companion Website includes resources for students, educators, and parents to encourage and facilitates the sharing of ideas and information related to nutrition education. Nutrition Mission helps youth improve eating behaviors by providing research-based information and educational opportunities in an innovative learning environment.

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PROGRAMMING FOR HISPANIC FAMILIES IN SMALL RURAL COMMUNITIES

Gail Castillo* and Beverly J. Peters

ABSTRACT:
The Hispanic population in Iowa has increased 152% from 1990-2000, with K-12 enrollment in Iowa schools increasing 206%. While we value this diversity, our Latino numbers in Extension programming have not grown at this same rate. Franklin County, at 6% total Hispanic population, decided to take action. This session will cover programming for youth and families, including partnerships developed along the way. Programs include: (1) Mundo Mßgico de Aventuras--a multi-session day camp for english-language-learning children in four North Central Iowa communities who have completed Kindergarten through Fifth Grade. The program offers children a variety of ways to practice their English during the summer months through hands-on, experiential learning and lots of fun. The children also get acquainted with their community through visits to the public library, banks, local businesses, and other places of interest. (2) Growing in the Garden--Hampton-Dumont ESL summer school students planned, planted, and cared for the garden during the summer on the Franklin County Fairgrounds. The ISUE curriculum "Growing in the Garden" taught the students about gardening, nutrition, and agriculture using math, English, and communication skills. (3) Family Nutrition Program--a group of Latino mothers meet to learn about family nutrition. (4) Franklin County Navigator--a special position created initially with grant dollars to help new families find the services they need...from updating children's immunizations for school to finding answers to their questions on services available.

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PUBLIC PARTICIPATION, NATURAL RESOURCES AND THE EXTENSION EDUCATOR

Kyle Cecil*

ABSTRACT:
Local, state and federal governments are increasingly relying on local constituencies to collaborate on decisions regarding the management of natural resources. Extension has had a long history of working with the public on public issues. However, that history has been traditionally associated with distinct constituency groups that tended to be directly linked to "production" of some sort; be it corn, livestock, trees etc. Natural resource problems have become so complex and emotionally charged that new ways of combining science and policy with outreach education will be needed if we are to succeed in ensuring both the sustainability of our communities and productivity of our natural resources base. This presentation addresses three themes related to the current situation. First, a discussion of who is/are the public will be presented along with a historical perspective from an Extension standpoint. Next, the author provides a background on how the process of public participation can be enhanced by the Extension Educator. Lastly, the role of the Extension Educator in issues of public debate is discussed along with suggestions on how to manage public opinion of traditional audiences regarding the "new" role of the local Extension professional.

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EXTENSION GREEN INDUSTRY PARTNERSHIPS: A CASE STUDY

James A. Chatfield*, Joe Boggs and Erik Draper

ABSTRACT:
Teamwork, good communication and accountability are key ingredients for developing and maintaining lasting

partnerships within Extension and with clientele. This case study reviews the long-lasting relationship of the Ohio State University Extension Nursery Landscape and Turf Team (ENLTT) with the Ohio Nursery and Landscape Association (ONLA). Over the past decade, ONLA has provided more than $250,000 to ENLTT for teamwork development. Significantly, these dollars are not philosophically tied to specific personnel or programs, but rather to the development of a team of people that best serve clientele. To be sure, there are ENLTT proposals to ONLA each year, regular updates on projects, and annual reports of accomplishments. These proposals and reports do relate to specific activities, but the underlying basis for continued funding is the idea that funds help improve overall team delivery of educational excellence. Keys to the success of this team are the collegial nature of the interactions of agents, departmental faculty and associates, the interdisciplinary aspect of team membership from numerous departments, and the shared leadership style of the 35 member group. Examples of use of the funds from ONLA include purchase of resource materials to help make team members better able to serve clientele, use of funds for team study tours to educate team members on cutting edge horticulture and Extension, and reimbursement of various units in the Extension system for costs associated with group projects. This case study of teamwork is proof positive of the energy of synergy and the maxim that teamwork is its own reward.

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EXTENSION? AN EQUAL PARTNER IN THE ALABAMA TOURISM PARTNERSHIP

J. Thomas Chesnutt*

ABSTRACT:
Tourists annually spend in excess of 6 billion dollars in Alabama, making tourism one of the states largest industries. However, a recent analysis revealed that with the attractions and infrastructure already in place, the existing potential economic impact was in excess of 9 billion dollars annually. Industry leaders convened a tourism summit to develop a unified tourism plan for the state that would assist in achieving this potential. Upon completion of the state tourism strategic plan, the Alabama Tourism Partnership (ATP) was formed to implement the plan. The ATP initially consisted of five partners, each of which represented primarily urban stakeholders: Alabama Bureau of Tourism and Travel, Economic Development Partnership of Alabama, Alabama Travel Council, Alabama Association of Convention & Visitors Bureaus, and Alabama Hospitality Association. The ATP functioned for two years and achieved moderate to significant successes, and suffered only one notable, but highly visible failure. The failure was due primarily to lack of communication and complete lack of involvement of rural Alabama communities. While the Alabama Cooperative Extension System (ACES) had been assisting groups throughout the state in tourism development, they were not formally part of the ATP. Recognizing the need for participation of rural communities, the ATP approached ACES to become a partner in the Partnership. Presentation will outline past and planned activities of the ATP, highlighting Extension's role and unique contributions. Strengths and weaknesses of the Partnership will be shared, and suggestions will be welcomed as to how the Partnership could be strengthened.

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"QUALITY COUNTS" CHARACTER EDUCATION/QUALITY ASSURANCE PROGRAM FOR YOUTH LIVESTOCK EXHIBITORS

Kevin D. Chilek*, Dr. Jodi Sterle and Chris Boleman

ABSTRACT:
Quality Counts was developed to maintain/improve the wholesomeness and safety of red meat product entering the food chain from 4-H/FFA livestock projects, and to support the concepts of Quality Assurance with Character Education. County Extension Agents, Ag Science Teachers, Extension Specialists and Administrators from Texas Cooperative Extension and Texas Education Agency identified quality assurance and character education as issues affecting youth exhibiting livestock in Texas. Use of illegal substances and residues in meat threaten the wholesome image of 4-H/FFA livestock projects. Education about proper injection sites, record keeping, extra-label drug use, and withdrawal times decreases residue levels. The National Pork Producers Council implemented the Pork Quality Assurance program in 1989 as an educational program for producers focusing on food safety and avoiding drug residues. Quality Counts takes the principles of PQA and adapts them for use with all livestock species, in combination with the principles of character education defined by CHARACTER COUNTS!(r) Only four major packers accept hogs from PQA producers, while others "strongly recommend" program participation. In 2000, 71,000 project animals equated to over 16 million pounds of carcass entering the market. Potentials for unintended residues entering the food chain are significant to the packer (and eventually the consumer). While livestock exhibited by youth does not account for a significant portion of red meat produced in Texas, youth exhibitors still need packers to accept their product. A unique Quality Assurance / Character Education program was therefore developed for youth, collaboratively between FFA and 4-H--Quality Counts.

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UNIVERSITY OF WYOMING FOOD & NUTRITION EXTENSION WEBSITE: EVALUATING USERS PREFERENCES

Darlene Christensen*, Randy Anderson, Vicki Hayman, Phyllis Lewis, Christine Pasley, Suzanne Pelican and Virginia Romero-Caron

ABSTRACT:
The University of Wyoming Food & Nutrition Extension Website has been on the Internet since 1997. To elicit user input as part of reformatting and reorganizing the Website, the workgroup sent out surveys to a reactor panel. The individuals were asked to give suggestions on format, content, and design of the Website. This poster session will highlight that feedback and give suggestions to other Website groups looking for ways to evaluate their Website.

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PROVIDING SUPPORT FOR THE CHALLENGING TASK FACED BY GRANDPARENTS RAISING GRANDCHILDREN

Diana Christensen*

ABSTRACT:
In the last decade there has been a dramatic increase in the number of grandchildren being raised by grandparents. Idaho ranks third in the US in this increase (80% increase), Utah and Nevada are ahead of Idaho at over 100% increase. In 1970 there were 2.2 million children in households headed by grandparents. In 1997 this figure had risen to 3.9 million. By 2002 there were over 6 million children in grandparent headed households. This represents 8% of all children. The causes are varied, including

death of parents, incarceration of parents, teen pregnancy, family violence, HIV/AIDS, but most frequently the causes are substance abuse by the parents, or mental illness of parents. Issues faced by grandparents (or other kin) taking on the raising of grandchildren that go beyond the range of parenting challenges faced by all parents include emotional issues such as guilt, starting over, isolation from peers, criticism from extended family, conflict with own children, or grandchildren abused by their own parents or caregivers. Other stressful factors are learning new parenting styles, declining health, dealing with school regulations and medical care, and need for housing, financial, and legal assistance. Policies and practices nationally, in states and in local communities should encourage rather than discourage the responsible actions of those relatives who come forward to take care of the children of kin. The Idaho KinCare Coalition was organized in 2001 to promote social and legislative change through education and advocacy, and to provide the social supports needed by grandparents and other relatives raising the children in their care.

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LESSONS IN PARTNERSHIPS, PROGRAMMING AND EVALUATION FROM AN INNOVATIVE URBAN YOUTH EDUCATION CENTER

Graham Cochran*, Nate Arnett and Dr. Theresa Ferrari

ABSTRACT:
Adventure Central is an innovative partnership between Five Rivers MetroParks and OSU Extension, which incorporates the 4-H experience into an urban environment. This education center for youth serves as a hub for 4-H programming during after-school and summer hours. Program participants are youth ages 5-18 (96% African American, 85% low-income). Current programs are focused on a research based, positive youth development approach by providing ongoing, high-quality programming with an emphasis on contact with youth multiple days per week on an ongoing basis. An informal, hands-on approach is utilized that enhances the development of the whole child and views the child in the context of their family and community. Staff time is specifically devoted to closing the gap between school, home and after-school. Family and community involvement is a key and youth spend programming time with volunteers forming positive relationships. Specific program subjects include nature, science, computer technology, food safety, nutrition, and academic advancement. After two full years of operation, this project is successfully reaching urban youth to provide positive youth development. As a result of this presentation, participants will: (1) learn about this unique blend of 4-H programming as a replicable model for reaching urban youth;(2) learn about an innovative collaboration between a metropolitan park district and 4-H; (3) learn about partnership, funding and community resource opportunities; and (4) review results of a recent research study conducted to explore the eight critical elements of 4-H Youth Development in relation to academic, social, family and program factors.

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GREATEST HITS FROM IN-TOUCH SCIENCE

Charlotte W. Coffman*, Maureen E. Hosty and Leanne Moorman

ABSTRACT:
What's the connection between solubility and clean water? cat's eyes and pedestrian safety? highways and plant nutrition? removing stains and making desserts? In-Touch Science trains adults and teens to help children in grades 3-5 link the science they live to the science they study. In-Touch Science encourages hands-on exploration and allows time for children to think and talk

about what they observe. Adults guide the experience and conversation while doing the activities with the children. The program works best with groups of 5-10 children and is ideal for promoting voluntary science experiences that are hands-on, cooperative, inclusive, and flexible. Each In-Touch Science publication contains 10 activities and was approved by the National 4-H Curriculum Jury. The program is partially funded by the National Science Foundation and received the National Extension Association of Family & Consumer Science Award for Program Excellence through Research. In-Touch Science includes these titles: Chemistry & Environment; Fibers & Animals; Foods & Fabrics; Plants & Engineering. This hands-on workshop highlights eight FAVORITE activities, two from each publication. Workshop participants will experience different delivery methods as they do the activities alone, with a group, and with a leader. Participants receive one free In-Touch Science publication.

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MORE ENGINEERING, LESS PROTECTIVE CLOTHING?

Charlotte W. Coffman* and Andrew Landers

ABSTRACT:
Mechanical devices known as engineering controls can reduce operator exposure to pesticides during handling and application tasks. Use of these devices can decrease the amount of required protective clothing. A survey of New York growers was conducted to ascertain which engineering controls are being adopted and what additional information is need by farmers on this topic. Although about 95% of the respondents used engineering controls, only 15% said that they used less protective gear as a result. This finding prompted the development of a brochure and exhibit, "Protect Yourself: Reducing the Risk of Operator Contamination from Pesticides," and additional fact sheets on personal protective equipment. This poster presentation features the educational exhibit and brochures, plus sample questionnaires and detailed results from the New York survey.

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CULTIVATING YOUNG MINDS: GARDENING & BUSINESS SKILLS TO HELP YOUNG MINDS GROW

Deborah L. Cole*

ABSTRACT:
The 4-H Youth Development Program and the Atlantic Urban Redevelopment and Housing Authority were collaborative partners in an innovative program, "Cultivating Young Minds--Gardening & Business Skills to Help Young Minds Grow." This project exposed youth to indoor gardening, career awareness, and the process of starting a small business. It helped participants develop foundation skills for succeeding in school and prepare for their future by developing workplace competencies. The young people attended learning sessions and field trips that were fun and educational while raising their awareness of jobs and careers in agriculture, food industry, greenhouse growers, florist, landscaping and landscape architecture. The educational component combined activities and lessons from GrowLab: Activities for Growing Minds, Learn and Earn for Fun & Profit, and a variety of group-building project materials. Two highlights of the project were inclusion in the Kidz in Biz Fair, sponsored by the housing authority and EFNEP, and the Salad Party. The Kidz in Biz Fair showcased the two businesses the participants had developed--flower arrangements and corsage making. The grand finale was the Salad Party. This special event gave each CYM participant the opportunity to invite four guests for a special dinner. The guests were encouraged to view the GrowLab unit that housed all the plants grown by the youth. The participants learned valuable organizational

and creative skills in planning, preparing and holding their Salad Party. Pre- and post-tests were used to determine measurable outcomes of the educational objectives, as well as journal writings and personal observations.

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YOUTH CONSERVATION EDUCATION THROUGH PARTNERSHIPS

Troy D. Cooper*

ABSTRACT:
The vision of USU Extension in Duchesne County and the Duchesne County Soil Conservation Board is to enhance the knowledge of the youth in the county about conservation practices used in agriculture and natural resources. To accomplish this task a committee was formed that consisted of USU Extension, Soil Conservation District, Natural Resource Conservation Service, Resource Conservation and Development, and the Forest Service. A conservation education program was developed and was AUTHOR: d PAWS-ON. PAWS represent Plants, Animals, Water and Soil, the ON represents learning by doing. The program has been going for the past 6 years. It started out with five partners being involved and 12 students attending the first event. The PAWS-ON committee decided that to reach more youth they would need to get the School District involved, so a partnership with the Schools to Careers Coordinator was developed. With the creation of that partnership, participation increased greatly from 355 students in 1997, to 3,391 in 2001. With a big jump in participation in 1999 the committee worked on obtaining more partners to help present and give financial support. A few of which are the US Fish & Wildlife, Bureau of Land Management, Division of Wildlife Resources, Bureau of Reclamation, Central Utah Water Conservancy District, Moon Lake Electric, Farm Bureau, Ute Tribe, local agriculture producers and others. As the program grew, the need for outside funding became apparent. Grants were developed and submitted with the RC&D taking the lead on obtaining grants and coordination of the program.

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DIVERSITY IN ACTION: PROMISING PRACTICES OF CASD (CHANGE AGENT STATES FOR DIVERSITY)

Marilyn Corbin*, Karen Zotz and Carol Young

ABSTRACT:
Learn more about the current status and activities of a project involving eight states from four regions, where Catalyst Teams are leading the diversity efforts for their systems. These states have been working together for four years to share promising practices and learn from each other. This seminar will be an opportunity to learn what is working in these states and a framework for getting a change process moving forward in your state. The Change Agent States for Diversity (CASD) project is in Colorado, Arizona, Missouri, North Dakota, Georgia, North Carolina, Pennsylvania, and New York. These promising practices include professional development planning, creating an effective diversity task force, starting diversity web pages and newsletters, leadership development, diversity coordinators, conducting assessments, and overall creating a climate for change that builds support for diversity within an organization. The learning from these states has been documented in publications and through an ongoing evaluation. This project has a foundational approach of collaboration and partnership, and is given direction by a consortium of members from the CASD states.

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MARKETING: CONNECTING PEOPLE WITH PROGRAMS

Marilyn Corbin* and Jacklyn Rosenfeld

ABSTRACT:
Position your extension program into the spotlight with effective marketing and promotion. In this session you will learn about the consulting dynamic between extension educators and a communications support team, see five case examples that feature unique marketing concepts tailored to Cooperative Extension, and learn how program marketing can make or break your program. You will see how new technology tools will enable flexibility, creativity, and timely delivery on a modest budget. Strategies will be provided that will help you create greater awareness, highlight program quality, and demonstrate program impacts.

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HAWAII FIVE-A-DAY A TASTE OF THE TROPICS WITH FRUITS AND VEGETABLES

Judith L. Corbus* and Joan P. Elmore

ABSTRACT:
University of Florida IFAS Extension in Washington, Holmes, and Jackson Counties and the Tri-County Chronic Disease Program partnered to present a multi-county Hawaiian-themed nutrition education program to encourage daily consumption of five servings of fruits and vegetables to reduce heart disease risk. Hawaii ranks 50th in the United States in the number of deaths from heart disease. The traditional Hawaiian diet is rich in fruits, vegetables, and fish, shown to reduce heart disease risk. Heart disease is the number one cause of death in Washington, Holmes, and Jackson Counties. The Agents demonstrated eight dishes using participants sampled dishes and received nutrition education information, including a 12-page recipe booklet developed by the Agents. A total of 122 persons attended the two 90-minute programs in Jackson and Holmes Counties. A six-month follow-up telephone survey of participants was conducted in Jackson County and a written survey was mailed to Washington and Holmes participants. The survey measured an increase in the number of daily servings of fruits and vegetables consumed. Thirty-seven responses were received, with 30 of the 37 having prepared at least one of the new menu ideas presented. Other changes made as a result of the class include increased awareness of food intake, increased consumption of fish, fruits, vegetables, and water, and use of fruit instead of cookies and candy for dessert. Introducing persons to a variety of fruits and vegetables will encourage inclusion in meals, resulting in a potential reduction in heart disease risk.

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WEBSITE REARING--IT TAKES A WHOLE VILLAGE!

Christine Corl* and Peg Shuffstall

ABSTRACT:
Creating a Website can be a daunting task for anyone but especially for those of us with very little time allotted for web design. BUT we needed a Website that was useful for both agents and clientele. The South Central Region of Penn State Cooperative Extension got together to decide how we were going to accomplish this daunting task. A team approach was used to create information-rich Websites that county Extension agents create and maintain. Benefits were twofold: Agents can find answers for their clientele if

the clientele don't have access to the Web, and clientele who have access can easily find answers to their questions. An online class on Sheep Production was added with some interaction via Email: and discussion groups, forms for 4-H functions, information for 4-H leaders, fact sheets, insects of the month, and lots more. Come find out how the South Central Regional Team created their Website with templates, helper pages, and project days.

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MEETING THE NEEDS OF OUR AUDIENCE: CHILD-CARE CONNECTIONS

Cassandra S. Corridon* and Dr. Susan K. Walker

ABSTRACT:
Child-care providers are an important audience for Maryland Cooperative Extension. Spearheaded by the enthusiasm and direction of our State Specialist, Maryland Extension Educators have met the needs of this audience. These training modules address areas essential for child-care credentialing and professional development and have been used with the full range of child-care professionals. They were developed by extension educators throughout the state to reflect workshop topics most frequently requested by the target audience. The teaching packets are complete with press releases, PowerPoint presentations, pre- and post-tests, teaching outlines and teacher notes and handouts. These training sessions have helped child-care professionals in Maryland maintain a high level of competencies in order to meet the state requirements for licensing and certification. This session will offer an overview of the content and variety of the curriculum packets. A dozen topics will be highlighted from guidance and discipline to humor and stress management, from parent-provider relationships to record keeping, from food safety in child care to retirement planning for child care providers. With the leadership of our state Specialist, Maryland Family and Consumer Science Educators have made connections that benefit and support the life of the child care professional and are pleased with the opportunity to share!

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STATEWIDE PERSONAL FINANCIAL LITERACY CAMPAIGN

Susan E. Cosgrove*,Jan Lukens, Grenell Rogers, Karen Vassel, Teresa Lyle, Mary L. Moore, Sonia Hancock and Charlestien Harris

ABSTRACT:
Many of Mississippi's youth are leaving school without the knowledge and skills necessary to make critical life decisions (e.g., wise use of credit, developing a spending plan, purchasing auto insurance). Yet, ironically, the state Core Curriculum Content Standards specifically encourage the development of critical thinking skills and the use of real life applications of subject matter. The Mississippi teachers are lacking a curriculum that they can pick up and use in the classroom. In order to adequately prepare students for the future, teachers need curricula that are closely aligned with the objectives and progress indicators of particular standards. The Mississippi State University Extension Service secured grants to sponsor a statewide personal financial literacy conference for 300 teachers, grades 7-12. The conference, set for July 9-11, 2003, offers breakout sessions on BizWorld, credit records/scoring, LifeSmarts, NEFE High School Financial Planning Program, The Stock Market Game, Junior Achievement, Money Math, Chuck Taylor curriculum, InVest, Consumer Jungle, Financial Champions and a general session on personal financial planning. The conference launches a statewide personal financial literacy campaign for use in Mississippi

schools and with the general public. The campaign will convey to students and their families how critically important personal financial management skills are to achieving and maintaining an acceptable quality of life.

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THE 4-H JUNIOR LEADER PROJECT-A HAIR-RAISING EXPERIENCE FOR THE 4-H LEADER: A BORING EXPERIENCE FOR THE YOUTH?

Janice Cowan*

ABSTRACT:
Have your 4-H Leaders complained that they don't know what to do with their Junior Leaders? Yes, the older youth help younger members with their projects, i.e., teaching showmanship, conformation, how to cook a dish or sew an article, pin an insect or mount leaves/cones in forestry, but after a while this gets routine and boring and they want more of a challenge! This poster session will share ideas on activities, programs, events that will, "Exceed expectations," and help you help your 4-H Leaders increase the scope of their Junior Leader project and make it more meaningful for the 4-H member and the 4-H leader. The poster will review and expand the responsibilities of Junior Leaders; give you ideas on how Junior Leaders can participate in planning club projects, programs and recreation; how to get new members involved in club work, and how they can share the leadership role with your 4-H adult volunteers. A booklet may be ordered that includes a Junior Leader Planning Worksheet, a Junior Leader Goal Sheet, a Junior Leader Evaluation Sheet, a 4-H Junior Leadership Record Sheet and lots of activity ideas. The 4-H Junior Leader project is a challenging one to be successful for teens, but with teamwork and planning, we adults can exceed expectations of these youth and provide a meaningful project for them.

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4-H SURVIVOR CAMP-AN EXPERIENCE IN LIVING ON YOUR OWN

Janice Cowan*, Carole Smith and Deb Schreiber

ABSTRACT:
4-H Survivor Camp is a winter weekend camp held at a rustic camping facility in rural Eastern Oregon. The camp was developed to meet an identified need: training in basic life skills for youth transitioning from high school to adult life. 4-H Survivor Camp simulates real-to-life activities for teens in order to: (1) provide creative educational strategies; (2) allow for different learning styles of youth and (3) provide a creative positive learning environment for practical and social development. Youth spend a weekend living with roommates in an "apartment" setting. Activities include finding an apartment through newspapers, negotiating with a landlord, budgeting a paycheck, paying bills, cooking meals, and dealing with a crisis. Youth participate in mock job interviews with local business men, learn to write a creative resume, discuss with college alumni what it's like to live with roommates. A pre-post evaluation paired sampling test showed a "significant" change in their knowledge of budgeting paychecks, interviewing for jobs, renting an apartment, and dealing with crisis situations. This poster will share the objectives of the program, methods used to deliver the knowledge and skills gained and the results/impact of the program.

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EVALUATION: USING MULTIPLE METHODS TO DEMONSTRATE IMPACTS

Janet H. Cox M.S.*, Thomas R. Lee, Ph.D. and Christine W. Woodbury

ABSTRACT:
The Youth and Families with Promise program is an early intervention, two-level mentoring program designed to reduce delinquency, enhance social and academic skills, and improve family relations in at-risk youth ages 10-14 and their families. Parents and youth completed a standard pre-test survey when they enrolled in the program. Each youth, parent, and mentor completed a post-then-pre survey eight months later. Parents and mentors participated in focus group interviews and youth participated in individual interviews. Retrospective post-then-pre-testing is a quantitative measure used to eliminate response-shift-bias present in standard pre/post testing. Response-shift-bias occurs when individuals experience a paradigm shift over time as they gain a new level of understanding about their behavior. The evaluations focused on thriving and problem behaviors, family relationships, and the mentor-youth relationship. The respondents reported statistically significant improvements on nearly all variables related to the youth's behavior, with the post-then-pre-test detecting the greatest changes. The focus group interviews identified problems the youth experience, areas of improvement, and good mentoring practices which facilitated these changes. In individual interviews the youth identified how their mentor helped them and the changes they saw resulting from their involvement. Using qualitative and quantitative methods of data collection provides a triangulation of outcome measurements, which allows programs to compensate for the problems of single respondent self-report data to present a more accurate report of program impacts. Qualitative and quantitative data have different advantages and weaknesses for measuring program success and outcomes. When combined, the strengths of each method can be utilized.

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ACCESS EGOVERNMENT: AN INFORMATION TECHNOLOGY PROGRAM FOR LOCAL GOVERNMENTS

Sheila Craig* and Rae Montgomery

ABSTRACT:
The Access eGovernment program shows local governments how to make smart choices about planning and implementing Websites that meet the needs of citizens. The main focus is on planning information-rich Websites that connect the interested public to the work of government. Access Government is both an online guide and hands-on workshops that help local decision-makers think critically about their choices. Participants learn: what governments around the country are doing with their websites; what people really want from a government website; security and privacy issues that need to be addressed; and how to evaluate vendors who can help them design and host websites and secure transactions. Developed in 2001 by the University of Minnesota Extension Service, in partnership with the Association of Minnesota Counties and Penn State Cooperative Extension, the program materials have been used in several counties. A demonstration of the content materials and the outcomes of these county programs will provide Extension professionals an opportunity to explore using this technology program in their communities.

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USE ACTIVITIES, FUN, & HUMOR TO TEACH CHARACTER EDUCATION

Steve Cramer*

ABSTRACT:
Objective: Teaching character education through the Character Counts! pillars by

using team building and communications activities. "Learning by Doing" is the time honored 4-H motto and is supported today by such author's as Tom Jackson who wrote several books about "Activities That Teach". Tom Jackson believes in the quote from John I. Goodland, "For most students academic learning is too abstract. They need to see, touch and smell what they read and write about." A combination of team building and communication activities related to the six pillars of Character Counts! provide the opportunity to learn and display positive life skills through learning by doing. Presentation: outline for presentation is as follows: (1) Introduce the six pillars as the six TeRRiFiCC pillars. This method helps participants to retain the pillars for Trust, Respect, Responsibility, Fairness, Caring, and Citizenship; (2) Explain how participants can relate activities for each pillar; (3) Do sample activities and ask participants how group interaction relates to each pillar; (4) Provide a handout of the list of the six pillars of character with examples of activities supporting positive character traits; (5) Conclusion: Summary, Questions, and Answers.

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BRIDGING THE DISTANCE AMONG LONG DISTANCE FAMILIES

Leslie Crandall* and Janet E. Fox

ABSTRACT:
Today's families are on a fast track. One of the realities of our mobile society is that entire families from grandparents to brothers and sisters--sometimes, even, husbands and wives--don't live in close proximity to each other. While living apart can cause family stress, families can strengthen ties across the miles with just a little extra effort and thoughtful planning. Using real-life scenarios faced by families, participants will identify and discuss strategies to solve real-life problems families face in trying to stay in touch at a distance. After discussing the challenges facing long distance families highlighted in the scenarios, family strengths research will provide a research base to discuss the four C's: Commitment, Compatibility, Communication, and Connectedness. With suggested family activities provided, each group shares their ideas to promote one of the four C's. Participants evaluate their personal family ties through a questionnaire and apply their results to create a plan to strengthen family ties. Communication, connectedness, compatibility, and commitment are all keys to any community-based programming supporting children, youth and families. These four characteristics are particularly important when addressing the issues that families tackle. As components of quality family programming, these characteristics promote community sustainability through engaging families in ways that build strong relationships.

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A REAL WORLD EXPERIENCE

Betty F. Crum*

ABSTRACT:
The exhibit will share the "Reality Store" program, which is designed to show students what it takes to balance careers, families and finances. Student participants have the unique opportunity to "experience the REAL WORLD": After being assigned a life, they enter into the "Reality Store" to purchase ALL necessities needed to function in the REAL WORLD. Their first visit is to "Uncle Sam," where taxes and other withholdings are subtracted from the monthly paycheck. After taxes, participants proceed to the bank to open checking and saving accounts. Students visit other booths to purchase housing, insurance, utilities, groceries, transportation, and more. Individuals with financial difficulty will seek assistance at the SOS booth. Expected Outcomes: Youth to realize the importance of staying in school

and the relationship of schoolsuccess to one's future earning power.

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ASSESSING ENVIRONMENTAL LITERACY IN A 4-H PROGRAM

Jerry Culen Ph.D.*

ABSTRACT:
The purpose of these studies was to obtain baseline data on the level of environmental literacy among Florida 4-H youth participating in non-formal environmental education activities. This research is primarily descriptive in nature and utilized a modified form of the Middle School Environmental Literacy Instrument (MSELI). This instrument was developed as an attempt to standardize the method of assessment of environmental literacy and has been used for assessing formal classroom programs as well. The MSELI has been tested for validity and reliability. Environmental literacy in this instrument is defined by variables, which have been shown to be precursors to responsible environmental behavior/citizenship action. These variables include (1) knowledge of ecological concepts; (2) environmental issue awareness; (3) knowledge and skill in the use of environmental action strategies; and (4) evaluation of environmental issues. The examination of data related to the above described variables and the self-reported history of taking environmental actions presents a view of the effectiveness 4-H environmental education programs have in the development of responsible environmental behavior. This type of evaluation is considered nontraditional or as currently referred "authentic assessment" relative to environmental behavior changes. This effort, to assess environmental literacy in non-formal programs, assists in the need to conduct meaningful program evaluations that can help guide curriculum development efforts and to identify those programs/activities that are most effective at promoting responsible environmental behavior.

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THE 4-H VOLUNTEER RESEARCH & KNOWLEDGE TAXONOMY: IDENTIFYING VOLUNTEER COMPETENCIES NECESSARY TO DELIVERY YOUTH PROGRAMS IN THE 21ST CENTURY

Ken Culp, III Ph.D.*, Ren e McKee, Ph.D. and Patrick Nestor, Ed.D.

ABSTRACT:
This study was designed to identify the competencies volunteers need to deliver 4-H programs and activities in the next decade. Competencies are underlying characteristics of people and indicate "ways of behaving or thinking, generalizing across situations and enduring for a reasonably long period of time" (Guion, 1991). This survey research was conducted utilizing mail questionnaires to target populations that included direct contact 4-H volunteers and county 4-H agents in Colorado, Hawaii, Illinois, Indiana, Iowa, Georgia, Kentucky, Maryland, Missouri, New Mexico, Texas and West Virginia. Fifty subjects were drawn from the volunteer and agent populations in each state with state Volunteerism Specialists being census surveyed. Part I of the instrument asked respondents to qualitatively identify competencies which volunteers will need to effectively deliver 4-H programs. Part II focused on respondents' volunteer program characteristics. Part III contained respondent's demographic characteristics. Thirty-two competencies were identified in Part I. They include: Communication; Organization, Planning Skills & Record Keeping; Subject Matter Skills; Interpersonal Skills; Leadership; Ages & Stages of Youth Development; Technology & Computer; Youth/Adult Partnerships, Enjoy working with kids; Patience; Time Management & Availability; Organizational Structure of 4-H

and CES; Group/Facilitation Skills/Team Building; Teaching Skills/Program Delivery; Caring, Compassionate, Love Kids; Diversity; Behavior & Conflict Management; Ethics, Honesty, Morals, Role Model; Risk Management & Liability; Volunteer Recruitment / Parent Involvement; Motivation; Financial Resources & Procurement; Community Capacity Building; Experiential Learning; Youth Empowerment & Delegation; Willing to learn and change; Addressing different Learning Styles; Assessment and Evaluation; Problem Solving Skills; Marketing and Publicity; Club Management; Needs Assessment; and Recognition.

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UNIVERSITY OF KENTUCKY VOLUNTEER ADMINISTRATION ACADEMY

Ken Culp, III, Ph.D.* and Wendy J. Stivers, Ph.D.

ABSTRACT:
County Extension professionals are often hired for their subject-matter expertise and educational and experiential qualifications. Professional development activities often focus on improving technical skills. Once employed, however, the skills which agents need often focus on developing volunteers, assessing local needs, building teams and relationships and identifying ways to involve and serve their community. Professional development activities often consist of a single day of classroom instruction, in which agents receive technical information. In order to increase the level of competence of agents in working with volunteers and volunteer programs, the Volunteer Administration Academy (VAA) was developed. The VAA is a 13-month staff development experience designed to equip agents with tools, resources and knowledge necessary to assess current volunteer programs, envision opportunities, garner stakeholder support and develop resources necessary to achieve community goals. Eight agents each completed the VAA during 2001 and 2002. Documented 2001 benefits include (1) all agents reported paradigm shifts; (2) all counties created action plans; (3) recruited 15 new 4-H Council members; (4) introduced 47 new leader-led 4-H clubs; (5) recruited 18 new middle-managers; (6) revitalized 6 4-H councils; (7) Documented 2002 benefits include (1) all counties developed a County Action Plan; (2) recruited 10 new Council members; (3) revitalized 8 councils; (4) recruited 84 new volunteers; (5) introduced 5 new leader-led clubs; (6) five counties initiated new volunteer-led activities; (7) five agents developed their own Volunteer Administration model; (8) seventeen new volunteer-led programs were introduced; (9) ten agents reported increased confidence; (10) six agents submitted workshop proposals for a national meeting. Instructional techniques include panel discussion, PowerPoint, and Question-and-Answer.

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RESOURCES FOR LAND-USE PROGRAMMING IN THE WEST AND NORTHEAST

Steven E. Daniels* and Stefan Goetz

ABSTRACT:
Changing land-use patterns is a public policy issue across the nation. This seminar presents innovative work going in two very different regions of the country: the West and the Northeast. The Western Rural Development Center has developed "Western by Design," an extensive tool kit for promoting discussion about community growth and change. The Northeast Regional Center for Rural Development has conducted two workshops on land use, one for researchers and one for Extension personnel. This seminar will showcase the common aspects of these activities that are occurring in very different geographic regions

in order to clarify the broader issues about Extension programming around land-use change.

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COMMUNITY IMPACTS OF WILDFIRE: MORE THAN THE HILLS ARE SMOKING

Steven E. Daniels*, Mathew S. Carroll and Jim Burchfield

ABSTRACT:
The presenters have conducted a series of research projects involving semi-structured interviews and quantitative questionnaires administered to the residents of communities that have recently experienced wildfires. In one case, researchers were in the communities less than 60 hours after the fires began. Some of these fires include the largest and most well-publicized fires in the West, including 2002 fires in Arizona and Colorado. This session will present preliminary observations from this research, with a particular focus on the constructive roles that extension professionals can play in these events. The focus of the presentation is on communication, whether or not these fires create "teachable moments", and the often strained relationships between local institutions and federal firefighting organizations.

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CONDUCT TRAININGS FOR PERSONAL ACHIEVEMENT AND ORGANIZATIONAL PERFORMANCE

Craig Dart*, Sage Platt M.A., James Marshall Ph.D. and Chris Woodbury

ABSTRACT:
Developing good working relationships with Extension staff, volunteers, families and youth are keys to productive and successful extension programs. Good leaders understand the need to implement training that is sensitive to gender and communication differences, that focuses on teamwork, and that addresses the retention and renewal of program staff and participants. In this seminar we will discuss, participate and learn the skills necessary to (1) communicate effectively in a diverse workplace; (2) build enthusiastic and competent teams; (3) structure trainings to help extension staff, volunteers, families, and youth improve personal achievement and organizational performance.

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COMMUNITY SCIENCE EDUCATION AND LEADERSHIP (SEAL) PROJECT: A SUSTAINABLE PARTNERSHIP

H. Steve Dasher* and Martin H. Smith

ABSTRACT:
The Animal Ambassadors Community Science Education and Leadership (SEAL) Project is a collaboration between the University of California-Davis School of Veterinary Medicine, the UCCE San Diego Youth Development Program, and Grossmont College in La Mesa, California. The overarching goal of the project is to develop a self-sustaining outreach program emphasizing science literacy, cross-age mentoring, and community partnerships. The Community SEAL Project combines teen/community college student mentors (cross-age teaching) with service learning (school outreach) to help meet the need of science literacy in younger children in an at-risk community. The children learn science concepts and process skills using a hands-on, inquiry-based curriculum. Furthermore, the children see older youth acting as role models from their community engaged in an after-school activity that promotes science learning. The Community SEAL Project includes characteristics

important to service learning programs that utilize teens as cross-age teachers of younger children. These include high expectations; significant levels of responsibilities; and incremental training and ongoing support. The benefits for teens include increased self-esteem, self-worth and self-discipline; enhanced motivation and interest in school; greater academic achievement; and greater social and civic responsibility. College students benefit in the areas of personal development, career awareness, and self-efficacy. The goal of a self-sustaining outreach program is achieved through a multi-member partnership and provides ownership opportunities at all levels. The partnership model is a dynamic one because topics to be addressed and agencies involved may be interchanged as community needs evolve.

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IDENTIFYING PROGRAM PRIORITIES USING A STATEWIDE FOOD, AGRICULTURE, AND ENVIRONMENTAL ISSUES SURVEY

Gregory Davis*, Jerold R. Thomas and Jeff Sharp

ABSTRACT:
Understanding the needs of clientele ensures that programming is relevant and useful. To design programming that can make an impact, in 2001 a team comprised of individuals in the areas of sociology, agricultural communications, and extension developed a survey to determine knowledge, attitudes, and behaviors with respect to potentially contentious food, agricultural, and environmental issues. To allow for comparisons between metro, nonmetro, and five Extension districts, 7,976 residents of the state were surveyed in the summer of 2002. Using Dillman's Tailored Design Method yielded a response rate of 56.4 percent. Analysis of respondent characteristics indicated the sample was representative of the state population except for: number of renters, respondents aged 18-24 years, and number of African Americans. Results show nearly three-quarters of respondents have concerns over the development of large-scale poultry and livestock production facilities; nearly three-quarters believe such facilities pose a serious threat to water and stream quality; more than one-half believe there is a need for increased regulation of such facilities to protect the environment; nearly 40% believe that food is not as safe today as it was ten years ago and that organic foods are safer than conventionally produced food. Extension educators will be able to use the research information generated to assist with their program planning and development.

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MISSISSIPPI'S GOAL OF IMPROVING QUALITY CHILDCARE IN UNLICENSED SETTINGS

Louise E. Davis Ph.D.* and Angel Fason M.S.

ABSTRACT:
With many children being cared for in unlicensed settings, it is increasingly important to provide educational information to these caregivers. Research also clearly suggests that training of child caregivers is a key factor in the provision of quality childcare for young children. Mississippi State University Extension Service delivers the Nurturing Homes Initiative, a program that provides training to family home providers through technical assistance and web-based technology. This program is funded through the Mississippi Department of Human Services, Office for Children and Youth. The Nurturing Homes Initiative is currently in its third year of funding. The project utilizes the Family Day Care Rating Scale (Harms, T. and Clifford, R., 1989) and the Caregiver Interaction Scale (Arnett, 1989) to assess the

quality of the family home environments. Following a pre-assessment, the providers receive intensive technical assistance lessons through one-on-one demonstrations, lessons via the World Wide Web, and a notebook of lessons. At the end of the program, a post-assessment is completed on each provider to determine where improvements were made. Data collected thus far indicates statistically significant improvements. The findings of the NURTURING HOMES INITIATIVE project clearly suggest the continuing need for educational support and training for family home providers. This session will discuss the importance of providing quality childcare for children in unlicensed settings and ways to implement such programs, inform participants of the types of training provided to the family home providers, and share the results of the program and implications for further research and training.

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STATEWIDE ASSESSMENT OF LOCAL OFFICIALS' PERSPECTIVES IDENTIFIES KEY ISSUES IN LAND-USE DECISION MAKING IN MICHIGAN

Phillip B. Davis Ph.D.*, Gary D. Taylor and Murari Suvedi

ABSTRACT:
Michigan State University Extension and the Victor Institute for Responsible Land Development and Use, in collaboration with the Michigan Agricultural Experiment Station, conducted a statewide survey of 463 local officials in fall of 2002 to assess their perspectives on land-use issues and decision making as well as educational needs. Officials surveyed included county commissioners, county planning and zoning commissioners, township supervisors, trustees, and other township personnel. The survey assessed their perspectives on growth pressures, barriers to land use planning, familiarity with planning tools, and other land use concerns. Findings revealed significant concern about growth pressures and natural resource protection, a need for greater public awareness of land-use issues, and a desire for improved education and access to planning tools for local officials. This report will cover the issues, barriers and educational needs identified in this study and how they will assist MSU Extension, the Michigan Agricultural Experiment Station and the Victor Institute in developing research-based educational programming for land-use decision makers.

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USING SHEEP AS A TOOL TO CONTROL CHEATGRASS AND PLANT PERENNIAL SPECIES ON BURNED NEVADA RANGELANDS

Jason Davison*, Ed Smith, Rod Davis and Hudson Glimp

ABSTRACT:
Lower elevation, rangelands in Nevada are often colonized by cheatgrass Bromus tectorum following wildfire. Without control measures, competition from cheatgrass normally precludes successful establishment of seeded species. The objectives in this study were to (1) determine if repeated sheep grazing would significantly reduce cheatgrass populations and (2) determine if the disturbances resulting from intensive grazing, following broadcast seeding would result in the successful establishment of seeded species as compared to planting with a seed drill. The trial site was located approximately 30km northwest of Battle Mountain Nevada. In April of 2000 two seed blends were broadcast on a 4.8-hectare site that had burned the previous summer. Following seeding, the site was grazed multiple times with dry ewes over 2 years. The trial was

replicated in November of 2000. The same blends were drill seeded in April and November of 2000 into adjacent sites following a harrowing operation. the site received lower than normal precipitation over the trial period. The sheep grazed plots produced significantly less cheatgrass than the control or harrow and drilled plots in all years. The spring seeded, harrow and drill plots produced significantly more cheatgrass than the control plots. The, drill seeded mixtures planted in the spring were the only plots that produced significant perennial vegetation. Sheep grazing successfully controlled cheatgrass, but had little affect on seedling establishment of seeded grasses or shrubs regardless of the season of seeding. Drill seeding in the spring resulted in significant shrub establishment, but the fall seeded, drill treatment failed.

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EXTENSION PLANTS SEEDS OF LEADERSHIP - PENDLETON COMMUNITY GARDEN PROJECT

Patricia Dawson* and Alice Voluntad

ABSTRACT:
The Pendleton Community Garden Project is more than just planting seeds. It is about planting ideas, growing skills, nurturing leadership and self-esteem in participants. Extension FCD, 4-H and Agriculture faculty provided leadership in bringing together 22 local agencies to work with at-risk youth and senior residents. Thirty-five at-risk youth and over 100 senior citizens and community volunteers turned a vacant lot into a community garden that supplies fresh produce to local food banks and needy families. Both, seniors and youth benefit from this inter-generational partnership. Youth develop skills in leadership, teamwork, community service, nutrition and horticulture. Youth also gain respect for the senior community and learn that working together toward a common goal results in feeling proud of what you've accomplished. One youth participant wrote, "I would like to thank you for giving us the opportunity to be part of the community. Not only did I learn a lot about plants, but I also learned how to give something back to the community." Senior citizens volunteer as mentors with the at-risk youth. Through their concerted efforts, over 3,000 pounds of fresh produce is donated annually to senior shut-ins and families in need. Master Gardeners provide Horticulture information to participants while Extension faculty instruct leadership and nutrition lessons. The mayor and county commissioners support Extension's efforts with this project, which is in the third year of operation. This session will share curriculum, promotional material, grant samples and the IRB evaluation tool used for the Pendleton Community Garden program.

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CHARTING NEAFCS'S FUTURE

Sharon Hoelscher Day* and Christine Kniep

ABSTRACT:
Join a dialog about changes in Extension family and consumer sciences programming and how NEAFCS--National Extension Association of Family and Consumer Sciences--can meet the needs of Extension professionals in the years ahead. Help design the future.

*NEAFCS President- Elect

FOOD SAFETY PROTOCOL FOR EXTENSION NUTRITION ASSISTANTS: CRITICAL STEPS FOR SAFE FOOD PREPARATION FOR THE PUBLIC

Phyllis Dennee*, Renee Harris, Dianne Pommer, Phyllis Hansen and Dana Thompson

ABSTRACT:
The Nutrition Education Programs (EFNEP/FSNEP) in Montana have featured food demonstrations and food tasting as part of the lesson series which are taught around the state. Food safety for consumers is one of the lessons taught by nutrition assistants, therefore it was expected that food for demonstrations was always handled safely by Extension staff. A national online review of Extension guidelines available for nutrition education programs revealed no complete listing of protocol for food demonstrations, including purchasing, transporting, and storage by Extension staff. With a specific Food Safety Protocol as the goal for the Montana Nutrition Education Programs, the state program coordinators began a process of identifying the current status of food handling by educators by interviewing county Extension agents. A protocol document was drafted with input from agents with expertise in food safety, as well as the state specialists. After review, the draft Food Safety Protocol as presented to all of the EFNEP/FSNEP nutrition assistants and their supervising agents for discussion of how the proposed guidelines could best be utilized. A final document will be available by the fall of 2003.

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BRIDGING THE DIGITAL DIVIDE IN RURAL COMMUNTIES

Lisa Dennis*

ABSTRACT:
PowerUp Computer Lab: PowerUp is organized and operated for the purpose of assisting under-served youth to obtain the skills, experiences and resources required to succeed in the digital age. It's activities are aimed at five promises identified by America's Promise-The Alliance for Youth as being key to building character and competence of our young people; caring adults; safe places; marketable skills; and opportunities to serve. Somerset County Maryland received this grant and obtained twenty Gateway computers and high-speed Internet access for a rural community who did not even have computer access in its schools. Our Local Project: The project in Somerset County, Maryland has the following goals: to utilize existing Extension programs to provide better access to community members through the internet, building e-commerce sites for individuals to market local products, teaching the elderly computer skills to build and maintain Websites and domains and working with the agriculture and waterman communities to bridge the digital divide. This grant allows the Crisfield Community to have the opportunity to enrich their population through technology by utilizing youth and adult partnerships to enhance educational and business opportunities. In this presentations discussion will include the process involved in gaining community support. The do's and don'ts for undertaking such a huge endeavor and maintaining sustainability.

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"FOOD SMART"

Lisa Dennis*

ABSTRACT:
"Food Smart" was developed to improve food safety practices and diets of underserved clientele to increase overall health. Foundations focus outreach to both Hispanic and African American populations. Somerset County Maryland has an influx of year-round Hispanic residents living throughout the County. With the Hispanic culture, we found they had strong preferences for the types of activities associated with their heritage. For

Hispanic families, "suitable activities" for their children often mean culturally appropriate. Hispanic people tend to choose activities where their cultural ethnicity will influence their children, regardless if they are led by and individual or by corporate teaching. This county also has a large population of African Americans. We found a perception that historically African Americans have been treated unfairly throughout Somerset County. So they often do not welcome outside assistance into their communities and families. By building a relationship with local community leaders, we have been able to develop a close working partnership with this ethnic group. The African American population has a strong religious base, which, in turn, relates to strong faith communities. Focusing on this faith foundation and working hard to build trust, we have been welcomed in the local churches. Pastors and church leaders made us aware that this community often faces abusive situations and extreme poverty. They shared that many families often do not have the knowledge or the means to prepare nutrition foods. They assisted in the promotion of our programs throughout their churches.

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LINKING THE TRADITION, CONNECTING THE COMMUNITY

Mindy Denny* and Teresa Trujillo

ABSTRACT:
Youth programs across the Nation are connecting to provide quality programs for today's kids. Agents in Otero County, New Mexico are linking the tradition of 4-H programs with agencies around the County in order to broaden the scope of programming for at risk and traditionally underserved youth. Current partnership to be presented include: Boys and Girls Clubs of America; Holloman Air Force Base; Community Preschools Clover Bud Program; Juvenile Drug Court and Middle School Alternative Programs. Subject matter includes traditional 4-H projects, character education, leadership development and community service. Agents will share tips for successful collaborations and programs as well as possible partners in expanding the mission of 4-H and the Cooperative Extension Service.

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FAMILY RESOURCE CENTERS THAT THRIVE!

Matthew Devereaux*

ABSTRACT:
Proposal Description: Come learn how three proven parenting/child care resource center sites have not only sustained their programs but who have been actually growing and thriving three years after federal support has ended. Strategies, obstacles and success stories will be shared to help your program have a better chance for success. Outcomes: Participants will be taught the importance of planning, "getting the word out", and the benefit of strong coalitions. They will also learn the importance of needs assessment and making sure your program content is in line with community needs. Participants will also learn how to gain additional funding, especially funding in their own community, to help their programs not only be sustained but to grow. Participants also will take part in hands-on activities that will help evaluate their current strategies (i.e., kind of a like a report card), and activities that will begin the process for helping them create a plan toward sustainability. Participants will view "tidbits" of three successful parenting/child-care resource center sites and hear from community staff who have created these successful sustained programs. Also, evaluation/impact data will be shared concerning the at-risk audiences these programs have influenced such as parents, children, child care providers and the community as a whole. At three points during the workshop "ice-breaking" type activities will be used to relax the group and to deliver

a point related to sustainability and enthusiasm. If there is one thing we have learned is enthusiasm amongst the community staff about your program goes a long way toward "convincing" your community that what you are doing is important.

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FIRST STEPS: A STATE-MANDATED TRAINING FOR NEW CHILD-CARE DIRECTORS

Matthew Devereaux*

ABSTRACT:
The University of Tennessee Agricultural Extension Service in conjunction with the Tennessee Department of Human Services has produced an innovative child-care director video and CD-ROM that educates newly hired child care directors. The training focuses on relationships with staff/parents and on typical problems directors commonly deal with. This training is unique because it uses a different format to educate participants. The video consists of a dramatic story about a new director taking over the role of an outgoing director and ALL the issues the new director struggles with and eventually overcomes. Over the past 24 months this training has educated approximately 3,000 directors with pre-/post-tests showing a 30%-40% knowledge gain. All content is based on extensive focus-group data with directors and teachers. If you educate child-care teachers or directors, this information will benefit you greatly. This seminar will educate participants on common problems directors come across and how they can solve them productively. The seminar will also consist of interactive activities (as if teaching directors in a child care center) that will help facilitators prepare for their own workshop. This will help you turn around and present workshops to directors in your community.

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LIFE ON THE FARM PROJECT

Annette Devitt* and Kevin Mitchell

ABSTRACT:
The "Life on the Farm" project is a unique way to give people a glimpse of what life is like living on a farm. The main component of the project is an interactive display which is used at county fairs and by groups. The other component of the project is an interactive Website: <www.nj4h.rutgers.edu/lifeonthefarm>. The concept for the project started as a display at one county fair. The single display was expanded to four displays and was refined to make the display more interactive and portable. The display was made possible through generous donations from County Boards of Agriculture. The theme for the project will change annually. In 2002, the theme was Tools from When 4-H Started in 1902. Participants learned how tools were used and how math and science concepts are involved in the use of the tools. Themes for future years may include using biotechnology on the farm, breeds of farm animals, or the cost of farming. The feedback from county 4-H staff and County Boards of Agriculture has been very positive, including the following: "'Life on the Farm' was an overwhelming success at our fair. . . . The Board of Agriculture was thrilled with their investment and will certainly be willing to donate to the next proposal they receive from 4-H." See the interactive display and learn how funds were solicited for the project.

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THE WEBBOOK OF ITS INNOVATIONS IN EXTENSION

Dr. Bruce DeYoung* and Stephan J. Goetz

ABSTRACT:
The age of the digital economy is dawning, and with it, new mechanisms for Cooperative Extension to connect with its stakeholders.
While our work focuses on people and their needs, technological advances make it possible to provide applied education more rapidly than ever before. Cooperative Extension's dynamic relationship with technology typifies the adage, "the more the world changes, the more it remains the same." While the technology that facilitates university outreach has changed over time, its role in program delivery remains the same vitally important! The objectives of the book featured in this poster are threefold: 1. To show ways in which information technology (IT) is being used in existing Extension programs; 2. To indicate how new Extension programs and audiences are being developed through IT; 3. To examine the implications of the digital divide for Extension programming. This poster captures some of Extension's pioneering IT efforts and innovations. Sections include E-Commerce and agriculture/Forestry; E-Commerce and Small/Rural Business; IT and the Digital Divide; E-Communities and E-Government; and Web-Based Community Economic Analysis. This resource will be useful to Extension professionals seeking to innovate and expand their educational programs through the use of emerging information technology.

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MEETING THE CHALLENGE OF A CHANGING AMERICA

Karen Dickrell*, Sue Buck, Pang Cher Vue and Dan Veroff

ABSTRACT:
A statewide Hmong Educational Needs Assessment was conducted through a focus group process conducted in ten counties in Wisconsin. The purpose was to determine the educational needs of an important segment of the Wisconsin population, the Hmong from Southeast Asia, and explore how UW Extension's divisions could better serve the population. Two themes emerged - the pursuit of identity and communication/generational issues. The focus groups also provided insights into preferred methods of learning. Each community is unique and successful educational programming is based on building relationships and trust. A Hmong demographics profile was developed to enhance the understanding of the Hmong Population.

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"BREAK THROUGH" TO KIDS WITH REAL-WORLD SCIENCE FUN

Keith G. Diem Ph.D.*, Betty Jean, Jesuncosky Webersinn, Kevin Mitchell and James Nichnadowicz

ABSTRACT:
Science provides a great medium for discovery and a transparent means to teach life skills to youth. And, despite its reputation as being technical and boring, it can even be fun! The NJ 4-H Science Discovery Series curriculum has been successful because it uses a variety of real-world topics to teach youth, grades 2-10. By exploring subjects as diverse as geology and weather, whales and spiders, trash and trees, oceans and space, youth gain important knowledge and transferable skills. Easy-to-use, hands-on activities will be demonstrated that can be

used in school classrooms, after-school programs, in 4-H clubs, at camp, and more. Find out how simple and effective science can be to "break through" to kids, including at-risk audiences and special needs students. You'll be introduced to a sampling of activities from the following units: Weatherwise (Meteorology); What Is That Tree I See? (Leaf & tree identification); Spiderrific (Spiders); Mountains High, Oceans Deep (Oceanography); Exploring Planet X (Space exploration); Where Does Your Garbage Go? (Waste management alternatives & environmental conservation). Supporting resources are available online at <www.discoverscience.rutgers.edu>.

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EXTENSION/FOOD BANK PARTNERSHIP UNITES TO FILL FUNDING GAP IN ALASKA WIC PROGRAM

Roxie Rodgers Dinstel*, Helenmarie Matesia and Marsha Munsell

ABSTRACT:
Desperate times call for desperate measures. In July, 2002 word came that the Alaska WIC program was out of money, three months before the end of the funding year. There would be no new enrollments or renewals to the Alaska WIC program until October. A long-standing partnership between the Tanana District Extension Office and the Fairbanks Food Bank rose to the occasion to ensure that Women and Children in the Fairbanks area would not go hungry. Though funding was eventually restored, a series of weekly educational workshops and a food distribution was established at the Food Bank. The new program ran for 22 lessons and distributed 12,000 lbs of food in 325 "shopping" experiences. One of the major problems with Food Bank foods is the time and skills required to prepare the food. We focused each class on the "fresh" food that was in the greatest supply at the Food Bank, teaching healthy ways to prepare each food and explaining how those foods could fit into family meals. We came in early to survey the food, then prepared the samples for the class. An added bonus was that many of the members of the classes were so interested in learning they came early to help prepare the samples. This program united the EFNEP program, the Food Bank Manager, the Home Economist and a Vista Volunteer to ensure its success. It has been a major recruiting ground for our EFNEP program with 20 new clients enrolling in EFNEP.

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ISU EXTENSION MENTORING - LIGHTING THE PATH

Donna K. Donald*, Lois Hunt and Mary Crooks

ABSTRACT:
New Extension professionals bring a variety of skills, education and experiences to positions within Iowa State University Extension. In a short time they are expected to address specific as well as general issues within the parameters of Extension's mission. Accomplishment of this mission not only requires a competent staff but necessitates an aggressive approach to acclimate new staff and assist current staff making transitions in realizing their potential. The ISU Extension administrative team recognized this need and appointed a committee of six Extension professionals to create a mentoring program which would complement the established orientation program. The committee spent two years researching existing mentoring programs and creating a mentoring structure that fit the uniqueness of Extension. ISU Extension Mentoring - Lighting the Path - made its debut in fall 2002. Following program promotion, individuals applied to be mentors. The committee selected 30 mentors and provided training. The program advisor made the initial mentor/mentee assignments in December

2002. Assignments continue as new professionals are hired. Mentors participate in an ongoing training schedule. Anticipated impact from the mentoring program is to: reduce non-retiree turnover resulting in monetary savings; increase level of job satisfaction for mentors and mentees; impact work attitudes of mentors and mentees in a positive manner; and increase involvement of mentees in Extension committees and professional organizations.

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LIVING ON THE LAND: EDUCATING SMALL ACREAGE OWNERS ABOUT RESOURCES MANAGEMENT

Susan Donaldson*

ABSTRACT:
Throughout the West, population dynamics are changing. As communities grow, land at urban fringes is being rezoned from large, agricultural enterprises to smaller, 1 to 40+ acre parcels. This growing audience of small acreage owners often is not well versed in land management practices. Many are professionals working in urban areas without prior experience in agricultural land and resource management who are hungry for information that will allow them to maintain their rural quality of life. We are challenged as professionals to develop programs that effectively target the specific needs and resource issues important to small acreage owners. With funding from the Sustainable Agriculture Research and Education Professional Development Program, professionals from eight western states including CA, OR, WA, UT, ID, NV, MT and CO teamed together to create a curriculum specifically aimed at the small acreage "lifestyler": the property owner who has purchased a small acreage property not as a source of annual income, but as a way of life. The team developed a series of five modules plus an instructor's guide. The modules address: (1) goal setting and property inventory; (2) soil properties and management and irrigation water management; (3) an introduction to water quality, protecting household drinking water, and evaluating and protecting watersheds, streams, and riparian areas; (4) forage production, weed control, and pasture renovation; and 5) animal management, avoiding animal impacts, and grazing system design. More than 900 copies of the curriculum have been distributed to 35 states and 4 foreign countries. This presentation will provide an introduction to using the "Living on the Land" curriculum for small acreage programming, and documentation of impacts.

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YOUTH-ADULT PARTNERSHIPS: PRACTICAL TOOLS FOR POSITIVE ENGAGEMENT

Elayne Dorsey* and Lyndsey Merchant

ABSTRACT:
Meaningful youth-adult partnerships (YAPs) can be positive forces for change. The results include sustainable, powerful programs and communities that meet youth interests and needs, and youth possessing strong communications and leadership skills. Since 1995, the Innovation Center for Community and Youth Development, in partnership with the National 4-H Council, has been involved with the dissemination and training of Creating Youth/Adult Partnerships, designed with practitioners and tested by Extension agents in diverse communities across the U.S. Four national youth organizations have combined their resources to create a new curriculum called Youth-Adult Partnerships: A Training Manual. This will be the first opportunity for Extension agents to view this curriculum, which will be previewed at five conferences, including CYFAR and National League of Cities. This innovative, hands-on curriculum will take the idea of identifying and developing the assets that youth bring to communities a step further, with tools, resources and activities that help organizations move to sustainability and

advocacy of YAPs. This curriculum will be the core piece of this interactive workshop for Extension agents who need information to address the ongoing challenges of implementing and advocating for these partnerships. Participants will (1) be exposed to the concepts and theories of YAPs in order to promote them in their own communities; (2) practice tools and activities from the curriculum that examine individual and organizational readiness for YAPs, define key terms, and help organizations use available resources to support these partnerships; (3) create practical plans to practice partnership-building activities within their organizations.

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IT'S IN THE DNA, WHY ARE FRUITS DIFFERENT?

David R. Drake*

ABSTRACT:
The amount of scientific information in molecular biology and genetics has exploded in recent years and is expanding more rapidly, yet few people, especially in the US, understand the information or its implications. At the root is DNA, most have heard of it but many are not sure of its role. An interactive display, using different fruit varieties, at fairs and natural resource festivals educated school children and the public about the role of DNA. Participants were displayed several varieties of apples and asked what made apples different? They were told that it was genetics or DNA. The biological process from DNA, to protein, to fruit product, was explained. Participants were then given a card with an apple leaf and DNA code printed on it and asked to match the leaf to an apple variety using the DNA code. Using a simplified process and visual aids, participants gained an understanding of the biological process from DNA to fruit and the potential implications of this understanding.

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THE 21ST CENTURY CROPS CONTEST--NOT JUST WEED ID

David R. Drake* and Marlon Winger

ABSTRACT:
Many traditional youth contests have been dropped from programs or lost participation due to a lack of relevance. Renovation of a traditional weed and weed seed identification contest has improved the relevance of skills taught to the youth in competition. A written exam portion was added to include questions on general agronomy, soils, and pesticides. Laboratory portions retained a reduced traditional weed and seed identification practicum but also included identification of crops, displayed as plants or the harvested product; insects, plant diseases, and soil disorders. Two judging classes were included so youth could determine the best choice in classes of hay and seed. This type of contest broadens the skills and knowledge taught and most importantly is relevant to current career proficiencies.

