

2011 | EXTENSION IMPACTS



UNIVERSITY OF WYOMING

EXTENSION

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Growing small businesses on the Wind River Indian Reservation

Situation:

The University of Wyoming Extension 2010 Feast for Facts needs assessment identified as important the development and expansion of agricultural businesses on the Wind River Indian Reservation (WRIR). The Wind River Development Fund (WRDF) is a non-profit lending institution on the WRIR. Its board and staff members saw a need for their organization to reach out to agricultural producers. They had received an increased number of financial assistance requests from people involved in agriculture or thinking about starting an agricultural-related business.

The Wind River UW Extension educator and the program specialist with the WRDF developed, designed, and implemented a two-part workshop series encouraging people to build upon or develop new agricultural businesses and/or develop products for farmers markets and craft fairs. The WRDF offered micro-loan assistance.

The workshop series “Growing Small Business in Indian Country” was offered the spring and fall of 2011. The first workshop consisted of five weeks of different, full-day workshops:

- Planting and growing
- Developing a marketing plan
- Website design
- Beekeeping
- Chickens and eggs

The second five-week workshop series encouraged development of products that can be sold at the WRIR farmers market or at local craft fairs. Topics included:

- Hands-on chicken butchering (follow-up from series I)
- Making jams, jellies, and syrups from scratch
- Basic sewing seminar
- Small-business savvy and simple steps to sole proprietorship
- Vendor in’s and out’s (cancelled due to instructor emergency)



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Impacts:

Eighty-two WRIR residents participated and received 41 hours of programming associated with agricultural enterprises and small-business development. End-of-session surveys showed 100 percent of participants gained knowledge, 70 percent plan to use the information from the programs, and 56 percent wrote one goal they plan to attain because of the workshops.

A major outcome is creation of the Wind River Agricultural Resource Committee. Local producers meet monthly to discuss agricultural concerns and management plans for the future of farmers and ranchers.

The WRDF received 14 business development inquiries and, from those, gained 10 new clients. Of the 10 clients, three began working toward business goals.

The WRDF provided technical assistance to the other seven clients who are developing business plans and plan to use the lending opportunities provided by WRDF. Several workshop participants have sought further business development assistance from the WRDF, and at least two individuals have started to build upon their existing agricultural businesses.



Beekeeping workshop participants construct a beehive after learning the basics on raising bees and maintaining a hive.

100 percent of participants gained knowledge

A new you: Health for Everybody program teaches skills for healthy living

Situation:

Wamsutter in Sweetwater County is about 40 miles west of Rawlins and 68 miles east of Rock Springs. The population in 2000 was 261 with fewer than 65 families in the town. The recent oil and gas industry boom in the Wamsutter economy increased the population and demand for more social services. Wamsutter opened its first health center in January 2010, identified as one of the town's top five needs. This also raised awareness about the lack of nutrition and food education within the growing community.

Research has provided conclusive evidence that changes in individual lifestyles and behaviors can lead to improved health status (Centers for Disease Control and Prevention, 1997; Canadian Nurses Association, 1992).

The West Area nutrition and food safety (NFS) educator partnered with the former community development educator in Wamsutter to assess needs for a program that fit this small, growing community. This led to implementation of "A new you: Health for everybody." This program focused on developing new attitudes, setting goals, and learning skills for healthy and pleasurable living. The program was taught by three NFS educators and conducted in five two-hour evening classes October to mid-November 2010 at Desert School in Wamsutter. In addition, 12 newsletters were sent to each participant household during the three months reinforcing topics covered during the program. Wamsutter Desert School teachers showed interest in this program and motivated others to register.



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Impact:

Eleven adult women from Wamsutter, including seven elementary teachers and four adult females from the community (all married with children), participated. All completed a pre- and post-questionnaire enabling measurement of new attitudes gained, such as living a life focused on health, honoring hunger, and enjoying physical activity every day.

The following impacts were reported.

- 50 percent increased physical activity purposely.
- 90 percent now stop eating when they start to feel full.



