



UNIVERSITY OF MINNESOTA | EXTENSION

MAKING A DIFFERENCE IN MINNESOTA: ENVIRONMENT + FOOD & AGRICULTURE + COMMUNITIES + FAMILIES + YOUTH

Poster Abstracts

PROGRAM CONFERENCE 2011

OCTOBER 3RD-5TH | BLOOMINGTON, MINNESOTA



Poster Session

MONDAY, OCTOBER 3, 2011, 4:30-6:00 PM

LOCATION: MINNESOTA VALLEY FOYER AND BALCONY



POSTER SESSION GOALS

- Increase the variety of information exchanged during the conference
- Showcase the scholarship efforts of Extension personnel
- Encourage interaction and future collaboration

Poster Listing

POSTER NUMBERS CORRESPOND TO THE NUMBERS ON THE BOARDS IN THE POSTER SESSION.

PROGRAM DEVELOPMENT, DELIVERY, AND EVALUATION POSTERS (1-10)

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- 2 Simply Good Cooking
- 3 Using photographs and visual aids in program evaluation
- 4 Evaluation of a Financial Literacy Newsletter in Spanish
- 5 Measuring the Public Value of Extension Programs
- 6 Recovery After Disaster: The Family Financial Toolkit
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- 8 Go Wild with Whole Grains Nutrition Education
- 9 A Comparison Evaluation of Two Program Delivery Methods: Webinar and Face to Face
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- 17 Strengthening 4-H Program Communication Through Technology
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1.

Increasing and improving fruits and vegetables served through school foodservice

TRINA ADLER BARNO, MARY CASKEY, LAURA PERDUE, GHAFAR ALI HURTADO, JU RI JOENG

In response to low fruit and vegetable consumption rates reported in the 2007 Minnesota Student Survey, increasing and improving the fruits and vegetables served through school foodservice was identified as a strategy to improve student access and consumption. Keeping Kids from Falling Short: A New Look at Fruits and Vegetables in the School Cafeteria is a training program for school foodservice staff on preparing and promoting fruits and vegetables. Participants reported significantly greater intention to add more fruits and vegetables to standardized recipes, prepare fruits and vegetables in new ways and utilize more fresh fruits and vegetables.

Keywords: fruit, vegetable, nutrition, school, foodservice, student

2.

Simply Good Cooking

JILL MAY, BETSY JOHNSON, SARA VAN OFFELEN

Simply Good Cooking is an experiential cooking and nutrition education program developed for limited resource audiences. The program was designed based on focus group results of underserved limited resource audiences. It was developed using the new MyPlate USDA food icon, and focuses on nutrient-rich foods. Simply Good Cooking was piloted in the Brainerd, Grand Rapids and Moorhead Extension Regions. The pilot program was evaluated for formative program development extensively using input from Community Nutrition Education staff and for program impact with participants. Participants in the pilot program showed statistically significant changes in their consumption of fruits and vegetables, as well as in their confidence to plan and prepare healthy meals, and to increase their physical activity levels. One important skill that has been shown in a variety of settings to increase consumption of healthy foods and improve peoples' eating behaviors and ultimately their health, is the ability to plan and prepare healthy whole food meals from scratch. Simply Good Cooking is available in an internal online format via Google sites to allow for easy access and revisions. Results of training sessions also proved helpful in developing a training program.

Keywords: Nutrition, Cooking, Limited Resources

3.

Using photographs and visual aids in program evaluation

KATHLEEN LOVETT, TRINA ADLER BARNO, SHELLEY SHERMAN, GHAFAR ALI HURTADO, ABBY GOLD

SNAP-Ed's evaluation protocol excluded participants with literacy, language, and learning challenges from completing written outcome evaluation forms. From this and other aspects of the protocol, in 2009 nearly 90% of participants were not evaluated for outcomes. In 2010-11, the utilization of photographs and visual aids typically used in the teaching sessions was piloted for outcome evaluation to assist formerly excluded participants with literacy concerns to articulate changes in fruit and vegetable consumption. Feedback from SNAP-Ed educators, and preliminary data indicating an increase in participants evaluated, has led to improvements in implementation of the evaluations and plans for additional photo-based questions.

