



2013 | EXTENSION
IMPACTS



UNIVERSITY OF WYOMING

EXTENSION

2013 | EXTENSION IMPACTS



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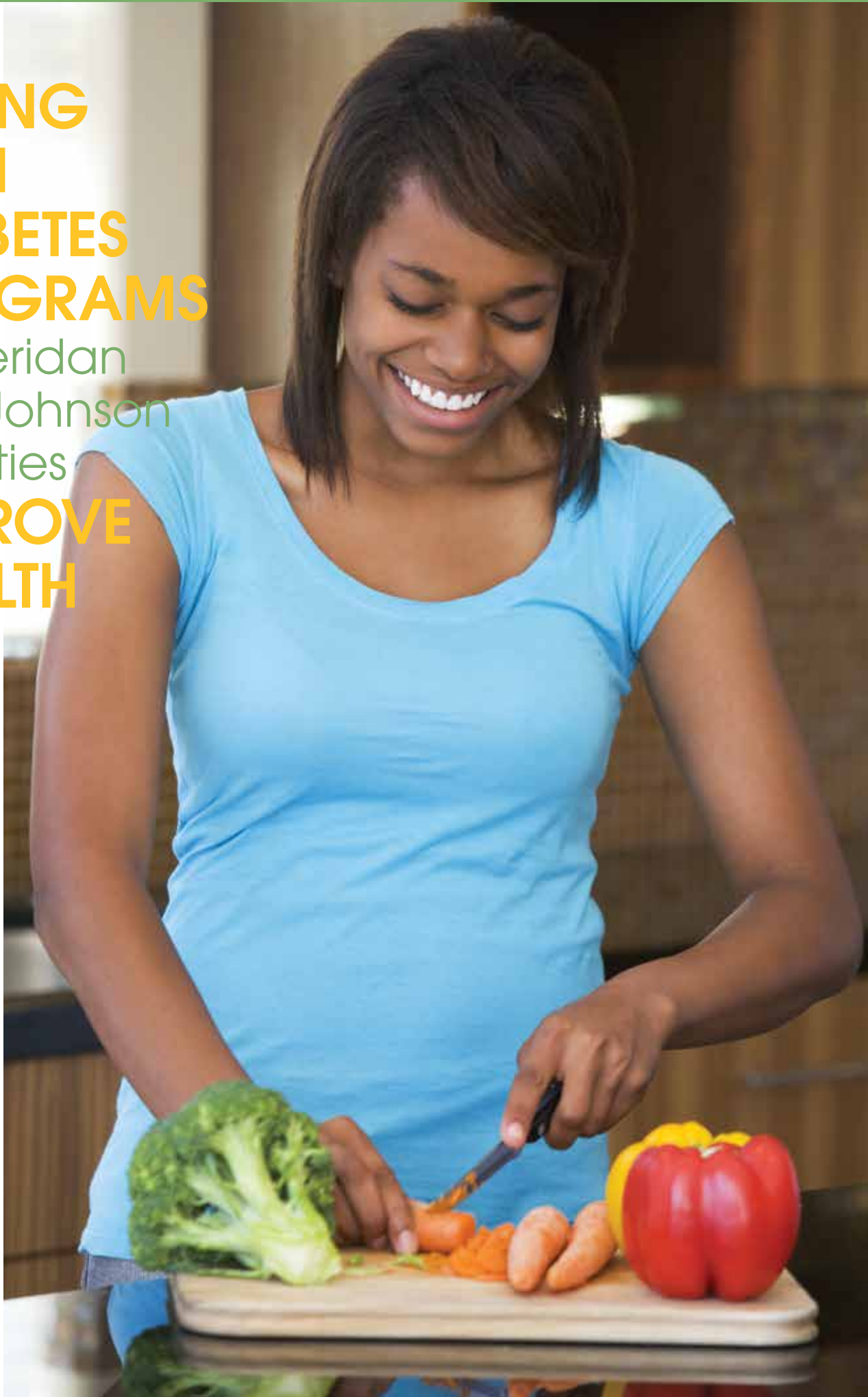
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DINING WITH DIABETES PROGRAMS

in Sheridan
and Johnson
counties

IMPROVE HEALTH



Situation:

Recent estimates of diagnosed diabetes cases in the U.S. is near 6 percent. Johnson and Sheridan counties have comparable prevalence rates of 5.4 and 7.6 percent. According to recent census data, this means there are 467 and 2,222 cases of diagnosed diabetes in Johnson and Sheridan counties, respectively.

Diabetes is a costly disease. One in 10 health care dollars spent in the U.S. is attributed to diabetes. People with diabetes spend more than twice the amount in medical costs as those without the disease, with an average annual cost-per-case of \$9,975. By multiplying this cost by the number of cases in Johnson and Sheridan counties, the estimated economic annual burden of diabetes for Johnson County is more than \$4.6 million and more than \$22.1 million annually for Sheridan County.

Dining with Diabetes in Wyoming is a five-session program that involves participants in low-impact physical activities and culinary skills training while teaching nutrition and health concepts specific to diabetes. The program is coordinated statewide through the University of Wyoming Extension in partnership with the Wyoming Department of Health's Diabetes Prevention and Control Program. In Sheridan and Johnson counties, the program is provided through a partnership between the local UW Extension nutrition and food safety educator and a diabetes educator from the local hospitals – the Johnson County Healthcare Center in Buffalo and Sheridan Memorial Hospital in Sheridan. Local senior centers (Buffalo Senior Center and Sheridan Senior Center) generously allow use of their kitchen spaces and equipment and their dining areas for the program.

One program took place in both Sheridan and Buffalo from January to May, 2012. An average of nine (Sheridan) and eight (Buffalo) participants attended each of the five sessions. Session topics included understanding medical assessments, carbohydrates and sweeteners, fats and sodium, vitamins, minerals and fiber, and convenience foods.

