



2015 EXTENSION  
**IMPACTS**



UNIVERSITY OF WYOMING

# 2015 EXTENSION **IMPACTS**



Cent\$ible Nutrition Program associate Marilou Vaughn, center, with Kerri Reece, left, and Kristin Althoff during a CNP class in Riverton.



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# Cross-collaboration leads to **GREATER UNDERSTANDING OF SERVICE**



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## Situation

Campbell County is viewed as a high-income area, but many families are living in poverty. Some youths who spend countless hours at the local Boys and Girls Club come from families struggling to provide basic needs. This facility houses hundreds of youths throughout a given year with many activities available including crafts and games. Campbell County 4-H partnered with Boys and Girls Club to offer weekly service learning activities to provide additional activities that develop lifelong skills. The Campbell County 4-H educator sought funding through the Helen Miller Foundation, along with two other 4-H educators in Converse and Niobrara counties, to develop *Helping Hands Healing Hearts*. Each county received \$500 to develop activities in which youth dive into service learning.

Those involved in community service activities as youths are more likely to continue those roles as adults. Together with the Boys and Girls Club members, an assessment was formed of groups in the community in need or under appreciated. Members then created another sheet of activities in which they could give back. The program evolved from there; weekly activities were designed to motivate youths into service learning. For 23 weeks, youths wrote thank-you cards, created seasonal gifts, and learned about various branches of the armed forces.

Multiple community members came to the Boys and Girls Club including A Brotherhood Against Totalitarian Enactments (ABATE) Toy Store, the K-9 officer, and the Honor Guard. Youths learned the importance of various organizations as well as creating an awareness of “I can make a difference in my community.”



# LEARNING TO AT-RISK YOUTHS

## Impacts

Boys and Girls Club members collected trash around club grounds then returned to discuss how they had made a difference. Members evaluated the year-long afterschool program using a Likert scale to measure their increased knowledge, understanding, and appreciation for all groups affected. Members rated greatly, minimal, no, and not applicable. Of the 98 youths, 74.4 percent had a greater knowledge, understanding, and appreciation for their local community

and 82.2 percent of their non-local community with activities relating to the soup kitchen, Ronald McDonald House, and the Christmas ABATE Toy Store. After writing thank-you cards, 84.2 percent of youths rated a greater knowledge, understanding, and appreciation of their own families.

Many youths at the Boys and Girls Club have had negative relationships with local law enforcement, stemming from family disturbances or even substance abuse. About 80 percent of youths developed a greater knowledge, understanding, and appreciation for law enforcement after the *Helping Hands Healing Hearts* afterschool program. A consensus was formed that, when youths were involved with service learning activities, not only do they make a positive impact in their communities, they also make a difference in their own lives.

Approximately \$300 was spent to offer 98 youths this year-long afterschool program.

With a few hundred dollars, youths developed a greater understanding they can make a difference.

...NOT ONLY DO THEY  
MAKE A POSITIVE  
IMPACT IN THEIR  
COMMUNITIES, THEY  
ALSO MAKE A  
DIFFERENCE IN  
THEIR OWN LIVES.



<http://bit.ly/uintacde>

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- Programs and Services
- Community development Education home page



# Uinta County Leadership Institute

## MAKE **BIG IMPACT**

### Situation

The Uinta County Leadership Institute (UCLI) was established in 2004. Following the Extension Volunteer Organization for Leadership, Vitality and Enterprise model (EVOLVE), Class I of the institute successfully ran through 2005 and 2006. Class II started the fall of 2011, and 21 graduated from the institute in spring 2012.

Class II graduates were excited to share the experience with others. Six graduates met for a year to plan and implement the next class. The institute has three distinguishing features: once-monthly, skill-building class days, monthly community-based experiences, and a culminating group project.

With the help of the UW Extension community development educator (CDE), the steering committee spent time planning a process to ensure the group project was a successful part of Class III. The CDE educator interviewed graduates from Class II to solicit input and ideas.

Class III started in September 2013, and a community leadership fair was of-

fered at the October class day. Elected officials, department heads, and other community leaders were invited to present information on their organizations, needs, and hopes for the future. Class members, over a two-hour period, spoke to more than 40 local government, agency, and nonprofit representatives from across Uinta County.

Major goals of the fair were networking, learning, and helping participants identify community organizations' needs and finding appropriate ways to assist in meeting them. The group narrowed 30 community needs/issues to three. Class members divided into working groups based on personal interests, then spent a month developing specific ideas.

Each group presented their ideas when the class met in November and made a case for their chosen issues. After vibrant discussion, the class decided on a fundraiser to benefit Wyoming Cancer Resource Services. They spent the next six months developing the idea, planning an event, dividing up responsibilities and tasks, marketing, and soliciting sponsorships/donations.



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# participants

## THROUGH SUCCESSFUL GROUP PROJECT



Class III, With Penny Williams, Chris Aimone, Lauren McCoy, Kathy Gillespie Stahl, Kris Goble, Terri Arnell, Janel Campbell, Kiley Ingersoll, ShanDee Hemmert Welling, Toni Nolan, Dina Hollis Porter and Josh Welling.

THEY RAISED \$8,200  
FOR WYOMING CANCER  
RESOURCE SERVICES.

THESE FUNDS WILL  
SUPPORT UINTA COUNTY  
PATIENTS FOR MORE  
THAN A YEAR.

