Title: Inclusive Extension: Public Issue # 1

Presented by: Ann A Berry, Professor and Consumer Economics Specialist
Additional Presenters: Debra Bolton, David Crawford, Pennie Crinion, Mike Knutz, Paul Lachapelle, Amanda Marable, Mandel Smith and Karen Reddersen
Type of Presentation: National Committee Presentation

Abstract: Part of the purpose of the ESP Public Issues Committee is "to educate and inform Epsilon Sigma Phi members about public policy and legislative issues affecting Extension programs and staff". Throughout 2016, committee members have focused much of their work on diversity and inclusion in Extension.

Non-discrimination laws have been in place in the United States for over 50 years. The Equal Pay Act of 1963, Title VII of the Civil Rights Act of 1964, and the Americans with Disabilities Act of 1990 are some of these laws. Our education and employment practices are governed by many statutes. However, just because it is "law" does not mean every Extension office or Extension program is automatically open and welcoming to all individuals, regardless of their age, race, gender, sexual orientation or religion.

This session will share the latest research in our country's changing demographics and the implications they have on Extension workplaces and programming. Through round table discussions and activities, participants will share challenges as well as best practices they have had in their own communities and/or offices in achieving an inclusive Extension system. The Public Issues Committee members will also share tips of crafting messages that tell your Extension story that is an inclusive one.

Title: AGsploration: Planting the Seeds of Agriculture Literacy

Presented by: April Hall Barczewski, Extension Educator, 4-H Youth Development
Additional Presenters: Sheryl Bennett, David Gordon, Thomas Hutson
Type of Presentation: Individual Presentation

Abstract: "AGsploration: The Science of Maryland Agriculture" is a 24-lesson, award winning, peer reviewed, youth curriculum developed by University of Maryland Extension educators to address the gap between a more urban/suburban population and knowledge of where their food and fiber comes from. The program is also focused on bolstering youth abilities in science, technology, engineering and math (STEM).

The curriculum has 4 main sections: animal agriculture, plant agriculture, the environment and technology in agriculture. All lessons are centered on an experiential learning activity. The curriculum is free and supported by a website and a YouTube channel.

Curriculum has been disseminated using trained teen teachers, extension staff, certified volunteers and public, private and homeschool teachers. Since the program's inception, 352 individuals have utilized the AGsploration curriculum in 27 states and territories. In Maryland 769 AGsploration lessons have been taught to 23,171 program participants and 9 trainings were held to certify 267 curriculum teachers. Pre/post assessments of students indicated gaining more knowledge in the topics covered on agriculture and one in four participants indicated wanting to pursue a degree or occupation in agriculture science. 82% of trained teachers on a follow-up survey indicated the program improved their ability to teach about agriculture. 55% reported an increase in their attitudes towards using agriculture to teach STEM. Therefore the AGsploration program has increased the knowledge and appreciation of agriculture and created a network of trained individuals to more effectively continue the educational cycle.

During this concurrent session, participants will learn how to replicate the program by viewing and experiencing the hands-on lessons; find out how to access and use the curriculum; learn about the train the trainer instructional outreach components and learn about conducting summer educational programs. Moreover, the presenters will share evaluation data and evaluation tools.

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Title: 25 Terrific Technology Tools for Extension Educators

Presented by: Barbara O'Neill, Extension Specialist in Financial Resource Managem
Type of Presentation: Individual Presentation

