

# INVESTING FOR IMPACT

ANNUAL '16  
CONFERENCE

DECEMBER 6-7 // OHIO UNION // 1739 N. HIGH STREET

SESSION  
DESCRIPTIONS

## Breakout and Ignite Sessions, and Poster Descriptions

Investing for Impact – this describes our work each and every day in Extension. We invest time, money, knowledge, ourselves, and so much more on a daily basis to have an impact through our work. At this year's conference, we have designated sessions focused on investments in people, practices, programs, and partnerships, on multiple levels: the first is internal investments to improve our employees, infrastructure and services; the second is external investments to strengthen working relationships, our reputation and credibility, and ultimately, the impact of our work. We are also offering information sharing in multiple formats, including breakout sessions, ignite sessions, and posters. We hope this variety and the designated topics will help you identify sessions directly applicable to you, and allow for an impactful 2016 OSU Extension Annual Conference!

### Breakout, Ignite and Poster Session Times:

Ignite Session I: Tuesday, December 6, 10:15 – 11:15am

Breakout Session I: Tuesday, December 6, 2:45pm – 3:45pm

Ignite Session II: Tuesday, December 6, 4:00 – 5:00pm

Ignite Presenter and Poster Author Reception: Tuesday, December 6, 5:00 – 6:00pm

Breakout Session II – Wednesday, December 7, 1:45 – 2:45pm



THE OHIO STATE UNIVERSITY

COLLEGE OF FOOD, AGRICULTURAL,  
AND ENVIRONMENTAL SCIENCES

COLLEGE OF EDUCATION AND  
HUMAN ECOLOGY

## **Ignite Session I: Tuesday, December 6, 10:15 – 11:15am**

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### **A Universal Truth**

If there is a universal truth that can have a profound impact on engagement, it is that the only thing that cannot be taken away is a gift that is given away. In extreme circumstances, it is possible to lose your home, possessions, credentials, wealth, loved ones, memories, and reputation. But, one cannot lose what is given away.

This presentation will use personal examples to ignite in every listener a deep urge to consider a world in which we do not seek simply to have our name recognized, but rather we seek to engage the multitude in our work, using our unique gifts, talents, time and treasures to serve as a catalyst and an inspirational educator for the efforts which are sustainable in various communities.

The development of this realization is rooted in personal tragedy and reinforced by professional experiences.

**Presenter: Tony Staubach, program manager**

### **Ohio Smarter Lunchroom Interventions**

The Smarter Lunchroom takes the “Best Practice” ideas for improving students’ selection of targeted foods to change behaviors through the application of evidence-based lunchroom-focused principles that promote healthier choices. These strategies help schools identify opportunities to make changes in their cafeteria and food service areas.

**Presenters: Marie Economos, family and consumer sciences Extension educator; Beth Stefura, family and consumer sciences Extension educator**

### **Engaging Millennials to Shaping Their Own Destiny For The Future of Agriculture in Pickaway County**

Our world is undergoing continuous and rapid change. Pickaway County and this region are changing; and they will continue to change, possibly significantly, given the strong growth in the Columbus Metropolitan Area.

This conference provided participants, especially those under the age of 30 to explore likely change, what it could mean for agriculture and how they might influence that change. More importantly, decisions made today will affect those with an interest in Pickaway County agriculture for decades to come.

To engage millennial participants, give them information with meaning in their lives. They thrive on content that can be connected to real-world applications, and they prefer information conveyed in a way that feels relevant to their goals rather than just for the sake of learning new information. Find ways to enhance and build upon their ability to connect with each other. Create digital and traditional social networks to keep them engaged.

**Presenter: Mike Estadt, Extension educator**

### **Urban Agriculture: A Unique Opportunity for Outreach and Engagement**

This five-minute story will chronicle the efforts of the Integrated Pest Management (IPM) Program to seek out, support, and start various types of urban agriculture projects across the state. The presentation will focus on efforts of IPM Program staff and a group of volunteers to produce fresh vegetables from raised beds built on an asphalt parking lot of an abandoned factory on the east side of Dayton. The call for engagement stems from asking people to contribute in their area of specialization, whether it be how to build raised beds, how to grow vegetables, how to organize volunteers, how to manage pests, how to involve community neighbors, how to talk about nutrition and access to fresh produce; in short, how to turn something brown (abandoned, vacant) into something green (alive, productive).

**Presenter: Jim Jasinski, Extension educator, IPM program coordinator**

## **Ohio 4-H Joins the Maker Movement**

“The Maker Movement is thriving, and 4-H programs have the opportunity to get involved and keep 4-H relevant....Collectively joining the Maker Movement would accelerate 4-H's national STEM goals and initiatives, while enhancing the abilities of youth as they make innovative breakthroughs....Riding the wave of the Maker Movement should be critically important to 4-H programs because many of these Maker projects incorporate a variety of STEM topics.” With this Ignite session – Ohio 4-H Joins the Maker Movement – presenters will illustrate how we are combining the best of the Maker Movement with the Ohio 4-H Mentoring Tech Wizards program. We offered two Maker Festivals in fall 2016, collaborating with a local Ohio State branch campus at one site and with a local state university at the other. We will share details of the collaborations, funding sources, and resources, and we will spark interest in participants to plan and conduct a Maker Festival of their own.

**Presenters: Carolyn Belczyk, Extension educator, 4-H youth development; Mark Light, Extension educator, 4-H youth development**

## **Developing Proactive Task Force Committees to Address Emerging Ag Issues**

"Stuff" happens in agriculture and Extension educators can help their communities react to the given circumstances in a proactive manner. This "Ignite Session" will help educators learn how to develop proactive task force committees to address emerging agricultural issues. This session will share how the "Northeast Ohio CAUV Task Force" and the "Northeast Ohio Phosphorus Task Force" were developed to provide landowners/farmers with education on these issues and to provide them a chance to develop productive and positive responses. In short, to work toward potential solutions not gripes! This session will share the mechanics of developing proactive task forces to address current issues. Details will be shared on how farmers were identified from across the region to ensure adequate representation of the region and how education was a key component of each meeting. Learn more about the research and impacts from the task forces.

**Presenters: David Marrison, associate professor; Les Ober, ANR program assistant; Lee Beers, ANR Extension educator**

## **Working with Partners to Expand OSU Extension's Reach to Woodland Owners and Youth in Appalachian Ohio**

Partnerships have increased Extension's capacity to provide research based natural resource programming for youth and adults in Appalachian Ohio, where 63% of Ohio's forestland is located. This region has been historically underrepresented at outreach efforts conducted by forestry resource agencies. OSU Extension personnel from the state and Vinton County have partnered with more than 12 organizations to deliver programming in the last four years.

Extension staff initiated a programming effort with partners at the Vinton Furnace State Forest to plan, market and deliver programs each year with the goal of enhancing educational efforts for woodland owners in the region. In 2015, we expanded the partnerships to host the State 4-H Forestry competition for youth that have interest in gaining forestry knowledge. Forestry and Wildlife Camp was developed to provide youth that have interest in natural resources a residential camping experience that engages them in natural resource hands-on learning.

**Presenters: Travis West, Extension educator, 4-H youth development; David Apsley, Extension specialist**

## **Overview of the Extension Task Force Innovation Report Submitted to the Extension Committee on Organization and Policy (ECOP), September 2016**

Although innovation is at the core of the Extension system, national guidelines and training to encourage innovation have not been developed for the system at large. In 2015, ECOP requested an inventory of innovative programming and ideas. The results of the study combined with discussion by ECOP resulted in the formation of a national task force to address guidelines for implementation of innovation strategies within Extension. The Task Force's goals were to explore innovation, what it means in context of Extension, and possible means for implementation. The Task Force's report and recommendations were delivered to ECOP at the first ever joint meeting of Experiment Station and Cooperative Extension Sections at Jackson Lake Lodge in September of 2016. This presentation of the Extension Task Force Innovation Report is a modified version of the Ignite presentation by Keith Smith, ECOP Task Force on Innovation Chair.

**Presenter: Julie Aldridge, graduate research associate**

## **Breakout Session I: Tuesday, December 6, 2:45pm – 3:45pm**

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### **IMPROVING PARTNERSHIPS**

#### **Making the Case for Extension: The Message and the Messengers**

One of the most challenging tasks for Extension continues to be finding an effective message that helps individuals, communities, and funders understand what we do, why we should matter to them, and why we are an excellent return on investment that can translate into reduced costs over time and increased collective impact toward public good.