### Impacts

On May 11, 2014, Class III members hosted their Mother's Day Brunch fundraiser for Wyoming Cancer Resource Services, specifically to benefit Uinta County residents battling cancer. UCLI participants solicited sponsorships from many businesses and individuals across the county. They sold approximately 320 tickets before the event and served brunch to approximately 300 people.

Class members utilized what they learned through the class. They collaborated and partnered with other orga-

nizations/businesses; they effectively communicated their vision for the event and its marketing; they utilized effective problem solving and creative decision making; and they worked well as a team. They raised \$8,200 for Wyoming Cancer Resource Services. The Region IV Program director will use these funds to pay for gasoline cards and other travel expenses incurred while traveling to and from treatment. These funds will support Uinta County patients for more than a year.

Introducing a new community event was another major impact. This event gave families a chance to honor their

mothers locally and contribute to a worthy cause. The mayor of Evanston in her weekly radio program commended UCLI class members for putting on "such a wonderful, new community event."

One of the most exciting long-term impacts from the institute is the smooth transition between implementation and planning. After Class III concluded, nine class members immediately signed up to be a part of the steering committee for Class IV.



# Partnerships offer land stewards OPPORTUNITY TO LEARN ABOUT ECOLOGICAL SITE DESCRIPTIONS at local level

## Situation

Ecological Site Descriptions (ESDs) contain information characterizing a distinct type of area (ecological site) on the landscape. The biotic and abiotic (e.g., climate, soil characteristics, plant communities, etc.) features of an ecological site are identified to differentiate one site from another, as well as ecological dynamics. In other words, how disturbance processes (e.g., drought) and management can affect a site. A state-and-transition model (STM) accompanied by a written narrative is included in an ESD to illustrate and explain these complex relationships.

ESDs enable land managers and owners, scientists, policy makers, and educators make informed rangeland management decisions. Agencies are starting to develop ESDs for other ecosystems such as forests and riparian systems. The need for ESD outreach and education will continue.

The Society for Range Management (SRM) led a national effort to train individuals about ESDs, including highlighting current research. Due to limited resources, there is a need to offer similar trainings at a more local level – particularly in a state such as Wyoming, in which approximately 85 percent of the land is

classified as rangelands. The University of Wyoming Extension (UWE), Natural Resources Conservation Service (NRCS), Wyoming State Lands, and the conservation districts of Sweetwater and Sublette counties collaborated with the Wyoming Section of the SRM (WY-SRM) to offer a workshop to address this need.

The first half of the workshop was classroom based. West Area educator Windy Kelley provided a brief overview of ESDs, their history, and how the workshop came to be. Karen Clause and Bryan Christensen, both with NRCS, introduced participants to ESDs, soil correlation, and STMs. The second half

of the workshop was field-based. Participants were split into two groups and rotated through three different ecological sites. They got their hands dirty texturing soil and identifying each ecological site among themselves. Mike Henn (Wyoming State Lands) led the group in a discussion about management history and implications. NRCS and Sublette County Conservation District employees provided additional instruction.

Forty-eight people attended the workshop from Laramie, Albany, Sweetwater, Fremont, Sublette, Lincoln, and Uinta counties.





## Impacts

A survey assessed pre- and post-workshop knowledge about ESDs and STMS and participants' abilities to access and use the management tools.

Knowledge increased for all of the key points in the pre- and post-self-assessment of those who completed and submitted the workshop evaluation.

The four key points participants reported their knowledge increased the most on a scale of 1 (low) to 5 (high) were:

- Ability to define an ecological site: Pre- 2.82; Post- 4.14
- Know how to access ESDs and soil survey information: Pre- 3; Post- 4.27
- Understand the relationship between soil survey and ecological sites: Pre- 3.05; Post- 4.18

- Know what STMs are and how to use them to make informed land management decisions: Pre- 2.86; Post- 4.

Respondents reported the field portion of the workshop helped them better understand ESDs (average 3.25 on a scale of 1 to 5, with 1 being strongly disagree to 5 being strongly agree). They reported being satisfied to very satisfied with the workshop structure (average 3.55) and materials (3.55) (scale of 1 to 4, with 1 being very dissatisfied and 4 being very satisfied).

Participants received a binder of materials including a copy of the Inter-agency Ecological Site Handbook for Rangelands (January 2013) and a number of handouts. Several individuals unable to attend requested a copy of the workshop materials. The materials, including presentations, were compiled and posted

on the WY-SRM website to make accessible to interested individuals and/or groups.

The field portion of the workshop was filmed. The film is being edited and created into three short videos to post on-line for individuals who want to learn more about ESDs and STMs.



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<http://bit.ly/subcoresources>

Sublette County Agriculture  
 and Natural Resources

- Permittee monitoring
- Rangelands through time
- Snowpack graphs



# *PERENNIAL COOL-SEASON GRASS HAY TRIAL IDENTIFIES ALFALFA OPTIONS*

## Situation

Although alfalfa makes excellent hay for livestock, its stand longevity is generally only five to seven years with reduced production starting after year three. Replacing a depleted alfalfa field with a new alfalfa crop generally requires the field to be tilled and planted to an alternative crop such as millet for a year or two before the field can be returned to alfalfa. If the field is flood irrigated, additional operations for leveling are required, further increasing hay production costs. Another issue for some alfalfa producers is depredation of the fields by antelope and deer.