Abstract: Technology tools are a complement, not a substitute, for well-trained educators and high quality curriculum content. However helpful they are, they are simply resources to make information more understandable and relatable to youth or adult learners. Constant improvements and innovations in information sharing technology present an ongoing challenge to Extension educators. Not only must they keep current with subject matter content (e.g., changes in tax laws and agricultural research) and new products, services, and resources, but they must also become familiar with new technology tools that can enhance their teaching effectiveness, outreach, and productivity. Social media literacy, especially, is an essential 21st century job skill for professionals. This includes understanding, not only how specific social media tools operate (e.g., tweeting or posting a Facebook message) but, more importantly, how to engage online users in two-way information flows and measure the impact of social media outreach. This workshop will provide an overview twenty five technology tools that have been used by the presenter. A PowerPoint slide presentation with group discussion, it will describe how these tools work and show examples of their use in Extension education. This workshop will provide an overview and/or demonstration of the following 25 technology tools and their financial education applications: Go Animate and animated videos,

eXtension (online Cooperative Extension resources), Google+ hangouts (video chats), PowerPoint games, Slideshare, Twitter, Klout, Twitter chats and the tchat.io application (http://www.tchat.io/) , Storify, webinar platforms, online quizzes, Periscope, Ignite, Canva, Piktochart, Qualtrics, Future Me, Excel templates, bit.ly, Blab, Hashtracking/Tweet Reach, Puzzlemaker, Poll Everywhere, and working with two (or three) computer monitors. The presentation will be "link heavy" and will be shared with participants electronically so they can easily view the technology tools that are discussed. Participants will form small groups and discuss additional technology resources with Extension education implications.

Title: ESP Online Membership Management System

Presented by: Bob Ohlensehlen, ESP Executive Director
Type of Presentation: National Committee Presentation

Abstract: The ESP National Board has authorized a two year piloting of an online membership program. The program chosen for the pilot is Wild Apricot. A brief evaluation of the program resulted in identifying challenges and benefits of using the online program. The presentation will provide insight into the benefits and challenges with using such a system. There will be a demonstration of how the program works and how it can benefit the member as well as the chapter that adopts the system.

Title: Rising From the Ashes: A Community Partner Approach for Rebuilding Harpers Ferry

Presented by: Chad N. Proudfoot, 4-H Cultural Resource Coordinator
Additional Presenters: Kelly Nix
Type of Presentation: Individual Presentation

Abstract: In July 2015, a blaze roared through Harpers Ferry, devastating 30% of the business district of the small West Virginia town. But soon after the fire was out, the WVU Extension Service was there to help the community begin the process of recovery. Over 20% of residents of Harpers Ferry gathered with faculty from West Virginia University (WVU) for the town's Action Recovery Community Input Meeting in September 2015. A meeting to help formulate a response to the fire that has ignited a movement to help residents and people across the state rebuild and take action. The small community of nearly 300 residents relies heavily on the 10,000-plus tourists who visit it each week and unfortunately many tourist thought Harpers Ferry was shut down. The entire town felt an outpouring of support from WVU, local communities, state and federal legislators, neighboring states, and even from around the world. Town leaders are driving the response for recovery efforts and

WVU is leading support in strategic development plans, policy guidance, structural engineering, streetscape designs and marketing. This session will discuss the community input process, partnership strategies and timeline that has led to recovery over time.

Title: Explorations - Gathering STEAM through Creative Writing, Sculpting and Sketching

Presented by: Ellen Williams, Associate Professor, Expressive Arts 4-H Agent
Additional Presenters: Richard Alomar, Assistant Professor, Rutgers Landscape Architecture Dept.
Tobiah Horton, Assistant Professor, Rutgers Landscape Architecture Dept.
Type of Presentation: Individual Presentation