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LOTERIA BINGO: A BILINGUAL, LOW LITERACY LEARNING TOOL

Debra Minar Driscoll*

ABSTRACT:
Are you looking for a new way to engage your program participants, so they can have fun together while learning something important? Come to this session ready to try out a game that teaches a serious message in a non-threatening way. The Loter a de Diabetes/Diabetes Bingo game was developed when a county educator was looking for an interactive, low literacy-level tool to create awareness of diabetes, a chronic illness that is widespread in the

Latino population. The game is based upon a Mexican game, Loter a, which is popular among the families who have immigrated to Oregon. In Mexico, it is played at festivals and community events. Each player uses a card with 16 pictures on it. Flash cards with one picture per card are used, and players mark their cards in a similar fashion to bingo. The game has been used in many settings, including outdoor health and community fairs and as presentations to groups of childcare providers and health promoters. 12 sessions using the game reached 1668 participants in 2002. The evaluation instrument is a single page containing the artwork used in the game to represent key concepts about diabetes. Responses are indicated with symbols. The instrument was used with four groups, and was distributed to 39 participants. Results showed that the game participants significantly increased their knowledge about diabetes, and were motivated to make lifestyle changes to prevent or manage diabetes. The concept is adaptable to any subject matter.

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PEOPLE FOR IMPROVING GROWTH OF SWINE IN MICRONESIA

Manuel V. Duguies*

ABSTRACT:
A grant by the Professional Development Program (PDP) of the Western Sustainable Agriculture and Research Education (WSARE) funded a two-year training program through correspondence and workshop for hog producers and livestock personnel. Fact sheets on various topics of swine production were developed. Information was taken from local publications from University of Guam, University of Hawaii, and the Pork Industry Handbook. Text was simplified to fit clientele and photos used were taken from local farms around the region. All these fact sheets were formatted for desktop publications, print-on-demand. Twenty-four fact sheets were produced and mailed to 56 participants in the region. Piglet management posters translated into Yapese, Chuuk, and Pohnpeian dialects were distributed. Eighteen participants, composed of Extension agents, hog producers, and state agriculture staff from the different islands were selected to attend a weeklong training workshop at the University of Guam. Participants were chosen based on their written examination results and full participation in the program. These participants were able to see well-managed farms on Guam and experienced hands-on husbandry skills. Evaluations and feedback from participants indicated a high rate of acceptance of the "localized" fact sheets. Clients related better to the information and photos relevant to their current situation. Workshop participants gained a deeper understanding of the significance of crates and stalls, and they conducted village meetings to share the knowledge and experience gained from the workshop.

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LET'S GO CYBERCAMPING! A NEW PROGRAM MODEL FOR CAMP AND 4-H

Trudy Dunham*

ABSTRACT:
Have you been CyberCamping lately? The revised goCyberCamp offers a range of non-formal online educational activities and events for children aged 8-11, and for their out-of-school programs. As a collaborative Extension venture, it is also a great opportunity to share your professional expertise and interests, joining with curriculum developers and computer programmers to create a model program that helps us rethink our design and delivery of youth programs for both today and in our e-Extension future. In our "Resource Closet", caregivers find research on child development and programming, tips on

integrating goCyberCamp into your day-to-day program, and lesson plans for complementary "off-line" activities. In addition, the Camp Counselor's "Lounge" provides a place to network and take online seminars. Covering the traditional camp content--from learning what lives in a forest to how to paddle a canoe, from making a lanyard to making lunch, keeping yourself safe to protecting your environment, putting on a skit to singing camp songs, goCyberCamp provides opportunities for all youth to experience Camp, at least virtually. 4-H recognizes that camp is an ideal site for nonformal learning through discovery and exploration. It recognizes the power of online environments to promote this learning. And it realizes that youth programs must be where kids are and want to be--and today, kids want to be online (but also at Camp!). The presentation will demonstrate the site, while providing an overview of key content management, user management, educational design, program management, and sustainability functions and issues.

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AND I NEED TO MARKET THIS EXTENSION PROGRAM TOO?

Mary Dunn*

ABSTRACT:
As Extension faculty and staff we are usually required to market our own programs, services, events, etc. In this session you will learn to identify basic promotional strategies to incorporate into your marketing plan. Participants will take part in an interactive exchange by (1)identifying a program, service or event; (2) giving the program, service or event a ; (3) listing at least two characteristics of your probable target market; (4) choosing two promotional strategies and describing how you use them to market the program, service, or event; (5) developing a jingle or slogan for the program, service, or event; (6) evaluating your promotional strategy. The instructor will share examples of successful marketing strategies, both from her own experiences and other sources. Ideas learned from participation in this interactive workshop can easily be taught/used with volunteer groups, 4-H members, councils, etc., in all Extension program areas. Handouts will augment lessons taught.

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PEP: BUILDING STRONG COMMUNITIES THROUGH EMPOWERMENT

Karol Dyson* and Beverlie Ludy

ABSTRACT:
People Empowering People (PEP) is a community leadership development program that provides opportunities and resources to enable people to take greater control of their lives and make a difference in their communities. The PEP program in Maryland, using the model developed by the University of Connecticut Cooperative Extension, is an interdisciplinary program which brings together Cooperative Extension resources and community partners. It is designed to help community residents acquire the leadership skills and knowledge they need to establish support networks, resources and programs that will strengthen the community. Participants in the school-based PEP program have realized personal growth and change, learned and practiced positive parenting skills, and exercised greater involvement in school and community, which includes the establishment of a 4-H program in an area not previously served. Seminar participants will learn about the Maryland PEP collaborative program model. They will gain knowledge about the philosophy and theory of empowerment and understand the essential elements of successful empowerment programs. As a result, Cooperative Extension professionals will be able to build community collaborations and implement educational programs to help

people build caring, safe and productive communities.

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TEACHING CONFLICT RESOLUTION THROUGH CHILDREN'S LITERATURE

Linda K. Earley*

ABSTRACT:
This conflict resolution program involves teens facilitating sessions for children in grades one and two. It is based on an approach called The Peaceable Classroom Model, which looks at the classroom as a caring and respectful community. Teens attend training sessions and then visit "their" classroom four to eight times. Included in the sessions are an introduction to the topic, related children's books, and reinforcement activities. Five themes are emphasized in this program: cooperation, communication, emotional expression, appreciation for diversity, and conflict resolution.

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BUT, I'M JUST TOO BUSY TO VOLUNTEER...

Harriett Edwards Ed.D.* and R. Dale Safrit

ABSTRACT:
Volunteers have always been integral partners in community Cooperative Extension programs. 4-H club leaders, Extension homemakers, program advisory members, and master gardeners are just some of the historical and contemporary examples of ongoing, long-term volunteer leadership positions in Cooperative Extension. However, societal changes over the past 30 years have resulted in a changing volunteer force in this country. Numerous national studies have documented that while Americans are still eager to volunteer, they are much less willing to commit to ongoing, long-term volunteer roles and responsibilities. This interactive linked seminar will familiarize participants with research-based insights and ideas about how to more effectively engage "short-term," "annual," or "sporadic" volunteers in Extension educational programs. This focus on strengthening episodic volunteerism is especially relevant for Extension professionals in any program area who work with once-a-year program planning committees; special event volunteers; family and community educators; camp or retreat volunteers; on-farm demonstration hosts/partners/collaborators; and unpaid event and contest judges. Participants will better understand the "three P's" of strengthening episodic volunteerism: People (building and strengthening teamwork among paid staff, ongoing volunteers, and episodic volunteers); Place (creating welcoming and nurturing organizational and office environments for episodic volunteers); and Program (examining current volunteer management policies and procedures in order to better support and encourage episodic volunteer involvement.)

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EMOTIONAL INTELLIGENCE: RESEARCH TO PRACTICE

Janet Edwards* and Mary Y. Deen

ABSTRACT:
As youth development professionals, we have opportunity to design and deliver programs that teach critical life skills to youth. Along with the life skills and the content skills that prepare children to succeed in life, they also need to master emotional and social skills. These are tough times to be raising children. Parents need a helping hand to meet the challenges. The work of Daniel Goleman and John Gottman on emotional intellence provides clear

connection to life skills development. Emotion coaching is a purposeful and active strategy for parents to help. Children learn to handle feelings, control impulses and learn empathy and understanding. John Gottman offers a scientifically grounded way to give children a tool kit to meet today's challenges. This seminar will provide an overview of emotional intelligence and a framework for utilizing the coaching techniques with 4-H leaders, after-school care providers and parents. Guiding children to understand and regulate their emotional world will help them increase self-confidence, improve physical health, be successful in school and have healthier social relationships. This seminar will share the research of Goleman and Gottman on Emotional Intelligence and will utilize hands-on activities to give participants a basic working knowledge of timely research that can be helpful in their work with youth and families. Seminar participants will (1) learn the five-step process of emotion coaching; (2) explore through discussion the application of the research to life skills development; (3) practice emotion coaching strategies; (4) learn about new resources that can enhance youth development outcomes.

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ACTIVATE: A CHILDHOOD OVERWEIGHT PREVENTION INITIATIVE

Richard B. Elder MBA*

ABSTRACT:
Overweight/obesity is a major public health problem, particularly among children. Effective partnerships and communication programs are needed to develop childhood overweight prevention strategies that impact children at home, in school, and in the community. ACTIVATE, a unique partnership of the American Academy of Family Physicians, American College of Sports Medicine, American Dietetic Association, International Food Information Council Foundation, International Life Sciences Institute Center for Health Promotion, and National Recreation and Park Association developed an overweight prevention communications program, Kidnetic.com, targeted to children ages 9-12 and their parents. The two and a half years of unprecedented in-depth consumer research--focus group, ethnographic, in-home interviews and quantitative--was conducted to track consumer knowledge and perceptions of the overweight problem, define appropriate audiences for messages, and develop customized program elements in order to deliver actionable advice for healthy living to children and their families. Kidnetic.com is an interactive, innovative, educational Web site designed to help children ages 9-12 and their parents work together to begin the process of behavior change. The site provides fun, creative, credible tools to help both kids and parents move toward healthy eating and active living within the family, school, and community settings. Kidnetic.com was launched in June 2002. With over 560,000 visits since the launch, Kidnetic.com is effectively reaching kids and parents. Healthy lifestyle information can be successfully delivered to kids and families through a Website designed around their needs and interests. Kidnetic.com is a resource that can be useful for Extension professionals in the fight against childhood overweight.

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FAMILY READS WITH 4-H

Kris Elliott*

ABSTRACT:
The Van Buren County 4-H Teen Leaders were awarded the 2002 Literacy Education/Youth Leadership Grant funded by Dr. Scholl Foundation, Bridgestone/Firestone Trust Fund, Firestone Agricultural Tire Company. Teens Leaders formed a coalition with the Van Buren County Literacy Council, Alread School and the Extension Service to

provide literacy education to families in the Alread community. Teens were trained as literacy volunteers during the summer. Programs were provided from September until February. Each month the teens provided family nights at the Alread community parent center. Teens taught how to improve children's literacy and provided resources to parents/guardians that are at low literacy levels. After each lesson, participants completed a 4-H Project Book activity that related to the literacy lesson. The teens and families enjoyed the project so much the program has continued past the grant period. Information and evaluation of the program will be presented during a poster session.

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SHOULD I EAT THE FISH I CATCH? AN OUTREACH PROJECT TO PREGNANT WOMEN AND WOMEN OF CHILDBEARING AGE WITH YOUNG CHILDREN

Karen Ensle Ed.D., R.D., F.A.D.A., C.F.C.S.*

ABSTRACT:
Urban residents consume locally caught fish/crabs from Newark Bay waters in New Jersey and have ignored NJ State advisory warnings associated with health risks from eating contaminated fish. Fish/crabs from these waters often have high levels of PCBs, methyl mercury, and dioxin that exceed governmental safety standards. A 1995 study by NJDEP found that Latinos were the least likely to be aware or concerned about hazards of consumption of locally caught fish. To address this issue, Rutgers Center for Environmental Communication sought collaboration through focus group research to determine types of culturally appropriate educational materials for outreach to the Latino female population to reduce their exposure to contaminated fish/crabs. Focus groups with EFNEP, FS-NEP and WIC staff in Union County revealed educational materials should include: a simple brochure printed in Spanish/English, a table-top display board with English/Spanish labels and a simple lesson plan for nutrition staff to use to inform this high-risk female Latino population of fish contamination hazards and food safety. The display (exhibit board) has been designed in English and Spanish to include information on selection, preparation and cooking of fish under advisories for this population. This project was funded in part by the Rutgers Center for Environmental Communication, NJ Department of Environmental Protection. The exhibit boards have been funded by the 2001 DHHS PHS Food and Drug Administration Central Region, NJ District Partnership.
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KEEP ENCOURAGING YOUTH TO SUCCEED (K.E.Y.S.)

Nicola S. Eyre* and Danielle Thompson

ABSTRACT:
The program "Keep Encouraging Youth to Succeed" (K.E.Y.S.) is designed for low-income youth, 14-19 years of age. Participants are involved through a series of interactive activities in a day-camp setting, theme-related activity days, school programs, and a K.E.Y.S. 4-H Club. The seven keys of leadership: Communication, Goal Setting, Working with Others, Decision Making, Time Management, Understanding Self, and Learning to Learn are incorporated through out the activities. Each youth participating fills out a leadership passport and portfolio, receive incentives for attendance, and participate in either Myers Briggs Type Indicator or other similar leadership self-evaluations. Participants in this workshop will be given an overview of the concept via a PowerPoint presentation, experience interactive activities, view incentives, and review the leadership passport and portfolio. Handouts will be provided.

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FOOD FIESTA: AN INTERACTIVE FOOD AND NUTRITION EDUCATION PROGRAM FOR YOUTH

Patsy A. Ezell*, Christene Anderson and County Beth Bell

ABSTRACT:
Food fiesta is a thematic, interactive curriculum focusing on foods, nutrition and food safety. It was developed by a team of University of Tennessee and Tennessee State University Extension professionals who work in the Tennessee Nutrition Consumer Education Program (TNCEP).The target audience is third grade students; however, lessons can easily be adapted for younger or older youth. The curriculum contains six lesson plans that reinforce school curriculum objectives by providing interactive learning opportunities in mathematics, nutrition, safety, biological and physical sciences, health, social studies, history, art, and music. This flexible curriculum is based on the experiential learning model and can be utilized in classroom, after-school, or community-based settings. It was designed to be taught as a series of lessons; however, each lesson plan is independent, which provides flexibility in how the program can be implemented. Each of the six lesson plans include the following: lesson objectives, background information for the educator, step-by-step procedures to follow, activity sheets, critical thinking section, additional resources, and a related research section. Camera-ready copies of all activity sheets are also included. Teacher and student follow-up evaluations were designed for use after completion of all six lessons. However, individual questions from the evaluation instruments could be utilized to assess learner outcomes when lessons are utilized individually. The six lessons include (1) Pyramid Fun Run, (2)Super Snacks, (3)"Sense"-Sational Food!,(4)Growing Plants, Food, and Fun,(5)The BAC Attack!, and(6) Pyramid W(RAP)! Food Fiesta has been utilized across Tennessee in schools where 50% or more students receive free or reduced price lunches. Evaluations indicate that students are gaining knowledge that leads to more healthful outcomes.

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OPPORTUNITIES TO ENHANCE EXTENSION PROGRAMMING WITH NATIVE AMERICANS COVERING PROJECTS, PARTNERSHIPS, AND FUNDING

Dan Fagerlie*

ABSTRACT:
There are many untapped opportunities to expand Extension Native American Programming through Tribal programming and partnerships. Partnerships at WSU have yielded a Tribal Youth Camp 4-H Challenge Program with staffing, a Reservation Family Living Program with staffing, and a USDA/CSREES 406 Project complete with staffing, staffing a Bioagent for Invasive Weeds Project, and much more. Building programs in Indian Country takes nothing more than an interest by Extension personnel, and a willingness to reach out to an underserved audience. Programming can be adapted to meet Tribal needs while still transferring research-based university information. It is a win-win situation that benefits all involved, as well as building bridges between Native American audiences, the University and Extension's traditional audiences. Also featured will be samples of USDA Extension Indian Reservation Programs (EIRP) from Reservations across the country to give you ideas of projects "on the ground" that are working to reach Native American audiences. These sample projects range from the Cherokee of the east coast, to the Seminoles in the southeast, to the Tanana Chiefs of Alaska, to the Havasupai of the Arizona desert country. Unique and emerging opportunities to partner with the

1995 Tribal Land Grants will also be offered. Dan has worked as Project Director for the Colville Reservation for 23 years and has directed the EIRP project for 10 years. Come join him to learn of new ideas, share ideas that work, and to lay the groundwork for programs that can work for you.

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DYNAMIC MENTORING STRATEGIES FOR ALL AGES

Patricia Fairchild Ed.D.*, Diane Vigna, Ph.D., Kim Bearns, M.S., Lee Sherry, M.S. and Crystal Fangmeier, B.S.

ABSTRACT:
As a part of Nebraska's celebration of the 4-H Centennial, Nebraska 4-H instituted a year-long process to determine what 4-H could do to improve life for young people. To meet the desires of 21st Century youth, a dialogue was conducted involving more than 2,000 youth and adults throughout the state. Over and over youth said they wanted to learn and grow alongside caring adults and to make a difference in their communities and in the lives of others. Nebraska 4-H subsequently created a plan for future programming. One theme is to "create and encourage inter-generational mentoring programs that provide opportunities for youth and adults to learn from one another." In an effort to capitalize on the valuable role adults can play in the lives of young people and to encourage adults to establish more meaningful symbiotic relationships with youth, Nebraska 4-H will form a mentoring program for youth and older adults and will create a positive atmosphere for inter-generational interaction. To do this, Nebraska will (1) become more involved in research to further explore youth/adult relationships; (2)develop a curriculum designed to help young people learn more about aging adults; (3) design "youth awareness" activities in which older adults can learn more about 21st century young people; and (4) provide programs where youth and adults can work as partners to strengthen their life skills. This poster session will provide examples of how inter-generation program planning is being enthusiastically implemented in Nebraska.

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INTENTIONAL HARMONY: BALANCING WORK AND LIFE

Patti Faughn*, Deb McClellen and Angela Wiley, Ph.D.

ABSTRACT:
The University of Illinois Extension Service has developed a new curriculum called INTENTIONAL HARMONY: BALANCING WORK AND LIFE. It is challenging to balance work with the demands and relationships of daily life. Separate aspects of work-life balance are often addressed in family life programming (stress management, parenting, etc.). Illinois has a new research-based curriculum that addresses work-life balance in five important domains: the individual; partner relationships; parenting; extended family relationships; and work relationships. Each domain will be the subject of a unit (30-minute PowerPoint presentation; handouts; facilitator guide; video clips). A Website will provide extra resources and links for participants and a special section available only to facilitators containing updated research information and programming suggestions.

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"TECHNOLOGY OPTIONS FOR DISTANCE TRAINING AND COMMUNICATIONS"

Scott V. Fedale*

ABSTRACT:
So Extension administration has challenged you to "do more with less." And you've decided you want to start using some new technologies, like satellite, video conferencing and video streaming, for training, team planning, workshops, administrative communications and a substitute for travel? But which technologies work best for which purposes? What are the pros and cons of each technology? And what does it cost to use each of them? Get the answer to these and many other questions by attending this workshop on "Technology Options for Distance Training and Communications." In this session you learn about the basics of satellite, video conferencing and video streaming (web-casting), the pros and cons of each technology, and when to use each technology for what type of application and audience. You'll discover how to assess factors like the size and location of your audience, the type of content, your budget, the educational experience you're trying to create among your viewers and equipment needs in making the right technology choice for your training or group communication application. When you leave this workshop you'll know the difference between IP and ISDN videoconferencing; how satellite transmission works, what you need to originate on location video streaming and the costs involved with each of these technologies.

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GARDEN MOSAICS: PARTICIPATORY RESEARCH AND LEARNING COMMUNITIES

Gretchen Ferenz*

ABSTRACT:
Garden Mosaics is a multi-generational Participatory Action Research program through which youth engage in inquiry science and environmental education while exploring ethnic, horticultural practices of community gardeners. This model, currently funded by the National Science Foundation, provides opportunities for engaging youth in science-inquiry learning and implementation of research techniques/activities, including GIS. Educators and youth draw upon the experiences and expertise of ethnically diverse, elder gardeners, learning cultural horticultural practices and the ecological significance behind them. Garden Mosaics participants learn how the creation of "learning communities" enables intergenerational, multicultural exploration and interaction, as well as actions to address local needs. The conference presentation will provide an overview of this innovative, integrated research and Extension education initiative that involves youth, local educators, community residents, Extension Educators and university faculty in community garden settings nationwide. The presentation will describe the learning model and teaching tools available to Extension Educators and other youth educators. This exciting model, which includes supporting experiential curricular resources and an interactive Website, enables science-inquiry learning and Participatory Action Research involving youth. Cultural, sustainable horticultural practices and plant uses, as well as plant diversity, are documented in a nationwide database located on the Website. Presentation participants will be encouraged to implement the Garden Mosaics program, share results through a nationwide database, and benefit from its educational resources.

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HOURS OF OPPORTUNITY OR HOURS OF RISK: WHAT ARE EARLY ADOLESCENTS DOING WITH THEIR OUT-OF -SCHOOL TIME AND WHY IT IS IMPORTANT TO KNOW?

Theresa M. Ferrari*, Dawn Anderson-Butcher and Karen Jackson

ABSTRACT:
Increasing public attention has focused on the needs of youth during out-of-school hours. There is a growing awareness that where youth spend their time, what they do, and with whom they do it are important to their overall development. To provide information for youth program planners, a statewide survey was conducted. The purposes were to determine: (1) how middle school youth spend their out-of-school time; (2) motivations for participation in activities; (3) how they would like to spend this time; and (4) perceived barriers to participation in out-of-school activities. A total of 4,601 early adolescent youth in 5th through 8th grades, representing rural, suburban, and urban areas around the state, completed the survey. The sample was ethnically and economically diverse. Descriptive statistics were computed. Two main themes emerged from the data analysis: Theme #1: Unstructured activities predominate. Therefore, many adolescents in the state were not engaged in structured activities that protect them from increasing risks associated with adolescence. Theme #2: Adolescents want a voice and a choice. They reported a strong desire for more opportunities in their communities and they want to be involved in their development and implementation. Information gleaned from this survey is useful to staff of youth organizations, and has been shared through a variety of means. Adolescents have much to gain from participation in after-school programs, youth clubs, extracurricular activities, and other structured out-of-school time activities. Because attracting and keeping youth in these programs are continuing challenges, understanding motivations and barriers is essential.

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UNDERSTANDING THE COMMUNITY SERVICE EXPERIENCES OF 4-H TEENS

Theresa M. Ferrari* and Nadine Fogt

ABSTRACT:
Community service is an integral part of the 4-H experience. Engagement in community service is linked to a variety of positive youth development outcomes. For example, youth develop skills, responsibility, and connections to others. The question remains: Are the community service experiences of 4-H members as meaningful as they could be? The purpose of this project was to understand teens' involvement in community service. A multi-method descriptive study was designed. A survey developed by the University of Wisconsin-Extension (Taylor-Powell, Boyd, & Hermann, 2000) was modified for use in this study. This survey includes questions about the level of involvement in five phases of community service (decision making, planning, implementing, evaluating, and reporting). In addition, a focus group (n= 6) was conducted to explore motivations and barriers, as well as ways to improve community service learning experiences. Teens (n = 34) reported multiple motivations for involvement in community service projects (M = 2-3 per year). They were most involved in implementing (i.e., doing) community service and least involved in evaluation and reporting. Adult advisors were more involved than youth in planning. Some skills were gained by a large proportion of teens. However, certain skills (public speaking, problem solving, and evaluating) were ranked lower. Half indicated that they repeated the same project year after year, and this may influence lack of skill development in these

areas. Implications for future programming include development of resource guides and volunteer training. Active involvement in all phases of community service should be promoted to achieve desired outcomes.

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GARDENING FOR SPECIAL-NEEDS YOUTH. MULTI-DISCIPLINARY EDUCATIONAL ACTIVITIES FOR GROWING AND PREPARING FOOD

Jeff Fisher*, Connie Goble and Monadine Mattey

ABSTRACT:
The Pike County Extension Office secured a grant from the Ohio 4-H Foundation Board to assist in teaching functional life skills relative to gardening and preparing food. Forty disabled youth were assisted by twenty adult volunteers and county Extension agents for Agricultural, 4-H Youth Development, and Family and Consumer Sciences in the production and processing of a salsa garden. A special-needs gardening plot was established at the South Centers at Piketon utilizing raised, boxed planting beds and special gardening tools. Youth met weekly in the Spring to prepare, plant and tend to vegetable plots. Other related activities included making crop signs, a scarecrow, and window box plantings to take home. In the fall, youth were instructed in how to follow a recipe to prepare the salsa. Afterward, a taste test and luncheon were held. Each child prepared a container of salsa to freeze for home use. This gardening and processing experience provided special-needs youth a hands-on educational opportunity to gain self-sufficient life skills.

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TEENS REACHING YOUTH THROUGH INNOVATIVE TEAMS (USING INSTRUCTIONAL TECHNOLOGIES!)

R. Warren Flood Ph.D.* and Elizabeth Edwards Dampier

ABSTRACT:
Young people today are techno-savvy, much more so than the majority of adult Extension professionals and volunteers! Current "Nexter Generation" youth seek compact, short term sound and visual "bytes" that they expect to be delivered using the most current and emerging technologies. This linked seminar will introduce participants to a new Web-based Extension curriculum developed at North Carolina State University in active collaboration with National 4-H Council. The TRY-IT! Program (or, Teens Reaching Youth through Innovative Teams and Instructional Technologies!) is designed to engage teens and adults in Web-based self-directed learning that precedes and then strengthens and supports ongoing face-to-face teen-adult partnerships in delivering Extension educational curricula to younger youth. This first-of-its-kind technology-based curriculum consists of 25, 45 minute Web-based self-directed learning modules for teens and adults that result in each team member constructing an individual Leadership Portfolio documenting their individual and shared leadership growth. The Portfolios establish a shared foundation for an intensive TRY-IT! Team Retreat where face-to-face and inter-team activities further extend individual and team learning through high-touch strategies. Seminar participants will better understand opportunities provided by the Web for individualized, self-paced discovery learning; and become familiar with the new TRY-IT! curriculum.

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YOUTH ARE THE STRONGEST LINK...TO COMMUNITY SERVICE

Nadine S. Fogt*

ABSTRACT:
Throughout the last 100 years, 4-H'ers have responded to those in need in their local communities or even across the nation. Service to others is a key element of a 4-H youth development program. 4-H members pledge their "hands to larger service" at every club meeting, and 4-H professionals understand the importance of community service. Engagement in service is an effective means of meeting many youth development goals such as development of life skills, increased sense of responsibility, and a sense of belonging. But, in our quest to "do" community service, have we locked youth into providing only the "labor," such as planting flowers and picking up trash? Have we neglected the planning, decision making, and reflection that make the experience more meaningful? Have we provided 4-H adult and teen volunteers the "know-how" and the tools to succeed? Seminar participants will learn through hands-on activities and group discussion an easy-five step process for creating meaningful community service experiences and how to teach these methods to volunteers so they may empower youth in their communities. A train-the-trainer lesson plan will be shared, along with an interactive game-"YOUth Are the Strongest Link." These activities were developed based on findings from a local survey and focus group involving 4-H teens. Community service projects can be fun, creative, and educational for youth when they are given active roles in the entire process. Everyone is a winner in the game when YOUth are the strongest link in a meaningful community service project.

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TEAMWORK PROVIDES THE PATHWAY TO CULINARY SUCCESS FOR TEENS

Mary Forster*, Jamie Ackerman and Cindy Oliver

ABSTRACT:
A team of Ohio 4-H and FCS professionals partnered with the OSU Faculty Club Executive Chef to develop an exciting new program for older teens. "Pathways to Culinary Success" is an advanced level project that provides a variety of opportunities for youth to explore careers in culinary arts and try their hand at making creative foods. A unique feature of the project is a journal that the youth keep with photos and records of their experience which can be shared with potential culinary schools youth are interested in attending or potential employers. To promote this project, the Extension professionals and the executive chef developed a 12 hour training session that has been offered the past three years at the Ohio 4-H Youth Expo. Thirty-eight youth have completed the training learning through Skill-a-thon activities, food labs and chef demonstrations. Tours of produce and meat supply companies and local restaurants were included in the experience. This poster display will share photos from the culinary arts training, the curriculum, and the reactions from the participants.

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ENHANCING TECHNOLOGY LITERACY THROUGH GEOGRAPHIC INFORMATION SYSTEMS AND GLOBAL POSITIONING SYSTEMS PROGRAMMING FOR YOUTH IN NORTHWEST INDIANA

Scott Foster* and Tracy George

ABSTRACT:
The Purdue University Cooperative Extension Service has been involved in developing and providing a Geographic Information System (GIS) and Global Positioning System (GPS)

program for its 4-H members in Northwest Indiana. The goal for such programs is to provide hands-on activities for youth which will enhance their technological literacy in these areas; whether they are combined or used separately. The continuation of GIS and GPS workshops for youth will also assist Educators in developing and utilizing an evaluation tool to measure the technological skills learned in these programs. GIS can be utilized to demonstrate land-use changes and the impacts that it can have on the environment in the communities in which participating youth live. Data sets to show such trends are provided by The Purdue University Center for Advanced Applications in GIS (CAAGIS). CAAGIS has developed electronic data sets for all 92 counties in Indiana, but have been seldom utilized by Extension programs for youth. Purdue Extension is now taking the next step in developing a viable program that will teach Extension educators and youth throughout Indiana to become technologically literate in both areas. The following poster presentation will demonstrate how youth have utilized GIS and GPS in two workshops in Northwest Indiana during 2002. Local high school 4-H members participated in MyCOE (My Community, Our Earth) to evaluate poor land use development decisions in Northwest Indiana; and "December at the Dunes", where 4-H members incorporated GPS and GIS to study the Indiana Dunes State Park.

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CURRICULUM RESOURCES FOR ENVIRONMENTAL AND NATURAL RESOURCE EDUCATION

Barry W. Fox *

ABSTRACT:
Environmental and natural resource education involves planning programs in a variety of ENR topics. These topics often involve important environmental concepts and issues. The agent or volunteer leader instructor may not always have the expertise to do justice to the topic. In addition, lecture presentations, even with audio-visuals, are often not well received, especially with youth audiences. It is important that the audience not be lost to the doldrums of terminology, concepts and data. It is said that a picture is worth a thousand words. The same can be said for the interactive presentation versus the lecture. The challenges are to: presentation about(1) make an accurate and understandable the topic and (2) get the audience involved in the presentation. Fortunately, there are dozens of well-written curricula that offer a wide variety of interactive games and hands-on activities. National Projects Learning Tree, WILD, and WET are curricula that are widely used in ENR instruction. They present ENR topics with a variety of entertaining games and hands-on activities. However, they lack content for many of the environmental issues we see today. This session will present a summary of more than twenty curricula that address some of the more pressing environmental issues that are currently emerging. Some of these include: global warming, ozone depletion, sea level rise, biological and genetic diversity, bio-magnification, solid-waste management, air quality, environmental economics, population pressures and others. The curricula are designed for audiences from upper elementary to adult. Participants will receive an annotated bibliography of the resources and examples of real-world data/situation integration into several activities.

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WHAT IS WATER? A NEW 4-H MULTIMEDIA PROJECT

Barry W. Fox *

ABSTRACT:
A new 4-H educational program is in pilot phase, What is Water? It is an animated, multi-media CD that introduces youth , grades 4-6, to the structure and properties of water. Bill, the Canada Goose, guides students through activities that investigate the importance of water, molecular structure, hydrogen bonding, states of matter, surface tension, solubility, heat energy and density. Vocabulary terms are introduced and a review quiz is provided for each section. Additional water facts and a final review quiz are also provided. This CD is the first in a series of four designed to address the Virginia fifth grade Oceanography Standards of Learning for public education. This session will present an overview of the project, a demonstration of the CD and ordering information.

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DEMOCRACY IN ACTION: THE IMPACT ON A PUBLIC POLICY SIMULATION ON THE ATTITUDES OF YOUNG PEOPLE

Janet Fox*

ABSTRACT:
In a democracy, the need for a body of informed, responsible citizens capable of confronting, debating and ultimately, deciding issues of public policy cannot be overstated. Given the importance of civic engagement in supporting a democratic government, the decline of civic engagement among today's young people reported in countless research studies is cause for concern. Lack of political participation can result in greater societal inequalities, eventually weakening and undermining democracy. Unicameral Youth Conference, a four-day 24-hour simulation, explored the legislative process from bill introduction in a committee hearing all the way through final reading and voting. Following the conference, the youth completed a retrospective mixed model survey. Participants rated their understanding or involvement on a number of items related to civic and political engagement on a five-point scale. The data were analyzed with descriptive statistics and one sample t-test. On a five-point scale from no understanding or involvement to complete understanding or involvement, participants indicated gains in the role citizens play in public policy; understanding the legislative process; who is affected by an issue; that conflict and controversy are a normal part of public policy; the influence citizens have on the law; awareness of the citizen's role in politics; and desire to become more active. Public policy experiences not only break down fears of getting involved in public policy but spurs enthusiasm and interest to stay involved. In helping to shape public policy, youth and their community are the beneficiaries of long-lasting civic engagement.

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TECHNOLOGY ENHANCED LEARNING FOR NEW AND EMERGING RURAL ENTREPRENEURS, PROJECT HIGHLIGHTS

Julie M. Fox*

ABSTRACT:
The Ohio State University Extension Service at the OSU South Centers launched an onsite and online learning network to engage new and emerging entrepreneurs. This poster presentation highlights the design, development, implementation, challenges and outcomes. Rural entrepreneurs benefited from increased access to business information and instruction through video conferencing, Internet communications and multimedia presentations. This project provided an opportunity to identify critical success factors for a rural University

research and Extension center using technology to enhance learning for non-degree seeking adult learners. The poster includes information on the strategies and tools used for promotion, administration, delivery and evaluation of this innovative entrepreneur education program. Results included lessons on partnerships for distance education, technology utilization and rural networking.

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WORKING WITH THE PRIVATE SECTOR TO CREATE QUALITY RESEARCH-BASED PROGRAMS

Dave Francis M.S.*

ABSTRACT:
Utah State University Extension (USUE) partnered with Thanksgiving Point Institute to provide quality, research based programming for youth. Thanksgiving Point covers over 800 acres and includes a 55-acre botanical garden, one of the world's largest dinosaur museum and a demonstration farm. These facilities host thousands of children enrolled in the public school and hundreds of kids that participate in after school and summer programs. By developing a partnership with Utah State University Extension, Thanksgiving Point is able to maximize the educational opportunities that their facility provides. In the fall of 2001 USUE began expanding their educational offerings at Thanksgiving Point beyond school field trips. New offerings included: summer day camps, Boy Scouts of America merit badges and after school classes. In the fall of 2002 participants enrolled in the program were surveyed about the quality of the experience and what they gained through participation in the program. Five hundred eighty-six surveys were mailed and 187 were returned. Participants expressed convenience as the #1 (50%) reason for participating in the program, followed by cost (27%) and venues and reputation (23%). Benefits through participation in the program included: earning a merit badge (28%), had fun while learning (26%) and made friends (15%). This partnership and the programs developed can be used as a model for other extension educators and programs seeking to partner with the private sector to increase the resources to both groups.

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TRANSFORMATIVE LEARNING IN EXTENSION STAFF PARTNERSHIPS: FACILITATING PERSONAL, JOINT, AND ORGANIZATIONAL CHANGE

Nancy Franz*

ABSTRACT:
Partnerships can enhance individual and organizational success through more effective problem solving and improved adaptation to change. Working in partnerships is not easy and learning is often required for successful collaboration that may transform the partners. This study explores learning in Extension staff partnerships that transform the individual, the partnership, and the organization. Three types of learning were identified, including eight types of transformative learning. Conditions that promoted transformative learning in successful partnerships included strong partner facilitation, critical reflection, critical events, partner difference bridged by common purpose, and independence with interdependence. Recommendations for nurturing transformative learning in Extension staff partnerships are shared.

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NATIONAL 4-H HEALTHY LIFESTYLES GRANT PROGRAM

Diana Friedman*

ABSTRACT:
The Surgeon General's Call To Action To Prevent and Decrease Overweight and Obesity, Overweight Children and Adolescents reported that poor nutrition and a lack of physical activity results in 300,000 premature deaths each year in the United States. Many communities are largely unaware of the problem. However, by educating young people and adults on nutrition, fitness, and positive lifestyles, we can reverse the trends of poor health related to obesity. With this in mind, National 4-H Council with funding from Kraft Foods, Inc. gave grants to 8 organizations across the country to foster community-based, collaborative action to decrease the growing the trends of obesity. Programs that were funded involved youth, ages 5-12, and their families in activities on health, nutrition, and exercise. This interactive workshop will demonstrate through activity, discussion, and presentation how these communities developed and implemented strategies to encourage youth and their families to lead healthy lifestyles. Participants in the workshop will get a copy of the national program final report and take part in actual activities that have been utilized at the local grantee sites.

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THRIVING WITH YOUR SPIRITED CHILD

Faden Fulleylove-Krause* and Donna Doll-Yogerst

ABSTRACT:
Spirited children are those who either are "more" intense, sensitive, perceptive, active, persistent or moody than their peers or siblings. Extension Educators have met these children in their 4-H clubs, parent classes and other youth programs. Adults working with Spirited Children often think they have WILD, OUT OF CONTROL children. Often what is really going on is the adults and the children have inadequate tools to deal with the child's temperament. Thriving with Your Spirited Child is a new Extension curriculum based on the work of temperament theorists/educators like Stella Chess and Thomas Alexander, Mary Sheedy Kurcinka, Linda Bud, and Stanley Turecki. Seminar participants will gain a greater understanding of nine temperament traits, be able to identify positive (instead of negative) labels for these temperaments, and be able to apply effective strategies for positively influencing "spirited children." The presenters have impressive evaluation data from classes held in Wisconsin. They have a new educational tool including its technology on their Website. "Thriving with Your Spirited Child" curriculum materials include: a facilitator guide, parent resources, transparencies, a PowerPoint presentation, marketing materials and evaluations. Wisconsin parents are clamoring for these workshops, which reaches new audiences and can broaden the image of Cooperative Extension in your community. Participants need for, and satisfaction with, the project has been overwhelming. Extension Educators will come away from this seminar with the tools to create their own parent class as well as techniques that work with the child's spirit. Visit the Website <http://www.uwex.edu/ces/flp/curriculum/spiritedchild/>.

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USING TECHNOLOGY TO LINK RESEARCHERS AND EDUCATORS: A WEB-BASED EDUCATIONAL EXPERIENCE

Ted G. Futris* and Francesca Adler-Baeder

ABSTRACT:
Online distance learning is becoming increasingly more visible as a part of higher education, and research shows that it is as

effective as conventional classroom instruction in fostering learning. Similarly, this can serve as an alternative and effective approach to educating and training Extension agents. In fact, Extension agents' effectiveness in the field is enhanced by the desire and practice of keeping current in the research related to their work. As such, they often rely on conference attendance to learn firsthand from researchers in their field. This is often quite costly and exchange with the researcher is usually in the form of a didactic presentation, rather than face-to-face exchanges. With this in mind, Ohio State University Extension, in partnership with Alabama Cooperative Extension at Auburn University, conducted three electronic conferences (e-conference) in an effort to connect educators in the field and from multiple states with top researchers in selected areas of study in direct dialogue to promote up-to-date knowledge, dialogue about issues, and agreement on practical application. This workshop will review the development, implementation, and effectiveness of these family life e-conferences (http://hec.osu.edu/stepfamily; http://hec.osu.edu/couples; http://hec.osu.edu/teens). Lessons learned from these experiences and effective strategies for conducting online trainings for county educators will be discussed. Overall, e-conferences can serve as a cost-effective educational approach for communicating information and stimulating program and professional development.

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GETTING THE "YES" TO SPONSORSHIPS
Robin Galloway*

ABSTRACT:
Programs and events can be expensive to operate. Obtaining sponsors is often relished as much as doing taxes -a necessary evil. This poster shows innovative ideas to attract business sponsors, create successful requests for funding, and satisfy sponsors. Extension professionals will learn how to empower volunteers to do the footwork soliciting money. A quick, entertaining, hands-on activity with the poster helps simply explain businesses' decision-making processes. A handout will be available with information on national companies who financially support organizations at local levels. The poster depicts obtaining sponsorships as a challenge that can be conquered successfully. Even with a quick glance, ideas will be shared to help organizations request support. The author worked as the marketing director for a large store chain. Her responsibilities included making donations to non-profits. She believes any "no" can be turned into a "yes" with the right persuasion--and shares some techniques through this poster.

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AGRICULTURE NETWORK INFORMATION CENTER (AgNIC): A REGIONAL COLLABORATION TO BUILD A PORTAL FOR RANGELANDS AND NATURAL RESOURCES INFORMATION
Melanie Gardner*, Barbara Hutchinson and George B. Ruyle

ABSTRACT:
The Agriculture Network Information Center (AgNIC) is an alliance of land-grant universities, the National Agricultural Library, and other organizations who are working together to provide Internet access to authoritative agriculture-related information. A key feature of AgNIC is its commitment to multidirectional collaborations. One of these collaborations, the Western Rangelands Partnership, involves extension specialists and librarians from thirteen Western Land-Grant universities as well as the Society for Range Management, the Noble

Foundation in Oklahoma, and the Natural Resource Conservation Service. This initiative emerged from the previous Managing Rangelands AgNIC web site created over a six-year period by an interdisciplinary team at the University of Arizona. The main goal for the partnership is to unite and integrate various land-grant university rangelands and natural resources Web activities through a regional portal. Each state retains its own identity and unique rangeland-related Web presence while being part of a broader effort to apply innovative technologies channeling users to evaluated, value-added information and tools on rangeland resources. The resulting Website and prototype portal, <http://rangelandswest.org>, provides entry to a variety of rangeland management and policy issues topics, as well as links to individual state sites. This poster will highlight the development of the Partnership, the portal, and the various interconnected Websites.

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COMBINING PROGRAMS FOR HISPANIC YOUTH

Tyler Garfield*, Cheryl Williams, Anita Ramos and Annie Hyde

ABSTRACT:
Iron County Extension 4-H, Youth and Families with Promise, and Southern Utah University Spanish Club combined their efforts to help Hispanic youth join in community activities and feel part of a rural community. Spanish-speaking mentors were recruited through the local university to be trained as volunteer 4-H leaders and mentors for Hispanic youth ages 10-16. This rural community identified that the rising population of Hispanic families did not feel as "connected to" the community. To help them join in the community, a unique partnership was formed to foster good relations, give the youth positive activities, and increase the opportunities for bilingual education for the youth, the mentors and their families. Once a week 4-H projects are conducted by the University bi-lingual mentors. They include, Rock collecting, Skateboarding, Photography, Computers, and Cooking. The youth and their families are tested using the existing YFP research document. This seminar, will help participants structure programs to help youth in our culturally diverse society.

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INCORPORATING AMERICAN INDIAN IMAGES AND CULTURE INTO 4-H YOUTH DEVELOPMENT PROGRAMMING: TOWARDS AN UNDERSTANDING OF THE ISSUES, RESPONSES, AND RESPONSIBILITIES OF MULTICULTURAL EDUCATION

Barry A. Garst*, Patty Mulkeen and Virginia Bourdeau

ABSTRACT:
The use of American Indian or Native American images, symbols, and rituals in American culture has become an increasingly polarizing issue. This issue is no longer confined to debates about the use of mascots by professional sports teams. Rather, it has become a national issue for any community organization that strives to promote diversity and multiculturalism, including Extension. Over the past few years, several state Extension programs have been faced with stakeholders groups who have questioned how 4-H incorporates American Indian images, symbols, and rituals into youth programming. This seminar will explore the underlying issues that Extension organizations have faced, from the perspectives of Extension educators, volunteers, parents, members, tribal organizations, and tribal members. Presenters from the NAE4-HA Camping and Environmental Education Taskforce will share

strategies for identifying and addressing concerns about the use of American Indian images and culture. Effective strategies have included stakeholder identification, taskforce construction, creation of web-based communication systems, engaging tribal members as equals, and establishing partnerships with state tribes. Through a large group discussion, participants will share their perspectives and explore the implications of American Indian representation to the larger issues regarding Extension's role in multicultural education and involving stakeholders in local programming.

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DOES A WEEK LONG 4-H CAMP DEVELOP LIFE SKILLS AND LEADERSHIP ABILITIES?

Martha S. Garton*, Julie Ferry, Kelly Hicks, Helen Graves, Jane Jopling, Judy Matlick, Margaret Miltenberger and Craig Yohn

ABSTRACT:
A comprehensive report on research findings, Positive Youth Development in the United States (1998) concluded, "a wide range of positive youth development approaches can result in positive youth behavior outcomes and the prevention of youth problem behaviors." A Pennsylvania study found that 4-H activities are major factors in promoting life skill development (1989). These studies and others supported the holistic child-education approach used in West Virginia camping over the past 75 years; but the question still remained "are we making a difference?" The study was designed to assess the impact of 4-H camp with youths' life skills and leadership development. It built upon the Targeted Life Skills Model from Iowa State University, which is a holistic youth development approach (Pittman, 2002; Barkman & Machtmes, 2002; Cyfar Philosophy, Scales, 1996). The survey was given to 1,302 youth ages 6 to 20 who participated in 4-H camping programs in eight West Virginia counties. There were four areas measured (1) overall camp experience; (2) targeted Life Skills, (3) retrospective pre-testing of leadership skills; and (4) camper demographics. This study concluded that 4-H camps' experiential learning activities positively affect campers' life skills. Among older campers, on a four-point Likert scale, over 60 percent said they "always" learned life skills in Citizenship, Communication, Accepting Differences, Leadership, Marketable Skills and Healthy Life-styles. Using a three-point scale, over 70 percent of younger campers said "Yes" they learned life skills in Citizenship, Communication, Accepting Differences, Leadership, and Healthy Life-styles. Paired sample t-tests revealed significant positive differences in five of the seven leadership and teamwork skills measured for both age groups. Results should be used to guide the future measurement of 4-H camp impact and to strengthen camping curriculums. Follow-up studies to measure 4-H camp impact over time are recommended.

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4-H QUE ES ESTO?/4-H WHAT IS IT?

Donna R. Gillespie*

ABSTRACT:
Three 4-H awareness days were held the summer of 2002. 4-H organizers reached out to the Hispanic community to raise awareness of the youth opportunities available for families though 4-H. UI Extension faculty involved included Donna R. Gillespie, Matthew Schuster, Joan Parr, and Rhea Lanting. County 4-H program coordinators Jeni Bywater, Marla Lowder and Tina Dickard were also involved. 4-H Que es esto? events were hosted in Cassia, Minidoka and Twin Falls Counties. Minidoka county's population is 24% Hispanic, the largest in the Magic Valley area. 4-H youth enrollment in the three county area is less than 6% and area UI Educators recognized

the need to reach the Hispanic communities with 4-H information. Hispanic families were invited to the activities where signs and handouts were all printed in Spanish and English. Spanish-speaking youth and adults were present to help with all the activities and door prizes were awarded. Hands-on activities included shooting sports, dutch oven cooking, ice cream making, fun with frozen bread dough and pi±ata making. There were also displays about survival skills, activities for younger children, teen activities, and summer camp. Destinee Chapin Schuster, an Idaho State University graduate student, has interviewed Hispanic 4-H parents and youth in the Magic Valley in conjunction with the awareness days. Preliminary research shows that 75% of Hispanic 4-H parents had recommended 4-H to friends and rated their satisfaction with 4-H as 4.56 on a scale of 1 to 5, with 5 being the highest.

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MINIDOKA COUNTY 4-H TEEN ASSOCIATION--EXCHANGING MEMORIES

Donna R. Gillespie*

ABSTRACT:
4-H exchanges are a great opportunity to experience life in a different part of the nation or even the world! If you love to go to new places and see new things, then exchanges are perfect for you. Since 1997 4-H teens, adult volunteers and UI Extension faculty from Minidoka County have traveled and hosted youth and adults from Kansas, Montana and now Indiana. Donna R. Gillespie, Minidoka County Extension Educator and Jeni Bywater, Minidoka County 4-H Program Coordinator joined sixteen teens and one volunteer parent to travel to Clark County Indiana in June of 2002. Minidoka 4-H families are anxiously awaiting a visit from their new Indiana "brothers and sisters" the summer of 2003. While in Indiana teens were able see the variety of agriculture and industry in a rural county located just a few minutes from Louisville, Kentucky. Some activities the teens enjoyed included Churchill Downs, the Louisville Slugger Museum and bat factory, the Spirit of the Jefferson riverboat and just becoming acquainted with 4-H families in another part of the country. The benefits to youth from exchange programs are not limited to new friendships and sightseeing opportunities. Fund-raising, promotion and planning create many opportunities for the teens to sharpen their leadership and organizational skills. Teens who participate in exchanges are also more interested in becoming active in state and national leadership positions and applying for national scholarships and trips. Exchanges are fun and an effective tool to develop strong leadership and communication skills in 4-H youth.

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2002 UNIVERSITY OF FLORIDA INTERNATIONAL EXTENSION PROGRAM

Kenneth Thomas Gioeli*

ABSTRACT:
In 2002, eight University of Florida (UF) Extension faculty members participated in the UF International Extension Program in Costa Rica, and conducted a sociological study of local extension programs, studied the county's agricultural and ecological issues and examined Costa Rican culture while living with host families. This program was coordinated through UF and Universidad EARTH (http://www.earth.ac.cr/). Involvement in this program entailed participation in two preliminary in-service training programs, a nine day trip to Costa Rica, and a post-trip evaluation session. The International Extension Program (1) Broadened the participants' understanding of the family structures, cultures, customs, lifestyles and views of people around the world, allowing them to recognize similarities and to gain an appreciation of cultural differences. (2)

Created an opportunity to develop a relationship with co-workers within Florida and Costa Rica in both a professional and personal capacity that would otherwise not have been possible. (3) Strengthened the participants' commitment and dedication to their jobs, energized them when they returned home, and deepened their belief in the function of Extension not only in Florida, USA, but in the world. For the UF Extension System: (1) UF has County Extension Faculty better prepared to respond to international program involvement, to the needs of people of diverse cultural, economic and social situations. (2) UF has a cadre of professionals with increased energy and commitment to improve Extension efforts domestically and internationally.

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THE DEVELOPMENT AND EVALUATION OF IDAHO'S BEEF QUALITY ASSURANCE (BQA) CURRICULUM

J. Benton Glaze, Jr.*, R. M. Ohlensehlen, and W. F. Hazen

ABSTRACT:
In 2002, University of Idaho Extension completed a Beef Quality Assurance (BQA) curriculum to be used in the training of certified BQA producers in Idaho. The purpose of BQA certification is to ensure that beef utilized by the consuming public comes from cattle that are raised in accordance with National Cattlemen's Beef Association's (NCBA) BQA guidelines. The objective of these guidelines is the production of a safe, wholesome, high-quality, and consistent beef product. During the development of Idaho's BQA curriculum, input from beef producers, veterinarians, allied industry representatives, brand board representatives, cattle association representatives, and University of Idaho Extension faculty (Specialists and Extension Educators) was solicited and incorporated. Results of this effort include a reference manual and training materials. The three-hour training session identifies beef quality challenges and outlines management techniques needed to solve the problems. Issues identified in NCBA's beef industry audits and addressed in the curriculum include consumer needs, food safety, animal health, product quality, and the incorporation of best management practices. Certification is achieved through a multi-level process that involves classroom instruction and testing (Level I) and ranch audits (Level II). Currently, eight training sessions have been offered and approximately 125 beef producers have participated. Evaluation of the training sessions included pre-training and post-training tests. Fifty-three percent (53%) of participants passed the pre-tests and ninety-five percent (95%) of participants passed the post-tests. This evaluation indicates that participants' knowledge of BQA was increased during the training sessions.

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BIG SURPRISES ON THE ROAD TO HAPPINESS, PRODUCTIVITY, AND CLOSE RELATIONSHIPS

H. Wallace Goddard*

ABSTRACT:
The standard American idea is that you can't love anybody or be happy and productive until you love yourself. Research shows two problems with this idea: 1. It doesn't work. (People aren't very good at consistently loving themselves.) 2. It isn't true. (Loving oneself does not make a person more loving or productive.) There are exciting new discoveries on how people can be more happy, more productive, and have better relationships. This presentation will provide tools to improve your happiness, productivity, and relationships as well as to help you cultivate the same skills in the youth, families, volunteers, and professionals you work with. The skills that are described in these materials are based on The Great Self Mystery developed at Auburn University

(Goddard & Morgan, 1995), and new discoveries in happiness based on signature strengths (Seligman, 2002). Each participant will leave the seminar not only with a solid process for discovering and developing talents, but will leave with exercises and activities that can be used to teach the skills to others.

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THE ACCESS E-NONPROFITS CURRICULUM

Stephan J. Goetz*, William Shuffstall, Rae Montgomery and Walter Whitmer

ABSTRACT:
The eNonprofits curriculum is intended to help nonprofits make the most of their Internet connection and Web presence. It is about making smart business choices that meet the needs of clients, patrons, or members. It's primary audience is the smaller nonprofits with limited budgets but big ideas. The Web-based curriculum is organized into four components: (1) eNonprofits is a backgrounder covering nonprofit and Internet basics, how nonprofits can and do use the Net, and the business, social, and technical issues affecting nonprofits online. (2) Learning and Using the Net explores the free and inexpensive tools available to nonprofits online like Email, search engines, and various business applications. For many nonprofits these services are as important as or more so than establishing a Website. (3) Creating an Online Presence includes planning, designing, creating, maintaining, and promoting a Website. The emphasis here is on managing Web content and expenses. (4) Business Plan features worksheets and checklists that help users put the material learned in the tutorial to use. We will discuss our experience using this curriculum, and how it complements the Access e-government and e-business programs

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IT'S A JUNGLE OUT THERE: HOW TO ENTER THE JOB SCENE

Danielle A. Gordon MS*, Elaine Shook, PhD and Betty Miller, PhD

ABSTRACT:
University of Florida IFAS Extension-Leon County 4-H and Family and Consumer Sciences teamed up to provide teens with valuable insight on entering the job scene. It's a "Jungle Out There: How to Enter the Job Scene," a three-day employability skills workshop, targeted teenagers with little or no experience in the job market. Teens engaged in writing a resume, requesting and completing job applications, and participating in mock interviews. Other sessions included dressing for success, the importance of personal hygiene, etiquette on the job, and money management. At the conclusion of the program, participants reported they would approach the search for a job in a different way. Teens said they would use the information provided in the workshop to get a job. Knowing how to appropriately dress and act when requesting applications and interviewing for jobs were important skills most participants reported learning. After completing the mock interviews, interviewers provided feedback to the candidates, offering useful information in preparation for future interviews. At the conclusion of the program, participants set goals related to entering the job scene. Five months after the program, one-third of the participants reported having asked for and completed job applications. This workshop was successful in the quest to improve employability skills of teenagers. The program is offered during Spring Break and summer. The success of this program is in part due to its many community partners, including JC Penney, Florida State University Career Center, Publix Super Markets, Leon County Human Resources, and other local businesses.

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PUT YOUR SKILLS TO WORK: AN EMPLOYMENT TRAINING PROGRAM FOR LOW-INCOME HISPANICS

Linda S. Gossett* and Marilyn C. Bischoff

ABSTRACT:
Two University of Idaho Extension Educators developed the program, Put Your Skills to Work (PYSTW), to teach Hispanic adults job search and retention skills, English language instruction, and information about community resources. Students attended classes two evenings per week at a neighborhood church. Ten to fifteen unemployed or underemployed adults attended classes during the program. Many brought their children to on-site childcare. Support people included a bilingual program coordinator, a bilingual childcare coordinator and teen helpers, Hispanic advisory committee members, mentors from a Survival Spanish class and community volunteers. The Educators adapted materials for PYSTW from California's CES "Gateway to a Better Life" and Texas' CES "Moving Ahead Through the Maze of Change." The forty hour course included: English as it relates to employment, assessing current job-related skills, goal setting, creating a work history, filling out job applications, interviewing skills, time management, employer expectations, performance assessments, employee benefits, workers' rights, and basic computer literacy. Nearly 50 students graduated during the year. Students completed pre- and post-course assessments. Post-test assessments indicated the following improvements: understanding English, discovering transferable skills, setting goals, writing a resume, completing job applications, preparing for job interviews, discussing employee benefits, calling a boss when they couldn't work, and negotiating conflicts. The Educators learned: how to recruit new immigrants, to involve family members, instruction should be interactive, students need individual assistance, participants do not understand many work-related terms, Anglo volunteers can be effective, that wording of evaluations must be pre-tested, and to anticipate a high attrition rate.

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INTERNATIONALIZING EXTENSION

Nancy L. Granovsky* and Mike McGirr

ABSTRACT:
This session, sponsored by Epsilon Sigma Phi, will be of interest to all Extension professionals interested in the global dimensions of Extension work. It will explore several dimensions of what it means to "internationalize Extension," with an emphasis on the new national initiative from CSREES to strengthen the international dimension of state extension services nationwide. Current opportunities available through USDA/CSREES International Programs, which serves as a point of contact and clearinghouse for information about international programs, upcoming assignments and projects, training opportunities, scientific and technical exchanges, and development education and technical assistance, will also be discussed. The close connection between "internationalizing" and better serving the needs of very diverse local audiences in the U.S. will be examined and members of ESP's Global Relations Committee will share current initiatives and Web-based resources of interest to Extension professionals and retirees. The session will foster networking opportunities for those with an international interest to partner with colleagues and to learn about current international activities and opportunities, both domestic and foreign.

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SUMMER ADVENTURES WITH 4-H & THE METROPOLITAN POLICE BOYS AND GIRLS CLUB OF WASHINGTON, D.C.

Aaron Gravelle*

ABSTRACT:
In May 2002, the St. Mary's County 4-H program was contacted by the Director of Programs with the Metropolitan Police Boys and Girls Clubs, Washington, D.C. to provide 4-H curriculum and programs to enhance the educational efforts of their summer camping program. Camp Ernest W. Brown, located in Scotland, Maryland is in the southern part of St. Mary's County. The camp was acquired by the organization in the 1960's. Since that time, the Metropolitan Police Boys and Girls Club has brought youth to camp in rural St. Mary's County. More than 800 boys and girls and 50 counselors participated in the St. Mary's County 4-H program through involvement in educational programs, projects, and curriculum for eight (8) weeks in the summer of 2002. Specific curriculum, projects, and programs included leadership development, nutrition education, theatre arts, entomology, and bicycle safety. Leadership development sessions were held 4 of the 8 weeks with all counselor and staff. Nutrition education classes were held for over 600 youth. Fifty percent of the youth participating in the camp participated in the theatre arts program. Thirty-five percent of the youth participated in the entomology program. All counselors completed a 6-hour bicycle-safety training program. Program objectives included the following: (1) use hands-on and real life examples to strengthen developmental skills, life skills, and creativity; (2) provide opportunities for all youth to participate in the 4-H program; and (3) provide opportunities for youth to learn about subject areas that interest them. 4-H has been invited to participate again in 2003.

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DROP YOUR JEANS AND GIVE ME H.U.G.S.!

Jolie Ogg Graybill* and Darcy Tessman

ABSTRACT:
Project H.U.G.S. (Helping, Understanding, Giving, Sharing) You can help! Here's what you do. . .Look in your closet, your spouse's closet, your Teen's closet or anywhere to find used jeans that can help someone else. Bring one pair, or bring them all, but bring a pair of used jeans to this session. "My hands to larger service..." is part of the 4-H pledge and an integral part of 4-H work. This hands-on workshop will teach you the steps to implement a quilt making service project using recycled materials. Old blue jeans turn into "snuggle" blankets with your help. This curriculum shows just how easy even the most sewing-challenged group can get together and pass on H.U.G.S.! Join us to learn how to make utterly adorable snuggle blankets from old, out of style blue jeans. Put your "hands to larger service" and pass on H.U.G.S.!

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WORK HARD, PLAY EVEN HARDER--BALANCING WORK AND FAMILY

Jolie Ogg Graybill* and Darcy Tessman

ABSTRACT:
How do you balance your work life and home life? Are you unbalanced, mixed-up, and confused? Is your work life-home life balance tipped evenly or does work tip the scale and send you over the edge? Take a deep breath, sit back, relax . . .Trade stress for success!

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PARTNERING WITH PARENTS: WALKING THE JOURNEY TOGETHER

Kimberly Greder*, Donna Donald and Mary Crooks

ABSTRACT:
Partnering with Parents: Walking the Journey Together (PWP) is an innovative series of training modules designed for professionals and volunteers who work with parents and their families in one-to-one and group settings. It promote a strengths-based approach using principles of family centered practices to facilitate learning and support parents. The ten modules consist of 50 hours of learning in face-to-face group settings and additional learning through online activities and assigned readings. You will learn about the objectives, content, format, and delivery of PWP, engage in activities used in PWP, and explore possibilities for implementing PWP in your state. You will see how the National Extension Parent Education Model and the National Extension Parenting Educators' Framework have been integrated into PWP. Evaluation data reveal that learners (n=37) strengthened their knowledge, understanding, and skills related to parenting education. There was a significant difference between learners' rating of their competencies related to parenting education at the beginning of PWP, as compared with after they completed PWP. Comments from learners: "I learned more about parenting education in PWP than I have learned in my 20 years as a parent educator." "There is a lot of great information provided and it gives learners a lot of opportunities to learn form the experiences of other parent educators. I found the information very interesting and it was presented in a very effective manner. Class activities were productive and I have used them with families." Extension field staff provide leadership for PWP locally with support from campus specialists. Local resource people serve as co-facilitators, and families are invited to serve on panels to share their experiences and perspectives.