This presentation provides a framework for explaining Extension to stakeholders, defining our uniqueness and differentiating qualities, and motivating stakeholders to access and fund us. Participants will: 1) Engage in discussion around why Extension matters today more than ever; 2) Be able to explain how Extension, while not duplicating existing efforts, can unite, mobilize, and catalyze community collective effort around a variety of consumer issues; and 3) Develop their unique message to help others quickly understand how Extension can help them accomplish common goals for collective impact locally.

**Presenters:** **Jacqueline Wilkins, NE Ohio regional director; David Crawford, Extension educator, 4-H/positive youth development; Cynthia Torppa, NW Ohio regional director; Eric Barrett, Extension educator, Agriculture and Natural Resources**

#### **4-H CARTEENS: A Team Approach to Teen Safety in Your Local Community**

OSU Extension is a leader in solving problems and making an impact in people's lives. The 4-H CARTEENS program strives to save lives and reduce injuries with teen drivers. Crashes and injuries can have a major impact on the family. With a collaborative effort of all Extension program areas, the CARTEENS program teaching outline could be enhanced and include local statistics, rural roadway safety (including machinery), impact to family living (costs to the family for insurance and medical responsibilities) and other localized topics. Improved research-based curriculum could build on local partnerships and utilization of a strong, local Extension teach supporting and teaching the program. As a new signature program, CARTEENS can be strengthened by the knowledge, support and input from the expertise of Extension's professional staff. This session will be an interactive discussion to meet these goals.

**Presenters:** **Judy Villard Overocker, Extension educator and county Extension director; Pam Montgomery, Extension educator and county Extension director; Allison Cooper, Extension educator**

### **IMPROVING PEOPLE**

#### **One in Four**

Take a moment to think about every person you will come in contact with today: your family, friends, co-workers, clients, and community members. Whether you are aware of it or not, mental health problems affect you on a daily basis, both professionally and personally.

According to [www.mentalhealth.gov](http://www.mentalhealth.gov), one in four American adults have experienced a mental health issue. One in 10 young people experienced a period of major depression. One in 25 Americans lived with a serious mental illness, such as schizophrenia, bipolar disorder, or major depressive disorder. Suicide is the 10th leading cause of death in the United States and accounts for the loss of more than 41,000 American lives each year, more than double the number of lives lost to homicide.

**Presenters:** **Jami Dellifield, Extension educator, family and consumer sciences; Amanda Raines, program assistant, 4-H youth development**

#### **Leading Across Generations**

Millennials are officially the largest generation in the workforce. This generation of highly educated 20- to 30-year-olds tends to have an unconventional leadership and work style, which can be a source of either inspiration or conflict. This engaging and hands-on session will address the cultural and attitudinal differences between generations and provide insights into how Extension professionals can leverage the best of each generation to create an effective workplace. All generations are encouraged to attend this session to help break down generational stereotypes and build common ground for workplace success.

**Presenters:** **Danae Wolfe, educational technology specialist; Jamie Seger, program director, educational technology**

## **The Sweet Life: Is Sugar Affecting Your Performance?**

When we think about workplace performance we don't often think about food - but perhaps we should. The foods we eat affect us more than we know. Foods, especially those delicious sweet treats, have a direct impact on our energy levels and cognitive performance, which is why poor decisions at breakfast or lunch can leave us heading for home at the end of the day with the feeling that we didn't really accomplish all that we had planned.

Most of us know the basics of good nutrition, yet we don't always make good decisions about our diet. This session provides an action plan that will make healthy eating easier to accomplish.

**Presenters: Cheryl Mickley, Extension educator; Holly Bandy, Extension educator**

## **IMPROVING PRACTICES**

### **Investing in You: Making Professional Development Meaningful**

Professional development is directly related to the 21st century skill of lifelong learning, an expectation today for staff to remain relevant and knowledgeable. As an organization, there are significant opportunities offered and investments made to support the development of our staff. This presentation will engage professionals in dialogue and goal setting to maximize your professional development. Questions explored include:

- Do you have a professional development plan that focuses on career goals three to five years in the future?
- How do you assess the value of a professional development experience?
- Where are opportunities to enhance professional development within your unit/team? ... as an individual?
- What makes a good professional development experience?

**Presenters: Nate Arnett, educator; Kim Catchpole, educator; Angela Collie, program coordinator**

### **Annual Training for Activities and Programs with Minor Participants, Ohio State Policy 1.50**

The Ohio State University's Policy 1.50, Activities and Programs with Minor Participants, established requirements aimed at safeguarding the wellbeing of minors who participate in our activities and programs. As the largest university unit working with minors, all OSU Extension professionals who have care, custody and control of minor participants must comply with Policy 1.50 mandates. Among those, the policy requires annual training aimed at informing individuals of all policy requirements, but more importantly at educating them about recognizing and reporting child abuse/neglect to help the youth we serve receive the intervention and care they may need. This session meets the annual Policy 1.50 training requirement for the coming year for employees who must complete it and will be recognized in lieu of the online training.

**Presenters: Kirk Blair, associate state 4-H leader; Lisa Siciliano-Miller, 4-H educator**

### **Relationship Building in the Midst of Complex Issues**

Extension Educators share information and engage Ohioans in learning about a variety of topics – some are not always popular, or can even be polarizing. Alan will continue the discussion on topics covered in his keynote lecture and explore how to build community and relationships when dealing with complex issues in a world with multiple stakeholder agendas. Alan will apply concepts to real-world examples such as GMOs.

**Presenters: Alan November, November Learning**

### **Impact that is Worth the Investment: Developing Effective Impact Statements**

In July, Ohio State University Extension announced the adoption of six impact areas that are the new domains of activity around which staff will organize their communications to stakeholders. Counties will now report highlights and impacts based on the new impact areas. This session will focus on developing impact statements, aligning your program areas to the new impact areas, and how to effectively communicate impacts.

**Presenters: Michelle Ball, director, CFAES Marketing and Communications; Cheryl Buck, Extension communication manager, executive assistant to the director**



## **FAES Finance and Business Operations Update**

The first half will cover how Extension's funding and budget fit into the larger picture for the college and a more detailed look at the appropriate sources of Extension funding (Federal, State, County). There will be discussion of the goals for Extension's *other* funding sources (not, state, federal or county) and how that might impact county offices in the future. The second half will cover changes in 2016, including new faces and responsibilities of Business Operations. Attendees will hear about potential changes to promotional items ordering. 4-H specific topics will be covered including volunteer background check processes and county endowment processes.

**Presenters: Eric Bode, senior finance officer; Cindy Buxton, business manager, CFAES Business Operations Center**

## **IMPROVING PROGRAMMING**

### **Creating a Stand-Alone Program in Extension**

Many Extension professionals have expertise in areas of potential outreach importance that are not covered by an existing signature program or team. Many have gained a great deal of knowledge or skills that could be of potential value to clientele, but may be reluctant to attempt to develop a solo program for a number of reasons. They may feel uncertain as to whether they have the level of expertise to do so, or what the development of such a program requires. This presentation encourages participants to assess their level of expertise in a program area not currently covered by a team. It includes an examination of the elements involved in creating, marketing and delivering such a program. Perhaps most importantly, attendees will leave the presentation with a deeper resolve to reflect on why they chose Extension in the first place, as well as how they can improve their programming efforts and achieve the goal of having a more successful, productive and satisfying career.

**Presenter: Thomas Blaine, associate professor**

### **Jobs, Drugs, and Divorce: Economic and Family Trends in Ohio**

American families experienced one of the most disruptive events of the past century in the Great Recession. For Ohioans, the Great Recession occurred in the context of a dramatic decline in manufacturing jobs and shift toward lower-paying service sector jobs. A third major force affecting Ohio families has been the widespread increase in opioid use. Recent research has shown that suicide, drug/alcohol overdoses, and liver failure have increased so sharply it has resulted in a death toll larger than the that of the AIDS epidemic of the 1980s and early 1990s. These economic and societal forces are having a profound impact on many other facets of Ohio family life, such as decisions about marriage, divorce, cohabitation, fertility, investment in education, and housing. This presentation will synthesize these trends in Ohio, discussing the complex relationships among them and presenting considerations for Extension educators facing these challenges in their communities.

**Presenter: Mike Betz, assistant professor and state specialist**

## **Ignite Session II: Tuesday, December 6, 4:00 – 5:00pm**

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### **Ohio's Urban Influence**

With 11.5 million residents and 16 metropolitan statistical areas, Ohio is the seventh most populous state in the nation and presents unique urban-suburban-rural interdependencies throughout state. This presentation:

- illustrates multi-dimensional aspects of Ohio's urban influence, including where Ohioans live, work, and play, as well as how resources flow to and from metropolitan areas.
- clarifies meanings of terms such as urban, metro, and city.
- tells the story of Extension professionals statewide engaged in addressing Ohio's urban influence.
- reinforces OSU Extension's investment in impacts as they align with the university's urban mission and Extension's national priorities.
- connects participants to consider urban-suburban-rural opportunities for Extension to be responsive regionally and statewide in strategic impact areas.
- provides resources to support participants to improve partnerships, programs, practices, and professional development.