“Feel that I was reminded of the importance of self-worth and acceptance.”

- The quality of the program was rated by all participants based on a rating scale of Poor, Fair, Average, Good, and Outstanding. 90 percent rated the program good to outstanding.

Comments from participants

- “I learned to know when to eat and being more aware of what and when I’m eating.”
- “Feel that I was reminded of the importance of self-worth and acceptance.”

- “I thoroughly enjoyed this class; it was a totally different viewpoint from the traditional.”

Anecdotal evidence shows participants have become especially concerned about the role of nutrition and diet in maintaining health, preventing disease, and achieving a desirable quality of life.



Life skills were gained through programs about leadership, public speaking, communication, and citizenship.

Youth Junior Leaders learn leadership skills

Situation:

Finding safe, inclusive, and fun environments in which youth feel comfortable can be overwhelming with the challenges they face today. Teenagers face peer pressure every day and, unfortunately, those pressures start at an early age. The 4-H junior youth leadership project, for youth 13 and older, is one way to address peer pressure challenges and develop positive life skills. Youth leaders learn public speaking skills, responsibility, decision making, fundraising, community service, and the value of youth-adult partnerships.

In Washakie County, two volunteer 4-H leaders and six 4-H parents and the 4-H/Youth educator planned, implemented, and conducted educational activities for 17 youth leaders. The club has developed partnerships with the Ten Sleep Afterschool Club and Worland Youth Learning

Center, Washakie County Museum, Washakie County Fairboard, Worland Community Complex Center, and surrounding county junior leaders. Fourteen activities were planned for throughout the 4-H year. Junior leaders helped plan and implement activities, educational programming, fund-raising, and community service. Junior leaders also taught sessions. Each youth leader spent an average of four hours per activity. According to Volunteering in America, a corporation for National and Community Service, a Wyoming volunteer’s hourly pay is \$18.38; the Washakie County 4-H junior leader club (and volunteers) donated \$25,732 to their communities, which include Worland and Ten Sleep, through educational and community service activities.

Life skills were gained through programs about leadership, public speaking, communication, and citizenship;



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these were provided by the 4-H educator at monthly meetings. Training included teambuilding/ice breaker activities at each monthly meeting, tips for and practicing public speaking, decision making in real-life situations, the importance of community service, and developing youth-adult partnerships. The 14 activities were the 4-H Week promotion, county fair, day camp, clover buds, Showcase Showdown Food Cook-Off, WYLE (Wyoming Youth Leadership Education) Conference, 4-H Camp, officer elections, 4-H Carnival, National Youth Science Day, Culture Fest, phonebook delivery, achievement night, and State Leaders Conference.

Impacts:

Attitudes and communities have been changed with increased community service by junior leaders. Since 2008, the junior leader club increased membership 15 percent.

The following quotes are from informal evaluations:

- “Junior leaders has helped me become more involved with my community and prepare me for future leadership roles.” –18-year-old 4-H’er
- “I now have better social skills, public speaking and increased my group interaction abilities from being a part of junior leaders.” –17-year-old 4-H’er
- “I have learned so many public speaking skills and enjoy 4-H so much I would like to become a 4-H educator.” –14-year-old 4-H’er
- “My son has more confidence in himself and able to make decisions after his first year involved in junior leaders.” – Parent
- “The youth involved in junior leaders for sure have more leadership and public speaking abilities.” – FFA adviser



Wyoming soils, climate course helps real estate agents assist new landowners

Situation:

The number of people moving into northwest Wyoming is increasing. Many new landowners have little knowledge of land management in the high, cold desert of Wyoming. Horticultural techniques from other parts of the U.S. are rarely sustainable here. Environmental and social problems can arise when new landowners don't successfully manage their lands. Agricultural professionals are struggling to determine how to most effectively meet the educational needs of these new landowners.