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BUILDING A COMPREHENSIVE SUPPORT SYSTEM FOR COOPERATIVE EXTENSION VOLUNTEER WATER QUALITY MONITORING EFFORTS: EFFECTIVELY WORKING WITH VOLUNTEER MONITORS

Linda Green*, Elizabeth Herron, Kelly Addy and Kristine Stepenuck

ABSTRACT:
The goal of the Volunteer Water Quality Monitoring Facilitation Project is to build a comprehensive support system for Extension-associated volunteer water quality monitoring efforts across the country. We are working to expand and strengthen the capacity of existing programs, and support development of new ones. The primary objectives of the project include identifying, learning about, and featuring current Cooperative Extension volunteer water quality monitoring programs, developing training materials to support and strengthen these efforts, providing training at regional Extension water quality conferences, and developing Internet and Web-based tools for networking and data management, and working to increase collaboration and cooperation between Cooperative Extension programs and other agency programs. Cooperative Extension plays a unique role in extending university research and knowledge to local communities and can play a valuable role in water quality education and environmental stewardship. These monitoring efforts can lead to increased awareness of water quality issues in local communities and to implementation of locally driven water quality improvement projects involving a full spectrum of the community from farmers to inner residents. Coordinated communication and sharing among existing and planned volunteer water quality monitoring efforts can benefit all programs. We have developed and launched a Website

<www.usawaterquality.org/volunteer> that lists all programs, highlights individual programs, includes related research and educational efforts, and will have all modules of the Guide for Growing CSREES Volunteer Water Quality Monitoring Programs. A list serve for Extension volunteer monitoring coordinators, CSREESVolMon-list@uwex.edu has been launched to facilitate networking among program coordinators.

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SOLUTION FOCUSED AGING IN PLACE

Madeleine Greene C.F.C.S., A.F.C.* and Phyllis Madachy

ABSTRACT:
Successful long term living requires considerable advance planning. Aging in place is a phenomenon that is a preferred option but often very difficult because of community design, family structure, unavailable resources, or appropriate planning left too late in life. This workshop will look at the issues, opportunities, and actions taken in Howard County, Maryland to create a successful community in which to Age in Place successfully. Cooperative Extension has formed a working partnership with other agencies, providers, and for profit groups to present a "CAregivers Conference", create a "Caregivers Resource Center", support the Senior Health Insurance Advocacy Program and create a speakers bureau for issues relevant to caregivers and caregiving. Through a working partnership financial resources have been pooled, staff have been shared, and consumers served. A continuing effort of the partnership are monthly workshops titles "Understanding Long Term Living-the financial and social implications." Howard County has the fastest growing senior population in Maryland. The services available are many and varied and have created issues because of their availability and the financial status of the residents. Regardless of community size the issues and approaches we have faced and resolved are issues faced by every community in the U.S. The challenge is will cooperative extension step up and help solve the challenges of our aging communities and citizens.

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HIGH-TECH VOLUNTEERISM--MEETING THE EXTENSION EDUCATION NEEDS OF TODAY'S SENIORS

Carolyn Gregov Ph.D.*, Mary King and Jolynne Williams

ABSTRACT:
The need to reach a rapidly growing senior population with effective research-based health and life skills education within the constraints of dwindling resources generated the development of a database-managed volunteer extension education program for adults over 50 called the Healthy Living Educator Program. This program sends trained volunteers into their communities to teach and present science-based information on health management, nutrition, money management, sustainable living, and senior issues. The program was developed and tested in Sarasota County, Florida, which has one of the highest percentages of seniors in the nation. The University of Florida and community partners provided program development oversight and assistance. This seminar presentation will demonstrate (1) the computer database that allows one part-time program manager to successfully run a large volunteer education program; (2) some of the 50+ PowerPoint presentation curricula that ensure integrity of information and minimize the risk of misinformation; (3) the user-friendly, highly portable laptop-free projection equipment that reduces the risk of equipment failure and damage or misuse by volunteers; (4) the Educator Resource Manual, Program Manager guide, Software User's Guide, and all the forms, evaluations,

and letters used in managing the program; (5) the ease with which information can be upgraded and/or changed to best provide multiculturally sensitive educational services in the heart of the communities being served.

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TREASURES OR TRASH? THE FAMILY TIMES REPLICATION PROJECT

Patricia Gruber MS, MA, CFCS*, Zona Hutson M.A., Patty Mulkeen Ph.D., Patty Morrison M.A., Sue Riggs M.A., Deborah Shriver M.A. and Carl Townsend M.S.

ABSTRACT:
West Virginia University Extension agents in 17 counties replicated the Family Times Newsletter project that had been piloted in four West Virginia counties in 2000-2001. The research questions were (1) If user-friendly parenting information is easily available, will parents use it, thereby increasing their knowledge and parenting skills? (2) Can newsletters increase the use of positive parenting techniques as self reported by respondents? Ten newsletters were distributed monthly to kindergarten parents between September 2001 and May 2002. The first newsletter introduced the series while the following nine each focused on a topic of concern to parents and offered specific recommendations for putting the information into practice. The survey instrument was a post-then-pre-test questionnaire design. Parents from schools in each county received the survey. The first five newsletters were evaluated in the Phase 1 survey, while the remaining four newsletters were evaluated in the Phase 2 survey. Each evaluation phase was conducted with a different parent sample. The surveys were identical except for response options for the question regarding the number of newsletters the parent had read and the items specific to newsletter topics. The two-page survey distributed to parents included general questions about the newsletters, a series of post-then-pre-test questions assessing parenting behavior before and after reading the newsletters, and demographic questions. Seven hundred and fifty-two Phase 1 surveys were distributed, with 240 returned for a response rate of 31.91 percent. Four hundred and eighty-one Phase 2 surveys were distributed, with 131 returned for a response rate of 27.33 percent.

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VOLUNTEER RECOGNITION IS VITAL

Patricia Gruber *, Zona Hutson and Deborah Shrive

ABSTRACT:
The ability to identify the major motivators of adults and teens in accepting and continuing in volunteer roles is of vital importance to Extension programming efforts. Understanding motivational styles, being able to determine an individual's motivational style, and then identifying the most appropriate ways to recognize volunteers according to their personal style are vital to the success of programs built around volunteer support. To be recognized and appreciated is a basic human need and a vital ingredient to enduring, growing, and successful volunteer-based programs. Call it recognition, call it appreciation, call it what you will, but never leave it undone! Each volunteer is motivated for different reasons and appreciate types of recognition specific to their personal style. It takes a variety of ideas to meet recognition needs within programming. For growth, change, and continued interest, new and creative thoughts are necessary to spark a variety of solutions for Extension educators' needs as they work with diverse groups of individuals and situations. Recognition can be accomplished in many ways; with a few words, with expensive or inexpensive ideas, with additional responsibilities, or with any appropriate methods and ideas. Understanding how to identify motivational types and then meet those specific and individual needs of volunteers will help to

maintain and grow your volunteer base. The creativity comes in designing unique and specific ideas for recognition.

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CREATING SANITY IN THE MIDST OF CHAOS-ACHIEVING WORK-LIFE QUALITY AND BALANCE

William A. Guillory Ph.D.*

ABSTRACT:
This presentation will focus on three major themes--making a personal inventory of your work-life quality and balance; taking personal responsibility for the present state of your life as a prerequisite for creating positive change; and designing the "script of your life" to be congruent with your innermost values. After defining what is meant by work-life quality and balance, participants will initially engage in an exercise to assess their present "quality of life." Then, they will participate in a simulation exercise that creates a difficult choice for a professional opportunity and how the choice will impact their personal responsibilities and relationships. This exercise will lead to an open group discussion culminating in a new paradigm for reconciling work and personal responsibilities. The final activity is to have each participant rewrite the "script of their life" by defining the dominant activities that are congruent with their innermost values in the areas of self, family, work and service. The workshop will be highly interactive, experiential, and fun!

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LEADING WITH WISDOM

William A. Guillory Ph.D.*

ABSTRACT:
This is a challenging, in-depth seminar that explores the knowledge and skills necessary to lead effectively in the 21st century. These include (1) A determination of your "dominant leadership style" and its effectiveness in leading change; (2) Your ability to resolve personal barriers to exceptional performance and coach others through a similar process, and (3) Your mastery of the "skill of wisdom" in managing today's 24/7 world of work. The mastery of each of these skills begins with personal introspection and is subsequently expressed in your unique style in leading and working with others. The seminar is highly experiential, hands-on, and fun. The overall objectives of the seminar are to (1) experience why leading in the 21st century requires the ability to manage a spectrum of competencies and styles; (2) Learn how to resolve self-limitations in a leadership role and coach others through a similar process; (3) Learn how to use work-life conflict and challenges as opportunities for learning and leading with wisdom.

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NEBRASKA TEAM DELIVERS E-PROGRAMMING

Connie Hancock*, Dewey Teel and Phyllis Schoenholz

ABSTRACT:
Through e-programming by the conNEcting Nebraska Technology Team, technology education is moving full-speed ahead in Nebraska. To make this happen, time was reallocated and the team began by managing the popular Master Navigator Internet program and introducing e-commerce to business and community leaders. They have now grown to be the managers of all cooperative extension technology programs across the state. As a result of this team's

efforts, more than 1,400 people have improved their Internet skills and more than 400 business owners and employees better understand e-commerce. More recently, the team began working with an e-Gov curriculum to educate local officials about the opportunities of putting their business on-line. The team has been successful in acquiring grant money to develop and deliver educational technology programs statewide. Charged with researching and assessing training needs of Nebraska citizens, they continually adapt programs and develop new curriculum to meet those needs--;from basic Internet education to ecommerce. The conNEcting Team also works collaboratively with local technology committees across Nebraska. They help community leaders assess needs and develop information technology plans to encourage and increase technology use in their local communities. They also have conducted two statewide surveys. The first assessed business technology use; while the other focused on educational programs offered by various institutions and products offered by telecommunication service providers. To effectively meet the needs of the state, the team has created numerous partnerships. Plus they work closely with several state agencies to deliver programs at all levels.

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WATER QUALITY AND NUTRIENTS: EDUCATING THE PUBLIC IN DELAWARE

David J. Hansen* and Gregory D. Binford

ABSTRACT:
In June, 1999 the Delaware General Assembly unanimously passed House Bill 250, commonly referred to as the Nutrient Management Act. The primary objective of this Act is to"...regulate those activities involving the generation and application of nutrients in order to help improve and maintain the quality of Delaware's ground and surface waters...."The Act requires operators of animal facilities larger than eight animal units, and individuals that apply nutrients to more than ten acres of land, to complete a certification program by January 1, 2004. Individuals must attend between six and 12 hours of training depending on the type of operation. This program has offered an unprecedented opportunity for Cooperative Extension to interact with the "universe" of people involved with managing nutrients on the land. Classes address nitrogen and phosphorus topics including nutrient cycling, environmental issues, and best management practices in the context of protecting water quality. As of January, 2003 more than 1700 individuals have participated in this program, and it is expected that nearly 3000 individuals will attend this training by the end of 2003. The outreach opportunity will continue as individuals are required to attend a minimum of two hours per year of continuing education to maintain their certification. This presentation will provide an overview of the Delaware Nutrient Management Act, describe the development of the certification program, and discuss the future of this effort in the state.

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CHILD CARE PROVIDERS - AN UNTAPPED AUDIENCE

Susan Hansen*, Amy Peterson and Mary Nelson

ABSTRACT:
The child-care providers in your community may be an untapped audience and collaborator for family and youth development programming. Since child-care providers work with children and families, what a great opportunity to reach and impact children and families who may not be familiar with 4-H and Cooperative Extension. This poster session will look at how Extension professionals can use existing programs to reach child-care providers and the families with whom they

work. Ideas will be shared on how to use such materials as Character Counts, Real Colors Matrixx and 4-H food manuals with this audience. Ideas for collaboration between child-care providers and the Food Stamp Nutrition Education Program will also be shared. Learn how to work with child care providers to teach children and families about nutrition, food safety, food preparation, parenting, child development, and more.

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EDUCATING CHILD-CARE PROVIDERS VIA SATELLITE-MEETING A 21ST-CENTURY DEMAND: ISSUES AND EVALUATION RESULTS

Sandra P. Hall M.Ed.* and Nancy Ellen Kiernan, Ph.D.

ABSTRACT:
The Penn State Cooperative Extension Better Kid Care Program, delivered by Family Living Agents, provides educational materials and training opportunities for child-care providers, parents and employers throughout Pennsylvania. The core outreach method of the Better Kid Care Program is distance education, downlinked in two-hour satellite-training workshops with wrap-around discussion periods. During the 2000-01 programming year, eight satellite-training workshops produced at Penn State were downlinked to over 55 Penn State Cooperative Extension training sites across Pennsylvania and to over 40 states nationwide. The evaluation team selected three satellite downlinks to evaluate: identified objectives; used the telephone survey method and entered the survey results into a statistical computer program; findings and conclusions were shared in long version and fact sheet. The evaluation provided a profile of the participants, the value of distance education and impact for the Better Kid Care Program.

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CONNECTING THE YOUTH WITH THE COMMUNITY FOR A MORE SATISFYING COMMUNITY SERVICE EXPERIENCE

Stacey Harper*

ABSTRACT:
We've all heard the complaints youths often make when they've completed a community service project. There was not enough help, there were unprepared for the tasks, they were not involved in making the decisions. Unrealistic expectations about what will be accomplished and the difference they will make due to their service are often developed during the planning process creating disappointments and frustrations. Sometimes leading them to become less involved in future service projects. How can youth engage in projects that are successful and feel satisfying? Energy Express, a summer AmeriCorps program, requires site teams to select, implement and reflect on a community service project through a structured process guided by a site coordinator. Based on an analysis of the planning forms and reports, the satisfaction of the members with the community service project was determined. Whether or not the members considered the project successful was also analyzed. One site that partnered with over seven community groups, commented "We learned that the community embraces the concerns of others and is open to any ideas about solving problems." The research indicates that members reported they were more satisfied when the site team partnered with faith-based or community organizations to plan and complete the project. Those sites that partnered were also more likely to report that the project was successful at achieving the objectives. A strong connection with community groups is important for the project to be valued by the youth.

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YOU, TOO, CAN BE AN AWARDS WINNER IN 2004

Cathy Harrington*, Debbie Purvis, Peggy Bledsoe, Kathy Baldwin, and other members of the NEAFCS Awards and Recognition Training Task Force

ABSTRACT:
Have you ever wanted to apply for an award and didn't know where to start? NEAFCS Awards and Recognition Training Task Force has all the answers. Where are the Awards guidelines? How do you plan for success? Do you meet the criteria for awards eligibility? How do you present your award application in a professional and organized manner? What kind of application wins? How can you promote the awards process in your state? To the final answer to these questions, attend this informative session and learn how to be an award winner. If you've ever said, "I don't do anything outstanding enough to be recognized," remember that someone wins because they've taken the time to apply. Be ready to have some fun and play some games! The learning process is always enhanced by fun! Tap into the knowledge and experience of awards winners before next year's awards season.

*NEAFCS Awards, Fairbanks, AK

DOING BUSINESS:
COMMUNITY-INVOLVED RADIO PROGRAMMING

Jane E. Haskell*

ABSTRACT:
With over 50,000 home-based businesses in Maine, and more than 15 million small businesses nationwide, the need for ongoing business education is great. The University of Maine Cooperative Extension's program, Doing Business, helps Maine people learn about business resources as a result of listening to an hour-long, monthly, business education radio program that addresses business topics from the point of view of home-based business owners. An Extension educator who produces and hosts of Doing Business uses a variety of techniques including call-in, topic related resource packets, Web archiving and anonymous evaluations to invite a largely unseen and silent audience of more than 3000 to participate. More than half of listeners surveyed revealed that, as a result of listening to facilitated, one-hour conversations among three to five program guests, they had (1) increased their knowledge of running their businesses; (2) reduced business management risk; (3) worked on a business plan; (4) maintained records more regularly; and (5) enrolled in a workshop, class, or course relating to business management. Citizens who own very small businesses are taking a leadership role by being a guest on the air and are also mentoring other business owners. Guests also reported increased confidence and personal leadership skills to enhance small and home-based business in Maine. Collaborative leadership between Extension and community radio creates an opportunity for community members and business assist organizations to listen, participate and become involved.

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STRENGTHENING YOUR FACILITATION SKILLS

Jane E. Haskell *

ABSTRACT:
Agencies and organizations, volunteers and citizens are often expected to interact in collaborative groups. A five-part series, "Strengthening Your Facilitation Skills," was developed by two colleagues at University of Maine Cooperative Extension to help group members more effectively design and manage group processes to achieve desired results. Participants in the twenty-hour program learn and practice a set of facilitation skills. Facilitation best practices are modeled and critiqued by presenters and participants throughout the experiential program. Participants utilize a variety of tools as they

practice contracting, designing agendas, moving from ideas to action planning, managing disruptive behaviors and resolving conflict. Resource notebooks are provided to all participants; optional texts are available to purchase. Post-program assessments revealed a better understanding of the facilitation process by all participants. Nearly three-quarters of participants volunteered to donate time to facilitate a two to three hour program in their community. Prior to the training, 50% or more of the participants were sporadically or not practicing 21 of 27 facilitation skills. After the training, all participants report they usually or now practice all 27-core facilitation practices. A long-term reflective appraisal of participants, who had facilitated an average of 4.5 community meetings, revealed an increase in knowledge manifested by increased confidence, using more participatory activities and improved group productivity. With decreased state and community budgets, productive group processes are becoming critical. Skilled community leaders and group members are now able to advance the productivity and capacity of communities to advocate for their citizens' needs.

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"TAG - YOU'RE IN!"

Michael Hauser* and Bryan Chadd

ABSTRACT:
Reflect on your childhood. The air is filled with shouts of "Tag--You're It!" Reflecting on that scene, are you reminded of the slowest kid chasing the faster kids around the neighborhood with no hope of ever tagging another player. The final scene plays out when the "it" kid states that "this game is no fun and quits". Upon analyzation, the old game of Tag--You're It really camouflaged the game of Tag--You're Out. Observers would see the game was based upon the goal of selecting the slowest person to ensure the others would succeed. Cooperation and communication existed only among the faster players and solving his problem was an impossibility for the slower player. The field of Experiential Education is based on many premises and principles. Five principles of successful experiential programming are active engagement, cooperation, problem solving, communication, and goal setting. These five principles are inherent in tag games that are more reflective of "Tag--You're In," than "Tag--You're Out!" Experiential Educators are accustomed to processing experiences utilizing the feedback strategy of asking "What, So What and Now What" questions. This workshop will focus on the "Now What" question to address relevant youth development issues. By presenting over 30 tag games, we will process the issues of character development, playing fair, active engagement, finding commonalities among our differences, decision making, solving problems, trust and support. Sound simple--it is. Profound? It can be if you change "Tag--You're Out" to "Tag--You're In" with your youth.

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COWBOY OBSTETRICS--A CALVING PRIMER

James N. Hawkins* and Dr. William A. Zollinger

ABSTRACT:
Dystocia or difficult births continues to plague cattle producers in central Idaho. Replacement heifers account for the majority of the difficult births, but older cows are not immune. The death of the calf at birth costs dollars that are easy to measure. Difficult births that delay the time to parturition are "hidden" costs that we cannot see. Difficult births produce calves with a lower immune system response making them more susceptible to disease. Sick calves cost dollars in medical costs, losses in productivity, and may even die. In addition,

the cow is slower to return to estrus, the chances for uterine infections are higher, conception rates can be reduced, or the cow can be open. Five calving schools were held. The schools were designed to achieve the following goals: (1) reduce the stress of birth such that a live, viable calf is born, and (2) demonstrate skills and management principles that enhance the survival of all calves, born naturally or with assistance. Over 300 people, representing approximately 175 ranches, attended the one-day schools. Pre- and post-tests showed a 47 to 58% increase in attendees' knowledge about dystocia and dystocia management practices as a result of attending the calving schools. Follow-up telephone surveys conducted nine months later indicated attendees retained at least a portion of the information taught, and saved an average of 1.6 calves per ranch and potentially generated an additional $171,780 from these calves.

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UW CES STATE-AND COUNTY-BASED CES EDUCATORS TEAM UP TO PARTICIPATE IN A MULTI-STATE ADOLESCENT CALCIUM RESEARCH PROJECT

Vicki Hayman*

ABSTRACT:
Situation: University of Wyoming's (UW's) participation in USDA multi-state project W-191, ("Factors influencing the intake of calcium-rich foods among adolescents") represents a two-pronged effort: first, a research undertaking with 10 other states; and second, a collaboration among state- and county-based Family and Consumer Science and 4-H/Youth educators. The research was undertaken because many studies have documented a precipitous drop in calcium intake between the ages of 12 and 16 years. Objectives: Research objectives were to assess calcium intake among younger and older adolescents and to examine related factors. Objectives of the collaboration were to provide county-based FCS educators with an opportunity to be involved in a significant research project and to provide an effective avenue for gathering data. Methods: The research was conducted in two phases. Phase I consisted of focus groups that elicited adolescents' perceptions about factors influencing consumption of calcium-rich foods. Phase II involved developing, pilot-testing, and administering a survey to assess calcium intake. County-based educators made all contacts with local school personnel, arranged for focus groups, pilot tested instruments, administered the final survey, and secured signed consent forms for all youth who participated in various project stages. Results: A number of conclusions have been drawn from Phase I. Phase II analysis is not yet complete. Significance: The research results will be used to strengthen nutrition education programs. In terms of the collaboration, teamwork made it possible for Wyoming to participate in the project, county-based Extension staff expanded their research experience, and the project enhanced UW as an "engaged institution."

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OUTDOOR SUMMER SCIENCE SCHOOL

Kevin Heaton*

ABSTRACT:
By partnering with local elementary teachers, USU extension has been able to help educate students about environmental and natural resource issues through the Outdoor Summer Science School (OSSS). The OSSS is a 7-week course that provides students hands-on learning experiences. Identifying the need for equipment, such as water quality testing kits, digital cameras, binders, backpacks, the partners wrote and received grants over $7,500.00. Through grant funding and support from Garfield County School

District the OSSS was held three consecutive years. Over 130 youth, grades 4-6 enrolled during the three years. Each week students spend one day in the classroom learning about an issue and one day out in the field completing their education. The "out-of-doors" learning experience usually revolves around a project such as restoring a stream or an activity such as shooting sports. Students document with photos and text what they learned on activity pages. Several students have entered them in the local county fair and some have entered them in the state fair. Summer science school has included the following 4-H sponsored activities: sport fishing, shooting sports, aerospace, environmental science, soils, wildlife management, watershed restoration, and water quality testing. The OSSS has demonstrated the benefits of partnering with local elementary teachers. By combining resources and vision for teaching youth about natural resources, the environmental and 4-H programs, youth have increased skills, confidence, and interest in environmental education.

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TEACHING LIFE SKILLS--A CASE STUDY

Linda M. Heaton* and Judy Hetterman

ABSTRACT:
Amidst ongoing changes in Extension programming, there remains a need to offer and deliver life skills training. A case in point is the Kentucky Master Volunteer in Clothing Program. This statewide community outreach endeavor is into its thirteenth year training and empowering volunteers to teach sewing in their communities. New volunteer involvement and the initial basic training is offered by request/need only. Despite the rigorous demands and high-quality standards to which program participants are held, interest remains keen and the program continues to grow and flourish. Sewing is not a dying art, nor does Extension have to eliminate this traditional life skill from its programming. The key is to train and involve select volunteers through the "master" concept. In addition to teaching the life skill of sewing in their communities, volunteer participants have also documented growth in other areas. These include improving their own self-esteem, increasing their teaching skills and abilities, networking with others in their community, providing an opportunity to demonstrate leadership skills/ability, and growth/expansion their own sewing expertise. Benefits to their communities include successful grants bringing in money to purchase sewing equipment for their Extension offices, home-based businesses started, increases in retail sales at home town stores, reviving 4-H/Youth involvement, and imparting creative, stress-relieving activities to both youth and adult audiences. During this session, time will be allotted to discuss potential avenues for states to join forces to continue this traditional life-skill programming.

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PROJECT RECYCLE

Jason A. Hedrick*

ABSTRACT:
Objectives: (1) Youth will be trained in bicycle repair and establish a shop to refurbish bicycles. (2) Youth will learn how to manage financial resources, generate funds, and inventory parts. (3) Youth will work in a positive, controlled environment that promotes productivity, strong work ethic, marketable skills, and community service. Narrative: The program is designed to provide refurbished bicycles for families in the community. By providing safe, nice-looking, and free bicycles to children in need, families are relieved of some financial stress. More importantly, the bicycles are refurbished by 4-H teens and youth referred from juvenile court. The teams of reCYCLE youth are trained in bicycle repair and become skilled

mechanics. They use their skills to fix the bikes then donate them to others. ReCYCLE is designed like a small business. Participants must manage a budget, generate funds for bike parts, and monitor inventory. The program is designed to provide a positive environment for participants to build their self-esteem, work ethic, and enhance marketable skills. The program has been implemented for two years. Nearly 45 bicycles have been donated to the initiative and 40 of those have been refurbished and donated back to identified families in need. The 35 participants involved have received 10 hours of hands-on training in bicycle repair and small business management. 4-H and Family & Consumer Sciences curriculum were used to support the training. The youth, with help of adult volunteers, managed to secure nearly $4,000 in grants and donations to purchase needed repair parts and tools for the bikes. As the program progressed into the second year, seven of the first year's mandated participants returned voluntarily to finish their projects and help train the new class. Program can be adapted to fit any county program and can be implemented by volunteers and both the 4-H and FCS agent. Program design, implementation, and evaluations will be shared. Also teaching materials and "Tips for Success" will also be discussed.

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FASHION INSTITUTE --LINKING CREATIVITY, TECHNOLOGY, AND THE APPAREL INDUSTRY

Kay Hendrickson*, Jan Hiller and Christy Price

ABSTRACT:
Fashion Institute, a week-long resident program, focuses on creativity as a portal to creative careers within the apparel industry as well as options for artistic cultural endeavors. Participants expand their creative talents through 20 different hands-on educational sessions presented in two different tracks: Apparel, Pattern Making and Textile Design. Both tracks use "state of the art" technology and equipment to develop original designs. The creative work of the participants is juried and displayed at an Award Exhibition and Brunch attended by campus administrators, faculty, participants, friends, and parents. Past evaluations show increases in life skills: wise use of resources, communication, accepting differences, and marketable skills. Teachers/leaders noted that the skills they learned during the Institute make their programs more technology-forward, interesting, and creative to their students. Comments show that participants are using the information and technology introduced for themselves, in business settings, and in teaching others. Program planning and sponsorship is designed and executed by the Clothing and Textiles Team made up of WSU faculty from Cooperative Extension and Apparel, Merchandising and Textiles Department, statewide Extension staff, volunteers, and youth associated with 4-H and the Clothing and Textile Advisor Master Volunteer Program. The seminar will highlight how Cooperative Extension and the university are helping the state apparel industry educate youth to the opportunities of work, how creativity and technology work together, how a diverse team was put together to design program, and how the Institute is delivered and evaluated for impact.

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EDUVENTURE: EDUCATIONAL ADVENTURES FOR YOUTH EXPLORING AGRICULTURE, INDUSTRY AND HISTORY

Greg Hickey *

ABSTRACT:
The McIntosh county 4-H Program has offered the Edu-Venture activity to youth for six years. This activity was chosen by the National 4-H Strategic Directions Team to be included in the USDA 4-H Youth

Development Programs of Excellence 2001 publication. 80 youth have experienced these educational adventures which average 2 weeks in length and cover as many as 5,800 miles while traveling through multiple states. The focus of the Edu-Venture activity is to expose McIntosh county youth to a variety of industries, agribusinesses, cultures and historic sites. Participants complete journals and make presentations about their Edu-Venture tour experiences to their peers and supporters back in their home county. Tours run a gamut from the high tech Corvette assembly plant to a grist mill, from 4 Acres Farm in North Carolina to the Tabasco pepper farm on Avery Island, Louisiana and from Jamestown Virginia to the Grand Canyon. The challenges for these youth include lack of transportation, lack of finances and single parent homes. McIntosh county youth live in a small, rural, non-agricultural, non industrialized poor community. Youth take an active role in planning, funding and implementing this activity. The youth become the key stakeholders. Satisfaction is high among collaborating organizations which include the local Board of Education, Family Connections Collaborative, McIntosh County Board of Commissioners and McIntosh County Rotary Club.

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SOMETHING OLD, SOMETHING NEW, SOMETHING BORROWED, SOMETHING INTER-GENERATIONAL AND GREEN

Greg Hickey* and Dorothea Holt

ABSTRACT:
There is a tremendous potential for a great marriage between 4-H and an increasingly diverse audience in the United States, culturally and inter-generationally. This NAE4-HA Diversity Committee workshop will provide resources to enhance this relationship and help this marriage of cultures and generations grow into a great partnership and lasting union. The committee's hands-on workshop is designed to allow participants to build a toolkit of resources that can enhance your home-based programs. Participants will explore diversity resources and take home diversity documents, Web links, and teaching tools. You will try cultural arts and crafts designed to connect our youth and elders in our community. Included are directions, patterns and lesson plans that can help you integrate them into your home based 4-H programs. You will hear ethnic songs, and will construct and play a worldwide variety of games. We will share the words, music and instructions! Finally, you will experience a tasteful survey of Utah's heritage with recipes and foods from the many cultures that make the Beehive State what it is today. Come share with us this blend of things old, new and inter-generational from the union of cultures and generations that make up our great land. We promise to give you an opportunity to leave with a practical collection of diverse resources that may be borrowed, but are definitely green!

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THE LAO TEACHER DEVELOPMENT PROJECT: EXPERIENTIAL LEARNING IN A CROSS-CULTURAL CONTEXT

Christy Hicks* and Thomas Schneider

ABSTRACT:
In January of 2003, 66 rural primary school teachers from the eastern border of Laos (near Vietnam) took part in a five-day Experiential Learning Workshop facilitated by MSU Extension 4-H Youth Programs Staff, in partnership with the Lao Ministry of Education. Key components of the workshop included Activity-Based Lessons, Reflective questions, Applying Content to Everyday Life, Utilizing Natural and Recycled Materials in the Classroom, and Multi-sensory Activities. The workshop concluded with a small group experience in which the teachers planned

and facilitated Experiential Educational Activities with local children. For Extension Educators who work with Southeast Asian populations in the United States, the cross-cultural exchange demonstrated a number of significant concepts. A workshop session on the "ages and stages of youth development" revealed that the physical, emotional and cognitive development of Lao primary school students is very similar to that of their counterparts in the United States. At first, the Lao teachers had some difficulty making the transition from the role of "lecturer" to that of "facilitator"; however, the key concepts of Experiential Learning "translated" well across cultural and linguistic boundaries, aided by visual materials and multiple examples for reinforcement.

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LEARNING CAN BE FUN WITH 4-H GAME SHOWS

Cynthia Higgins*, William Heltemes and Nancy Moores

ABSTRACT:
Learning 4-H subject matter materials can be an enjoyable experience when combined with a friendly competitive atmosphere. Several game shows were developed by agents to teach both youth and adults on a variety of 4-H subjects. There are many different ways to use this method to teach, reinforce and reflect material learned. Agents use this method of teaching when training 4-H camp counselors for their residential camping program and have found this method to be quite effective when reinforcing skills and information learned. Agents will demonstrate, with audience participation, how game shows are used, and will give written instructions on how to make game show boards to take back to their counties, along with a variety of ideas for use. Game show formats will include; Wheel of Wonder, Family Feud and 4-H Concentration. "Learning with Game Shows" was presented at the Southern Region Leaders Forum and received an evaluation score of 4.9 out of 5 from volunteers attending the conference.

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PLAN WELL, RETIRE WELL

Pat Hildebrand* and Ellen Burton

ABSTRACT:
Many people approach their retirement years with sufficient savings and wealth to ensure a secure lifestyle after their working years, while many other middle-income individuals and families have little or no savings for retirement. In order to assist Illinois residents to plan and effectively save for their long-term security, the University of Illinois Extension' Consumer and Family Economics Team is implementing the Plan Well, Retire Well education program. The goal of the program is to assist middle-income individuals, 25 to 50 years of age, to plan effectively for retirement. A unique feature of this program is that it targets young individuals and emphasizes the importance of setting financial goals and saving early for retirement. To develop an effective retirement and savings program, a variety of research methods were used to gather information: previous research was taken into consideration; one-on-one interviews were conducted with financial experts around the country; a storyboard exercise was used to gather information from educators throughout Illinois; and a series of focus groups were conducted with Illinois residents. There are four key components to this web-based, interactive program: Time Value of Money, Investment Strategies, Tax-Deferred Retirement Savings, Goals and Decision-making. The aim is to clearly and concisely present retirement concepts and make this information easily accessible and user friendly to younger audiences. The first priority is to reach Illinois residents and then extend the program beyond Illinois.

Currently, programmers are designing the website which will soon be available at: http://web.aces.uiuc.edu/cfe.

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ONLINE VOLUNTEER MANAGEMENT CERTIFICATE PROGRAM--BASIC AND BEYOND

Janet H. Hiller PhD*

ABSTRACT:
The Volunteer Management Certificate Program (VMCP) is a non-credit program delivered through the Internet. It is geared to adult professionals who do not need/want college credit courses, but desire a credible professional development option to enhance their volunteer management skills. It builds basic level competencies in volunteer management, develops confidence in computer skills, and offers the capability to network with other volunteer managers. Results from a broad-based market survey helped determine the initial course content and level of this program. Individuals can visit the program's Website (http://vmcp.wsu.edu) to view a self-assessment tool to determine which of the VMCP courses might enhance their professional volunteer management skills. The VMCP provides a tutorial, course pre- and post-tests, and opportunity for interaction among the students and instructors through a discussion forum. Four courses address recruiting, training, managing, supervising, and recognizing volunteers and evaluating aspects of volunteer programs. The VMCP is self-paced, interactive, practical and fun. Students have two years to complete all four courses. Graduates often request additional courses at a more advanced level. VMCP instructors have been inspired by this response and are developing courses for an Advanced level certificate to be offered Fall of 2003. Topics considered for the Advanced Series include: Organizing and Managing the Episodic Volunteer, Risk Management and the Volunteer Program, The Volunteer Program and the Internet, Volunteers as Middle Managers, and Evaluation for Impact.

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CONTEMPORARY EXTENSION WORK IN INDIAN COUNTRY

Joseph G. Hiller Ph.D.*

ABSTRACT:
This presentation outlines a few fundamentals about being Indian in America and how we relate to Extension in all its forms. Who is Indian? What is a Tribe? What is a reservation? How do tribes and reservations fit (or not fit) the Cooperative Extension model? How do the "1994" tribal colleges relate to the "1862" land-grant colleges? How does the funding for all this work? What about the future? There are over 560 federally recognized American Indian Tribes, Nations and Communities in 36 states in the United States. Some 314 Indian reservations are home to these tribes, though many have no reserved lands. America's Indians speak over 175 indigenous languages. About half the tribes have gaming compacts with their states. Over thirty tribally controlled community colleges have their own Extension programs, as do several tribes. The Extension Indian Reservation Program (EIRP) has since 1990 been delivering 1862-style Extension programs to 28 sites on 27 reservations in 15 states. We have quite a road ahead of us.

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THE USE OF TELEVISION, VIDEO, AND THE INTERNET TO ENHANCE EXTENSION OUTREACH AND PROGRAMS: THE "IF PLANTS COULD TALK" TELEVISION SERIES AND WORLDWIDE WEBSITE FOR NJN-PBS

William T. Hlubik*

ABSTRACT:
Television and the internet have become two of the primary sources for communication and information gathering for the general public in the United States. Television, video and the Internet can therefore provide excellent multimedia tools to help cooperative extension professionals educate a diverse and constantly expanding clientele. Properly designed multimedia products can be used repeatedly and repackaged for various clientele, thus extending an educator's outreach and saving precious time. Well designed projects can also bring recognition required for promotion and career development. Project documentation in video form can also be used to secure needed funds from political leaders, agribusiness, and other organizations. There are many opportunities to partner with local and regional television stations as well as other organizations to create and distribute video and Internet products for the public. We will discuss various multimedia opportunities for Extension professionals. In this presentation we will review the creation and development of our teams NJN PBS Series on horticultural and environmental issues called "If Plants Could Talk." The IPCT PBS TV series and web site has extended extension outreach to over 7.8 million potential viewers and has won 10 state, regional and national awards within the past three years. The IPCT web site has received over 5 million hits since it's creation.

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CAN EXTENSION PROGRAMS AFFORD NOT TO INVEST IN BUSINESS PLANS?

Teresa Hogue* and David J. White

ABSTRACT:
As Extension programs enter and exit financially lean times, the prudent course of action is to establish business plans that are proactive and reflect the current, immerging, and unseen needs of program areas. Extension administrators and agents can ill afford to operate programs without plans that are entrepreneurial, responsible, flexible, realistic, and dynamic. In an era of collaboration, alliances, and partnerships, county Extension programs can sustain and expand respective niches by establishing shared courses of action. Instead of seeking resources in isolation, what are the internal, and interlinked threads that make a county Extension program more attractive to private and public funders? The public and legislative demands for accountability in recessionary times dictate the need for Extension to seek merged public and private funds. Business plans identify areas of common educational interest while creating opportunities to leverage and raise resources with local and global partners. This seminar will provide participants with an overview of the principles and practices of business management as it applies to the public sector while providing a systematic approach to building and sustaining educational services in turbulent times.

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HEALTHY EATING, HEALTHY LIVING

Susan Holladay*

ABSTRACT:
SKINNY GOURMET CAFE. A program to identify, promote and incorporate healthy eating/ healthy living into participant's lifestyle. A six-week workshop was developed to help participants look at their current eating

habits, assess their overall attitude toward food, and to offer assistance in setting and meeting realistic weight goals. The participants met weekly for six weeks, received a brief lesson on weight management and exercise, and were served a healthy, satisfying and tasty lunch. While keeping portion size in mind, the menus were developed and contained some foods that were new to participants and some that were familiar. For three months following the Skinny Gourmet Cafe , a weekly lunchtime program was developed to lend support and to enhance program results. Of those who attended, approximately 73% lost weight. Twenty-three percent had reached their goal weight by the time their progress was reviewed at three months. Components of time management, economics, psychology of eating, palatability of food and exercise were addressed. This program was made available through a partnership with the county health department, Clinton Memorial Hospital, the YMCA, and the Clinton County Homemakers' organization.

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FOCIS AN EXTENSION WEB-BASED ACCOUNTABILITY IN ACTION REPORTING SYSTEM

Dallas L. Holmes EdD* and Jim Belliston

ABSTRACT:
Extension stakeholders deserve more than an accountability program that only reports activities and attendance. Utah State University Extension has developed a Web-based, logic model driven, online accountability system that supports the reporting of program outcomes and impacts. Specialists and field staff report through this system, which provides real-time accountability information on program objectives, strategies, outcomes, outputs, contact information, and programs of public relations significance information. FOCIS integrates an employee's role statement and plan of work into a comprehensive system of accountability. The FOCIS information program supports tenure and promotion documentation and annual performance appraisal with an automated system to create both paper and electronic formats to support these applications. This session will introduce conference participants to a proven dynamic system of accountability.

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PARTNERS IN GOOD

Erin Holmes*

ABSTRACT:
Through the Health Rocks program Baltimore County has been able to embrace one of the major themes of our County Centennial Conversation, Youth Adult Partnerships. With the help of the Police Officers at the nine Police Athletic League Youth Centers (PAL) Baltimore County has created a network of teen mentors, who have worked to create positive changes in their communities. Each PAL center developed a team of youth and adults in order to do a community service project in their area. Traditional the 4-H Program has provided positive educational materials and experiences to help keep youth minds focused and away from harmful lifestyles. The goal of 4-H is to "Make the Best Better." The Baltimore County Police Athletic League's (PAL) mission is to offer young people a viable and constructive alternative to the temptations of "street life" which can lead to a life of crime, alcoholism, drugs, vandalism, and delinquency. PAL provides the environment to keep boys and girls active, interested, and busy through its supervised multi-faceted recreational, societal, and educational programs to develop leadership traits and build good citizens.

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ALIANZAS & OTHER COLLABORATIONS FOR CHANGE IN MISSOURI

Jinny Hopp* and Connie Mefford

ABSTRACT:
Since 1990 the Hispanic population of Missouri has increased by 92.2 percent. This seminar will report about collaborative efforts within the state to assist both new and existing residents as they adapt to the changes. Five efforts will be highlighted: (1) PROJECT ALIANZAS http://www.uoealliances.com, which seeks to enhance the ability of communities to collaborate with the growing immigrant Hispanic populations through a Hispanic, university and community partnership, using a community-based, co-learner approach;(2) CAMBIO DE COLORES http://www.decolores.missouri.edu/ - the change of colors in Missouri - is a conference that focuses on Latino immigration to Missouri, showing the latest research and looking for action plans on demographics, culture and language, social services, health care, education, community development, and legal issues; (3) EDUSAT is a distance-learning program provided through the Extension System and the Mexican Consulate to help Mexican citizens in the United States complete their secundaria education making it possible to enter GED or high-school equivalency program; (4) OZARKS REGIONAL ALLIANCE (ALIANZAS) is a consortium of agencies, organizations, and individuals who meet monthly to network, share programs and resources to deal with changing cultures in the Ozarks; and (5)FESTIVAL OF FRIENDS is a locally organized event in Carthage Missouri. Jasper County Missouri has recently experienced an influx of Hispanic and Latino residents. This festival is one way to help residents learn about each other in a fun atmosphere.

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4-H WILDLIFE STEWARDS- UNLEASHING THE FORCE AND VITALITY OF COMMUNITIES

Maureen Hosty*, David White and Maggie Livesay

ABSTRACT:
What are the tipping points that make good extension programs valued by more than a handful of people? Experiments in participation have demonstrated time and again how much force and vitality people can unleash when they feel they a stake in the direction of their lives. With a small grant of $1500 in 1997 the first class of 4-H Wildlife Stewards were trained. Fourteen volunteers graduated and began working with 6 Portland schools. Today the program is funded with a 3-year $748,000 National Science Foundation grant and is currently serving over 59 schools. 244 volunteers have graduated from the program. 166 volunteers remain active and work with over 13,000 students to create, use and sustain wildlife habitats on school grounds. How did this small program with a few dollars and a handful of dedicated volunteers spread into a program that has grown almost tenfold? This presentation will outline some of the things we have learned in the last 5 years--how little things can make a big difference. A key aspect is that the program is based on facilitative change, not just skill acquisition (its about making changes) and it allows teachers to carry out their vision or dreams. This presentation will outline that process and the motivators that will ensure success. Research will show that what underlies successful epidemics, in the end, is a bedrock belief that change is possible, that people can radically transform their behavior or beliefs in the face of the right kind of impetus.

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MEDS GONE MAD? RELIEF FOR SENIOR PRESCRIPTION DRUG COSTS

Margie Hudson*

ABSTRACT:
Rising prescription drug costs is a increasing concern for our elderly population. Prescription drug costs doubled during the years between 1992 and 2000 and prices are expected to more than double again in the next 10 years. Since most elderly Americans are living on a fixed income, it is becoming harder for the elderly to afford needed drug therapy. A study by the US Department of Health and Human Services released in 2000 showed that prescription drugs not covered by Medicare account for one sixth of all personal health spending by elderly people. Congress recognizes this as a major concern of the elderly and those who care for them but so far nothing has been done to expand Medicare's coverage to include most prescription drugs. Responding to these needs, many major pharmaceutical companies now offer drug discounts for certain senior citizens with no drug coverage. This poster display will cover the current status of this issue and will include a list of companies and organizations who offer assistance for prescription medical therapies in handout form.

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DESIGNING AN AGRICULTURE AND NUTRITION EDUCATION PROGRAM FOR YOUTH: HOW FCS, AGRICULTURE AND 4-HDEVELOPED A TRULY "COOPERATIVE" EXTENSION PROJECT

Luanne J. Hughes MS, RD*

ABSTRACT:
Pairing food and nutrition with the farm can be a savvy, appealing and marketable way to interest consumers in nutrition education programs for children. Helping people understand where their food comes from is one way to help them explore food options and incorporate more fresh foods into their diets. This seminar presents a newly developed educational program to increase children's consumption of fruits, vegetables, and dairy foods by learning about how food grows, why it's good for you, and which foods grow on local farms. Called "From Our Farms," it was developed by FCS, Agriculture and 4-H personnel and presented throughout New Jersey via collaborations with libraries, schools, farmers/growers, and volunteer groups. "From Our Farms" provides consumers with the necessary tools to introduce children to food, the farm, and nutrition as a fun way of improving nutrition knowledge and adopting healthful eating behaviors. It is a learn-at-home and in-school program that offers parents, children, and teachers a series of fun, educational activities/programs to promote good nutrition and local agriculture. Data from telephone surveys of program participants revealed that participation in "From Our Farms" resulted in the following behavior changes: (1) 88% reported that their child tried a new fruit/vegetable; (2) 31% prepared/cooked locally grown foods with their children; (3) 79% learned how fruits/vegetables grow; (4) 77% learned which fruits/vegetables grow in New Jersey; (5) 98% visited a farm stand or farm market; (6) 99% purchased "Jersey Fresh" produce.

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REACHING KEY AUDIENCES WITH FOOD SAFETY MESSAGES: A HANDS-ON PROGRAM FOR PARENTS AND KIDS

Luanne J. Hughes MS, RD* and Daryl L. Minch

ABSTRACT:
Infants and young children are particularly susceptible to foodborne illness because their immune systems are not yet fully developed. Compared to older children and adults, children under five years of age are more likely to get sick sooner, suffer more serious symptoms, require a doctor's care, or even

die from foodborne illness. While this group is at comparatively higher risk for contracting foodborne illness than the general population, relatively few instructional materials specifically target the parents of infants and young children with food safety messages. In response to this need, Rutgers Cooperative Extension developed "Handle With Care," a curriculum to teach parents/caregivers how to take extra care when handling and preparing expressed breast milk, infant formula, and children's food. Coordinating hands-on activities for preschoolers were also designed to educate children. "Handle With Care" was developed for the New Jersey WIC program after an initial needs assessment determined that 95% of surveyed NJ WIC clinics rated safe handling of food, formula and expressed milk an educational priority. Most said they do not offer it, however, because they had no materials. "Handle With Care" is used throughout the state with WIC, EFNEP, FS-NEP, parents, schools, grandparents raising grandchildren, community groups, hospitals, and daycare centers. It includes activity-based lessons with behaviorally focused messages, multi-cultural fact sheets, posters, and coordinating preschool activities that teach the Fight BAC principles to promote safe food handling.

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REVENUE GENERATION

Lois Hunt*

ABSTRACT:
Iowa State University Extension has completed two successful years of Revenue Generation. This session will cover how the ISU Extension Service moved the system into alternative revenue sources and cost recovery strategies in order to continue funding quality programs and services. A ten-year history of ISU Extension Budget will be featured as well as the background information of Revenue Generation in the 21st Century. Included in the session will be Guiding Principles of Revenue Generation that was used to set the process in place. Hear how the system changed while maintaining strong programs in agricultural production services, substantial resources to community development, youth, family, and business & industry programs as well as educational services. While the state budget in Iowa decreased the ISU Extension Budget increased. These increases have been due in large measure to innovative programs of staff. In the end, this session will share how the quality and scope of the programs and the efficiency with which we provide them that ensures our continued growth. This is a session you won't want to miss as we look at Extension in the 21st Century.

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4-H YOUTH LEADERSHIP RETREATS: WHO LEADS THEM--YOU OR 4-H YOUTH?

Elaine Husted* and Janice Cowan

ABSTRACT:
Have you tried to design, implement, and manage an older youth leadership retreat but can't get the kids excited about registering, let alone show up? The Eastern Oregon Regional Leadership Retreat program has been filled to capacity with teenagers wanting to attend the retreat and more exciting, the teens are vying to be on a Governing Board. The selected teens design, implement, and conduct the retreat. The success of the Governing Board session parallels a successful retreat. Twelve youth come together to plan the agenda, plan class topics and teaching strategies, plan the meals and social activities of the retreat. An Evaluation Survey of the Governing Board training will be shared, showing the impact of how well the youth bonded, were prepared to teach leadership classes, were prepared to create an agenda, and how well they knew the importance of evaluating their progress in leadership skill development. The role of the

4-H Extension Agents is to provide a safe environment where the youth can learn how to work as a team, how to teach their peers leadership and communication skills, and how to be an effective leader. This poster display will share a synopsis of our teaching process at the Governing Board training and at the retreat itself. Handouts will be available outlining our programs.

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"SMORES & MORE": OREGON'S 4-H OUTDOOR COOKING AND LIVING PROJECT

Elaine Husted * and Billie Stevens

ABSTRACT:
As more youth and adults discover the outdoors for leisure and learning, there is a greater need for safe food handling, preparation, and outdoor skills. Outdoor cooking was identified by leaders as an important need for the Oregon 4-H Youth program. The purpose of this seminar is to present the first of three books entitled "Smores & More: Outdoor Cooking and Living Basic Skills Guide." The guide focuses on (1) selecting and preparing healthy food; (2) food and fire safety; and (3) personal and environmental health. This interactive seminar will be a "hands-on" experience with small-group discussion, handouts (a lesson and an outline of the total curriculum), and ordering information. The goal of the outdoor cooking and living project is to prepare safe food in an outdoor setting, using a variety of food preparation techniques and heat sources, as well as to learn outdoor living skills. After a nationwide pilot, the curriculum was accepted into the National 4-H Jury collection. A team of Extension faculty, staff and volunteers wrote six chapters-25 lessons that are adaptable to multi-disciplines such as Forestry, Family & Consumer Science, Agriculture, and Natural Resources. The curriculum can be used with a wide variety of audiences including 4-H, scouting, faith organizations, schools, and foundations in a variety of educational settings. Life skills included in the design and activities of the lessons are understanding self, communication, relating to others, problem-solving, decision making, and staying healthy.

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LINKING NON-TRADITIONAL CAMPUS PARTNERS AND STUDENTS TO ASSIST WITH WATERSHED PLANNING & RESTORATION IN THE APPALACHIAN OHIO REGION

Jerry Iles*

ABSTRACT:
Community-based watershed groups located in rural areas in southern Ohio often lack engineering and technological resources needed for effective watershed planning and restoration activities. In many cases these services are not available through local government or are cost prohibitive for local watershed groups to contract. Ohio State University Extension has provided a link to the state's land grant university to provide these needed services for local watershed efforts. Given the complex nature of watershed planning OSU Extension is working with non - traditional campus partners such as the Department of Geography to construct a GIS database of water quality information for the White Oak Creek watershed. This original water quality data was collected by a variety of sources including: local high school science classes, watershed group members, Ohio EPA, Ohio Department of Transportation and others. The information the large-scale maps convey at public forums is important to help community members prioritize and set goals for the watershed. The second case study involves a southeastern Ohio watershed damaged by resource extraction of clay and coal. The site was identified as contributing to sediment loading in Raccoon Creek by the local watershed project. Zaleski State Forest

purchased the land and has planted trees to help slow the runoff and sedimentation. Over 10,000 hikers visit this area annually making it a perfect site for Extension and education activities. OSU Extension has linked our Agricultural Engineering department students studying stream and river restoration to address the problem. Students were challenged to provide conceptual plans to restore the channel using natural stream design concepts. Several state and federal agencies are collaborating on this project and $76,000 has been awarded to OSU Extension by the Department of Interior's Office of Surface Mining for restoration engineering and construction.

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OHIO STATE UNIVERSITY EXTENSION COMMUNITY-BASED WATERSHED MANAGEMENT PROGRAM

Jerry Iles*

ABSTRACT:
The Ohio State University Extension Community-Based Watershed Management Program is comprised of five agents that work with more than 100 local watershed groups throughout Ohio. Watershed management agents work areas are determined by using watershed boundaries as opposed to traditional county and district political boundaries. Watershed management agents assist with watershed planning, meeting facilitation, serve on steering committees and provide leadership in education and outreach activities. In addition, a program leader based on the main OSU campus administers The Ohio Watershed Academy which is a distance based learning program for watershed coordinators. Agents assist local coordinators with assignments and assist the academy program leader with statewide meetings that allow local watershed leaders to network several times a year with other watershed coordinators. The program leader with the help of campus support staff also administers the Ohio Watershed Network (OWN). The network contains a website with links to community watershed group home pages and relevant state and federal agencies and a heavily used listserve ohwatersheds@ag.ohio-state.edu, which serves as an excellent communication forum that allows subscribers to post information such as position announcements, technical questions, upcoming conferences/meetings, and research needs. Watershed agents also help link graduate students and other campus researchers to real world projects that assist local watershed groups with their monitoring, restoration and protection efforts. In addition agents serve on area assistance teams that assist local watershed groups with 319 grant writing and review.

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USING ELECTROFISHING TO INCREASE WATER-QUALITY AWARENESS

Jerry Iles* and J.P. Lieser

ABSTRACT:
The Ohio State University Extension, Community-Based Watershed Management Team has reached a large, new audience through an innovative program that utilizes electrofishing demonstrations to increase water-quality awareness. Program participants have shown great interest in learning about aquatic wildlife, stream habitat, and water quality. Since fish are excellent indicators of stream health landowners can gain insight as to how their land-use practices affect water quality by viewing the fish and other aquatic creatures that inhabit their local streams. Program Audience: Watershed Groups; Landowners; Extension Professionals; 4-H Groups; Public Officials; Sportsmen's Organizations. Program Objectives: (1) Participants learn that fish are good water-quality indicators; (2) Participants gain an understanding of basic

electrofishing techniques; (3) Participants gain insight into how land-use practices affect water quality; (4) Participants learn what they can do to improve water quality. Electrofishing is a technique that involves generating either a DC or an AC electric current (either with a gasoline-powered generator or a battery) through electrodes into the water to create an electric field. Fish that pass through the field are temporarily stunned, then collected by dipnet and identified. Certain species of fish are sensitive to pollution and therefore require excellent water quality, while others are pollution tolerant. Thus, fish can serve as indicators of overall stream health. Electrofishing is a fun and exciting way to teach people fish identification, water-quality indicators, and how their actions contribute positively or negatively to water quality. In our demonstrations, we also provide the landowner with an opportunity to talk to participants about the land-use practices he or she follows to maintain water quality.

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SMALL TOWN SUCCESS STRATEGIES: A BEST-PRACTICE APPROACH TO COMMUNITY AND ECONOMIC DEVELOPMENT

David Ivan*

ABSTRACT:
Like many states, Michigan is facing increasing economic and land-use pressure throughout its communities. Michigan State University Extension, through the financial support of a USDA FRA Grant, sought to address the above challenges by conducting hands-on educational programs for community influencers and leaders of small/mid-size towns in Michigan. The program identified "best-practice" communities in three issue areas identified by a focus group: economic development, land use, and overall quality of life. Upon identification of the best-practice communities, a series of "workshops-on-the-move" were conducted to provide community leaders with the opportunity to learn, first-hand, of proactive initiatives. To expand the reach of the program, a statewide conference, entitled "Small Town Success Strategies" was conducted. In addition to featuring the insights of community development experts from other universities, the conference included a summary of Michigan's "best-practice" communities that closely paralleled previous work conducted by Luther and Wall at the Heartland Center, in Nebraska. An evaluation of the nearly 160 conference attendees revealed that 85% of the attendees indicated that the information provided will be used to facilitate change in their community. All of the participants in the workshops-on-the-move indicated that they gained a new idea that will benefit their community. To continue the initiative beyond the grant period, a series of "best-practice" summaries have been developed and a more localized community development forum established.

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PARTNERSHIPS KEY TO SWYS SUCCESS

Debra Ivey*, Christina Hahn Kenney, M.D and Ruth Schriefer

ABSTRACT:
To identify and address the needs of youth in southwest Wisconsin, University of Wisconsin-Extension faculty, Tobacco Free Coalitions, University of Wisconsin-Platteville faculty, Cooperative Education Service Agency #3 staff and local school district staff combined efforts to conduct the Southwest Wisconsin Youth Survey (SWYS) in September of 2001. A 160-item questionnaire, designed to evaluate the concerns, behaviors, and perceptions of teens, was administered to over 5, 700 teens

in 19 school districts in southwest Wisconsin. Area schools administered the survey and the University of Wisconsin-Platteville faculty analyzed the data. Grant funds from community groups, local businesses, Tobacco Free Coalitions, and Family Preservation and Support groups helped defray survey costs. A Southern District Innovative Management Grant funded a research intern who researched background information for a formal report. University of Wisconsin Extension educators have used the data to prepare a series of news releases, media spots and a website highlighting the findings. Over 3,000 people--youth, parents, educators, civic leaders--have participated in interactive presentations of the data. The Extension team has also developed the "Parents Make A Difference" newsletter series that is sent to parents and school staff in five counties and used for parent workshops. In addition, the findings have been used by UW-Extension staff to strengthen their work with tobacco coalitions, underage drinking initiatives, and violence prevention initiatives. Survey findings are also shared during classroom presentations engaging youth in the discussions of teen issues and completing the circle of partnership by bringing the results back to the source.

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EXTENSION LEADERSHIP LESSONS FROM AFRICA

Daney G. Jackson* and Barbara Ludwig

ABSTRACT:
"Lessons from Africa" introduces participants to learning experiences which emerged from a brief professional visit to South Africa. Through the use of pictures and leadership principles, participants will be challenged to explore how international experiences can enhance and foster their own professional development. The presentation will foster discussion on Americans abroad, how we can offend accidentally and our responsibility to represent our country positively. We will discuss the importance of gathering diverse input in order to reach people where they are intellectually, physically, emotionally, and economically in an international context. We will examine the efficient use of very limited resources and the cultural differences in the context of 'Swazi time.' The presentation will seek to illustrate that our view of Extension is limited to our experiences emphasizing a broadening of our vision of what Extension can be. A participatory format is planned to allow participants to recall and share their own learning experiences resulting from travel or encountering new situations. The co-presenters, one with considerable international experience and the other traveling for the first, time share observations, surprises and excerpts from current experts writing in the area of leadership.

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EXTENSION PROGRAMS ACROSS THE NATION: RECOGNIZING DIVERSITY

Ruth Jackson*, Virginia K. Hopp and Grenell T. Rogers

ABSTRACT:
Extension Programs Across the Nation: Recognizing diversity. NEAFCS Diversity Task Force will present a seminar showcasing their universities' diversity programs across the country. This seminar will demonstrate the many ways diversity is respected and appreciated in the universities represented within NEAFCS. The seminar will show exactly how multiplicity is promoted on university campuses and within the work force by highlighting specific points that demonstrate the types of diversity. Other highlights will include various agents that will present their programs along with awards that have been received due to promoting such diversity programs.

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PROJECT S.T.R.I.D.E. (SUCCESSFUL TRAINING RESOURCE INDIVIDUAL DEVELOPMENT)

Ruth Jackson *

ABSTRACT:
The Extension Connection program enhances life skills and promotes workforce development of low-income families by providing a series of educational experiences that promote self-sufficiency. This program helps with nutrition education, money management, and helps with other life skills that provide structure within the family and community. The Extension Connection components add a special touch to a new program called Successful Training Resource Individual Development or Project S.T.R.I.D.E. at Keys Community Center. This program promotes workforce development in a South Phoenix high-crime, at-risk area. Project S.T.R.I.D.E., a job-linkage demonstration project in the Phoenix Enterprise Community (EC) for unemployed and disadvantaged residents, was the first project to use Extension Connection to provide training and job placement. Project S.T.R.I.D.E. increases stability within the family unit and help families be more productive in their community as well as helping to overcome barriers to entering the workforce, achieving job stability, and overall advancement in life for themselves and their families. Families learn job development skills, nutrition, and money management. The program helps enhance other life management skills needed to survive when reentering the workforce. The participants are taught six, one-hour nutrition classes: Food Guide Pyramid, Key Nutrients, Meal Planning, Fruits and Vegetables, Reducing Fats and Calories and Food Safety. Classes in life-skills management include: Self-Realization, Team Building, Goal Setting, Communication and Problem Solving. Challenge, interactive games used for learning and processing change, is combined with each life-skill management class to provide critical thinking and experiential learning.

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SCIENCE SIESTA: ENCOURAGING YOUNG FEMALE SCIENTISTS

Johnna Jennings*, Robin Vargas, Sara Hankemeier, Debbie Moser, Kim Christman, Cindy Enzler, Lisa Woessner and Sandy Stiles

ABSTRACT:
The overnight program, Science Siesta involved lots of Science, and not much Siesta! University of Illinois Extension staff in northwestern Illinois teamed up to create a unique science education program in a slumber party setting for girls in grades 4-6. Science Siesta is based, in part on the WonderWise curriculum created at the University of Nebraska. Staff initiated Science Siesta to stimulate interest in science among girls. Although jobs requiring advanced degrees in science and math continue to flourish, unfortunately women remain underrepresented in these careers. Research has shown that girls continue an interest in science when they are able to (1) become involved in a science enrichment program in a gender neutral setting; (2) meet female scientists who could serve as role models; (3) learn in an environment where hands-on learning is encouraged. Staff incorporated all these features into the Science Siesta event. Through this program, staff were also able to establish partnerships with local scientists, schools, and museums. Evaluations revealed that the girls were beginning to question some of the stereotypes they had about scientists and an interest in pursuing science-related careers in the future was sparked. Participants in this session will get a chance to try out some of the hands-on

activities used at the overnight and will take home a packet of information they could use to replicate the event back home.

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DEVELOPING ENTREPRENEURSHIP SKILLS THROUGH 4-H HERITAGE ARTS PROJECTS

Christine E. Jensen*

ABSTRACT:
Emery County is a rural county in Southeastern Utah, with 10,500 residents. This county has a high unemployment rate due to the closing of several coal mines. Youth in this county find little hope in the job market, and anticipate leaving the area when High School is completed. Most youth and their families would like to remain in the rural environment but cannot afford to do so because of the lack of opportunity. The county has a strong focus on heritage and by including heritage arts into an entrepreneurship program, youth are encouraged to extend their knowledge and skills to start their own businesses. The program was begun as a countywide club, which met once every week for two hours. Speakers and demonstrators from the area taught a heritage arts skill to the youth. Materials were provided and opportunities given to them to develop their own business. Skills taught included: whittling whistles, rug making, candle making, soap making, rope halters, pine needle baskets, quilting, fly tying and other skills. Youth were also given a weekly lesson on entrepreneurship which helped them to create and maintain their business. At the county fair, a booth was donated to the 4-H for their Heritage Arts, and they were able to sell their products.