Keywords: Evaluation, nutrition, photograph, assessment tools

4.

Evaluation of a Financial Literacy Newsletter in Spanish

ANTONIO ALBA MERAZ, EXTENSION EDUCATOR, JOSE LAMAS, COMMUNITY PROGRAM ASSOCIATE, FRANCISCA MENDOZA, COMMUNITY PROGRAM ASSISTANT & GABRIELA BURK, COMMUNITY PROGRAM SPECIALIST

In 2007, the Latino Financial Literacy Program from Family Resource Management started publication of a monthly financial literacy newsletter in Spanish: "Noticias del Programa Financiero Latino de Extension." Recipients of this newsletter were Latinos-Hispanics in Southern Minnesota. Many Latino families face language barriers, and they are dispersed in small towns and cities with scattered access to financial information. The Spanish version of the newsletter was mailed to Latino recipients and evaluated in 2010. The purpose was to determine the cultural appropriateness and effectiveness as an education tool. Readers who received the newsletter at least six times were randomly surveyed. Survey questionnaires were delivered by regular mail and personally by four Extension educators. Return rate from the mailed surveys was 28%. Monetary incentives were not provided. Information data from 45 surveys was translated in English, tabulated, and analyzed. Most surveyed readers (76%) were female. 57% of the readers indicated that they didn't complete high school; ranged from 30-49 years old. 96% of readers

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expressed that the information quality ranged from good to excellent, 60% of respondents shared the newsletter with partners or spouses. Readers (93%) wanted to continue receiving it. Several factors determined the effectiveness of the newsletter as an education resource: 80% of those surveyed indicated that they learned something new and 73% made changes in financial decisions or activities as a result of reading the newsletter.

Keywords: Financial education, financial newsletter, Latino, Hispanic, low-income, newsletter evaluation

5.

Measuring the Public Value of Extension Programs

NATHAN PAINE, SCOTT CHAZDON

The poster will describe the public value concept and the public value tool that was used to measure the public value of the Economic Impact Analysis program. Public value relates to the quality of the program, impacts and outcomes, trust, and the program's reach (underserved audiences, number of participants, etc.). Indicators were developed for each component of public value. One part of the public value is outcomes. The assumption is that outcomes are one factor contributing to the creation of public value. Outcomes are a weighted basket of social achievements, and are linked to the values positions of stakeholders, which are the citizen's expectations of the program and the program's reason for existence. The poster will also describe how the public value concept shapes a program evaluation. For example, the public value concept focuses the program evaluation on the values positions of stakeholders to the program. Data was gathered from semi-structured interviews with program participants and stakeholders. We learned a lot about the expectations of program participants and stakeholders. Potentially the public value of any Extension program could be assessed. The intent here is not to assign a numerical value, but instead to understand the impact Extension programs have on the public. This tool is also useful for continued program improvement and making cases for funding. Incorporating the public value concept during the evaluation phase is as important as using it on the front end in a business plan to justify a program.

Keywords: public value evaluation Extension

6.

Recovery After Disaster: The Family Financial Toolkit

PHYLLIS ONSTAD, EXTENSION EDUCATOR, SARA CROYMANS, EXTENSION EDUCATOR,
PATRICIA OLSON, PROGRAM LEADER,

Recently, the United States has experienced multiple, significant natural disasters. These disasters wreak havoc on the financial well-being of those in their path. Financial recovery after a disaster is often a frustrating, complex, and long journey. It is vital for disaster survivors and those who help them to understand the financial issues related to a natural disaster and to have the tools and resources needed to assist families throughout their recovery process. This poster session will showcase Recovery after Disaster: The Family Financial Toolkit, an on-line resource, developed by Minnesota and North Dakota Extension professionals.