Many new property owners and real estate professionals have not had prior relationships with the Cooperative Extension Service. New property owners were contacting the area educator about unfamiliar challenges they could not easily solve after purchasing land. Real estate agents have first contact with potential property owners and could provide information about Wyoming climate, soils, and plants if they had accurate information. The Northwest Area extension educator developed the six-hour elective class "Short Course: Wyoming Climate, Soil, and Plants" in 2008. She worked with the Wyoming Real Estate Commission and obtained accreditation for six elective continuing education credits for those completing the course. UW Extension publications were used with other resources to teach the course.

The course has been taught in Fremont, Hot Springs, Park, and Washakie counties the past four years with 58 real estate agents participating. An information sheet, "How to get courses approved by the Wyoming Real Estate Commission," was created to allow other educators to develop classes. An instructor's manual for the short course was created and presented to UW Extension Profitable and Sustainable Agriculture Systems initiative team members in May 2011.



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Impacts:

A follow-up survey was taken February 2011 of 38 real estate agents completing the course. Of the 17, or 45 percent, responding, 18 percent had described soil to clients, handed out soil test forms, or handed out water test forms.

- 24 percent answered client questions on plants or described Wyoming and local climates to clients.
- 29 percent gave *Barnyards & Backyards*, a UW Extension publication, to clients.
- 53 percent gave UW Extension publications to clients.
- 59 percent directed clients to other information sources or gave class handouts to clients.
- 18 percent of real estate agents found course information useful "seldom," 59 percent "sometimes," and 18 percent "often."
- 65 percent believe the course contributed to their professionalism.

Seven UW Extension educators in Uinta, Lincoln, Albany, Natrona, Sheridan, Crook, and Campbell counties are trained to present the course. The information was shared at the National Association of County Agricultural Agents at a refereed poster session.

Wyoming 4-H contributes to assessment of out-of-school-time youth programs in state

Situation:

Afterschool programs in communities exist through a number of funding models, generate a variety of outcomes, and operate in a multitude of physical and social environments. A clear, comprehensive picture of afterschool efforts does not exist. Concise data pertaining to afterschool could build capacity, ensure sustainability, and create consistency in outcomes. The 2010 Wyoming Afterschool Alliance study surveyed the quality and quantity of private and public afterschool programs in Wyoming. Partnering with the National Institute of Out of School Time (NIOST), a statewide evaluation and assessment system was designed.

Seventeen professionals, including three 4-H educators working in afterschool programming across the state, were trained as quality advisers (QA) to use the assessment tool and then were paired with programs to perform initial assessments. Representatives of programs across the state,

including two having direct association with 4-H, also applied to be pilot programs for the project. Data from initial assessments will be used to develop plans to improve programs.

Baseline data on the quality and effectiveness of 39 afterschool programs was collected via trained QA utilizing the assessment of program practices tool (APT). Data focused on assessing eight or nine, depending upon the number of school districts involved, afterschool youth outcomes, including behavior in the program/classroom, initiative, engagement in learning, relations with adults, relations with peers, problem solving, communication skills, homework, and academic performance (only teachers are included). NIOST compiled and analyzed data for specific recommendations to target areas for improvement. The Wyoming Afterschool Alliance prepared a report of the assessment and overview of Wyoming programs and is posted on its website at wyafterschoolalliance.org.



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enhance positive youth development outcomes across the state

Impacts:

Impacts are far-reaching throughout all out-of-school-time youth development programs in Wyoming. A comprehensive picture of the state of out-of-school-time programs for Wyoming now exists showing the needs, challenges, and positive effects associated with out-of-school programs. Providers and communities are armed with data sets to share with stakeholders and funders and can use the data to develop improvement strategies for long-term, positive youth development.

Out-of-school programs throughout Wyoming can make continuous improvement in programs relating to afterschool youth outcomes by using the APT and the survey of afterschool youth outcomes tools provided by NIOST. Pairing trained QA with pilot afterschool programs should lead to collaborative relationships enabling programs to become more cohesive, better able to address needs, and enhance positive youth development outcomes across the state.