Cool-season perennial forage grasses could produce comparable yields of good-quality forage (hay and/or grazing) over an extended number of years and reduce hay production costs. Determining potential of some of these grasses in replacing alfalfa as a forage source for this region was initiated in 2003 at the Victoria Station Ranch (Larry Vignaroli, owner) along Clear Creek in northern Johnson County, and on the Neltje Ranch (Ray Daly, operator) along lower Piney Creek in southern Sheridan County.

Nine grasses ('Luna' and 'Mandan' pubescent wheatgrass, 'Critana' thickspike wheatgrass, 'Rosana' western wheatgrass,





<http://bit.ly/jocoextension>

Johnson County Extension

- Land and Livestock Newsletter
- Grass hay trials
- Low-cost cow/calf program

'NewHy' hybrid wheatgrass, 'Bozoisky-select' Russian wild-rye, 'Regar' meadow brome-grass, 'Manchar' smooth brome-grass, and 'Hycrest' crested wheatgrass) were seeded into replicated plots at the two ranch sites in May 2003. The sites were irrigated and fertilized, weeds controlled, and following sample collection for hay yield estimates, sites were harvested.

The Northeast Area range educator based in Johnson County provided annual yield data from the 10-year trial to hay producers and others through the *Land and Livestock Newsletter*. Forage quality data was furnished as was information on irrigation timing and nitrogen fertilization timing and rates.

## Impacts

Five of the nine grasses produced similar to higher hay yields all 10 years from a single harvest in late June compared to that of two harvests (June and August) for alfalfa (Wyoming Agricultural Statistics 2004-2012, Johnson and Sheridan counties).

A survey was sent to recipients of the *Land and Livestock Newsletter* in August 2014 asking how results of this grass hay trial may have benefited them. Of those who responded, 90 percent indicated the information was of benefit. They became aware of other grasses for hay production instead of the standard grass of the region – 'Manchar' smooth brome-

grass. Some respondents indicated they planted new fields to a meadow brome-grass based on the hay yield data from this trial and were very happy with its performance. Others stated they would plant more acreage to a grass instead of alfalfa and that the information would help them with species and variety selection.

Results of this trial and the previous positive feedback from hay producers of this region inspired the educator to apply for a Wyoming Department of Agriculture – Agriculture Producer Research Grant in 2013 to investigate hay yield production of two varieties each of seven perennial cool-season grass species under full and limited irrigation. The Wyoming Department of Agriculture commissioners funded the request. In addition, the Wyoming Agricultural Experiment Station matched the awarded funds. The project will be at the Sheridan Research and Extension Center's Adams Ranch next to Sheridan College.



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# Body Works

teaches healthier lifestyles to youths, adults



## Situation

Being overweight and obese increases risk among children to develop type 2 diabetes, elevated blood pressure, non-alcoholic fatty liver disease, elevated cholesterol, and being overweight and/or obese entering adulthood. According to the Robert Wood Johnson Foundation, health expenses related to childhood obesity are approximately \$14 billion per year.

The rate of Wyoming high school students overweight and obese increased from 17.4 percent in 2001 to 23.5 percent in 2013. In 2013, 64.4 percent of adults in Wyoming were overweight and/or obese as reflected in the Behavior Risk Factor Surveillance System. As obesity rates rise for adults, the risk increases for developing type 2 diabetes, coronary heart disease, stroke, hypertension, arthritis, and obesity-related cancer.

The *BodyWorks* program, developed by the Office on Women's Health, U.S. Department of Health and Human Services, teaches healthier lifestyle options in a family-centered approach. Parents and youths learn to make small, specific behavior changes to help them achieve and/or maintain a healthier weight. Three pilot programs were in Laramie 2012-2014. Instructors were one University of Wyoming (UW) Extension area nutrition and food safety educator, one 4-H youth development educator, and volunteer community nutrition students from the Department of Family and Consumer Sciences at



<http://www.uwyo.edu/foods/>

University of Wyoming Extension Nutrition and Food Safety

- Healthy Lifestyles/Healthy Youth
- Dining with Diabetes
- Nutrition and Food Safety
- Cent\$ible Nutrition Program
- Eat Wyoming

the University of Wyoming. Five weekly classes consisted of 90 minutes lifestyle education and 30 minutes group discussion while eating a healthy meal prepared by the youths. Topics were: Tools for Changing Habits; Basics of Healthy Eating; Portions, Plate and Planning; Move, Shop, Cook and Eat Together; and Your Environment and Media Influences.

In 2012, two *BodyWorks* trainers from Seattle, Washington, provided a train-the-trainer program to extension's nutrition and food safety extension educators. The program can now be offered throughout Wyoming.

## Impacts

Ten adults and seven youths participated in the *BodyWorks in Wyoming* program.

Adults were given pre- and post-program questionnaires prior to the first session and after the fifth session. Adults and youths completed a one-page post survey after the fifth session. Weekly check-in cards collected at the beginning of the second through fifth class documented lifestyle behaviors participants set as goals during the week.

Parental agreement increased significantly from pre- to post-program on the following statements:

- I know how to make changes in my home that will support my child's health.
- I know how I can help my child change their eating habits.
- I know how to set realistic physical activity goals for myself.

- I know how to set realistic nutrition goals for my family.
- I know how to plan weekly meals for my family.
- I am able to plan physical activities for the week for my family.