Published to the web (<http://www.extension.umn.edu/family/tough-times/disaster-recovery/family-financial-toolkit/>) in May 2011, the toolkit introduces key strategies that will help survivors throughout their recovery. It provides hands on tools, worksheets and decision-making guides to help survivors find resources and make difficult financial decisions in the days, weeks, and ensuing months.

Designed for national usage, it is available online in its entirety, by unit, or by specific tool. Tools in “fillable format” allow the disaster survivor the ability to easily enter, save, and share their information. States can customize the “Disaster Resources” unit to feature state and local resources.

National webinar trainings were conducted for Extension professionals (102 participants/36 states) and for National Voluntary Organizations Active in Disaster (66 participants/27 voluntary and governmental organizations). Three additional state/national conference presentations were conducted. Evaluation results of the webinars/and conferences will be highlighted.

Extension staff report use of the toolkit by disaster survivors in North Dakota, Minnesota, Alabama and Missouri River states.

Keywords: disaster recovery, financial recovery, toolkit

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7.

Partnering with Local Libraries to Promote Youth Financial Literacy

BECKY HAGEN JOKELA, LORI HENDRICKSON, SARA CROYMANS, JAN GILMAN

The University of Minnesota Extension Center for Family Development partnered with select Minnesota libraries to promote April 2011 Financial Literacy Month. Display materials, bookmarks, website resources, and participant take-home handouts were distributed to libraries, in efforts to encourage parents and young children to read books with financial literacy messages.

Twelve libraries and four Horizon Communities participated in the Financial Literacy Month promotion. On a follow up evaluation the libraries and Horizon Communities used the display materials on bulletin boards and display tables. Most featured relevant financial literacy children's books by setting them near the display materials. One library indicated they handed out the bookmarks to the ECFE program, preschoolers and kindergarten class with the library. One library indicated that "We are considering using the resource materials to set up a story time on money or a related booklist."

Survey participants were asked to respond to the statement "The people who viewed the display found the information important or valuable" on a 5 point scale (1=strongly disagree, 5= strongly agree). The mean response was 3.75. One individual indicated, "I saw an increase in the number of money and even math related books circulate in our collection. This is a section that is not often browsed, so I believe the display gathered attention and started families talking and reading."

Through the "Financial Literacy Month" promotion and partnerships, both children and parents were encouraged to learn more about money, become responsible money managers, leading towards an increase their financial capability skills.

Keywords: Youth, Financial Literacy, Library partnership, Financial capability

8.

Go Wild with Whole Grains Nutrition Education

SARA VAN OFFELEN, DEE ANN LEINES

The Go Wild with Whole Grains program is designed to teach third through fifth grade students about the nutritional value of eating whole grains. Minnesota animal characters were used to tell stories that modeled intended behavior change. It includes information about Minnesota grains connecting local food production to the foods that we eat. The Go Wild with Whole Grains program was developed and piloted by Extension Educators and Community Nutrition Educators in the Moorhead and Crookston Regions. During the pilot a total of 4,809 students were reached. Parents received education through newsletters that were sent home. A retrospective pre-post questionnaire was administered. Results indicated significant change in improved intake of whole grains (86%), improved food shopping choices (85%), and increased physical activity (69%).

Keywords: Nutrition Education, Whole Grains, Elementary Program

9.

A Comparison Evaluation of Two Program Delivery Methods: Webinar and Face to Face

COLLEEN GENGLER

Making Mealtime Happen training for Extension SNAP-ED staff was offered through three face-to-face sessions and three webinars. Total participation was 65 staff; 46 completed the evaluation for a 70.8% return rate. There were nearly equal numbers for each delivery method; webinar (n = 22) and face-to-face (n = 24). Staff categories included: 79.2% (CNEs), 10.4% (Program Coordinators), 8.3% (Educators), and 2.1% (no response). Comparison of evaluation results from both delivery methods yielded similar results. Means were slightly higher for webinar delivery in two of three teaching evaluation categories and in four of five program evaluation categories.