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BE RETROSPECTIVE WHEN EVALUATING BEHAVIOR CHANGES

Shelly Johnson*, Martha A. Raidl, Kali Gardiner, Kris Spain, Rhea Lanting, Cammie Jayo, Audrey Liddil, Karen Barron and Marty Denham

ABSTRACT:
Research conducted at Oregon State University and the University of Nebraska-Lincoln found that retrospective surveys are valid and reliable evaluation tools for tracking behavior outcomes. The Extension Nutrition Program (ENP-Idaho's Food Stamp Nutrition Education Program) recently replaced its traditional 15 question pre/post survey with a retrospective survey. ENP compared 135 pre/post survey results with 65 retrospective survey results. We found that 100% of the retrospective surveys were completed, compared with only 35% of the pre/post surveys. Paraprofessionals called Nutrition Advisors administer these surveys. Data from the six questions on resource management, four questions on nutrition, four questions on food safety, and one question on physical activity were entered into the EFNEP Evaluation/Reporting System (ERS). A comparison between the two surveys found that a higher percentage (6-19%) of participants completing the retrospective survey made favorable behavior changes in eating, food safety, and resource management practices, compared with those that completed the pre/post survey. The Nutrition Advisors think that participants have a clearer understanding at completion of the behaviors and skills this program is trying to affect; therefore they have a better understanding of what the survey questions ask. Participants feel less threatened by the survey questions and are able to be more truthful, with the result that program outcomes show improvement in participant behavior that is more accurate.

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EDEN: SUPPORTING EXTENSION EDUCATORS IN DISASTER

Edwin Jones* and Abigail Borron

ABSTRACT:
Since 1994, the Extension Disaster Education Network (EDEN) has been a nationwide resource for county educators/agents. Through the network, Land Grant and Sea Grant professionals provide educational programming on natural and manmade disasters. EDEN's role is to link various Extension professionals from across the United States so they can share resources to reduce the impact of disasters. EDEN received funds from the USDA in July 2002 to provide educational leadership in homeland security. Since the completion of an educational needs assessment project in the fall of 2002, the network has progressed considerably in two ways: (1) program and material identification and development and (2) educational program and material delivery. Both areas continually are enhanced and maintained as experts from a multitude of areas provide very worthy educational materials from their own resources. As this material identification across issues continues, one of EDEN's primary projects is plant biosecurity. The navigation structure of the online EDEN database is easy to use. As the general public is welcome to search for topics of interest, the Website is highly functional for Extension professionals in all areas and expertise. In addition, EDEN continually works at disseminating information out to the county-level, through the state point of contact (POC). In turn, the POC acts as an important informational link from the counties back to EDEN.

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LEARNING TEAMS-->PRODUCTIVE TEAMS-->SATISFIED TEAM MEMBERS-->SUPPORTIVE CLIENTELE

Jo Jones* and Beverly Kelbaugh

ABSTRACT:
OSU Extension places high priority on subject matter and issue teams that plan, implement and evaluate cutting edge programs. Based upon identified needs of team leaders, developmental resources were created. These web-based resources include: "Building Blocks for Teams" fact sheets; Team Leader Checklist; Evaluation Tools; Impact Documentation and Reporting Strategies; and a Framework for Coaching Teams and Team Leaders. Web delivery was chosen in order for teams to have access on an "as needed" basis. Seven fact sheets were developed to assist teams in various aspects of team work. Fact sheets contain information about: Forming a Team, Team Charter, Meetings That Work, Team Communication, Team Trust, Recognition and Rewards, and Evaluating Team Processes. Evaluation tools are available to assist with diagnosis of team problems, improvement of team effectiveness and determining areas for training and development. The information from these tools helps generate discussion leading to plans of action and desired outcomes. During the presentation, participants will apply resources, such as the Team Checklist, to a team on which they currently serve or provide leadership. Participants will also take part in a discussion on the benefits of using an individual or team "coach" to assist in assessing team needs and designing strategies for team development. Trends would indicate that teams will continue to be a viable part of Extension, due to their ability to provide synergy, staff motivation, networking and higher quality programming. By being a part of this seminar, extension professionals will learn ways to energize, motivate, and strengthen their extension teams.

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THE TILLAMOOK-SLATIORA CONNECTION--4-H GOES TO ROMANIA

Joy Jones*

ABSTRACT:
In the spring of 2001 Tillamook County, Oregon 4-H began an international adventure. It began by hosting three Romanians that were sent to the United States, by the US Embassy in Romania, to learn about 4-H. This simple beginning led to three trips to Romania to help them develop a fledgling program in their rural community, and to organizing a highly publicized Romanian 4-H Achievement Day. The program goals were to teach people, that had always lived in a state where the government managed everything, that they could volunteer and work together to teach skills to the children in their communities without a state controlled program, and to teach the basic democratic process through the 4-H club model. Last July a Romanian came to Tillamook to spend 1 month learning about 4-H and to then return to work with 4-H. We continue to provide guidance and support to her and to the Romanian 4-H program. Many Tillamook County folks have learned about Romania and their culture, and many Romanians have learned about the United States and Americans. This exchange has helped to dispel many misconceptions previously held by both groups. Interest in this formerly communist country has increased along with a desire to provide assistance to the new 4-H members. There are currently 89 Romanian 4-H members in 8 clubs in 4 communities, with new clubs continuing to form. We are looking at the potential for an international exchange in the future.

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4-H VOLUNTEER CORE COMPETENCIES: A SELF-ASSESSMENT

Ron Jones Ed.D.*

ABSTRACT:
4-H Volunteer Core Competencies are the knowledge and skills needed by volunteers to help them achieve success as 4-H volunteers. Providing training for 4-H volunteers is an on-going challenge for Extension staff. In almost every state, discussions have been occurring related to revising volunteer training materials. At the same time, serendipitous discussions have been occurring related to developing competency-based volunteer training materials and resources. A Volunteer Core Competency Self-Assessment tool was designed to help volunteers, and staff that supervise them, identify skills and knowledge that volunteers already have to help them succeed as a 4-H volunteer. The self-assessment can also help in identifying areas where additional information and/or training may be needed. Discussions about 4-H Volunteer Core Competencies began in New England in 2001 when 4-H staff and volunteers from Maine, New Hampshire, Vermont and Massachusetts met to identify the skills needed by 4-H volunteers to help them succeed. From that dialogue, a list of 28 competencies was then developed and included in a survey sent to 694 Maine 4-H volunteers. They were asked to rate the importance of the 28 competencies. Responses from 264 volunteers were used to identify and define nine categories of 4-H Volunteer Core Competencies: Working effectively with youth, Interpersonal Skills, Communication, Teaching, Recognition, 4-H Life Skills, Understanding 4-H and Cooperative Extension, Understanding Youth Development and Understanding Rules, Guidelines, Regulations, Policies, etc. The nine competencies were used to develop the self-assessment instrument. They are also being used to develop competency based training modules for 4-H volunteers.

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THE ABCS OF ENTOMOLOGY: A CLASSROOM ADVENTURE!

Joy Jordan* and Alison Neeley

ABSTRACT:
The ABCs of Entomology is new school enrichment curriculum produced by the University of Florida for 4-H aged youth (8-12), especially those in 4th and 5th grade. The curriculum can be applied in many different educational settings including 4-H day camps, after school clubs, home school groups, museums and nature centers, or other youth groups. Since insects are ubiquitous, this curriculum can be used effectively in both urban and rural settings. The ABCs of Entomology is activity based and uses the experiential learning model to help develop life skills as well as project skills. In addition, the curriculum is interdisciplinary and has activities that can be used in science, math, language arts, health, art, and music. Did you now that insects are keystone species in almost every ecosystem in the world? Over 80% of all animals are insects, and with nearly one million species already identified, they outnumber all other described organisms combined. This curriculum was designed with the belief that 4-H can play a major role in increasing appreciation for insects, dispelling misconceptions about them, and in decreasing general fear by providing opportunities for the youth to interact with insects in a non-threatening way. Through hands-on activities stressing the positive and unique aspects of insects, participants' understanding and appreciation increases. The poster session will showcase the curriculum, provide sample lesson plans and fun things to do support this topic in the classroom, 4-H club, school garden or other camp setting!

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IMPROVE YOUR PROGRAM PLANNING, PROMOTION, AND DELIVERY WITH GEOGRAPHIC INFORMATION SYSTEMS (GIS) SOFTWARE

Jim Kahler*

ABSTRACT:
Are you still using a map on the wall to record your Extension program sites, client groups, and community information? GIS software can be a powerful tool for learning more about your community and county and putting that information to work. Are areas with a high youth population being served by 4-H programs? Where are the families who earn their income from agriculture? Are your EFNEP and FSNEP programs accessible to your low income populations? Where would be the best places to reach minority residents more effectively? GIS software, using data that is available for little or no cost, can help you to answer these kinds of questions and do much more. This hands-on session will help you to begin to explore the possibilities for using GIS software in your work. You will learn about the tools that are now available to the Cooperative Extension System and other resources that you can get online. Make your program planning, promotion, and delivery more efficient and effective with GIS!

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THE BENEFITS OF A MILITARY AND 4-H PARTNERSHIP

Necoleia Kahler* and Martha Allen

ABSTRACT:
A partnership between organizations offer benefits to all involved. When 4-H and military organizations join together great things will happen. This seminar will focus on the benefits to both organizations. It will be a presentation as well as a chance for a group discussion to take place. A military organization can provide 4-H with multiple avenues to reach potential 4-Hers. Facilities, trainings, pathways to other partnerships and

trained and qualified staff are just a few areas that military installations can provide support. 4-H can provide benefits to the military installations as well. It is a chance for new avenues to be explored. The curriculum found in the project books are a great way to provide the children in our programs rich and meaningful experiences. This seminar will provide conference goers a chance to collaborate with one another on partnering with military organizations.

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EXTENSION OUTREACH TO HISPANICS IN NOBLE COUNTY, INDIANA

Doug Keenan*

ABSTRACT:
The Hispanic population of Noble County, Indiana surged during the 1990s, creating an increase in Hispanics of more than 400% during that decade. Most of the population settled in one area of the county, which is now nearing 50% Hispanic. This huge influx has caused many cultural diversity needs. To address these needs, Doug Keenan has served on a cultural diversity committee, which secured a three-year, $1.6 million grant for cultural diversity in Noble County. Doug has developed and implemented an Immigration Workshop, a Translation Workshop, and a Hispanic 4-H Club. He has collaborated with the Office for Civil Rights, Department of Health and Human Services, the Indiana Supreme Court, the Illinois Coalition for Immigrant and Refugee Rights, the Social Security Administration, and other groups to bring the needed education and information to Noble County. Doug is currently serving on a committee which is developing plans for a Multi-Cultural Center for Noble County.

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EMPOWERING TEAMS AND DEVELOPING EFFECTIVE TEEN BOARDS

Beverly Kelbaugh*

ABSTRACT:
A new model for team empowerment will be introduced. The model was based on feedback from effective teen boards. Empowering teams of youth and adults to work effectively on boards is a task that Extension Professionals must strive to accomplish. Groups of teens serving on effective boards were asked to share what made them capable and confident of their abilities. How was it that they had developed the necessary skills to conduct the business of the board? How is it that they felt it was important to be responsible to the board and to the teams success? Their responses have been developed into a four part model for board success. The model is based upon key elements of Support, Structure, Skills, and Savvy. Come learn what is included within each element and how each element of the model is vital to helping adult and teen volunteers take charge of their responsibilities. Learn easy ways to train the boards and help them understand the elements of the model and why all are necessary for effective teamwork. The elements will be presented by having participants come up with their perceptions of what components would be included within each element and comparing those to what youth and adults serving on effective teams have reported. The session will be interactive with an introductory exercise to help participants get to know each other and understand the complexities involved in team interactions on boards.

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IDENTIFYING PROFESSIONAL DEVELOPMENT NEEDS OF EXTENSION PERSONNEL IN OSU EXTENSION

Beverly Kelbaugh* and Laryssa Hook

ABSTRACT:
Determination of training and development for personnel in any organization is a challenging task. The task is even more complex when employees have diverse job responsibilities. That is the challenge that faced a team of professionals with Ohio State University (OSU) Extension who designed and implemented a comprehensive training and development needs assessment in Autumn 2000. Approximately 1400 OSU Extension personnel were surveyed using a combination of mail and Web-based instruments to determine both subject matter and process skill developmental needs. Program personnel and support staff perceived a greater need for training in personal and professional development topics than in technical subject-matter topics. OSU Extension is not unique in facing the challenges of designing a professional development system that meets the educational needs of a very diverse population of employees. This presentation will summarize the process used to assess the training and development needs of OSU Extension personnel and explore the implications for training and development.

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OUTREACH EFFORT CONNECTS EXTENSION NATURAL RESOURCE PROGRAMS TO THE COMMUNITY

Alice P. Kersey Ph.D.*

ABSTRACT:
The agent developed a new natural resources outreach program designed to provide general audiences with educational programs on relevant topics. The purpose of this initiative was two-fold. The educational objective was to provide programs on topics that related to homeowner concerns. The second objective, an organizational objective, was to achieve outreach to new audiences. Prior to outreach being attempted, the agent's educational programs in natural resources targeted professionals such as building contractors, architects, public school teachers and pest control operators. A focus group of individuals in the community suggested that an outreach program would be a good way to improve Extension's visibility in the community while providing natural resource management topics. The focus group suggested organized community groups as the specific target audience. The agent identified three topics that seemed to fit the suggestions made by the advisory focus group: Termites and You; Saving Energy Saves Everything; and Polk's Environmental Land's Acquisition Program. The agent prepared and distributed a brochure about those topics to organizations listed by various Chambers of Commerce. The outreach program was offered nine months ago and has achieved success. The agent reached 17 groups with over 350 participants. Most groups were local business managers. One organization was a senior citizen group and another was an organization for disabled citizens. Plans for future outreach will target professional groups (such as Boards of Realtors) and Homeowner Associations.

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USING THE LOGIC MODEL TO DEVELOP A STATE FSNEP PROGRAM: THE OHIO EXPERIENCE

Mary E. Kershaw Ph.D.* and Joyce R. McDowell

ABSTRACT:
The poster will provide an overview of how the logic model and FSNEP objectives were used in Ohio: to evaluate and select curricula, design teaching resources, frame professional development trainings, and develop appropriate evaluation instruments. It

includes the county needs assessment process that prioritizes county project goals, target audiences, teaching interventions, and development of evaluation instruments used to collect outcome data for impact reported to funders and local and state stakeholders. Ohio's FSNEP Program has been designed using the logic model (http://www.uwex.edu/ces/wnep/); information from the Journal of Nutrition Education, Volume 33, Supplement, 2002; current FSNEP Guidance; input from Ohio Job and Family Services; and county needs assessments. This process has strengthened the project by (1) The project has moved from reporting outputs to reporting outcomes; (2) It has been an effective method for implementing a consistent curricula with the flexibility to meet needs of the target audience; (3) It has allowed for demonstrating nutrition behavior change; (4) It has decreased the number of single interventions and increased the number of multiple (series) interventions; and (5) It has helped Ohio develop the total program based upon needs of the target audience--from selecting the curricula and teaching resources to evaluating and reporting program impacts. The model serves as a focal point for integration of science and educational theory. It serves as a means for keeping the program focused upon the project's goals and objectives. Additional information can be found at http://fnp.osu.edu/.

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CONNECTING THE 4-H CLOTHING PROJECT AND COMMUNITY SERVICE

Nancy Kershaw* and Elaine Husted

ABSTRACT:
"I pledge my hands to larger service" is part of the 4-H pledge and an important focus of the 4-H project. A recent report by the Independent Sector and Youth Service America illustrates the impact of youth service on the giving and volunteering habits of adults. Approximately 2/3 of adults who volunteer began contributing their time as youth. This poster provides ideas for ways to involve 4-H members and leaders in community service projects through the 4-H clothing project. Highlighted are the statewide 4-H clothing, knitting and crocheting "Hands for Larger Service" fair exhibit classes implemented in 2000 that provide an avenue for sewing and donating handmade items to local charitable organizations. Over the past three years 164 items have been exhibited at the Oregon State Fair in these classes. Additional items have been exhibited at county fairs through out the state. These exhibits have been distributed through local charitable organizations to those in need. In addition several counties implemented workshops for 4-H members and leaders that taught sewing skills and involved members in sewing for community service. As a result of workshops in two counties over 400 polar fleece hats were distributed through local schools and Head Start; 50 tote bags were sewn for Early Intervention and 150 baby items were sewn and donated to a local Hospital Auxiliary. Handmade quilt raffles raised over $9,000 for children's shoes over the past 10 years in one county.

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PROPERTY TAX LEVIES CAN FUND COUNTY EXTENSION PROGRAMS

Jane E. Keyser*, Beth Gaydos, Bruce Zimmer, Mike Lloyd, Mike Hogan, Ken Simeral, Joseph Maiorano and Mark Landefeld

ABSTRACT:
Funding from local governments to support county Extension programs is becoming more difficult to maintain. Since Extension is a non-mandated program, local government entities have turned to property tax levies to finance the county Extension program. In

small counties with a small tax base, it takes a relatively large amount of mills to generate funds passed property tax levies to support the continuation of Extension programming in these individual counties. A total of $473,500 is generated annually in the three counties, and the levy millage ranges from .7 to one mill. Participants in this session will learn about this alternative funding method and the process used to develop a county-based volunteer directed levy campaign.

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FROM CHARACTER TO APPLIED ETHICS EDUCATION: AN EXTENSION PROFESSIONAL JOURNEY

Carla Kidwell* and Mark Russell

ABSTRACT:
When in our history has character and ethics been more in the news than it is today? Extension educators deliver many character programs to elementary children and youth groups, yet it is clear we have much to do (Josephson Institute, 2002). Numerous employer surveys (Russell, 2000) and workforce competency studies (SCANS) have emphasized how important character (values, morals, honesty, integrity, etc) is for successful employment. We will share impacts of effective in-school character education programs. It is important that educational professionals understand that character is only one dimension of ethics. Ethical behavior is the best way to introduce ethical decision-making to extension staff and help clientele understand that ethical perspectives are often the source of conflict in groups. Ethics is the way we frame decisions including right vs. wrong "ethical temptations" and right vs. right "ethical dilemmas" (Kidder, 1995). We evaluate the consequences of behavior based on technology, law and policy, and customs and norms of society (Thompson, 2002). We will share examples of how ethics and leadership have been applied within two university courses and professional development modules. We will lead discussion of how seminar participants can provide a background in applied ethics and leadership skills needed in framing discussion of contemporary issues. Blending character and ethics education makes an excellent interdisciplinary program as it cuts across all subject-matter areas. To be professionals in this educational field, all extension staff should understand and be able to apply the philosophy of ethics when facilitating group decision making.

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4-H'ERS LEARN HOW TO PROTECT LIVESTOCK QUALITY

Cindy A. Kinder*

ABSTRACT:
Injection site blemishes and pharmaceutical withdrawal times are a major concern for livestock producers. Improper use of equipment and pharmaceuticals could lead to unsafe meat quality, loss of value or condemned animal carcasses. The objective was to strengthen families and communities through current research based knowledge of a variety of topics. Multiple activities throughout the 4H year were provided to youth and adults involved in livestock projects. Topics included: locations of wholesale and retail cuts of meat, livestock ultrasound, and the proper use of animal health products. Youth learned about needle sizes and uses, syringe types, and pharmaceutical selection. Members discovered the importance of reading labels, proper injection site locations, and the result of bad injections. Other topics taught were meat quality: color and marbling, fat deposits, feeding your project animal, profit and loss, and market value. 4-H members were able to do hands-on activities that helped reinforce the topics discussed. They were able to see

how medications move through muscle by dissecting a chicken carcass that had been injected with various colored liquid. Impact: By providing multiple activities for youth and adults, knowledge was obtained about livestock quality. Three youth presented demonstrations to their clubs about injection sites. Two adults commented that they had never been allowed to give injections to a live animal, but felt that they could now. Also according to a post survey 50% of the participants stated they learned what marbling was and how it contributed to meat quality.

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YOUTH LIVESTOCK PROJECTS TEACH LIFE SKILLS

Boyd Kitchen*

ABSTRACT:
Youth and parents credit 4-H livestock projects with teaching life skills like responsibility, service, self confidence, to value hard work and the importance of working with others. Currently, success stories and testimonials are not sufficient evidence to justify the time and effort required to maintain and support livestock projects. Stakeholders, legislators, and administrators want verifiable evidence of impacts. The purpose of this research was to use a survey instrument to measure the value of livestock programs and to verify the results of the survey instrument by comparing the perceptions of youth with the perception of their parents. The survey was given to exhibitors and their parents at a junior livestock show held in June 2002. Respondents came from twelve counties in Utah with 226 youth and 153 adults completing the survey. Statistical analysis of the survey gave the following results: Over 97% of the youth learned to care for and show livestock. Most youth learned other life skills such as responsibility for doing a job (96%), decision making (95%), confidence in themselves (94%), to help others (94%), to follow instructions (94%), and the value and importance of ethics (93%). Both youth and parents valued the livestock program in learning 21 different life skills. Youth participants and their parents perceived the livestock program similarly. There were few significant differences in perception of the value the Livestock program between youth and adults.

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SEWING IN THE 21ST CENTURY

Jennifer Berschet Klee*

ABSTRACT:
4-H sewing projects have long been a traditional youth project. Studies have shown that sewing promotes creativity, builds self-esteem and reduces stress. It also enhances problem solving and teaches skills of working independently as well as with others. With the decrease in life skills education being available to young people, 4-H has the unique ability to provide hands-on programs. In recent years there has been a substantial increase of girls and boys in 4-H sewing in Kentucky. As a result, many counties offer 4-H summer sewing camps. In Woodford County participation in after school sewing has increased 100% and summer sewing camp expanded to two weeks. New adult leaders have volunteered to work with youth in both sewing (after school, evening and summer) and fashion revue. Summer 4-H sewing day camps have a relaxed atmosphere and more time to learn, plus a variety of projects. Choices include projects of particular interest to young sewers, such as backpacks, sport bags, hair and shirt scrunchies, hats and headwear; and increase both the sewing skills and sense of accomplishment for the 4-Hers. 4-Hers' comments have included, "I liked finishing the projects and learning to use the serger" and "I learned to be patient and not speed!" Parents report that their children "learned patience, self-confidence and valuable life

skills." This renewed interest in sewing has led to the development of a statewide task force to review projects, survey youth and adults and redesign the 4H sewing projects.

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4-H VOLUNTEER CORE COMPETENCIES--A TOOL FOR REACHING THE SUMMIT

Mike Klumpp* and Karla Knoepeli

ABSTRACT:
4-H and Youth Development programs rely on a team of committed parents, dedicated volunteers and Extension faculty who work together for the common good of young people. Today many volunteers are not willing to make long term commitments or volunteer unless they have defined expectations and training. For these reasons a consistent state wide program is needed for volunteer development and management. Oklahoma has identified the base knowledge and skills 4-H volunteers need to effectively carry out assigned roles and responsibilities in planning, conducting, and evaluating an individual, local and/or county program. This knowledge is referred to as Core Competencies. The competencies provide a fundamental understanding of 4-H Youth Development and assist in creating a strong foundation for educational programming. Volunteers strive to develop each of the nine identified competencies (Communication Skills; Interpersonal Skills; Flexibility; Decisiveness; Initiative; Organizational Skills; Service Orientation; Teamwork; and Institutional Systems) and corresponding behavioral indicators through three units taught by county faculty/agents--This Is 4-H; Getting the Most Out of the 4-H Experience; and Ready, Set...Volunteer. Learn about the development and implementation of this program in OKLAHOMA and how it has been adapted in ARKANSAS. This poster session will utilize program visuals and handouts to provide conference participants with basic resources and information. View examples of the Oklahoma and Arkansas unit guidebooks and the corresponding CD-ROM which contains Power Point Presentations, Teaching Outlines, a Parent-Volunteer Self Study Series, Newsletter Support Materials, Handouts, and 4-H Resource Materials.

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4-H PROGRAM DELIVERY TO HOMESCHOOLED YOUTH

Mike Knutz* and Tammy Skubinna

ABSTRACT:
How can your County 4-H Program reach the ever-growing number of homeschooled students? Learn from two county 4-H Agents what they are doing in their counties to reach this often-overlooked audience. An estimated 1.2 million students or 2% of the school age population are receiving their education at home. These young people often have more time to include 4-H activities and educational projects into their schedule. They are also available during school hours for educational programming. From field trips to 4-H Homeschool Enrichment Programs, see how you can meet the needs of this new audience. This poster session will share ways to connect with homeschool families, types of programming to serve homeschoolers, and the demographics of the homeschool audience. Examples of existing clubs, special interest activities, and curriculum that work well with homeschoolers will be shared. Contact information for homeschool associations will also be provided.

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"FUN TO PLAY"

Jo Anne Kock Ph.D.* and Olga Soto

ABSTRACT:
A recent survey of teachers estimates that over one third of children entering kindergarten are not ready for school. Many of the children do not have the problem-solving and language skills necessary for school. Youngsters lacking these skills have difficulty keeping up. Children start building their knowledge about the world long before they reach school, and the home environment has a strong effect on children's skills. Therefore, parents play a vital role in a young child's learning abilities. "Fun to Play" allows interested educators and program facilitators to design a parent educator program that suits their own interests and needs, as well as the interest and needs of the audience they are trying to reach. While "Fun to Play" is an educational program built upon learning and play, it is designed to increase parent's knowledge and abilities. The overall goal of the program is to teach young parents ways to play and interact with their children and to increase the amount of positive parent-child interaction. The activities are chosen to spark the interests and hearts of parents and children in the joy of learning and play.

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SIDS AWARENESS IN SOUTHERN NEVADA

Jo Anne Kock Ph.D.* and Olga Soto

ABSTRACT:
Sudden Infant Death Syndrome (SIDS) doesn't happen very often, still it strikes nearly 6,000 babies in the United States every year. Learn how Clark County, Nevada developed a SIDS Awareness Alliance and provided SIDS "Back to Sleep" education to English- and Spanish-speaking families. View curriculum that was developed for the educational programming, take home SIDS Awareness brochures, view promotional materials and see the significant impact SIDS Awareness education has made in Southern Nevada over the last five years.

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GREAT EXPECTATIONS FOR SERVING LATINO CHILDREN AND FAMILIES IN AFTER-SCHOOL SETTINGS USING WEB-BASED CURRICULA

Joseph H. Konen* and Scott D. Scheer

ABSTRACT:
Growing Latino populations in the United States and the great need for quality after-school programs for youths are two trends that challenge Extension resources. This presentation will offer insights to strengthen after-school programming for Latino children. Three presenters will offer participants: (a) information about selecting and evaluating educational resources needed for successful after-school educational programming; (b) hands-on experience with Websites in Spanish that mix fun and educational objectives suitable for Latino youth in after school programs; and (c) an active introduction to the online Spanish version of the Cloverbud Series I, a nationally recognized curriculum for K-2 youth. Participants will learn how to assist after-school programs find appropriate educational resources for Latino youth. These materials can help children learn-to-learn and to get a good start in the educational system. Participants will also become familiar by exploring Websites that will help their young clients learn, do homework, or have an "edutainment" experience. In addition, they will have time to experience the Spanish Version of Cloverbud Curriculum I on-line through the CYFERnet site. This 4-H Extension outreach curriculum/program has been developed to promote holistic development for both low- and high-risk children. The program/curriculum is designed to help reach more Hispanic children and adult volunteers through translated curriculum, volunteer

training material, and other related resources. Educators who participate in this session will be equipped to help strengthen the quality of the ever-expanding after-school programs.

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STEPS (STEPS TO EMPLOYEMENT AND PERSONAL SUCCESS): A UNIVERSITY-BASED WELFARE TO WORK PROGRAM

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ABSTRACT:
New Mexico State University Departments of Extension and Home Economics collaborates with New Mexico Works, a program to assist individuals in moving from welfare to work, and implements STEPS. Experiences are provided that increase the capacity of participants for full-time employment, strong family life, and future educational endeavors. The curriculum, developed in consultation with the case managers, is based on Extension curriculum and includes: personal development, communication, job search, success on the job, safety issues, money and benefit matters, balancing work, family and community commitments, and planning for the future. In addition, the Nurturing Parenting and I CAN nutrition curricula also are used. The STEPS program has a rolling admittance policy that allows participants to enter any time. Classes meet from 8:30 a.m. to 4:00 p.m. with individual time for resume and letter writing, service learning, computer use, and other skill development. A graduation ceremony is held at the end of each four-week session. Graduates are participants who have completed at least 75% of the required 140 hours. Criteria such as placement of individuals, success stories relayed by participants, and interviews with participants, are used to evaluate the success of the program. Of the 204 individuals who have been referred to STEPS since July 2001, 70 have completed the program and graduated, 62 were assigned to another placement, 50 obtained employment prior to graduation. Only 22 never began the program, which is much lower than the national compliance rate for programs of this type.

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BI-NATIONAL PROGRAM POSTER TO PROTECT LAKE SUPERIOR

Mike Kroenke*

ABSTRACT:
The University of Wisconsin-Extension Lake Superior Basin Educator for Natural Resources was asked to help design a poster to help promote components of the Bi-National Program in helping to protect Lake Superior. A poster was developed in partnership with the US Co-Chair of the Bi-National Program, Wisconsin DNR Bi-National Program Liaison, and a representative of the Whittlesey Creek US Fish and Wildlife Service. The UW-Extension Environmental Resources Center was commissioned to help design and fabricate the three-panel poster display. Once completed, the colorful and issue-based poster was immediately well received by the Bi-National Program and educators around the Lake Superior Basin. The poster has been shown at multiple conferences, meetings and government buildings throughout the Lake Superior Basin. Additional copies were developed and are now being highlighted in the three states and Canada surrounding the lake. A greater awareness of the unique resource of Lake Superior and actions needed to protect the lake is taking place throughout the Lake Superior Basin as a result of these full-color and eye-catching posters. UW-Extension has received increased recognition for developing a quality educational tool and working in cooperation with partners around Lake Superior to accomplish this task.

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SPECIAL DESIGNATION OF LAKE SUPERIOR-FOUR YEARS OF CONSENSUS BUILDING BY A WISCONSIN DNR MULTI-INTEREST TASK FORCE LEAD BY UW-EXTENSION

Mike Kroenke*

ABSTRACT:
Lake Superior is considered a world-class resource water. It consists of 10% of the surface freshwater of the world. The International Joint Commission of the three U.S. states and Canada determined in 1990 that special protection measures were required to safeguard this valuable resource for future generations. The Bi-National Program was established in 1991 and a 'special designation' was promoted to help lay the foundation for international cooperation to protect the lake. Although Minnesota and Michigan were able to create a special designation in the late 1990s, Wisconsin was tied up with threatened litigation between the environmental, tribal and industrial interest groups. Then Secretary of the Wisconsin Department of Natural Resources George Meyer appointed a 15 member 'Special Designation' Task Force made up of these various interest groups to try to reach consensus on this issue. The UW-Extension Lake Superior Basin Educator for Natural Resources was asked to facilitate this group and to help lead the group in reaching consensus. After four years and over 30 meetings, many of which were highly contentious, consensus was reached. The recommendations on critical pollutant controls and watershed health are now working their way through the rule-making process. The consensus of this group is now assisting policy makers in formulating rules that will further protect
and restore one of the most significant freshwater bodies in the world. Extension assumed the role of neutral education, facilitation and leadership and was instrumental in helping these diverse interests reach an understanding on this very contentious issue.

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MAKE FINANCIAL EDUCATION FUN AND EFFECTIVE THROUGH ACTIVITIES GEARED TO MULTIPLE INTELLIGENCES

Laurel L. Kubin*, Janet Benavente and Dr. Judy McKenna

ABSTRACT:
Session participants will learn to create highly effective financial education workshops by incorporating activities and methods that appeal to multiple intelligences. Each Extension customer has a preference for and a higher ability for one or two of the eight "ways of knowing," referred to as the intelligences (verbal-linguistic, logical-mathematical, spatial, musical, interpersonal, intrapersonal, naturalistic, spiritual). Based on the work of Dr. Howard Gardner, the multiple intelligences acknowledge that individuals are highly competent, but in different and diverse ways. Participants will learn about and experience practical techniques to use with their program audiences to achieve a deeper understanding of money management practices. Extension professionals will be better equipped to achieve stronger long term outcomes in programs that address financial security by using the knowledge and experiences gained through this session.

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ARE BABYSITTING VOLUNTEER COORDINATORS SATISFIED?

Lydia H. Lacroix*

ABSTRACT:
In 1998, I began to co-sponsor the Babysitting Safety program of UVM Extension with other organizations. With the newly implemented volunteer coordinator leadership the Babysitting Safety Program has been offered to the community 30 plus times in the past five years. Annually the program trains up to 200 future babysitters. Since 1998, I have trained over a dozen volunteer coordinators to plan and implement the short course. The question remains why individuals volunteer for this successful program and why twenty-five percent of the volunteers return to the program. An evaluation focusing on areas of volunteerism will be conducted in 2003. The topics to be studied and presented in the poster session include: utilization of volunteers; volunteer orientation; volunteer training; volunteer acceptance; the over-all volunteer experience; volunteer retention and volunteer satisfaction. The project incorporates the concept of? satisfaction check-ups? outlined by Sue Vineyard in Grapevine Extra of July 1998. The survey instrument would be based on a Volunteer Assessment of the Volunteer Program Form designed by Steve McCurley and Rick Lynch in Volunteer Management: Mobilizing All the Resources of the Community published in 1996. I would present the results of the evaluation and interviews at the Galaxy conference in a poster session.

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I'M NOT A MANAGER...OR AM I?

Jacqueline LaMuth*

ABSTRACT:
When county Extension professionals think about their work, they tend to see themselves primarily as teachers, trainers, and facilitators. But, if they examine at how they actually spend their time, they will probably discover they are also managers. County Extension professionals manage their own work and often the work of others (paid or volunteer). They are expected to organize time, develop plans and budgets, allocate resources, identify measurable goals/outcomes, to assess achievement and performance, make corrections and adjustments. Unfortunately, if county Extension professionals look at their position descriptions as, they may not even see the term manager. Studies show that people, who perform management activities but do not think of themselves as managers, and are not viewed as formal managers by their organization, do not tend to seek training to acquire or strengthen the skills and knowledge necessary to manage effectively. With the exception of a few natural managers, most people muddle along, and become increasingly discouraged and frustrated. They tend to spend too much time on the wrong things, and have less time to do the work that does appear in their position descriptions. If this is the situation, it is possible to take control. First, carefully examine how time is really spent, and then honestly assess personal skills and knowledge to do the work that needs to be done. With a more accurate picture of their work and themselves, Extension professionals can choose professional training that will strengthen all aspects of the work they do--including management.

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NEAFCS LIVING WELL PUBLIC SERVICE CAMPAIGN

Jane A. Landis* and Jean Clarkson Frisbie

ABSTRACT:
NEAFCS has embarked on an ambitious public service campaign to make the public more aware of the educational services of Extension Family and Consumer Sciences. Each state Living Well contact was given a campaign kit.

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GOT CALCIUM?

Rhea Lanting*, Cammie Jayo, B.S. and Martha Raidl, Ph.D.

ABSTRACT:
Objectives: Youth will gain knowledge of why calcium is important in the diet, how to identify foods that are a good source of calcium and how to prepare nutritious high calcium snacks. Method: A four-part curriculum called, "Got Calcium" was developed and tested on 137 students. In Class one, students learned the importance of calcium in the diet and the types of foods they should eat to meet their calcium requirements. Class two focused on how calcium and physical activity builds and protects their skeletal system. Class three had students conduct a supermarket scavenger hunt for foods high in calcium. Class four focused on boosting calcium intake using recipes and modifying menus. Results: Youth increased their knowledge on calcium from test scores of 68% correct on the pre-test to 80% correct on the post-test. In addition, they were able to list three foods high in calcium and correctly identified high calcium foods by reading food labels. Youth were able to identify how calcium protects their skeleton by completing a test on the skeleton bones. Instructors rated the curriculum a 4.6 using a 5-point Likert scale. Conclusions: Pre- and post-test scores showed an increase in knowledge about calcium and health. Eight-nine percent of the students rated the class as "super." This curriculum has reached more than 2000 third- and fourth-grade students in Southern Idaho.

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THE HEALTHY DIABETES PLATE

Rhea Lanting *, Martha Raidl, Shelly Johnson, Joey Peutz, Marnie Spencer, Barbara Petty, Laura Sant and Mimi Hartman

ABSTRACT:
A four-part curriculum called "The Healthy Diabetes Plate" was developed around the Idaho Plate Method by the University of Idaho and evaluated by the Idaho Diabetes Control Program. Eight Extension Educators piloted the program to disparate populations (N=70) in rural Idaho. This program visually taught participants how to use a "plate" to: (1) modify current food intake, (2) plan meals using a variety of foods, (3) incorporate recipes; and (4) eat out in restaurants. Surveys were used to determine participants' diabetes self management care and eating habits. Frequency analysis was determined using Epi Info 2000. Diabetes self-management results indicate that approximately: (1) 95% of participants had a flu shot; (2) 86% checked blood sugar levels and had an eye exam; (3) 71% had a foot exam; (4) and 60% had a hemoglobin A1C test within the last year. There was an increase in knowledge with 60% of participants planning meals correctly at the end of class 1, and 81% planning meals correctly at the end of class 4. A pre/post eating habits survey indicated that participants increased their whole grain, fruit, vegetables and milk consumption from 4 to 30% by the end of class 4. The curriculum increased knowledge and changed eating behaviors of participants. Data are currently being collected on changes related to diabetes self-care measures.

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MULTICULTURAL MISUNDERSTANDINGS

Lillian Larwood* and Jeanne Brandt

ABSTRACT:
We live in an age where technology, world travel, migration, dependent and interactive economies and political systems make it increasingly likely that we will interact with people whose background is far different from our own. Each culture offers a frame of reference for the individual and dictates how they will interpret and respond to events and people; thus, intercultural communication has potential for great conflict. Having some knowledge of other cultures and the willingness to be objective about our differences will help us to be an effective communicator in today's diverse world. As 4-H professionals we are charged with offering positive youth development opportunities to all youth within our geographic area. This poster session will provide a starting point to encourage 4-H professionals and volunteers to communicate and interact more thoughtfully and successfully with a wider variety of individuals, families and groups. Increased knowledge and experience with aspects of diverse cultures will give us the confidence and skills to reach children from backgrounds not traditionally involved in 4-H. We will present through a poster session an insightful approach to interpreting interactions, actions, gestures and terms involving people of different cultures. Consider it a test for World Citizenship.

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TEN ATTITUDES OF EXTENSION PRACTITIONERS TOWARD PROGRAMMING WITH MINORITY AND LOW-INCOME AUDIENCES

Kevin Laughlin Ph.D.* and Martha Yopp, Ed.D.

ABSTRACT:
This poster examines responses from 45 Extension practitioners in the Pacific Northwest in the context of their work. The three-fold purpose of the study: (1) Examined the process of teaching and learning with selected land grant university Extension practitioners in the Pacific Northwest; (2) Investigated how these processes were delivered; and (3) Employed peer-mentoring strategies in relationship to practitioner program delivery. The study employed ethnographic, grounded theory, and action research techniques. The multi-case study was conducted with six Extension Units in Idaho, Oregon, and Washington State from 1997-2001. During the study Extension practitioners identified 10 central topics that explain the circumstances of educating minority and low-income audiences: using best management practices, employing appropriately created materials or approaches, involving groups in designing their own curriculums, application of diversity learning vs. diversity training, extension practitioners going to the learners, expecting learners to come to Extension programs "like anybody else", insensitivity, a "we-they" response, not understanding how to work with diverse cultures, and a lack of awareness or choosing to ignore low income or minority populations. Major findings related to key attitudes found as opportunities or barriers to providing information, service, or teaching programs to minority and low-income audiences. These baseline data can provide longitudinal basis for measuring outcomes of interventions targeted to these audiences. Knowledge about Extension practice in context enabled practitioner self-reflection and suggested use of norms assessment, new in-service process skill training frameworks, and a mentoring model (personal, professional, and academic) designed to strengthen Extension delivery for the twenty-first century.

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Locked Up, But Not Locked Out

Lynna J. Lawson* and Tammy Gillespie

ABSTRACT:
An estimated 1.5 million children in the US have at least one parent in prison. These children face unique challenges such as discrimination, financial hardship and embarrassment in addition to the pain of losing a parent. Studies show these children are six times more likely to go to prison themselves. A family strengthening project with Missouri 4-H and the Missouri Department of Corrections helps young learn ways to bond with their incarcerated parent and develop skills in coping with the limited contact with this parent. The 4-H Living Interactive Family Education (LIFE) program at the maximum security Potosi Correctional Center involves the incarcerated fathers, children and caregivers of the youth. The fathers organize within the institution and serve as leaders when their children meet with them monthly in the visiting room of the facility. The LIFE participants worked with staff and an evaluator to develop an evaluation plan for the program. All online evaluation tools and reports will be shared at Galaxy II. The program parallels the outside 4-H structure and demonstrates that the club will be able to sustain itself at the close of grant funding. In addition to agency resources, the inmates raise money within the prison to support 4-H projects and recognition provided to their youth and family. Public opinion often opposes benefits provided to offenders and the LIFE program has been no exception. The development of the program illustrated the necessity of communicating future societal benefits to the community by improving the lives of offenders' children.

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REACHING OUT BY STEPPING OUT OF THE EXTENSION COMFORT ZONE

Kathy Lechman*

ABSTRACT:
Ohio State University Extension has a commitment to diversity and through the Leader, Diversity Development position has made strides in assisting OSU Extension Professionals in reaching out to underserved and non-traditional audiences. This interactive seminar is designed to assist Extension Professionals in practicing "conscious acts of reflection" where individuals examine their hidden assumptions about people that may influence their ability and desire to reach out to them. Acknowledging that we all have assumptions and examining them does not make people bad. It is actually the first step in helping us as individuals step outside of our comfort zones. The seminar will examine what Extension comfort zones have been established and how we can continue to step out of our comfort zones to reach out to new populations. By participating in activities and discussions, participants will examine their own assumptions about people and how these assumptions can interfere with reaching out to non-traditional audiences. Strategies for stepping outside of ones comfort zone will also be presented.

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YOUTH AND FAMILIES WITH PROMISE

Tom R. Lee Ph.D*, Craig Dart and Amy Hackworth

ABSTRACT:
Youth and Families with Promise (YFP) is a two-level mentoring program designed and implemented through Utah State University Extension. YFP is an early intervention/prevention program for youth ages 10-14, and their families. After 9 years of growth and expansion, the program operates in most of Utah's 29 counties. It is

administered by the local Extension Agent and a YFP Site Coordinator in collaboration with an advisory board of community members. YFP is designed to reduce and prevent delinquency and other problem behaviors through three goals: (1) improving academic performance; (2) increasing interpersonal competence; (3) strengthening family bonds. Specifically, the program matches referred youth to a young adult mentor and an older adult or grandmentor couple. The match then participates in regular formal and informal activities. These include a monthly Family Night Out (structured experiential learning activities) for all youth, mentors, and families, local 4-H programs, service projects, other community events, and individual mentor-youth activities. All of these activities are supported by focusing on the 40 Developmental Assets identified by the Search Institute. Materials developed by the YFP program for implementation consist of Youth Handbook, Parent Guide, Family Activities, Mentor Training materials, Mentor-Youth Curriculum, Family Night Out Activity handbook and materials kit, Program Guide. Consistent and in depth testing using a post-then-pre instrument continue to show significant decreases in delinquency reduction, and increase in academic success, increased ability for problem-solving in social and personal relationships, improvement in self-confidence, and strengthened family relationships.

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RECRUITING VOLUNTEERS TO EXCEED EXPECTATIONS

Dale A. Leidheiser*

ABSTRACT:
Find out how you can meet and exceed your expectations of volunteers in your programs by using fundamental volunteer development strategies! Identify the types of volunteers needed to make your program more viable and relevant to your target audience. Target recruitment to the volunteers your program needs. Are there special groups of volunteers that you would like to recruit, but don't know how to reach? Learn what the research says are effective volunteer marketing and recruitment strategies! This seminar will help you learn about volunteer development resources available to help you and others get and keep the volunteers your program needs. With short lectures and discussion you will learn how to design a volunteer marketing campaign and use marketing tools for specific purposes such as: developing awareness of and our need for volunteers, targeting specific groups, making direct contacts and involving others in the process. Enjoy activities to learn how to develop a recruitment campaign based on tools including agendas for recruitment presentations to groups, training materials, planning guides and sample recruitment plans, and recruitment and new leader support volunteer roles developed in a number of states. What is the "ASK?" Do you know the importance of it? Practice some how-to steps of recruiting that result in a "yes" response. You will leave the seminar with ideas and materials that will help you work with a volunteer committee to develop a recruiting and follow up plan unique for your program.

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EXPLORING THE GREAT SELF MYSTERY

Frances Lewis*, Marsha Curtis, Mindy Bird, Alisha Gowen, Velina Nhuy, Melissa Southam, Susan Talley PhD. and Sharon Weyland M.S.

ABSTRACT:
The purpose of this study is to examine the effects of an intervention program designed to help adolescents identify their individual strengths and focus on developing those strengths. A group of seven adolescents is

receiving a twelve-week intervention called the "Great Self-Mystery." The program is using undergraduate students enrolled at Utah State University as advocates. Each advocate serves as a "supporter" for one youth, championing on their behalf and assisting the youth to gain an understanding of themselves and to learn what their own talents are. It is anticipated that through the intervention the adolescents will gain sense of their own ability to behave in a socially positive way, recognizing the feelings of others and using their talents to serve others. Pretest/posttest data will be analyzed to establish impact of the intervention program.

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PRODUCT LOOK-ALIKES

Phyllis B. Lewis*

ABSTRACT:
For people with limited reading abilities, "reading" the AUTHOR: of a product may mean reading the picture on the label rather than the words. With more latch key youth being more responsible for their own welfare or living with grandparents who themselves may have limited eyesight, not knowing the importance of what the package truly contains can be a life-threatening situation. Accidental household poisoning is not a new topic, but one that needs to be periodically addressed in a new format, such as the one Phyllis B. Lewis has developed. The objective of the display is to physically illustrate how closely household cleaning and personal care products look alike, as well a prescribed medications and candies. By covering the AUTHOR: on two similar products (i.e.: Ben Gay and Colgate toothpaste), audience members quickly realize they can not tell one product from the other. That leads to looking at pictures on similar cans (cat food/tuna fish; Ready Whip/Rapid Shave). Can you tell what the product is by the picture? Prescription medicines and candies are also compared in this safe hands-on display (gummy bear vitamins/gummy bears; Sudafed/red hots). As a result of visiting this display, the audience realizes how important it is to keep products and prescriptions in their original containers (compare motor oil in recycled jar to honey, apple juice, PineSol cleaner). Kindergarten students realize why they shouldn't help themselves without getting assistance from an adult. Adults learn an awareness of look-alikes (Parmesan cheese/Comet) and why they need to use proper storage methods. After participating in this display lesson, many participants are able to identify other look-alike products in their local stores.

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PREGNANCY PREVENTION FOR LATINO TEENS: AN INVESTIGATION OF BEST PRACTICES

Darlene Liesch*

ABSTRACT:
While the teen pregnancy rate in the U.S. has declined for all ethnic groups, some groups, most notably Latinos, have long had higher overall teen pregnancy rates and have experienced smaller declines in those rates. This poster will summarize a research project in California which examined the importance and meanings of culturally-sensitive, non-judgmental staff; Latino sub-group differences; education and support high aspirations; cultural values regarding gender roles; involving the parents and families of teenagers; and involving the fathers of the babies by interviewing 58 practitioners who work with Latino youth in pregnancy prevention and teen parenting programs.

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EXTENSION IN ACTION: REPORT TO LEGISLATORS

Darlene Liesch* and Judy Taylor

ABSTRACT:
"Extension in Action" is (1) a newsletter to report program impact to state legislators; (2) a partnership between the Extension professional associations (Epsilon Sigma Phi, Illinois Extension Professionals for Youth Education, Illinois Extension Association of Family and Consumer Sciences, and Illinois Extension Agriculture Association); (3) developed and funded by the partnership; (4) six to seven short articles with photos; (5) available on the University of Illinois Extension Website; (6) a concise way to address all program areas; (7) valuable to Extension administration as they respond to stakeholder requests; (8) personally distributed biannually. Come visit our booth and discover how we secure, select, and format articles for this marketing tool.

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4-H AFTERSCHOOL: EXCEEDING EXPECTATIONS FOR EXTRAORDINARY LEARNING OPPORTUNITIES

Eddie Locklear*, Theresa M. Ferrari, Sheila Urban Smith and Ron Drum

ABSTRACT:
As many as 15 million youth in America are not engaged productively during their after-school time, putting them at risk for involvement in activities and environments that can inhibit positive development. 4-H Afterschool can help transform this risk into opportunity. 4-H Afterschool is a new national effort focused on providing a unified identity and image for Extension programs conducted in after-school settings. Building on Extension's years of successful programming, this effort is designed to further increase capacity to develop and implement effective programs and to work in partnership with other youth-serving organizations to increase the quality and quantity of after-school programs in America's communities. These programs engage youth in long-term, sequentially planned learning experiences in partnership with adults. The aim is to increase young people's opportunities to have fun while developing lifelong skills through experiential learning in safe, healthy, enriching environments. Participants in this session will understand the vision, mission, goals, and objectives of 4-H Afterschool, learn about resources available, and understand the program philosophy and program models used by Extension staff in after-school settings. Now in its second year, 4-H Afterschool has developed several resources: (1) a step-by-step guide for establishing 4-H clubs in after-school programs, (2) a resource guide for training after-school staff about youth development principles, (3) a sampler of learn-by-doing curriculum, and (4) website and marketing materials. Members of the National Leadership Team will demonstrate that with 4-H Afterschool, the possibilities are endless and the learning is extraordinary!

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AGES AND STAGES FOR CHILD-CARE PROVIDERS: A TOOL FOR WORKING WITH COMMUNITY CHILD-CARE PROVIDERS

Mary F. Longo*, Kathy L. Reschke and Cheryl L. Barber

ABSTRACT:
The Child Care Issues Team of Ohio State University Extension, Family and Consumer Sciences works to provide quality educational resources and materials for Extension Agents, educators and child-care providers. After identifying a gap in materials on the developmental ages and stages of children who are in a family- or center-based child-care program, three members of the

team developed a series of nine fact sheets. The set was written specifically with the child-care provider as the audience. Each fact sheet addresses a specific age between birth and 5 years. It gives the child-care provider typical signs of development for that age child, ways the provider can encourage physical, social and emotional development, tips for age appropriate toys, safety concerns, ways to communicate with parents and help for developmental concerns. Conference participants will be able to learn creative ways to use these materials in their program, how to make connections with child-care providers in their community and review evaluations from providers currently using the materials. Participants will also have the chance to talk with the authors and find out how these materials have provided opportunities for new programming in their communities.

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SENSE OF PLACE--VALUING THE CULTURE, HISTORY, AND NATURAL ENVIRONMENT OF YOUR COUNTY

Carol Mack* and Janet Kiser Lambarth

ABSTRACT:
Since 1997, the Extension staff in Pend Oreille county, Washington, has offered a unique series of highly successful classes and workshops to acquaint new landowners with Pend Oreille county geology, cultures, natural environment, and land management issues. County population has grown 31% since 1990. People move to Pend Oreille for the life style. Sense of Place satisfies people's need to know about their world and also to protect and knowledgeably enhance the environment they value. Sense of Place is adaptable to any county experiencing rapid growth, concern for "a sense of community", decreased farming opportunities, new non-farm clientele, and growth of subdivisions associated with the new "knowledge economy." Stronger civic involvement, greater land stewardship, ecosystem integrity, and ecological balance are ultimate goals. Fifty classes have been held. A significant outcome is partnering with the Kalispel Tribe of Indians whose class attendance has been high. The "Diggings" newsletter has doubled in distribution. The Tribe now contracts for $25,000 worth of services from Extension. Attendance is 25 to 100 people per class. Up to 50% are new to Extension programs. Ninety-eight per cent of class members indicate high satisfaction with classes. Class evaluations indicate that Sense of Place programs do build knowledge and change attitudes. They also create a dependable group of well-educated, resourceful Extension advocates. A long-term evaluation is being conducted. Our display features photos and quotes.

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BUILDING CAPACITY IN THE 21ST CENTURY: THE ARTISTRY AND LEADERSHIP OF REFRAMING ORGANIZATIONS

Deborah J. Maddy*

ABSTRACT:
(1) Participants will be able to identify Bolman and Deal's four frames for understanding leadership and organizations. (2) Participants will plot their individual leadership orientation. (3) Participants will assess their personal strengths and identify opportunities for enhancement. At all levels of the Extension System, there continues to be a call for leaders with vision. How do Extension professionals prepare to be the type of visionary leaders today's organization demands and deserves? Two questions will be pursued: (1) What is leadership? (2) How do you approach leadership? This session will introduce four "frames" or perspectives for understanding leadership and organizations as defined by Lee G. Bolman and Terrence E. Deal in Reframing Organizations: Artistry, Choice and

Leadership. Participants will explore how powerful, imaginative leadership can offer provocative yet practical ways of thinking about programmatic and organizational challenges. Individuals will plot their preferred leadership orientation and learn how to improve their leadership practices. This session is designed specifically to assist participants in building their individual capacity as leaders for the 21st century, assessing their personal leadership strengths and identifying opportunities for professional development. Concepts and materials are adapted from the presenter's 2001 experience at the Harvard Institute for Management and Leadership in Education.

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CORE COMPETENCIES FOR THE COOPERATIVE EXTENSION SYSTEM

Deborah J. Maddy *

ABSTRACT:
Employees are the most valuable assets of the Extension System. To enhance the abilities of the Extension employee and to increase Extension's professional value, human resource management functions must focus on core competencies. In doing so, Extension will increase it's capability to better serve customers by working within communities to determine needs and
to address those needs by developing and delivering quality educational programs of relevance and importance to our publics. In a recent study of Extension systems throughout the United States, several institutions were recognized to effectively utilize core competencies for guiding recruitment and hiring decisions, performance evaluation processes, and professional development objectives. Eleven core competencies were identified as the basic knowledge, attitudes, skills, and behaviors that contribute to excellence in Extension education programs. The poster will introduce the identified core competencies and promote the Website that presents strategies for successfully integrating core competencies into human resource management.

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FOOD $ENSE: A MODEL PROCESS FOR BRANDING NUTRITION EDUCATION

Kathleen Manenica*

ABSTRACT:
The purpose of this project was to create a brand AUTHOR: and logo that would provide a consistent, appealing and marketable image for the Food Stamp Nutrition Education Program (FSNEP) and Extension Family Nutrition Education Program (EFNEP) administered by Washington State University (WSU). FSNEP staff partnered with the WSU College of Business and Economics Marketing Department to develop a AUTHOR: and logo that would appeal to clients, stakeholders and media. An upper-level Branding Class designed, implemented and evaluated the community-based project. Seven focus groups conducted with FSNEP community partners provided qualitative data that helped determine attitudes and beliefs toward preliminary brand AUTHOR: s. Several trial brand AUTHOR: s and logos were evaluated by clients enrolled in the WSU nutrition education programs (n=248); non-clients from food banks (n=112); and FSNEP staff (n=65). Focus group and survey tool designs employed current marketing theory applications. Qualitative and quantitative results demonstrate that: (1) brand logo is more important than brand AUTHOR: for low-income clientele, and (2) the brand logo/AUTHOR: must be relevant and meaningful to culturally diverse audiences. This project was completed at one-tenth the fair market value, within a 3-4 month time period, and has led to increasing support and recognition from WSU and Extension

Administration, as well as increased collaboration with other University Departments. Presentation Approach: The presentation will engage the audience with open-ended questions that serve to heighten awareness of branding characteristics. After a short presentation, the audience will participate in a relevant branding exercise within small groups.

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FACILITATION: THE ART AND SCIENCE OF SUCCESSFUL MEETINGS

Linda Manton*, James Brenner, Kimberly Rodrigues and Carole Paterson

ABSTRACT:
Facilitation literally means, "to make easy." The University of California Cooperative Extension (UCCE) has embraced Essential Facilitation (EF), a proven meeting technology, making it easier to plan and conduct more focused and effective meetings. The EF methodology guides groups in achieving specific desired outcomes, assists in building understanding and agreement and leads to more productive, satisfying and successful meetings. Ten UCCE professionals are trained and licensed as "in-house" EF trainers. Since 2000, this team has conducted four-day EF workshops training 175 UCCE specialists, agents, support staff and volunteers from all disciplines. Workshop participants develop the skills, knowledge, and mind set to plan and conduct more effective meetings. UCCE is committed to training every agent in the art and science of facilitation providing them with a toolbox of exceptional and useful meeting planning and management skills. Course graduate testimonials include: "Not only did facilitation help me manage meetings better, it actually helped me to manage my volunteer program better. Facilitation is about helping others including ...volunteers manage meetings better", "Community organizations have tapped into my facilitation skills and see Cooperative Extension as an educational organization ...assisting the community in dealing with people issues/needs facing them in the 21st Century", and "Facilitation training offered me tools to engage colleagues and to logically progress toward decision making." This session will review: steps in establishing a facilitation training program, role of facilitation in UCCE programming, and highlight concepts and skills to assist in planning and conducting more successful meetings.

*University of California, Cooperative Extension Central Valley, Region, Parlier, CA

TIPS FOR SURVIVING THE FIRST FIVE YEARS IN EXTENSION EDUCATION

David Marrison*

ABSTRACT:
New personnel to Extension are often overwhelmed with the breadth, depth, and diversity of being an extension educator. Time management, community needs assessments, organizational skills, public relations, and the development of an Extension program emphasis are all key components for a new Extension Agent who is developing their local program. The focus of this presentation will be to offer tips for conducting a community needs assessment and how to work with local Extension committees to develop a long-range education plan for the community. Different styles for conducting needs assessments such as Appreciate Inquiry, Formal Survey, and Informal Focus groups will be shared. Different management strategies and styles for working with program committees will be presented as well as tips for effective time management and public relations. The presenting agent has completed his fifth year of Extension work with five years of previous teaching experience at the high school level. The agent currently works with nine local agricultural extension committees (i.e. dairy, agronomy, grape, beef, Master Gardeners, farmland preservation) to conduct the

educational program for Ashtabula County, Ohio.

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UTAH'S MARRIAGE INITIATIVE: STRENGTHENING MARRIAGE IN UTAH

James P. Marshall Ph.D.*, David Schramm, M.S., Linda Skogrand, Ph.D. and Fay Belnap

ABSTRACT:
We propose to present a poster presenting the Utah Marriage Initiative, which is a five-part project including new uses for technology sponsored by the Governor's Commission on Marriage, the Department of Workforce Services, and Utah State University Extension. The project includes (1) the Utah marriage Website; (2) the Utah marriage survey; (3) Prevention and Relationship Enhancement Program (PREP) training for Extension educators; (4) replication of the Oklahoma marriage study; (5) the creation of online courses to prepare for and strengthen marriage. The Website provides current research-based information to individuals and couples who desire information on maintaining and strengthening the bond of marriage. The marriage survey asked 2500 recently married couples in Utah to provide information about their preparation for and transition to marriage. The PREP training will be used to teach hundreds of couples throughout the state how to improve their relationships. Replicating the Oklahoma marriage study will help us understand more about marriage and divorce in Utah. The online courses will provide easy access to interactive, skill-based marriage education. This is an example of how Extension in the state of Utah is addressing the critical issue of preparing for and strengthening marriages in an effort to reduce divorce.

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RESULTS OF A NATIONAL STUDY ASSESSING EXTENSION'S DISASTER EDUCATION PROGRAMMING CAPABILITIES

Peter Marshall*

ABSTRACT:
The scope and nature of disaster education programming in the future is likely to be impacted significantly by a number of recent developments including the emergence of homeland security concerns in the post-911 environment, and the emergence of public health and animal health concerns. Collectively these development are causing State Extension Services throughout the nation to re-examine their roles and responsibilities in responding to potential disasters - particularly in the area of homeland security. During the fall of 2002, telephone interviews were conducted with representatives from 36 State Extension Services that have active disaster education programs to assess options and alternatives for program enhancement. This poster presentation will present the findings of this research, addressing such issues as organizational placement, program capabilities, resource development and delivery, training, protocols following a disaster event, and collaboration and coordination opportunities. The findings of this study are relevant to all State Extension Services that are reexamining their capacity to respond to emerging threats related to homeland security, bio-security, food security, erratic weather patterns, and pandemic animal and human diseases. The scope and nature of potential disaster threats are such that they do not fit into a single program unit. All Extension clientele can be potentially impacted by a disaster event including the agricultural community, children and families, local governments, emergency responders, businesses and industry and their employees, etc. Thus the threat and potential impact of a disaster event should be a concern of all Extension program units making this poster presentation relevant to diverse audiences attending the conference.

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RAISING DIABETES AWARENESS IN LATINO COMMUNITIES

Anna Martin* and Marciel A. Klenk

ABSTRACT:
Take Care Of Yourself! !Cu dese bien! This new curriculum is designed for those working with Latino clientele in the Expanded Food and Nutrition Education Program (EFNEP) and focuses on diabetes awareness and prevention for adult Latinos. The target audience for educators' classes are adults at risk for diabetes rather than those already diagnosed with the disease. The curriculum includes information about the risk and consequences of diabetes, treatment, early diagnosis, and control; Latino attitudes, beliefs, and lifestyle factors; traditional folk remedies used to treat symptoms; and suggestions for ways to make positive changes in behavior. The curriculum also includes two sample lesson plans, participant self-tests and answer key, tips for facilitating group discussions and suggestions for starting a walking program. Also included are 10 reproducible black-and-white handouts in English and Spanish with quizzes, exercises, recipes, and other tips for success.

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POWER OF THE PRESS! UTILIZING THE MEDIA TO PROMOTE YOUR EXTENSION PROGRAMS

Dana Martin*

ABSTRACT:
Are you doing everything possible to publicize your Extension programs? By utilizing a few secrets of the trade, you can increase opportunities in promoting educational programs and events through various media outlets. Do you know how to make a traditional program sound interesting to the general public? Can you identify newsworthy events? Have you successfully marketed your story idea to the right publication? This poster session will help Extension educators to (1) think outside the box when it comes to promoting programs; (2) use successful writing techniques to increase chance of being published; (3) use photography to enhance articles; (4) utilize methods to successfully approach media outlets. A regional 4-H summer camp program was close to being cancelled due to low registration numbers until a well designed, media blitz was planned. "Power of the Press" is an effective tool if correctly approached. And, it doesn't have to cost a dime!