The greatest increase in knowledge as reflected in the post-surveys:

### Adults

- The division of responsibility with feeding
- My Plate

### Youths

- Making healthy food choices.

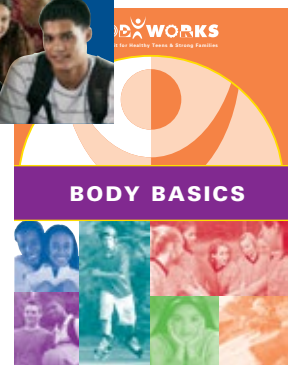
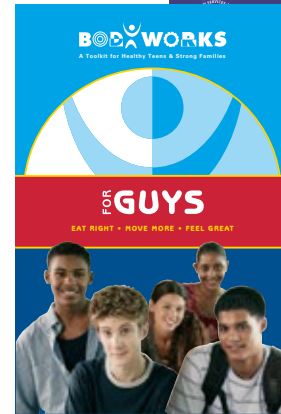
Reported intention to behavior change as reflected in the post surveys as a result of attending the *BodyWorks in Wyoming* program:

### Adults

- 88 percent reported intention to increase physical activity
- 63 percent reported intention to exercise more with their child
- 75 percent reported intention to eat more healthy foods

### Youth

- 71 percent reported intention to eat more healthy foods
- 57 percent reported intention to exercise more with their parent



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# Ranch Management Institute

## PROVIDES RANCHERS IN-DEPTH INFORMATION

### Situation

The Wyoming Master Cattleman program has been successful for five years with over 200 producers completing the program throughout Wyoming. Evaluations guide the current program and provide insight as to the next steps needed in Wyoming.

Producers consistently identified wanting more in-depth education on tools to aid decision-making and understanding how that would affect the overall ranch business. The ranch management institutes targeted producers expressing a demand for this education as well as other producers searching for decision-support tools. The objective is to enhance Wyoming rancher sustainability.

Producers received training on ranch assessment, financial enterprise analysis, stochastic planning tools, and action plans. They were provided these tools on a sub-notebook computer so they could continually utilize the concepts and tools. Graduates completing all required assignments were able to keep the sub-notebook computer for future use of the tools.

Thirty-four ranchers attended four ranch management institutes held in separate Wyoming locations – Bear River

Station, Lander, U-Cross, Hoback – to facilitate travel issues. Over three days, participants learned how to complete an action plan to address changes in their base ranch assessments, complete an example action plan with the group, and complete an action plan for their own ranch. Thirty-one out of the 34 graduates completed a ranch assessment, an analysis of three different changes to the ranch assessment, and an action plan. Each participant's registration fee covered the cost of the hardware for the course.

Partial funding in the amount of \$21,000 was obtained from the Western Center for Risk Management Education. An additional \$3,000 was obtained from the USDA Risk Management Agency for the June 2014 program.

### Impacts

Successful participants completed surveys at the end of the program.

- Was the information useful for their ranching operation: 65 percent strongly agreed and 35 percent agreed.
- Would they use tools or concepts taught in the program to make decisions on their ranch: All indicated they would.

- Estimate the value created from attending this program: All indicated value was created, and 88 percent indicated more than \$3,500 in value was gained from attending this program.
- 100 percent would recommend the program to other producers.

### Individual Examples of Success and Quotes from Attendees

One participant arrived at the Bear River program intending to analyze a ranch partnership opportunity. Using the information and tools presented, with additional outside information, he realized the ranch partnership was not the best solution. He pursued other opportunities and purchased a different ranch as sole proprietor. He returned to the program and attended the classes at the Hoback location so he could apply the information and tools to his new ranch. The presenter team has also scheduled time with him to meet at his ranch and continue the educational process.

### Producer comments

"It is tough to answer the question of how much value is created, it doesn't take much to amount to 5 to 10 thousand dollars when one sees 500 and 599 pounds selling for \$2 per pound or more.

---

#### Team leader and members:



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The insurance information seems like a government giveaway, but it may be reckless to thumb my nose at it if doing so disqualifies our ranch from any disaster help. We all know wrecks can happen. So in the end, since I am reluctant to exaggerate, I would answer \$5,000 - \$10,000."  
– Hoback participant

"The amount of information was almost overwhelming since I am not the one that usually works on these things on our ranch. Having the tools and the information pre-loaded on the laptop has been a big help. I have been able to work on the information on my own timetable." – Bear River participant



<http://bit.ly/ranchtools>

Wyoming Ranch Tools

- Partial budget
- Net present value
- Genetic investment
- Stocking tool
- AUM value tool



**Barton Stam**  
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Sublette County 4-H

# *Afterschool Program*

leads partnership providing for early release Fridays and more



Top, students worked with staff and volunteers learning how to cross country ski. Left, Scotia Auld works with high school intern Emmilee Eaton learning about the Science of Energy. Right, youths during a 4-H Free Friday.



THE ABILITY OF  
FIVE VERY DISTINCT  
ORGANIZATIONS TO  
COME TOGETHER  
TO SOLVE A COMMUNITY  
CRISIS IS THE MOST  
IMPORTANT IMPACT OF  
THIS COLLABORATIVE  
EFFORT.