Keywords: comparison evaluation, distance program delivery

10.

Measuring the Participant Value of Extension Education: Private Pesticide Applicator Workshops

TANA HAUGEN-BROWN, KASANDRA SOLVERSON, DEAN HERZFELD

This project's goal was to ascertain the participant's value of the material presented at the Private Pesticide Applicator Re-certification workshops - workshops held for current applicators whose licenses will expire in a given year. Of those that need to recertify approximately 41% attend a workshop; the remainder opted for an exam. A survey was conducted of 1000 randomly selected Private Pesticide Applicators who attended the 2011 re-certification workshops. The survey had a response rate of 52%. The findings will lead to program improvement and give us greater understanding in how to reach the program's objective to offer certification for restricted use pesticides and provide education on safety practices and environmentally sound pest and pest management practices.

Extension Educators teach the workshops, which focus on: Record keeping; Herbicides and Water Quality; Personal Protective Equipment; Transportation and Storage; Sprayer and Calibration; Waste Pesticides and Container Disposal; Pest Management; and Fungicides.

This poster session will highlight some of the major findings from the survey including:

- Farmers found the workshop module on Personal Protective Equipment to be the most useful in making pest management decisions.
- Seventy-Five percent of workshop participants made at least one pest management decision based on information from the workshops. Themes included Knowledge and Application of Chemicals; Record Keeping; Thresholds and Timing for Spraying; and Water Quality Setbacks.
- The majority of participant responses reported that they chose to attend the workshops for the educational benefit and to have interaction with the extension educators.

Keywords: evaluation, educational value, pesticide, workshop

11.

On-Farm Evaluation of Twin-row Corn and Soybean in Southern Minnesota

STAHL, L.A.B., COULTER, J.A., NAEVE, S.L.

Growers are questioning if crops planted in twin rows, where crops are planted in row pairs six to eight inches apart and 30 inches separates the center of row pairs, yield greater than crops planted in 30-inch rows. This study was initiated at two locations in southern Minnesota in corn and soybean to determine 1) if yield could be increased by planting in twin-rows and 2) if response to planting population differs in twin rows compared to 30-inch rows. At each location, twin- and 30-inch rows at three planting populations were evaluated in replicated trials in corn and soybean.

Keywords: Twin-row, corn, soybean

12.

Using a Modified Delphi in Rapidly Changing Times – Ash Management Guide

ANGELA GUPTA, AMY MAYER, JULIE MIEDTKE

The world is changing quickly; however, delivering scientific information takes time. A modified-Delphi approach offers those of us working in Extension a way to address methodological constraints to our ability to provide research-based, credible information under rapidly changing conditions. In 2011, the authors used a modified-Delphi technique facilitated by Survey Monkey to create a systematic, interactive, structured survey process to engage a panel of experts from many different areas of expertise. A careful administration of the survey over three distinct rounds generated sound management recommendations from which the publication “Ash Management Guidelines for Private Forest Landowners” was produced. The process used could be applied in varied disciplines when there is a desire to find meaningful answers to difficult questions in an efficient, timely manner. The modified-Delphi process enabled natural resource professionals and other stakeholders to share management recommendations in a quickly changing world of invasive species, climate change, and an increasingly unknown future. Respondents provided survey-based feedback in three rounds. Their responses, stripped of identifiers, were used to generate each subsequent survey round.

Keywords: Delphi, Ash Management, response

13.