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DEVELOPING FOREST HERITAGE FROM GRASSROOTS' LESSONS EMERGING FROM A WEST VIRGINIA-MARYLAND HERITAGE TOURISM INITIATIVE

Kenneth E. Martin* and David McGill

ABSTRACT:
The densely forested mountains of West Virginia and western Maryland have provided humans with critical natural resources, inspiration, and recreation. These forests are within a day's drive of some of the nation's most densely populated areas. This location presents both threats from urbanization and opportunities from economic benefits through enhanced tourism. The Appalachian Forest Heritage Area (AFHA) is a regional effort to integrate central Appalachian forest history, culture, natural history and ecology, and forestry management and industrial production, into a multi-state heritage tourism initiative to promote rural economic development. Initially supported by a 4-year grant from USDA to West Virginia University (WVU) divisions of Forestry and Extension, the project is based on building and sustaining stakeholder partnerships in the region. The goal is to create a sustainable

Heritage Area based on the unified theme of Forest Heritage. Existing and potential forest-based assets such as historic sites, artisans, manufacturing firms, and working forests are being developed into a cohesive network of forest heritage tourist destinations that provide high-quality forest-related retail products, programs, interpretive and educational experiences, events, and visitor services. To implement this program in regional communities, six task groups are developing parts of a comprehensive plan covering asset mapping, interpretation and product development, business and infrastructure development, networking, communications, organization and sustainability, and marketing. This presentation will discuss (1) project accomplishments in three regional communities; (2) challenges that have arise; (3) stakeholder opinions of the participatory planning process; and (4) stakeholder motivations to participate in this regional heritage tourism initiative.

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CREATING ACCESS FOR MINORITY AUDIENCES THROUGH EXTENSION PROGRAMMING--THE LATINO RESOURCE CENTER

Mary M. Martin*

ABSTRACT:
Situation: Teton County Wyoming is geographically unique, including two national parks and two national forests within its boundary. The county's economic life blood rides on sales tax and tourism. The tourism industry desperate for seasonal workers began to utilize foreign seasonal workers. As early as 1994, dialogue about how to assist Spanish speaking workers requesting local services was occurring during meetings with local agencies. In the fall of 1999, the CES agent facilitated a meeting with several county departments and concerned citizens to ascertain what might be done to improve the situation in Teton County for our increasing Hispanic population. Objective: To facilitate the development of a one stop service which provides individuals from other countries to access the services and information needed within the Jackson Hole Community. Methods: Extension's expertise in building Community Capacity were utilized: Group Building, Facilitation, Consensus Building, Creative Problem Solving. Results/Outcomes: The effort began in 1999 as the Hispanic Family Resource Center under the 501c3 of the local Catholic Church. Our research in successful efforts with minority groups revealed the importance of a secure place for minorities. Many of the individuals accessing the Center are illegally in the United States, the majority of those here legally are fearful of being "sent back". In the fall of 2001 a strategic planning retreat of the Board of Directors of the HFRC determined that the time had come to become our own 501(c) 3. The Extension agent prepared the application for tax free status, has assisted with fund raising efforts, obtained grants to provide an Attorney In-Service on Immigration Law, Language can be a barrier to programming with minorities. This effort suggests there are skills which are inherent within the Cooperative Extension Service which can be brought to the table to ensure that minority audiences have access to programs and services.

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DESIGNING A WAY FORWARD...AN EXERCISE IN PARALLEL THINKING

Mary M. Martin*

ABSTRACT:
Continual change and transition are facts of life. It is tempting to find a "quick-fix" to problems facing our busy lives. We base our thinking on our past experiences, intuition or

emotion rather than taking time to think through the issue. Many of us are excellent at defending our positions in committee meetings, others listen quietly not quite sure how to be heard. Natural, undisciplined thinking can lead us to accept something as true, simply because it occurred to us. This workshop is designed to encourage participates to think about one's thinking. Consciously evaluating ones thoughts is what makes up critical thinking. Learn how we can allow for decisions that take into account all of the talents and differences of those around us? Recognizing that none of us are as smart as all of us. The workshop exposes groups to thinking techniques that allow for inclusion of the whole and a way to design a way forward. There becomes no need to show off one's brilliance, play games or come up with the great argument.

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PROJECT COLORADO: YOUR ROLE IN PREVENTING ELDER FINANCIAL ABUSE

Barbara Martin-Worley*, Kay Zimka and Donna Liess

ABSTRACT:
"Project Colorado" is a Colorado State University Cooperative Extension-sponsored program developed through a partnership with financial institutions, law enforcement, and adult protective service units to aid front line staff of banks and credit unions to spot and report elder financial abuse. Recognizing that banks and credit unions are primary transaction points for the dispensation of money, these institutions are strategically positioned to prevent elder financial abuse. The objectives of Project Colorado are three-fold: To underscore common indicators of suspected fraud, describe step-by-step intervention, and define legal terminology contained within the "Colorado Reporting Statute." In 1999, the partnership rolled out the "Project Colorado" training manual/video to financial institutions statewide. Extension Presenters propose to: (a) Highlight "Project Colorado's" unique partnership and effective delivery system: Operating as a task force, members representing banks and credit unions are making inroads within their industry, establishing trust and working through industry concerns regarding customer confidentiality and liability. Likewise, task-force members from law enforcement, already in liaison positions with bank security staff, are advocating more aggressive involvement from them in pursuing suspected cases of elder fraud and exploitation. (b) Release results of the 2002 evaluation of "Project Colorado": Developed on the University of Wisconsin Extension Logic Model, social, financial, and institutional impacts and implications of "Project Colorado" will be presented. Of special note: The "Project Colorado" video received the Epsilon Sigma Phi Gold Ribbon Award for Innovative Excellence in 2000.

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TODAY'S YOUTH-TOMORROW'S LEADERS: UNDERSTANDING LOCAL GOVERNMENT

Jeri P. Marxman*

ABSTRACT:
Any number of recent studies, including the recent 4-H "National Conversation on Youth Development in the 21st Century" concluded there is a need to "empower youth directly in creating policy and making decisions at all levels of government and society. At the same times, local officials, especially in rural areas, cite difficulties in involving citizens in local government as officials or as volunteers in advisory roles. Accordingly, an alliance of representatives of Illinois local government associations and Extension educators was organized to develop an experiential curriculum for high schools students, "Today's Youth, Tomorrow's Leaders:

Understanding Local Government." The curriculum was designed on the principle that in order to participate actively in local policy development, citizens must first understand the process of providing local services and which jurisdictions of local governments are responsible for these services. People who do not understand how local governments work generally feel powerless, they do not understand that a principle tenet of our form of government is "...of the People, by the People, for the People." The curriculum is currently being piloted in ten schools, and is scheduled for full release in the fall. The partners in this alliance have each brought important knowledge and skills to the endeavor; the energy in the effort has been extraordinary. This interactive session will include a review of the curriculum, opportunities to participate in activities, and a description of the continuing efforts of the planning alliance.

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"GIVE DRINKING WATER A HAND" WATER CONSERVATION POETRY CONTEST

Theresa C. Mayhew*

ABSTRACT:
Now entering its eighth year, the "Give Drinking Water a Hand" Water Conservation Poetry Contest helps teach children about the importance of conserving and preserving our drinking water supply. Geared to public and private school third and fourth graders, teachers receive an informational packet containing contest rules, sample poems, prize information and a water conservation lesson plan. An optional three-part classroom presentation, "Water: Good to the Last Drop" complements the contest, but is also offered as a stand-alone program. The contest is promoted through the media, resource flyers and CCE publications. Partial funding is provided by the county water quality coordinating committee. Since the contest began, 1,479 poems have been submitted, and five out of the seven public elementary schools have regularly participated. Contest judges represent the agricultural community, county health department, county government, county water quality coordinating committee, county environmental management committee and general public. Prizes include U.S. Savings Bonds and passes to a local water park. Winners are honored at an awards reception held during National Drinking Water Week in May. Winning poems have been published in various media outlets, displayed at our county fair, CCE office and county Soil & Water Conservation District office located in our local USDA Customer Service Center.

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YOUTH FIRE AND EMERGENCY SERVICES DAYS

Earl McAlexander* and Jerry Chizek

ABSTRACT:
A major problem for nearly all of the 839 volunteer fire departments in Iowa is recruiting new members, especially younger adults recently out of high school and into the local workforce. Through efforts of Iowa State University Extension, a partial solution may have been discovered. The Youth Fire and Emergency Services Day is a program that introduces high school youth (grades 10--12) to the volunteer fire service and discusses the overall need of community service and volunteering in rural communities. A curriculum based around hands-on activities was developed by Extension staff and a local volunteer department fire chief. This was endorsed by the Iowa Firemen's Association and the Fire Service Training Bureau of the Iowa Department of Safety. Topics covered in the program include fire behavior, fire extinguisher use, protective firefighting gear, hose handling, search and rescue, and general EMS. The students learn an appreciation of the training that firefighters go through continuously and the amount of

safety gear firefighters wear for protection. The program was piloted in four locations over a three year period and conducted in at least one location in nine counties in Northwest Iowa during 2003. While many of the participants may leave the local community, the purpose of the program is to expose the students to community volunteer opportunities as adults. While much attention is given to community service to students in school, this program gives encouragement to students to continue volunteering as adults, wherever they may go.

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SCHOOLWIDE POSITIVE BEHAVIOR SUPPORTS DISCIPLINE PLANNING: CREATING CARING, NURTURING, LEARNING ENVIRONMENTS

Kerri J. McCormick* and Donna Patton

ABSTRACT:
This session will cover how West Virginia has developed a statewide plan for implementing a school wide discipline planning program. Because West Virginia is a poor, rural state, multi-agency collaboration is a must. Traditional behavior management looks at the student as the problem and explores methods for "fixing" him/her by eliminating the challenging behavior, often using punitive strategies. Our approach, based on Positive Behavior Supports, recognizes that the environment and lack of skills is part of the problem and works to change those. The research of Timothy J. Lewis and George Sugai (Feb. 99) clearly indicates that students who are disciplined using punitive strategies frequently demonstrate a high rate of anti-social behavior. A school that implements PBS school wide discipline will experience fewer of these anti-social behaviors. Expectations are clearly communicated, appropriate behaviors are taught, practiced and modeled, and a contextual support system is provided for obtaining successful outcomes. To present this 100 school, statewide model, a brief overview of the collaboration will be given. In order for participants to receive a more concrete view of the program, the data from two individual schools will be shared. This will allow participants to understand the interventions, activities, achievements, barriers and challenges of implementing the program. Participants will leave with a general understanding of how to create a safe and effective learning environment that is based on a school's core values, how to identify students in need and how to identify what are effective research-based interventions.

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"READY, SET, FOOD SAFE": REACHING TEENS THROUGH A FOOD SAFETY EDUCATION PARTNERSHIP

Sandy McCurdy Ph.D.* and Joan Parr

ABSTRACT:
A large number of teens work in food service as their first job. In addition, many Idaho high schools have vocational food service programs, including in-school cafes or bakeries. However, a specific food safety educational program for high school students covering food service and Idaho regulations did not exist. University of Idaho Extension teamed with high school teachers to prepare "Ready, Set, Food Safe," a nine-lesson curriculum. There are PowerPoint presentations with each lesson, 26 accompanying activities, a kit of support materials, student fill-in notes and an exam. This curriculum is based on the Idaho UNICODE ("Rules Governing Food Safety and Sanitation Standards for Food Establishments") and was approved by the state Food Protection Program manager. When students pass the exam, they receive an Idaho food safety and sanitation certificate, which meets UNICODE requirements. Strategies have been

developed to measure knowledge gained, attitude change and behavior change. The high school instructor of the program has a list of options in each Category: . Teachers are asked to select one evaluation item from each area and provide data to the project team. Curriculum and teaching kits are being utilized by Idaho high school FCS teachers and UI FCS Extension Educators.

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MONEY $ENSE FOR KIDS

Susan Mc Donnell CFCS*, Ellen Spurlock and Beverly Peters

ABSTRACT:
Iowa State University Extension staff developed a new curriculum called "Money $ense for Kids." It is a six-unit series developed for youth grades 3-6 to help them build money-management skills as they learn by doing. It is designed for use as a day camp, after-school program, summer recreation program, with home-schooled students or in the classroom. The six units include Getting Started, Becoming Money Wise, Buy Here!, Super Savers, Lunch N' Learn, Check It Out, and The Grand Total. Units build sequentially, but also work as stand-alone workshops. Participants learn to manage a "play money" budget for a day by identifying needs and wants, goal setting, how to begin saving money, how to write a check, by touring a bank, how to evaluate advertising, how to make smart consumer choices and by role playing how families develop spending plans. Youth learn to make decisions and manage money through dozens of hands-on activities. Suggested follow-up activities involve the whole family in learning about money. The curriculum includes end-of meeting and mailed life-skill evaluations that assesses changes in youth financial behavior. Youth evaluations indicate they make better consumer choices, understand the difference between needs and wants, and will begin or add to savings accounts. Life-skill evaluations completed by guardians three months following "Money $ense for Kids" document these behavior changes.

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MANAGING ON THE EDGE OF CHANGE: STRENGTHENING MANAGEMENT SKILLS FOR THOSE WHO SUPERVISE OTHERS

Joyce R. McDowell M.S.* and Mary E. W. Kershaw

ABSTRACT:
Managing on the Edge of Change is a three part video tape series, targeted to individuals who supervise paraprofessionals. Each segment discusses one of the following topics; hiring, supervising and coaching, and evaluation and documentation. Each segment discusses the best management practices that will help a supervisor hire the best person to fit the job description as well as enhance the work environment. Management experts provide management tips in each of the three video tapes. The session will provide an overview of each of the segments as well as practical techniques of utilizing the series will be discussed. The series can be used as a total package or each video as a stand alone program. As part of the package a participant handbook is included. The handbook is designed to provide additional examples of the ideas about hiring, supervising and coaching and evaluating and documentation presented in the video tapes series. This is a must have management tool if you are supervising paraprofessionals. The series was developed by the North Central Region Assistant Directors and State Leaders of Extension Family and Consumer Sciences and Food Stamp Nutrition Education Program, Midwest Region and Mountain Plains Region Food and Nutrition Service, USDA through Ohio Department of Job and Family Services. The

series was produced by Ohio State University Extension.

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THE HUNGRY CATERPILLAR
Margaret Mahoney McKee* and Linda Strieter

ABSTRACT:
A 4-H enrichment program that addresses agricultural topics: The Very Hungry Caterpillar by Eric Carle introduces preschool and early elementary school children to the idea of insects in competition for our food supply. By bringing this popular story to life, facilitators teach children about the positives of fruits and vegetables, from taste and nutrition to the fun of "pick your own." Children also learn about the relationship between insects and produce as they follow the caterpillar puppet on its 'hungry" journey to becoming a butterfly. After hearing and interacting with the story, children match puzzle pieces to a puzzle board and have an opportunity to tell the class their favorite fruit or vegetable. The children are also provided with a sequencing worksheet to help them follow the life span of the caterpillar into a healthy butterfly.

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EDUCATING VOLUNTEERS TO WORK WITH YOUTH WITH SPECIAL NEEDS
David McMurtry* and Beth LaPlante

ABSTRACT:
Working with youth with special needs can be a formidable challenge for many Extension staff and volunteers. In a needs assessment we learned that most of the local Extension staff and volunteers did not feel comfortable or knowledgeable about working with youth with special needs. Volunteers indicated that they were interested in easy-to-read concise information that would offer practical suggestions. A review of the literature found a considerable amount of information on the specific special needs, but no information that was in a usable format for volunteers working with youth with special needs. We developed nine easy to use fact sheets (learning disabilities, visual impairments, cerebral palsy, mental retardation, epilepsy, deaf and hearing impaired, speech and language disorders, spina bifida, and other health impairments) for volunteers. Each fact sheet has a section describing the characteristics of the special need, help for leaders, and a list of additional resources. All of the information is now on any easy to navigate web site. The web site makes it simple for 4-H leaders as well as volunteers from other youth serving agencies to access the information.

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"PIPE" - A CREATIVE MODEL FOR TEACHING PROGRAM PLANNING
Niki Nestor McNeely* and Sara Kleon

ABSTRACT:
Are you responsible for planning programs at camp? Perhaps your job responsibilities include training youth or adult counselors or camp staff how to plan camp programs? This session will use the "PIPE" model of camp program planning: planning + implementation equals positive evaluation. This hands-on session will have participants experience the lessons, receive "train the trainer" ideas for utilizing the lessons as well as a copy of the ready-to-use lessons. The focus will be on planning creative programs, training others to use this camp program planning model, and helping those we train to bridge the gap between ideas, planning, and implementation. A highlight of this interactive session will be the application of the key elements of positive youth development to camping programs. The key elements that

will be discussed are taken from the National 4-H Impact study and include: (1) Positive relationship with a caring adult; (2) Safe environment; (3) Welcoming environment; (4) Opportunity for mastery of skills; (5) Engagement in learning;(6) Community service; (7) Self-determination; and (8) Future orientation. "High quality youth development just doesn't 'happen', but rather it occurs through careful planning and the deliberate inclusion of certain elements" (Astroth, 2000). This session will provide concrete examples how these elements can be incorporated into various aspects of 4-H camping programs. Although the session's examples are focused on camp, the lessons on program planning, creativity, and the eight key elements of positive youth development can be used with a variety of audiences in many extension education scenarios.

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THE ROLE OF YOUTH THEATRE IN POSITIVE YOUTH DEVELOPMENT

June P. Mead*

ABSTRACT:
This seminar focuses on the role of interactive youth theatre and educational drama in promoting asset development and risk reduction. Studies have shown that even when young people understand the risks associated with HIV/AIDS transmission, drinking alcohol, smoking, or using illegal drugs, they still engage in behaviors placing them at risk. Clearly there is a need to understand the mechanisms that bridge the gap between providing knowledge and changing behaviors in order to provide high quality youth development programming. Drawing on research being conducted on New York State's 4-H Youth Development project, the Youth Voices Theatre Group, the seminar will discuss the ways in which educational drama provides a bridge between knowledge attainment and behavior change. Seminar attendees will learn how interactive youth theatre promotes youth development by providing young people with safe spaces to dialogue, explore choices and consequences, practice for "real life," enhance life skills, and utilize diverse perspectives as tools for problem solving.

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CENT$IBLE MARKETING- PROVEN TOOLS AND TECHNIQUES OF THE UNIVERSITY OF WYOMING CENT$IBLE NUTRITION PROGRAM

Linda Melcher*

ABSTRACT:
Marketing is a crucial element to any extension program. In this poster session, the NEAFCS national award winning University of Wyoming Cent$ible Nutrition program showcases their tools and techniques used. Educational materials will be shown, including: English and Spanish Cent$ible Nutrition cookbook; Mary Moose, a nutrition curriculum for 2nd-3rd graders; home study lessons and videos, and more. Marketing techniques and tools will be highlighted as well, including Cent$ible Nutrition newsletters, note cards, spray bottles, cutting boards, website and more.

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UTAH'S COMPUTER ASSISTED LITERACY PROGRAM FOR NON-ENGLISH SPEAKERS

Dr. Hector Mendiola* and Cheryl A. Empey

ABSTRACT:
Utah has a growing Latino population, many do not have the language skills necessary to help them navigate their way in a new community. To assist this population Utah State University Extension created the "Computer Assisted Literacy Program" that uses technology to engage adults and youth in learning both the English language and computer skills. Such skills gained provide them with the ability and confidence to seek better jobs and improve their socio-economic standing. The Computer-Assisted Literacy program is a powerful tool in building positively diverse communities.

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RREA: CORE EXTENSION FUNDING FOR FOREST AND RANGELAND RESOURCES ISSUES

Bruce Menzel* and Eric Norland

ABSTRACT:
Since its initial funding in the early 1980s, the Renewable Resources Extension Act has provided the catalyst for initiating new programs as well as the vehicle for sustaining on-going Extension programs. The intent of RREA and other CSREES program budgets is to support state and regional education solutions to pressing national problems. Numerous challenges exist for the RREA Program: small annual budgets, meshing national and state priority issues, conveying to stakeholders the importance of educational initiatives that help landowners help themselves, and increasing capacity of the commercial and NGO sectors to garner financial resources to conduct "extension" programs. These challenges will be discussed in the context of what the future of Extension RREA Programs should be.

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CREATING ADVOCATES FOR CHILD CARE AT THE GRASSROOTS: ONE STATE'S RESPONSE TO THE NATIONAL EXTENSION CARES INITIATIVE

Patty Merk*, Darcy Dixon, Marta Stuart, Jolie Ogg Graybill and Lynne Durrant

ABSTRACT:
In response to the National Extension Cares Initiative, University of Arizona Cooperative Extension created a model public policy education program called Advocates for Child Care Excellence (AC2E). The program involved a three-year pilot process of recruiting, educating and coaching child-care providers, parents and others to effect public policy affecting the quality of care in Arizona. The model included three 1 1/2 day institutes held over the course of 1 year. Themes for the institutes were "Awareness", "Skill Building,"; and "Action." Extension agents facilitated county teams, created county action plans, developed leadership for ongoing county meetings, established a Website, and published a newsletter. Fifty individuals representing six out of fourteen Arizona counties participated in the model program development and implementation. Outcome evaluation included measures of public policy involvement over time, attitudes toward civic participation, and ratings of institute curriculum components. Process evaluation summarized program implementation by county and as a total group. A curriculum and marketing materials were developed that can be utilized in other states.

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TAKING WATER EDUCATION OUTDOORS

Nancy Mesner* and Andree Walker

ABSTRACT:
This seminar will introduce participants to hands-on activities that educate youth on water quality and watershed concepts. Participants will be introduced to some basic watershed principles, participate in several activities and receive lesson plans for those activities. A River Runs Through Us works with middle and high school youth within a watershed area. We train students and their teachers and non-formal educators on monitoring techniques and interpretation and support their monitoring programs. The students collect data and share their results with their communities and with the other monitoring teams through a common web page, an on-line database and an annual watershed festival. The monitoring itself serves to introduce students to watershed functions and the link between human activities and water quality. Youth develop a sense of place in their community and in their natural environment, and become actively involved through service projects and outreach activities. Many groups expand to water-related art, writing, and local history projects. We are currently developing a 9th grade earth sciences curriculum and a 4H curriculum from these materials. Our Bugs Don't Bug Us program introduce K-6 youth to water resource concepts through hands on activities involving stream invertebrates ("bugs"). We provide a series of fun activities ranging from directly exploring streams and their inhabitants to our popular "build a bug" and bug relay races. We train leaders and teachers and also work with an average of 3,000 children annually through 4H and other camps, water festivals, and classrooms.

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THE CHAMBER OF SECRETS--OPENED AGAIN!

Barbara A. Middleton*

ABSTRACT:
In this in-depth seminar, we'll remove the witchcraft and reveal the wizardry using seven different Utah State University-based Environmental Education (EE) projects to showcase challenges facing our EE programs: (1) effectively meeting pre-service teacher needs with Project WET; (2) creative partnering with university course requirements for community service through a Weather Station project; (3) constructing learning centers (Wetland Wonders) to support pre- and post-experience program aspects; (4) creating meaningful and worthwhile field experiences with limited budgets and time (school-age children's involvement with the Foothills Fire Project); and (5) exploring the wide umbrella of EE in meeting state core standards across the curriculum (Biodiversity and Endangered Species). Ideas, instructions, and sample handouts provided.

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4-H PETPALS: PEOPLE AND ANIMALS LINKING SUCCESSFULLY

Lucinda B. Miller*, Fred Deel and John Ulmer

ABSTRACT:
4-H PetPALS (People and Animals Linking Successfully) is an intergenerational program of Ohio State University Extension, 4-H Youth Development, and supported by the Iams Company, linking youths and their pets with senior adults. 4-H PetPALS utilizes the natural bond between young people and animals to promote positive youth development. Master 4-H volunteer leaders teach youth the skills needed to interact with residents in healthcare facilities, such as assisted living facilities and nursing homes, enhancing intergenerational relationships.

Young people learn about the physical changes associated with aging, as well as medical conditions they may encounter while visiting. Applying the power of the human-animal bond, youths learn to select, socialize, and train their pets to participate as youth-pet teams in animal-assisted activities. 4-H PetPALS allows young people to be models for residents in healthcare facilities and the community at-large of the significance of human-companion animal interactions and the importance of intergenerational relationships. Youths and their pets, accompanied by adult volunteers, visit senior healthcare and retirement facilities. Youths experience, reflect, generalize, and apply the lessons and activities taught in this 10-step experientially based leader-directed curriculum to expand their capacities to develop leadership and citizenship skills in an intergenerational environment.

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$PEND SOME, $HARE SOME, $AVE SOME--A FINANCIAL LITERACY EDUCATION TOOL FOR LIMITED-RESOURCE AUDIENCES

Margaret Miller*, Jane Frobose, Kenneth Grimes, Laurel Kubin and Kay Zimka

ABSTRACT:
Changes in demographics, personal finance and increases in consumer responsibility are key reasons for the current focus on financial literacy. (S. Braunstein & C. Welch, "Financial Literacy: An Overview of Practice, Research and Policy," Federal Reserve Bulletin November 2002). $pend Some, $ave Some, $hare Some curriculum equips Cooperative Extension educators with tools to teach financial concepts that move learners toward understanding that choices and decision making are critical financial planning components. The curriculum is appropriate for adults/teens entering the workforce and those individuals with little experience in money management. Geared toward limited resource audiences, it can be three stand-alone workshops or a continuous series. Each session contains hands-on, interactive, experiential and engaging activities for participants, a session evaluation, plus a longer-term evaluation tool to document behavior change. Methods encourage participants to individually experience, share, progress, generalize, and apply learning concepts through personal activities, group discussions, and group activities. The curriculum incorporates the fundamental societal value that "Sharing" is an important aspect of human relationships. Program participants will be empowered to teach limited resource audiences to set realistic financial goals, increase the amount of available money for emergencies, keep credit obligations manageable, protect themselves against consumer fraud, and organize important papers, as well as identify ways that they can share personal resources.

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FINANCIAL CHAMPIONS! A PERSONAL FINANCE CURRICULUM FOR MIDDLE SCHOOL YOUTH

Claudia Mincemoyer*, Marilyn Furry and Nancy Porter

ABSTRACT:
As more financial resources become available to young teens, more decisions are made for the allocation and use of these resources. In 2001, teens spent $172 billion, yet the Jumpstart Coalition for Personal Financial Literacy's current research indicates a downward trend in personal finance knowledge among high school students. Their third biennial survey of high school seniors found that 68% failed a test on financial literacy in 2002 compared to 44% in 1997. The 4-H Cooperative Curriculum

System and the InCharge Institute for Financial Literacy supported the development of a new youth curriculum to help middle school youth learn personal finance skills. "Financial Champions" is an experiential curriculum composed of two youth guides, a helper's guide and an interactive Web game. Youth learn basic skills in personal finance while practicing important life skills such as critical thinking, decision-making, goal-setting and communication. The helper's guide features ideas and activities to support the concepts learned from the youth guides along with presentations, field trips and more. The National Academic Standards for Family and Consumer Sciences, The National Academic Standards for Economics and the JumpStart Coalition competencies were used to identify learning objectives. Accompanying the printed curriculum is an interactive Web game, The Financial Champions Academy. The Web game uses financial concepts from the curriculum while youth navigate their way to graduation from the Financial Champions Academy. The Web game is free and can be played independently of the curriculum at http://pa4h.cas.psu.edu/financialchampions/.

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I CAN'T DO IT WITHOUT YOU: BRINGING TEENS ONBOARD

David G. Mitchell Ph.D.*

ABSTRACT:
Nationwide the group of tenth through twelfth graders make up less than 10 percent of the total enrollment in 4-H. However, youth in this grade grouping are some of the most creative and energetic of all 4-H members. A dilemma for many youth workers is how to bring more of this group onboard the 4-H "train." This seminar will involve both dialog and hands-on activities to help participants explore proven ways to get teens onboard as partners and resources. Teens are "gold" waiting to be mined, and once they are "brought to the surface" they provide immeasurable value to a local or state 4-H program. Learn how to take advantage of this youth resource and walk away with ideas that can enhance any older youth 4-H program.

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I SPY ... SCIENCE

Kevin J. Mitchell*

ABSTRACT:
Youth are not aware of or do not always have the opportunity to explore the "miniature world of science". The I Spy ... Science program introduces youth to the exciting world of science through the use of magnifying glasses and microscopes. An interactive display has been utilized at school enrichment programs, library programs, and County 4-H Fairs to provide youth (and adults) the opportunity to learn about and explore "the miniature world of science". Utilizing the "Scientific Method of Inquiry" youth are encouraged to identify light microscope micrographs and electron microscope micrographs of blood, ticks and other specimens. More than 500 youth and 60 adults have participated in this program, with extremely positive comments about how much they learned and that science can be fun. This seminar will include an "abbreviated" I Spy ... Science program that will include interactive discussions and the opportunity to identify micrographs. Participants will also receive information developed for this program including the scanned images of micrographs of blood, ticks, and other specimens and copies of the handouts.

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AT RISK YOUTH PROGRAM IDEA

Pamela M. Montgomery*

ABSTRACT:
Youth who are labeled as at-risk of dropping out of high school frequently are not given the opportunity to take on leadership roles or reach new levels. The Morgan Local school system and Ohio State University Extension are taking a team approach to change this situation in Morgan County, Ohio. Through this collaborative effort, at-risk high school students participate in a leadership/mentoring program with junior high and elementary school students. Students are identified as at-risk by the high school staff; information regarding the program is shared with the students; and then they are interviewed and given the opportunity to ask questions regarding the program with Extension personnel responsible for the program. Once they sign up for the program, these students get the opportunity to present 4-H school enrichment programs, co-lead interactive team challenges, attend activity and planning sessions bi-monthly, and go on field trips. Objectives of the program are: to increase problem-solving and decision-making skills; to decrease involvement in risky behaviors; to increase awareness of how their behaviors impact on themselves and others; and to develop a greater awareness and understanding of themselves and others.

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SATELLITE BROADCAST TRAINING FOR NEW 4-H LEADERS

Chuck Morris* and Mitch Hoyer

ABSTRACT:
During an Iowa 4-H Youth extension staff team strategic planning process, a critical need was identified to create a training resource for 4-H volunteers with zero to three years of experience. The purpose of the training program was to provide new volunteers with a sound youth development foundation for their role as a 4-H volunteer club leader, and provide practical ideas and teaching tools for use with 4-H clubs. The methodology selected involved satellite transmission broadcasts to each county extension office, with pre and post broadcast hands-on activities. Four basic program topics were identified: 4-H volunteer roles and responsibilities; the 4-H club; 4-H projects; and 4-H Opportunities. The programs were delivered over a two-year time span during the winter/spring training period. Videotapes of each broadcast were created for each county to reuse as often as needed with a corresponding self-study guide. Evaluation results found: (1) 73% of the program participants believe that the program helped them become more comfortable with their role as a club leader a lot (26% said a little); (2) 79% of the program participants believe that the program helped them become more comfortable with planning the 4-H club experience a lot (21% said a little); (3) 74% of the program participants believe that they clearly know several new resources that they can use to help in their job as a leader (25% said somewhat).

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GROWING THE GARDEN OF DIVERSITY

Pamala V. Morris Ph.D.* and Kimber J. Nicoletti

ABSTRACT:
Educators frequently plan projects hoping they will flourish into a garden of multicultural participants but may be looking for tools that will help them recruit a more diverse group. Attracting and retaining diverse participants requires sensitivity and understanding about cultural differences. As our communities continue to evolve into an increasing multicultural garden, leaders need to understand their responsibility for creating an environment of inclusion and diversity. In this

workshop, participants will have the opportunity to explore their own cultural stories, increase their cultural competence and self-awareness and develop new skills for relating to others who are culturally/ethnically different. Participants will also learn about dynamics or behaviors that are barriers and bridges to a strong multicultural community.

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CHOOSY 4-H FITNESS CLUB PILOT STUDY

Patricia Mulkeen*, Brenda Pruett and Linda Carson

ABSTRACT:
Choosy 4-H Fitness Club Pilot Study Regular physical activity has lifelong health benefits but almost half of America's young people do not get regular physical activity. This pilot study was designed to determine the effectiveness of the Choosy 4-H Fitness Club for changing camper knowledge and attitudes about physical fitness. Pre- and post-test surveys were administered to Choosy 4 H Fitness Club participants. Ninety-eight youth ages 9-13 participated in the pilot study. Seventy-eight percent of participants would tell a friend to join. Before Choosy, playing a game or sport was the most frequent exercise reported by participants (56.1%). On the pre-test, 1/4 of the participants reported watching television or playing computer games for 2 hours daily. A comparison of participants' pre-test frequency of daily exercise with post-test intentions shows an increase in 5 out of 6 categories. Average pre-test scores of knowledge were 50%; post-test scores improved such that the mean score was almost 60%. This change in knowledge about physical fitness was significant when tested with a paired-samples t-test ($t = 3.88$, $df = 91$; Mean of paired differences = 9.05, SD = 22.39). Results from this pilot study are quite positive. In a total of 4 instructional hours, participants' knowledge about physical fitness increased significantly and they had fun. Following the program, participants reported intentions of higher frequencies of vigorous physical activity than they had engaged in prior to the program. Given the importance of physical activity to lifelong health, this program shows promise in improving the knowledge and attitudes of youth regarding physical fitness.

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UNDERSTANDING WHERE THE RESEARCH HAS BEEN AND WHERE IT IS HEADED

Patricia Mulkeen*, Barry Garst and Virginia Bourdeau

ABSTRACT:
Research and evaluation regarding the impacts and outcomes of 4-H camping is increasing, and these evaluation efforts are successfully documenting how participation in 4-H camping programs positively impacts youth. Camping impacts range from the development of specific content-related knowledge, skills, and abilities to the enhancement of life skills in the areas of social skills and leadership. However, much of this research is neither published in journals nor disseminated widely, so awareness of it by the Extension community is limited. Research by Virginia 4-H has shown that the parents of 4-H campers reported gains in their child's independent living skills and initiative-taking, while youth campers reported development of their social skills related to making friends (Garst & Bruce, 2001). Through surveys, West Virginia 4-H campers have reported increased skills in teamwork and understanding others (Miltenberger, 2000). Overall leadership skills were found to be greater among West Virginia campers having held leadership positions in camp (Duncan & Mulkeen, 2001). Awareness of current

Extension research related to youth camping is critical in developing a research agenda for better understanding the impacts and outcomes of 4-H camping programs on youth, teens, volunteers, and staff. Participants in this seminar will learn the methods, results and implications of current research on the impact of 4-H camping programs. Samples of evaluation tools and results of studies will be shared. Participants will also learn about the National 4-H Camping Research Consortium and will discuss future directions for research and evaluation of 4-H camping programs.

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"DON'T BE CLUELESS": A FUN GAME TO TEACH MANNERS TO CHILDREN

Donna Murphy*

ABSTRACT:
Many children lack basic etiquette knowledge. As a result, their inappropriate behavior creates social barriers. Often, children are not even aware that their behavior is inappropriate, or that they have lost opportunities as a result of their behavior. At the same time, few children get really excited about attending "manners" classes or workshops. In response, "Don't Be Clueless," an etiquette game, was developed. The game addresses appropriate behavior when dining, meeting new people, going out, corresponding, and using the telephone. The game makes learning about appropriate social behavior fun, as well as informative. Staff utilize the game in various classroom, after-school, and special-interest formats.

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4-H CAMPING ESPECIALLY FOR SPECIAL-NEEDS MEMBERS

Laura Jane Murphy* and Debbie Carpenter

ABSTRACT:
The Lawrence County, Ohio, Open Door School provides a formal and non-formal learning environment for physically and/or developmentally disabled youth from 5-21 years of age. Their goal is to move these individuals into independent situations upon graduation. Nine of these students are confined to wheelchairs. These students have a low literacy rate and experience many challenges in communicating with others. Handicaps range from Down's Syndrome to cerebral palsy. A relationship has been developed with the local 4-H program to have in school 4-H clubs. Because of the students' various needs and requirement of full-time assistants, this population is not able to participate in a traditional 4-H camping situation. Club meetings will include activities that 4-H members would typically participate in at camp. They will do crafts, learn about nature, take mini-hikes, play games, have flag lowering and raising ceremonies and do campfire activities. The objectives are (1) to teach students about the environment and nature; (2) to enhance self-confidence and communication skills; (3) to promote understanding of the harmony of humans and nature; (3) to develop coordination in physical activities such as crafts and games; (4) to learn good citizenship practices with traditional camp flag raising and lowering ceremonies. At the end of the school year, students will visit the Canter's Caves 4-H Camp for a one-day experience at a traditional camp setting. They will be able to apply the skills and knowledge they have gained in the genuine outdoor laboratory. This experience will increase their engagement in learning and enjoyment in the 4-H experience.

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DEVELOPING LEADERSHIP AMONG SUPPORT STAFF THROUGH CHI EPSILON SIGMA

Martha A. Nall*

ABSTRACT:
Extension support staff are the foundation of our organization. They manage multiple projects once, pay attention to a myriad of details and are our first line of contact with the public. The support staff for agents and specialists are frequently more tenured and often have more knowledge about the Extension System than the professional staff whom they are supporting. Support Staff are essential to the success of Cooperative Extension programs and a valuable resource. Chi Epsilon Sigma is a National Extension Fraternity for support Staff. The Kentucky Chapter of Chi Epsilon Sigma was established in 1999 and has 170 members. It is one of only four chapters nationwide. The purpose of Chi Epsilon Sigma is to provide leadership and professional growth opportunities for members, provide a forum for statewide recognition of excellence for support staff and create an environment where support staff feel confident in their leadership skills and a valued partner in the Cooperative Extension Service. The development of leadership skills includes the personal development, interpersonal development and group development. Gaining these skills requires an opportunity to practice in an environment that is supportive and creates positive conditions for learning. Chi Epsilon Sigma provides this. This workshop will describe the steps for establishing a state chapter of Chi Epsilon Sigma, describe growth and development of organization--including challenges overcome--and share the results of membership survey documenting their reasons for joining, the benefits of membership and the knowledge and skills developed through participation in organizational activities.

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4-H CAMP: FUN EDUCATION FOR COMMUNITY YOUTH

Scott Nash* and Marnie Spencer

ABSTRACT:
University of Idaho Extension Educators in Bingham County developed curriculum to allow youth to complete a 4-H project at camp. This approach to 4-H camp appealed to the parents and provided hands-on education for campers. In 1997 participation at 4-H camp by Bingham County youth had declined to 70 participants. To increase camp participation the educators, working with adult volunteers established some measurable and attainable goals to help youth follow the curriculum. An invitation to camp was extended to all 9-12 year old youth in the county. The new curriculum and reaching out to a non-traditional audience seemed logical to provide educational opportunities for more participants. The Fort Hall Indian Reservation 4-H Program Director became involved in teaching at camp. Teen camp counselors were given responsibility to teach classes, lead the campfire, and conduct the flag ceremony, carnival and dance activities. The teen counselors took more ownership in camp. Activities and classes were more youth friendly. Campers participated in classes, made a craft, completed a record book and gave a demonstration. The projects were exhibited at the fair. An evaluation tool was developed to determine the number of returning campers and evaluate camp activities. 4-H camp enrollment has increased 71 percent since 1997, from 70 participants to 120 participants. In the same time period, Native American participation from Fort Hall has increased from 12 individuals to 34 or 180 percent. Increased attendance indicates youth enjoy the camp experience and parents see the benefit of their youth going to camp.

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HANDS-ON EDUCATION WITH LIVESTOCK DAY CAMPS

Scott Nash*, Steve Harriosn, Rauhn Panting and Joel Packham

ABSTRACT:
In southeast Idaho the 4-H market animal program continues to be popular with traditional 4-H youth and parents. This popularity has spread to non-traditional families. Thirty percent of new participants have no livestock project experience. Youth participate to learn responsibility, work with animals, set goals and finish a job. The addition of inexperienced members has required recruitment of inexperienced leaders. Parents, youth, and 4-H leaders have limited knowledge and limited time for educational meetings and activities. To address these issues, extension educators developed livestock day camps to provide life-skill and quality livestock education within a compact time frame. Subjects are geared to the needs of 4-H participants. They include ethics, fitting, showmanship, feeds, nutrition, decision making, public speaking, judging, record keeping, quality assurance, ultrasound, meat cuts, and breeds. The subjects are taught using hands-on curricula. For example, youth mixed feed rations using real feed, learned quality assurance by giving injections of colored water to bananas, and used a beanbag toss to learn cuts of meat. To evaluate impact, a pre- and post-tests were given. Average pre-test scores were 33.7, and average post-test scores were 84.8-a 51 percent increase in knowledge gained. Participants received credit for meeting attendance and left the camps with needed information.

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DON'T DO IT WITHOUT PLANNING: PUBLIC RELATIONS PLANNING FOR EXTENSION

Ami Neiberger-Miller* and Marilyn Norman

ABSTRACT:
Public relations planning is critical at every level of the Cooperative Extension System--whether you are conducting programs at a county, state or national level. Before you embark on a new venture to implement a public information program, enhance image awareness for extension or 4-H, or improve your office's visibility in the community, you should attend this seminar. Attendees to this seminar will learn how to write, implement and evaluate a public relations plan. Fill-in-the-blank plans for volunteer recruitment will be examined, as well as sample county agent public relations plans. Tactics used for achieving success in public relations will be discussed and strategies for carrying out public information campaigns on a limited budget will be examined. Evaluation methods will be discussed and suggestions for evaluating a plan's implementation and objectives will be examined. Resources on public relations planning will also be shared.

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IRRIGATION EVALUATION AND NUTRIENT MANAGEMENT PLANNING IN BEAVER COUNTY

R. Mark Nelson*

ABSTRACT:
Recently many farmers in Beaver County have changed their irrigation systems to more efficiently irrigate their crops. Center irrigation pivots are being widely used. Many farmers have questions on how to most efficiently run their pivots. In 2001 graduate students from USU Irrigation Department conducted an irrigation audit of seven circular pivot sprinkler systems throughout Beaver County. The pivots ranged from 76% to 34%

efficiency. We met with each producer and gave them suggestions on how to improve their systems. In the fall of 2001 two farmers reported they were able to increase their production in their alfalfa fields because of the evaluation. By making suggested changes they were able to increase their alfalfa production by $78,500. Because of this impact we applied for a grant to evaluate an additional 20 in 2002. We received $14,539.85 to complete the audits and to conduct a series of soil tests to determine if producers are over or under fertilizing their fields. In 2002 the results of the 21 pivots tested ranged from 84% to 42%. We held an Irrigation Field Day where we went over the results and taught the farmers how to operate their pivots more efficiently. The results of the soil tests showed that phosphorus levels were low on 25% of the alfalfa fields and that 45% of the alfalfa fields were in the high or very high Category: This shows that farmers can increase production or cut fertilizing costs by conducting soil tests each year.

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THE 4H SUMMER SCIENCE PROGRAM; A STRATEGY FOR PROGRAM DELIVERY TO NEEDY YOUTH

James Nichnadowicz*

ABSTRACT:
In the future some of America's best-paid and most fulfilling careers will be in the field of science. Unfortunately many low-income youth will never have these positions. The school systems they attend have poor quality science instruction and they have few role models who are either scientists or science workers. In 1992 the Rutgers Cooperative Extension 4H Program of Union County started a summer science program for needy youth. The program sends science teachers to work in needy areas of Union County. There they work in partner with neighborhood, summer day camps to bring high quality science instruction to 1st to 7th grade youth. Since 1992 over 5,000 youth have been involved in the program. Survey results have shown that it greatly increases children's interest in science as a career and a field of study. This poster session will provide extension professional with the materials that are needed to replicate this program. Copies of evaluations, proposals, and letters of solicitation will all be available. Additionally, this session will provide valuable information for all extension professionals who do not focus on science education. It will show them a program delivery model that can be used with any subject. Such as gardening, water quality, nutrition or character education.

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APPRECIATING DIFFERENCE IN THE WORKPLACE

Jill Eversole Nolan Ph.D.*, Lou Fourman, Bill Haynes, Don McFeeters and Jerry Thom

ABSTRACT:
Learn to manage diversity in the workplace by exploring organizational approaches that can insure all employees that "differences" are valued. All team members in a workplace need to:(1) understand that differences in the workplace exist; (2) learn to appreciate differences in the workplace; (3) acknowledge own stereotypes and assumptions; (4) learn to treat people equitably but not uniformly; and (5) encourage constructive communication about differences. How can Extension address the increasing range of diversity in the work place? Can we learn to understand the different ways in which people express themselves? Do we appreciate the experiences and learning styles of others? Issues of race, age, gender and sexual orientation have assumed paramount importance as a result of population shifts and the growing national awareness of differences. Ohio State University Extension has developed a video based vignette as a

media for office teams to practice together different approaches to better understand diversity in the workplace. By appreciating differences among our co-workers, Extension employees can move to a new level of success in the workplace and a more engaging work environment.

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BARRIERS TO SCHOOL GARDENS IN CLARK COUNTY, SOUTHERN NEVADA

Angela O'Callaghan*

ABSTRACT:
Many studies document that school gardens provide physical activity for students, enhance education in science and other fields, and improve school aesthetics. Children who grow vegetables are more likely to eat vegetables, improving their nutritional status. Gardening can build self-esteem in at-risk youth. The population of Las Vegas increased roughly 450% since 1980, and a high percentage of that population is younger than 18. A new elementary school opens in Clark County every month. Other municipalities have found that integrating gardens into the curriculum can improve the learning environment. Cooperative Extension explored the potential for gardens in Southern Nevada. In December 2001, elementary school principals in Clark County were surveyed about the status of, and attitudes towards, gardens. Of the 40% responding, one third had gardens. Many reported problems with cultural practices, maintenance, and lack of interest. Southern Nevada's challenging environment was rarely listed. Among schools without gardens, 82% expressed a desire to establish, or explore establishing, one. The reasons given why no garden existed were lack of money and fear of vandalism. Where a garden had failed, the main reason was that the teacher who instituted it left the school. Virtually all respondents expressing any interest in a school garden voiced the need for teacher training to use it to enhance curriculum. Establishing school gardens in this region will require training in fundraising, and work with surrounding communities, but most importantly teaching teachers how to use gardens most productively.

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SECOND CHANCE: RENTER'S REHABILITATION PROGRAM FOR THE HOMELESS

Nellie Oehler* and Susan Busler

ABSTRACT:
Poor credit, lack of self-confidence and the unwillingness of local landlords to risk renting to homeless people are major problems facing the homeless population in Lane County. The Second Chance Renter's Rehabilitation Program has been the answer. This program administered through St. Vincent dePaul, has teamed up with community partners to develop an educational program to help the homeless build the skills they need to get back into housing. The Lane County Leadership Education Program and the low-income nutrition education program are major partners in this project. Through this program homeless and those who are refused housing because of poor credit record, are enrolled in an eight-week program aimed at building basic living skills, self-confidence and self-esteem. The goal of the program is to develop skills to be able to take on the responsibility of renting or owning a home. Extension Staff and LEP volunteers have been teaching many of the classes on a regular basis for more than five years. Over the years we have taught self-esteem and goal setting, conflict resolution, public policy, budgeting, nutrition education, and stretching your food dollar. This program has made incredible impact on the homeless in Lane County, especially in the metro areas. The classes average in size from 15-25 people and rotate every eight weeks. Sixty percent of

those that initially enroll in the class complete the eight weeks and 90% of the graduates end up in permanent housing.

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THE IDAHO EXTENSION ACCOUNTABILITY SYSTEM

Robert Ohlensehlen*

ABSTRACT:
Increased pressure for accountability has increased the need at the nation's universities to improve reporting systems. Administrators need ready access to data in various forms to respond to inquires about programs provided and the impact they are having on clientele. Past reporting systems focused on civil rights data and USDA reporting requirements. Extension Educators face additional reporting requirements as defined by extension, college and university administration. Promotion, tenure and reports to clientele groups are just part of the additional reporting required by Extension Educators. Incorporating new technology would allow for a more effective and efficient reporting system. Modern computer systems are capable of collecting, storing, and manipulating a wide variety of data and to assemble the data to create a vast array of reports to meet a variety of needs. A committee of administrators, specialists and county educators was assembled to define the reporting needs at all levels of Extension within the College of Agriculture and Life Sciences at the University of Idaho. The result was a computerized record program, IDEAS (Idaho Evaluation Accountability System) that was placed into service in 2002. The program collects and reports the data necessary for input-output model program planning, civil rights compliance, program team reports, individual annual accomplishments, vitae update reports, and the base data for the USDA annual report. The data can be sorted and filtered by a wide variety of criteria. A group of trainers provided initial training and continues to provide support to users.

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ONE PLAN SOFTWARE FOR DEVELOPING NUTRIENT MANAGEMENT PLANS

Robert Ohlensehlen*

ABSTRACT:
The increased pressure to improve the management of nutrients in the production of crops to protect water quality, both surface water and ground water, has increased the need for development of nutrient management plans. The Idaho State Legislature has instituted a requirement that all beef and dairy operations have approved nutrient management plans in place by 2001 for dairies, and by 2005 for beef and dairy feedlot facilities. A committee of professionals from the Idaho State Department of Agriculture, Natural Resource Conservation Service, US EPA, the Idaho Division of Environmental Quality and the University of Idaho Extension System were assembled to evaluate the possibility of development of a software package to automate the preparation of comprehensive nutrient management plans. The result of nearly 3 years of reviewing available software and the development of a software program to prepare nutrient management plans is the "One Plan" nutrient management planning software. "One Plan" utilizes GIS maps of the area to incorporate site-specific information on soils, underlying materials, climate, basin/sub-basin hydrological information, surface water and subsurface water information. The information from the Digital Ortho Quarter Quad maps such as the field and site information is used in conjunction with the GIS data to prepare a plan. Crop rotation, irrigation information and field application information input by the planner complete the information used to prepare a plan that is submitted electronically to the Idaho Department of Agriculture where the

data is included in the state database for monitoring and regulatory tracking.

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WATER RESOURCE PROTECTION: CHALLENGES TO STAKEHOLDER INVOLVEMENT

Dana Oleskiewicz* and Joe Bonnell

ABSTRACT:
Water is a threatened natural resource. The human use of land is intense, which has a negative impact on the water that we need. Protecting water resources requires a change in land use activities, which often requires a change in how management decisions are made and also who is involved in that decision making. Many communities are seeking to increase their capacity to effectively use stakeholder participation in resource management decisions. The Community-Based Watershed Management Program at Ohio State University (OSU) Extension has been very successful at linking people with the knowledge, skills, and materials they need to manage the water in their community. Our program is based on the assumption that every community has the capacity to address even complex water management issues. Rather than focusing on what is missing, our educational programs seek to discover what is working and identify how Ohio State University can be used to enhance and expand planning efforts. Local stakeholders are viewed as critical for achieving environmental goals. This presentation will focus on the aspects of community capacity building and will outline how the program is structured for watershed management planning that utilizes collaborative decision making and a high level of stakeholder participation. The presentation will also address the implications of viewing natural resource management issues as social issues and not merely as technical problems to be fixed by convincing landowners to adopt certain best management practices. Participants will have an opportunity to discuss the benefits and challenges of taking a social change approach to watershed management.

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THE POWER OF ATTENTION

Jeff and Pamela Olsen*

ABSTRACT:
As Extension professionals we face a myriad of competing demands for our attention in our public and private lives. Attention is defined as focused mental engagement on a particular item of information. We all have the freedom to direct and manage our own attention. This seminar is designed to create a meaningful context for Extension professionals to apply the principles of attention management set forth in The Attention Economy, written by Thomas H. Davenport and John C. Beck. The authors suggest the single most important determinant of success today is understanding and managing attention. Attention management is not the same as time management. The authors have delineated attention into six types within three dimensions. Each pair contains two opposing kinds of attention: (1) captive or voluntary; (2) aversion based or attraction based; and (3) front-of-mind or back-of-mind. A web based tool for assessing and measuring the attention of an individual or a group will be introduced and explained. Understanding the dynamics of attention management will improve the effectiveness of Extension professionals. These principles can be effectively employed in managing our personal lives and when we plan, market and conduct our Extension programming for clientele. Through harnessing the power of our attention we can bring vital focus to the way in which we engage each day.

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SCHOLARSHIP OF EXTENSION

Pamela Olsen* and Select members of Joint Council of Extension Professionals (JCEP) and other appropriate panel members

ABSTRACT:
In the recent report, "The Extension System: A Vision for the 21st Century," ECOP called upon Extension "to provide the necessary leadership to gain the acceptance and implementation of an appropriate definition of engagement scholarship." The Joint Council of Extension Professionals (JCEP) want to ensure that YOU are part of this landmark work. What is scholarship? How is it defined in an academic setting? How can scholarship of the university and Extension fit together in an "engaged university"? These and other questions related to scholarship will be addressed by a panel made up of ECOP members, Extension Directors, State Leaders and field faculty representing each of the Extension professional associations. In the landmark book called Scholarship Reconsidered--Priorities of the Professorate, Ernest L. Boyer defines the work of faculty members through the four scholarship classifications of discovery, integration, application, and teaching. For example, Boyer's work informed Oregon State University when they defined scholarship to be: creative intellectual work whose significance is validated by peers and which is communicated--including creative artistry and the discovery, integration, and development of knowledge. Regardless of whether or not Extension professionals are part of an academic system for promotion and tenure, the issue of scholarship is still relevant. All professionals are expected to share program innovations with colleagues, engage in life-long learning, craft professional development plans, and publish program results. This session will offer engaging discussions about scholarship, propose methods to consistently apply scholarship across the university, and challenge us to take theory into practice.

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UTAH BOTANICAL CENTER PARTNERSHIPS

Shawn Olsen*

ABSTRACT:
More than twenty partners have come together to help build the new Utah Botanical Center in Kaysville, Utah. The Center will feature Extension demonstrations and classes, botanical research, and community recreation opportunities. The center encompasses 64 acres and features four large ponds that will be used for environmental education, natural resource demonstrations, fishing, and bird watching. Major partners in developing the Center include the Utah state legislature, Davis County, and Kaysville who have provided major funding for roads, utilities, visitors pavilion, and a new greenhouse. The ponds had been neglected for many years and the USU Colleges of Natural Resources and Plant Science provided important technical help in developing a plan to improve the ponds and surrounding wetlands. Scout groups, juvenile court community service workers, and master gardeners provided the labor to remove over 180 cubic yards of trash from the ponds. A total of 630 people provided over 2000 hours of volunteer service in cleaning up the ponds and other landscape improvement projects. The Utah Department of Wildlife Resources and the Utah Reclamation and Mitigation Commission provided over $1,000,000 to dredge and reshape the ponds. Davis School District and the Utah State Office of Education provided valuable leadership in developing an educational plan for the botanical center. Private donors provided important contributions for a pedestrian underpass to the ponds.

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4-H TITANS--TEEN INSTRUCTION TECHNIQUES FOR THE APPLICATION OF NEW SKILLS

Andy O'Neil*

ABSTRACT:
Use 4-H TITANS in your program to develop 4-H members of strength and achievement. This workshop will cover a "hands-on" approach to teaching public speaking skills to teens and youth. Teen leaders often show a desire and willingness to teach 4-H youth new skills, including skills such as public speaking, preparing an illustrated talk or method demonstration. With adequate training, teen leaders can be quite effective in teaching these skills to younger members. Through instruction, teens will have the opportunity to enhance leadership development, as well as improve communication and public speaking skills. Additionally, teens reinforce their own understanding of subject matter by teaching others. Teens will also contribute to the educational component of 4-H club meetings by taking part in developing their own public speaking materials. Through teen instruction, young 4-H members will benefit by learning presented educational materials in addition to learning about public speaking from examples set by teens. 4-H TITANS will also increase the effectiveness of the Extension professional by implementing a "train-the-trainer" approach to teaching 4-H clubs needed skills. Workshop participants will discuss using technology to develop TITANS curriculum for teaching public speaking skills. Participants will also experience the TITANS process by creating their own visuals from prepared curriculum for presenting an illustrated talk or method demonstration. The workshop will also cover the best ways to make 4-H TITANS resources available on the Internet.
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PUTTING THE "WWW" IN EXTENSION PROGRAMMING: GETTING THE MOST OUT OF THE COUNTY EXTENSION WEBSITE

Andy O'Neil*

ABSTRACT:
The Internet is a popular and powerful way of reaching out to underserved youth and adults that do not have a current link to county Extension programs; it is also a way to effectively provide continuing service to existing clients. A well-planned county Extension Website is a powerful tool for reaching time-stressed individuals who have grown accustomed to "information on demand" from other Internet sources. Many of these clientele are simply too busy to call or visit the county Extension office during normal business hours, or they may be leery of contacting the extension office for the very first time. With this in mind, county Extension website planning must keep the Internet users' needs in focus. Websites must provide valuable, timely information through a design that offers navigational ease. In other words, reliable, educational information should be "easy to find, the first time." Once a user-friendly Website has been established, the task of marketing the site becomes paramount to its success. Marketing a website without a great deal of capital can be quite challenging. However, there are many simple steps that can be taken to market a Website to clientele and to underserved populations of the county. This workshop will provide insight for improved integration of an Extension Website into county programming and will offer discussion for participants who currently have county Websites and would like to leverage their Web presence to better market Extension programs.

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FINANCIAL FITNESS QUIZ: IMPLICATIONS FOR EXTENSION EDUCATORS

Barbara O'Neill*

ABSTRACT:
Many Extension educators, particularly in agriculture and family and consumer sciences, are in a position to teach or advise clientele about their finances. This often involves some type of assessment tool. Periodic financial check-ups are as important as annual physicals in assessing current behavior, diagnosing problems before they become worse, and identifying uncovered risk exposures. This research report describes the results of data collected via an Extension online Financial Fitness Quiz from 2000 to 2002. The Financial Fitness Quiz has two primary purposes: to provide users with instant feedback on their financial fitness and to generate data to support empirical research about participants' financial behavior. The Financial Fitness Quiz Web page provides general statements about users' financial fitness, based on their overall score. Respondents also receive specific suggestions for improvement based on their responses to each of the questions. This workshop will discuss consistent research findings about financial behaviors over the past three years and implications for Extension educators.

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TAX PLANNING STRATEGIES FOR EXTENSION EDUCATORS

Barbara O'Neill*

ABSTRACT:
Extension educators often incur significant out-of-pocket costs in performing the duties of their job. Due to budget constraints or organizational policies, job-related expenses may not be covered at all or may be only partially reimbursed. Some examples include non-reimbursed mileage and professional conference expenses, gifts for secretaries and volunteers, charitable donations, professional organization dues, union dues, educational expenses, and the purchase of teaching supplies and professional publications (e.g., journals). Fortunately, many of these business related expenses are tax deductible on federal income tax returns. In addition, as employees of land-grant universities and/or state or county governments, many Extension employees are eligible to participate in tax-deferred retirement savings programs (e.g., 403(b) plans) which can also provide significant tax savings. This workshop will discuss over a dozen tax planning strategies that can save Extension educators money on their federal income tax return. The presenter, a certified financial planner, will discuss the benefits of each strategy and what the IRS requires (e.g., adjusted gross income) in order to qualify to use them. Tips for filling out IRS Form 2106 ("Employee Business Expenses") will also be shared, as well as the amount that can be earned over time by contributing a percentage of pay on a regular basis.

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GEARING UP FOR SAFETY: A NEW INTERACTIVE CURRICULM TEACHING AGRICULTURAL TRACTOR AND MACHINERY SAFETY

Robbie Ortega*, Roger L.Tormoehlen, Ph.D. and Willam E. Field, Ed.D. and Mark A. Balschweid, Ph.D

ABSTRACT:
Research was conducted at Purdue University to evaluate the effectiveness of an interactive CD-ROM and World Wide Web (WWW) educational program, entitled Gearing Up for Safety: Production Agricultural Safety Training for Youth, to teach teenaged youth critical production agricultural safety and health-related competencies required under the Fair Labor Standards Act:

Hazardous Work Occupations in Agricultural Order. Selected community-based teaching strategies were evaluated and compared for their effectiveness in developing knowledge, changing attitudes and behaviors and improving practices related to the safe operation of agricultural tractors and machinery. The new curriculum was based off a set of critical core competencies developed by the researchers and a nationwide expert panel of various stakeholders chosen for their personal interested and expertise in the areas of agricultural safety and agricultural education. A comparative field test placing the CD-ROM and WWW curricula against a traditional method of teaching took place in the fall of 2002. Seven geographically diverse high school agricultural science classrooms around Indiana were used for the comparative field tests. Classrooms were divided randomly into thirds with one-third of the students receiving instruction via CD-ROM, a third receiving instruction via the WWW, and a third with a teacher in the classroom utilizing a traditional method of instruction. Preliminary data suggests that the percent knowledge gain by students using the computer-based curricula (CD-ROM and Web-based) is comparable to the percent knowledge gained by youth receiving traditional classroom instruction.

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THE GENOMIC ANALOGY MODEL FOR EDUCATORS: A NEW TOOL FOR TEACHING BIOTECHNOLOGY

Dr. Kathryn Orvis*, Rebecca Rothhaar and Barry Pittendrigh, Ph.D.

ABSTRACT:
Research in biotechnology is rapidly advancing; everyday new and exciting discoveries are made, but with this new technology also come many safety and ethical questions as well as the need for education. Many people feel that alternative teaching methods will help to increase students understanding of difficult concepts in all aspects of schooling including math, science, genetics, and biotechnology. The Genomic Analogy Model for Educators (GAME) is a teaching tool currently under development, made up of three different pieces: a CD-ROM, a Website, and laboratory exercises. The GAME model uses simple analogies of easily understandable concepts to explain the technical and scientific aspects of modern genomics; the first module is The Lego(c) lesson which focuses on DNA sequencing using the Sanger method and electrophoresis. The purpose of this study was to evaluate, through pre/post survey, the effectiveness of the GAME model on high school students at seven rural high schools, as well as evaluating the effect of the GAME model on high school students' attitudes about biotechnology. The Lego(c) lesson was presented along with the accompanying laboratory exercise and was followed with the use of the CD-ROM to reinforce that same lesson. Results show a positive change in students' post-test scores after participating in the GAME model which would indicate the effectiveness of this new tool for biotechnology education.