## Situation

Sublette County 4-H daily after-school programs entered their sixth year in fall 2014. Programming has relied on 4-H staff members, volunteers, and governmental agencies in Pinedale. Other educationally enriching opportunities for Pinedale youths have been special interest, short-term classes through the local Board of Cooperative Educational Services (BOCES) program. These four-to eight-week classes are taught typically once a week by instructors paid by BOCES. Recreation opportunities exist through the Pinedale Aquatic Center but only for youths 8 and over. The Sublette County Library also provides programming for youths on limited days.

In the spring of 2013, the Sublette County School District No. 1 Board of Trustees voted to revise the school district calendar beginning fall 2013 to include an early release time each Friday for more teacher in-service and collaboration (professional learning communities) time.

Anticipating this change in the school calendar would be burdensome for working families, Sublette 4-H afterschool immediately began searching for solutions. The 4-H afterschool program could not singlehandedly undertake the burden of an additional 20-plus hours a week

without significant impact to staffing and budget. Thus, the program convened a meeting of a number of community partners that offer programming to the 4-H afterschool program. These included Sublette BOCES, the Sublette County Library (Pinedale), the Pinedale Aquatic Center (PAC), and the Pinedale Fine Arts Council. This group developed a plan to share Friday programming so each group would provide activities for youths once per month with the occasional fifth Friday per month being a collaborative program. To not affect parent budgets, the groups agreed to provide free programming, thus designating the program as “Free Fridays.”

Thirty-six Free Friday sessions were held over the school year with a variety of activity options for youths including national theater performances, science, technology, engineering, math, cross

country skiing, and art programs. A total of 915 youths participated in the multiple sessions of Free Fridays. Sixty-five were new contacts for the Sublette County 4-H Afterschool Program with an investment of over 432 hours, which includes 132 hours of 4-H time.

## Impacts

The ability of five very distinct organizations to come together to solve a community crisis is the most important impact of this collaborative effort. Had this solution not been found, many of Pinedale’s families would have been forced to restructure their work lives or, worse, send children home on Friday afternoons without supervision.

Year-end surveys clearly show this collaborative program met the need of working families, and that parents were very grateful for the efforts. Additionally, organizers of Free Fridays used survey feedback to slightly restructure the program for 2014 incorporating one central online registration site for all Fridays and keeping the location of the renamed “Friday Fun Zone” at the Pinedale Aquatic Center. Survey feedback indicated the same location each Friday was preferred; each partner still provides programming on their assigned Friday but at the PAC rather than their own facility.



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<http://bit.ly/subcoafterschool>

Sublette County 4-H  
Afterschool

- Garden of Eatin’
- Goals
- Photo gallery
- Pinedale Afterschool
- You Choose Tuesday

Collaboration between University of Wyoming  
Extension entomologists, state, city, industry leads to

## EFFECTIVE WEST NILE VIRUS VECTOR MOSQUITO CONTROL FOR FOURTH YEAR

### Situation

Many mosquito abatement districts in Wyoming tasked with combatting the vector of the West Nile virus (WNV) have limited budgets for training. Extension entomology specialist Alex Latchinsky, Keith Wardlaw, city of Laramie Mosquito Control supervisor, and entomology assistant specialist Scott Schell submitted a request for education program funding to the Wyoming Department of Agriculture–Emergency Insect Management Grant committee. With additional funding from Adapco, Inc., we proposed a training course in Laramie in May to match the initial employment period of people hired for seasonal mosquito control work around the state.

Grant funds enabled the University of Wyoming to bring in Dr. Tom Janousek of Pest Consulting Services, a mosquito control specialist and consultant, as lead trainer. Nate Hill, from Adapco Inc., a company that specializes in mosquito control products, gave presentations on the proper use of various control products and funded part of the course. The entomology teaching laboratory at the University of Wyoming, the city of Laramie’s mosquito control shop, and mosquito habitat locations near Laramie were as training venues. The Wyoming Department of Agriculture’s Emergency Insect Management Grant (EIMG) program, in the amount of \$5,200, paid speaker fees, travel expenses, meeting incidentals, and lodging for people sent by

various mosquito abatement districts to attend the training program.

The 12-hour program was May 20-21, 2014. Twenty people from 14 different Wyoming mosquito abatement districts attended for classroom presentations, equipment, and product demonstrations. Hands-on training in the field along with reference handouts were provided. Mosquito samples for perfecting identification skills and reference specimens were available for attendees to take back to their districts.

HAVING WELL-TRAINED :  
MOSQUITO ABATEMENT :  
PERSONNEL QUICKLY :  
RESPOND WILL HELP :  
ENSURE THE HEALTH :  
AND WELL-BEING :  
OF THE NATION :



<http://bit.ly/uwentomology>

University of Wyoming entomology

- Mosquitoes
- Insects on the farm
- Insect identification
- Grasshoppers



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## Impacts

Participants gained knowledge and confidence they are providing the best, within their budgetary constraints, mosquito and WNV vector management possible to the public. The first step in integrated pest management is identification of the pest, and participants increased skills in identifying larval and adult mosquitoes through hands-on practice. They learned how to recognize, sample, and monitor mosquito habitats. Attendees also learned about all aspects of mosquito control such as Environmental Protection Agency and state regulations, pesticide safety, personal protective equipment, application equipment calibration, vector surveillance, and virus detection.