Impacts:

Short-term: Participant ratings for quality of materials, usefulness of information, and effectiveness of presenters averaged 4.5, 4.6, and 4.7, respectively, on a five-point Likert scale (1=poor, 2=fair, 3=average, 4=good, 5=outstanding). Statewide data indicated the program resulted in an increased proportion of participants who purposefully started to cook and an increased proportion of participants who enjoyed foods that are healthy for people with diabetes.

Long-term: At the three-month follow-up evaluation, participants demonstrated a better understanding of starchy and non-starchy vegetables and an increased awareness of sources of trans-fat (from statewide data).

Participants in Sheridan and Johnson counties reported significant improvements in health, including:

- Weight loss of 8 pounds
- A 1-point drop in hemoglobin A1c concentration
- A 20 mg/dL decrease in regular blood glucose measurements

A sampling of the descriptive feedback:

- I gained confidence in cooking for my diabetes. Thank you!
- The class was very effective. I learned a lot of useful information.
- Presentation and instructions were great. Very thankful I took the class.
- Diabetic food is actually good!

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*"Diabetic food is
actually good!"*



2012 Wind River **AGRICULTURE SUMMIT:** Strengthening agriculture by addressing barriers, analyzing risks and adding value

Situation:

Meetings over the past 16 months with the Wind River Agricultural Resources Committee identified that the group needed further education and guidance to develop into a strong working group to influence positive change on the Wind River Indian Reservation (WRIR). The concept of the WRIR agricultural summit arose from these meetings. The agricultural summit was designed to encourage agricultural producers and small-acreage landowners to strengthen agriculture on the WRIR by addressing barriers, analyzing risks, and adding value to their operations. The

group identified prominent leaders in Indian Country who they believed could help teach them how best to proceed. Several Indian Country experts and a variety of University of Wyoming and local instructors carried out the two-day event. Nine federal, state, and local agencies also had promotional booths throughout the conference. The summit was primarily funded by pass-through dollars from the USDA Risk Management Agency: Education and Outreach Partnerships Program grant. The National Agriculture Statistics Service was also a large funding supporter.

The 2012 Wind River Agriculture Summit: Strengthening Agriculture by Addressing Barriers, Analyzing Risks, and Adding Value was September 20-21 on the Wind River Indian Reservation. The Thursday evening session was a planning meeting for the further development of the Wind River Agricultural Resources Committee that was facilitated by the Northern Cheyenne Grazing Board from Lame Deer, Montana. They shared insights and suggestions with the Wind River Group on how to best influence tribal policy. Thirty-five people attended this meeting.

*...learned how tribal
land can oftentimes be
inappropriately appraised*

Seventy people participated in the all-day Friday conference. It was the first time WRIR agricultural producers and small-acreage owners were given the opportunity to learn about strengthening agriculture on the reservation at a local, educational event designed specifically for them. Conference attendees went away with a better understanding of Indian land tenure issues, land appraisal, and a variety of production agriculture topics.

Impacts:

During the two-day summit, 105 WRIR residents participated in high-quality educational programs related to strengthening agriculture by addressing barriers, analyzing risks, and adding value. Ten educational hours associated with agricultural ventures and risk management were offered. End-of-session surveys showed that 100 percent of participants who returned evaluations plan to use the information they learned. Furthermore, 100 percent also said the conference met their expectations and, for the most

part, answered the questions they had set out to have answered.

As a result of the Thursday planning meeting, the Wind River Agricultural Resources Committee plans to become more organized within the next year. It intends to develop operating procedures, bylaws, and appoint a working board to direct the group's actions. These steps will hopefully allow them to become fully recognized by the Joint Tribal Council, helping them influence positive changes related to agriculture on the reservation.

Evaluation comments from Friday conference attendees were very positive. When asked to give examples of how the information learned would be used, one producer wrote he would be better at managing tribally owned land. Others learned how tribal land can oftentimes be inappropriately appraised, and they now plan to get at least two appraisals before making any management decisions on their land. Even people who do not directly work in

agriculture found the land appraisal seminar beneficial. One conference participant wrote, "I am a housing counselor and can better explain the topics in homebuyer classes."

Another key take-home message was the importance of Indian landowners writing a will. One attendee learned that, in order for "transition to the next generation to take place, wills need to be done." Another was surprised to discover that a will is not required if a person's grandchildren are not enrolled members of a specific tribe, as laid out in the American Indian Probate Act. This person shared that they plan "to go home and educate other tribal members about this" act. Several programs were offered on livestock recordkeeping, and a number of producers stated they would do more recordkeeping and better planning after learning specific management strategies at the conference.



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CAMPBOSHEN 4-H TEEN ADVENTURE CAMP: STRENGTHENING 4-H TEEN PROGRAMMING

Situation:

4-H members are ready for new challenges and adventures as they mature into teens. At a county level, teens have the opportunity to practice and develop leadership skills through the development and implementation of 4-H camp programs, at which they design educational opportunities for younger members. 4-H educators from Campbell and Goshen counties created a high-energy, active program for teens. Educators included an element of adventure and incorporated the National 4-H Mission Mandates of Healthy Living and Community Service while supporting state efforts such as military partnerships, character development, and workforce preparation.

Existing partnerships with the National Guard Drug Demand Reduction program and the National Guard Family Readiness Group were leveraged to maximize the healthy living and service learning initiatives components for 4-H. Goshen County Fairgrounds provided program

facilities and use of the commercial kitchen at no charge. KGOS/KERM Radio staff members were recruited to help with the development of the service learning component, as was the Goshen County Chamber of Commerce and many Torrington businesses. UW Extension

Cent\$ible Nutrition Program educators from both counties were recruited to present programs incorporating cultural awareness in preparing meals using CNP curriculum and creativity. 4-H volunteers added value and personalization to the cultural awareness and service learning pieces. The Campbell County Memorial Hospital Core Grant Fund, the Wyoming State 4-H Foundation Helen Miller 4-H Program Endowment, and financial support provided by the Goshen County 4-H Council, Foundation, and Junior Leaders provided \$2,836.50 for program expenses. The financial support eliminated any fees for participants and funded up to 32 teens.