**Presenter: Julie Fox, associate chair, Dept of Extension**

### **Investing for Impact: SNAP-Ed's Social Marketing Campaign**

Social marketing has been used for many years to achieve behavioral changes in a population. “Click It Or Ticket,” the State of Oregon’s “Food Hero” campaign, and the national smoking cessation program are all examples of successful social marketing campaigns that resulted in important policy changes which positively improved the health of countless American citizens. SNAP-Ed and the State Nutrition Action Committee (SNAC) have begun planning a social marketing campaign to increase fruit and vegetable consumption among SNAP-eligible families with children. This campaign represents an important investment in community partnerships, innovative communication techniques, and the health of Ohio families.

**Presenter: Elizabeth Hustead, SNAP-Ed social marketing coordinator**

### **Market Research as Related to Community Assessment**

Understanding past and current trends is highly important when we plan future Extension programming (Comer et al., 2006). How can we identify future demand for Extension programming? The philosophy of the marketing approach for Extension involves “scanning the environment’ to identify the needs of clientele, target audiences, and match Extension’s programs with audience needs” (Raymond, 1987, p.1). Market research for Extension programming allows the researcher to: (1) gather all available information on a county level to better understand the availability of resources, local citizens’ problems, and needs through analysis of secondary and primary data; (2) identify future Extension programming for local communities. Market research helped identify non-formal educational demand for Extension programs through the comprehensive examination of local community structure, trends, gaps, and opportunity. In this research, 12 future Extension programs were identified.

**Presenter: Suzanna Windon, market analyst, OSUE Program Development and Evaluation**

### **OBIC Sustainable World Tour (SWT) and OSU Extension**

The OBIC Sustainable World Tour is an innovative program that you can utilize in your community to expand thinking about two of Ohio’s leading industries. Extension educators will be trained on previously developed content that they can either present for themselves or train volunteers to lead.

**Presenters: Dennis Hall, director; Shannon Hollis, program director; Christine Balint, student assistant**

### **Partnering with the College of Social Work (Julie Fox contact)**

Description under development.

### **An Evidence Guide and Engagement Tool for Improving Food Security and Access to Healthy Food**

Food insecurity and lack of access to healthy foods are significant social determinants of health, impacting communities. Public health and Extension practitioners must be able to identify interventions with strong levels of evidence. An inventory was developed to compare evidence of effectiveness of interventions focusing on increasing food security, access to healthy food, and improving nutrition as primary and secondary prevention of obesity, cardiovascular disease and diabetes. Sources compared included the Guide to Community Preventive Services, What Works for Health, United States Preventive Services Task Force Recommendations, and the United States Department of Agriculture Nutrition Evidence Library. An additional assessment was done to identify those interventions likely to decrease food-related disparities. This process and the resulting documents are of value to both state and local population health planners and their coalition members.

**Presenter: Andrew Wapner, director, Center for Public Health Practice**

## **Fostering and Intentional Culture of Innovation – BioHio and CFAES**

This presentation will focus on the potential for collaboration between OSUE educators, communities and BioHio Research Park, an affiliate of Ohio State CFAES, to strengthen entrepreneurial success in the state. Dr. Shauna Brummet, president and CEO of BioHio, will highlight programs for technology translation and commercialization, entrepreneurship and economic development in which Extension educators can participate and introduce to their constituents.

One of our challenges is to foster an intentional culture of innovation among faculty, staff and students and in the ways the college interacts with its stakeholders – agriculturists, businesses, and the community. BioHio can collaborate with OSUE to support commercialization of community-developed patentable and non-patentable IP that can bring value to the marketplace, if rapidly assessed and successfully launched. BioHio can help community-based entrepreneurs to rapidly advance ideas and technologies or know-how into the hands of those who need it.

**Presenter: Shauna R. Brummet, president and CEO, BioHio Research Park, The Ohio State University**

## **Creating Opportunities for Health and Wellness Together –The Ohio State College of Pharmacy and OSU Extension Partnership**

The Ohio State University College of Pharmacy (COP) and OSU Extension have a history of working together to improve the lives of Ohioans. Recently, the COP together with OSU Extension hired a Global Pharmacy Initiatives coordinator responsible for working with immigrant and refugee populations in Franklin County and creating programming that can be adapted to populations throughout the state. The purpose of this Ignite session is to introduce Dr. Chelsea Pekny to the professionals of OSU Extension to provide a networking opportunity for future partnerships and collaborations.

**Presenter: Chelsea Pekny, Global Pharmacy Initiatives coordinator**

## **Breakout Session II: Wednesday, December 7, 1:45 – 2:45pm**

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### **IMPROVING PARTNERSHIPS**

#### **Shakers and Movers: Designing Effective Extension Advisory Committees to Address Key Community Issues**

One of the most important resources a county can have is the Extension advisory committee. Unfortunately, many counties either do not have committees in place at all or are not designing and using them in a way that optimizes the benefit within their community. Committee members are often the eyes and ears within the community who aid Extension in identifying and addressing timely and relevant needs, are instrumental in making additional connections for our program, and are often our biggest advocates for continuous funding. This session will help in designing strong committees.

**Presenters: Jacqueline Wilkins, NE Ohio regional director; David Marrison, ANR Extension educator, Ashtabula County; David Crawford, 4-H educator, Stark County; Melinda Hill, FCS educator, Wayne County**

#### **A Fresh Start for Extension Fundraising: New Team, New Tools and New Goals**

During this presentation, development officers that are dedicated to fundraising for Extension will team up with Extension professionals to emphasize the college's focus on cultivating additional private contributions for Extension. Best practices in donor engagement through the OSU Foundation will be shared as well as stories about promising outreach experiences and successful cultivation outcomes. The CFAES Advancement team will utilize this time to explain in detail the purpose for and contents of the new e-Toolkit for Philanthropy in Extension. The session will close with an interactive discussion about ways the counties can contribute to these efforts in a manner that is cognizant of time and other factors.

**Presenters: Jera Oliver, associate director of development; Emily Winnenberg, director of development; Kelly Zwink, assistant director of development**



## **IMPROVING PEOPLE**

### **Investing in Disability Services for Inclusion and Community Impact**

OSU Extension is a large organization with a wealth of information, community-based programming, and effective social media sites. But how does your own program area accommodate for disabilities? What would you say if someone asks if your event is disability accessible? Or, if someone asks for a specific accommodation, are you required to grant their request; or are some requests unreasonable? This presentation will draw on research that examines the roles of OSUE to provide access and give recommendations for educators. The OSUE disability services coordinator will moderate a panel of Extension educators and disability experts who will share their experiences, best practices, solutions and ideas for making Extension programming accessible and meaningful to individuals with disabilities. Audience members are encouraged to ask questions and pose scenarios for additional discussion and plausible solutions. Participants will also receive disability service resources.

**Presenters:** **Laura Akgerman, disability services coordinator; Dee Jepsen, state leader, OSU Extension Agricultural Safety and Health Program**

### **I Know We Are Different. Now What? Advancing Your Cultural Intelligence**

Demographics are changing across Ohio and the entire United States. In order to increase organizational and individual effectiveness there must be an increased ability to interact effectively and respectfully with diverse individuals. Unlike previous generations in our country, today's educators and professionals at every level of an organization and in every location, interact with more individuals and groups whose cultural backgrounds differ from their own. In these situations, some professionals may feel ill-equipped to function effectively. Cultural intelligence (CQ) is the term denoting one's capability to function effectively in situations characterized by cultural diversity. This interactive session is designed to provide attendees with information to help them increase their CQ. Activities will provide attendees with information about CQ drive, CA strategy, CQ knowledge, and CQ action-essential skills for improving one's CQ.

**Presenters:** **Steve Brady, 4-H educator; Chris Igoden, CFAES program leader**

### **Stop Hearing and Start Listening**

Each day in Extension is unique, especially in regard to the personalities we encounter! We may have only one opportunity to make an impact. While the information/material we provide is needed, how we provide it is often most critical. Our offices receive calls daily from consumers longing to engage in conversations about issues and problem-solving. I find that many are not fond of "electronic" referrals but prefer actual conversations. Our clientele want to be heard and understood; they want to know that no problem or request is too small. How we relate to them personally is key.