WNV resurgence in the U.S. in 2012 showed the importance of having well-trained mosquito abatement personnel available every year to combat outbreaks of arthropod-transmitted viruses. The number of serious U.S. cases of WNV infection in 2012 exceeded that of any other year – there were 2,873 neuroinvasive cases and 286 deaths.

WNV was present in Wyoming, but only seven non-fatal human cases of the neuroinvasive form of the disease were reported in 2012. In 2013, Wyoming, Montana, Colorado, and South Dakota and five other states had the highest incidence of the serious form of WNV, per capita, of all the states. As of Oct. 7, 2014, Wyoming, unlike its surrounding states, had reported no human neuroinvasive WNV cases.

The estimated economic impact of an uncomplicated case of WNV fever is \$1,000. The cost of a single case of the neuroinvasive form of the disease ranges from \$27,500 to \$210,000, depending on severity, per patient with lifelong disability possible. The training was a wise use of public money if only one serious case of WNV was prevented.

Participants learned where they can get more detailed information on mosquito pests and advanced mosquito management techniques that will aid them



Mosquito control personnel from towns and weed and pest control districts learn to identify the West Nile virus carrier *Culex tarsalis* mosquito.

and the public they serve. Attendees learned how to satisfy the final reporting requirement of the Wyoming Department of Agriculture's Emergency Insect Management Grant program to maintain funding for mosquito abatement.

If new arthropod-vectored diseases are eventually introduced into the United States, having well-trained mosquito abatement personnel quickly respond will help ensure the health and well-being of the nation.



Real Food Program participants have hands-on cooking experiences in the food laboratory.

## Situation:

Americans spend approximately 80 percent of their food budgets on products that are highly processed, offer very little nutritional value, and contain a high amount of calories, unhealthy fat, and sugar. Consumption of processed foods and beverages is one of the main causes of the rise in obesity and obesity-related diseases of all ages seen today. Fast food is available just about everywhere, and processed foods make up the majority of foods at local supermarkets. Consumed consistently, people gain unhealthy excess weight and suffer diseases directly related to a high-calorie, low-nutrient diet.

With nearly 7 out of 10 Americans being overweight, 8.3 percent being affected with diabetes, and 1 in 4 dying of heart disease, the heavily processed, standard American diet is clearly in need of overhaul. But most people don't know how to go about changing their diets to a healthy one they can maintain for a lifetime. The Real Food Program's objective is to remove the confusion and frustration and give people tools they need to plan, shop, cook, and eat foods that are minimally processed, nutrient-rich, easy to prepare, and delicious.

The Real Food Program was designed as a five-week series with each week covering a new topic. Topics include:

- Definition of processed foods and whole foods; how to tell the difference.
- Packaging: how are products packaged to encourage you to buy them? What misleading practices are used? Detailed discussion on the nutrition label and ingredient list.
- Shopping and menu planning: learn how to plan and purchase whole, minimally processed ingredients while keeping within a budget.
- Organic and local foods: description of organic foods and whether they should be used. Information on how to locate local foods producers and their importance in our communities.



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### Nutrition: What does healthy eating really mean?

Advertising was placed in the *Casper-Star Tribune* to promote the Real Food Program. The response was so huge a second program was scheduled for March/April, a third for May/June, and a fourth for September/October. Each program filled with the maximum 12 participants. All five classes in the series included hands-on cooking in the foods lab with a variety of recipes using fresh fruits and vegetables, whole grains, local meat and eggs, and fresh herbs. Participants made their own tortillas, granola, roasted vegetables, smoothies, meatballs, marinara sauce from fresh tomatoes, and a variety of other healthy recipes.

### Impacts

Forty-two people completed the four 5-week series of classes throughout the year. Each participant filled out weekly program evaluations in addition to a longer post-program evaluation.

- 95 percent now read the nutrition label and/or ingredient list before purchasing.
- 100 percent responded “yes” to the question, “Has this program helped you make healthy eating changes?”
- 100 percent responded “yes” to the question, “Are you planning and preparing more meals now than you did before taking this program?”
- Participants reported they are now drinking less soda, eating out less often, cooking more at home, eating more vegetables, planning more menus, eating less sugar, and buying less packaged food.

### Written comments from participants

“This program has changed how I shop: I was at the store with my husband the other day, and we both noticed that our cart seemed less full because they were no boxes of food filling it up, just lots of fruits and vegetables!”

“We pay attention to labels and ingredients. We have stopped drinking pop. We are more aware of what we are eating, and my husband has lost weight.”



The Real Food Program encourages a variety of recipes that include fresh fruit, whole grains, local meat and eggs, and fresh vegetables.

“WE ARE MORE AWARE OF  
WHAT WE ARE EATING, AND MY  
HUSBAND HAS LOST WEIGHT”

“THIS PROGRAM HAS  
CHANGED HOW I SHOP”



<http://www.uwyo.edu/foods/>

University of Wyoming Extension Nutrition and Food Safety

- Healthy Lifestyles/Healthy Youth
- Nutrition and Food Safety
- Eat Wyoming
- Dining with Diabetes
- Cent\$ible Nutrition Program

# Wyoming Municipal Institute helps clerks, treasurers *UPGRADE SKILLS*

## Situation

The Wyoming Association of Municipal Clerks and Treasurers (WAMCAT) seeks to promote professional improvement and efficiency of clerks, treasurers, or finance officers in Wyoming cities and towns. Certification for clerks is offered through the International Institute of Municipal Clerks (IIMC). IIMC requires clerks to participate in 120 hours of education, which is primarily achieved by attending an approved institute hosted by a university. Treasurers have a similar process for certification through the Association of Public Treasurers of the United States and Canada (APT-USC).