Round-Bale Feeder Design Affects Hay Waste and Economics During Horse Feeding

KRISHONA MARTINSON, JULIE WILSON, KRISTEN CLEARY, WILLIAM LAZARUS, WILLIAM THOMAS AND MARCIA HATHAWAY

Many horse owners find round bales less labor intensive, more convenient, and less expensive than other hay types. However, some round bale users report excessive hay waste, overeating, and horse weight gain. The objectives were to compare hay waste and economics of nine round-bale feeders and a no feeder control when fed to horses. Nine round-bale feeders were tested, including Cinch Net, Cone, Covered Cradle, Hayhut, Hay Sleigh, Ring, Tombstone, Tombstone Saver, and Waste Less. The tenth treatment was a no feeder control. Five groups of 5 horses fed in rotation for 4 days from each feeder. Every fourth day, horse groups rotated among paddocks and a new round bale was fed. Hay on the ground surrounding the feeder was considered waste and collected daily. Total 4-d hay waste was reported as percent of consumed hay. Months for waste reduction to pay back feeder cost (payback) was calculated using hay valued at \$100/tons and based on mean waste from the no feeder control. Mean percent waste was, in increasing order, Waste Less, 5%; Cinch Net, 6%; Hayhut, 9%; Covered Cradle, 11%; Tombstone Saver, 13%; Tombstone, Cone, and Ring, 19%; Hay Sleigh, 33%; and no feeder control, 57%. The Cinch Net paid for itself in less than 1 month; Tombstone and Ring, 2 months; Hayhut and Tombstone Saver, 4 months; Hay Sleigh, 5 months; Waste Less, 8 months; Cone, 9 months; and Covered Cradle, 19 months.

Keywords: Economics, Hay waste, Horse feeding, and Round-bale feeder design

14.

The Pathways Project/Proyecto Caminos: Youth, Programs & Parents

KATE WALKER, JOSEY LANDRIEU, AND JOANNA TZENIS

The Pathways Project/Proyecto Caminos is a collaborative research project with the University of Illinois. The goal of the study is to understand how young people develop real world skills in youth programs, how these skills transfer to other parts of their lives, and how culture comes into play; Latino

youth make up half of our sample). It relies on questionnaires, interviews and observations to follow high school aged youth, their parents, and the staff from 12 programs. This poster describes the overall study including purpose, hypotheses, programs targeted, research questions and methods and presents three preliminary findings from the pilot study based on interviews with 37 youth and questionnaires from 81 youth from four programs in Minneapolis, Chicago, and central Illinois. Preliminary findings outline 1) steps in youth's cycle of developing responsibility, 2) types of staff assistance that youth viewed helpful to their work and learning, and 3) patterns of parental support of youth program participation.

Keywords: skill development, youth programs, Latino youth

15.

Nitrogen Management during the Rotation from Alfalfa to Corn

JEFF COULTER, MATT YOST, MICHAEL RUSSELLE, CRAIG SHEAFFER, AND DAN KAISER

Current University of Minnesota guidelines suggest that N fertilizer can be eliminated for first-year corn after alfalfa when ≥ 4 alfalfa plants/square foot are present at termination. However, most growers do not take full advantage of this alfalfa N credit, due in part to the lack of recent research on alfalfa N credits in Minnesota. In 2009 and 2010, experiments were conducted on 16 farms in Minnesota with ≥ 4 alfalfa plants/square foot present at termination to determine whether the optimum N fertilizer rate for first-year corn is affected by the potassium (K) fertilizer rate applied to alfalfa in its final year of production on soils testing medium for K, alfalfa regrowth at termination, or the time of tillage for alfalfa termination. Corn grain yield ranged from 180 to 231 bushels/acre among farms, and its response to N fertilizer was not affected by K fertilizer rate applied to final-year alfalfa, alfalfa regrowth at termination, or the time of tillage for alfalfa termination. Corn grain yield responded to N fertilizer on just 1 of 16 farms. At this farm, with above-normal rainfall and poor drainage, net return was within \$1.00/acre of the maximum with 70 to 81 pounds N/acre. These results support current University of Minnesota guidelines, and demonstrate that N fertilizer is typically not needed for first-year corn after alfalfa when ≥ 4 alfalfa plants/square foot are present at termination.