**Presenter:** **Julie Evans, office associate**

### **Enhancing the Everyday – Support Staff Idea Sharing and Networking Opportunity**

Calling all support staff! Are you looking for new more efficient ways to get tasks done? Do you want to get to know others in the organization who are doing the same things you are? Are you looking for an opportunity to share your knowledge? Attend this session for a chance to sharpen your skills as well as network with other colleagues. Come prepared to learn new ideas, get feedback on current practices, and meet someone new.

**Presenters:** **Crystal Ott, program coordinator; Ashley Gerber, office associate**

### **Suicide Prevention Training**

The Ohio State University Suicide Prevention Program will discuss suicide prevention, share resources, and if necessary, ways to intervene. Visit [suicideprevention.osu.edu](http://suicideprevention.osu.edu) for more information.

**Presenters:** **The Ohio State University Suicide Prevention Program**

## IMPROVING PRACTICES

### Teaching Online: Webinar Best Practices and Other Methods

In this session, participants will be walked through various webinar best practices - which includes information on planning, design, and interactive elements (including but not limited to engaging Zoom features and tools). Examples of good teaching practices via webinar will also be shared, as well as recommended equipment. Participants will walk away from the session also knowing other methods of engaging well with online audiences and successfully transitioning program content from a face-to-face environment to a virtual, online environment.

**Presenters:** **Jamie Seger, program director, educational technology; Brian Raison, community development specialist; Morgon Domokos, 4-H Extension educator**

### RiV(olution) 2.0: The Evolution of RiV Continues

URS – OSU:pro – RiV – VITA; our online reporting system is evolving! The university plans to debut the newest iteration (VITA) of its online reporting system in April 2017. During 2016, the Office of Distance Education (ODEE) and eLearning has been working diligently to design the Extension-specific module of VITA, as well as prepare for the transition from RiV to VITA. Join the Program Development and Evaluation unit (PDE) and ODEE to see a demonstration of the new reporting system, including explanations of functionality and planned new features, like the mobile app. During the session, you'll receive access to the new reporting system, and be provided with ways to offer feedback on system issues and feature requests. Bring the device of your choice (laptop, tablet, smartphone) and come learn more about the future of Ohio State's reporting system and lend your voice to the ongoing development conversation.

**Presenters:** **Robin Surland, senior project manager; Vedu Hariths, associate director of eLearning Application Development; Debby Lewis, leader, Program Development and Evaluation; Kim Showalter, program accountability specialist**

## IMPROVING PROGRAMMING

### Poverty: Understanding How We Reach Them with Extension Programs

Poverty is not a new problem for many of the individuals we serve in our communities, but are we doing the best job possible to understand their situations and provide education that enhances their life. In 2015, 14.8% of Ohio's residents were considered to be living in poverty, that is 1.674 million Ohioans trying to make ends meet each and every day for themselves and their families. We will explore the true meaning of poverty, types of poverty and barriers to success for individuals living in poverty in our counties. When we are designing programs that serve families or individuals below the poverty level we should be asking ourselves "How can I serve people in poverty?" and understanding the various theories and perspectives on poverty can help us answer that question. This session will give you some tips and activities for making Extension programs impactful for families and individuals in your communities.

**Presenter:** **Travis West, Extension educator, 4-H youth development**

### Investing in Teens at the County Level to Create a Culture of Health

In 2015-2016, a state-level 4-H teen Healthy Living Advocate program was piloted in Ohio resulting in positive impacts in knowledge, behaviors, social environments, and organizational practices. 4-H healthy living projects also help instill healthy behaviors, however, relatively few Ohio 4Hers (approx. 5%) participate in these projects. For greater impact, healthy living activities must be embraced and integrated at the county level across Extension program areas. This goes beyond promoting projects, to improving healthy options at club meetings, and engaging youth in healthy living leadership opportunities, such as a healthy living advocate program or youth council. Focusing on approaches appropriate to their own counties, participants will discuss evidence-based healthy living curricula and project opportunities, consider ways to invest in a culture of health through club activities, and identify ways teens can get involved in advocating for healthier options in their communities.

**Presenters:** **Theresa M. Ferrari, Extension specialist; Carol A. Smathers, FCS Extension field specialist; Robin Stone, Extension educator, 4-H youth development, OSUE Cuyahoga County**

## **Program Problems? Time to Use a Program Planning Model that Works!**

To reach the goals of your Extension program, a program planning model should be used. Program models serve as the framework for planning, implementing, and evaluating programs. Two models will be examined: the Logic Model (LM) and introducing the Developmental Eco-Logic Model, (D-ELM). The LM consists of the primary components of inputs, outputs, and outcomes. The D-ELM components are as follows: D – Developmental characteristics of target audience, E – Ecologic systems theory, which accounts for surrounding systems that influence program and participants, and LM – Logic Model. The D-ELM was created to account for the missing gaps that prevent programs from being successful, specifically addressing the target audience’s developmental characteristics and the context in which programs operate. This presentation will engage participants to apply these models to their Extension programs for obtaining positive results and share resources for participants to put into practice.

**Presenter: Scott Scheer, professor**

## **Poster “Meet the Author” Reception: Tuesday, December 6, 5:00 – 6:00pm**

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### **Partnerships for Environmental Education**

#### **Educational Outreach Poster #1**

To prepare students for the burgeoning issues of the 21st century, students need to be prepared to work in a variety of environments, facing a variety of challenges and demonstrating a flexibility and creativity to solve problems in new and innovative ways. The days of rigid classrooms filled with rows of bright-eyed students has passed. The careers and opportunities that students will likely pursue will put them in positions that require a diverse set of skills. Outdoor, environmental and agricultural education is not just a “good idea,” but a potential solution to a variety of future challenges.

**Author: Tony Staubach, program manager**

### **Expanding Your Impact Through Social Network Analysis**

#### **Educational Outreach Poster #2**

Whether a ‘new’ or experienced educator, one of the most important skills we can develop is understanding community social networks and our place in them. Creating a social network map allows us to see who we have ties with in the communities we serve. It also allows us to explore who might be able to introduce us to segments of the community to which we are not currently connected. Social network analysis is a way to visually represent ties within a community.

When it is time to engage in budget discussions or to educate officials about the importance of their policy decisions, knowing who in our Extension network is connected to those in positions of power is critical to getting our message heard. Participants in this session will have a chance to create their own social network ap, discuss how to utilize this visual tool with their coworkers, and learn strategies for filling in the 'gaps' in their network as a way to broaden their reach and the scope of their program.

**Authors: Laura Fuller, Extension educator; Godwin Apaliyah, Extension educator**

### **Financial Literacy for College Students: Taking Control of Your Money**

#### **Educational Outreach Poster #3**

Helping college students better understand financial literacy concepts and their real-world implications was the basis for Taking Control of Your Money! With two-thirds of college students signing for an average of \$27,000 of loans, students need to understand the importance of making wise financial decisions while still in school as those decisions will impact their future buying power. This proposal highlights an educational partnership between Ohio State University Extension and Shawnee State University (SSU), designed to help address the financial literacy needs of college students. With the high student loan rate as well as the above average loan repayment default rate, it was easily recognized this was a need for students. Working with the First-Year Experience coordinator at SSU, OSU Extension professionals were able to work with more than 750 college freshmen through this program.

**Authors: Dennis DeCamp, Extension educator, FCS; Treva Williams, Extension educator, FCS**

## **Youth in Agriculture Program: Food for Thought, Food for the Future**

### **Educational Outreach Poster #4**

This program empowered youth to think about how food impacts their families and neighborhoods. Youth developed the knowledge to advocate for local and global agricultural issues and food security, and were inspired to explore agricultural careers. Through engaging experiences and hands-on activities, participants were provided opportunities to identify parts of a plant, work on an urban farm, understand the importance of pollinators, and take part in a local versus global debate. Throughout the program, youth challenged their concepts of agriculture and learned about food disparities around the world. Sessions included food production and security, agricultural careers, and hands-on learning experiences at Kinsman farm. The knowledge gained from the Youth in Agriculture Program (YAP) extended well beyond the week-long program and equip youth with the ability to think meaningfully about agricultural topics and address them in ways that impact their community and world.

**Authors:** Elizabeth Roche, ANR educator; Robin Stone, 4-H educator; Kirsten Pianka, 4-H program manager; Imani Scruggs, program coordinator

## **Solar Energy in Agriculture: Considerations for Investing in Photovoltaic Solar Systems**

### **Educational Outreach Poster #5**

Advances in technology and policy mandates that require the installation of PV solar has contributed to the reduction of system costs. The declining cost of equipment and installation makes installing a PV solar electric system enticing for many agricultural producers. As a result, PV panels are an increasingly common sight on farms and rural properties across Ohio. Evaluating the financial prudence of an investment in solar requires careful consideration of system costs, the value of production, and operation and maintenance costs. Unfortunately, some proposals are hard to understand making it difficult to make fully informed investment decisions. This poster session will share a six-part bulletin series developed in collaboration between the University of Wyoming and Ohio State University that will increase participants' knowledge of PV solar energy development and the financial considerations to guide informed decision-making with future investments.