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EXTENSION ROLE IN EXCELLENCE IN HIGHER EDUCATION: A CASE STUDY OF LATINO YOUTH IN WASHINGTON

Sonia G. Morales Osegueda Ph.D.*

ABSTRACT:
The changing demographics occurring in American society clearly represents a challenge for Cooperative Extension to re-examine its educational responsibility to local communities. Cooperative Extension has a unique opportunity personal relationship with communities, recruit and promote higher education for under

represented audiences, especially Hispanics. Washington State University Cooperative Extension is committed to staying focused on the educational needs of our communities, especially children and youth. County Extension Educators are actively participating in Washington State University's higher education recruitment initiatives and post secondary education needs of children, youth and adults. This presentation will be based in a research conducted with Hispanic high school students in King County. Research information, objectives, results, and recommendations will be presented. Strategies necessary to implement in order to be success in recruiting any group/individual to any higher education program will be discussed.

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A MULTI-STATE SHARED E-LEARNING SYSTEM FOR EXTENSION PROFESSIONALS? EXTENSION HAS IT! COME SEE WHAT IT CAN DO FOR YOU!

Mitch Owen*, Alan Barefield, Larry Lippke and Ray Kimsey

ABSTRACT:
Extension subject matter specialists, communications, and information technology specialists, and academic professors develop a wealth of education and training resources for use in teaching and Extension in the land grant system. As more and more content is placed online, the potential for collaboration is greatly enhanced, but in the development of these resources there are often duplication of resources and effort, lack of encouragement for collaboration, and inconsistent quality. To address these issues, the Association of Southern Regional Extension Directors (ASRED) in cooperation with the Association of Extension Administrators (AEA), agreed in late 2001 to support an effort to develop and launch a multi-state curriculum development project in the Southern Region focused on staff development. The Cooperative Extension Curriculum Project (CECP), relying on the commitment of each 1862 and 1890 land-grant institution to provide team members, has developed a framework for collaborative work in the southern region. In April of 2003, an interim learning content management system was implemented to support the creation of e-learning modules. Over 10 modules have already been contributed and are currently available for Extension workers to use in their personal development.

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IDEAS FOR CAMPS AND TEEN RETREATS

Vernon Parent* and Carla Lee

ABSTRACT:
Fun ideas for camps and teen retreats are sometimes hard to come by. Ideas that have worked in Utah will be shared to help you plan your next event.

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GRANDMENTORING: CONNECTING ACROSS THE LIFE COURSE

Ann B. Parkinson M.S., CFCS*

ABSTRACT:
The Youth and Families with Promise two-level mentoring program was designed and implemented through Utah State University Extension Services to address youth problems through early intervention with at-risk youth, ages 10-14, and their families. Youth referrals come from school administrators, officers of the Juvenile Court, community social service agencies, or from parents. When a referral is received, the youths' parent(s) are interviewed to obtain their consent for the youth to participate in the program and its evaluations. The youth is then matched with volunteer mentors recruited through universities, colleges, the family's religious congregation, or from community volunteer organizations.

Whenever possible, youth are matched with both college-age and grandparent-age mentors (grandmentors) who work directly with the youth, focusing on building academic and social skills while providing a positive role model for the youth. Program youth, their families, and mentors participate in monthly group experiential learning activities and periodic service projects. Through these activities and interaction with the youth, grandmentors support parent(s) and assist in the development of strong family bonds, better communication, and clear family rules. Data were collected through focus group interviews with parents and grandmentors which were tape-recorded and transcribed verbatim for data analysis. The information from study could prove useful in designing comprehensive support programs for families who are at-risk for problems and who experience substantial stress. Older adults can provide important support and stability to a mentoring program.

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THE NEW SCIENCE OF FOOD: FACING UP TO OUR BIOTECHNOLOGY CHOICES

David B. Patton* and Mark Edelman

ABSTRACT:
The poster will feature an overview of a new publication "The New Science of Food: Facing Up to Our Biotechnology Choices" authored by Extension Specialists Mark Edelman and David Patton. The publication is one of the 2003 National Issues Forums booklets written under a contract to Farm Foundation. The booklet explores the conflicting public positions that have emerged about the application of biotechnology to food. It sets out three broad approaches to public policy: (a) Let Science and Enterprise Guide Our Food System; (b) Safety First: Protect Our Health and Environment; (c) Encourage Multiple Food Sources and Full Disclosure. This issue book can be used in a wide range of Extension programs in food science, agriculture, consumer science, environment, and international trade. A summary of the book will be available as a handout, along with handouts explaining the NIF deliberative public forum. Order forms for the booklet and the accompanying video will also be available.

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BUILDING CONNECTIONS WITH SCHOOLS AND LIBRARIES THROUGH NEW PROGRAMS

Daniel F. Perkins*

ABSTRACT:
The purpose of this poster is to provide viewers with access to useful materials to begin collaborating with local elementary schools and libraries. Viewers will learn about two programs--one about reading and the other about bullying. The resiliency research literature provides strong evidence that gaining a sense of mastery of skills such as reading is an important characteristic of resilient youth. In addition, the research on literacy clearly links children's reading skills to academic success. Fostering reading between children and parents can only strengthen the child's chances of success, not to mention strengthen the relationship between parents and children. Therefore, the first program presented in the poster are educational materials related to a new reading program entitled "Reading Wizards: Parents and Children Reading Together." County agents are working with schools and their local libraries to get out this education material. The other program is entitled "Bullying: It Is Not Just Child's play." This program provides the county educator with training materials to be used with schools staff. The program focus is addressing what can be done by teachers and parents to prevent or stop bullying among children. According to the Office of Juvenile Justice, bullying is frequently misunderstood by adults as an unavoidable part of growing up and, as

a result, often occurs in the presence of adults who fail to do anything about it. Viewers will have an opportunity to learn about the programs and how to download all related materials off the Web for free.

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COLLABORATION AND OTHER LEVELS OF WORKING TOGETHER

Daniel F. Perkins* and Lynne Borden

ABSTRACT:
Community groups and human service professionals are working collaboratively to develop innovative solutions to the issues facing our children, youth and families. Working collaboratively they are able to generate positive outcomes for the audiences they serve. Too frequently, however, collaborative groups run into a roadblock and cannot figure another route to take so they fold. Or sometimes, collaborative groups cannot seem to get past the "meeting to meet" phase. Identifying and understanding the roadblocks or the reasons your collaboration is unable to move forward increases the likelihood of a community group dealing with the problem and ultimately achieving shared goals and outcomes. This seminar will enable the participants to learn four hands-on evaluation tools that they can use with their collaboration members to identify roadblocks and to decide an appropriate action given the situation. By using the self-evaluation tools based on the National Network for Collaboration's Collaboration Framework, participants will learn how to employ these tools. NNCO was a collaborative effort of more than 19 Land Grant Universities and the CSREES. NNCO utilizes knowledge and expertise of specialists to provide educational materials and technical assistance regarding community collaborations. This seminar will include four self-evaluation tools: (1) an assessment of your community group's linking level; (2) an assessment of gaps in membership. In addition, the facilitators will present new strategies of using these tools that have been found to be quite effective in moving collaborative groups forward.

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ONLINE SYSTEM TO EVALUATE 4-H YOUTH'S LIFE SKILLS

Daniel F. Perkins* and Claudia Mincemoyer, Ph.D.

ABSTRACT:
Community programs designed to promote youth development attempt to provide youth with opportunities to develop life skills and social assets through participation in a variety of projects and activities. Many of these programs claim to foster these skills and assets; however, few have been scientifically evaluated and few instruments are available. The importance of such skills/competencies in adolescence, in combination with the fact that these skills can be taught and practiced, provides strong rationale for the development of assessment measures. In 2001, an initiative began within Penn State Cooperative Extension to develop system for youth development professionals, specifically 4-H Youth Development Educators, to assess personal and social assets of their youth participants on regular bases utilizing a Web-based process that provides immediate information. The system contains validated assessment tools to measure different personal assets or life skills (e.g., decision making, critical thinking, teamwork, etc). The importance of such skills/competencies in adolescence, in combination with the fact that these skills can be taught and practiced, provides strong rationale for the development of this system and assessment measures. The aim of this session is to introduce participants to Penn State Cooperative Extension's new online resource and process that provides 4-H Youth Development Extension Educators with program evaluation information on life skills without them leaving

their office. The online system enables educators to enter their own pre-test and post-test data into the system and to print summary reports on demand. The lessons learned in implementing such a resource will be shared.

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LOOKING BACK IN TIME--A 4-H ORAL HISTORY

Curt Peters* and Tina Christianson

ABSTRACT:
The recent centennial year for 4-H caused many to look back at the 4-H program over the last one hundred years. In looking for historical information, 4-H agents often found past agent reports, some news clippings and photos. Rarely did an agent find insights from program participants--volunteer or member. In Pima County Arizona, a Centennial year project was adopted to create an oral history collection in an effort to collect and preserve some of the thoughts of past program participants. A local author was consulted to provide a basic overview on conducting the project. Teens were trained to conduct interviews. A list was developed of potential people to interview. Teens conducted the interviews. Interviews were then transcribed and the teens went about selecting the interviews to publish and editing the materials. The resulting materials have been published in both print form and as a web page. Come see how the process was accomplished and the final products produced by this teen driven project.

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STARVING FOR SUCCESS--THE DANGEROUS WORLD OF EATING DISORDERS

Amy L. Peterson M.S., R.D.*

ABSTRACT:
An estimated one million or more Americans suffer from eating disorders. Between 5 and 20% will die as a result. Females make up 95% of those affected. Teens and athletes whose performance is related to their weight and physical appearance are also at a greater risk--one out of every 250 teenage girls may be affected. Parents, friends, teachers, and relatives can help an adolescent or young adult develop a positive self-image and may help prevent the development of am eating disorder. "Starving for Success" is an original program that reviews the signs, symptoms, and treatments of anorexia, bulimia, and binge eating. Over 300 participants in high schools, community groups, and the Nebraska Women's Correctional Center have been educated since the fall of 2001. Staff psychologists for an eating disorder support group at the Correctional Center stated it really helped them understand all the serious health problems that can happen with anorexia and bulimia. "I didn't know you could die", stated on group member. Students also developed a better understanding about the dangers of disordered eating. "I didn't know your body could look so bad and so weak," stated on student. "It really damages your brain and your body organs", and "It makes you look like an old man!" observed another young man. Extension professionals will be able to review program and materials, and see examples of educational materials used when working with audiences with this subject matter.

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TRIVIA ... THE 4-H WAY

Bob Peterson* and Brent Strickland

ABSTRACT:
Trivia ... the 4-H Way Youth learn quickly through games. Whether it is information or behaviors, etc., the result is the same. New knowledge and changes in behavior exist as a result. Games also tend to reduce the fear of not knowing answers because the game itself is fun. Using this information and adapting two commonly used games, i.e., Jeopardy and Quiz Bowl presenters will share a PowerPoint program that participants can use immediately. The program is adaptable to any project or program. The use of digital photos, drawings, etc., and other techniques enhance the strength of this media that provides an exciting alternative to the read and answer Quiz Bowl model. Participants will receive a CD with the board model, and several project models developed by the presenters and a guide to making changes in the program. Ideally participants will need a laptop with a CD-ROM drive, and PowerPoint 2000 for full participation. However, they are not required. Either way, join us for some fun.

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CHANGE--ENJOY IT WITH 4-H TEENS

Joey Peutz* and April Ward

ABSTRACT:
Teens in Idaho are faced with many challenges. Current 4-H/Youth Development programming is in place to meet these challenges and to develop and maintain confident, successful teens that will become contributing adults. However, retaining teens in the Idaho 4-H/Youth Development Program has been difficult. As numbers of teens enrolled in the 4-H/Youth Development program continue to decrease three Idaho 4-H Educators have applied Spencer Johnson's "change principles" presented in the best-selling book, "Who Moved My Cheese?" First principle: "If you do not change you become extinct," led to the development of two new programs: 1.) The Silver Linings program specifically targeting teens of divorced parents 2.) Teaming teens in technology focused programs. A broader teen audience is being reached through these programs. Second principle: "Smell the cheese often so you know when it is getting old," brought about changes in our current state 4-H Ambassador program. More technology, team-building activities and fun have been included. Better connections were built between youth and adults and a larger number of teens were challenged to grow. Third principle: "Old beliefs do not lead you to new cheese", led to the expansion and improvement of current trainings for adult volunteers. Workshops included the impact of generational changes on teen development and programming (Generation "Y"). Appling Johnson's "change principles" to teen 4-H programming, challenges 4-H professionals and volunteers to develop dynamic educational activities that motivate teens. As generations change, technology increases, and family structure varies, it is important to quickly change again and again. "Keep moving the cheese!"

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SMALL GROUPS AND MENTORS FOSTER RELATIONSHIPS DURING SUMMER PROGRAM

Ruthellen H. Phillips*, Margaret Miltenberger, Susan Gamble and Brenda Pruett

ABSTRACT:
A successful summer program must afford opportunities for building relationships to enhance learning. Ruby Payne (1998) states, "The key to achievement for students from poverty is in creating relationships with them." A national longitudinal study and America's Promise (U.S.D.E. 1997) identified "a relationship with a trusted, caring adult" as

one of five resources for youth. Energy Express is a six-week program to promote the school success of children living in low-income communities by maintaining their reading. Two program components were designed to create opportunities to build relationships: college-student AmeriCorps members serving as mentors to children and small groups. The ratio of eight children to one mentor creates opportunities for children to receive individual attention, to build strong relationships with trusted adults, and to help children become supportive group members. The opportunity to make strong connections is enhanced by eating meals together and engaging in reading, art, drama and recreation. A noncompetitive environment creates a safe place where children feel comfortable cooperating to achieve group goals. Gains in reading scores confirm children's reading achievement. However, does Energy Express provide opportunities to develop relationships which enhance learning? Do children connect with each other and build cooperative skills? A qualitative research design was used to collect data by interviewing a sample of 43 parents and school personnel from 10 sites in seven counties. The study found that the mentor and small group models provide important opportunities for children to build connections and relationships that support learning. Implications for the Extension Service and school partners are that (1) relationships are an important component of successful programs, (2) college-student mentors and small groups are useful model for other programs, and (3) qualitative research compliments quantitative data and improves understanding of stakeholders.

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GAMES! GAMES! GAMES!

Sage Platt M.A.* and Craig Dart, M.S.

ABSTRACT:
The Youth and Families with Promise Mentoring Program (YFP) was designed and implemented through Utah State University Extension to address youth problems through early intervention with youth, ages 10-14 and their families. Through quantitative and qualitative research it was evident that families and youth needed to improve skills encompassing good communication, goal orientation, problem solving, and play. To address this issue, program youth, their families and mentors participate in experiential group activity nights and service projects. The monthly activities are thematic and structured from therapeutic adventure and active learning models and are based on the "40 Assets" as identified by the Search Institute. The volunteers and trained staff of each organization participate and facilitate the learning activities. Through this interaction, mentors support the parent(s) and assist in the development of strong family bonds, better communication, and clear family rules. Testing shows that the parent(s) also gain in knowledge of parenting skills. Activity nights are structured with icebreakers and initiatives labeled as problem-solving or quick physical activities. The rules are outlined for participation and the processing or debriefing follows. This Seminar will help the participants understand and experience how learning activities and games build skills and strengthen relationships. Participants will learn the theoretical foundations for structured active games in a large group setting and will participate in a wide variety of proven experiential activities designed to help families and youth develop strong family bonds, better communication and improve family relations. Research data will also be available to participants.

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WASHINGTON AMERICAN HERITAGE CITIZENSHIP TRIP

Robert Duane Plymale*

ABSTRACT:
Success Story, 2000 Washington American Heritage Citizenship Trip: For over thirty years the South District has participated in Washington Focus, a youth citizenship training program sponsored by the National 4-H Center in Washington, DC. Because of scheduling conflicts and rising costs, that reduced delegate sponsorship, the South District was forced to look at other ways to promote citizenship and yet give our youth a low cost opportunity for similar learning experiences. Six years ago we started the Washington American Heritage Citizenship Trip that had similar goals of the old Washington Focus Trip but expanded opportunities about our national heritage. This five-day trip to the Washington DC area increased opportunities for learning by also visiting Gettysburg, Williamsburg, and the Jamestown areas. Each day the American Heritage Program is given a theme, "American Heritage Day;" "Historical Day;" "Legislative and Citizenship Day;" "Colonial Day" and "International Day." Each day activities are scheduled that relate to the theme that builds upon heritage and citizenship for the delegates. Lodging for the delegates is in motels located in the area while most meals are at the finest restaurants. Cost for the trip is down to $450/delegate compared with over $750 cost at the National 4-H Center. Evaluation of youth delegates indicate that the trip is as good an educational and citizenship experience as the Washington Focus trip, while lodging and food is better. Because of reduced cost, more delegates from the South District counties are also attending the heritage experience.

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MEETING THE TRAINING NEEDS OF EARLY CARE PROFESSIONALS BY WEB-BASED TRAINING

Darlene Pohlman*

ABSTRACT:
Through the "Extension Cares..." Cooperative Extension Initiative, a web-based course has been developed for early childhood professionals that care for children in a home or center-based setting. This course with its many topics has been developed through a multi-state, multi-discipline endeavor. Well-trained early childhood professionals are the keys to providing quality early care programs. This training course can help early care professionals improve their skills and knowledge base. The course draws from scientifically based research and is presented with practical information to help early childhood professionals provide a safe and healthy environment for the children in their care. Participants of the Share Fair will learn how early childhood professionals within their state can receive training. Share Fair participants will learn how they can become involved in the development of new topics that will become part of this web-based training. Authors of topics receive collected data from course participants and are able to analyze data to determine significant knowledge gains and reported behavioral changes.

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HELP WANTED: GREEN INDUSTRY VOCATIONAL TRAINING FOR AT-RISK YOUTH IN NEW JERSEY

Nicholas Polanin*

ABSTRACT:
The Green Industry Vocational Training Program was implemented in 2000 as a workforce preparation program targeting at-risk youth for employment opportunities within New Jersey's tree care and landscape industries. In cooperation with The New

Jersey Youth Corps, this program was designed to fully prepare the youth in being a contributing, responsible, and skilled worker in society. In 2000, training and employment opportunities were made available to 2 of the 12 New Jersey Youth Corps offices. Eighteen (18) youth were identified for hands-on and classroom training. Eight (8) trainees expressed moderate interest in employment following the training, and four (4) accepted full-time positions with tree care companies and garden centers / nurseries. With partial grant funding, the 2001 statewide training program was delivered to 35 youth at an overnight camp. Within a condensed and more intensive training format, the youth displayed substantial knowledge gains in proper safety techniques in tree climbing and a electrical hazard awareness. Twenty (20) trainees expressed interest in employment and four (4) accepted full time positions. The New Jersey Youth Corps' 2002 budget included dedicated training funds three times that available for FY2001. Three regional training sessions were held throughout the state in 2002, serving a total of eighty-seven (87) youth. Individual evaluations following the 2002 program showed similar knowledge gains in the areas of pruning, climbing techniques, and work zone safety. The curriculum is based on materials from the International Society of Arboriculture, the National Arborist Association, and the Utility Arborists Association.

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FINANCIAL SECURITY IN LATER LIFE: A NATIONAL INITIATIVE MAXIMIZING THE NATIONAL, STATE, TERRITORY, AND LOCAL ORGANIZATIONAL MODEL OF THE COOPERATIVE EXTENSION SYSTEM

Nancy M. Porter*, Marilyn Cross Bischoff, Cathy Burkett, Susan E. McDonnell, Judy McKenna, Jacque Miller, Darlene Moss and Cyndi Renn Margaret

ABSTRACT:
Teams in states and territories work with community partners to offer dynamic trainings and programs to strengthen CES's capacity to deliver financial education leading to increased Financial Security in Later Life (FSLL) for citizens. Representatives of the National Initiative Management Team, five states, and American Samoa will showcase programs maximizing the CES organizational model. In American Samoa, FSLL has been adapted to that territory's culture and traditions and assists citizens with saving for their Fa'alavelave's (family events such as wakes, funerals, and first birthday celebrations). Colorado developed local partnerships to implement an educational series which utilized a featured presenter and activities incorporating multiple intelligences to meet the varied expectations of adult learners. In Idaho, collaborations with the Idaho Chapter of AARP to promote the "Legal Checkup" program and the Idaho Financial Literacy Coalition to conduct a "Save for your Future" campaign enhanced programming. A conference held at ten sites in Indiana introduced resources and programs to people who work with families (attorneys, ministers, CFPs, and social service personnel). Keynote speakers and the "Take the Road" program were broadcast out to remote sites and local sessions focused on planning for a secure retirement and adult children/aging parents. In Iowa, programs focused on a comprehensive retirement planning curriculum, "Retirement: Secure Your Dreams" and "What Every Woman Needs to Know About Money--But is
Afraid to Ask." Ohio reports successes structuring efforts to build bridges among disciplines, academic units, programs, and personnel to achieve a coordinated, focused, statewide FSLL effort.

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FROM THE COUNTY TO THE GALAXY, EXCEEDING EXPECTATIONS THROUGH GLOBAL CITIZENSHIP

Ginny Powell*

ABSTRACT:
Today, events taking place in one part of the world no longer happen in a vacuum. It is impossible for us to ignore situations taking place on any part of the globe. We are all citizens of the planet earth. It is our responsibility to help young people and their families understand this interdependence and our role of global citizens. The 4-H Global Citizenship Program model and "And My World" curriculum focus on developing the knowledge, attitudes, and skills that will better prepare individuals to more effectively interact in our global, interdependent society. The learning activities in this model and curriculum are designed to help individuals develop relationships and critical knowledge to enhance interactions with family members and peers at the community, state, national, and global levels. Seminar participants will be introduced to this model and curriculum, as well as experience hands-on activities that are designed to help participants learn about cultural similarities and differences, critical issues facing our world, and help prepare them to be better able to work with others to improve the quality of life throughout the world. Specifically, the "And My World" curriculum uses this model to help young people think about worldwide cultural, economic and political issues. The curriculum provides information about the current world challenges and interdependence. It highlights areas such as the environment, economics, hunger, and health. All activities are based on the experiential learning model.

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UNIVERSAL DESIGN: AN INTERDISCIPLINARY PARTNERSHIP TO PROMOTE EASE OF LIVING

Christine Price Ph.D.*, Susan Zavotka, Ph.D., Meg Teaford, Ph.D. and Patricia Holmes

ABSTRACT:
OSU Extension, in partnership with the Departments of Consumer and Textile Sciences, Human Development and Family Science, Allied Medical Professions, the Ohio Department of Aging and Lowe's Home Improvement Warehouse developed a community education program on Universal Design and home modification. Universal Design refers to the design of products and spaces for use by all ages and abilities. By incorporating the Universal Design philosophy, all home environments can become beautiful, functional and safe for use across the life span. The program was piloted on 202 participants from Central Ohio before expanding its use statewide. A train-the-trainer model was used to distribute the program to FCS Extension agents across Ohio. Community partnerships are established on the local level in order to provide educational workshops on Universal Design. The program is appropriate for all types of audiences, including new home buyers, seniors, adult children of aging parents, builders, contractors, architects, and social service professionals. A Service Learning course, "Universal Design: Teaching the Benefits," enables student involvement. Occupational therapy, physical therapy and interior design students teach educational workshops with Extension agents and conduct in-home assessments. It is the combination of community workshops, collaborative partnerships, a service learning course and home assessments with Ohio citizens that has proved how a strong interdisciplinary platform can result in effective community outreach.

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STRENGTHENING YOUTH AND FAMILIES THROUGH ASSET BUILDING

Debra Proctor* and Ellen Serfustini

ABSTRACT:
Utah's Youth and Families with Promise Program (YFP) is a multi-generational mentoring program designed to reduce and prevent delinquent behavior. It addresses youth problems through early intervention with at-risk youth, and their families. YFP uses Utah's Connect! curriculum to assist mentors in addressing specific asset deficits the youth have in fun and interesting ways. The curriculum model is based on learning activities that volunteer mentors can use to increase 8 specific developmental assets in youth's lives. Each asset is approached in an interactive manner with correlating objectives, procedures, discussion questions, and processing to check the understanding and commitment of the youth. Family Night Out, a monthly session that provides families with structured active learning experiences is correlated to asset-building in a large group setting. Activities are designed to help program youth and their families develop family goals, strengthen family bonds, and foster better communication to improve family relations. Evaluation of the program has documented the effectiveness of YFP in reducing and preventing delinquency and other problem behaviors in a young person's life by addressing three main goals: (1) Strengthening and improving family relationships; (2) Increasing interpersonal competence-"people skills;" and (3) Improving academic performance. The YFP program has been adapted to work with minority populations, high school youth as mentors and the distances involved in rural areas that create challenges for families. In-school, after school and community-based mentoring programs are used throughout the state to address these issues.

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INTERNATIONAL CAMPING OPPORTUNITIES FOR 4-H

Richard Pulliam*

ABSTRACT:
International Camping opportunities provide an untapped opportunity for 4-H. As a follow up to the 6th International Camping Congress in Melbourne, Australia, I will be sharing ideas, information, and contacts for camping professionals, 4-H Agents, and others interested in developing international camping programs and contacts. Although featuring materials and information from the International Camping Congress, the exhibit will also include ideas for program planning and development that will be intended to inspire others to think globally in terms of 4-H Camping.

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IMPACT OF A NUTRITION EDUCATION PROGRAM (YOUTH EFNEP) IN OHIO

Marilyn Rabe*, M.S.Punam Ohri-Vachaspati, Ph.D., R.D.,L.D. and Scott Scheer, Ph.D.

ABSTRACT:
A case control study evaluated the effectiveness of the Youth EFNEP nutrition education program in improving knowledge and behavior of 900 3rd and 4th grade students in Cleveland, Ohio. A simple pre-post evaluation instrument was developed and used to obtain information on the students' nutrition knowledge and self-reported nutrition related behaviors. EFNEP Educators presented a series of 4 lessons to the 600 students in the intervention group; the 300 control group students received none. The results of the study showed that there was a significant improvement in the nutrition knowledge of the intervention students after participating in the lessons. However, there were no significant changes in behavior for either intervention or control groups. The findings support the effectiveness of the program in changing nutrition knowledge. Results indicated that a

longer intervention might be needed to cause any behavior change. The instrument developed for this study was found to be valid and reliable in gathering the data needed to assess the effectiveness of the program.

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SOMALI REFUGEES IN AMERICA-MEETING THEIR NEEDS WITH EFNEP

Marilyn Rabe*

ABSTRACT:
Since the early 1990s, over 20,000 Somali refugees have settled in Columbus, Ohio, most in the past two to three years. These families face many challenges when they arrive in their new homes, not the least of which are learning how to prepare healthy meals for their families, handling food safely, and shopping in American grocery stores. The Expanded Food and Nutrition Education Program (EFNEP) in Franklin County (Columbus, Ohio) has helped to address the needs of the Somali families by hiring a Somali Nutrition Educator. This Educator uses both English and Somali to teach his students. He has adapted EFNEP lessons to meet the particular needs of the Somali audience.

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YOUTH AS ENVIRONMENTAL AMBASSADORS

Jeannette Rea-Keywood*

ABSTRACT:
Demands on our environment continue to be a major issue. We are faced with issues related to air, land and water. How should we dispose of and manage solid waste? We must continue to address these concerns while maintaining a balance between the environment, human health and the economy. Today's young people as future leaders must take action to address these issues and create change. The 4-H Environmental Ambassador Program is a 3 day/2 night conference for youth in grades 5-7 from a three-county region. They explore waste management and environmental conservation and their goal is to become ambassadors in their schools and communities and make a difference. Topics include recycling, landfilling, effects of incineration and how we can impact the environment by handling trash effectively. Hands-on activities such as building a mini incinerator and landfill, exploring trash and studying habitats are reinforced by visits to waste management facilities. The tour sites include a materials separation and recycling facility, landfill, waste-to-energy plant and composting center. Role-play situations and an environmental town meeting give participants a means to apply the information learned from the activities and tours. This poster session will provide Extension educators with information on developing, conducting and evaluating a 4-H Environmental Ambassador Program. Topics that will be highlighted include collaborations, funding sources, hands-on and journal activities, tours, evaluation results and more.

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THE IMPACT OF THE LEADERSHIP 20/20 PROGRAM ON RURAL CITIZENS IN INDIANA

Kendra Redmon*

ABSTRACT:
Many citizens in rural communities in Indiana are facing complex issues and have limited opportunities to enhance and broaden their leadership skills. Four state organizations collaborated to bring a leadership program to rural communities in Indiana. The goal of Leadership 20/20 is to provide participants with an awareness of their leadership

potential and to encourage their leadership growth and development beyond the program by getting more involved in the community. The purpose of this study was to identify if there had been a positive impact on the leadership development of Leadership 20/20 participants. The specific objectives were: to determine if participants were more aware of their leadership potential; to determine if participants were confident in their leadership abilities; to determine if participants had enhanced their leadership skills; identify if participants were better informed about local and community issues; and to identify if participants were more involved in their community. Data were collected using both quantitative and qualitative methods. Mail questionnaires with correct follow-up was how data were obtained and data were entered in Statistical Package for the Social Sciences (SPSS) for the quantitative data and a Microsoft Word document for the qualitative data. The final response rate was 56.4% by having 61 respondents out of 108 participants. The following conclusions were made: participants increased their awareness of their leadership potential; increased their confidence in their leadership abilities; they are better informed of local and community issues; they enhanced their leadership skills and are more involved in their community.

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PROGRAM MARKETING: ARE YOU SELLING WHAT PEOPLE ARE WILLING TO BUY?

Kathy Reiser*

ABSTRACT:
What's the number-one reason people cite for not taking part in Extension programming? In many cases, it's "I just don't have the time." And yet, potential clients do carve out the time for soccer games, tae kwon do lessons and choir practice. Maybe the problem isn't really a lack of time. It could be that the programs don't seem to connect with their immediate needs. Or it may be that our promotional messages just don't resonate with people who have dozens of alternatives for spending their limited free time. In this session, you'll learn how to craft promotional messages that cut through the clutter and focus on the benefits that are most meaningful to your target audience. You'll explore some of the marketing techniques that are successfully used to sell products and services in the commercial world. And you'll find out why emotional appeals may be far more effective than rational appeals--even when your target audience seems driven by facts and figures.

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HEALTHY SNACKS MAKE HEALTHY KIDS

Rebecca Reynolds*

ABSTRACT:
Snacks for children are an important part of the daily diet. Planned properly, snacks provide essential nutrients without adding unnecessary calories. Establishing eating habits at an early age will set the pattern for food consumption as the child grows older. This display will show teaching aids and games to introduce the Food Guide Pyramid to children. Included are a fold-up pyramid to use with "Fishing for Nutrition" and a cube with all food groups for the "Roll a Snack" game. Recipes for lower fat snacks and information on helping with overweight children will be on display.

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IMPROVING WATER QUALITY IN GOLF COURSE MANAGEMENT

Charles D. Rice*

ABSTRACT:
Cateechee Golf Club is a symbol in Georgia of what can be accomplished through teamwork of various agencies searching for a better environment. Cateechee Golf Club is a

unique course that uses a 460 acre tract of land with only 67 acres of well maintained turf areas. It has the distinction of being the only Audubon Signature course in Georgia and one of three in the Southeast. This course was designed from the beginning with nature in mind. Cateechee is a discharge site for two to five million gallons of waste water per day from a municipality on the greens, trees, rough, natural areas and forests. Stringent detail is given to protecting ground and all surface water from waste affluent and pesticide residues. Large vegetative buffers around waterways, pesticide and residue retention areas, and innovative energy conservation measures are just a few of the pieces of a puzzle that sets Cateechee apart as a pioneer in environmental golf course management. Dead trees, birdhouses, and a 150-year-old chimney adorn the landscape along with a theme that guides a golfer though a lesson in nature as they play a very challenging 18 holes of golf. The Georgia Extension Service was an integral part of this project from it's design, choice of turf, grasses for natural areas, stream bank protection, water monitoring sites, and volunteers from the Northeast Georgia Master Gardeners for building wildlife habitat and wildlife studies. The water quality leaving this site is actually better than the quality of water coming to this area as evidenced by testing and increases in aquatic populations.

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CIVIL AIR PATROL EDUCATIONAL INITIATIVES

Judith A. Rice*

ABSTRACT:
The Civil Air Patrol and the 4-H Youth Development program each offer various opportunities and resources for Aerospace Education and Youth Development to young people and the adults who work with them. While 4-H offers great breadth in Youth Development materials, CAP offers great depth in Aerospace Education. These opportunities and resources are complimentary. Youth and adults who are interested in Aerospace Education will benefit from the newly formed partnerships between the two organizations. This workshop will enlighten and inform all who attend the benefits to the Civil Air Patrol to the 4-H member and Extension Agent. Learn about the free materials and come prepared for a minds-on, hands-on experience. All Civil Air Patrol educational products adhere to the National Standards. Many products are Life Skill compatible and in National 4-H Jury Process.

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THE HIGH FIVE! PHILOSOPHY. EFFECTIVE TEAM BUILDING FOR COOPERATIVE EXTENSION

Kathleen Riggs*

ABSTRACT:
One of the crucial skills all Extension professionals need is the ability to work effectively with other people. Whether working with colleagues, staff, or volunteers, the Agent who can create sense of teamwork and ownership creates excitement and a willingness among others to go the extra mile to accomplish common goals. The High Five! Philosophy is an approach to team leadership based on Ken Blanchard's best selling management book, "High Five--The Magic of Working Together." Participants will examine the keys of successful team building from the "coach" perspective and learn how to apply the "hallmarks" or best practices to various Extension scenarios including working with teams of co-workers, staff and/or volunteers. Once a team leader internalizes and applies the thought that "None of us is as smart as all of us" the magic of reaching goals can begin.

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FOOD IRRADIATION: INSURING YOUR FOOD'S SAFETY

Karen Richey* and Joan Younce

ABSTRACT:
Food Irradiation has been identified as a safe technology used to increase the safety of the food supply and help protect consumers from foodborne illness. Purdue University Extension has addressed the responsibility to educate consumers about the safety and application of the technology by offering Food Irradiation: Insuring Your Food's Safety. Participants will learn about the process of food irradiation, be able to identify the applications of food irradiation, make informed decisions when given the choice of irradiated food, and learn their responsibility in maintaining safe food. The curriculum and video were piloted with youth and adults and reviewed by food safety specialists from academia and industry. "Behind the Headlines" a consumer friendly video, available at cost, defines food irradiation. Partial funding for the video was provided by USDA CSRESS- National Food Safety Initiative Grant Program. The power point lecture presentation provides slides, outline and script notes. Activities include taste testing with an irradiated food response score card and an irradiation quest game. A pre/post-survey is available for evaluation, as well as a six week follow up letter and survey for additional assessment. A brochure for consumers addressing food irradiation and a list of food irradiation web sites are provided. Accessibility to Food Irradiation: Insuring Your Food's Safety can be made online at www.cfs.purdue.edu/extension/irradiation/.

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4-H AMBASSADORS, TEENS, LEADERSHIP AND LIFE SKILLS

Toni W. Riley*

ABSTRACT:
Leadership--a word that seems synonymous with success in today's world. How does one learn leadership? How are people empowered to become leaders? Are people natural leaders or can leadership be developed? According to Independent Sector (1994) teens are an underdeveloped volunteer and leadership source. Teens are, therefore a new peoples for leadership development. To tap this underdeveloped and previously un-served audience, Ambassadors; Christian County 4-H is a program developed to empower teens with responsibility, communication skills and the confidence to develop leadership and life skills. This program has taken a group of teens who were selected for their communication skills, service to their community and the 4-H/Youth Development Program and provided them with leadership responsibilities. The teens were selected to represent the demographics of Christian County (the most diverse county in Kentucky) and also involve 4-H members from Fort Campbell Army base. Ambassadors was developed to increase the teens leadership through opportunities to coordinate a community service project and represent the Christian County 4-H program on TV, radio and newspaper reporting, as volunteer leaders and role models, while learning and enhancing their communication, self confidence and organizational skills. This workshop will outline the process through which Ambassadors: Christian County 4-H was developed, it goals and objectives and the outcomes of the program. It will unveil the leadership training modules that were employed to teach interviewing techniques, newspaper writing, creative problem solving, public speaking and techniques for meeting people.

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"JUST BE IT: HEALTHY AND FIT" YOUTH DIABETES PREVENTION PROGRAM

Roberta Rios* and Lynne Beam

ABSTRACT:
In many communities across the United States health care providers have reported the increased diagnosis of Type 2 Diabetes in children. Further, there is limited nutrition and physical education taking place in public and private schools. To address this community problem the Northern New Mexico Wellness Network, under the direction of the New Mexico Cooperative Extension Service, developed "Just Be It: Healthy and Fit". This Youth Diabetes Prevention Education Program is a self-contained curriculum, focusing on general health and wellness, and Type 2 Diabetes. The culturally relevant curriculum is aimed at helping 1st - 6th grade youth adapt healthier lifestyles and reduce chronic disease, specifically Type 2 diabetes. It includes prepared, grade specific and interdisciplinary lesson plans, background information for teachers, hands on classroom activities, bilingual (Spanish) take home handouts, school to community health related activities, evaluation instruments, and a resource list . Participants will experience several of the interactive lesson plans and will receive the copies of this valuable curriculum.

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FARMERS MARKETS--IMPACTING HEALTH THROUGH ECONOMIC DEVELOPMENT

Carole Rison*

ABSTRACT:
Farmers markets provide opportunities not only to enhance the economic well being of families and communities but the health of those families and communities, as well. The Extension Agents for Family and Consumer Sciences in five Eastern Kentucky Counties began providing recipes for market vendors as a method of reaching a limited resource audience with food preparation information. However, vendors soon realized they could sell more produce when instructions for preparation was provided. This resulted in several combined projects between the vendors and agents that have increased the economic viability of markets in the area and throughout the state. At the same time, surveys revealed an increasing consumption of fruits and vegetables which was a goal of the agents because of Kentucky's national ranking of 49th in fruit and vegetable consumption and a ranking in the top 10 for the more common chronic diseases.

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ORGANIZING FINANCIAL PAPERWORK FOR EASY ACCESS

Adrie J. Roberts*

ABSTRACT:
This seminar will focus on sharing examples of methods of organizing your financial paperwork. Suggestions for how, where, and how long to store various documents will also be discussed. This workshop provides excellent resource ideas for agents looking for new ideas for their finance workshops. Actual organizational techniques will be shared from financial binders to bill organizers. Long-term evaluations from this workshops indict a high adaptation rate of recommended practices among participants. This workshop will available on video through USU Extension.

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ENGAGING FATHERS THROUGH "ME AND MY DAD" ACTIVITY-BASED PROGRAMS

Marilou Rochford* and Elizabeth Kaminsky

ABSTRACT:
This teaching roundtable will highlight the substantial impact fathers have on children's lives, as well as the current trends in fatherhood. It is based on the presenters' research and development of the "Me and My Dad" and "Just for Dads" projects. It will offer tested outreach strategies to involve and teach fathers. Participants will be able to develop their own action plan for working with fathers in their own communities. They will learn the specifics of how a variety of "Me and My Dad" activity-based programs have successfully engaged fathers and children, improving communication, building trust and strengthening family relationships.

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WALTER: A MODEL FOR WILDFIRE ALTERNATIVES

Alix Rogstad*, Barron Orr, Heather Severson, Anne Thwaits, Wolfgang Grunberg and Amanda Cockerham

ABSTRACT:
Wildfire Alternatives (WALTER) is an EPA STAR Grant initiative that aims to maximize advances in geospatial analytical and web delivery technology to improve understanding of and provide access to applied research on the relationship between wildfire, climate, and society. The method for delivering research results, operational tools, and educational materials is a Web service (http://walter.arizona.edu) designed specifically to be relevant to a variety of user constituencies who want to learn more about the relationship of climate and human dimension to wildfire in the Southwest. While immediate conditions--fuel availability and moisture, temperature, precipitation, relative humidity, wind--tend to drive both the number and extent of wildfires, climate factors and human activity are precursors of regional fire activity at a variety of temporal and spatial scales. The urban-wildland interface has expanded, presenting serious challenges to land managers in climatologically fire-prone environments where long-term fire suppression policies and urbanization have exacerbated the problem. The ability to integrate climate and human influences on wildland fire regimes in order to quantify the fire sensitivity (probability/risk of fire) and the vulnerability to fire impacts at various spatio-temporal scales is necessary to effectively meet these land management challenges. The WALTER project is created out of a partnership between faculty, staff, and graduate students from six different departments on the University of Arizona campus, including the Institute for the Study of Planet Earth, Laboratory of Tree-Ring Research, Department of Geography, School of Renewable Natural Resources, Center for Applied Spatial Analysis, and the Arizona Remote Sensing Center.

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NEAFCS CHALLENGES YOU TO GET INVOLVED!

Virginia Romero-Caron* and NEAFCS Past and Present Board Members

ABSTRACT:
A panel of National Extension Association of Family and Consumer Sciences (NEAFCS) past and present board members will discuss exciting opportunities to become involved in the Association. Leadership strategies will be explored. NEAFCS members will examine the mission, vision, values, strengths and weakness, member expectations and issues that are vital to the educator in the Association. This session is sponsored by the NEAFCS Membership, Leadership and Life Members Task Force.

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TAKING A FALL OUT OF YOUR FUTURE

Marian Ross* and Dana Tarter

ABSTRACT:
Falls precipitate 40% of nursing home admissions, each year over 200,000 hip fractures occur and falls are ranked as the number 1 injury related death for those over 65 years of age. To address this serious health risk among older adults in Tarrant County an educational program "Taking A Fall Out of Your Future" was conducted. County Extension Agents addressed center directors at a staff training meeting, who then followed up to schedule their sites for the "Taking A Fall Out of Your Future" educational program. "Taking A Fall Out of Your Future" included a short video of six scenarios showing where most falls in the home occur. The video is narrated and following each scenario, a discussion was held regarding changes in the home to reduce the risk of falling. Following the video, discussion of physical factors, risk taking behaviors and environmental factors that relate to falling. Topics include: reducing the fear of falling, using caution and assessing one's home to make changes and improve safe behavior and habits. The educational program was conducted at 33 sites, 421 in attendance, including a presentation in Spanish. Among evaluation results 75% indicated that the program was "very helpful" and most often cited" removing environmental hazards around the home", "adding safety features" and completing a "home safety check" as the changes they would make in their own living environment. Of those responding with an evaluation, 81% indicated that they would share the information with others.

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GETTING THE MOST OUT OF YOUR SERVICE LEARNING PROJECTS

Joanne Roueche*

ABSTRACT:
Successful service-learning projects provide each individual an opportunity to make a difference. Former President Bush began a widespread, grassroots recognition program (PSSA) to encourage young people to become involved in voluntary community service. That program gained momentum at the "Summit for America's Future." The goal is to get 2 million young American to provide 100 hours of service. The mission of the 4-H program is to assist youth in acquiring knowledge, building character, and developing life skills in a fun learning environment that will enable them to become self-directing, productive members of society. This mission can be accomplished through well-designed service learning projects. A national study suggests that youth involved in service learning projects do better academically, increase school attendance, and are more responsible in their personal and social lives. Research from the Search Institute indicates that youth involved in service at least one hour per week are less likely to be involved in negative behaviors such as: Binge drinking, problem drug use, cigarette use, vandalism and skipping school. This workshop will focus on:(1) community networking to determine needs and resources; (2) developing a sound service-learning project; (3) funding - resources; (4) getting more mileage from your project; (5)recognition for volunteers.

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EXTENSION REACHING IMMIGRANT POPULATIONS IN THE HEARTLAND COMMUNITIES

Mark Russell* and Carmen DeRusha

ABSTRACT:
Is Extension ready to support communities facing large numbers of new immigrants relocating to a new country where culture, laws, money, social services, and schools are as perplexing and foreign as its language? The practical approaches taken by Purdue Extension Service will give you an opportunity to learn how Extension educators have reached these new audiences distributing valuable information, offering education and leadership programming and supporting the creation of community based organizations. These activities form part of a state-wide Extension plan to create an environment that acknowledges values, respects inherent differences in a pluralistic society, and promotes the creation of opportunities for Extension Staff to enjoy local and international experiences. These opportunities will broaden and enrich Extension staff's understanding of the interdependence of a multicultural global society within local communities. We will present examples of our specific programming such as a video "Bienvenidos al Condado de Clinton," which was developed as a local initiative to welcome and provide useful information to new Spanish-speaking residents. We will share the challenges, impact, and obstacles Extension Educators have faced by accepting the role of serving immigrant populations. Attitudes of their local communities and the lack of needed skills such as speaking a foreign language are obstacles to be expected when the educator makes the personal and professional decision to include these new neighbors in their programs. Institutions of higher education must seek opportunities to collaborate with other organizations actively reaching international audiences in their own backyard.

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WHERE HAVE ALL THE TEENS GONE? AN EXPLORATION OF 4-H ENROLLMENT PATTERNS

Stephen T. Russell* and Katherine Heck

ABSTRACT:
Many 4-H Youth Development professionals are concerned about youth leaving 4-H in their early teens. The theory of dropouts in the early teen years would suggest a threshold effect: total time spent in 4-H would be longer for those joining in elementary school and shorter for those joining in middle school. We conducted an analysis of enrollment patterns among a longitudinal cohort of 217,881 individual youth enrollees in the California 4-H program from 1992 to 2002. We found that the average youth was enrolled in 4-H for 2.6 years. The mean length of time spent in the 4-H program increased among children joining from age 6 to age 10 (from 2.4 years among those joining at 6 to 2.8 years among those joining at 10) and then was flat until age 15. The late elementary and middle school ages were the most common time to join 4-H. About 43 percent of 4-H youth joined the program at ages 10 to 12; new enrollment declined at subsequent ages. Since the typical youth was in the program for two to three years, the peak in enrollment at 10 to 12 led to an apparent drop in participation between 13 and 15. However, the data provided no evidence of a threshold effect causing youth to leave 4-H in the early teen years. The lower enrollment of high school students appears to be a result of fewer new enrollees over age 12 rather than of a sudden drop in participation specific to young teens.

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ENGAGING YOUTH IN EXTENSION ADVISORY GROUPS

Rita Natale Saathoff*

ABSTRACT:
Engaging youth as full partners in decision-making provides the ideal opportunity for maintaining interest in and developing future leadership for all Extension programs. There are a variety of models which focus on the philosophical issues related to youth involvement, including how adults view youth in these roles, the degrees of youth participation, and the like. Once the philosophical issues are addressed, there are still many practical concerns in bringing together a chronologically diverse group to plan programs, solve problems and address community issues. Within the Extension system, advisory groups are a natural place to begin the process of youth involvement in decision making. Turning this into a reality involves selling the idea to both youth and adults, and preparing both parties through training. Once that is accomplished, there are still many other factors, such as physical and social needs, to address. Through presentation and group discussion, participants in this session will gain an awareness of factors affecting the attendance and active participation of youth in "adult-oriented" advisory groups. As a result of this presentation, participants will be prepared to implement a variety of strategies to facilitate the active engagement of youth in Extension advisory groups. Engaging youth as full partners in Extension advisory groups will provide both young people and adults leadership opportunities which will enrich their lives, while strengthening Extension programs and the communities they serve.

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EXCEEDING EXPECTATIONS THROUGH EXTENSION SCHOLARSHIP

Rita Natale Saathoff* and Ginny Powell

ABSTRACT:
Today's Extension professional wears a number of hats, and for many Extension workers, one of those hats is an academic mortarboard. Whether to fulfill a requirement for tenure or a desire to contribute more fully to the profession, participation in Extension scholarship provides a myriad of opportunities, including the chance to develop a team approach among specialists and county-based staff. Extension scholarship includes research and evaluation, journal writing, grantsmanship, presenting at professional conferences, and other related activities. While scholarship offers many exciting opportunities, one challenge expressed by many Extension faculty members is that they feel they are doing two different jobs--programs to meet the needs of local clientele and "things needed to get tenure" (scholarship). The purpose of this presentation is to share a model and several strategies which will enable participants to effectively integrate scholarship activities into local Extension programming efforts. The model includes all facets of Extension work, from needs assessment, program development and evaluation through grantsmanship, research and demonstrating impact on the profession. This model has been utilized successfully by county Extension faculty seeking tenure, but can also be applied across the board to anyone who wants to contribute to the base of scholarship in their Extension program area. As a result of this presentation, participants will be prepared to develop a plan to expand and enhance Extension scholarship activities which fully complement their local program efforts.

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MENTORING--EXCEEDING EXPECTATIONS THROUGH PROFESSIONAL MENTORING

Rita Natale Saathoff*

ABSTRACT:
From Homer's Odyssey and King Arthur's Merlin to contemporary programs such as Big Brothers/Big Sisters, mentoring dates back to ancient times, and yet still has a place in today's world. With new initiatives, budget cuts and reduced staffing, many Extension professionals are being asked to expand their roles with little support or training. Whether a formal program or on informal basis, mentoring stretches limited resources for training, while providing the personal support often lacking in today's fast-paced world. A mentor provides insight into organizational culture, values and traditions which is often just as valuable as information received through formal training. This socialization into the organization, along with one-to-one personal support provided by the mentor, helps employees keep things in perspective by providing a comfortable and safe environment for sharing new ideas, thoughts and concerns. This seminar is designed for anyone interested in professional mentoring, whether for you as an individual or as an organizational strategy for local, regional or statewide Extension staff development. Through presentation and discussion, participants in this session will (1) become familiar with the mentoring relationship, (2) be introduced to an interdisciplinary model for mentoring Extension professionals which has been used successfully for over 10 years in New Jersey, (3) discover the benefits of mentoring programs to new and seasoned Extension professionals and Extension as a whole, and (4) take home tools for use in a mentoring program for Extension professionals.

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LIFEWORKS MAKES LIFE WORK

Marilyn A. Sachs*, Donna Brown, Joyce Brown, Shannon Carter, Carol Chandler, Lois Clark, Jean Clements, Ann Clutter and Susan Crusey

ABSTRACT:
LifeWorks Today is an Ohio critical issues team. The team is a partnership of Extension Family and Consumer Sciences professionals at county, district and state levels that develops educational materials to be used at the workplace to teach employees and employers strategies for balancing their work and personal lives. To expand the use of educational materials throughout the state, an in-service entitled "LifeWorks Helps Life Work" was presented to FCS professionals in five districts. Each district was able to select from a menu of twelve program topics. FCS agents were then able to conduct programs with local clientele in their counties. Topics were as follows: Go for the Buck$--single concept exhibits that teach basic money management; Juggling Multiple Roles--overview of stress and time management tools; How to Say "NO"--practice acceptable ways to say "no"; Priorities Plus--how to set personal priorities; Generations at Work--working with generational differences in the workplace; To Sleep, Perchance to Dream--how the brain uses sleep and dreams for physical and psychological health; Cyber-Balance--how to set new boundaries as technology becomes a bigger part of our lives; Elder Care--finding resources available for caregivers of elderly; Chill Out!--techniques to lessen stress, stay sane, and get on with life; Is It Worth It?--costs and benefits of dual-paycheck families; Worksite Programs--"ideas that work" in programming with employers/employees at the workplace; Fitness Breaks--fitness/relaxation techniques.

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A LONGITUDINAL STUDY OF THE EVOLUTION OF ORGANIZATIONAL VALUES OF OHIO STATE UNIVERSITY EXTENSION EDUCATORS

R. Dale Safrit, Ed.D.* and Nikki L. Conklin

ABSTRACT:
As Extension entered the 21st century, Jimmerson (1989) suggested that "meeting the challenges of the information age will require attention to the values and beliefs that guide us as we work to provide our clients with information and help them solve problems." A value is "an enduring belief that a specific mode of conduct or end-state of existence is personally or socially preferable to an opposite or converse mode of conduct or end-state of existence" (Rokeach, 1973.) Values play important roles in determining how we function as individuals, and family, community, and work team members. This study replicated a 1991 study to investigate the evolution of Ohio State University Extension organizational values. The authors used a census and questionnaire to collect data. They identified 10 of the 12 organizational values identified in 1991 as current organizational values in 2001. One additional value was identified in 2001 that was not highly valued in 1991: "Flexibility/ adaptability in local programming." "Teamwork among immediate coworkers" had been extremely valued in the 1991 study but not in the 2001 study. Disappointingly, neither of three potential values identified for emphasis by administrators following the 1991 study increased significantly in their 2001 rankings. The researchers conclude that while the stability of the organization's values may be a source of strength for OSU Extension during times of rapid social and fiscal change, they may also serve as a source of frustration for leaders seeking to reshape the organization's culture.

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STRENGTHENING TEEN ENGAGEMENT AS PARTNERS AND LEADERS IN COUNTY EXTENSION PROGRAMS

R. Dale Safrit, Ed.D.*

ABSTRACT:
Engaging teens in meaningful leadership roles is a major focus of and vision for many contemporary community Extension educational programs. However, Extension educators often experience frustration and face unforeseen obstacles as they seek to design, implement and manage educational programs targeting and engaging teens as leaders and meaningful partners. This linked seminar will assist participants in connecting teen engagement to the larger context of positive community development. The seminar will focus upon strengthening "The Four E's" of teens as leaders and partner: Empathy (understanding teens' contemporary lives rather than our own teen pasts); Engagement (actively sharing responsibilities and leadership with teen partners through meaningful activities); Enrichment (integrating value-added opportunities into Extension programs that have meaning for today's teens); and, Empowerment (sharing and delegating both authority and power to teen partners leaders.) Participants will better understand the unique opportunities and challenges in engaging teens as partners and leaders in Extension educational programs, and will develop an individualized action plan for strengthening teen participation in their respective Extension programs.

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MAGIC VALLEY FIELDMEN'S LUNCHEON

Steve Salisbury*

ABSTRACT:
Crop consultants, fieldmen, agronomists, and company representatives are a significant part of the agriculture industry. They do a

great service to the industry by providing producers with expertise and assistance to ensure that the best level of production possible is achieved while maintaining environmental integrity. Continual education and professional development is necessary for these professionals to stay abreast of new knowledge and information on sustainable production practices. Furthermore, these individuals need to be aware of what problems are occurring or are highly probable to occur in the area. This information allows time for preventative measures, strategic planning and treatment so that impacts on crop production can be minimized, and natural resources can be protected. The Fieldmen's Luncheon was designed to provide quality, research-based educational information regarding crop production, natural resources, and sustainable agriculture in timely fashion to the target audience, including agriculture lenders. Another goal of this program was to provide a medium for agriculture professionals to network information to colleagues and the growers of the Magic Valley. Program evaluation results indicated that they increased their knowledge and awareness of crop production topics and sustainable agriculture issues, and that one hundred percent of them utilized an information network to relay learned information among agriculture professionals, University Extension, and producers. The Magic Valley Fieldmen's Luncheon is positively impacting the agriculture industry by delivering professional development education to the target audience. The betterment of these agriculture professionals is leading to more effective and efficient production, which in turn will lead to a more prolific and sustainable industry in the Magic Valley.

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HISPANIC YOUTH JOIN 4-H AND LEARN ABOUT HORTICULTURE

Dawn Sanchez* and Amelia Bradshaw

ABSTRACT:
This project encompassed two aspects of the 4-H program that needed strengthening in Uinta County--horticulture/gardening and minority youth. The project enrolled over 40 youth who were in the "English as a Second Language" Program at North Elementary in the 4-H horticulture project. With the assistance of Extension and school personnel, youth learned about plant science while growing their very own garden in the classroom. The project was conducted in much the same sense that a traditional 4-H Club operates only it occurred during the school day. At the beginning of the project, youth started on their own journal by setting goals and outlining what they would learn. This was followed by weekly classes utilizing a variety of curricula to teach them plant science and gardening techniques. They planted their own garden which they were responsible to take care of on a daily basis. During the project time frame, they had the opportunity to go on a project tour to visit the Aspen Grove Nursery in Evanston and learn about the commercial aspect of horticulture. The youth concluded the project by harvesting their garden and completing their journal with expenses and a project summary page, then exhibiting their end product to their parents, other school teachers, administrators and the school board.

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USING A COMMUNITY ASSESSMENT TO EVALUATE EXISTING AND FOCUS FUTURE TEAM PROGRAMMING

Laura L. Sant* and Sharlene Woffinden

ABSTRACT:
Background: During 2001, the Bear River Basin Cluster in Southeastern Idaho conducted a needs assessment to evaluate

the awareness and use of University of Idaho Extension and assess community issues for future programming in all areas of extension. As a team, the cluster provided more in depth education and information than could be offered by individual faculty. This research report focuses on family and youth issues from the assessment. Methods: Four hundred households were randomly selected from driver's license/voter registration lists. Analysis consisted of descriptive statistics and Chi-square tests to assess relationships between variables. Results: The overall return rate was 44%. The top four topics for which information had been previously sought were 4-H, food preservation/safety, nutrition/health, and family finance, respectively. For future programming, the top areas of importance were youth drug abuse prevention (82%), youth violence prevention (79%). budgeting income (76%), nutrition/health (71%), strong families and parenting (71%), and an adequate job and income (71%). Further results focus on relationships between variables. More respondents with children placed importance on youth drug abuse ($p<0.05$) and violence prevention ($p<0.05$), an adequate job/income ($p<0.01$), and strong families/parenting ($p<0.01$) than those without children. Those who were younger indicated more importance on youth violence prevention ($p<0.01$) and strong families/parenting ($p<0.01$) than older participants. More female respondents placed importance on strong families/parenting ($p<0.01$) and nutrition/health ($p<0.01$) than males or families. Conclusions: Needs assessments can verify if current efforts are meeting community needs or if programming should be redirected to focus on more important clientele issues.

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QUICK & EASY COOKING SCHOOLS: WHETHER YOU'RE 9 OR 90,THIS HANDS-ON COOKING SCHOOL IS FOR YOU

Radonna Sawatzky*

ABSTRACT:
Due to the alarming rate of foodborne illnesses in Oklahoma, Sawatzky and Kristy Spalding developed the Quick & Easy Cooking School Curriculum to help reduce the number of cases. They partnered with other Extension Educators and the Oklahoma Pork Council (financial partner) to provide Quick & Easy Cooking Schools throughout Oklahoma. Whether your 9 years of age or 90, this program will benefit you and others you cook for. Participants received age-appropriate educational information on food safety, as well as basic nutrition and cooking techniques. Participants then practiced using the information by cooking a recipe for the tasting luncheon. A pretest was given at beginning of program and a posttest was mail 6 weeks after program. This hands-on, educational program did make a difference in the decreasing the foodborne illness rate. After the pilot adult cooking schools, Spalding's county went from 159% higher than the state rate (219% higher than U.S.) to 100% lower than state rate. Sawatzky's county went from 20% higher than the state to 21% lower. Furthermore, from all 40 adult cooking schools, the pretest & posttest data indicated a significant increase in participants' safe food handling practices, such as using a meat thermometer and not thawing meat at room temperature. Fifty youth cooking schools are currently being taught throughout Oklahoma. Data from the pilot youth cooking schools indicated a significant increase of knowledge on cross-contamination and other food safety matters. The youth cooking schools have been integrated into school programs, after school programs, day camps, summer workshops, and 4-H camps.

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WORKING WITH DIVERSITY IN COMMUNITIES: TOOLS FOR THE EXTENSION PROFESSIONAL

Ann C. Schauber*, Gae Broadwater and Paul Gutierrez

ABSTRACT:
Across the nation, Extension professionals are working diligently to learn how to address the needs of our changing populations. From designing organizational change strategies, developing new hiring practices, defining intercultural competency skills, to developing new educational methodologies, Extension professionals are marching into new territory. Learn how we can learn from our successes and failures together through the launching of the New National Extension Diversity Center, sponsored by ECOP's Extension Diversity Task Force. See the new center, learn about what intercultural competency skills are, and sample a variety of tools available to support Extension professionals in how to work with differences in our communities. These tools include a new handbook on how to work with differences in communities for Extension professionals and volunteers, an online course for professional development in working with diversity, a nationwide database of Spanish-language Extension materials, and examples of "best practices" in meeting the needs of our new populations. Learn how you can contribute your "best practices" to the National Virtual Extension Diversity Center.

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CONNECTING TO 4-H CLOVERBUD VOLUNTEERS THROUGH AN EDUCATIONAL VIDEO PRODUCTION

Scott D. Scheer* and Vicki Reed

ABSTRACT:
A new volunteer training video has been developed to help 4-H Cloverbud advisors understand the program and serve children (5-8 year-olds) in Cloverbuds by promoting their healthy development and life skills. The video is about 25 minutes long and can be used in its entirety or a section at a time. The six-part video is organized in the following manner (with the approximate running length of each section provided): I. Introduction(0-5 minutes); II. Program Parameters (including the development of 5-8 year-old children)(5-14 minutes); III. How to Use the Cloverbud Curriculum (14-17 minutes); IV. Organizing a Cloverbud Group (17-22 minutes); V. Creating a Positive Learning Environment for Cloverbuds (22-24 minutes); VI. What is Expected of Cloverbud Advisors? (24-26 minutes). The instructional video has been organized for viewing in various types of formats and settings. These include break-out sessions for countywide volunteer in-services, a self-study for current volunteers/Extension staff, or as a resource to recruit potential volunteers by letting them know what Cloverbuds is all about. By attending this poster presentation, participants will gain ideas and knowledge on how to utilize the Cloverbud volunteer training video to advance the skills and capabilities of their Cloverbud leaders/advisors/staff in their own state or county. Segments of the video will be shown at this poster session. Information will be provided on how to order a copy of the instructional video.

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RURAL AND URBAN YOUTH PERCEPTIONS OF MEDIA PORTRAYALS OF SUBSTANCE USE: IMPLICATIONS FOR EXTENSION PROGRAMMING

Scott D. Scheer*, Sherrie R. Whaley and Joseph F. Donnermeyer

ABSTRACT:
An analysis of differential perceptions of alcohol and drug use media depictions was conducted based on a southwestern U.S. statewide survey of nearly 4,200 7th grade students. The analysis considers the relationship of students' perceptions of the

media to their actual use of tobacco, alcohol, marijuana and other drugs and examines them for possible rural-urban differences. Students were asked about TV depictions of alcohol and other substance use in three ways: (1) TV ads about alcohol use; (2) TV programs about alcohol use; (3) TV programs about drug use. Primary socialization theory was utilized as a framework to guide this study. The theory posits that both conforming and deviant behaviors are directly modeled within the context of three "primary" groups: close friends, family and schools. However, secondary sources, including the media, play important roles in the learning process as well. The findings indicate that students were widely divergent in their perceptions of TV depictions regardless of location. Students were about as likely to indicate that TV ads were "good" and "healthy" as they were to say that TV ads were "bad" and "unhealthy." Their responses to questions about drug use indicated that they mostly believed that TV programs depict usage as negative. The results have implications for Extension programming, in that adolescent media perception should be considered when developing and working with substance use prevention programs in the 21st century, including 4-H curricula such as TRAP (Tobacco Risk Awareness Program) and CARES (Chemical Abuse Resistance Education Series).