Keywords: Corn, Nitrogen, Alfalfa

16.

Minnesota 4-H Quality Improvement Study

BRENDA SHAFER, REBECCA HARRINGTON, BARBARA PIEHL, SAMANTHA GRANT, DEBORAH MOORE

The main purpose of the Minnesota 4-H Quality Improvement Study was to test whether or not youth and adult volunteers could conduct quality observations in local 4-H settings, as well as to look at the differences between pairing adult volunteers and youth teams versus staff and youth teams. Forty Quality Coaches were selected and paired in youth-adult teams to observe and assess quality in 4-H club settings and then coach club leadership in the development and implementation of plans to strengthen one or more dimensions of quality.

The study focused on two evaluation methods:

1. Youth Program Quality Assessment (YPQA) Scores. Teams assessed quality in 33 4-H club settings using the YPQA observation tool.
2. Online Surveys. An online survey was distributed to all quality coaches and 4-H clubs, with a return rate of 36% for coaches and 43% for clubs.

Results suggest that youth and volunteers can assess quality and work with local 4-H clubs to improve their programs. We also learned that, for the most part, adult volunteers and 4-H staff were equally skilled in conducting observations and had few differences in their scores.

This study demonstrated that youth and volunteers are willing to collect and use data for improvement at the local level. Youth added a unique and needed dimension to the data collection and change process. The readiness of staff, volunteers, youth and clubs directly influenced the process and results. The study also reinforced that a system-wide approach is important for quality improvement.

Keywords: 4-H youth development, quality, program improvement

17.

Strengthening 4-H Program Communication Through Technology

KARI ROBIDEAU, YOUTH DEVELOPMENT EXTENSION EDUCATOR FOR EDUCATIONAL DESIGN AND DEVELOPMENT, KARYN SANTL, YOUTH DEVELOPMENT EXTENSION EDUCATOR FOR REGIONAL 4-H PROGRAMS

Technological tools are transforming how youth and parents interact with programs. The “Strengthening 4-H Communication through Technology” project was implemented in eight county 4-H programs in Northwest Minnesota. This poster outlines the intentional process used to effectively implement technology in program planning. The project includes: assessing current communication tools used, evaluating preferences for communicating through technology, educating staff on current trends; and training teams of youth and adults with the Forrester Research Model (2009) to implement technology as a program communication tool. The process helps staff identify audience and purpose of using technology for their specific needs.

Keywords: 4-H, program development, technology, social media,

18.

Increasing participant engagement in distance delivery

KARI ROBIDEAU, ERIC VOGEL

This poster reviews the intentional efforts taken by facilitators to increase levels of engagement in Youth Work Matters: the online course between when it was offered first in 2010 and again in 2011. Participant evaluations from the 2010 premiere indicate that although the learning objectives for each session were met, self-reported feelings of engagement rated lower. Facilitators considered new engagement strategies and implemented them in the 2011 course. The purpose of this poster is to review intentional efforts taken to increase levels of engagement from the 2010 class to the class offered in 2011.

19.

Tailoring a hybridized-online course to a paraprofessional audience

JILL KOKKONEN MAY, CONNIE BURNS, TRINA ADLER BARNO

The learning needs and technology skills of Community Nutrition Educators vary widely. In the development of online training for remotely located staff in their basic nutrition requirements, it was a priority that the technology did not get in the way of the learning experience. A course was designed to keep the technology “invisible”, with limited reference to technical terms, easy entry into activities, elimination of non-essential items on screens, and embodying a “high-touch” experience for participants. Pilot results confirmed the effectiveness of this approach; participants indicated that the content was clearly, effectively, and enjoyably presented in a unique, user-friendly format.

Keywords: technology, training, learning needs, paraprofessional

Thank you for attending the Poster Session!

Special thanks to the Poster Committee (Krishona Martinson (chair), Lori Hendrickson, and Kristen Mastel) and to all the abstract reviewers.



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