Abstract: The increasing emphasis on STEM programming requires innovative, engaging approaches to learning. This seminar highlights Explorations, which integrates creative writing, sculpting, and sketching with STEAM content (Science, Technology, Engineering, Arts and Math). Through Explorations, youth learn through the "teachable moments" of their artistic self- expression. In Explorations, the outdoor environment is the learning laboratory. Youth interpret this environment through artistic media, thus seeing through their imaginations, and not solely through literal observation. This approach emphasizes verbal and spatial skills, skills that are used as early indicators of potential creativity and innovation for STEM subjects. The Explorations program recognizes that the ways youth acquire knowledge varies depending on their learning styles (Visual , Aural, Reading/Writing, Kinesthetic). The designers and instructors of Explorations, a team of Rutgers University 4-H Youth Development and Landscape Architecture faculty, have integrated principles of youth development, scientific inquiry, and expressive arts to create Explorations. As evidenced from participant evaluations, Explorations has enhanced STEM learning through its arts approaches. (Examples: "We now know what nature is like and it has improved our creativity"; "Using your imagination can help bring nature to life". Seminar participants will be able to : 1) Illustrate the benefits of integrating arts into STEM (STEAM), 2) Identify ways in which they will incorporate Explorations into their Extension work and 3) Recognize how to access further Explorations training (e.g, resource manual, regional trainings). In this seminar, participants will learn how to implement the Explorations "train the trainer" model. The seminar will include experiential arts activities, and orientation to program philosophy and practice.

Title: Turning the Tide to Engage Latino Youth and Families in Extension Programs

Presented by: Barbara Brody, Extension Agent
Additional Presenters: Liliana Vega, Missy Cummins , Judith McShane
Type of Presentation: Individual Presentation

Abstract: The Latino community continues to grow at an increasing rate. Latinos have become the "majority-minority," and by 2043, minorities will be the majority in the U.S. with Latinos as the largest ethnic minority group. The lack of targeted programming to ethnically diverse audiences is a growing concern for many organizations. This workshop will highlight research-based strategies and best practices for providing culturally appropriate extension programs to the Latino community through community-based programs. Presenters will share examples of how three community-based programs offered in Southwest Idaho, Southeast Oregon, and Southwest Washington were implemented with Latino youth and their families. The workshop will introduce and discuss the valuable key components to take into consideration when providing educational services to the Latino Community, what the research indicates, and offer practical applications for Faculty, staff, and volunteers to expand outreach and engagement to the Latino population. It is essential professionals and volunteers use best practices when reaching and delivering programs to Latino audiences in ways that are culturally appropriate and meaningful to the Latino community. This workshop will introduce participants to a more in-depth training and professional development opportunity. Engaging Latino Youth and Families Training will be available to professionals who want to expand their cultural competency skills for reaching Latino families. It is critical to provide access, equity and opportunities so that all youth have a chance to succeed and have access to education opportunities.

Title: 4-H Feeding and Growing Our Communities

Presented by: Bill Million, Extension Specialist, 4-H Youth Development
Type of Presentation: Individual Presentation

Abstract: Good nutrition is important for establishing a solid foundation for a child's future physical and mental health, academic achievement, and economic productivity. Unfortunately, food insecurity is an obstacle that threatens that crucial foundation. Though a leading producer of agricultural commodities, Illinois still faces the fact that one in seven Illinois children experience hunger and food insecurity on a daily basis (feedingillinois.org). 4-H Feeding and Growing Our Communities is Illinois' response of engaging 4-H members, volunteers, and communities in programs that inform and bring action to addressing hunger and food insecurity. Opportunities for service have meaning for youth when they know their effort is having a positive impact on another's well–being and quality of life.

Opportunities to value and practice service to others are essential for youth as they mature and become caring and contributing members of society (Lerner, 2007). It is through these opportunities that youth experience leadership development as they direct and inspire others to join their efforts. Citizenship is the knowledge, skills, attitudes and motivation that give individuals the capacity to move beyond their own self-interest and to be committed to the well-being of others. (National 4-H Citizenship Logic Model, 2011). Efforts such as community gardens, weekend snack packs, cooking schools, preparing free meals for the hungry, hosting food packaging events and being a hunger ambassador afford youth opportunities to practice two elements of Positive Youth Development - Mastery and Generosity. This workshop will provide examples of methods 4-H members have implemented in addressing hunger in communities while equipping youth with leadership and citizenship skills and abilities to become 4-H Hunger Advocates. Participants will engage in a blend of workshop experiences, including hands-on activities along with small and large group discussions. Sample activity guides, role descriptions and a logic model will be shared.