Specific to 4-H, participating educators identified the need for a similar

assessment partnership within the statewide 4-H program. Educators on the evaluations issue team have begun planning a partnership to create a similar evaluation system to address youth outcomes related to the eight essential elements of positive youth development embraced by the 4-H program:

- A positive relationship with a caring adult,
- An inclusive environment,
- A safe emotional and physical environment,

- Opportunity for mastery,
- Engagement in learning,
- Opportunity to see oneself as an active participant in the future,
- Opportunity for self-determination, and
- Opportunity to value and practice service to others.

Educators hope the creation of evaluation tools and a training system will lead to 4-H volunteers using the tools to improve club function and positive youth development outcomes as related to the eight essential elements.



Community development team members help organizations, businesses master conflict management

Situation:

Conflict can be incredibly destructive for organizations and businesses. Conflict can potentially cost time, money, and goodwill. Managed incorrectly, real and legitimate differences between people can spiral out of control resulting in a breakdown of cooperation and threatening relationships.

People are better equipped to effectively manage conflict if they have a better understanding of conflict, its roots, and ways to address and prevent conflict.

In most cases, successful and effective conflict management leads to positive outcomes. Taking a positive view of conflict allows people to work together toward mutually

beneficial and creative solutions, to make decisions collaboratively, and to bring about change.

Starting in fall 2010, Community Development Education (CDE) initiative team members began identifying the key knowledge and skills needed to effectively manage conflict. Learning objectives were developed and used to form the basis of a series of workshops across Wyoming during May 2011. Common learning objectives ensured workshops in Gillette, Cody, Cheyenne, Rock Springs, Casper, and Marbleton were consistent and valuable learning opportunities.

Participants learned to understand the meaning of conflict and conflict resolution. They also learned to identify the stages and styles of conflict, the stages of the conflict

resolution process, and practice ways to adapt the conflict resolution process to various types of conflicts. They also identified and practiced ways to adapt parts of the conflict resolution process as a conflict prevention tool.

Impacts:

Evaluations were distributed and collected at each workshop asking consistent questions developed by the CDE team. Fifty participants provided feedback on knowledge and skills gained.

Results indicate most participants acquired the necessary knowledge and skills to positively manage conflict.

- 86 percent agreed that, at the end of the workshop, they could list up to three conflict resolution strategies.
- 94 percent agreed they could successfully compare/contrast interests and positions.

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- 88 percent agreed they learned how to use strategies to prevent conflict.
- 88 percent agreed participation in the workshop will help them be more effective in their work/personal lives.
- 90 percent found the workshop was a valuable or very valuable experience.

One participant noted on the evaluation that, “Conflict is neither good nor bad. It simply is. How we react to conflict is what makes it good or bad.” Others indicated they planned to “Try to get past position to interest,” “Identify and separate interests/positions before attempting to resolve conflict,” and “Be more open.”

Backyard Beginnings helps people know how to grow

Situation:

People want information about gardening ranging from how to get started to when to harvest. According to the National Gardening Association, the number of homes growing vegetables will jump more than 40 percent this year compared to two years ago.

Despite Natrona County's short growing season, interest in gardening has risen in recent years. In 2010, more than 50 participated in the first Backyard Beginnings program. Because of the popularity and demand, a second Backyard Beginnings program was offered in 2011, this time with a few changes. Additional instructors and three Master Gardener volunteers added expertise and hands-on activities not in the first-year program.

Students met once weekly for four weeks in April learning how to turn a backyard into a sustainable garden. Lessons included composting, fertilizing, soil testing, planting seeds, and how to prepare vegetables after harvest. Nutrition of fresh produce was also a component. Hands-on activities raised confidence and allowed participants to get their hands dirty. They planted vegetable seeds, which grew in the high tunnel, learned about worm composting, created their own mini-greenhouses, and learned how to make a root chamber. Class participants toured the community garden and learned about hoop houses, watering techniques, how to build raised beds, how to grow vegetables in a container garden, how to build a wind break, and how to plant seeds.