Eighteen teens from Campbell and Goshen counties participated in Campboshen 4-H Teen Adventure Camp. Participants spent approximately five hours advancing leadership, teamwork, decision making, communication, and positive peer pressure skills while participating in the National Guard Drug Demand Reduction Challenge Course activities, which included zip-lining, rock wall climbing, and additional aerial elements.

CNP personnel introduced teens to cultural diversity by preparing and serving common Middle Eastern dishes and nutritional information. Cultural awareness and military partnerships continued through a presentation made by 4-H volunteer Sergeant Shannon Pickinpaugh, who shared a slideshow featuring pictures from his 13 months deployed in Iraq. The sergeants' family shared family mementos and scrapbooks to help show how their home life was disrupted by his deployment. This connection regarding the sacrifices of military

Information deemed most helpful included overcoming fears, better understanding and appreciation for the impacts of deployment on families, communication skills, trust, and healthy food choices.

families provided an important introduction to the local Family Readiness Group Leader, who introduced the Run with a Soldier event, a 5K walk or run to raise money and awareness for the local Family Readiness Group, which supports military families, and the Service Learning and Workforce Preparation components for the second day.

Teens were exposed to workforce preparation through the teaching of introductory marketing skills where they applied knowledge gained through the Amazing Apprentice Race. This race divided teens into groups to develop and create original advertising campaigns for the Run with a Soldier event. Campaigns included writing, recording, and editing a radio advertisement with the help of KGOS/KERM Radio staff members and creating original flyers with the help of the Torrington High School Year Book adult advisor. Team members used public speaking skills to convince businesses to allow the flyers to be displayed in establishments.

Impacts

Camp concluded with CNP educators assisting the teens in making their own lunch and 4-H educators leading reflection and application discussions. Surveys were completed on the experience. Surveys included open-ended questions and a modified Likert scale (1=low value and 5=high value). Overall, 89 percent rated the program of high value.

Information deemed most helpful included overcoming fears, better understanding and appreciation for the impacts of deployment on families, communication skills, trust, and healthy food choices.

Plans are under way for a Campboshen 4-H Teen Winter Adventure Camp to reach more counties in the northeast and southeast extension areas. 4-H educators would like to offer the 4-H Teen Adventure Camp statewide to provide teen specific programming.



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Photo: Virginia Guard Public Affairs

Sublette County 4-H afterschool program

Situation:

High-stakes testing, No Child Left Behind legislation, and budget cuts are redefining afterschool programs. While the need for community afterschool programs still hinges on the necessity for youth to have safe, supervised activities while parents are working, the programmatic needs are shifting from enrichment-learning opportunities only, such as arts, crafts, and recreation, to enrichment that supports academic achievement. Standardized testing and benchmark standards dictate that classroom instruction often strictly adheres to concepts, processes, and definitions while leaving no room for inquiry, open-ended questions, or transformation or application of concepts and processes into relevant skills. Research findings support that informal learning environments are increasingly successful in filling this gap and allowing students to more openly explore, create, and think.

56 percent of the afterschool students increased reading scores over the district average

contributes to **ACADEMIC SUCCESS**

The Sublette County 4-H afterschool programs set as goals supporting and expanding academic programs. Daily participation of most of the youth makes afterschool programs ideal venues to enhance and build upon the activities of the school day while being more flexible and allowing time for exploration and discussion.

Board of Cooperative Education Services and Wyoming Women's Foundation grants targeted efforts to enhance reading and science skills. Programs included weekly book clubs that were adult-facilitated but student-centered and inclusion of a summer science camp to complement the school district's summer school.

Book club goals encouraged independent reading at least once weekly during the program and instructor-guided reading with discussion every week. Members helped select books and received copies to keep.

High school interns in the afterschool program worked with the parents and school to collect baseline reading score data in the fall and spring. This data was compared to the district average for each grade level.

Summer science camp goals included engaging students in hands-on science and creating an inquiry-based learning environment to help students understand how scientific methods can help make real-world decisions. Pre- and post-program assessments established the degree of participant understanding of scientific methods.

Impacts:

Fifty elementary-aged youth participated in the afterschool program book club. From fall to spring, 56 percent of the afterschool students increased reading scores over the district average. Kindergarteners had the highest gains in reading scores with 75 percent scoring higher than the district average for kindergarten. Data show book clubs improved student scores compared to others in their classes. The high school intern responsible for organizing the

book clubs learned to evaluate and select books for the students based upon age groups and then created activities to connect students to the books.

Thirty-four youth grades K-5 participated in the summer science camp. Pre- and post-tests showed improvements of:

- 30 percent for specific questions regarding data/observations
- 19 percent for use of variables
- 16 percent terminology about scientific method

All are valuable components in scientific inquiry. Average net gains of 16 percent and 14 percent correct answers showed an increase in awareness and attitudes about science and its applications to everyday life. This gain is appreciable for the wide age span of the participants, kindergarten through fifth grade, and short duration of the program.

Noteworthy are improvements of:

- 42 percent for specific questions regarding science being useful in everyday life
- 36 percent in helping make decisions about food
- 22 percent in deciding what to buy in a store, respectively.

These are appreciable because several activities were dedicated to scientifically investigating and testing items young students could shop for and use in their everyday lives, including cookies and paper towels.



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Community Development Team partners Clerks and Treasurers to offer **INAUGURAL**

Situation:

The Wyoming Association of Municipal Clerks and Treasurers (WAMCAT) seeks to promote the professional improvement and efficiency of clerks, treasurers, or finance officers in the cities and towns of Wyoming. Certification for clerks is offered through the International Institute of Municipal Clerks (IIMC). IIMC requires clerks to participate in 120 hours of education. Treasurers go through a similar process for certification through the Association of Public Treasurers of the United States and Canada (APT-USC). Until 2012, Wyoming's clerks and treasurers had to attend out-of-state institutes to receive this education and certification. These out-of-state institutes provided quality training, but their emphasis is on the laws and regulations that pertain to their states and do not cover statutes and rules specific to Wyoming municipalities.