**Author:** Eric Romich, OSU Extension field specialist, energy development

## **EFNEP Program and Participants Influence Positive Food and Physical Activity Changes Within Adult Rehabilitation Centers**

### **Educational Outreach Poster #6**

EFNEP partners with a variety of organizations and sites in its outreach efforts; in partnering with other organizations we are able to maximize the participants that we can reach. Due to these outreach efforts, our community nutrition program has found its way into multiple rehab and recovery centers in Ohio. In a preliminary assessment of the data, we see multiple instances in which participants in these centers are improving in their dietary and physical activity decisions and behaviors. We argue that our presence in these communities has a positive effect on these individuals and we posit that nutrition programs such as EFNEP can play a critical role in the recovery process. Initial data results indicate the participants are on par with the state average in improvement statistics, and further analysis is currently being conducted. Results are pending and will be presented at the conference.

**Authors:** Zoe Fawcett, EFNEP research associate; Amy Habig, EFNEP program specialist; Renee Storey, EFNEP program assistant; Debbie Carpenter, EFNEP program assistant

## **Ohio 4-H Teen Leadership Council**

### **Educational Outreach Poster #7**

The Teen Leadership Council (TLC) is a newly formed group (merging the Ambassador and Teen Advisory Council programs). The poster will present an overview of the newly formed Teen Leadership Council (TLC), including why the merge occurred, a timeline of when older 4-H members can apply and how they serve, the responsibilities of members, current projects, service activities they will conduct throughout the year, and what Extension professionals need to know about this opportunity to promote it in their counties.

**Authors:** Hannah Epley, Extension specialist; Becca Goodman, program assistant

## **Expanded Food and Nutrition Education Program (EFNEP) Pregnancy Lessons – Two Options for Meeting the Needs of EFNEP Moms and Babies in Ohio**

### **Educational Outreach Poster #8**

Ohio's infant mortality rate is 7.4, ranking Ohio 45th in the nation. Maternal nutrition during pregnancy can play a role in preventing several causes of infant mortality. To share pregnancy-related nutrition and physical activity information with pregnant participants, EFNEP staff can teach one (or more) of the Eating Smart Being Active (ESBA) pregnancy lessons as a ninth lesson in the eight-lesson ESBA series. Additionally, the Ohio EFNEP team incorporated pregnancy information into the ESBA series so pregnancy information could be shared through an eight-lesson series. In fiscal year 2016, the eight-lesson pregnancy series was completed in five counties. The lessons improved participant's consumption of fruits and vegetables. Participants also improved food safety practices and increased their physical activity levels.

**Authors:** Amy Habig, EFNEP program specialist; Laura Iberkleid, EFNEP program specialist; Mari Carmen Lambea, Ohio EFNEP program director

## **Unpacking the 4-H Charter: Online Volunteer Training Modules**

### **Educational Outreach Poster #9**

The poster depicts the key components of the complete series of specific teaching modules to supplement or enhance 4-H volunteer training embedded in the 4-H charter. Each module includes a video portion with fundamental aspects of the charter and includes a quiz question and a handout to help with deeper processing of the information shared.

The poster highlights how to create a basic volunteer training that promotes greater understanding of the organization, rules, and best practices of Ohio 4-H that is relevant and engaging in a flexible training format. This adaptable alternative teaching option demonstrates the future of volunteer training in Extension.

**Authors:** Katherine Feldhues, 4-H youth development educator; Kathy Bruynis, 4-H youth development educator; Rachael Fraley, 4-H youth development educator

## **Understanding Watershed Impact by Measuring Soil Organic Matter**

### **Educational Outreach Poster #10**

The role of nutrient management in agriculture is facing increased scrutiny in Ohio with concerns about recent harmful algal blooms in Lake Erie and the Ohio River. Muskingum County sits wholly in the Muskingum River Watershed, along the Muskingum River, which joins the Ohio River in Marietta, Ohio. The goal of this project is to provide a source of information to help county clientele understand the nature of soils in the county and to highlight the importance of preserving organic matter as a management goal for row crop producers. Providing this information during Fertilizer Applicator Certification Training sessions provides an opportunity to connect statewide issues to a local county audience.

**Authors:** Clifton Martin, Extension educator, ANR; Mark Mechling, Extension educator, ANR (retired); Chris Penrose, Extension educator, ANR

## **Capturing Impact of Fertilizer Certification Training**

### **Educational Outreach Poster #11**

In response to increasing public attention to the relationship between water quality impairments and agricultural nutrient management, Ohio passed legislation in 2014 requiring all individuals who apply fertilizer or manure to their fields attend a Fertilizer Applicator Certification Training (FACT). As part of the legislation, OSU Extension was tasked as being the sole provider of FACT programs. OSU Extension developed new curriculum for FACT programs to achieve the objectives of the legislation. Since 2014, OSU Extension educators have delivered the curriculum at 200+ programs throughout the state, to reach an audience of more than 12,600 applicators in total.

In 2014-2015, more than 1,200 evaluations were collected at FACT programs. Perceptions on phosphorous management were analyzed with respect to variables including farm size, farm location, age of the farmer, and education level of the farmer.

This presentation summarizes survey results to enhance understanding of both farmer

**Authors:** Mary Griffith, ANR educator; John Schoenhals, ANR educator; Amanda Douridas, ANR educator; Ed Lentz, ANR educator



## **Growing School Gardening through 4-H Project Green Teacher**

### **Educational Outreach Poster #12**

School gardening when used as a context for learning is a positive, research-based, educational tool with many benefits for participants. However; many educators, afterschool personnel and others do not know how to begin a school garden. This 12-week, two-hour-a-week series attempts to bridge that gap by focusing on stakeholders, grants, site selection, growing techniques, behavior management and more.

**Author: Sue Hogan, educator, 4-H youth development**

## **Plan, Shop, and Save: Saving Money Makes "Cents" for EFNEP Participants**

### **Educational Outreach Poster #13**

Through active learning with EFNEP program assistants, participants gain knowledge and skills about beneficial shopping techniques for better managing their food dollars. Participants learn that planning meals, using a shopping list, and comparing food prices can save money.

Our poster will highlight two program Impact statements, written by EFNEP peer educators that share Food Resource Management (FRM) success stories from actual class participants. We will also share teaching strategies and specific data from the four resource management questions and the pre-/post- Behavior Checklist Evaluation Tool. We believe that sharing these success stories in conjunction with the survey data provides a fuller picture of our progress and allows a more intimate understanding of how we are actually affecting people's lives.

**Authors: Nancy Lyons, EFNEP program specialist; Zoe Fawcett, EFNEP research associate; Amy Habig, EFNEP program specialist; Rachel Osborne, EFNEP program assistant; Tanya North, EFNEP program assistant**

## **Get Up and Get Moving! Supporting a Healthy Lifestyle through Physical Activities for EFNEP Youth.**

### **Educational Outreach Poster #14**

Our poster will highlight two program Impact statements that are written by EFNEP program assistants that encourage students to use less screen time and get moving for at least 60 minutes a day. We will also share teaching strategies and specific data from the pre-/post- surveys used to evaluate behavior changes. We believe that sharing these success stories in conjunction with the survey data provides a look into the difference our program makes and provides a better understanding of how we are actually affecting people's lives.

**Authors: Bobbilyn Kasson, EFNEP program specialist; Zoe Fawcett, EFNEP research associate; Nancy Lyons, EFNEP program specialist; Stephanie Sommers, EFNEP program assistant**

## **Choices for Better Outcomes: A Multi-Faceted Approach for Parents and Youth Involved with Juvenile Court Systems**

### **Educational Outreach Poster #15**

A total of four series of classes were conducted in 2015 and two series have been conducted in 2016. A total of 54 parents and 72 youth have participated in the Character Education/Life Skills Training and Parent Education program.

This program is unique because it encompasses education for both the parents and the youth. With an overarching emphasis on choices and the consequences of choices, this program empowers both the parent and child to make changes which can positively impact the total family unit. Youth are encouraged to make better choices of friends, make the correct choice regarding going to school, and to try new foods. Adults are encouraged to allow their child to make choices in life rather than always telling the child what he or she should or should not do. Parents are also encouraged to carefully consider the type of communication they have with their child(ren) and to allow youth to have input on consequences for misbehavior.