Additional workshops during summer taught weeding, troubleshooting, and harvesting. During the weeks in between, participants were encouraged to keep in touch with extension educators, Master Gardeners, and each other for comments, questions, and ideas.



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“This class was great! I’m growing spinach ... who knew!?”

Impacts:

Forty-seven completed the initial four sessions, and 10 attended summer workshops. Pre-program questionnaires reflected an average score of 53 percent on the test section, while post-questionnaires reflected an average score of 98 percent – how much was learned between class one and four.

Confidence levels rose significantly. Initially, 48 percent felt confident growing their own vegetables. After the four initial classes, that number rose to 93 percent. Several class participants have rented community garden plots with im-

pressive harvests of a variety of vegetables including corn, pumpkin, carrots, and cucumbers, which are challenging for beginning gardeners.

Collaboration occurred among the three educators based in Natrona County and Master Gardeners and provided a greater variety of information presented to class members. Several indicated they will take the program again next year and will recommend it to friends and family. When asked what they like best about the classes, one participant said, “I loved the way a great group of teachers came together to present information.”

Additional comments:

- “This has been an excellent learning experience. I have never had a positive outcome from gardening attempts until now!”
- “This class was great! I’m growing spinach ... who knew!?”

Natrona County University of Wyoming Extension educators contributing to the development and delivery of Backyard Beginnings were Karla Case, Donna Cuin, and former educator Tom Heald, and Master Gardeners Thea True, Wendi Stull, and Lynn Dampman.

65 percent of students have an increased understanding of how to handle bullying situations

Peer mentoring reduces bullying in Campbell County schools

Situation:

Nearly one in five students experience bullying in some way, according to nationwide Olweus surveys. The remaining students, called bystanders, also are affected by bullying. Campbell County school district data shows that local averages are similar to or slightly higher than national data.

In cooperation with the Campbell County School District, a peer mentoring program was implemented in nine elementary schools in 2010. The program, *Bullying Hurts*, pairs eighth through twelfth grade teens with fourth grade students in their classrooms. Teens attended training that taught what bullying is, how to identify bullying, and target strategies for handling bullying. Teens were also taught mentoring teaching and relationship skills. The program included a leadership self-assessment and teamwork strategies.

Fifty teen mentors worked with more than 500 fourth grade students. Teen mentors were assigned to fourth grade classrooms. Mentors worked consistently with the same group of students allowing for building mentor relationships. Teen mentors visited three fourth grade classrooms in nine schools reaching 27 classrooms three times each. The Safe Schools/Healthy Students office was instrumental in arranging visitor scheduling with fourth grade teachers, bus transportation, and excused absences for mentors. A representative of that office, along with the 4-H educator, accompanied teen mentors on every classroom visit.

Impact:

Results in the fourth grade classrooms were evaluated through surveys of teachers. Teachers evaluated the program using comments and a ranking of questions about youth behavior.

As a result of this program:

- 78 percent reported an increase in student awareness of what bullying is
- 65 percent of students have an increased understanding of how to handle bullying situations
- 100 percent of teachers indicated the mentor relationship was beneficial to students
- 27 percent indicated they would make changes in the classroom as a result of the program

Those responding yes were asked to elaborate what changes they planned to implement.

Changes involved adult staffing where the greatest percentage of bullying occurred. Trouble areas included bus stops, cafeteria lunch lines, coat rooms, cafeteria tables, and specific locations on playgrounds during recess.

Impact and growth of teenage mentors was measured with pre-training, pre-mentoring, and post-mentoring school visits surveys:

- 100 percent recognize bullying occurs in school (pre-training, pre-mentoring, post-mentoring)
- Teen mentors learned what bullying is. 82 percent pre-training; 68 percent pre-mentoring; 33 percent post-mentoring – I have not been bullied
- Confidence in mentoring younger students increased from 63 to 94 percent from pre- to post-mentoring after training.
- Teen mentors' understanding and ability to identify bullying in their own relationships increased 65 percent.
- After mentoring, 100 percent of teen mentors had a better understanding how bullying affects their own relationships.