In 2010, members of the WAMCAT leadership team approached members of University of Wyoming Extension's Community Development Education (CDE) team about hosting an IIMC institute for Wyoming's municipal clerks and treasurers. It was decided that the only successful approach to take in Wyoming would be a partnership between WAMCAT and UW Extension.

The first Wyoming Municipal Institute (WMI) was September 10-13, 2012, in Casper. Seventy-six clerks and treasurers attended 24 hours of training over four days. Workshop sessions covered a variety of topics relevant to the work of clerks and treasurers, including Operating

Under Emergency Conditions, Mastering Conflict Management, Administrative Duties of the Municipal Clerk, and Developing an Investment Policy.

Impacts:

To earn credit for the institute from the international organizations, participants were required to compose a 300-word essay for each session attended. These essays addressed the "big ideas" that participants took away from the session, how they would implement the new ideas into their work, and how they would overcome barriers or challenges to implementing the new information into their work.

The assessments provided good examples of how the clerks and treasurers would implement and share what they learned with others from their municipalities. According to one attendee, "I am anxious to share this understanding (of how local, state, and federal governments are structured) with my Mayor and Council as well as other Department Heads in my organization. When we understand how we got to this point with our government we can see our role going forward." In reference to the Operating Under Emergency Conditions workshop, a participant wrote "This class scared the daylights out of me. The most important idea that was drilled home was 'Failure to Plan, is a Plan for Failure.... I have already downloaded several self-study courses on Emergency Management, and will be completing these courses. I will also be looking at taking other classes as they become available in the area."

"I came away with several good ideas that may help my new council function better as a group."



with Wyoming Association of Municipal WYOMING MUNICIPAL INSTITUTE

The assessments also highlighted how networking with colleagues during the sessions was a major benefit to the participants. Another attendee said that, "Council Orientation is a very good idea. This class was really good as I believe each town does their own style of council orientation and we were able to get good ideas from each other. I came away with several good ideas that may help my new council function better as a group."

Results from the overall institute evaluation show that the majority of participants believe the Wyoming Municipal Institute was a very valuable learning opportunity. One attendee even praised the "amazing" coordination between WAMCAT, UW Extension, and IIMC/APT-USC to put on the institute. Attendees reported the following in end-of-program evaluations:

94 percent agreed the institute curriculum was either very good or excellent.

97 percent agreed there were a very good or excellent variety of sessions.

100 percent believed the opportunities to network with colleagues and experts were very good or excellent.

89 percent of attendees believe that, overall, the WMI was very good or excellent.

The WMI was designed to help clerks and treasurers from the 99 incorporated cities and towns in Wyoming to feel competent in their positions so they can make good decisions and act with decisiveness and fairness. A well-trained and capable municipal employee means a better run city or town. Well-run cities and towns mean a better place for Wyomingites to live, learn, work, and play.



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MENU PLANNING PROGRAMMING

Situation:

Menu planning brings many benefits; it saves time and money by making grocery shopping more efficient and reduces unplanned trips to buy one or two items. It improves organization, adds variety and creativity to meals, improves food safety, and frees up time for physical activity. A study at Cornell University demonstrated that people save up to 15 percent on their total food bill by planning. According to the United States Department of Agriculture, the average American family of four (married couple with two children) spent approximately \$185 per week on food (away and at home) in 2009 which equates to \$9,620 annually.

The menu-planning program was offered in Spanish to Sweetwater County Spanish speaking residents. Three classes were taught of about 90 minutes each at Overland, Desert View, and Sage elementary schools. Classes were taught by the nutrition and food safety area educator in February 2012. In addition, a variety of activities were implemented during classes such as planning a sample menu, recipe exchanges, and new ideas of planning "MyPlate," the USDA's food icon for dietary guidelines to help consumers think differently about food choices.

The program was requested by School District #2 of Sweetwater County. It advertised the class by sending invitation letters home with all Hispanic children. Advertisements were placed at all elementary school bulletin boards. The English as a Second Language director, Monica Anderson, made some final calls as a reminder of the class.



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Impacts:

Seventy participants, 48 adults and 22 children, from Sweetwater County attended the program. Cent\$ible Nutrition Educator Wendy Nielson and Monica Anderson participated in this program.

All participants completed a post-evaluation, enabling measurement of new attitudes gained such as a better plan of weekly and biweekly meals and an increase in fruit and vegetable intake by mixing different food groups within daily meals and snacks. The following are significant impacts reported by them, considering 48 out of 70 participants filled out the questionnaires.

- 75 percent of participants are more comfortable planning their meals with information learned
- 50 percent of participants agreed to increase their fruit and vegetable intake by planning their menus ahead of time
- 100 percent plan to make some type of change to start planning their menus

All participants rated the overall quality of the program, and all thought information given was very helpful.

The following was reported:

- 100 percent rated the overall program good to outstanding

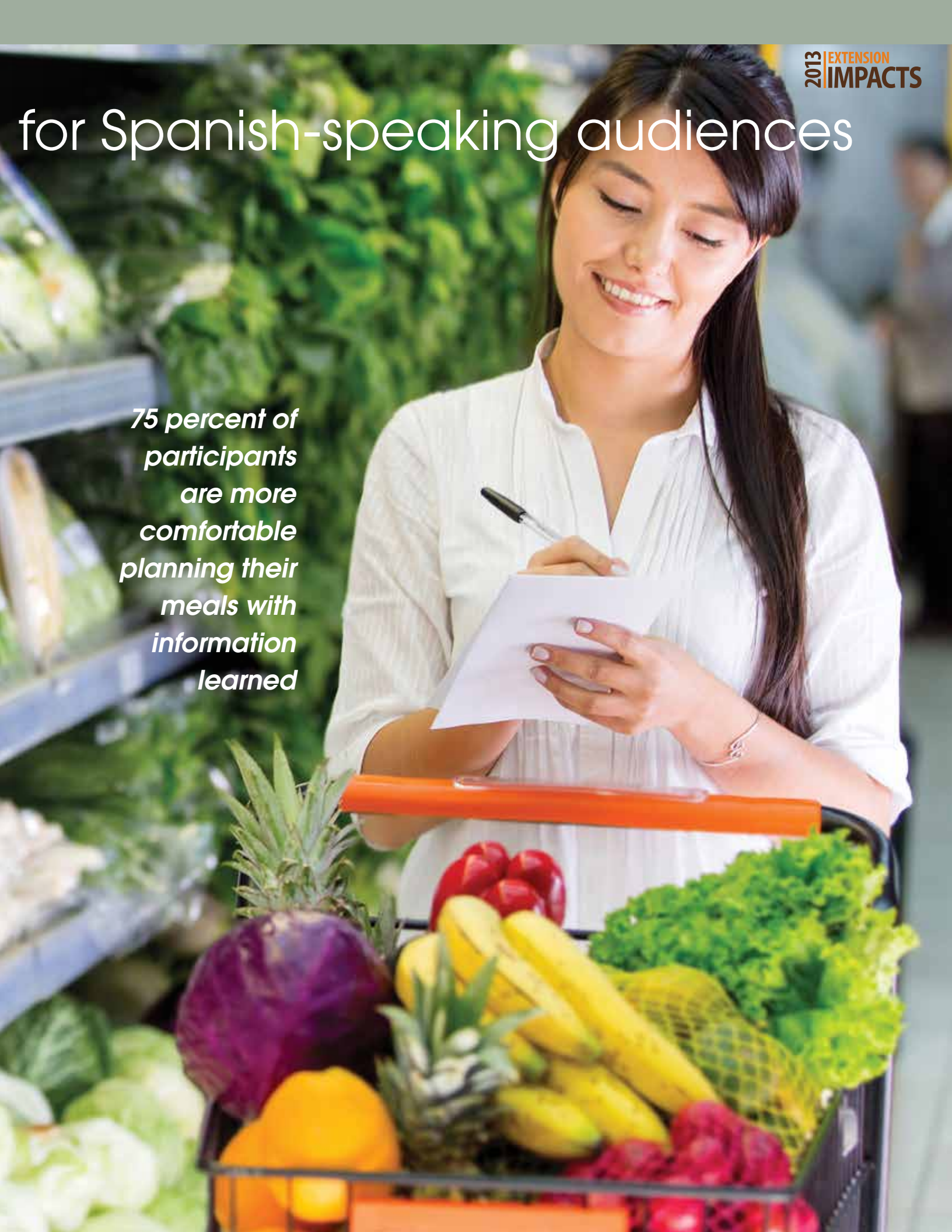
Participant comments: (translated to English)

- "I like the explanation about how to look for healthier products."
- "I learned how to plan a menu for a week."
- "I know I have to eat more whole grains and vegetables."

Spanish speaking communities are well informed of the benefits of menu planning and, most importantly, are able to identify UW Extension as a valuable resource to address their nutrition and food safety needs in Spanish.

for Spanish-speaking audiences

*75 percent of
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Educators use **BOLSTER SCIENCE,**

Situation:

Recent research findings show that American students ages 7-18 have alarmingly low test scores in science and technology. As a result of these findings, the National 4-H Program set a national goal of increasing educational opportunities in the areas of Science, Engineering, and Technology (SET), giving American youth the interest, background, and skills as they enter adulthood to excel in science- and technology-based careers.

Niobrara County extension educators worked with UW Extension specialists, volunteer leaders, school teachers, and 4-H junior leaders to plan and implement SET programming opportunities based upon traditional and non-traditional projects, activities, and events.

Throughout the summer of 2012, the Converse, Natrona, and Niobrara Area nutrition and food safety educator, with 30 volunteer leaders, taught 64 youth a variety of science experiments as they learned food preservation techniques and skills at Family and Consumer Science Activity Days. Members learned the science involved in preparing jalapeno jelly and making it solidify, using fresh fruit and vegetables, to make peach salsa, and can chocolate raspberry sundae sauce. In addition, they made



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4-H activities to ENGINEERING, TECHNOLOGY KNOWLEDGE

eight different types of candies and studied the science involved between soft, hard, and chewy candies.

Science was introduced to animal science members through Youth Quality Assurance (YQA) programs – teaching youth how to better care for their livestock to attain a higher quality product for consumers. In 2012, the Niobrara County 4-H educator conducted 11 YQA workshops in four different counties reaching 46 adult producers and 141 youth. Youth learned the importance of proper nutrition, housing, identification, handling, carcass quality, health care and withdrawal times, and recordkeeping. Level IV and Level V workshops were added to YQA programming. Level IV teaches youth the difference in the anatomy and physiology of ruminant and non-ruminant animals. This program also taught the chemical composition of nutrients and how they impact animals differently depending upon their anatomy. This training taught how nutrients affect the health and gaining ability of livestock and how that can be used to balance rations and improve health of a livestock herd. This program was offered to Niobrara County youth and adult producers.

Level V gave in-depth and detailed information on ultrasound technology. After the workshop, participants were taught how ultrasound information is used to calculate quality and yield grades of beef, pork, and lamb. Participants performed the calculations and saw how the different yield and quality grades affected price in the market place. This program was offered to 12 youth and adults in Niobrara County.