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STATE OFFICER LEADERSHIP WORKSHOP

Barb Schirmer*, Sarah Wanczyk, Clyde Jackson, Leslee Spivey, Eric Otte and Betty

ABSTRACT:
Congratulations on your election as an officer of your state association! Do you have unanswered questions about your roles and responsibilities as a state officer as they relate to NAE4-HA? Or, are you unsure of the questions to even ask? This seminar is designed to help current and incoming state association officers learn about an array of items that will help them to shine in their leadership position. National officers will be introduced and offer a few remarks. Items including membership needs and benefits, important association deadlines, association resources, the Leadership Trust and other partnerships, leadership tips and training opportunities, and emerging issues facing the association and much more will be discussed with all seminar participants. Opportunities to ask questions will be provided throughout the discussion. Following the above discussion, new officers will participate in an "Officer 101" session and previous Officer Leadership Workshop participants will join a roundtable session on current state and national association issues. Come meet others in leadership roles like yours. Come ask questions. Come learn. Come share.

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NEBRASKA 4-H QUILT PROJECT

Barbara Schmidt*, Phyllis Schoenholz, Jeanette Friesen, Myrna Dubois and Susan

ABSTRACT:
In 1997 the University of Nebraska-Lincoln was the recipient of the Robert and Ardis James quilt collection consisting of over 900 quilts. The International Quilt Study Center was established to encourage the interdisciplinary study of all aspects of quilt making traditions and to foster preservation, conservation, and exhibition of quilts and related materials. To connect these resources to youth and continue the art and tradition of quilting a 4-H project was developed. The project is presented in three levels. Each level builds on the previous learnings. The Nebraska 4-H Quilt Project incorporates science, communications, design, preservation, ethnic and cultural diversity, human relationships, technology, history and entrepreneurship in addition to teaching basic skills in quilt construction. Many avenues of appreciating quilts, their

significance and quilt design are open to the participants. A 4-H'er does not have to construct a quilt to participate in this project. Quilt designs in wood, geometric photos, a note book on the history of a family quilt or a series of color experiments using a computer program are a few of the activities. Through hands on activities youth build life skills in thinking creatively, communicating with others, making decisions, learning to learn and applying technology. Quilts are a wonderful medium for leading youth through a variety of experiences from the very tactile to high tech. Explore how this project will fit your youth development program needs.

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LINKING EVALUATION AND SUSTAINABILITY IN RURAL YOUTH PROGRAMS

Mary Schmidt* and Eric J. Gee

ABSTRACT:
Youth programs in rural areas are generally well-attended and well-received but difficult to sustain financially. This seminar will focus on lessons learned by presenters after running a youth program in rural Idaho. The seminar has two objectives: (1) teach participants about basic evaluation processes that staff can carry out to collect evidence of program impact and (2) show participants how evaluation data can be used to increase the sustainability of the program. The value of evaluation will be discussed briefly and basic evaluation concepts such as summative evaluation and formative evaluation explained. Too often, project staff perceive evaluation as something that is being done to them rather than a process they should participate in and encourage. Participants will be shown how evaluation can be carried out in a way that doesn't intimidate staff and doesn't necessarily require professional expertise. The participants will also have an opportunity to ask an experienced evaluator questions specific to their programs. While issues of sustainability vary from program to program, many youth programs in rural areas require creative funding solutions. This part of the seminar will focus on how evaluation data collected can be leveraged for different sustainability activities such as grant writing, public relations activities, and fund-raising. In addition, participants will be shown how to involve hesitant staff members in these processes. Different avenues of funding will be briefly explored and participants given an opportunity to ask questions.

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FACTORS AFFECTING OHIO STATE UNIVERSITY EXTENSION AGENTS' PERCEPTIONS OF ORGANIZATIONAL JUSTICE AND JOB SATISFACTION

Ryan J. Schmiesing, PhD* and R.Dale Safrit

ABSTRACT:
Extension administrators make decisions on a regular basis that affect an individual's salary, other resource allocations, job performance and potential for promotion within the organization. The outcome of these decisions (distributive justice), procedures followed to arrive at the decision (procedural justice), method(s) in which supervisors communicate (interactional justice) can affect the overall perceptions of fairness (systemic justice) and job satisfaction of employees. Greenberg (1987) defines organizational justice as "people's perceptions of fairness in the organizational setting". Understanding current perceptions of fairness and consequently acting on those understanding may lead to: (1) increased performance effectiveness; (2) ensuring a sense of community among employees; and (3) ensuring a sense of individual dignity and humanness among employees (Buergre', 1998; Sheppard, Lewicki, & Minton, 1992). A research project was undertaken to identify the factors related to Extension agents', working for Midwestern land-grant institution, perceptions of organizational justice and job

satisfaction. Results indicate that respondents are very satisfied with their jobs (4.13; sd .71) and have an average perception of organizational justice (3.08; sd .64). The researcher identified relationships between organizational, distributive, interactional, procedural, and systematic justice and personal, professional and organizational characteristics. The strongest relationships with organizational justice (including individual constructs) were found with highest degree earned; academic major; years employed with current Extension organization; district of employment; and primary program area. Additionally, the strongest relationships with job satisfaction were found with academic major; highest degree earned; years employed with previous Extension organization; district of employment; and primary program area.

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PARTICIPATORY NEEDS ASSESSMENT: IMPROVING EXTENSION FORESTRY PROGRAMS BY MAKING LEARNERS PARTNERS

Chris Schnepf*

ABSTRACT:
Under traditional needs assessment methods, extension educators work with local advisory committees to guide the direction of extension programs in a region. These methods have their place, but more participatory needs assessment methods allow greater freedom to select participants from targeted groups of people than advisory committees do, as membership in the latter is often dictated by formal regulations or appointments by elected officials. These tools also provide opportunities for stakeholders to contribute directly to the development of programs that will meet their educational needs in the most effective ways. The University of Idaho has used focus groups, quality assurance committees, and localized steering committees to enlist direct involvement by forest owners, loggers, and others in designing programs and educational materials intended to help them improve forest management practices. Historically, the majority of participants attending University of Idaho Extension forestry programs were the same people attending repeatedly. In programs planned using participatory methods, fewer than half of the participants have typically indicated previous involvement in forestry education or assistance programs. Seventy-five to ninety percent of these participants typically indicate they will implement improved management practices as a result. Participatory needs assessment methods may be vital to improving extension forestry programs by targeting under-served audiences and empowering self-directed learning. These techniques can be used in tandem with qualitative research efforts to further improve our understanding of forest owners and workers and how to work with them more effectively.

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CONSUMER STUDY OF INDIVIDUALS PARTICIPATING IN INTERNET AUCTIONS: A CASE STUDY

Jan Scholl*

ABSTRACT:
Buying items for household and personal use is becoming more and more popular on the Internet. This case study focused on individuals who purchase items on-line, the strategies they employed relating to internet auctions and the items they sought and acquired during the year and a half study. How they paid for the items and their satisfaction upon receiving the items were other factors studied. Findings show, as some have predicted, that Internet buying can be "addictive" for some people. However an analysis of habits and certain bidding strategies can reduce this tendency. Methods other than the payment by credit cards were

employed to a larger extent than was expected. A good record of bids and purchases is required for the greatest satisfaction and least problems with this consumer option.

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EIGHTY YEARS OF 4-H RESEARCH
Jan Scholl* and Katherine Cason

ABSTRACT:
The study attempted to collect and analyze 80 years of graduate research about the 4-H program. Despite several national studies to the contrary, there is a research base for 4-H! Over 1500 studies were located representing 125 different institutions and five countries--many including information on agricultural, home economics and community development programs. The presentation will discuss interrater reliability methods used to study topics, show how to access this database and describe what is being done to make these studies available.

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PORTABLE KITCHEN
Jan Scholl*

ABSTRACT:
The portable kitchen is a teaching and management tool for extension professionals, especially those who teach nutrition in remote areas or park programs. The 40+ kitchen tools fit in two dishpans that can easily be carried in a car or on the bus to the site. The kitchen also works well in offices, for tailgate picnics during harvest and has been used by extension to relocate homeless persons to new places of residence. In addition to the poster, the presenter will demonstrate the kitchen assembly and provide handouts.

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VIDEO FLASH CARDS
Jan Scholl*

ABSTRACT:
Video flash cards (showing action for viewer response and discussion) has been a successful way to teach basic skill and term identification to audiences ranging from 4-H to agriculture producers. Try your skill at identification and learn more about incorporating "flash cards" into your next video/DVD project!

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CONTROL DIABETES FOR LIFE
Debra E. Schroeder*, Carroll Welte and Rebecca Versch

ABSTRACT:
Diabetes is one of the most common chronic long-term diseases in the United States. At the present time, 15.7 million American currently have diabetes, which represents about 6 percent of the population. Control Your Diabetes for Life a programming venture beginning in 2001 to provide education for diabetics on techniques to manage diabetes. The successful program continues and is scheduled for the third year, each session featuring different topics. Utilizing two-way interactive distance education facilities in high schools, a series of three, two-hour programs were developed to give participants the latest information on self-care, food choices, carbohydrate counting, food safety, new medications and label reading. The series of programs are team taught by Debra Schroeder, Extension Educator; Mary Clare Stalp, R.D.; and Phyllis Heimann, R.N. and Certified Diabetic Educator. Over 300 participants in six sessions have made statistically significant changes in knowledge

and behavior on 132 traits tested as a result of participating in the programs. The greatest changes have come in: being able to modify family recipes, counting carbohydrates in meals, scheduling meals, motivation to get a flu shot, testing blood sugars regularly with glucose meter, changing diets, taking charge of self-care program with written goals, and lowering blood sugar levels. The seminar will help participants learn how they can extend their expertise and educational programs using different forms of technology, how working as a team, program efforts can be extended into areas needing specialized programs without resources available and the use of computers to manage the program.

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PREVENTING CREDIT CARD BLUES AT 22

Debra E. Schroeder, M.S.*, Carroll Welte and Rebecca Versch

ABSTRACT:
The average indebtedness for college graduates--for both educational loans and credit card balances--is $20,402. Midwesterners are reported to carry the highest card balances of any group studied. University of Nebraska Cooperative Extension staff members conducted focus group interviews to determine programming direction and survey participants overwhelmingly said "credit card indebtedness" is a high-priority issue. "Preventing Credit Card Blues at 22" is a two part program directed at high school seniors and their parents and was designed by extension educators to address the growing concern of credit card indebtedness. The classroom presentation features hands-on activities intended to help students: (1) Define credit; (2) Identify how "need" and "wants" influence credit card use; (3) Recognize incentives used by credit card companies to solicit customers; (4) Identify factors to consider when "shopping" for a card;(5) Identify cost associated with the use of credit; (6) Understand that a signed credit card application is a legally binding agreement; (7) Adopt sound practices for managing credit card debt; (8) Adopt practices to protect one's personal identity. A mailing to parents provides information and encourages parents to discuss credit issues with their children. More than 500 students participated in the initial program presentations. The two-week follow-up evaluation documented that students experienced a statistically significant change in knowledge as a result of the program, with the greatest changes in how to evaluated offers, report missing credit cards and identification and protecting their identity. During the seminar participants will experience all of the activities of the curriculum and learn how the program is implemented.

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MULTI COUNTY 4-H FOOD & NUTRITION CAMP

Kathryn M. Schroeder*, Peggy Kelly and Demetria Ford

ABSTRACT:
As Ohio 4-H members and volunteers prepared for the 2003 Project year they found as a result of Ohio 4-H's Centennial celebration in 2002 that numerous projects had been revised and updated. The many program changes, project and guideline revisions prompted us to plan an area wide 4-H nutrition project and program update. Our goal was to present ourselves as a unified group of extension professionals working together to the meet the 4-H families and advisors needs. To maximize resources and encourage volunteer attendance we formed a collaborative and developed an area-wide 4-H Food & Nutrition Camp for February 2003. Participants attended a one-day interactive "camp" and selected sessions according to their food and nutrition interests. State 4-H and FCS specialists presented sessions on revised guidelines and newly

developed projects. 4-H and FCS Agents from eight surrounding counties cooperated with program development. 4-H members volunteered to conduct a poster session, shared exhibits of successful projects and co-taught some of the sessions. Several county 4-H Food and Fashion Boards, Junior Leaders, and 4-H FCS Committees were involved. The Nutrition & Dairy Council Mid-East Region, Miami Valley Career Technology Center and Champaign County Extension Office also provided space and services for the program. Community Resources were contacted for contributions to supplement program costs. Our Goal was to motivate members to explore new opportunities, develop new food preparation, planning, safety and nutrition skills and increase participation in nutrition related projects while parents, advisors, and other volunteers strengthen program and leadership skills.

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ADVISORY BOARDS: DINOSAUR OR DYNAMIC! WHICH IS YOURS?

Carol J. Schultz*

ABSTRACT:
In a time of fast change, uncertain budgets and program accountability, strong diverse Advisory Boards are imperative for powerful partnerships and community connection. One hallmark of a dynamic advisory board is to assist the extension agent in discovering new ideas for future programming and to make major contributions on relevant and public issues. Participants will learn all aspects of developing a dynamic advisory board with community volunteers and create a supportive group of past, present and future stakeholders and leaders. Agenda is as follows: (1) Identify Potential Advisory Board Members; (2) Selection and Recruitment; (3) Orientation; (4) Maintaining; (5) Recognition. Participants will receive relevant materials to assist in the development and continuation of advisory boards, councils or group collaborations.

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OH, HOW TIMES HAVE CHANGED: FOOD SAFETY FOR SENIORS

Carol Schwarz, R.D.*, Susan Brown, Cheryl Tickner and Cami Wells

ABSTRACT:
Foodborne illness is a major threat with senior citizens a high risk population for food borne illness. There are several barriers that can be used to prevent food borne illness including the control of time and temperature. Senior citizens who decrease the amount of time perishable food sits out for more than two hours decrease their risk for foodborne illness and possibly death. One of the main problems when working with senior citizens and food safety is their reluctance to change. They have been using the same practices for years, have never become sick, so they think, "So, why change?" To overcome this obstacle a new learning strategy was needed. The approach used by a team of educators from central Nebraska was to create an interactive food safety game with an emphasis on why food safety practices need to change with the times. To spark participants interest before the presentation "An Ounce of Prevention is Worth a Pound of Cure," placemats were designed and distributed to senior centers to use the week of the program. Twelve presentations were given to 410 seniors in seven counties. Evaluations indicated 36 percent of participants were leaving perishable food sit out for more than two hours. After the program there was a 21 percent decrease in the number who would continue this practice.

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STIMULATING AN ENTREPRENEURIAL CULTURE IN PERSISTENT POVERTY COUNTIES: THE ROLE OF COOPERATIVE EXTENSION SERVICE

Eric Scorsone*, Ron Hustedde and Larry Jones

ABSTRACT:
Although entrepreneurial engagement is not new to extension, the role of extension agents and specialists remains uncertain in this arena. Particularly challenging, the question arises as to the role of extension staff in persistent poverty and distressed counties. Out of the nations 2,288 rural counties, 765 remain mired in persistent poverty and economically marginalized. For these communities, entrepreneurship and small business startups are a critical economic development tool. The Commonwealth of Kentucky has over 40 counties (out of 120) defined as persistently poor. The Kentucky Cooperative Extension Service is testing and implementing new models for the role of extension in serving as entrepreneurial coaches and in stimulating an entrepreneurial culture. This session will describe a program approach to encouraging entrepreneurship focusing on three specific areas: (1) the role of extension agents as coaches and facilitators that engage current and potential entrepreneurs; (2) Beyond providing direct support to entrepreneurs, extension agents can be catalysts for stimulating the entrepreneurial culture and climate of a community such as when a community becomes a place where starting a business is a positive experience, business failures are regarded as a badge of experience and local companies are followed by the media and finally; (3) the role extension specialists as trainers and resource facilitators for communities and agents. Stimulating an entrepreneurial culture can be an effective role for extension in community and rural economic development.

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MICHIGAN STATE UNIVERSITY EXTENSION 4-H FIELD STAFF PERCEPTION'S OF AREA OF EXPERTISE TEAMS

Elizabeth Scott* and David Krueger, PhD

ABSTRACT:
Since 1994 the organizational plan for Michigan State University Extension includes Area of Expertise teams as its central delivery mode for programming and addressing critical needs of clientele groups. It is based on the concept of self directed work teams and teams are seen by MSU Extension as a key to meeting future needs in an information based society. The objectives of this study were to determine Michigan 4-H field staff's awareness of and attitude toward AOE Teams, including factors affecting their participation and their perception of impact. A survey was developed with four sections which addressed current participation on teams, factors affecting decisions to join an Area of Expertise Team, perceptions of impact of AOE Teams and demographics of the respondents. All 4-H field staff in Michigan were mailed the survey in November of 2002. It had a 91% response rate. Results were tabulated for frequency, mean and standard deviation with cross tabulations to determine differences between responses of agent staff and program assistant staff. The results show that 44% of Michigan 4-H field staff belong to an AOE Team. Agent staff and program assistant staff have similar perceptions of AOE Team's impact and communication. Challenges to teams are the perception of inadequate communication and information from AOEs to field staff. The study recommends AOE Teams increase efforts to communicate with field staff and further research be done on how teams organize themselves and deliver information.

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GIVING YOUR BODY THE BEST

Paula Scott* and Kay Evans

ABSTRACT:
While overweight and obesity are now at record high levels, this country needs to be far better educated about the nutritional values and benefits of all that we eat and drink. In addition, the poorer health experienced by lower socioeconomic groups, particularly in terms of chronic diseases such as heart disease and diabetes, can be positively impacted by improvements in dietary choices. In an effort to reverse alarming and escalating trends of obesity and overweight; and to encourage limited income audiences to acquire knowledge of the link between diet and health, we have developed an EFNEP/FNP teaching curriculum. The curriculum is a series of flip-charts designed to correspond with other nutrition teaching tools providing dietary guidance based on research. Given that the nutrient intakes of limited income individuals are more likely to be inadequate compared with those of higher incomes, limited income groups stand to gain the most from nutrition education. This curriculum is a comprehensive and easy-to-use guide on food and nutrition helping people understand that food is not the problem, but the solution.

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NATIONAL 4-H YOUTH VIOLENCE PREVENTION PROGRAM - STRATEGIES THAT WORK

Summer Sedlacek*

ABSTRACT:
National 4-H Council, with funding from the Center for Mental Health Services, of the Substance Abuse Mental Health Services Administration, of the Department of Health and Human Services, partnered with eight geographically and ethnically diverse communities across the United States to develop results-based, youth and adult led, collaborative programming in youth/school violence prevention. From Puerto Rico to Alaska, Wisconsin to Missouri, each site developed a unique approach to prevent violence. This interactive workshop will demonstrate through activity, discussion, and presentation how these communities came together to address violence among their young people. Participants will get a copy of the national program final report and experience actual activities from the national program.

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HEALTHY LUNCH: A WAY TO MODEL AND PROVIDE SUPPORT TO CLIENTS WANTING TO MAKE NUTRITIONAL LIFESTYLE CHANGES

Elisa Shackelton*

ABSTRACT:
This is a monthly lunch program being offered as part of the Moffat County Healthy People 2010 grant initiative. Each month a set of 8-10 healthful and quick to prepare recipes are selected and a recipe booklet is created for approximately 15-20 participants to take home following the 1-hour program. Upon arrival, participants wash their hands, don aprons, and are divided into cooking groups. Each group of participants prepares one recipe from the booklet, having it ready for a buffet-style lunch within 20-30 minutes. When all recipes are prepared, everyone goes through the buffet line and then sits down together to eat. Recipes are reviewed and comments shared regarding palatability, ease of preparation, nutritional value, etc. Evaluation is done using a survey instrument that is completed at the end of each program asking which, if any, recipes the participants plan to prepare at home, and if they are making healthier food choices and/or overall dietary changes as a result of participation in the Healthy Lunch program. (Feedback has been phenomenal with almost 100% of participants making permanent dietary

changes and using the new recipes to replace old, less-healthy ones from their repertoire of family favorites.)

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A CHALLENGE FOR COMMUNITIES: MEETING THE NEEDS OF YOUNG CHILDREN

Harriet Shaklee* and Diane Demarest

ABSTRACT:
Recent findings on early brain development have led to new concerns about child development for infants and preschoolers. Initial calls for action focused on children in the early years that were seen by many as critical for children's brain development. Studies show that investing in the early years improves outcomes for children and is cost-effective for communities. The mission of the Cooperative Extension System is to bring to world of research to the issues of public concern. With its strong ties to families and communities, Extension is uniquely positioned to help families, citizens and policy makers make sound decisions about how to best meet the needs of young children. To address this concern, we conducted a survey of 13 Idaho communities to assess the programs and services available to help parents of young children best meet their children's needs. Parents of young children and parent educators were asked about the resources available in their communities for young children. Results showed that programs for children from 0-3 and their parents were very rare. Opportunities for children from 4-5 and their parents were somewhat more common, but still limited in availability. While research shows the early years to be important years of development, our survey shows that communities have little support to offer parents and their young children. This evidence may point to a key role for Extension to work with their communities to better meet the needs of their youngest residents.

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WASHINGTON STATE UNIVERSITY ONLINE VOLUNTEER MANAGEMENT CERTIFICATE PROGRAM (VMCP) DISTANCE LEARNING FOR THE WORLD

Lauri E.B. Sherfey* and Janet Hiller

ABSTRACT:
The WSU Volunteer Management Certificate Program (VMCP) is a non-credit course delivered through the Internet at http://vmcp.wsu.edu and designed to: (1) offer a quality, professional development training course on volunteer management, delivered to individuals working in the field anytime, anywhere; (2) promote and enhance volunteer administration as a field of expertise with professional standards; (3) bring recognition to Cooperative Extension as a experienced leader in the emerging field of volunteer administration. Cooperative Extension has a long history of effectively mobilizing and increasing programs through volunteers. However, the resource of human capital and the ability to increase it is now being recognized and valued by many corporations, non-profits, government, public and private entities. VMCP consists of four units with five modules in each unit. Unit One provides information on Recruiting Volunteers; Unit Two on Training Volunteers; Unit Three on the Management and Supervision of Volunteers; and Unit Four on the Evaluation and Recognition of Volunteers. VMCP is innovative with its technology and adult learning model. Each unit's module is designed with two or three paragraphs of content, followed by interactive exercises related directly to the type of work done by the student. Washington State University offers one of the few existing Web-based educational sites instructive in volunteer management and administrative skills. VMCP has three author/instructors of

national and international reputations and recognition. The Web course now begins it's fifth year of operation and currently enrolls students from all over the USA, Canada, Germany, Barbados, India, Bermuda, Portugal, Panama, Bolivia, and Guam.

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EXCEEDING EXPECTATIONS THROUGH TEAMWORK: A ROAD MAP FOR THE 21ST CENTURY

Lee Sherry* and Dr. Beth Birnstihl

ABSTRACT:
Are you looking for a way to energize your planning or issue team? Are you looking for ideas to enhance your planning process? Our team has the answer! Each year, Cooperative Extension professionals develop a plan of work or action plan that contributes to the accomplishment of the objectives set forth by a University, Department, County or Program. Capturing the enthusiasm and the input from the 4-H Centennial conversations, a 4-H Visions: A Roadmap for the 21st Century has been developed to provide direction for county and state 4-H programs. Identified as part of the visioning process, five themes serve as guiding principles in the planning, implementing and evaluating of all Cooperative Extension youth programming. These themes are Strengthening Youth and Adult Partnerships; Enhancing Out of School Experiences that Support Learning, Service and Diversity; Recognizing Youth and Adults for Their Accomplishments; Marketing a Positive 4-H Image and Enhancing Intergenerational Relationships. To support the work of the team, a dynamic training was implemented and impact evaluation developed to maintain the synergy created within the theme areas. During this workshop, staff will join an interactive journey from the beginnings of this program planning process to the final destination of impact. Participants will learn about the research foundation for the five theme areas as well as uncover resources and evaluation tools along the journey.

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A RESEARCH-BASED OSTEOPOROSIS PREVENTION CURRICULUM FOR ADOLESCENTS

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ABSTRACT:
Primary prevention of osteoporosis relies on maximizing Peak Bone Mass (PMB) during the adolescent years of growth and skeletal consolidation. Maximization of PBM in adolescence is reliant on both adequate calcium consumption and weight bearing exercise. Jump Start Your Bones is a research-based curriculum that promotes these behaviors in a manner consistent with adolescent dietary and physical activity preferences. The curriculum is geared toward disciplines typically taught to adolescents: Family and Consumer Sciences, Health, Physical Education, and Life Science. The "hands-on" activities included in this curriculum have been successfully piloted and field-tested with the target audience and found to be effective in improving their understanding of osteoporosis prevention, as compared with adolescents who did not receive the intervention (n=460; F=12.78, a < .001). This program presentation will expose attendees to curriculum activities, such as Calcium Detective (in which students find ways to make favorite teen foods, like nachos, higher in calcium); Teens Take Over (in which students prepare skits that illustrate ways they enjoy getting more calcium in teen preferred snacks, beverages, and meals): and, Skip Your Way to Healthier Bones (in which teens develop rope jump rhymes about the strengthening effect that physical activity has on their bones, and chant the rhymes while they jump their way to stronger bones). Extension educators will welcome exposure

to this innovative curriculum for use in school systems and community settings.

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FINANCIAL EDUCATION HELPS IDA PARTICIPANTS SAVE MONEY

Susan Shockey* and Sharon Seiling

ABSTRACT:
This study investigated changes in money management knowledge and behavior among low-wealth adults who were enrolled in Individual Development Account (IDA) financial education programs. Over 250 adults participated in these programs. IDA participants' characteristics were significantly related to their baseline level of financial knowledge and behavior. At the end of the four-week financial literacy classes, participants' knowledge and behavior scores increased. All six specific money management behavior scores of readiness to implement change increased as well, with the biggest change occurring in setting aside money for unplanned spending, and the smallest occurring in reducing debt. Other behaviors studied were financial goal setting, using a spending plan, tracking spending, and saving money. Although reducing debt had the smallest change, participants were already actively reducing their debt at the beginning of the education program. Implications for working with limited-resource audiences will be discussed.

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MALL MADNE$$: MONEY AND MORE

Elaine C. Shook, Ph.D.*, Betty Miller, Ph.D. and Danielle Gordon, M.S.

ABSTRACT:
University of Florida IFAS Extension-Leon County 4-H and Family & Consumer Sciences teamed up to provide financial literacy education to teens. Recently local and national media have focused on the enormity of the financial problems encountered by young people caused by a lack of knowledge regarding finances, spending plans, goal setting, and credit cards. Current studies show that the average teenager in the United States spends approximately $4,370 annually. Collectively, teenagers spend more than $155 billion each year. It is imperative that teens and young adults learn the basics of money management. In an effort to meet the need for financial literacy, a 4-H special interest program entitled "Mall Madne$$: Money and More" was developed using a local mall as an interactive classroom. Partnering with J.C. Penney, youth, 6th grade and up, spent the day learning about a variety of topics including the wise use of credit, spending plans, environmental merchandising, loss prevention, consumer rights and responsibilities, and getting the best buy when choosing clothes. Eating at the food court on a budget was also addressed. Youth were surveyed on what they learned as well as planned behavior changes as a result of this daylong program. Some of the responses included: "I will shop for clothes differently, eat smarter, and save money." "I will open a savings account." "Start to look at the quality of my merchandise."

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WILL PARENT/CHILD PARTICIPATION IN EMERGENT LITERACY PROGRAMS IMPROVE EMERGENT LITERACY IN THREE- TO FIVE-YEAR-OLDS?

Deborah S. Shriver* and Judith Matlick

ABSTRACT:
The poster session will demonstrate how increasing reading interaction with children three to five years of age can effectively improve a child's success with literacy in school. The importance of understanding emergent literacy skills (early reading and writing) and how to support these skills as they help children develop their literacy abilities will be highlighted. A collaborative project among the WVU Extension Service, the WVU College of Human Resources and Education and Head Start illustrates the positive effect that increased parental literacy interaction with preschoolers can have on a child's learned literacy abilities. The project was designed to involve parents more actively in their child's schooling by having them provide activities at home that build on what the child learned in school. Head Start parents and their children participated in 10 activity filled weekly sessions emphasizing the importance of emergent literacy abilities. Children and parents completed weekly literacy assignments at home. One assignment involved the children drawing pictures in provided journals. Parents dated each journal entry. Parents also wrote in the journal about the child's story about the picture. Participants attending the poster session will be to view sample journal changes over the length of the study and discuss implications of the literacy development realized in the study.

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HORT BOOK--A CUSTOMER SERVICE TOOL FOR COUNTY EXTENSION OFFICES

Peg Shuffstall*, James Ladlee, Vince Verbeke and Terry Schettini

ABSTRACT:
Do you or your volunteers ever have trouble (1) Identifying the right publication to help you address a gardener's or horticulture business' question? (2) Finding that publication in your office? (Especially new staff and volunteers.) Would it help you serve your clients better if you could (1) See a history of a client's questions along with your staff's recommendations? (2) Track plant and pest samples that you submitted for identification? (3) Produce reports on the number and types of questions you receive? If you answered yes to any of these questions, then please attend this session. HoRT Book is a database designed to help extension agents and Master Gardeners improve customer service when answering horticulture-related questions from consumers and businesses. HoRT Book's Resources Catalog enables users to search nearly 700 references to Penn State fact sheets and other resources and shows where to get them, including hotlinks to web resources. It also allows you to add resources from your own collection to the database. HoRT Book's Caller Log can show past responses to a client's requests, help track samples, and generate end-of-year reports. The program format can be used to develop similar tools in other extension program areas. Team members for this collaborative project included representatives from several Penn State units--Information and Communication Technologies, Agricultural Research Library, Cooperative Extension faculty and agents, and Master Gardener coordinators and volunteers.

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COOPERATIVE EXTENSION AND DIETETIC INTERNS = "WIN-WIN"

Jo Shuford-Law, LD/N, CFCS*

ABSTRACT:
University of Florida IFAS Extension-Leon County has collaborated with Florida State University's Dietetic Internship program for 12 years. During this time 65 dietetic interns have spent 80 hours of their community rotation working with the EFNEP and FNP programs. Dietetic interns generally have completed their course work for graduate degrees and are highly trained in food, nutrition and health subject matter topics. However, they have had very little or no client education experience. The resulting partnership has been "win-win" for the interns and for Extension. Trained volunteers provide high-quality learning opportunities for youth, usually in the 4-H EFNEP or FNP programs and the dietetic interns who will soon be in the workforce have the opportunity to learn about Extension in general and Family & Consumer Sciences specifically. The students meet with the CED and faculty in all departments. They accompany program assistants in the field to observe and assist. They also learn "hands-on" about the educational process as they plan, teach and evaluate a series of lessons for children. The success of this collaboration with FSU has resulted in an additional partnership with the Department of Education for intern placements with Extension. Following their Extension experiences these future nutrition professionals become better equipped to continue networking with Extension, serving on advisory committees and promoting Extension programming to colleagues and clients.

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ADVISORY AND PROGRAM COMMITTEE 911

Cynthia R. Shuster, CFLE*

ABSTRACT:
An advisory or program committee is a voluntary group of individuals assembled to advise or support an organization. Advisory and program committees are often expected to assist staff members in fund-raising and friend-raising activities. A committees reason for existence should be real, legitimate and important. They are often asked to provide professional expertise to strengthen a specific program and have historically helped enormously in addressing political problems, handling public relations, and reviewing programs. Much of an advisory or program committee's success rests upon the Extension professional(s) assigned responsibility for engaging it. The art of creating successful committees has been mastered by some Extension professionals and abandoned by others who chose not to invest the time and resources into building such a group once it is established. Effective advisory committees do not form themselves. An unsuccessful advisory committee can be a costly draw on precious institutional resources, images, and good will. When a compelling case for its purpose can be buttressed by the commitment to invest the necessary resources into engaging such a group, it is worth doing and doing well. This seminar is designed to take a "hands-on," "minds-on," idea-sharing approach to helping Extension professionals plan, organize, and implement successful committees based on the following objectives. Participants will learn how to define, re-define, and fine-tune the purpose of an advisory committee or program committee; better understand common problems that plaque committees, assist professionals in determining the ingredients for successful committees and share proven tips and techniques designed to jump-start your meetings and avoid that "stuck in a rut, tired, boring, ho-hum meeting syndrome."

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PREVENTING PARTNERSHIP PITFALLS: USING "EXCHANGE THEORY" TO OVERCOME TURF ISSUES
Gregory P. Siek*

ABSTRACT:
In recent years, Extension has become an active partner in many collaborations to increase program impact. However, some of these program partnerships fail, or their success is dimmed, because of "turf issues." The presentation will discuss how concepts from both the sociology of organizations and asset theory can be combined to help minimize and, in some cases prevent, conflict between organizations in a collaboration. Hands-on activities will help participants understand how organizations "exchange" assets in partnerships, and sometimes clash or respond in unanticipated ways because of their perception of the "organizational field" and their "definition of the situation." Participants will receive information on resources originally developed by the Ohio Center for Action on Coalitions as part of Extension's CYFAR Initiative.

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4-H CHARACTER GOES TO THE DAWGS, COMMUNITY SERVICE PROJECT
Marcie Simpson*

ABSTRACT:
This volunteer-led program is an opportunity for 4-H'ers to gain self confidence, responsibility, self control and other basic good character traits. All while participating in a community service project. 4-H'er spend their Saturday morning working with a volunteer instructor at the local animal shelter. 4-H'ers learn basic obedience commands and how to interact with their animal shelter pup. The goal is three-fold. One to make these stray animals more adoptable. Two, teach 4-H'ers basic dog obedience commands. Three, develop 4-H'ers character. 4-H'ers participate in weekly obedience classes. Earn a certificate and special T-Shirt (with their pupils paw print) and participate in a local fun show. The fun show is an opportunity for the 4-H'ers to show off their hard work to the community.

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OLDER YOUTH CAN LEAD TODAY!
Tammy Skubinna* and Mike Knutz

ABSTRACT:
Older youth are a strong resource for 4-H programs if they are utilized to their full potential. Teens can plan and organize county events, run leader meetings, and be partners with adults in shaping goals and direction for 4-H programming. Two county extension agents will share successful programs they are currently doing with older youth and a model for getting youth into leadership positions in a county program. One county will also have results from an evaluation of their Junior Leader Training program. Programs that will be summarized in this poster session include (1) County 4-H Ambassadors; (2) Required Junior Leader training (ten-year history); (3) Junior Toastmasters Public Speaking program; (4) Teen Club that does countywide community service; (5) After school program instructors; (6) County Leader group & Advisory Council officers; (7) County workshop & event coordinators; (8) Camp Counselor Club. Methods of training adult leaders to work with older youth, handouts describing programs, and job descriptions for older youth positions will be shared. Wherever you and your county 4-H program are with utilizing the talents of

teens, this poster session will have something for you!

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EAT SMART, FEEL GREAT, GET MOVING...WITH PYRAMID POWER!

Janice Smiley* and Renee Carr

ABSTRACT:
Engaging elementary and middle school-aged youth in learning experiences that help them develop lifelong food and fitness habits is challenging. "Pyramid Power--Food Choices for Winners" is an exciting, activity-based curriculum developed by Oregon State University Extension Service that cheers youth on to develop positive attitudes about healthy food and fitness choices. Adopted by the National Collegiate Athletic Association (NCAA) as a preferred sports camp nutrition curriculum, "Pyramid Power" is effective because it combines small-group settings and hands-on learning activities. At this seminar, faculty members from OSU Extension Service will provide an overview of the curriculum and show participants how to creatively use these materials in after-school, classroom, U.S.D.A. summer feeding programs, and other community settings. Come prepared and energized to experience several group activities related to the lesson topics: "Eat Smart," "Get Fit," "Feel Great," "Drink Fluids," "Have Fun." Presenters will share ways to teach key nutrition, food safety and fitness messages to 4th-8th graders. You will also receive your own "mini-packet" of activities, including bilingual take-home nutrition and food safety messages. "Pyramid Power" is particularly appropriate for 4-H, EFNEP, OFNP, and Family and Consumer Sciences professionals, paraprofessionals, and volunteers.

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TWO STATE STUDY AT NUTRITION EDUCATION BEST PRACTICES

Denise E. Smith* and Linda Melcher

ABSTRACT:
Situation: The poverty rate in Wyoming is 12 percent which includes approximately 59,709 individuals. Due to the current struggling economy, Wyoming communities have been impacted. The Cent$ible Nutrition program (EFNEP and FSNEP) offers nutrition education to limited resource families and individuals to help them gain knowledge and skills to eat better for less. The program also focuses on the relationship of proper nutrition to disease prevention in individuals of all ages. Childhood obesity is a rising epidemic and the program targets this growing concern though nutrition education in elementary schools. Objective: The objective of the participatory research project was to study educational practices which result in effective delivery of nutrition education programs to limited resource audiences which effect measurable impacts. Methods: This is a cooperative project between the University of Wyoming and Cornell University. Focus groups were conducted in multiple locations in Wyoming and New York to study the educational practices being utilized. The same open-ended questions were asked in all focus groups in both states. Results: Focus groups are still being conducted, preliminary data shows significant similarities and likenesses in the responses to questions. This substantiates the theory that if an educational practices works in rural Wyoming and also in metropolitan New York , that the practice could be replicated in any state. Significance: A "Best Practices Manual" for the Cent$ible Nutrition Program (EFNEP and FSNEP) will be written using the study's findings. The manual will be available to county Extension personnel for use as a tool

to replicate successful nutrition education programs.

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AN AFTER SCHOOL PROGRAM THAT IS FUN BECAUSE OF SCIENCE!

Penne L. Smith*

ABSTRACT:
Have you ever wondered what would happen to the Earth if there were no sunlight? Have you thought about where magnetism comes from, or what life would be like without electricity? What about why a submarine can both sink and float? This session will introduce participants to some of the science experiments that fit well into an after school program. Even a lecture has to be designed to involve the participation of the learner and, at times, can be replaced by one of several methods that facilitate more direct acquisition of information. Still other methods place even greater premium on active, participatory learning. The session will include several "hands-on" activities and a brief explanation of the science involved. The Fun With Science program is designed for pre-teens, but teens enjoy the projects also. Most activities involve minimal cost, but the session will include a discussion on how to fund the supplies, how lessons have been received and perceived changes in science knowledge, skills, attitudes and aspirations.

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ADOLESCENT PREGNANCY PREVENTION AMONG LATINAS

Carla M. Sousa*, Anne Driscoll, Marilyn Johns, Faye Lee, Darlene Liesch, Fe Moncloa and Stephen Russell

ABSTRACT:
Latina teens have higher pregnancy and birth rates than all other ethnic groups. At the same time, this group makes up the fastest growing portion of the youth population in California. While the research community has explored the reasons for teen parenthood among white and African American youth for some time, only recently have researchers focused on Latino youth. Thus, relatively little is known about how to aid young Latinos to postpone parenthood, let alone assist young parents to prevent additional teen births. This project builds and enhances research efforts that has already been conducted by team members. The purpose of this study was to: (1) enhance the research team's knowledge of how to help Latino teen parents procure the assistance they need to improve their lives and their children's lives; and (2) learn what factors are crucial to increasing the odds that teens will delay a second child until they are better equipped to handle the additional responsibilities and burden. Members of the research team conducted qualitative interviews with pregnancy prevention professionals about the degree to which the best practices suggested by the National Council of La Raza have been effective. The respondents, from both rural and urban areas of the state, were also asked to identify additional culturally appropriate practices for pregnancy prevention. Both male and female practitioners were interviewed, as well as Latino and non-Latino individuals. The research findings will be shared along with recommended effective strategies for pregnancy prevention among Latina teens.

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LEARNING FROM LATINO COMMUNITY EFFORTS

Carla M. Sousa*, Steve Dasher, Dave Snell and Yvonne Steinbring

ABSTRACT:
A traditional approach to work with the Latino community has been to ask, "How do we design programs for Latino youth and families that Latino adults will want to become involved in?" This research study pursued a different tack - looking first to activities initiated by Latinos to benefit their communities and then exploring with them what started and kept their involvement going. The project was conducted as a set of five case studies, each focused on a Latino-initiated project to benefit youth and families. The communities represented both rural and urban settings, and the focal projects varied in their intended audience. Recruitment and interview protocols were developed as well as an instrument tool for the interviews. A trained bilingual interviewer talked with 10 Latino adults in the community who were involved in the focal project, and 10 other Latinos who did not participate in that project. The recruitment of the potential interviewers was aided by a "promotora" who was familiar with the community and the project. Interview questions found out from the participants and non-participants the nature and extent of involvement in community activities, their perceptions of benefits of and barriers to participation, and their perceptions of community programs and activities they believe would improve the lives of children and families in their communities. Strategies have been developed from the findings of this research project that will help community-based professionals partner with Latino adults on projects to benefit youth and families.

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"WELCOME TO THE REAL WORLD" POSITIVELY IMPACTS YOUTH FINANCIAL MANAGEMENT SKILLS, KNOWLEDGE, AND ATTITUDES

Marnie Spencer*, Barbara Petty and Janice Stimpson

ABSTRACT:
"Welcome to the Real World" is an experiential learning simulation to help high school students develop skills in career exploration, decision making, and money management. University of Illinois Extension Educators developed the program in 1996, and Idaho adopted this curriculum in 1998. During the simulation, participants choose a career and receive their first paycheck. They open savings and checking accounts and determine expenditures for housing, transportation, insurance, groceries, etc. For each Category: , students write out a check and balance their checkbook. At the end of the exercise, they draw a "chance card" that reflects emergency expenditures or unplanned income that requires budget adjustments. Program goals are to (1) determine how career choices can be influenced by education; (2) learn financial management skills; and (3) explore alternatives that would help balance a budget. Since its introduction in Illinois in 1996, the Real World program has been used extensively throughout the United States. Audiences include junior and senior high schools (including one on the Ft. Hall Indian Reservation), teen parent groups, alternative schools, military bases, social service agencies, juvenile justice programs and other youth groups. Over 95% of the participants agree or strongly agree that the program was interesting, useful, and would be helpful in their future. Seminar participants will receive instruction in how to implement "Welcome to the Real World" and adapt it to different audiences. They will also receive a student packet and information on how to order the materials. A new program called "Give Me Credit!" will also be introduced.

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TEAM BUDDIES

Leslee D. Spivey*, Sara Wanczyk, Barb Schirmer, Clyde Jackson and Amy McMullen

ABSTRACT:
So, are you discouraged because of budget cuts, your work load and your co-workers? Do your children and spouse fail to understand your work as an Extension Agent? Do you need new ideas and a new perspective on life? Do you have a dream that you are afraid to share with your friends or your family because they will think you are just silly? Well, if you answered yes to some of these questions, this workshop may be for you. This seminar is designed to help you develop better communication and coping skills as you join a national support system. Participants will agree to become a team with other agents from across the county attending the seminar. Groups will undergo a variety of fun team building activities during the seminar that will create team spirit, and team buddies. Participants will agree to meet on a regular basis using various means of technology for the next year. Each team will develop their plans for meeting, select a leader and topics for discussion. Come join the group of agents that will choose their destiny. Become a team buddy.

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NAVIGATING YOUR WAY WITH GPS

Jay Staker* and Steve Truby

ABSTRACT:
GPS Educational Kit E-SET has a kit based on the science and applications of GPS, Global Positioning System, for educational use. The kit is an exciting kit that can be used by formal and non-formal educators alike. GPS is a valuable tool that is growing at a rapid rate in application. This seminar will be a hands-on session where the educational use of GPS will be demonstrated. The workshop will allow hands-on use of GPS receivers and compasses. The learning targets for GPS include information available from a compass and how to use a compass addressing appropriate applications and limitations. How GPS can be used to determine location and elevation with appropriate applications and limitation of GPS. Users also need to demonstrate the ability to navigate with both a GPS and Compass with maps. The Iowa State University Extension-Science, Engineering, and Technology's GPS kit will be highlighted. Activities from the curriculum such as the trilateration and navigation exercises will be demonstrated with the GPS units and compasses. The Curriculum includes 6 hours of activities designed for 4-H on GPS and 6 hours on the use of a compass and maps for navigation. The activities cover topics on how the GPS works and GPS applications including agriculture, urban, and hobby. The Compass activities allow users to work with a compass and maps for basic navigation. The seminar will be a practical time for users to acquaint themselves with GPS and navigation basics for use in the formal and informal educational setting.

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EATSMART: A MULTI-STATE WEB-BASED DESIGNED CERTIFICATION PROGRAM FOR NUTRITION EDUCATORS

Catrinel E. Stanciu*, Heli J. Roy and Annrose M. Guarino

ABSTRACT:
Louisiana State University Cooperative Extension Service uses the paraprofessional model for nutrition education targeting low-income populations. This model emphasizes development of competencies related directly to performance management. Technical knowledge of nutrition education is important but poses a logistical challenge to programs based on this model. In 2000, LSU AgCenter nutrition faculty developed a web-based nutrition curriculum, EatSmart, in

collaboration with nutrition specialists from other universities. EatSmart includes more than 25 nutrition education modules. A workbook developed by the Texas A&M University Agricultural Extension Service serves as an additional tool to enhance learning. The EatSmart curriculum is used as study material for the Nutrition Educator Certification Program. The paraprofessionals (Nutrition Educators) were required to study the nutrition curriculum on the computer. Two hours each week were allowed for study. The EatSmart web site provides self-guided pre- and post-tests that paraprofessionals could use to assess readiness. In order to complete the Certification Program, paraprofessionals had to complete the EatSmart curriculum, pass a nutrition test, and demonstrate application of principles learned. A monitored nutrition test was offered once a year. Since 2000, 83 LSU AgCenter Nutrition Educators (67 EFNEP and 16 FNP) have taken the nutrition test. Of those tested, 66 Nutrition Educators (54 EFNEP and 12 FNP) have passed and also completed the Certification Program, as indicated by a passing score of 75% on the written, moderated nutrition test and demonstrated application of principles learned. EatSmart is an effective tool used to increase the core competencies of paraprofessionals in community nutrition programs.

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THEMEOLOGY

Jill Stechschulte, M. Ed.* and Kathy Booher

ABSTRACT:
Making Better Camps, The Best! In response to recent national publicity surrounding 4-H camps' uses of Native American themes, brainstorming non-traditional and creative camp themes have become an important program component of camp program planning. Get your creative juices flowing to create a welcoming environment for youth. This process can be used whether participating in a 4-H Day Camp, Cloverbud Program or a Family Life Day. 4-H Camp Counselors have learned the use of creative themes for stimulating interest and infusing pizzazz into a program. We call it Themeology. The 4-H agents in the Northwest District of Ohio Extension incorporate the 8 Key Elements Of Positive Youth Development Experiences with a Themeology process that allows for some hilarious fun for the teens who plan events and the kids who participate in the program.

*Ohio State University Extension, Wauseon, Ohio

HOOFBEATS AND HEARTBEATS

Valdasue Steele* and David Clark

ABSTRACT:
The University of Idaho Extension Faculty in Benewah County and the Coeur d'Alene Reservation have developed a curriculum called "Hoofbeats and Heartbeats." This curriculum will provide a step-by-step, hands-on method using equine partners to teach leadership, communication, and to build confidence and trust in youth. This tried and true method will tame the toughest kid and bring a timid child out of their shell. It has been used successfully with several youth audiences including alternative high school youth and Native American youth. The curriculum can be used anywhere an equine can go including in school, at camp, and in community settings. It can be integrated with existing programs, or it can be a stand-alone activity, and can be used in 1 - 4 hr sessions. Ideally, there are two to four youth per horse. The curriculum begins by asking youth to consider the horse in its natural environment and to make observations about its characteristics. Youth begin by touching and grooming, which includes picking up feet, then progress to leading, tacking up, and sitting on the horse while being lead by a partner. All youth are asked to make a commitment at the beginning to try everything the presenter asks them to do. If they refuse any step then they cannot progress to the

next. Many youth overcome fears, build confidence and trust, and want to share what they have learned with others as a result of their participation. Workshop participants will receive a free copy of the curriculum.

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COMMUNICATING ACROSS THE GENERATIONS

Beverly J. Stencel* and Hans Hanson

ABSTRACT:
Organizations, including Extension systems, are facing the challenge of bringing together people from four generations to meet group goals. Each generation brings diverse perspectives, values, needs, and expectations. Learning to blend the distinctive creative energies and accommodate the different styles of these four generations creates a dynamic team. Helping individuals from divergent generations develop skills that enable them to appreciate their differences greatly enhances task efficiency, effectiveness and enjoyment. The goals of our curriculum is to (1) increase knowledge and understanding of the four generations; (2) enhance comprehension of how generational differences affect you; (3) promote skills for effective intergenerational communication; (4) expand capacity to manage diverse generational working styles. The program was designed to help participants recognize the qualifiers that define a generation; and identify forces that shaped their attitudes, beliefs, and expectations, and influence how they see the world. Participants explore what motivates individuals from each generation, their differing communication styles, and learn skills and strategies to meet diverse needs. Past program participants, including staff of the Wisconsin Department of Corrections, Wisconsin Department of Natural Resources, Wisconsin Department of Workforce Development and University of Wisconsin-Extension, have found "Communicating Across the Generations" relevant and meaningful in meeting this challenge. This curriculum is designed to be fun, flexible and easy to use. It contains cutting-edge information, small and large group work, and activities that encourage individual reflection. The Wisconsin Extension Community Development Association awarded Hanson and Stencel their 2002 Quality of Teaching Award for "Communicating Across the Generations".

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PARENT EDUCATION PARTNERSHIPS: A COUNTY'S RESPONSE TO PARENT EDUCATION NEEDS

Billie K. Stevens*

ABSTRACT:
Helping parents understand that parent education is a right not a punishment has been a challenge in the small Oregon County of Hood River. Hood River County has been experiencing declining resources, duplication of efforts plus a disengaged audience. To address this complex problem, 15 agencies and the individuals from the private sector formed a coalition to examine parent education needs of the county. The purpose of this presentation is to demonstrate how the Oregon State University Extension Service played a key role in the establishment and facilitation of this coalition and outline the steps required for a county or community to follow in order to successfully address an identified concern. The Parent Education Coalition worked together to achieve a shared vision. The process started with the formation of the coalition, assessment of existing parenting programs, and development of a matrix to evaluate existing education programs. Targeted outcomes were established. A yearlong parent education schedule and an extensive marketing strategy were developed. The

Extension Service became the county contact for all parent education programs as well as the facilitator for the coalition. The evaluation of the Parent Education Collaboration is an ongoing process that has been integrated into the evolving development of the coalition. The evaluation consisted of assessment of group functioning and member satisfaction, plus assessment of specific activities. The success of this partnership has been rated high. Parents in Hood River County are starting to understand that parent education is a right.

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ETHICS IN THE WORKPLACE

Janice Stimpson*, Randy Brooks and Barbara Abo

ABSTRACT:
Psychology Today (August 1997) reported a study showing that half of American workers did something unethical at work within the year. Today workers including Extension Educators are faced with more ethical dilemmas than ever before. The "Ethics in the Workplace" program was designed using the resources from an Epsilon Sigma Phi Mini-grant to stimulate thought and discussion about personal and work-related ethics as well as statutory ethics (laws governing behaviors). University of Idaho Extension Educators, the University of Idaho Division of Finance and Idaho Association of Counties collaborated to offer this three-hour program for Extension faculty and staff, agencies and county government. The program was divided into forty-minute blocks of instruction on the following topics: Introduction to Ethics, Frauds R Us, Statutory Ethics/Dilemmas and Ethical Thinking. Case studies and scenarios were used to help participants define their own ethics and increase their knowledge through a hands-on experience applying the statutes that govern cases where unethical behavior could lead to legal action. This program would be applicable for county, state and university employees. It can easily be adaptable to other states. One hundred percent of the participants said they increased their understanding of ethics and the regulations and statutes that affect ethics in the workplace. A web site for information and reference is being developed.

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51 Ways to Promote Your Cooperative Extension Program

Linda Strieter*

ABSTRACT:
You may have the most outstanding program ever, but to be successful, you have to let others know about it. This presentation will show participants "51 Ways to Promote Your Cooperative Extension Program." According to the great marketer, P.T. Barnum, "Without promotion, something terrible happens, NOTHING!" Participants will see how simple most promotion can be. The presentation will provide Cooperative Extension professionals with a wealth of techniques (51 in all) to promote the innovative and creative work they are doing. The "51 Ways to Promote Your Cooperative Extension Program," will be provided in a handout for each participant so that the session becomes a motivational and practical activity. Each participant will be empowered and excited about gaining new public relations expertise with the benefit of helping others understand how vital Cooperative Extension programs are in our fast-paced world.

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ESTABLISHMENT OF NEW AMISH COMMUNITIES: MIGRATION ATTRACTION FACTORS

Sharon K. Strouse*

ABSTRACT:
This research project will explain and identify the decision point factors concerning migration of (Holmes County) Amish. Specifically, the migration attraction factors that influence the decision to establish a new Amish community. Leaders in the Amish community have self-identified, through interviews and on site visits in two states, the factors, present trends, and patterns as observed about this issue. Holmes County and its contiguous counties have the distinction of being the site of the largest Amish population in the world. It is currently estimated that 18,000 Amish live in Holmes County, about 40 percent of the total population. The Amish migrated in the 1800's to Holmes County from eastern Pennsylvania. The Amish have maintained their language, culture and traditions despite the influences of the modern world. During the last 20 years, Holmes County has increased dramatically its business and tourist industries. This has had considerable impact on the county's economic status bringing new businesses, jobs, and opportunities for residents. Although this has positively affected the Amish population's economic status, it has also impacted the Amish in many other ways, including the ongoing migration to other farmland areas, both within and external to Holmes County. Formation of new Amish settlements are not simply a solution to the scarcity of farmland. Migration attraction factors as self-identified by Amish leaders will be examined and discussed. Want to attract Amish to your community? The migration attraction factoral list will be available, with insights and explanations of variables.

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HERITAGE TOURISM: COMMUNITY ECONOMICS NURTURED THROUGH EDUCATIONAL PARTNERSHIPS

Sharon K. Strouse*, Aletha Reshan and Frank Cugliari

ABSTRACT:
From community museums to nationally designated Scenic Byways, the potential for educational partnerships abound. Nonprofits are enhanced when teamed to work collaboratively on community and regional initiatives. These organizations provide leadership to educate and promote the natural, historical and cultural resources or the region. Straight from the annals of how to establish partnerships, this regional heritage tourism educational initiative, the NW Gateway to Appalachia, has encouraged intra-sector cooperation vs. intra-sector competition. Planning and programming, led by Extension, created this unique regional partnership in heritage tourism and stimulated the creation of several nonprofit organizations as a result of regional leadership efforts. This poster presentation will offer examples of educational print materials, information on seminars sponsored and identify the nonprofit organizations in the ongoing partnership and their role in the partnership's success.

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PURPOSEFULL INCLUSION: NORTH CAROLINA'S NEW DIFFERENTLY ABLED CURRICULUM AND PROGRAM UPDATE

Mitzi Stumpf*

ABSTRACT:
North Carolina 4-H has developed a new curriculum, "Shine Up and Step Out," for use with traditional and non-traditional 4-H club programs. The "Shine Up and Step Out" curriculum is designed to raise awareness among 3rd to 6th graders about people with disabilities or disabling illnesses. It is a

twelve-lesson series that allows youth an opportunity to "experience" and learn more about disabilities in an experiential manner. The curriculum features activities such as navigating an obstacle course while simulating mobility and vision impairments and doing a site evaluation for accessibility. Several of the lessons emphasize empathy--gaining better understanding of their friends and classmates who have disabilities. Youth also learn disability etiquette and people-first language through role-playing. In addition, this session will highlight three years of pilot testing data and give participants information regarding the applicability of this type of program in their individual state. Participants should come prepared for hands-on fun and with an open mind for new and innovative approaches for involving "all" youth in 4-H.

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A NATIONAL STUDY OF VOLUNTEER SCREENING, INVOLVEMENT, AND MANAGEMENT PRACTICES IN COOPERATIVE EXTENSION

Cathy M. Sutphin*

ABSTRACT:
Volunteers are a critical resource to Cooperative Extension. Skilled management is required to interest and retain volunteers and to provide for the safe and effective involvement of our clientele. Volunteer management practices have changed dramatically in the last few years. Increasing responsibilities have been assigned to volunteers and the paid staff who work with them. As we have increased the duties of volunteers who work with vulnerable clientele, we have also increased our organizational responsibility to provide effective volunteer screening and management. Cathy Sutphin, Extension Specialist Volunteer Development at Virginia Tech assessed the volunteer management practices of Cooperative Extension across the country. A 26-item survey was developed and reviewed by a panel of experts. The instrument was placed on-line and an electronic letter along with the URL was sent to each State Extension Director with a request that the person in their system giving direction to volunteer development complete the survey on-line. Two weeks later, a hard copy of the original letter and a reminder was mailed to non-respondents. A limitation of the study
is the degree of knowledge concerning the state volunteer system possessed by the respondents. Forty-one responses were received for a response rate of 79%. Survey results provide an organizational picture of volunteer screening, management, and involvement practices across the country and by region. Significant differences were found across Extension regions. Key findings highlight management practices, which should be reviewed as a system. In addition, areas for future research and implications for Cooperative Extension will be shared.

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FAMILY MEALS ARE MORE THAN JUST FOOD

Cheryle Jones Syracuse*, Shari Gallup, Cindy Oliveri, Beverly Keil, Ruthanne Foote, Pat Brinkman, Sharron Coplin, Gail Kaye and Linnette Goard

ABSTRACT:
In addition to forgoing hunger and nourishing the body, family meals provide a time for sharing and teaching. Research in the area of family life has repeatedly indicated that a key to developing strong families is to spend time together. One way of doing this is eating meals together as a family. But, the family meal does more than just strengthen family relations. Eating meals together may also have an effect on the family's nutritional status and health, children's character development, children's' culinary skills and the development of family traditions. A subcommittee of the Foods and Nutrition

Issues Team at Ohio State University Extension, wanting to stress that family meals were an important to family life and health, developed a series of fact sheets as part of an annual packet of teaching materials distributed for use in strengthening Ohio's families. The goal of this team was to provide interdisciplinary materials and background information for both family life and nutrition educators that could be used to encourage families to eat meals together. Fact sheet topics include: role modeling for your child's nutrition, raising healthy children in an overweight world, the relationship between calcium and childhood obesity, setting an example when eating-out as a family, the importance of taking time for family meals, tips and suggestions for eating meals with children and a backgrounder on the research showing the effects of family meals. The packet also includes activity pages for families to do during mealtime, a news release and radio scripts.

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4-H GLOBAL VILLAGE 2003 TRIP--PARTNERSHIP BETWEEN MISSOURI STATE 4-H AND HEIFER INTERNATIONAL PROGRAM

Donna Taake*, Ben Gallup and Doralee Ely

ABSTRACT:
In honor of the 4-H Centennial and in an effort to "move 4-H into the future", several state and regional 4-H Specialists spearheaded the effort to identify new directions for the 4-H educational trip component of the state 4-H program. The partnership with the Heifer International project was identified as a possibility because both programs have similar goals and both programs emphasize service learning. A fact-finding trip was organized in June 2002. Both organizations were interested in forming a partnership and began the planning of the Global Village Experience 2003 Trip. The next step in the planning stage occurred in August 2002 when two 4-H teen representatives were chosen to attend a Leadership Conference sponsored by Heifer International. The responsibility of the teen participants was to return to Missouri and recruit trip participants for 2003. It was agreed that teen representatives would be more effective in the promotion of the new travel opportunity. In the spring of 2003, thirteen 4-H members ages 14-18 were recruited to attend the first ever 4-H Global Village 2003 Trip to the Heifer Ranch International near Little Rock, Arkansas on June 18-21. The experience will include the following educational components: (1) offer youth a "taste" of how people in less-developed areas of the world live by experiencing a simulation of a global village; (2) increase participants understanding of the issues of world hunger; (3) offer youth personal and group development skills activities (low and high ropes challenge); (4) participate in "hands-on" workshops (cottage industries).

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SHOWING THE WAY: LIFE LESSONS THROUGH RAISING GUIDE DOGS

Linda Tannehill*

ABSTRACT:
We set out thinking we are raising guide dogs for the visually impaired. Soon we realize that is but one part of the story. Puppies, while learning, are simultaneously teaching us significant lessons for a lifetime. They build our character by helping to develop our caring, commitment, and consistency. They deepen our persona with interpersonal skills as well as introspection. Our journey with them takes us from belly laughs to the bowels of despair. Guide dog puppies are adept at nudging their raisers into uncomfortable territory such as public speaking and other high-profile activities such as legislative issues. They win our hearts at first sight, love us unconditionally, and break our hearts

when we part ways. Participants will learn how raising a guide dog: (1) cultivates interpersonal skills; (2) contributes to emotional and character development; (3) enhances public speaking skills and community involvement; (4) prepares youth for parenthood in adulthood. Through simulation participants will experience the main types of visual impairment of guide dog users. This presentation will include a combination of lecture and participatory activities.

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INNOVATIVE AND CREATIVE USES OF GIS AND GPS BY YOUTH

Tom Tate*

ABSTRACT:
Young people are attracted to high-tech. 4-H members and other youth are doing amazing things with Global Positioning Systems (GPS) and Geographic Information Software (GIS). Whether hiking along a trail, studying the ecology of a forest, or mapping important sites in a downtown area, young people are exploring the possibilities of GIS and GPS technologies. This session will highlight some examples of how youth programs are integrating GIS and GPS into their programs. You will be able to use some of these tools to learn about what they do and discuss ideas about how you can integrate GIS and GPS into your programs, too! Participants and others can find out more about what 4-H youth and Extension are doing with technology, GPS, and GPS at: http://www.tnstate.edu/carp/gisgps/main.htm, and http://www.4-h.org/tech/.