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Title: Creating Tools for Urban and Suburban Communities to Reduce Flooding and Improve Water Quality in NJ

Presented by: Christopher C. Obropta, Ph.D.,, Extension Specialist in Water Resources
Additional Presenters: Rosana Da Silva
Type of Presentation: Individual Presentation

Abstract: Flooding, even from small storm events, has been damaging the quality of life of New Jersey's residents. Based upon a preliminary land cover analysis of New Jersey, 12.1% of the state is covered with impervious surfaces. This translates to 1,055 square miles or 675,200 acres of impervious cover in the state. During a one-inch rainfall event, 18.3 billion gallons of stormwater drains from these

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Title: Leadership 101 For ESP Chapter Officers and Potential Chapter Leaders

Presented by: Elizabeth Claypoole, ESP 2nd National Vice President
Type of Presentation: National Board Presentation

Abstract: Are you new to ESP or to your role as an officer in ESP? Welcome! This workshop will provide an introductory overview of the history, mission, and vision of Epsilon Sigma Phi. The structure of the organization and the relationship to the individual chapters will be discussed, including the types of membership, benefits of belonging to ESP, roles and functions of each ESP Committee and the progression of leadership within the organization. Learn more about the ESP

Handbook, the ESP reporting system, where to locate material on the ESP website and the Calendar of Events. The session will include time for participants to ask questions and discuss issues of interest relative to ESP membership.

Title: The New Peer Review: digital content in a world of traditional pubs

Presented by: Jamie Seger, Program Director, Educational Technology
Additional Presenters: Jerry Thomas, Paul Hill
Type of Presentation: Individual Presentation

Abstract: Scholarly work has increasingly gained importance in Extension programming. It has become the driving force for many Extension professionals when they set programming priorities. However, the inclusion of technology has left Cooperative Extension in a conundrum. How should we now define "scholarship"• when technology is involved? How can we adapt current peer review, evaluation, and reporting processes to reflect and encourage innovative outreach and engagement programming by Extension professionals?

Session participants will hear examples of digital scholarship, peer review of digital content, and how Extension organizations are testing adapted evaluation and reporting procedures to accommodate technology use. Come to the session prepared to share how your organization is addressing digital scholarship, as well as discuss nationwide opportunities for improvement and collaboration.

Session Objectives:

1. To define and explain digital scholarship vs traditional scholarship.
2. To give examples of adapted peer review process, evaluation, and reporting processes currently in use.
3. To begin a discussion on the value placed on traditional publications vs. digitally created content.
4. To create partnerships and collaboration between Extension organizations that will provide the opportunity to determine recommendations for evaluation, reporting, and peer review of digitally created content.

Title: The Buoyant Brain

Presented by: Jocelyn Koller, UME 4-H STEM Agent Associate
Additional Presenters:
Type of Presentation: Individual Presentation

Abstract: Are you trying to turn the tide in your Extension programs? Ever feel like you are stuck in the riptide of day to day tasks? Maybe you've found yourself becoming a bit salty at times. Or, perhaps you're floating in a sea of emails and need to send an SOS? Then, learn how to use your greatest life raft, your brain, to not only survive in the sea of Extension, but to thrive! Various brain challenges will be presented that will benefit Extension professionals and life members.

Attendees will participate in a variety of exercises that will challenge your brains and senses as well as learn the science/research behind these activities. We will explore how the power of positive thinking can buoy you through even the stormiest times in your life. Participants will also discuss how to use your brain to obtain new, inclusive, and fresh perspectives which can help you to see the possibilities on the horizon. Furthermore, learn how to increase your attention and focus to avoid "floundering" throughout your day. Lastly, observational and brain exercises will empower you to be the best captain of your ship. Through reflection, you will be able to apply these principles to any program while also bringing these activities back to your Extension "piers."