**Authors: Treva Williams, Extension educator, FCS; Dennis DeCamp, Extension educator, FCS; Lisa Kepler, program assistant, SNAp-Ed**

## **Building on the Strength of Land Grants to Create City-Agriculture Collaborations**

### **Educational Outreach Poster #16**

In 2014, an interdisciplinary OSU Extension team engaged in addressing a city's source water quality issues related to agricultural practices in their watershed. What followed demonstrates the strength and depth of the land-grant system, integrating research, education and outreach to address critical issues communities face by building collaborative models. The strength and depth the land-grant institutions is presented, highlighting research, outreach and education that identifies approaches to current issues of importance.

**Author: Myra Moss, educator**

## **Moving Beyond Factsheets and Journal Articles: A Proposed Peer-Review Process for**

### **Digital Scholarship**

#### **Ideas in Action Poster #17**

The traditional peer review process is not entirely relevant for emerging digital forms of scholarship such as on-line courses, social-media campaigns, blogs, Youtube videos, digital infographics, social media pages and others. This presentation will introduce a new peer review process for digital scholarship. Participants will learn about the difference between expedited and full review and digital specific criteria that reviewers will use to judge digital material. Examples of review criteria include audio-visual quality, functional Interface (sensible graphic user interface, clear layout, font legible, size of font readable, intuitive screens/pages), functional navigation (clear directions on moving around inside media, buttons properly sized, screen to screen transition sensible), and others. Finally, participants will learn how this process can be used to enhance their vitas for promotion and tenure.

**Authors: Dan Remley, field specialist; Jamie Seger, program director, educational technology; Jim Jasinski, associate professor; Mark Light, assistant professor; Eric Barrett, associate professor**

## **12 Time Management Solutions for 4-H Professionals**

### **Ideas in Action Poster #18**

Feeney, Bernal, and Bowman (2014) found that higher education faculty/staff are more productive in colleges supporting positive work-life balance. One of the key factors associated with this balance is schedule control. Historically, the schedule of the typical county-based 4-H professional has not been easily controlled. Politics, legacy programs, opinionated volunteers, and office dynamics all weigh heavily on the 4-H professional's schedule-making process. This creates an environment of the cart leading the horse which harms workplace satisfaction and employee retention.

In previous time management sessions led by the author, participants learned to "live more by the compass instead of the calendar" which created a helpful macro-understanding of time management. However, 4-H professionals are notably pragmatic and have expressed interest in micro-solutions. This poster provides 12 such time management solutions with the county-based 4-H professional in mind.

**Author: Tim Tanner, county director and 4-H educator**

## **Keep Calm and Have Some Fun**

### **Ideas in Action Poster #19**

OSU Extension – Defiance County has purposely engaged in behaviors and activities to preempt stress in the workplace by having fun. The fun is designed to build and improve a healthy professional relationship with people in the workplace. Let's be honest, office team members spend a lot of time together every day. The U.S. Bureau of Labor Statistics reports that for people aged 25 to 54 with children spent an average of 8.9 hours working or in work-related activities, 7.7 hours sleeping, 2.5 hours doing leisure and sports activities, and 1.2 hours caring for others, including children. In other words, 55% of the workweek is with your office team. Are you having fun?

**Authors: Bruce Clevenger, ANR Extension educator and CED; Teresa Johnson, 4-H Extension educator**

## **Adventure Central: An Investment in Impact**

### **Ideas in Action Poster #20**

Adventure Central is a trusted, community-based, positive youth development partnership serving at-risk children and their parents in the west Dayton community for more than 15 years. This nationally recognized program has been at the forefront of positive youth development – providing children and families with opportunities to change their lives through building positive well-being, higher academic performance, and less involvement in risky behaviors. Using nature, our high-quality and diverse staff nurtures participants in life-changing activities that strengthen values, build lasting life skills, and empower youth to explore life's possibilities.

Through this poster presentation, we desire to share an overview of the partnership, program and recent initiatives. Partnerships within Ohio State and Extension as well as with the community and local organizations and institutions will be demonstrated.

**Authors:** Nate Arnett, educator; Kim Catchpole, educator; Angela Collie, program coordinator

## **LOOK: Preparing Tomorrow's Leaders Today**

### **Ideas in Action Poster #21**

LOOK stands for Leadership Opportunities for Organizational Knowledge, and this program idea crystallized at the 2012 North Central Leadership Conference. Networking within Extension allowed county educators to customize introductory leadership concepts and offer a college credit course embedded within the LOOK program. Come and learn how to create a place-based youth leadership program that builds community partnerships, makes connections with multiple governmental levels, utilizes local leaders as volunteers, supports meaningful relationships leading to emergent careers and encourages young talent to remain or return to local communities as they embark on life's journey. In addition, Extension professionals will learn how to collaborate with others and work together to create a toolkit for building a resourceful youth leadership program in their community. The poster includes participant testimonials and evaluation data.

**Authors:** Margaret Jenkins, Extension educator; Gigi Neal, Extension educator; Trevor Corboy, program coordinator

## **Build a Productive Team with Positivity**

### **Ideas in Action Poster #22**

Positive teams are productive teams. When employees are connected to their co-workers and have positive working relationships, they are more engaged in their work. Positivity can spark a trend of creativity and lead to greater overall organizational performance. Come and learn ideas to build on the positivity and productivity around you.

**Authors:** Shannon Carter, Extension educator; Lisa Barlage, Extension educator

## **Food Access and Food Literacy; A Collaborative Approach to Increasing Farmers' Market Utilization and Fresh Produce Consumption Among Limited-Resource New and Expectant**

### **Mothers**

### **Ideas in Action Poster #23**

Produce Prescription Moms (PRxMoms) is a fruit and vegetable prescription program implemented in Cuyahoga County that works with healthcare providers to give new or expectant mothers innovative prescriptions that can be spent on fruits and vegetables at any of the 29 farmers' markets in the county at no cost. To address concerns around effective utilization of free produce procured with PRxMoms vouchers and low-food literacy, OSUE – Cuyahoga County developed the PRxMoms Nutrition Education Program. This program works to increase farmers' market utilization and fresh produce consumption among participants. In addition to the PRx vouchers, participants receive an immersion blender and participate in a baby food making demonstration. OSUE – Cuyahoga County created a baby food cook book based around local, seasonal produce available at Ohio farmers' markets at an accessible literacy level as an innovative tool to support the use and consumption of fresh fruits and vegetables by new or expectant mothers.

**Authors:** Amanda Osborne, community development educator; LesleyAnne Roddy, family and consumer sciences educator

## **It Takes a Village... to Run a Successful Social Marketing Campaign: Ohio SNAP-Ed's Initiative to Increase Fruit and Vegetable Consumption Across the State**

### **Ideas in Action Poster #24**

In 2016, Ohio SNAP-Ed launched a social marketing campaign to increase fruit and vegetable consumption amongst SNAP-eligible families with children. Social marketing is defined as “the application of commercial marketing technologies to the analysis, planning, execution, and evaluation of programs designed to influence voluntary behavior of target audiences in order to improve their personal welfare and that of society.” (Andreasen, 1995).

The objectives of the SNAP-Ed social marketing campaign are as follows:

Objective 1: Plan, design, implement, and evaluate a social marketing campaign that supports, expands and extends the existing OSU Extension SNAP-Ed direct education program.

Objective 2: Create and document the processes of the social marketing campaign and its pilot and staged implementation throughout Ohio.

**Author: Elizabeth Husted, SNAP-Ed social marketing coordinator**

## **A 4-H Game Show for Students**

### **Ideas in Action Poster #25**

What does success mean? To a child, success can mean many things but, in the context of his or her educational experience, success is increasingly measured by the student's ability to pass the state standardized tests. Assessing a student's readiness for the test and his or her ability to answer complex questions is not as simple as giving a practice test, it takes intentional and coordinated efforts. For this reason, the 4-H game show is an excellent way to prepare students for success on the standardized test.

**Author: Tony Staubach, program manager**

## **Are You Immune to Change?**

### **Ideas in Action Poster #26**

Today's environments require innovation and active employee engagement to achieve lasting, adaptive organizational change. Yet the way we talk with each other, and even to ourselves, can actually work to keep us stuck and seemingly “immune” to change. This poster introduces Kegan and Lahey's “immunity to change” concept to help us become aware of automatic, unspoken assumptions that frequently undermine our intent to change.