Analysis of teen mentor data indicates youth completing the training and who become mentors are more likely to be honest with themselves and others about their peer relationships.



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Training increases board member efficiency, effectiveness

Situation:

Many board members want to complete their assigned duties yet lack the skills and training to perform to the best of their abilities. County commissioners, city councils, and nonprofit organizations want to provide training to members of boards so they can perform their duties and responsibilities effectively. Many boards deal with dysfunctions within memberships and in their relationships with staff members or the public and want to improve efficiency and effectiveness.

The Northeast Area extension educator developed a menu of training subjects on board governance. Programs provide county, municipal appointed, elected, and nonprofit organization board and staff members training in numerous board governance subjects. Programs were offered through networking with boards of county commissioners, city councils, city and county administrators, and local sponsors (including county extension educators). These programs were tailored to meet the needs of the local sponsors. Most programs included a presentation from county or municipal officials, including county and city attorneys, county clerks, and county treasurers on specific issues relevant to their responsibilities. Sponsor organizations facilitated training and provided copies of *The Board Member Handbook* customized by the area educator and other reference materials.

Eighteen programs over four years were delivered to governmental and nonprofit organizations in northeastern Wyoming. Total attendance was approximately 200. The Community Development Education initiative team's online website and resource pages for supplemental training and materials were shared.

Impacts:

A follow-up survey using a Web-based survey tool from the University of Wyoming invited those in board training from 2008-2011 to take the survey at least six months after attendance. Participants indicated they most use the training on effective meeting facilitation, parliamentary procedure, roles and responsibilities, open meetings law, and legal responsibilities.

In skill enhancement, 91 percent believe they are more effective board members while 78 percent believe their confidence increased. Sixty-eight percent increased meeting facilitation skills, and 53 percent increased skills in parliamentary law. Fifty-eight percent believe they are better at fulfilling their board respon-



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sibilities while 45 percent improved in planning and organizing, 39 percent in handling conflict, and 77 percent in their leadership roles.

In summary, the training strengthened the involvement of 70 percent of respondents.

Did the training change the boards represented by the respondents? Seventy-four percent stated the perfor-

mance of their board(s) was changed by the training.

Comments from participants include:

- “The training helped in the organization of the boards that I am a part of and piqued my interest in becoming more involved.”
- “We have become a more effective and growing team.”

“Some of the meetings I attend are run much smoother and more professional.”

- “Made us aware of what we have to do to run a successful, legal meeting.”
- “Have become more involved in the boards by making sure I attend the meetings, asking more questions, making sure that things are done by either bylaws or policy and procedure manuals.”
- “We have been able to move the meetings along quicker and more efficiently with greater participation by all.”
- “Some of the meetings I attend are run much smoother and more professional.”

Lincoln County schools use Campaign for Character

Situation:

Lincoln County School District No. 1 (LCSD#1) sought to reduce social aggression and bullying. A task force to develop strategies was comprised of parents from all three schools, the district special education director, the high school building principal, the Department of Family Services representative, and the Lincoln County University of Wyoming Extension educator. The educator developed and administered a survey to all students, staff members, and parents in the district. The data identified the following as critical:

- Lack of basic moral compass of youth in the district
- Staff members did not understand bullying behavior and were at times exhibiting bullying behavior
- The same students being excluded and repeatedly harassed

A Campaign for Character conference was developed for teachers. Several speakers offered strategies to create safe and positive schools. The first day was devoted to Character Counts training. UW Extension was

responsible for this section of training. Character Counts uses six pillars of character to teach youth to make sound moral judgments: trustworthiness, respect, fairness, responsibility, caring, and citizenship. The district had already been utilizing Quantum Learning, which uses a research-based educational methodology to create a positive school culture. It has eight keys to excellence: integrity, failure leads to success, speak with good purpose, this is it!, commitment, ownership, flexibility, and balance.