Title: The Dreaded Performance Appraisal! Tips and Techniques for Successful Assessments

Presented by: Daniel Kluchinski, County Agent I / Professor / Department Chair
Additional Presenters:
Type of Presentation: Individual Presentation

Abstract: The dreaded performance appraisal! We all have experienced required reviews of our work and accomplishments, whether in the form of an annual performance or promotion/tenure review. In addition, many of us conduct such assessments. Psychological, social and institutional processes influence the management and measurement of employee performance. What can you do to enhance your experience and the outcomes for the individual and the organization? Organizational psychology and occupational management research shows specific practices and strategies can be employed to enhance the appraisal process and experience of the appraiser and appraisee. Both parties should focus on what they can influence, such as adjusting one's mindset, motivations, engagement and expectations. Appraisals should be a win-win situation for both individual and

organization. Approach a review as a yearlong process, not just a single annual event. To get the most from it, appraisals should be viewed as a personnel development activity rather than solely an opportunity to be evaluated on accomplishments. The appraiser can enhance the institutional assessment paradigm even if it may be proscriptive. The appraisee should provide reliable, valid and fair data to tell their story; making sure the reviewer can base their judgment on facts and evidence, rather than their beliefs or hearsay. The appraiser should be aware of personal biases. The more an appraisee participates the greater their satisfaction, especially when one is able to voice opinions irrespective of the influence that may have. Both parties should focus on positive and productive topics while expressing needs and concerns, and aspirations and training needs. Realize that you may not have significant impact on the institutional process, but you as an appraiser or appraisee can affect the outcomes of that process.

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Title: Identifying Core Competencies for Extension Educators

Presented by: Dena Wise, Professor & Extension Specialist
Additional Presenters: Ann Berry, Karen Franck, Allisen Penn
Type of Presentation: Individual Presentation

Abstract: Since Extension agents often come from diverse subject matter backgrounds, it is important that staff development personnel be able to, early in their employment, assess their levels of competency across a broad range of knowledge and skills needed for the job. An effective assessment process is vital to efficient on-boarding and maximizing training time and resources. In 2010, a Competencies Committee was formed to address the issue of identifying subject matter competencies needed for FCS agents to be successful. The competency-based approach included: (1) identifying essential competencies and skills agents need to be successful, (2) creating a method of assessment to determine level of competency, and (3) applying this process to develop training plans for individual agents and for the department.

Initially, faculty and regional program leaders identified important basic, intermediate, and advance-level concepts for each subject matter area and essential soft skills. Over 500 questions were developed to assess competencies, and reviewed for validity and tested for reliability. Discrimination indices were also calculated for each item. In 2014, agents were asked to complete an online pilot consisting of 125 questions. Results from the pilot indicated (1) the need for refining some of the subject area questions, (2) requiring agents to take 50 or more questions per subject area to accurately assess their level of knowledge and (3) the need to spread out the assessment over several months to control testing fatigue.

Assessment of new agents began in 2016 using the revised instrument. Assessment results will be used to guide agents' professional development during their first three years of employment. Faculty will also design in-service training to meet the different levels of competencies needed by agents. The FCS model is being replicated by ANR and other Extension units, and reviewed by national NIFA administrators for adoption on a broad scale.

Title: The Art and Science of Teamwork in Extension

Presented by: Lacie Ashby, Senior Agent
Additional Presenters: Elaine Long Bailey
Type of Presentation: Individual Presentation

Abstract: It has been recognized for years that societal issues are multi-faceted. In the joint USDA/NASULGC Extension Study Committee Report (1968) ". . . more 'task force' or 'total problem' teaching teams . . . " were requested. Today, as in the past, Extension Educators delve into education beyond disciplinary boundaries. Because of the complexity of today's societal challenges, Cooperative Extension Educators frequently develop programs using a multi-pronged approach.