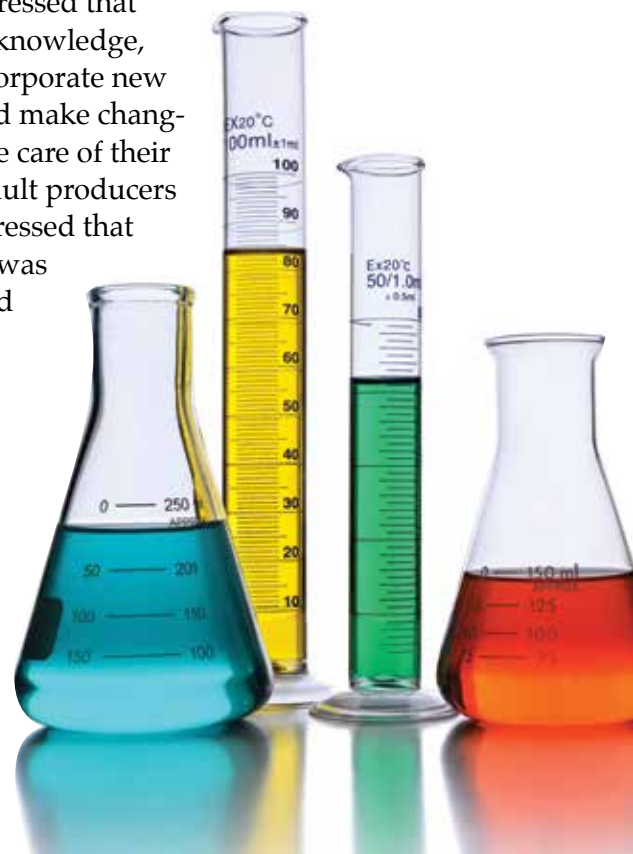
members, leaders, and parents are more aware of science and technology available to them through the 4-H program

Impacts:

Approximately 200 individuals from Converse, Natrona, Niobrara, and Weston counties received training in SET from programming offered by Niobrara County extension educators. Evaluations demonstrate that members, leaders, and parents are more aware of science and technology available to them through the 4-H program.

YQA participants learned how nutrition and health care programs can affect their animals. They have also learned how these practices affect their marketing decisions and the product they raise for the consumers.

YQA evaluations varied in ranking from 8.5 to 9.5 on a scale of 1 (not helpful) to 10 (very helpful) depending upon the level taught and the county where the program was taught. However, evaluations indicated that members gained the most from activities that incorporated the PowerPoint material. The majority expressed that they gained knowledge, they will incorporate new practices, and make changes to improve care of their livestock. Adult producers verbally expressed that the material was beneficial and pertinent.



ANNIE'S PROJECT

REACHES WOMEN WITH AGRICULTURAL INTERESTS

Situation:

Annie's Project is a methodology for delivering multi-session educational programs to women farmers and ranchers that leads to transformational learning. The concept was developed in Iowa and has been popular across the country – so much so Wyoming constituents were requesting the program.

The program responds to a need by women involved in agriculture to build management skills and connect with peers through fellowship.

Educators facilitating the Annie's Project program must be trained by the originators of the program (Iowa State University Extension). In 2011, state specialist Cole Ehmke wrote a proposal to the USDA Risk Management Agency seeking funding to provide training for Wyoming educators in Annie's Project. Ehmke and area educator Tammie Jensen had been interested in working with the Wyoming Women in Ag organization, which had requested the program.

The application was successful, and training was offered to eight educators in November 2011. That same winter, Jensen offered a program in Lusk, and southeast area educator Jeff Edwards, with educator Mae Smith observing, offered a program in Torrington. Jensen and Edwards



had classes of six sessions with about three presenters per session, and a meal was provided each session.

The response was excellent. Both facilitators found a high level of interest in response to their marketing. The work of the local facilitator is significant. Local steering committees gauge interest of area clientele and identify topics of interest; meetings plan and build interest in the program; class dates are set; potential speakers and content experts are identified and vetted; agendas are finalized; food (and people to assist with the food) is planned;

interaction and feedback with the participants is maintained; and the aspirations associated with Annie's Project programs are maintained.

Impacts:

Sixteen women participated in the Lusk-based sessions in January and February. Topics included True Colors personality type assessments, determining the cost per pound of protein in beef, determining the value of added grain for beef, goal setting, lending, strategic marketing, non-titled property transfer, financial statements, enterprise budgets,

farming with disabilities, exploring new markets, and business transfer and succession.

In the Torrington-based classes, held in spring 2012, 24 women participated. Educational topics included the Keirseley temperament sorter and generational communication, social media, Quick-Books, AgrAbility, agriculture and current legal issues, entrepreneurship and value Added agriculture. A PKG (perceived knowledge gained) was established for each of the topics and ranged by topic from 27.5 to 105.3 percent. Participants were asked to self-evaluate the level of knowledge they have concerning a topic prior to and after the presentation. PKG is Post-session rating minus Pre-session rating divided by the Pre-session rating and multiplied by 100.

Other data collected in Torrington, using a 1-5 modified Likert scale (1=low value and 5=high value) indicate that the program was valued (4.6), that the information will be used by the participants (4.6), and the program will be highly recommended to others (4.9). Two-thirds of the

"I had no expectations going into it and met, learned, shared, received tenfold."

participants are willing to serve on a steering committee to help develop programming for a future Annie's Project session.

General comments from participants include:

Excellent program! Thank you! Some type of occasional follow-up info/meeting would be great. Maybe encourage/start a younger population to join Homemakers! Provide info on their groups/meetings. Have barely given the (registration) fee a 2nd thought. The evenings and education were worth so much more!

This was such a great experience! I had no expectations going into it and met, learned, shared, received tenfold. Thank you!

Great job everyone! The first [Annie's Project] was a success!

Annie's Project in Wyoming expanded this winter with programs in Converse and Niobrara counties (a Level II program of further content offerings for the

original class members to continue their affiliation), the Wind River Reservation, Fremont County, and possibly Goshen County again. Funds to support the program at \$1,500 each will be provided by Farm Credit Services of America (in a special arrangement to support Annie's Projects in the four states served by FCSA).