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WORKING FAMILIES NEWSLETTER

Judy Taylor*, Ruby Lingle, Diane Ryals, Patti Faughn, Jananne Finck and Jennifer Hunt

ABSTRACT:
Started almost fifteen years ago in one county, this newsletter has evolved and been expanded while continuing to address timely topics in a format that fits into the busy life of working people. Subscribers praise the short format and variety of topics. This newsletter is (1) a quarterly newsletter developed primarily for families with no adult at home full time; (2) used to reach an audience not traditionally served by Extension efforts; (3) shared with agencies who use segments in their publications; (4) Developed to help working families make wise use of the available resources; (5) takes an interdisciplinary approach by the involving seven different educational fields; (6) filled with short timely articles that address nutrition, leadership, family life, consumer decisions, horticulture, natural resources, child development, and workplace issues (7) subscribed to by nearly one-half the Illinois counties and distributed electronically in several formats; (8) localized by each county adding calendar items and personal signatures; (9) provided annually to more than 8000 families in Illinois. Come learn how this newsletter is efficiently created and how counties work with local businesses and organizations to distribute the newsletters.

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4-H CITIZENSHIP YOUTH FORUM

Michelle Taylor* and Patty Fisher

ABSTRACT:
4-H Citizenship Youth Forum is a three-day, in-depth, hands-on educational experience for older youth to learn about Missouri government. Youth spend time at the Missouri State Capitol and meet with current members of the Missouri Legislature. Youth

choose between Legislative, Judicial or Media tracks where they learn about government issues first hand. Through the Legislative track, youth have the opportunity to meet and work with members of the Missouri House and Senate. They will begin in committee hearings to discuss bills that were introduced during the past legislative session. During the hearing, they will elect a chairperson and have witnesses on the various bills. The committees may alter or even create their own bill during this time. They will then debate the bills on the House floor where members of Congress will work with them on the legal aspects. The Missouri Bar Association and the Missouri Supreme Court Officials work with the Judicial Track. The 4-H'ers become judges, lawyers, defendants, plaintiffs and jurors as they hear real cases that have been brought before the Missouri Courts. The Media Track members learn about print, video and radio as a means to carry the news. 4-H'ers also tour local historic sites and local businesses as part of this three-day experience. This conference is developed and carried out by 4-H Youth Specialists, Community Development Specialists, University of Missouri, Lincoln University, Missouri Bar Association and Missouri Legislators.

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YOUR MONEY & YOUR LIFE - FINANCIAL MANAGEMENT CURRICULUM

Susan E. Taylor* and Evelyn A. Prasse

ABSTRACT:
Your Money & Your Life is a financial education curriculum to help limited-resource people effectively manage their money. The curriculum is the result of a unique partnership between the Financial Links for Low-Income People Coalition and University of Illinois Extension. The FLLIP Coalition (comprised of individuals from banks, advocacy groups, government agencies, adult educators, and others) worked with the Illinois Department of Human Services to develop and deliver a program to help people make sound financial decisions and become more self-sufficient. Extension Consumer and Family Economics Educators received a grant from FLLIP to develop the Your Money & Your Life curriculum. Content was based on focus group and coalition member input. The curriculum was designed as a train-the-trainer program; persons who work with limited-resource audiences are trained and then re-teach the information in one-to-one or classroom settings. Your Money & Your Life contains eight lessons: debt management, predatory lending, basic financial services, insurance, saving and investing, employee benefits, tax issues, and public benefits. Each lesson consists of objectives, background information, and teaching guides. Participant materials are for low-income, low-literacy level individuals and are activity, hands-on oriented. As a result of training by Extension Educators, instructors reported a high level of satisfaction with the curriculum. A survey, commissioned by FLLIP, indicated that program participants also felt the curriculum was effective and helpful in understanding financial management. The curriculum has applicability for many different kinds of audiences through the nation.

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REGIONAL RURAL DEVELOPMENT CENTERS

Bonnie P. Teater*, Bo Beaulieu and Cornelia Flora

ABSTRACT:
The Regional Rural Development Centers (RRDCs) exist to strengthen the capacity of local citizens to be key players in guiding the future of their rural communities. Each Center links the research and extension capacity of land-grant universities in its region with local decision-makers to address a wide range of rural development issues, including (1) vibrant, sustainable communities; (2)

promising digital futures; (3) balanced use of natural resources. There are four RRDCs across the country: North Central Regional Center for Rural Development, Iowa State University, Cornelia Butler Flora, Director; Northeast Regional Center for Rural Development, Pennsylvania State University, Stephan Goetz, Director; Southern Rural Development Center, Mississippi State University, Bo Beaulieu, Director; Western Rural Development Center, Utah State University, Steve E. Daniels, Director.

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TECHNOLOGIES ACROSS NEBRASKA

Dewey Teel*, Phyllis Schoenholz and Connie Hancock

ABSTRACT:
Technologies Across Nebraska is an initiative led by University of Nebraska Cooperative Extension to create awareness of technology and to provide education to local communities. The goal is to assist decision makers and citizens as they implement technology into their long range plans to sustain their communities. The initiative will provide a network of expertise to assist them in locating current information on infrastructure, policy, education and training issues and opportunities. The goal is to provide a sustained source of information, training and educational opportunities to enable Nebraska communities, citizens and businesses to make informed decisions regarding information technology. Within two years, it is critical that as many Nebraska communities as possible have been engaged in a decision making process to insure their citizens have access to and are able to use the current information technology to enhance their businesses and quality of life.

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INTEGRATING OUTCOMES BASED EVALUATION/LOGIC MODELING INTO THE EXTENSION ORGANIZATION - THE MARYLAND EXPERIENCE

K. Marc Teffeau* and Aaron Gravelle

ABSTRACT:
After attending the Outcomes Based Evaluation training at the University of Wisconsin in 2001, the University of Maryland Cooperative Extension (MCE) decided to move the organization to the Outcomes Based Evaluation (OBE) and Logic Modeling (LM) process for program planning and evaluation. A team of Extension field faculty was given the responsibility of developing and implementing an instructional effort to train county, regional and campus based Extension faculty in OBE/LM approaches. Moving to OBE/LM for program planning and evaluation is considered a paradigm shift for MCE and impacts on many aspects of its operation. This session will examine this training endeavor and its results. In addition, MCE's work to mainstream OBE/LM into all aspects of MCE organizational and program planning efforts including the development of its new Strategic Plan and Plan of Work will be reviewed. The session will also examine the impact that OBE/LM approach is having on scholarship issues, promotion and tenure and reporting methods within MCE.

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THERE'S NO CAMOUFLAGING THE SUCCESS OF EXTENSION AND THE MILITARY

Darcy Tessman* and Ann Hall

ABSTRACT:
The question of how to provide consistency in an inconsistent world is nothing new to the military. It may "take a village to raise a child", but what happens to the child and their family when they are forced to change "villages"

every 2-3 years? With the military drawdown of the 1990s, fewer soldiers equal more deployments for those remaining, and mission readiness directly conflicts with parental and family responsibilities. It is crucial to military youth and families worldwide to have consistent services available when so much of their lives are in a state of flux. The 4-H 101 Design Team was formed to establish a manual and training guide for "the basics of starting 4-H clubs." This project provides predictable services for Army youth as they transition from one installation to another. During parental deployment, this consistent presence of 4-H leaders and the feelings of belonging that come with 4-H membership promise to be crucial elements for military youth. Financial planning, parenting classes, nutrition education, possible state assistance programs, child care, workforce preparation, job skills, and overall positive venues in which to spend time are needed by the family members of our fighting force. This seminar addresses the military lifestyle by two Agents who have lived it. Ann Hall and Darcy Tessman share their decades of experience as military spouses and their recent experience on the 4-H 101 design team. Both currently are successfully implementing and sustaining Extension programming on military installations.

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DESIGNING THE 21ST CENTURY EXTENSION PROFESSIONAL

Jerold R. Thomas* and Daney Jackson

ABSTRACT:
State Cooperative Extension Services are going through a period of change due to several trends and issues. These include reduced state financing, demographic changes, clientele changes, globalization and changing technology demands among others. This seminar will build upon a related paper presented by the authors at the 2002 National ESP Conference. In that presentation trends were presented and audience members were able to provide group feedback on critical trends and roles for Extension Professionals. In this seminar we will provide feedback on these findings, update our literature and data review of trends, and provide an interactive process to help participants design the 21st Century Extension professional. Among the trends we will discuss are Extension and US demographics, technology needs including distance learning and biological sciences, generalist versus specialist roles, research, facilitation and teaching roles of Extension professionals, and funding dynamics. A dynamic process will be used to help participants work in groups and individually to complete a design profile of the 21st century professional. Handouts and worksheets will be utilized.

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SUSTAINING COMMUNITY CHANGE: STOCKING YOUR TOOLKIT FOR COMMUNITY BUILDING

Melanie Thompson* and Youth trainer from one of our partner community-based organizations (TBD)

ABSTRACT:
Sustainable change and institutionalization of best practices require skilled people who can effectively mobilize their community by utilizing the existing assets and resources of the community and of its members. Addressing this issue, the Innovation Center for Community and Youth Development created the Building Community Toolkit (BCT), a compilation of activities and resources that have been developed and tested through work in a diversity of communities. The BCT training takes participants through a process of community building, from learning the history of a

community and mapping its assets and resources, to creating and implementing a community vision. So far, it has been used by Extension agents and their communities in nine states for community mobilization, and it was recently accepted into the National 4-H Curriculum Collection. Participant feedback at past trainings has resulted in training content has been tested and modified to allow for better flexibility and adaptability with diverse audiences. This interactive seminar will provide an overview of the BCT, and combines community case studies, group discussion, and hands-on activities. It will be facilitated by an Innovation Center staff member and a community youth partner. Participants will (1) learn about tools and resources that have been successfully tested and used by Extension Agents and communities to create change; (2) have the opportunity to lead and participate in activities from the BCT and give feedback; (3) have an increased understanding of the key phases of a community development effort; (4) identify adaptations and application of activities to their own communities.

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INSIGHTS INTO THE CURRENT EVALUATION PRACTICES AND PERCEPTIONS OF MARYLAND COOPERATIVE EXTENSION FACULTY

Jennifer D. Thorn, M.Ed., R.D.*

ABSTRACT:
As the demand for accountability and improvement in Cooperative Extension continues to intensify, effective evaluation programs are becoming ever-increasingly essential. Specifically, Extension faculty are now involved in the "assessment" of changes in their participants' knowledge, attitudes, and behaviors resulting from educational experiences provided by Extension. Results from a research study examining the existing assessment practices of faculty within the University of Maryland Cooperative Extension (MCE)will be presented. The quantitative survey design of the study provided data regarding the perceptions of field, regional, and campus-based faculty regarding the benefits and challenges of implementing assessment. How MCE faculty use the results of assessment to make program improvements will also be uncovered. Finally, the differences in assessment utilization among faculty of various academic ranks and program disciplines will also be revealed. This study of assessment implementation and its perceived benefits and challenges is applicable to Extension faculty, administrators, and evaluation leaders so that more effective strategies for improving programs and accountability efforts within Cooperative Extension can be developed.

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UNIVERSITY OF IDAHO PARENTS-AS-TEACHERS DEMONSTRATION PROJECT

Kathee Tifft* and Carol Hampton

ABSTRACT:
"Parents-As-Teachers" is a research-based parent education program that helps parents develop their skills as their children's first and best teacher. The program includes four components: monthly personal visits to the family, group parent meetings, screening of children for health and developmental concerns, and networking with other community resources. This strength-based program is free, voluntary and open to all families. There are currently 13 Parents As Teachers programs being implemented in Idaho communities through University of Idaho Extension. The programs are impacting 311 enrolled families and 458 children, prenatal to five years of age. At each visit, parent educators provide handouts with additional information for parents to read.

They also provide activities and suggestions for parents to work on until the next visit. Among parents who had been in the program for a year, 82% reported that they followed up on more than half of the visits, with 58% following up more than three-quarters of the time. After one year of participation, parents are reporting substantial gains in knowledge of child development, confidence in their parenting abilities and skills to help their young children learn. Parents indicate an increase in the amount they read to their children. Parents report a high level of satisfaction with the program (based on the surveys of 100 families.)

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4-H AND NATURAL RESOURCES EDUCATION AND CONSERVATION COLLABORATE USING NATURE TO TRANSFORM URBAN YOUTH

Rita Renee Toll-DuBois*, Melinda Stockmann and Kim Anderson

ABSTRACT:
UMass Extension's 4-H Youth and Family Development and Natural Resources and Environmental Conservation programs and the University's Dept. of Natural Resources Conservation have a formed a strong, ongoing interdisciplinary collaboration with Eagle Eye Institute to use the power of nature to support needed institutional change. EEI's proven programs in nature provide an effective transformational tool with which to reach underserved urban audiences, primarily youth of color. These programs provide experiences that make a lasting impression on the hearts and minds of urban youth and instructors. Key element include hands-on exploratory community and field-based learning; natural resource and environmental education professionals serving as instructors and role models; stewardship which develops skills, builds teamwork, and encourages responsibility; and a supportive environment that fosters learning, fun, and adventure. Using EEI's Learn About Forests(tm) "How to" Guides and technical support, 4-H staff coordinate Learn About Forests(tm) programs during the summer. The 4-H Urban Stewards program, focused on public street trees, takes place in the year-round. NREC and University faculty provide technical expertise as instructors and stewardship resource people, along with staff from other state, municipal, and federal agencies. A continuum of experiences builds a bridge between these urban youth and the University. Participants in this participatory interactive session will learn how to implement similar programs in their state and receive materials with sample activities and information on trainings and technical assistance available. They will learn what resources are needed and the positive impact gained for Extension, themselves and the urban youth they serve.

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BOUNDLESS FAMILY ADVENTURES

Alayne Torretta*

ABSTRACT:
This workshop engages professionals interested in focusing on strengthening families, with particular attention to at-risk families. The workshop embraces the theoretical foundation and research base for adventure programming. Participants will be introduced to the use of metaphors for teaching complex concepts, experience adventure activities, and understand the adapted recreation service model, which identifies the varying appropriate roles of the CES professional when working toward outcomes with participants, including those with limited resources. Adventure resources are available for participants who wish to replicate for their local families. Participants will appreciate how to make learning meaningful and memorable for families whether they are at-risk or not! Participants will understand the family systems theory and

gain knowledge of the use of adventure initiatives when conducting enriching family programs. The adventure activities experienced during the workshop were used with at-risk families to strengthen communication skills, trust, and cooperation. Participants will then learn to create powerful metaphors, the importance of sequencing initiatives, facilitating and processing skills, and how to engross families in fun and learning. The workshop will also discuss and create a Full-Value Contract used in adventure programming to keep clients "present" and decrease disruptive behavior. The workshop will include a discussion of the qualitative evaluation results from the practical application of adventure programming during a family camp weekend. No previous skill/knowledge required of participants. This workshop is 50% lecture and 50% hands-on.

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POSITIVE PARENT DEVELOPMENT

Alayne Torretta*, Terese Buchanan and Laura Bovitz

ABSTRACT:
Are the parents in your program always a positive influence? Are they a help or a hindrance? Do they resemble "Peter Positive" and "Sally Supportive"? Or are they more like "Vi Carious", "Ima Cheater", "Patty Perfect", "Ira Sponsible", or "Bill Dozer"? If they resemble any of the latter, this workshop is for you! Workshop presenters will help you understand how to build on the positive traits parents possess in order to provide a beneficial environment for youth in your program by minimizing inappropriate parent behaviors. Participants will learn to discern what motivates parents and what strategies can be used to deal effectively with them. The workshop will include hands on activities and discussion. Participants will have an opportunity to develop a healthy "parent pledge" to be used as part of a behavioral agreement that will foster a win/win relationship. Workshop presenters have over 58 years combined experience in dealing with difficult people and conflict resolution.

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CHARTING OUR COURSE THROUGH COMMUNITY ASSESSMENTS

Deanna L. Tribe*, David Apsley, Don McFeeters and Jeff Fisher

ABSTRACT:
"Charting Our Course Through Community Assessments" represents a 1 1/2 yearlong project of Ohio State University Extension's South Centers 16 counties. Community assessments are integral to grassroots-based, publicly funded organizations for better understanding community as place and leveraging resources to enable Extension and others to respond to opportunities, challenges, and needs facing our citizens and communities. This 3-phase assessment served as a systematic applied research and team-building method to identify resources, needs and capacities of our communities, counties and district; provided information for addressing challenges, opportunities and concerns of our current and potential clientele; enhanced internal and external partnerships; and allowed for considering the bigger picture was as little bias as possible. The Snapshot phase resulted in a basic collection of facts and figures relaying on secondary data sources and informal information gathering. The resident survey was based upon a stratified random sample of 400 per county with a survey summary of findings prepared for each county and the district. These two phases provided the framework for focused discussion groups in each county to identify action strategies for programs and projects. Others can learn from the experiences acquired through this community-based project--applied research methodology, local Extension buy-in and

involvement, conducting a large multi-faceted project with limited funds, and use of baseline information internally and for sharing with local and regional leaders, businesses, government and organizations to enhance and grow partnerships and collaborations.

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EXCEEDING EXPECTATIONS THROUGH ETIQUETTE

Susan Trutner*

ABSTRACT:
Think about it. When was the last time you saw someone demonstrating proper decorum? Unfortunately, in today's society we are continuously deluged with examples of bad manners. Social norms have changed so much that now it's the kids with good manners that get noticed. Breaches of etiquette plague all facets of our society. Youth demonstrate a lack of respect and courtesy to their peers and to adults. Recently, college etiquette classes have developed to correct the error of their student's social ways. But why wait until they're 21? Instead, teach them expected protocol at an earlier age so they have more time to improve their self-esteem and exceed society's social expectations. The problem is, very few adults take the time to teach our young people proper etiquette. This poster session shows how etiquette funshops can help youth of all ages avoid social etiquette blunders that can offend others and cause them embarrassment. Embracing the importance that proper etiquette plays in today's global society is essential for our youth to succeed. While actively engaged in the funshop, youth demonstrate proper table manners, good phone etiquette and acting respectfully. Participation in the funshop learning stations teaches appropriate dining etiquette tips. Bringing awareness to proper etiquette enhances Extension's image, and leads to collaboration, networking and shaping today's unmannered youth into tomorrow's civilized adults who will exceed our expectations.

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VOLUNTEER MATCH-UP: ATTRACTING VOLUNTEERS TO YOUR PROGRAM AND MAKING YOUR PROGRAM ATTRACTIVE TO VOLUNTEERS!

Louise B. Turner, M.A.* and Jan Hiller, Ph.D.

ABSTRACT:
The basis of a strong volunteer program is the commitment of experienced volunteers and the fresh ideas of the new volunteers. Research identifies successful volunteer programs as distinguished by volunteers who are enjoying their work and staying with the program. What volunteers are needed to make your program strong? How can you target the types of volunteers your program needs? Are potential volunteers just ignoring your program? This seminar will help you find those "just right" volunteers and motivate them to stay! Enjoy activities to learn how to develop a recruitment campaign and practice some how-to steps of recruiting that result in a "yes" response. And after all the recruiting efforts, keeping the volunteers you want becomes the goal! Motivation is the key to keeping happy volunteers. Learning to use the art of motivation is the key to successfully recruiting volunteers and keeping them involved. You will learn about the research, practice the recruitment methods and take home some tips for making your volunteers want to stay involved with your program. This seminar will offer you numerous ideas and materials that will help you develop your own unique plan that attracts volunteers and makes them want to stay!

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HELPING RURAL COMMUNITIES TAKE ACTION

Margaret A. Viebrock*

ABSTRACT:
Many small communities are affected by the downturn in the economy. Main street businesses have difficulty surviving, people are concerned about medical care, declining school enrollment and lack of community growth. They want to remain a viable town but risk taking is new and changing attitudes is difficult. The objectives of this project were (1) to assist a small rural agriculture dependent community to "take action" and determine economic development strategies; (2) to bring community people together to assess what they value and to identify their community strengths, weaknesses, threats and opportunities; (3) to develop both a short and long term plan for economic development. Focus groups, community gatherings, business surveys and student information were used to determine a direction for economic development. Citizens prioritized long and short term goals, committees were developed and people made personal commitments to become involved in their future. The project became a collaborative effort between the town, chamber of commerce, service agencies and Cooperative Extension. This is an opportunity to find out how educational principles and group process skills were used to help a small community develop a strategy to help themselves.

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COLORADO 4-H LEADER TRAINING SURVEY

Deryl E. Waldren*, Dale Leidheiser and Kathy Wolfe

ABSTRACT:
In 2001 Colorado State University Cooperative Extension 4-H Agents in the seven metropolitan Front Range counties (from Fort Collins to Colorado Springs) conducted a survey with 347 volunteer 4-H leaders in a random stratified sample based on the 2000-01 4-H leader enrollments. The purpose of the survey was to learn how effective 4-H leader training is in helping leaders perform specific responsibilities, including organizing a project meeting, understanding 4-H program rules and policies, understanding 4-H goals, helping youth develop life skills, communicating with youth, maximizing youth motivation, and building youth self-esteem. Survey objectives included identifying current 4-H program strengths and weaknesses; identifying current 4-H leader strengths, weaknesses and motivation; and identifying 4-H leader training needs. Personal data collected of 4-H leaders included year the leader received new leader orientation; gender; age; place of residence; years as a leader; type of 4-H leader; area of project involvement; distance leader is willing to travel to receive training and the preferred method of training. Analysis of 112 surveys (32.3%) was completed in 2002. In the data analysis, 57% indicated training was effective to very effective in organizing a project meeting; 68% said it was effective to very effective in helping youth develop life skills; 74% said it was effective to very effective in helping leaders communicate with youth; and 74% said the survey was effective to very effective in building self-esteem in youth. Comprehensive results of the survey will be shared during the presentation.

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LIVING SAFELY WITH LEAD: REDUCING THE RISK

Vernon Waldren*, John Fech, Carrie Schneider-Miller and Sharon Skipton

ABSTRACT:
The University of Nebraska Extension in Douglas-Sarpy Counties has developed a new curriculum called Living Safely With Lead: Reducing The Risk for use with parents of children at risk for lead poisoning. It is a two-hour program for use in a classroom setting. The program covers preventing lead poisoning with landscaping, housekeeping, and nutrition management practices. Program format includes four power point segments on the risk of lead poisoning, landscaping to cover and stabilize lead contaminated soil, housekeeping to reduce inhalation or ingestion of lead dust and dirt, and nutrition to prevent lead absorption. Also included are participant educational materials on landscaping, housekeeping, and nutrition best management practices for lead poisoning prevention, and an evaluation instrument. Information is research-based and have been reviewed by lead specialists from the University of Nebraska and Douglas County Health Department. The program has been used with over 50 parents of children at high risk of lead poisoning. The program is well received, and evaluations indicate knowledge increased and practice changes were planned.

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SHARED LEADERSHIP OF USDA-CSREES WATER QUALITY PROGRAMS

Lloyd R. Walker* and Mark McFarland

ABSTRACT:
Shared leadership is an important element in the relationship among state, regional and federal CSREES partners. By empowering state and regional water-quality coordinators and staff through Leadership Teams and Sub-Committees for Program Support, a dynamic and innovative approach to national shared leadership is fostered through a Committee for Shared Leadership. In 2000, Section 406 of the Agricultural Research, Extension and Education Reform Act (AREERA) authorized the Secretary of Agriculture to establish a research, education and extension competitive grants program for water quality. The "406" National Integrated Water Quality Program (NIWQP) fostered a national network based on regional land grant university partnerships in each of the 10 Environmental Protection Agency regions. This regional approach, while offering greater opportunity for national coordination, presents unique challenges summarized in the Goals for Shared Leadership: Foster a national program through a regional network of CSREES research, education and extension professionals. Elevate the visibility of the CSREES network. Be responsive and proactive in decisions and actions that integrate research, education and extension activities. Create, manage and foster institutional change through visioning and leadership. Practice effective communication and dialog to ensure cooperation and collaboration of integrated programs. Pursue new opportunities in a coordinated fashion. Market the value of internally and externally funded/leveraged activities. Establish partnerships and work to meet common goals.

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HOME FOOD SAFETY: SANITATION, PREPARATION, AND STORAGE

Christy M. Walter*

ABSTRACT:
Foodborne illness is prevalent and is often undetected or misdiagnosed. Many people think that you may only get sick from eating out at food service establishments; however, many times people become ill from preparing food in their own home. The main objectives

were to determine the knowledge, attitude, and behavior of Osceola County employees in regards to home food safety. Specific objectives included determining (1) the current level of knowledge that consumers have in regards to food safety; (2) key attitudes that affect the use of food safety guidelines; and (3) key behavioral characteristics that affect the use of food safety guidelines in the home. A four-page mail survey was developed asking questions about the knowledge, attitude and behavior of the participant in regards to home food safety. Six hundred Osceola County employees were randomly selected and administered the mail survey. A total of three hundred and seventy-six surveys were returned. Results were compiled and are being used to develop educational programs placing emphasis on the needs determined by the survey. Survey results indicated differences in regards to gender, socio-economic status and other factors when compared with the behaviors evaluated. By determining the current level of knowledge and behavior of Osceola County Employees educational food safety programs can be developed that will meet their needs.

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CORPORATE MELTDOWN: A TEAM APPROACH TO COMMUNITY HEALTH

Linda K. Walter*

ABSTRACT:
When New Year's resolutions find people interested in losing weight and increasing exercise, the team-based Corporate Meltdown program provides the motivation and encouragement for health improvement. Planned and promoted by an interagency community team including the local Extension FACS agent, the Corporate Meltdown effort combines health screening, weekly education classes, exercise sessions and mutual support in a successful 8-week program. Explore he impacts of the Corporate Meltdown program over four years in one Kansas community where more than 400 people have lost nearly a ton of weight. Learn how to launch a similar team-based health improvement program in your community.

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GROW A GARDEN, GROW A MIND

Deborah J. Ward*

ABSTRACT:
The Hawaii 4-H Youth Development Program provides training for K12 educators and programming for K12 youth in science literacy, utilizing school gardens and school wildlife habitats, service learning opportunities in natural settings, and curricula designed for Pacific island settings.

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TEENS AS TEACHERS

Cynthia Warner* and Cassandra Corridon

ABSTRACT:
The Teens as Teachers (TAT) program is a statewide effort in Maryland to engage teens in meaningful programs that help them make connections to their communities. Developed by the 4-H youth leadership team in Maryland, the program began with a weekend learning experience that brought youth and adults together to learn leadership, team building, teaching, and self-empowerment skills. Twenty teams (3-5 youth and 1-2 adults) received specialized training in group dynamics, communication skills, conflict resolution, creative teaching techniques, program planning and promotion to support their work as teen teachers and leaders. Topics for the TeensAs Teachers Program addressed issues and concerns facing Maryland communities today and were

identified through a survey of teens. These included agricultural literacy, social issues, sports ethics and nutrition, Dads Make a Difference, teens on boards, and bridging the digital divide.4-H, Ag and FCS educators provided subject-matter training and resources. This highly interactive workshop will begin with a learning-center approach to share the educational materials that teens have used to conduct local programs. The presenters will demonstrate youth-designedgames and activities to teach others and discuss the ways teens are making a positive impact in their communities. Workshop participants will gain knowledge and skills to implement the Teens as Teachers program, understand the essential elements of successful teen teaching and peer education programs, and learn how to build youth/adult partnerships and community collaborations for successful promotion and implementation of programs that address youth issues. Sample teaching packets and creative ideas for engaging youth in teaching will be shared.

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EXTENSI N EN ESPA±OL--A CLEARINGHOUSE FOR EXTENSION EDUCATIONAL MATERIALS IN SPANISH

Bill Watson* and Kevin Robinson

ABSTRACT:
What: A group of Extension communicators has come together to establish a clearinghouse to serve Extension educators across the country in their work with Spanish-speaking audiences. Why: The Spanish speaking audience in the United Sates is growing much more quickly than any state or Extension service's ability to keep up. The need for quality educational support and materials surpasses the resources available within any one state. Language and cultural expertise are also not abundant throughout Extension. How: Collaboration on a national scale will allow us all to better serve this important client group. The "Extensi n en Espa±ol" project will provide Extension educators high quality materials and production support. It will also gather expertise and experiences that will improve the quality of Extension outreach to Spanish-speaking audiences across the Cooperative Extension System. The idea is to concentrate then share Extension's scarce Spanish language expertise and resources nationally. "Extensi n en Espa±ol" will (1)provide a collection of educational materials in Spanish under a national Extension brand. Each in Spanish accompanied by its English language counterpart. (2) Provide annotated links to Spanish-language Extension, governmental and non governmental agency materials. (3) Provide annotated links to Spanish-language audio and print news. On the production side, "Extensi n en Espa±ol" will (1) identify Extension professionals willing to consult with you on outreach or production of materials for use with Spanish speaking audiences. (2) Facilitate production of materials in Spanish that have a demonstrated national or regional audience. (3) Providing dynamic references and fora that support Extension educators in their local, regional or national Spanish language outreach.

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YANCEY 4-H/SUPPORT OUR STUDENTS/SUMMER PARTNERS

Joyce A. Watts*

ABSTRACT:
Yancey County is a small mountain county in western North Carolina. We are one of the poorest counties, with over 16% of our population living in poverty. During the last two years, there has been a 200% increase in the Hispanic population, with over 100 Hispanic youth in our school system. Eighty percent of the Hispanic youth in the elementary and middle schools are

developmentally delayed, especially in the area of language development. Seventy percent of the females and fifty percent of the males have dropped out of school to get married or work at minimum wage jobs. It has been determined by the Juvenile Crime Prevention Council of Yancey County that academic failure, and peers who engage in delinquent behavior are 2 risk factors for our youth. We also know that low self esteem, stress/anxiety, no family/school connectedness, few structured activities and no positive role models also exist. Our programming efforts enhance protective factors, including positive relationships, positive development, positive alternatives and positive environments. This is the second year for the after school program and will be the third for the summer program. We continue to build our relationship with the Hispanic community. The school system provides the after school program with certified teachers and teacher assistants, and provides for the transportation needs. The poster session will show our partnerships and activities we do for our programming efforts.

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YOU CAN'T SUE ME! I'M A VOLUNTEER!: A RISK MANAGEMENT TRAINING PROGRAM FOR VOLUNTEERS

Dr. Linda I. Webb*

ABSTRACT:
Volunteers are the life force of many youth serving organizations. However, volunteers must be aware of the best practices for risk management. Volunteers are not exempt from liability when things go wrong. Participants will be introduced to a training program that helps volunteers take a closer look at the risks they face when working with youth and other vulnerable service recipients. Participants will learn how to make their organization safer and more secure without sacrificing their mission. Topics covered include: What is Risk Management; Your Organization's Responsibility; The Four P's of Organizational Child Abuse Prevention; Educating Youth and Parents; Reporting and When the Media Calls. Participants will receive a PowerPoint training outline and learn of other available volunteer risk-management resources.

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SCHOOL FOOD SAFETY ZONE

Cami Wells*, Sue Brown, Carol Schwarz and Cheryl Tickner

ABSTRACT:
Although the number of foodborne illness outbreaks is decreasing, the number of occurrences in schools is on the rise. In an effort to address the issue, a team of extension educators from central Nebraska conducted a survey of school foodservice personnel to determine the need for food safety education. A random telephone survey reaching ten percent of managers/head cooks in Nebraska schools found that many had no formal food safety training. Even managers /head cooks who had been trained, found it difficult to get their workers to follow good food handling practices. Because there are few food safety programs specifically designed for school foodservice, team members developed curriculum for a three hour workshop. The program includes a screenshow, pre-post quiz, handout materials, hands-on activities, evaluation, and participant certificate of completion. The program was presented to over 175 school foodservice workers in 2002. Pre-post test scores increased an average of 23 percent. One session, presented several days before starting school in the fall, was called "the best in-service training they had received." Many workers planned to follow procedures more closely especially when washing hands, cooling foods and taking food temperatures. Mini-grant funds allowed team members to duplicate materials, add a toolbox for hands-on activities and train 20 extension co-workers in order to make food safety

education for schools available across the state.

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THE INTERGALACTIC INTERGENERATIONAL PEN-PAL PROJECT

Ed Werner*

ABSTRACT:
This project, adapted from Kansas State University Extension, has applications for FCS, CD, and/or 4-H programming efforts. Currently in its 9th year in Portage County, this project matches 120 senior citizens (independent, assisted living, and nursing home facilities) throughout the county with 120 six-grade students from Waterloo Middle School who exchange a series of five 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. Students experience a relationship with a caring adult mentor and improved language arts skills while senior citizens have the opportunity to share their experiences with members of a different generation. Both seniors and students report experiencing a strong connection and sense of extended family with their respective pen pals as well as a greater appreciation for the diversity that different generations bring to the table. Partners include Extension personnel, school personnel, students, parents, senior citizens, nursing home activities directors, and other community leaders who provide local funding for the project. This poster session will feature many photos, a multimedia CD-ROM slide show, Power Point slides, research-based results, and a comprehensive 25-page handout. The objective of this poster session is to provide the necessary tools for anyone to be able to recreate this project in any locale or program area (FCS, CD, and/or 4-H).

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CARE FOR KIDS DAY

Rachel West* and Judy Bland

ABSTRACT:
Care for Kids Day, a free community sponsored health fair, targeted families of young Children. The goal was increasing awareness of health care to prevent disease. One in five children are overweight today. Research shows that this alarming statistic leads to Type II diabetes diagnosis in adolescents, high blood cholesterol and blood pressure levels as well as early diagnosis of heart disease in their future. Poor dental health and increased diagnosis of asthma are also known problems. Since Tift County has a rich history of community collaboration related to children's issues, Tift County Extension Agents had no problem initiating the concept of Care for Kid's Day. Groups contacted included the local hospital, health agencies, recreational groups, civic clubs, youth groups, law enforcement and others to begin preparation for the yearlong event. Free health screenings included vision, dental orthodontics, scoliosis, hearing, height/weight, asthma and more. Educational activities, finger printing, ID cards, a child car safety seat check and a bicycle rodeo with free bicycle helmets were also offered. Fun activities for the children were successful. Walking cartoon characters, hands-on art activities, interactive drama and story telling, gymnastics exhibitions and relays were enjoyable components for children. Free T-shirts and lunch were provided for all participants. The impact of Care for Kids Day was evident with 1102 children and adults from 8 counties attending the event. Twenty-five children tested required further vision care while 6 tested positive for scoliosis. On-site referrals were made for further dental care and other health needs.

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OHIO COOPERATIVE DEVELOPMENT CENTER: A PARTNERSHIP FOR OUTREACH AND TECHNICAL ASSISTANCE

Travis West*

ABSTRACT:
Presenters will discuss the overall goal of the Ohio Cooperative Development Center (OCDC), which is to enhance economic development in rural Ohio by establishing new cooperatives and strengthening existing cooperatives. The cooperative development program has been implemented statewide to provide outreach and technical assistance to cooperatives and producer groups. The Center makes special effort to apply cooperative development principles and to foster economic viability and advancement of economically disadvantaged producer groups and communities, including small and beginning producers. They will also discuss the partnership that has been formed between USDA and the OSU Extension programs statewide. OCDC personnel will report on the various outreach and technical assistance that OCDC has provided to groups throughout the state and describe the partnerships that OCDC has established for the dissemination of cooperative development information. Personnel will review outreach activities and achievements such as the following examples: (1) Forest Industry, Forest Landowners, White Pine marketing, Medicinal herbs; (2)Livestock marketing efforts; Rabbit meat products; Beef cattle and product verification; Lamb meat products; Meat goat marketing; (3) Horticulture cooperatives; Berries, Produce auctions.

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WHAT IS FORESTRY--CONNECTING COMMUNITIES: A WEB-BASED NATIONAL EDUCATIION PROGRAM

Dr. Bob Wheeler* and Marcell Szymanski

ABSTRACT:
"What Is Forestry: Connecting Communities" is a national pilot project that examines the impact of using community-based information and the Internet to teach issues and opportunities in forest management. It is designed to explore new ways to reach young people who need basic forestry information, to ensure comprehension of natural resource issues, and to capture their imagination. Through the WIF-CC program we have sought to empower elementary students with the knowledge to understand alternative options and assist in making sound decisions on forest management issues both locally and nationally. To bring forest management concepts and transfer technology to a broader cross-section of present and future forest users. This program is designed to connect schools with community forestry issues and to share student activities and forestry-related culture through the use of the Internet resources as a learning tool. A key component of these activities has been the sharing of culture and heritage between communities/schools via the Internet which has facilitated better understanding of related forestry issues in other regions of the United States. The project is especially relevant to rural communities because it provides a new mechanism to facilitate a connection between forest management opportunities both locally and nationally.

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ENGAGED YOUTH, ENERGIZED COMMUNITIES: YOUTH CIVIC ACTIVISM FOR COMMUNITY DEVELOPMENT

Wendy Wheeler* and Hanh Cao Yu

ABSTRACT:
Traditional leadership programs have long been a staple of youth development. Leadership development for young people meets a number of needs, including opportunities for relationships with caring adults, peer group support, and meaningful engagement in community and civic life, as well as enhancing life skills such as critical thinking, public speaking and planning. Through the Ford Foundation's Youth Leadership for Development Initiative, the Innovation Center for Community and Youth Development has brought together domestic and international organizations promoting leadership among diverse youth through innovative methods of community development and activism. Together they have unearthed best practices, shared strategies and examined methods to ensure youth development and program sustainability. With evaluation techniques developed and tested by Social Policy Research Associates, these community-based organizations (CBOs) have built their own capacity to create effective programs and meet the developmental needs of the youth participants so that they can become catalysts for positive change in their communities. Building on information at the 2002 NAE4-HA conference in Virginia Beach, participants of this interactive and informative session will (1) hear success stories, challenges overcome and lessons learned by youth and adults at several of the CBOs involved in YLDI; (2) share the final results of three years of research into strategies for success, including effective program evaluation techniques and usage of assessment data in decision making and program improvement; (3) become familiar with the asset-based approaches and practical tools for youth engagement effectively used by many of these organizations.

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RE-ENERGIZING LEARNING AFTER SCHOOL

Pat Whitaker* and Jill Martz

ABSTRACT:
Providing a safe, healthy and enriching environment for youth after the normal school day has become a national initiative in 4-H youth development. Learning experiences that enhance life skills, are engaging and stimulating at the end of a school day is a challenge to educators.This seminar will enhance the tool kid for Extension Professionals looking for creative ways to stimulate learning in a 4-H Club, special interest group or an after-school setting. Participants will have the opportunity to experience the best of the 4-H B.E.S.T (Building Esteem through Science and Technology) curriculum, receive samples of units bases on the experiential learning model and gain new ways to facilitate learning through hands-on projects. Participants have evaluated this program through triangular studies, pre/post tests and interviews. Positive youth development is enhanced when youth are engaged in meaningful experiences throughout the school day. This seminar will focus on those needs and give solutions that will enhance any after-school program.

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4-H PROGRAM AND HOMESCHOOLING: A PERFECT MATCH

Lori Wiggins*

ABSTRACT:
Each year, more and more parents choose to homeschool their children. They do so for a variety of reasons and they do so with a varying amount of skill and experience in planning, curriculum development, and time management. Even the most skilled and experienced homeschooling parent should welcome the resources that the 4-H program can bring to families. County Extension staff can work with parents to use 4-H curriculum resources that are research-based and age appropriate, and that encourage inquiry-based learning with hands-on fun activities. 4-H has an extensive number of informational/educational packets that are available at no cost to members that can be incorporated into the homeschoolers school curriculum. 4-H youth are encouraged to keep project records, effectively documenting their progress and easily incorporated into the homeschoolers portfolio. Project records help youth to understand the process involved in doing a project, from planning and resource management, all the way to evaluation. Project records also help youth to improve their critical thinking and writing skills. In addition, the 4-H program provides opportunities to participate in many activities and events that promote social and learning experiences. 4-H Homeschool Club members can also participate in a both a Science and History Fair along with a variety of weekly educational classes organized by the Extension Staff and Homeschooler parent volunteers. The 4-H program is for the entire family and a perfect match for homeschooling families.

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MEETING AND EXCEEDING EXPECTATIONS: HOW TO MAKE A LIVING AND STILL HAVE A LIFE

Dr. Mary Williams*, Rod Buchele and Dr. Janet Fox

ABSTRACT:
When Alice went to the Mad Hatter's tea party in Wonderland, she noticed that he was wearing a most unusual timepiece. "What a funny watch" she observed. "It tells the day of the month but doesn't tell what o'clock it is!" That relaxed approach to time might sound like a dream come to Extension professionals, whose watches never seem to have enough o'clocks in the day to get everything done. While no one can add even one minute to a 24-hour day, the solution lies not in wishing for more time but shifting paradigms for balancing work, family and personal roles. Presented in an interactive way, the participants will learn what research tells us about balancing work, family and personal roles to form a strong foundation for action. Through small-group discussion within life focus areas, participants will identify challenges and solutions. Resources and strategies will be shared to help participants not just survive but thrive through teamwork that exceeds expectations.

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COMMUNITY ALLIANCE WITH 4-H SUSTAINING OPPORTUNITIES FOR POSITIVE YOUTH DEVELOPMENT

Scott Williams* and Cheryl Empey

ABSTRACT:
Key youth serving community partners in Logan, Utah have teamed to form a powerful "Alliance for Youth." Cache County 4-H has joined with the Boys & Girls Club, Logan Park & Recreation, and Logan School District to foster sustainable youth programming that originated from the 21st Century Community Learning Center. Each partner acts as a unique resource for a collaborative approach to providing Positive Youth Development.

Together they demonstrate the "We" attitude verses the "us" and "them", nurturing a greater sense of community. This alliance can serve as a model for others attempting to meet youth development expectations in their own communities.

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GRAZING NOXIOUS WEEDS

Shannon Williams*

ABSTRACT:
Lemhi County, Idaho, has over 8,000 acres infested with leafy spurge (Euphorbia esula) and 15,000 infested with spotted knapweed (Centaurea). Traditional methods (e.g. mechanical, cultural, biological or chemical) have been the major management tools. Herbicides cannot be used in all areas. Climatic conditions do not allow all biological agents to thrive in Lemhi County. Research shows that grazing mature plants by small ruminants reduces their ability to compete with neighboring plants. Carefully managed grazing with goats holds potential to shift plant populations from invasive species (e.g. leafy spurge and spotted knapweed) to native species. (Launchbaugh, 2001) In cooperation with the Lemhi Cooperative Weed Management Area, grants were received to apply and demonstrate grazing as a weed management tool. Goats are now being utilized to manage leafy spurge and spotted knapweed. Two herds of 250 goats have been utilized to control leafy spurge. A grazing target of 90% bloom removal has been achieved in 2001 and 2002. Biological control was established in 1990 thru 2000 with very little impact on leafy spurge. In 2002, after two years of grazing, biological control populations have expanded and leafy spurge density has been reduced. Data from 4-treatment demonstration-utilizing goats to control spotted knapweed shows grazing to have a significant impact. Grazing at the bud to bloom stage shows a 73% reduction in year one and 93% reduction in year two in regards to the control. In 2002, goats were grazed in a herded situation successfully at the Salmon Waterworks.

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RANGE STEWARDSHIP RIDES BUILD COMMON GROUND IN LEMHI COUNTY, IDAHO

Shannon Williams*

ABSTRACT:
Lemhi County is 92% federal and state owned ground. When a county has this much federal ground, it is necessary for private citizens and federal land managers to work closely together for the good of the county and land. Many times, decisions and challenges are best addressed "on the ground" rather than in an office. The Lemhi County Extension office, Lemhi Soil & Water Conservation District and Lemhi County Cattle & Horse Growers Association have a history of successful stewardship rides. In 2000, the range ride focused on the damage of the Clear Creek Fires. Permittee, Dale Edwards, had been told that he would loose the use of his allotment that had been burned for two years. With bringing together range conservationist, range specialist and ranchers, a decision was made to alter the current grazing plan rather than force non-use. In 2001, a riparian management area was showcased. Before and after pictures showcased the improved ecosystem when the permittee and Forest Service worked together. In 2002, the range ride followed part of the Lewis & Clark trail. There are areas of the Patte Creek allotment where recreation and grazing are in competition. Federal land managers from Forest Service, Bureau of Land Management, range conservationist with Idaho Department of Agriculture, and Lemhi Cattle & Horse Grower members discussed movement of fences, off-site waters, and alternative grazing plans. As a result of the ride, many of the ideas are now being planned for the 2003-grazing season.

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SUCCESS IN THE : URBAN EXTENSION PROGRAMS RESOURCE FAIR

Mary Jane Willis*, Cynthia Flynn and Bonnie McGee

ABSTRACT:
The National Urban Committee of ECOP has developed some effective marketing tools for Urban Extension professionals to use with public officials, administrators, community partners, and clientele. A PowerPoint presentation, a publication, and a portable display all titled "Success in the ." All are excellent tools for urban educators to use as talking points and sharing best practices about urban programming. These tools will be shared at the beginning of the seminar. Following the marketing presentation, members of the Urban Committee will facilitate round table discussions around the overall topic of how Cooperative Extension addresses urban challenges. Discussion table or learning station topics will be addressing the challenges of food and hunger in urban areas, greening urban areas, positive activities for urban youth, natural resource management in urban areas, and building strong families and communities. The discussions will be captured by recorders at each table, compiled, and shared with the seminar participants and others upon request. A resource table will be available for informational materials and examples of successful urban program that address the challenge topics for the roundtable discussions. Extension state urban contacts will be encouraged to bring examples of successful urban programs from their state. The objectives for this seminar are(1) To provide opportunities to share strategies for enhancing the image of the Cooperative Extension system both internally and externally, specifically urban Extension programming; and (2) to encourage and promote interdisciplinary programming.

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GIVING YOUR VOLUNTEER TEAM THE PLAYBOOK: DEVELOPING AND USING BASIC TOOLS TO MAKE YOUR VOLUNTEER PROGRAM A SUCCESS

Michael Wilson*

ABSTRACT:
Volunteer leaders working with Extension professionals form the most common type of team in our field. However, many times the volunteers on our team don't feel they have all the plays, know the rules, or even know what team they are on. Whether you are already super-organized or just wish you were, the development and use of basic written instruments (tools) based on a volunteer administration model will help you keep your volunteers informed and engaged. In this seminar participants will learn how to use tools to meet their programming needs, and how to develop the right tools to help them meet their goals. By achieving these objectives, participants will increase their ability to plan, design, and evaluate volunteer programs. Tools discussed and adapted apply directly to volunteer supervision, risk management, evaluation, and reporting. Examples of tools include volunteer assessments, position descriptions, checklists, and report forms. The included instruments were created or adapted for use in administering volunteer-lead 4-H programs according to the GEMS Model of Volunteer Administration as a part of the 2002 University of Kentucky Volunteer Administration Academy, taught by Ken Culp III, Ph.D. and Wendy Stivers, Ph.D.

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DIVERSITY--WHO BELONGS HERE?

Theresa Wimann* and Edith Felts-Podoll

ABSTRACT:
Since 1998, Adams County University of Wisconsin-Extension has addressed issues of diversity in a rural county through projects like: diversity book kits, diversity nutrition programs, poverty simulation and diversity gardening. These programs have helped to create an atmosphere where everyone can belong. Educators received a major grant from the Wisconsin Humanities Council to create a literacy program in five area libraries that introduced diverse cultures in Wisconsin to families with children in a primarily homogenous county based on the book Who Belongs Here?, a book that tells who, how and why people came and continue to come to the United States. The program has received several state and national awards including the Mary K. Wells Memorial Diversity Award, Epsilon Sigma Phi Team Award, and the project was placed on the National Extension Virtual Diversity Center web site for multi-cultural best practices. Continuing the diversity theme in 2002, Adams County Extension received a minor grant from the Wisconsin Humanities Council to develop four multicultural programs called Breaking Bread, Breaking Boundaries that reflected cultures living in and around Adams County including Asian, Slavic, Ho-Chunk and Latino cultures. Programs were designed in collaboration with members of these cultures who live in the area. With small amounts of advertising, this program drew over 600 individuals "starved for knowledge" about other cultures. This program includes: explanations of programs, implementation, participation, barriers and boundaries, collaborative opportunities, program evaluation and recommendations for duplicating or creating successful diversity programming in your community.

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FACILITATING ADULT LEARNING

Dena Wise*, Denise Brandon, Linda Bower and June Puett

ABSTRACT:
As traditional educators we often have been poorly equipped to facilitate learning in adult audiences. Too often, we focus primarily on content and little on process. We must find better ways to help adult learners draw learning from their own life experiences, develop skills to make well-informed decisions, and enrich their capacity for appropriate action. Nontraditional audiences give us opportunities to develop and test new ways to accomplish these ends. A train-the-trainer contract in Tennessee provided Extension specialists just such an avenue for development of process approaches to training. The purpose of this proposed interactive presentation is to enhance participant's personal leadership skills through (1) making extension agents aware of the need to address the processes of facilitated learning and (2) providing agents with brief experiences in developing and applying effective facilitated learning techniques. A statewide contract with the Department of Human Services for train-the-trainer activities provided Extension specialists just such an avenue for development of process approaches to training. Using focus groups, workshop facilitation, surveys of service providers and collaboration with the College of Education, the state training team forged new processes for nontraditional learning and action. The project team developed and trained educators in specific techniques for drawing information from the learner, developing information networks for lifelong learning, placing responsibility for learning on the learner, and facilitating group learning, decision making, and action. This presentation will include a sampling of methods and interactive examples of those techniques, which are being proven effective through rigorous testing and evaluation.

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PARTNERSHIPS FOR STATEWIDE SAVINGS EDUCATION: TENNESSEE'S APPROACH

Dena Wise*, Jane Gault and Beth Bell

ABSTRACT:
Inspired by Extension's "Financial Security in Later Life" initiative, Tennessee kicked off its statewide partnership with the Consumer Federation of America's "America Saves" campaign in the fall of 2002. A state leadership team made up of specialists and agents first sold the idea of the savings campaign to state Extension administrators, then developed a state coalition that includes representatives from the FDIC, Federal Reserve, US Treasury, Tennessee Bankers Association, Tennessee Credit Union League, Tennessee Housing Development Agency, Consumer Credit Counseling Services, Tennessee Jump$tart Coalition, Tennessee Junior Achievement, and a host of community agencies. More than 150 Extension and public school educators, state government officials and financial professionals attended a two-day training conference in the fall. At the conference, 16 regional networking groups began planning savings and financial education activities in communities across the state. Throughout the effort, the leaders of "Tennessee Saves" have been working closely with representatives of America Saves and other state and local "Saves" coordinators to develop effective methods for organizing statewide. This proposed seminar will discuss the partnerships involved in savings education, and the contributions of each agency and organization to the overall effort. Representatives from partnering organizations - America Saves, the FDIC, Federal Reserve, US Treasury, Jump$tart Coalition and Junior Achievement - will be invited to participate in the seminar. A presentation/panel format is proposed.

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GAIN THE SUPPORT OF YOUR ELECTED OFFICIALS FOR EXTENSION PROGRAMS

Gwen H. Wolford, Ph.D.* and Ted Berry

ABSTRACT:
A tough economy, competition for dollars, and a changing legislative climate require Extension professionals to become more effective than ever before at getting their message across. Extension programs provide a great return on investment of tax dollars, but we, as a system, have not been assertive at telling our story. View materials and illustrations of events you can use in re-thinking your approach to increase effectiveness at reaching elected officials at all levels of government. You will learn how elected officials think about the issues that we deal with in Extension, about the difference in organizational cultures and how that effects getting our message across, about what kind of impact statements will catch the interest of these elected officials, and how to create an effective advocacy program. We will share strategies used by OSU Extension for a number of years, as well as ones that are new efforts in the past two years. Success of our efforts will be shown by our budget status during the current economic slump and impacts of specific efforts.

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ON TARGET FOR SUCCESS--GETTING IT TOGETHER FOR WORK

Marjorie Wolford*, Susan Zies, MS and Patrice Powers Barker

ABSTRACT:
The Ohio State University Extension Jobs and Families Critical Issues Team developed a training curriculum "On Target for Success--Getting It Together for Work" to help limited resource families adjust positively at home to the added demands placed upon them when transitioning from Welfare to Work. Families are encouraged to learn and

practice home organizational skills, efficient time and money management skills, building a positive work image through clothing selection and care processes, and nutritious food management skills. The curriculum includes a combination of lesson plans reinforced by learning tools used in class and for participants to take home as they implement the lessons in their daily lives. On Target for Success has been piloted in urban and rural Ohio counties. Extension agents developed partnerships with an urban Cincinnati Food Bank, an urban Metropolitan Housing Authority, the Salvation Army, and a rural Women's Domestic Violence Shelter to conduct three to six-week training workshops. The urban Cincinnati participants revealed how difficult it is to save money and that they frequently run out of money before the end of the month. Thirty urban Toledo area metro housing participants revealed that 85% of them had used some of the ideas since taking the first two classes and 15% plan to use some of the ideas learned in class. Twenty four rural Pickaway County participants showed that 75% of the sheltered women plan to use the quick and nutritious food ideas and 57% plan to use the money management ideas.

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WOMEN'S HEALTH MONTH PROGRAM

Marjorie Wolford*

ABSTRACT:
Women's Health Month, a program unique to Ohio, has been observed annually during September. This program has been used as a model for community education in other states. It has also been published by National Center for Education in Maternal and Child Health. The Ohio Department of Health oversees the observance and provides funding to local counties and organizations who apply through area health education centers. Ohio State University Extension in Pickaway County has been the lead organization in offering women's health month programs for the past seven years. The committee includes representatives from the local hospital, Health Department, American Cancer Society, American Heart Association, Circleville Junior Women, YMCA, Central Ohio Diabetes Association, Mental Health Association, Heart Health Network, and OSU Extension. The goal is to increase health awareness and develop strong linkages to community resources. The annual events have reached 1800 women, including limited resource clientele and interested community people through forums, screenings, motivational speakers, and health fairs. The Women's Health Team has consistently used demographic data and evaluation results from the previous year to assist in the next year's planning process. Six physicians spoke during the 2000 Women's Health Forum. Evaluations conducted five months later revealed that 59% improved their diets, 45% checked moles and 43% moderated sugar intake. The 2001 forum participants planned to "try to implement a better lifestyle." The 2002 event reached 300 high schools students with timely topics of body piercing, self image and performance enhancement drugs.

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ARTIFICIAL INSEMINATION: AN EMERGING TOOL FOR YOUTH SWINE PROJECTS

Dennis R. Worwood*

ABSTRACT:
Artificial Insemination (A.I.) can complement or replace traditional breeding programs for youth swine projects. A.I. provides instant access to the nation's top boars and allows rapid improvement of breeding stock and show pigs. It eliminates inbreeding problems, along with most of the health risks associated with buying a new boar. Even young or

inexperienced producers can easily learn swine A.I. techniques. Extension introduced principles of swine A.I. to Emery County 4-H'ers in 1997 after a judge commented on the extremely poor quality of local swine. A review of show records revealed that no Emery County swine had been AUTHOR: d Grand or Reserve Champion at any show since 1970. Eleven County 4-H clubs have since adopted A.I., with the following results: Local youth have raised and exhibited four Grand Champion and three Reserve Champion market hogs at State livestock shows, along with numerous class winners. This impressive show record has created new market opportunities for 4-H youth, who have been able to sell breeding animals and show pigs into neighboring counties and states. Extension developed materials that teach beginners basic A.I. principles such as boar selection, semen handling and storage, heat detection, the insemination process, and sow care.

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BE SMART: AN INTERAGENCY EDUCATIONAL PROGRAM FOR SENIOR CITIZENS

Kathy Wright* and Nancy Porter, Ph.D.

ABSTRACT:
Senior citizens are often thought of as easy prey for a variety of fraudulent activities. Education is the key to insure the financial security of senior citizens and to protect them from the dangers of telemarketers and con artists. With dwindling program dollars, partnerships create an effective method of program delivery. The BE SMART program is a cooperative effort of the South Carolina Department of Health and Human Services, the South Carolina Council of Governments (Administration on Aging), South Carolina Department of Consumer Affairs and Clemson University Cooperative Extension. BE SMART began as a local cooperative effort and because of its popularity and impact, has grown into a statewide project. BE SMART is an acronym for Basic Education for Senior Medicare Awareness to Restore Trust. The BE SMART program is an information packed hour with brief presentations made by each of the participating agencies. SCDHHS educates seniors to be on guard against Medicare fraud. SC Dept of Consumer Affairs educates participants on consumer fraud. Clemson Extension makes senior citizens aware of the need to maintain organized financial files, medical records, and important documents. The Council of Governments promotes the program within the community and provides a physical facility. BE SMART program presentations made to senior audiences empower them to take control of their financial future. Evaluations are conducted through a pre- and post-testing procedure.

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PROMOTING POWER OF YOUTH PROGRAMS

Greg Yost*, Vickie Mullins and Debbie Nistler

ABSTRACT:
4-H professionals have a wealth of experience in working with youth, especially in the diverse and significant ways we encourage youth decision making in their clubs, communities and lives. Other individuals, both within NAE4-HA and across the nation, could learn much from how youth are involved at the local level. Organized by the Youth in Governance Task Force of the NAE4-HA Programs Committee, this poster session: (1) celebrates the Power of Youth Award national and regional winners for their success in involving youth in organizational and community decision making; (2) recognizes the Beyond Youth Leadership Grant winner for taking the initiative to involve youth in significant decision-making roles; (3) shares models of successful youth-led programs and youth/adult partnerships; (4) encourages NAE4-HA membership to apply

for these awards and grants. Created in 2001, the NAE4-HA Power of Youth Award recognizes outstanding programs that empower youth to take active decision-making roles. Abstracts of the award winners from 2003 will be available at this poster session for professionals to use as models for similar programs in their own communities or to expand existing youth leadership efforts. The Beyond Youth Leadership Grant was initiated in 2003 to encourage 4-H professionals to create new or expand existing programs that involve youth participation in significant ways. The first grant recipient will be highlighted in this session. Details about the award and grant will be provided to NAE4-HA members who stop by and visit. Resources and information will be available to assist future award submissions.

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URBAN VOLUNTEERS: EXPECTATIONS, REALITY, AND TOOLS FOR SUCCESS

Greg Yost* and Joseph H. Konen

ABSTRACT:
How can volunteers and adult leaders be effectively involved in delivering positive youth development programs in urban areas? What approaches are needed to involve different cultural and economic groups of volunteers? What organizations are potential partners in working with urban youth? Expectations for volunteer involvement may differ among various stakeholders: partner organizations, funders, potential adult volunteers, program staff members and youth. Balancing these expectations and moving toward success in the face of obstacles and limitations can be challenging. This interactive workshop is designed for extension professionals with an interest in more effectively involving volunteers in urban youth development programs. An overview of a variety of programs will highlight the various ways urban volunteers and adult leaders can be involved. Participants will be encouraged to draw upon their own experiences to identify successful strategies and potential pitfalls. Resources and tools will be provided to: (1) appreciate and respond to the expectations related to volunteering that are common in various minority and ethnic groups; (2) help volunteers know their own strengths and goals and to balance these with the needs and expectations of the program; (3) create realistic time lines and measures of success for volunteer recruitment and sustained involvement; (4) assess and balance the differences in organizational culture among partner organizations; (5) blend the strengths and minimizing the conflicts created by differing organizational perspectives; (6) balance the roles of program personnel who may be paid or unpaid, staff or volunteers, and part of one or several organizations; (7) identify internet resources relating to urban volunteerism and partnerships.

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FAMILY MATTERS NEWSLETTER

Kay Zimka*, Jane Frobose and Margaret Miller

ABSTRACT:
"Family Matters" is a monthly two-page newsletter developed for parents and caregivers of children, preschool through grade three. The English and Spanish translated newsletter is researched and written through the collaborative efforts of Colorado State University Cooperative Extension Front Range Region Family and Consumer Sciences Agents. It is distributed throughout Colorado and to national subscribers reaching more than 15,000 families, organizations and agencies each month. It is available in single copy print format, through Email: as a PDF, and via the Colorado State University Cooperative

Extension Website. Content includes an age-appropriate parenting article, child safety tips and nutrition information. The increasing number of documented cases of child abuse and neglect in the state of Colorado as well as nationally; the reported incidences of family violence; the expressed lack of awareness and/or understanding of age-appropriate behavior by parents and caregivers; the growth of the Spanish/Hispanic population in the state of Colorado; led FCS agents to develop and distribute a positive parenting newsletter, "Family Matters." "Family Matters" enables Colorado parents and caregivers of children preschool to third grade to increase their positive parenting skills and to increase their understanding of age-appropriate behavior. Parenting article content is determined from environmental scans, current trends, state and /or societal issues, client (subscriber) input, defined interpersonal relations building skills and techniques, and research-based age-appropriate information.

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UTILIZATION AND EVALUATION OF A STATEWIDE 4-H VOLUNTEER NEWSLETTER

Bruce P. Zimmer*, Scott D. Scheer, Ph.D. and Joyce A. Shriner

ABSTRACT:
The 4-H Cloverbud Connections Newsletter is an innovative, statewide publication targeted specifically for volunteers working with K-2 youth. The newsletter has been published quarterly since 1997 for adult volunteer leaders and Extension professionals. Recently, it has been made accessible over the Internet to new audiences. It contains five sections: a headline article, Cloverbud activity section, campus connection, children's recipe, and educational articles. Recently, two statewide surveys were conducted to measure the usefulness and utilization of the newsletter from 4-H volunteers (n=205) and 4-H professionals (n=77). Quantitative and qualitative research methods were employed to gather the data. The volunteer survey indicated that 81% had five years or less of volunteer 4-H service. Most of the volunteers, 89%, indicated they "use or read or file" the newsletter. On a 4-point Likert-type scale measuring usefulness, 99% rated the newsletter as very useful (highest rating) and useful. The activity section was ranked most useful, followed by educational articles. Ninety-seven percent of the volunteers want to continue to receive the newsletter. Ninety-five percent of the professionals reported the newsletter's contribution to K-2 programming as excellent (highest rating) or good, 97% rated its usefulness for Cloverbud volunteers as excellent/good. 73% indicated they accessed the newsletter 1-6 times per year for information and 97% want the newsletter to continue as a resource. Half, 50% are willing to contribute an article. The research team identified several recommendations to improve the usefulness of the newsletter. They will be shared during the presentation.

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