The idea of teamwork and collaboration are not new concepts; however, they are just as critical today as they were yesterday to the function and success of Cooperative Extension. . Success in modern day Cooperative Extension often relies heavily on teamwork (Walker, 2003), (Etling, 1996). Teamwork now, however, takes on a series of new meanings with different expectations (Kelbaugh and Earnest, 2008). Increasing globalization means serving more diverse audiences. Technological advances and significant changes in communication and collaboration methods enable Extension Educators to work across vast distances. These, along with many other reasons, have Extension Educators working in teams in new ways and adapting to new group dynamics to accomplish the task..
It is one thing to have a team, but quite another to perform successfully as a work group. Teams don't succeed without establishing cohesive expectations and plans, and executing them effectively. How can we improve team operation? How can we improve ourselves to better contribute to a high functioning team?
Participants will utilize a framework for building and working in effective teams. Using the steps to assemble teams, participants will identify essential behaviors for success. In addition, they will define strengths and weaknesses and employ methods to circumvent common team working problems. Attendees will be part of the group dialog, sharing positive and negative team experiences to dive deeper into the common denominators for successful teamwork and high functioning teams.

Title: Creating Successful Extension Programming for Clientele with Developmental Disabilities

Presented by: Michelle F. Brill, Family & Community Health Sciences Educator
Additional Presenters: Jeannette Rea-Keywood

Type of Presentation: Individual Presentation

Abstract: According to the CDC over 6 million individuals in the U.S. have developmental disabilities and 1 in 6 children between the ages of 3 and 17 have one or more developmental disabilities or delays. Developmental disabilities include Learning Disabilities, Attention Deficit Hyperactivity Disorder, Autism Spectrum Disorders, Intellectual Disability and others. These conditions lead to functional limitations in language, learning, social skills and behavior.

A review of the literature finds that though Extension educators view inclusive programming, (programming that is offered in accessible settings and that gives all learners the services and accommodations they need) as favorable, they report a number of barriers to successfully implementing inclusive programming. Their most pressing need is professional development in the area of disability followed by inclusive educational strategies.

There are limited training opportunities for outreach educators and volunteers who work with these populations. To address this need, faculty from Rutgers Cooperative Extension, developed a web-based training series for Extension personnel and others including faculty, staff, volunteers and non-formal educators who design and implement programs for youth and adults with disabilities who participate in school and community-based programs.

Programming for Clientele with Developmental Disabilities, a collaboration between the Departments of Family and Community Health Sciences and 4-H Youth Development, includes five modules which provide an opportunity for formal and non-formal educators and volunteers to better understand developmental disabilities and learn how to plan, adapt and implement effective programs for these audiences.
•Module 1: Overview of Disabilities
•Module 2: Disabilities and Learning
•Module 3: Understanding and Managing Behavior
•Module 4: Visual Supports
•Module 5: Understanding Disabilities Laws and Making Program Accommodations
This session will provide an overview of the training series. Participants will gain a clearer understanding of how developmental disabilities impact learning and behavior and how to effectively engage this population in Extension programming.

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Title: Community Development: Fun Lessons for Fitting the "Other Part" of Extension into 4-H

Presented by: Mollie Toppe, Extension Agent
Additional Presenters: Chad N. Proudfoot, Robin Frost
Type of Presentation: Individual Presentation

Abstract: Community Development is often seen as the "other" part of Extension that doesn't quite fit in with the more traditional aspects of 4-H, Agriculture & Natural Resource, and Family & Consumer

Sciences. In an effort to break down these barriers, faculty from West Virginia University's Community Resources & Economic Development and 4-H Youth Development Extension programs partnered to create a series of grab-and-go lessons to help youth understand and learn about some of the basic concepts in community development and leadership. As a part of the new "4-H Inspire Learning Series" these lessons are designed to be used by clubs, in schools, at camps, or in many other settings. Participants in this session will learn about the five lessons that were created, receive information on replication, and will understand how programming related to community development is an important part of the 4-H National Mission Mandate for Citizenship.