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Annie's Project Evaluation Data (Overall Program)	Likert Ranking 1=poor or not at all to 5=Excellent or very much so
What is the overall score you would give this Annie's Project	4.6
Did Annie's Project meet your expectations?	4.5
Will you use the information presented?	4.6
Would you encourage others to participate in Annie's Project?	4.9
Are you interested in serving on the Steering Committee for a 2013 Annie's Project in Goshen County?	3.6
Sample Size	20



4-H MENTORING PROGRAM **makes**

Situation:

Across America, 68.7 percent of American youth are living in non-traditional families, according to the U.S. Census Bureau. This may include stepfamilies, single-parent households, grandparents, and/or non-relatives. According to the National Center for Health Statistics, one out of five children has learning, emotional, or a behavioral problem due to the family system changing.

The Search Institute's framework of Developmental Assets points out, "Studies of more than 2.2 million young people in the U.S. consistently show that the more assets young people have, the less likely they are to engage in a wide range of high-risk behaviors. The average young person experiences fewer than half of the 40 assets." When reviewing the list of 40 developmental assets, more than half of them incorporate another caring adult, the community, and/or activity involvement.

In 2010, the Office of Juvenile Justice Delinquency Prevention (OJJDP) created a partnership

with National 4-H Council and 50 state 4-H programs to create prevention programs for at-risk youth ages 8 through 17 years.

With assistance of the OJJDP/ National 4-H Grant Program, a 4-H Mentoring Program was created in Uinta County. The mentoring program was modeled after the 4-H Mentoring: Youth and Families with Promise Program in Utah, a prevention program designed to enhance the developmental assets of at-risk youth. This program consists of three components:

1. One-to-one or group mentoring in which volunteer mentors work directly with youth to build academic and social skills.
2. 4-H involvement that serves to enhance social competencies through leadership opportunities, community service, and group projects.
3. Family Nights, which are group activities that bring the child and their families together in constructive activities as a means to foster family bonds by utilizing referrals

from social service agencies, school counselors, teachers, and administrators, and other youth-serving organizations. The program has grown to encompass a set of youth that have been matched to caring adults from within the community.

The short-term goals include:

- Improved academic performance
- Enhanced social competencies
- Strengthened family bonds
- The long-term goals include:
 - Increase developmental assets
 - Decrease juvenile delinquency

Impacts:

Structural development is vital to the success of the Uinta County 4-H Mentoring Program. Development of youth, parents, and mentor handbooks provide stability through program summaries, guidance on goal achievement, commitments by all participants in the program, understanding of

*...their outlook on
life has improved*



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lasting impact on youth

relationships, success measures, and steps to concluding the relationship. Marketing pieces have resulted in relation building with social services agencies, religious services, and schools as measures to recruit youth into the program.

Results have been tracked using evaluations of parents of the youth in the program and mentors.

Performance measures show:

- On average, mentors and mentees spend somewhere between four and 12 hours together a month.

- 100 percent of the parents expressed how positive and happy they were with the mentor / mentee matches.
- Number-one challenge faced by matches is time.
- 100 percent of the parents state their children love doing activities with their mentors.

- Family participation at family nights continues to thrive.

Using a Likert scale, parent and mentor evaluations show all youth have:

- an increase in self-confidence
- their outlook on life has improved
- More positive changes and/or positive choices since enrolled in the program.





RANGELAND RENDEZVOUS FORUM

builds vegetation assessment, rangeland monitoring skills

Situation:

Rangelands are landscapes on which the native vegetation is predominantly grasses, grass-like plants, forbs, or shrubs and are managed as a natural ecosystem. Rangelands cover about half of the earth's land surface and around 85 percent of Wyoming. With this much rangeland and opportunity for education, it was decided to start an outreach effort focusing on these landscapes. Thus, the first annual Rangeland Rendezvous.

University of Wyoming Agricultural Experiment Station's McGuire Ranch is northeast of Laramie and has been used primarily for late summer and fall grazing by the UW cattle herd. The Laramie Research and Extension (R&E) Center director and beef cattle manager determined a more concerted vegetation management strategy was needed for the property. They requested help in collecting information for a baseline inventory to assess vegetation condition and to develop clear rangeland management goals for the property. This was a great opportunity to provide an

educational forum on vegetative communities and rangeland monitoring while collecting a real baseline data set for the ranch.

A three-day camp introduced and was used to discuss the use of Ecological Site Descriptions (ESDs), the basics of invasive weed mapping, plant identification, and vegetation monitoring methods. The format was a half-day in the classroom followed by two and a half days in the field. Participants and instructors camped on the ranch. Teams were formed, and each was given two sections (1,280 acres) of the ranch to identify appropriate monitoring locations, install vegetation transects to collect vegetative cover, clip and weigh to estimate forage production, and identify special management concerns. On the last day, data were compiled and analyzed and alternative grazing management scenarios explored. Fifteen individuals participated in the program, and a Natural Resources Conservation Service rangeland specialist, one UW Extension educator, and five state specialists conducted the workshop.

“I think you guys did great for your first time, do it again!”

Impacts:

Monitoring locations were identified and visited to collect data. Vegetation data were collected and calculated to evaluate plant community composition and biomass. The final day of the workshop, data were discussed in accordance to the goals and objectives for the property. Participants brainstormed potential management strategies that were discussed with the beef cattle manager. A final report is being compiled to give to the R&E center director and beef manager as a baseline inventory and analysis for the McGuire Ranch.

Evaluation results

When asked what three concepts or techniques were learned that made the largest impression, participants commonly mentioned:

- plant identification
- selecting monitoring sites
- monitoring methods

Participants were asked how they would use workshop information to change management. A few responses included:

- For my own small acreage and the ranch I consult with
- More transects could be better than more points
- I will try to increase number of transects, ecological keys, and weed mapping GPS method

One of the overall objectives of this first workshop was to gauge interest in the program and if participants believed they would apply the information and knowledge gained. The Rangeland Rendezvous proved successful, as noted from a participant, “I think you guys did great for your first time, do it again!” True impacts will become more evident as the program continues in future years. This multi-pronged approach of time in both the classroom and field coupled with building relationships during discussions around the “campfire” has the potential to impact the management of Wyoming’s rangelands.