District barriers to using Character Counts included it was already using Quantum Learning and adding Character Counts would be difficult for staff members, the cost of the Character Counts curriculum, and the motivation of teachers to participate long term in the Character Counts program.

Lincoln County UW Extension received a grant from the Rocky Mountain Power Foundation to provide each teacher a tote of all necessary supplies and lesson plans. Lincoln County School District No. 1 purchased supplies, such as banners and posters for the building.

Impact:

Building Leadership Team (BLT) members met with LCSD#1 representatives to review progress toward creating positive school environments. The building principals listed the following progress from attending the Campaign for Character Conference.

Kemmerer Elementary School – The PTA printed Character Counts Pillars on all new KES shirts. PTA members raised money to purchase a set of seven Character Counts posters for each classroom. All teachers use the Character Counts program and the resources provided at the conference.

Kemmerer Middle School – The district purchased each teacher the Middle School Character Counts curriculum. Teachers use the eight keys and find the two programs (Character Counts and Quantum Learning eight keys) complement each other. All seventh and eighth graders attended the “Rachel’s Challenge” assembly, which showed the changes each youth can have with small acts of kindness toward each other. Ten KMS students attended additional training to implement the concept into the schools. KMS has the pillars posters hanging in the halls.

Kemmerer High School – Hosted the “Rachel’s Challenge” assembly. One-third of all students attended additional training to implement the concept into the schools. KHS has the pillars posters hanging in the halls. Some teachers are teaching monthly lessons on character. Each student has started a gratitude journal to help him or her reflect on character decisions. The principal reported a positive difference in the atmosphere of the high school since initiating character programs.

Kemmerer Alternative School – Integrated Character Counts, the six pillars, and the eight keys to success. Teachers use character programs daily, and they stated it directly affects choices they see students make.

Kemmerer Recreation Center – The facility has pillars posters in its lobby and uses the youth sports curriculum and coach’s training in all sports programs.

The principal reported a positive difference in the atmosphere of the high school since initiating character programs.



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Southeast Wyoming grazing school helps ranchers improve profitability, manage resources

Situation:

According to information in Wyoming Agricultural Statistics 2010, livestock production accounts for 77 percent of cash receipts from agriculture. Major factors determining ranch profitability are forage productivity and harvest efficiency of the grazing livestock.

Management intensive grazing (MiG) uses short, intensive grazing periods

to greatly improve harvest efficiency of grazing livestock and productive capacity of grazing lands. This is a viable alternative to harvesting hay on irrigated meadows or productive pasture land. Economic analyses of ranches in southeast Wyoming through the High Plains Ranch Practicum indicate hay harvesting operations on many ranches are unprofitable but operators are unwilling

to stop for lack of a perceived viable alternative.

A four-day school in June 2011 in Wheatland provided producers hands-on experiences to learn the skills and gain the knowledge necessary to implement MiG. Four University of Wyoming Extension educators and two state specialists planned and taught the school. One outside consultant assisted in teach-

ing. Thirty-one ranchers and agricultural professionals attended with a fee of \$300 per participant. They owned or managed 187,000 acres of land and 21,000 head of livestock. Morning classroom lectures presented concepts, and afternoon sessions applied these concepts in a pasture setting using both fence and cattle. In the afternoons, participants were given grazing objectives and built grazing paddocks sized to accomplish those objectives.

Impacts:

Participants ranked their behaviors in implementing practices taught at the school. They rated behaviors before and after attending from 1 (never) to 4 (almost always).