Title: Turn Your Team to Successful Social Media Programming

Presented by: Patricia Brinkman, Assistant Professor, Extension Educator
Additional Presenters: Lisa Barlage, Michelle Treber
Type of Presentation: Individual Presentation

Abstract: Smartphones and social networking are changing the way the public/consumers access information. According to a 2013 Pew Report, 72% of adults who use the Internet look for health or medical information (Fox, 2014) (http://www.pewresearch.org/fact-tank/2014/01/15/the-social-life-of-health-information/). Sixty-seven percent of the population used social media sites (Madden & Brenner, 2013) (http://pewinternet.org/Reports/2013/Social-media-users.aspx). As statistics continue to show social media as part of our lives "We don't have a choice on whether we DO social media; the question is how well we DO it." (Qualman 2014) (http://www.socialnomics.net/2010/05/05/social-media-revolution-2-refresh/)

Some social media sites contain information shared by others that is not reliable. Extension Educators need to be providing research-based information online in various social media avenues such as blogs, Facebook™ posts, Twitter™ chats, YouTube™ videos addressing the needs of clientele and providing pertinent information. If people view our trustworthy sites they will return to get answers. Our statistics show people return to our sites for credible information. Our blog reached 59,734 in 2014-2015. Our Facebook™ had 2,066 views during March 9-15 with 272 in post engagement. Our email wellness challenges had over 9,000 participants last year, including 35 states and several countries.

Title: Cooperative Extension and Health Literacy: A National Focus

Presented by: Lisa Barlage, Extension Educator
Additional Presenters: Sonja Koukel, Sarah Bercaw, Nancy Crevier, Jatunn Gibson, Belinda Letto, Fatemeh Melekian, Cathy Newkirk, Linda Quade
Type of Presentation: Individual Presentation

Abstract: Given the national trends in health, Extension adopted the Framework for Health and Wellness (2014) to be responsive to emerging needs and to create a new programmatic focus to positively influence the social, economic, and environmental determinants of health. Through an assessment of national trends, five topic issue areas were identified in the Framework. Health Literacy is one of the five topic issue areas.
The Health Literacy Action Team, comprised of Extension professionals from across the nation, is charged with raising awareness on health literacy. At the individual level, health literacy is often

defined as "Increasing the ability of people to obtain, understand, communicate, and act upon health information and services." A National Assessment of Adult Literacy (2003) reported only 12% of U.S. adults tested as fully health literate; the majority was at or below basic levels of functioning.

Current literature indicates health literacy is not solely an issue at the individual level. A multidimensional model of health literacy (2006) is built upon four central domains:

- Fundamental – ability to read, write, speak and work with numbers
- Scientific – skills and abilities to understand and use science and technology
- Civic – skills and abilities that enable citizens to participate in decision-making processes
- Cultural – ability to use collective beliefs customs, worldview, and social identity in order to interpret and act on health information.

This presentation provides an overview of health literacy at the national level; the challenges of health literacy education; currently available educational materials; and the emerging role for Extension and external partners. Attendees are invited to assist the team with identifying resources or content experts to complete the Action Team's goals and objectives during the three-year process which include:

- Engaging colleagues in professional development
- Identifying and developing systematic programs and curriculum
- Providing assistance with resource development.

Title: Tame the Stress in Your Life through Mindfulness

Presented by: Lisa McCoy, FCS Educator
Type of Presentation: Individual Presentation

Abstract: We all live with stress: personal, family and work. Our lives are filled with distractions from email and Facebook to texting and Twitter. Many of us are connected to technology 24/7 and are rarely alone with just our thoughts. We turn to multi-tasking to accomplish everything on our "to do" lists but usually fall short.

When our lives are on "overload", our brains cells die, our quality of life decreases and this multi-tasking leads to lower overall productivity. There is a growing movement in America to tame the stresses of daily life through a practice called "mindfulness": being aware of your thoughts, physical sensations, and surroundings.

Research has shown that mindfulness can improve health and boost energy, creativity and productivity throughout the day. Studies have proven that meditation and mindfulness training can lower cortisol levels and blood pressure while improving the immune system. Hospitals use mindfulness programs to help patients cope with chronic illness and pain.