Table 1. Average responses to question regarding the workshop

Questions	Responses (1=poor or not at all, 5=excellent, very well, definitely)
Overall score for workshop	4.75
Questions answered by workshop	4.75
Information used to change mgt.	4.625



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Eat Wyoming statewide local food expos bring together consumers and local growers, producers

Situation:

The Eat Wyoming project was started to enhance and expand existing relationships among specialty crop growers and local food producers and consumers in Wyoming. Over the past two years, successful efforts produced a local foods guide, piloted two local foods expos, and provided training on organizing and hosting regional local foods expos. The project expanded to a statewide effort. Five local foods expos of various styles and collaborations were held the spring of 2012.

Area nutrition and food safety educators coordinated the expos. In the Northeast Area, Kentz Willis hosted the second annual Local Food Expo in Sheridan. Southeast Area educator Diane Saenz collaborated with Laramie

Local Foods at its yearly local foods event, and Converse, Natrona, and Niobrara Area educator Denise

Smith held a local foods expo in collaboration with a high tunnel project in Lusk. Chris Pasley, Southeast Area educator, held a local foods expo in Wheatland and, in the West Area, Jennifer Jacobsen collaborated with the Sublette Local Food Alliance for the second annual Local Fest in Pinedale. Each event was unique to the community in which it was held, but all centered on the theme of bringing local growers and producers together with local community members or consumers. Workshops included various topics from gardening, raising and butchering backyard chickens, worm composting, and food preservation, to Dutch oven cooking, and more. Expos were one to three days long and featured local and nationally known speakers.



Impacts:

Based upon written evaluations from participants and producers who attended the five state-wide local foods expos, the events met expectations and were worth the time to attend.

Of participants surveyed:

- 98 percent responded the expo inspired to explore more about Wyoming local foods
- 94 percent responded the expo inspired to think about growing their own gardens
- 96 percent responded the expo helped acquire knowledge and skills to help use local foods
- 93 percent responded the expo increased knowledge regarding benefits of eating locally produced foods
- 94 percent responded the expo gave greater understanding of local food vendors and opportunities
- 94 percent responded the expo introduced local food resources available in Wyoming

Of producers surveyed:

- 57 percent responded the expo allowed them to better promote Wyoming local foods
- 29 percent responded the expo broadened the scope of their audiences and markets
- 33 percent responded the expo helped connect them with potential consumers in the state
- 33 percent responded the expo helped connect them with other growers and producers in the state
- 24 percent responded the expo increased knowledge of specific venues for selling products

100 percent of participants and producers responded they would recommend a local food expo to friends and colleagues while 99 percent responded they would be interested in taking classes related to local foods.

The majority of participants increased their knowledge about local foods in Wyoming and indicated they were inspired to grow and/or use



them more. Based on the assumption that those participants will use and grow more local foods, there will be an increased awareness of local foods in Wyoming and an increase in purchases and sales from local producers. Since the majority of local foods are whole and minimally processed foods, we can assume there will be an increase in whole and minimally processed food consumption in Wyoming. Expanding these efforts promotes local whole and minimally processed food consumption, which will increase in Wyoming; we hope to see a long-term increase in health among Wyoming consumers of local foods.

*the expo increased
knowledge regarding
benefits of eating locally
produced foods*



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LEADERSHIP INSTITUTE

increases confidence to assume leader

Situation:

Community leadership has evolved in the last few decades. Community leadership is now thought of as a shared responsibility. Shared leadership recognizes the potential of all people to be leaders.

In spring of 2010, the Evanston Chamber of Commerce director met with the UW Extension community development educator to discuss starting leadership programming in Uinta County. The (UCLI) had been established by a former CDE educator in 2005 but had lapsed while the position was vacant. Extension and the Evanston chamber formed a partnership to revive the leadership institute.

Based on the principles of the Extension Volunteer Organization for Leadership, Vitality and Enterprise (EVOLVE) model, the steering committee of local leaders and interested community members met for 10 months to plan, organize, and market UCLI Class II. In keeping with the EVOLVE model, local resources and experts were utilized for speakers, funding sources, and community partners.

Three core components were included: skill-building sessions along with an individual leader-

ship skill assessment, community-based experiences (CBE), and a group project. Class II of UCLI began in September 2011 and met for one skill-building day a month. Many leadership topics were covered, including team building, communication, conflict resolution, the Social Action Process, decision making, and ethics. Participants met between monthly class days to take part in community-based experiences. The CBEs introduced participants to different sectors of the community, such as businesses, departments of county government, state agencies, board meetings, and local educational institutions. The class also participated in a leadership skills assessment day, which tested participants' leadership skills through five different simulations. Specially trained observers watched the simulations and evaluated each participant based on four leadership capabilities: sense-making, inventing, visioning, and relating.

Twenty-one participants completed the seven-month program. Following graduation, class members participated in a final group project, which was a roadway cleanup day in Evanston and the Bridger Valley.

Impacts:

After each monthly session, participants completed a session evaluation to give feedback on the presentations and the ideas learned that day. A post-graduation evaluation mailed to graduates assessed the institute and the participants' overall experience. More than half of the graduates completed the final evaluation.

Based on the data, UCLI was a successful learning experience for participants.

- 75 percent rated the institute as Very Good or Excellent; the remaining 25 percent rated it as a Good experience.
- 75 percent said that participating in UCLI had improved or greatly improved their ability to build relationships and networks within the county.
- 83 percent believed that participating had improved or greatly improved their knowledge of the community.

Several participants made the connection between skill development and real-life applications.



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roles in Uinta County

One participant in particular saw the intertwined nature of lifelong learning and community involvement. “Regardless of what you do, where you are in your life, and where you are headed with your career, you can always buildup stronger skills and learn new things. It is good to have knowledge of what there is in your community to offer you so you can be a better person in your field of work and in your community.”

UCLI increased participants’ skills, capabilities, and confidence to take on a leadership role – whether at work, school, church, home, or in the public/civic sector.

“Regardless of what you do, where you are in your life, and where you are headed with your career, you can always buildup stronger skills and learn new things.”