Although certification for clerks and treasurers is not required statewide in Wyoming, a number of communities recognize its benefit and provide support for clerks and treasurers and in some cases make employment or raises contingent on obtaining certification. Until 2012, Wyoming clerks and treasurers had to attend out-of-state institutes to receive this education and certification. Training did not cover statutes and rules pertinent to Wyoming.



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In 2010, members of the WAMCAT leadership team approached members of UW Extension's Community Development Education team about hosting an IIMC institute for Wyoming municipal clerks.

Over the next year and a half, the community development team, working with WAMCAT to research the requirements for hosting an IIMC-approved institute, developed and submitted a proposal to IIMC for an accredited institute, which was approved. The team attended the Montana Local Government Center's Institute for Municipal Clerks, Treasurers and Finance Officers to increase understanding of programming and logistic requirements. They then developed a curriculum to meet IIMC and APT-USC certification requirements and obtained approval from APT-USC for offering an accredited institute.

Certification requires 120 hours of training. 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 of the initial session. The remaining 16 hours of education were offered June 12-14, 2013, with 62 participants. The second and third annual institutes of 40 hours training each were September 2013 and 2014, with 101 clerks and treasurers attending.

## Impacts

Six municipal clerks obtained their Certified Municipal Clerk designation,

and one clerk obtained Master Municipal Clerk designation. To earn credit for the institute from the IIMC, participants were required to complete an assessment that involved writing short essays addressing the "big ideas" participants took away from the sessions, how they would implement the new ideas into their work, and how they would overcome barriers or challenges to implementing the new information.

One example written by an attendee:

*"The rights of the public to know and participate are very important. We have to make sure we can educate our communities in their rights as citizens. Whether it be open meetings, closed meetings, committees for different projects or general information that they should be aware of and what they need to do if they choose to participate in these. We need to stress that this is their constitutional right to know and how their local government works. I believe this is one of the most important rights we can have as a citizen of my community and the United States of America."*

Evaluation results show the majority of participants believe the three institutes were valuable learning opportunities.

- 94 percent agreed institute curriculum was very good or excellent.
- 92 percent agreed session variety was very good or excellent.
- 91 percent believe opportunities to network with colleagues and experts were very good or excellent.
- 96 percent believed that, overall, the WMI was very good or excellent.



<http://bit.ly/laramiecocde>

Laramie County Community Development Education

- Leadership development
- Local government
- Nonprofit governance
- Facilitation and mediation
- Navigating community change
- Organizational skill development



Wyoming Association of Municipal Clerks and Treasurers members during Wyoming Municipal Institute training in Casper.



A dramatic landscape featuring a vast, golden field of mature crops in the foreground. In the distance, a small, dark barn stands on a slight rise. The sky is filled with large, dark, heavy clouds, suggesting an approaching storm or late afternoon light. The overall mood is one of resilience and preparedness.

Extension helps facilitate

**COMMUNITY**

**AGROSECURITY**

**PREPAREDNESS**





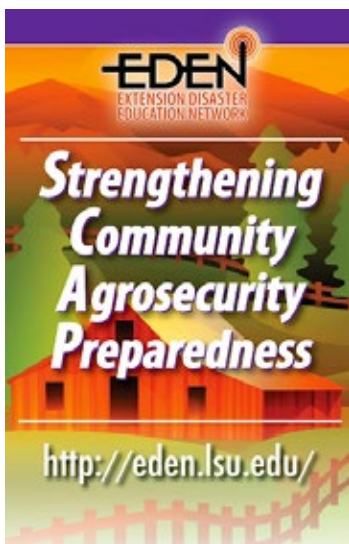
<http://bit.ly/wyoscap>

Wyoming Homeland Security Training Program

- Classes
- Training catalogs
- Blog

## Situation

A review of local emergency operation plans by several county emergency managers and the Wyoming Homeland Security Training coordinator showed most of the plans in the Converse, Natrona, and Niobrara (CNN) Area counties and many others in Wyoming were not refined enough to conduct effective disaster responses to agricultural instances or impacts. Wyoming Homeland Security attempts to engage agricultural interests in planning functions resulted in limited success. Expected effects to agricultural systems, due to lack of effective planning, were unacceptable.



Area educator Scott Cotton agreed to work with emergency managers and the Wyoming Homeland Security system to conduct a Strengthening Community Agrosecurity Preparedness (S-CAP) training session with support of the national Extension Disaster Education S-CAP Team using a curriculum proven effective in over 324 counties across the country.

The training program was in Casper September 24- 25, 2014. Attending were 28 individuals including producers, emergency managers, public health, state veterinarians, USDA veterinarians, brand inspectors, law enforcement, public health officials, animal/pet enthusiasts, Wyoming stock growers, Farm Bureau, Wyoming wool growers, Wyoming Business Council representatives, and other citizens.