**Author: Kirk Bloir, associate state 4-H leader**

## **Head, Heart, Hands, Health, and Homeruns**

### **Ideas in Action Poster #27**

There were no activities or events of a non-competitive nature in our region to bring our 4-H families together to celebrate 4-H and have fun. 4-H night with the Dayton Dragons is a great opportunity to partner with a high profile partner to let others know 4-H is very active in our highly populated 15 county region. The main audience initially was 4-H members, families, and supporters in this region of the Dayton, Ohio area (population based on U.S. Census estimates 2,828,806). In addition, a secondary audience is the non-4-H youth attending the baseball game. The goal was to show them what 4-H is about in five hands-on activity stations and other activities at the game. Those five stations mirror the 4-H pledge: Head, Heart, Hands, Health and Homeruns.

**Authors: Christy Millhouse, Extension educator; Betty Wingerter, Extension educator; Rhonda Williams, Extension educator; Rebecca Supinger, Extension educator; Demetria Woods, Extension educator**

## **Connecting and Collaborating: Grants to Support Improvements**

### **Ideas in Action Poster #28**

Close to \$1 million in grant funding will be awarded this academic year through the Connect and Collaborate grant program. The first round of grants were awarded in December and a call for a second round of proposals will be made in January, 2017. OSU Extension is a collaborator in this grant program. This poster session is an opportunity for you to learn more about the funding source, how to apply and what to consider when applying. Participants will be able to share their grant ideas and to brainstorm possibilities.

**Authors:** Ken Martin, associate director, department chair; Karen Bruns, OSU Extension faculty emeritus

## **Connecting National Resources to Local Consumers**

### **Ideas in Action Poster #29**

Local Foods, Lucas County: Connecting, Farms, Health, and Community is an informational campaign to connect federal programs and Extension resources with citizens of Lucas County. Handouts were designed to complement current national, state and regional information on programs including: use of SNAP benefits for vegetable gardens, urban agriculture, Farm to School Month and the Senior Farmers Market Nutrition Program (SFMNP). The focus is on the various opportunities for all members of the community to obtain, understand, and act on, information for healthier eating at every stage of life.

**Authors:** Patrice Powers-Barker, Extension educator, FCS; Suzanne Saggese, SNAP-Ed program coordinator; Amy Stone, Extension educator, ANR

## **Investing in Teens to Impact Health: Ohio 4-H Healthy Living Advocate Program**

### **Ideas in Action Poster #30**

Investments in youth advocacy approaches can potentially increase ownership, engagement, and involvement, yielding sustainable changes that impact health behaviors and environments, and even though these approaches are more complex to teach and take a greater time investment. Initial efforts to engage teens in healthy living programs in Ohio were expanded in 2015. This poster describes the rationale, implementation, and evaluation of the new 4-H Healthy Living Advocate (Health Heroes) program. Teens taught younger youth about nutrition and physical activity and were empowered to advocate for healthier options in their communities. In the program's first year, impacts were achieved at the individual, group and organization levels, and included knowledge gain, increased confidence, behavior change in nutrition and physical activity, and changes in nutrition environments. Successes achieved, lessons learned, and plans to grow the program at the state and county levels will be described.

**Authors:** Carol Smathers, field specialist, youth nutrition and wellness; Theresa Ferrari, Extension specialist, 4-H youth development

## **Where Can You Be a Cat, Camel, Triangle, and Tree?: Yoga for Kids!**

### **Ideas in Action Poster #31**

This poster describes the rationale, implementation, and evaluation of a one-day Yoga for Kids training organized by the 4-H Healthy Living Design Team for 4-H and FCS Extension professionals and volunteers. There is both theoretical and empirical support for the practice of yoga. Yoga for Kids purpose is to increase fitness, decrease stress, and improve mental focus. Thirty-six people participated in the training. Post-program evaluations indicated their intent to use the curriculum, which was verified at a three-month follow-up. The follow-up evaluation showed that all respondents (N=24) agreed that they feel confident in their ability to teach using the Yoga for Kids materials and explain the health benefits of yoga. The majority had used the Yoga for Kids curriculum (79%), with two-thirds indicating they observed positive changes in youth from their participation. Yoga for Kids is a unique way to address the need for mental well-being and physical activity in youth.

**Authors:** Theresa Ferrari, Extension specialist; Pamela Montgomery, Extension educator, 4-H youth development



## **4-H Cutting Board Challenge**

### **Ideas in Action Poster #32**

The 4-H Cutting Board Challenge is a collaborative effort between three counties in northwest Ohio. The program was designed to give teens a hands-on experience related to food preparation safety procedures, as well as an opportunity for team building and critical thinking.

**Authors:** Kelly Coble, 4-H educator; Amanda Raines, 4-H program assistant; Jason Hedrick, 4-H educator

## **WeGrill: Partnering Across Program Areas**

### **Ideas in Action Poster #33**

The weGrill program consists of four educational sessions in which youth and fathers participate in father-child interactions, youth-only educational activities, and father-only educational activities centered around grilling together. The program's goal is to strengthen father-youth relationships, in at-risk populations, as well as providing basic nutrition education. This Children Youth and Families At Risk (CYFAR) grant aims to assess the knowledge gains, behavior modifications, and perceived efficacy of the weGrill educational program by comparing pre-test measures to post-test outcomes. There are four main face-to-face sessions that are facilitated by 4-H and family and consumer sciences professionals. At the conclusion of the program, they get a weGrill deck of cards that include both relationship and recipe cards to continue the connections at home. This grant was a partnership between FCS, 4-H, and two field specialists.

**Authors:** Mark Light, 4-H educator; Jim Bates, family field specialist; Dan Remley, nutrition field specialist; Jami Dellifi, FCS educator; Amanda Raines, 4-H program assistant; David Crawford, 4-H educator; Deanna Wilkinson, associate professor of human ecology

## **Maximizing the Gains of Old and New Energy Development for America's Rural Communities**

### **Research Poster #34**

Advancement in horizontal hydraulic fracturing technology has unlocked oil and gas resources from shale formations once thought to be uneconomical to recover. Communities most affected are those who are resource rich and prone to long-term economic fluctuations experienced by natural resource dependent economies. To address these challenges a multidisciplinary team of OSU faculty received USDA funding for a project titled "Maximizing the Gains of Old and New Energy Development for America's Rural Communities." The central goal of this research project is to assess how energy development affects local job creation and the manner by which communities can reap positive long-term sustainable benefits from energy development. Session participants will gain knowledge about the process used in the economic model, the results of the research, and a review of the resources and materials available for use by Ohio county educators and educators in other states.

**Authors:** Eric Romich, OSU Extension field specialist, energy development; David Civittolo, OSU Extension field specialist, community economics; Nancy Bowen, OSU Extension field specialist, community economics

## **Opportunities and Resources for Conducting On-Farm Research with OSU Extension**

### **Research Poster #35**

OSU Extension's Agronomic Crops Team has published 517 peer-reviewed on-farm research reports written by 48 different lead authors since 1997. The on-farm research effort allows the team to address issues relevant to county needs as identified by local stakeholders, while contributing to statewide research efforts. On-farm research improves Extension programming at both the county and state levels. At the county level, on-farm research offers opportunities for educators to build relationships with county stakeholders and develop research responding to local concerns. At the state level, on-farm research offers opportunity for multidisciplinary teams within Ohio State to work together to generate large data sets to investigate issues with the goal of promoting better on-farm management practices. On-farm research can also strengthen the organizational network between county Extension educators, field specialists, and state specialists by collaborating on design, data collection and interpretation.

**Authors:** Martin Clifton, ANR educator; Mary Griffith, ANR educator; Bruce Clevenger, ANR educator

## **UTILIZING UREASE INHIBITORS FOR STOCKPILING FESCUE**

### **Research Poster #36**

The addition of 46 pounds of urea can increase yield and quality of stockpiled forages when applied in the late summer for fall and winter grazing. However, lack of rainfall after application can cause volatilization of the urea and it may not be available to the fescue. The addition of a urease inhibitor can protect the urea if there is insufficient rainfall for several weeks. The replicated trials included a control (no fertilizer), 46 pounds of urea/acre and 46 pounds of urea/acre with the addition of a urease inhibitor. There was a significant difference in the quality of the fescue with the treatments compared to the control. There was an increase in yields with the treatments, but not significant. There was no significant differences between the addition of urea and the urea with a urease inhibitor. This could be explained by an unexpected rainfall (0.59") within 72 hours of application of treatments.