Behavior	Before	After	Change
Using MiG	2.45	4.05	1.59
Use of fencing tools	2.64	3.95	1.32
Plan grazing	2.86	4.23	1.36
Evaluate pasture utilization	2.05	4.14	2.09
Winter graze	2.86	4.27	1.41
Record grazing activity	2.09	4.36	2.27

Participants listed changes they would make. A sample of comments included:

- Intensify my winter grazing management in hope of better animal performance.
- Will continue to improve our program, especially will start doing cost analyses and recording forage amounts available.
- Convert everything to year-round grazing by matching stock to resources. Improve forage quality and pasture capability. My planned goal is to improve the land and its resources by grazing it with intensive management.
- Try to graze winter with windrow hay; understand importance of good-quality water availability importance; manage water better; graze better to stage 2 not stage 1.

Participants were asked if the time and money spent for the school are good investments. Comments included:

- Excellent. Course extremely well-taught. Impact of minimal hay feeding is sobering but transitioning will have to be made over a period of several years. Financial analysis and forage reserve estimation are two of the most significant areas that need improvement.
- Absolutely! This fits in extremely well with the timing of my operation and its establishment using MiG processes to be the foundational planning or bedrock in how the operation will be organized.
- Definitely; helped me to analyze resources and plan more effectively; resources from UW Extension individuals very valuable; Jim Gerrish was outstanding and very helpful.

Participants evaluated the expected impact on profitability of their operations. Those raising livestock estimated profitability improved \$43.54 per head. When extrapolated by number of head managed by each participant, the total estimated improvement as a result of attending the school is \$527,600.



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...resources from UW Extension individuals very valuable



Cent\$ible Nutrition Program helps families improve nutrition, save money on monthly food bills

Situation:

Approximately 10 percent of Wyoming's population lives below the federal poverty level, and 15 percent of Wyoming's children under 5 years of age live in poverty. The Cent\$ible Nutrition Program (CNP) helps low-income families improve nutrition and food safety practices. CNP is funded by the Supplemental Nutrition Assistance Program Education (SNAP-Ed) and the Expanded Food and Nutrition Education Program (EFNEP). CNP is available through county-based educators trained to teach participants how to feed their families better for less money.

Adults enroll in a series of 17 lessons. *Cent\$ible Nutrition Curriculum* lessons include core elements of food preparation, food safety, food resource management, basic nutrition, and menu planning.

Four youth curricula provide a foundation in healthful nutrition choices, food safety practices, food preparation, and lifestyle physical activity. The curricula also provide avenues for reaching adults through parent letters, recipes, suggested family discussion topics, and coupons for adults enrolling in the adult lessons.

Impacts:

Adults who enroll in a series of lessons complete a pre- and post-survey, which includes 18 behavior questions and a 24-hour food recall. 1,206 adults completing at least eight lessons reported the following.

Food Resource Management

- 84 percent improved in one or more food resource management practices.
- 53 percent plan meals ahead of time more often.
- More than 40 percent compare prices before purchasing food, shop with a grocery list, and make food from scratch more often.
- Families save an average of \$43.75 per month, with 41 percent running out of food before the end of the month less often.

Nutrition Practices and Food Intake

- 90 percent improved in one or more nutrition practices.
- 97.5 percent had a positive change in any food group.
- 61 percent use the Nutrition Facts labels to make food choices more often.
- 50 percent serve more than one kind of fruit, and 48 percent serve more than one kind of vegetable to their families each day more often.



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Food Safety

- 62 percent improved in one or more food safety practices, such as not thawing at room temperature or not leaving food out of the refrigerator for more than two hours.

Physical Activity Practices

- 36 percent are physically active for at least 30 minutes per day during four or more days per week

2,088 youth participating in *Grazing with Marty Moose*, *Munching Through Wyoming History*, *Passports to Food Adventures*, and *WIN Kids* curricula reported the following through pre- and post-assessments to capture behavior changes.

- 53 percent improved their knowledge of MyPyramid food groups.
- 31.5 percent more correctly identify the number of food groups in a meal and 30 percent more

correctly identified missing food groups in a meal.

- 30 percent tried new fruits and 30 percent tried new vegetables more often.
- 48 percent could correctly identify the physical activity recommendation for children.
- 55.5 percent increased their knowledge about carbohydrates as a source of energy.



Families save an average of \$43.75 per month