The curriculum led the group through an understanding of disasters and the federal and state guidelines. The group reviewed significant agricultural systems and resources within the

### Scott Cotton



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area. Group members then reviewed emergency plans and the estimated available resources. The group listed risks to area agriculture and related vulnerabilities not currently addressed. The curriculum, delivered by lecture, video, case studies, and Power-Point, led to regularly paced, small-group discussions (based on county groups) to generate feedback and detailed recommendations to the group. Each set of discussions, findings, and suggestions were recorded by the groups for discussion within their counties. Each group was provided copies of their county's plan for further discussions within the counties.

## Impacts

Participants were given a pre- and post-test by the S-CAP team. All participants completed an evaluation for the S-Cap project and another for the Department of Homeland Security.

### Short-term impacts

- Several agricultural organizations and a number of producers realize the need to effectively interact with emergency managers to reduce risks to agricultural systems.
- Wyoming Homeland Security and several emergency managers have realized producers can assist with expertise and resources in disasters and that the University of Wyoming Extension is an effective conduit to conduct educational programs facilitating that connection.
- Threats and vulnerabilities related to agriculture in Natrona, Converse, and Carbon counties have begun to be addressed.

### Medium-term impacts

- Citizens and producers in three counties have indicated a willingness to work with emergency managers to update plans.
- Three state-level S-CAP trainers have been certified to allow replication of the program at low-cost and maximum convenience across Wyoming.
- Wyoming Homeland Security is interested in expanding its collaboration with UW Extension's Extension Disaster Education Network team.
- Emergency managers from Carbon, Fremont, Johnson, and Converse counties have expressed a desire for UW Extension to conduct additional sessions.

### Long-term impacts

- Expanded training could reduce possible agricultural disaster losses as much as 40 percent based on experiences in other states.



<http://bit.ly/uwyocnp>

Cent\$ible Nutrition Program

- Program highlights
- MyPlate
- Focus on health
- Picky eaters
- Stretching food dollar

3,019 ADULTS AND 2,386  
 YOUTHS PARTICIPATED IN  
 303 ONE-TIME EDUCATIONAL  
 LESSONS WITH 81 PERCENT  
 OF ADULTS AND 90 PERCENT  
 OF YOUTHS REPORTING  
 INTENT TO CHANGE BEHAVIOR.



# Cent\$ible Nutrition Program EMPOWERS FAMILIES TO EAT

## Situation

The Cent\$ible Nutrition Program (CNP) in Wyoming provides nutrition education for low-income families and is funded through two USDA programs: Expanded Family Nutrition Education Program (EFNEP) and Supplemental Nutrition Assistance Program-Education (SNAP-Ed). County-based educators teach participants how to feed their families better for less money. Areas of emphasis taught through an established and tested curriculum are:

1. Dietary quality includes eating and lifestyle behaviors consistent with the *Dietary Guidelines for Americans* and *MyPlate*.
2. Food resource management includes practices related to menu planning, thrifty shopping, and awareness of supermarket persuasion techniques.

3. Food safety includes safe handling, preparation, and food storage.

In the past year across Wyoming:

- 1,458 adults graduated from the program taking an average of 7.2 lessons. Total adult teaching contacts were 13,878.
- 3,019 adults and 2,386 youths participated in 303 one-time educational lessons with 81 percent of adults and 90 percent of youths reporting intent to change behavior.
- 2,962 youths participated in a series of five lessons in school classrooms, afterschool programs, and camps.

Adults enroll in a series of lessons.

The *Cent\$ible Nutrition Curriculum* includes 17 lessons designed to fit participant needs. Core elements include food preparation, food safety, food resource management, basic nutrition, and menu planning.



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# BETTER FOR LESS

Four youth curricula provide a solid foundation in healthful nutrition choices, food safety practices, food preparation, and lifestyle physical activity. *Grazing with Marty Moose* (five 1-hour lessons) is for second or third grade classes. *Munching Through Wyoming History* (five 1-hour lessons) complements Wyoming history for fourth grade. *WIN Kids* includes up to thirteen 30-60 minute lessons for fifth and sixth grade. *Happy, Healthy Me* (five 1-hour lessons) is designed for pre-K through first grade and is adapted from the University of California.

## Impacts

Adults enrolled in a series of lessons complete a pre- and post-survey, which includes 18 behavior questions, a 24-hour food-recall, and demographic data. In the post-survey, participants are asked to share success stories. Youths complete

a pre- and post-assessment to capture knowledge and behavior changes.

1,374 adult participants reported the following outcomes.

- 85 percent showed improvement in one or more food resource management practices.
- Families reported saving \$61.61 per month or \$739.32 per year. The total reported savings for one month for all participants was \$35,674.
- 91 percent showed improvement in one or more nutrition practices.
- 63.4 percent reported using the “Nutrition Facts” labels to make food choices more often.
- 62.8 percent showed improvement in one or more food safety practices.
- 54.8 percent reported thawing frozen foods at room temperature less often.

- 38.9 percent reported being physically active for at least 30 minutes per day, four or more days per week more often

2,936 youths in *Grazing with Marty Moose*, *Munching through Wyoming History*, and *WIN Kids* curricula reported outcomes through the pre- and post-assessment. *Happy, Healthy Me* is the curriculum used for kindergarten and first grade. Four hundred thirty-five youths completed the series. Assessments were completed for all youths participating in educational programs.

- 86.3 percent of all youths improved knowledge or skill(s) necessary to choose foods consistent with federal dietary guidelines.
- 45.6 percent of all youths improved knowledge or skill(s) related to handling food safely.
- 39.2 percent of all youths improved physical activity practices.