**Authors:** Chris Penrose, Extension educator; Mark Landefeld, Extension educator; Jeff McCutcheon, Extension educator

## **Evaluating Urea Nitrogen Losses In Stockpiled Forages**

### **Research Poster #37**

Many livestock owners spread a granular form of nitrogen (urea) during late summer and fall attempting to increase forage growth for "stockpiled" forage and decrease feed costs. Grass plants use nitrogen to maximize growth, produce proteins, and build-up sugars for growth. Urea is the most common form of N used, but the biggest risk is applying the urea, then not getting a rain allowing much of the nitrogen to be lost by evaporating (volatilizing) in warm, dry conditions before it has a chance to react with the soil. Losses may be reduced if nitrogen stabilizer products are used. A variety of products claim to reduce N loss. Two products used in this study were Agrotain® and NutriSphere-N®. The study was to determine any difference in dry matter accumulation between treatments and detect changes in quality characteristics of the forages.

**Authors:** Mark Landefeld, ANR educator; Chris Penrose, ANR educator

## **A Summary of Three Years of Corn Nitrogen Rate Trials in Fulton County**

### **Research Poster #38**

Nitrogen is expected to be 18% of the total variable costs and more than 8% of the total costs to plant a 2017 corn crop in Ohio. Helping producers and educators identify the economic optimum rate of nitrogen on their farms will not only help them more closely manage this cost but will potentially prevent unnecessary nitrates from entering water. Multi-year and multi-site data from these nitrogen rate studies increase the confidence that this rate can be calculated accurately. Three-year data from 14 farm sites in Fulton County may help refine this rate and cost as producers move into a time of more farm financial stress.

**Author:** Eric Richer, Extension educator, ANR

## **Breaking Down The Walls: Building Inclusive Communities**

### **Research Poster #39**

Suburban areas are diversifying, and one characteristic of this diversity is the growth of suburban poverty and consequently, growing suburban food insecurity. While literature has done an excellent job of showing us where food insecurity exists in America, little has been documented about the actual lived experience of food insecurity, especially within the suburban context. HEAL MAPPS presents a methodology to assess the lived experience of food insecurity and was applied recently in suburban West Chester, Ohio. Participants in this session will be introduced to the HEAL MAPPS methodology, created at Oregon State University, to assess barriers and supports to healthy eating and active living in rural areas with an objective of addressing obesogenic environments. Participants will learn how the Research Hub at Ohio State has expanded and adapted the methodology to address food insecurity and healthy food access in any food environment.

**Authors:** Karima Samadi, HEAL MAPPS research and Extension coordinator; Dan Remley, field specialist, food, nutrition and wellness

## **Assessing the Scientific Productivity of OARDC and CFAES-Supported SEEDS Grant-Funded Scientists**

### **Undergraduate / Graduate Student Poster #40**

The poster displays the results of collaboration between the OARDC and Extension. Extension investigated the scientific productivity of OARDC and CFAES-supported SEEDS grant scientists. The bibliometric analysis performed by Extension provides the OARDC with results that can help inform policy decision. Access to data and support from the OARDC allowed Extension to explore bibliometrics as a new research area. SEEDS grants are used to explore creative ideas and encourage innovative research. The return on financial investment has been strong, however, there has been little measurement of the grant's scientific productivity. Scientific productivity can be measured through bibliometric analysis. Bibliometrics assesses the attention publications receive from the scientific community by counting formal citations in the literature. It has become a standard tool to measure research performance. This study quantitatively demonstrates SEEDS overall contribution to the advancement of science.

**Author:** Julie Aldridge, graduate research associate

## **Development of an innovative and interactive educational program for use by Extension professionals to facilitate training of swine farm caretakers**

### **Undergraduate / Graduate Student Poster #41**

Equipped with a unique skill set in understanding and sharing best practices with community members – particularly adults – Extension professionals are well-poised to provide needed guidance and training for those engaged in the agricultural industries, including livestock farm caretakers. Therefore, to assist Extension professionals and other educators in training both new and seasoned swine caretakers, an interactive computer-based training program was created utilizing short, multimedia-rich, experiential learning segments. Three modules corresponding to different pig production stages (breeding, pre-weaning, and nursery and grower-finisher) were developed with interactive case studies which provide feedback after learners make management decisions for individual compromised pigs. This innovative tool represents the first interactive euthanasia-specific training program in the swine industry and offers the potential to reduce the incidence of untimely euthanasia decisions on-farm.

**Author:** Caitlyn Mullins, graduate research assistant

## **Agriculture's Eye in the Sky: Flight Basics for Drones**

### **Undergraduate / Graduate Student Poster #42**

Is it a bird or a plane? No, it's a drone. Learn about the basic rules for safe drone flight according to Federal Aviation Administration regulations and how to operate a DJI Phantom drone.

**Authors:** Brooke Beam, graduate student; Annie Specht, assistant professor

## **The Gendered Impacts of Poultry Extension in Early Twentieth Century United States and Today in Developing Countries**

### **Undergraduate / Graduate Student Poster #43**

In the early 1900s American poultry husbandry looked similar to current village chicken (VC) production in developing countries. Women were predominantly responsible for raising small backyard flocks, while men managed large livestock and primary crops (Derry, 2012). Unfortunately, as poultry research at land-grant universities and Extension centers recognized the great potential for poultry production, outreach efforts led to significant male take-over (Derry, 2012; Fink, 1986; Jones, 2003). As VC production has now been identified as an important tool for poverty reduction and food insecurity in developing countries (Sonaiya, 2008), development efforts must be careful not to follow similar patterns and reduce women's control of this important resource. This research evaluates U.S. Extension initiatives from the early 1900s and current VC production to provide recommendations for creating more gender-responsive programs for women.

**Author:** Kelly Wilson, agricultural and Extension education doctoral student

## **Assessing Ohio 4-H Club Healthy Living Practices: A Survey of Ohio 4-H Club Leaders**

### **Undergraduate / Graduate Student Poster #44**

Obesity among children and adolescents is a top public health concern. The majority of Ohio youth do not meet the guidelines for physical activity and healthy eating. The promotion of healthy behaviors can be addressed through youth development organizations. A survey study was conducted among Ohio 4-H club leaders about club practices related to the food and beverages offered and physical activity opportunities conducted at club meetings. Results showed that the majority of Ohio 4-H clubs are not serving healthy foods and beverages, and are not allowing time for physical activity during club meetings. Identified challenges to implementing healthy living activities included limited time, lack of interest, lack of space, and physical disabilities of club members and leaders. The findings from this study will be used by the Ohio 4-H Healthy Living Design Team to develop educational materials, programs, and policies aimed toward creating a healthier 4-H club environment for its members.

**Authors:** Kaitlyn Riemenschneider, 4-H healthy living coordinator; Theresa Ferrari, state 4-H office

## **Effective Dialogue Strategies for Ethical Communication in Extension and Outreach**

### **Undergraduate / Graduate Student Poster #45**

There are three types of communication: monologue, technical dialogue, and dialogue. All three have a place within an organization; however monologue and dialogue are most commonly used. Johnson (2016) describes monologue as self-centered communication, treating others as objects, while dialogue occurs between equal counterparts trying to find an understanding rather than informing what should be understood. To achieve successful dialogue communicators must understand the ethical communication characteristics of mindfulness, effective listening, conformation, emotional intelligence, trust building and moral arguments. Extension and outreach personnel can provide a stronger benefit to those they are serving by using these ethical communication competencies; seeking the good in and for others, valuing relationships, being open to influence, allowing others to hold differing opinions, practicing honesty and being willing to invest time and energy in the process (Johnson, 2016).

**Authors:** Lydia Ulry, graduate assistant; Horacio Garza, graduate assistant

## **Opportunities for Extension with Farm to Preschool**

### **Undergraduate / Graduate Student Poster #46**

Farm to Preschool activities provide new opportunities for innovation and collaboration to strengthen our local food systems. Extension involvement in Farm to Preschool can address new Extension impact areas, while setting the stage for future generations to reap the benefits of nutritious local food, engage communities and support the local agricultural economy.

**Author:** Suzanne Saggese, graduate student

## **A Content Analysis Describing Desired Skills and Expertise for Non-Formal Environmental Education Teaching Positions**

### **Undergraduate / Graduate Student Poster #47**

Professional development (PD) is an important aspect of any job and is regularly incorporated into business practices. PD can occur in a wide variety of ways with the main objective of keeping employees up to date on the latest practices in the business. These programs are often provided by Extension professionals who are a crucial bridge between the scientific communities who generate new knowledge and the general public who would then apply this information into practice. Environmental education is a dynamic field that often works closely with the Extension community to disseminate information. This study will perform an inductive content analysis on non-formal environmental education job postings to determine which skills and expertise are most crucial for new hires to possess. This information would help Extension specialists provide the most up to date and relevant training programs to their constituents interested in pursuing a career in the field of environmental education.

**Authors:** Katheryn Zelak, graduate teaching assistant; Mary T. Rodriguez, assistant professor