When faced with stressors, our brain is wired to go down the same pathways we have used before, to have the same thoughts, feelings and behaviors. Mindfulness offers an alternative to this "autopilot" response. Learn how to train your mindfulness muscles and incorporate these techniques into your daily lives. Find ways to quiet your busy mind and become more aware of the present moment and less on the past and future. We will discuss techniques such as mindful breathing, eating, and laughter as well as meditation techniques to cope with the stress in our lives.

Participants will:
• Understand the science behind stress and its effect on our bodies
• Understand how the brain changes positively with mindfulness training
• Learn and practice 5 different techniques to tame the stress in their daily life

Title: Brain Centered Teaching; engaging the learner more effectively

Presented by: Mike Knutz, Associate Professor of 4-H Youth Dev.
Additional Presenters: Shanna Northway
Type of Presentation: Individual Presentation

Abstract: Understanding and applying concepts on how youth learn is essential to 4-H Youth Development Professionals. Well-intentioned but uninformed youth workers may develop inappropriate activities because of a lack of knowledge or training. Quality 4-H Youth Development Programs include effect teaching. Whether you are teaching a workshop to peers, youth, or volunteers; understanding how the brain learns can enhance your effectiveness as an educator. In this workshop, participants will learn teaching principles and strategies based on brain research on how people learn. Participants will be challenge to incorporate learning strategies to improve learner impact.

One of the more popular topics in education over the past four decades has been on learning styles; the concept that individuals differ in regard to what mode of instruction is most effective. According to one of the earliest researchers on the subject; J.W. Keefe refers to learning style as a student's consistent way of responding to and using stimuli in the context of learning.   In 1992, Stewart and Felicetti (1992) defined it as those "educational conditions under which a student is most likely to learn." More recent research has shed new light on factors that influence learning and memory.

Targeted Outcome
Participants will learn strategies involving exercise, sensory, memory, and integration that improve memory and overall learning. Techniques will be demonstrated to reinforce key principles. Participants will have techniques and activities that can be readily incorporated in their next lesson.

The targeted audience is:
Extension personnel who teach and have introductory to intermediate level training or experience in teaching and or learning.

In this session participants will discover how to embrace the ever-changing climate of social media options to provide more enticing and engaging online programming. Participants will explore social media avenues (blogs, challenges, Facebook™, Twitter™, Pinterest™, and YouTube™) and determine what forms of social media will assist them and advance their programming. Tips and tools on how to encourage and lead your team will include writer schedules, review forms, and team interest surveys. Presenters will share team management tools that encourage successful integration into the work of Extension Educators. Learning these tips and using these tools will help in successfully turn a team into social media programming and maintaining a viable social media presence.

Title: College Access for Rural Youth: Using your University Connections

Presented by: Travis West, Extension Educator, 4-H Youth Development
Type of Presentation: Individual Presentation

Abstract: OSU Extension – Vinton County collaborates to deliver college experiences to rural youth in Vinton County. Extension's task of community engagement and outreach can be strengthened by developing relationships and using your college connections for youth education. Participants will leave the session with resources for providing college access programming to youth through their university connections.

Title: Five Things We Learned By Piloting Educational Technology Specialists

Presented by: Jerold Thomas, Leader, Innovation and Change
Additional Presenters: Jamie Seger
Type of Presentation: Individual Presentation

Abstract: Beginning in 2012, Ohio State University Extension piloted four 50% Educational Technology Specialist appointments. Each Ed Tech Specialist was assigned the point of contact for one program area (4-H, Family & Consumer Sciences, Agriculture and Natural Resources, and Community Development). Results and feedback from the two-year pilot period were positive and an OSU Extension Educational Technology Unit was created in 2015.

Come to this session to hear how the new OSU Extension Ed Tech Unit is working to assist Extension professionals in purposefully integrating technology into their work. Methods of communication, training, coaching, and outreach will be shared. Examples and case studies of successes, as well as "flops" will be discussed. Resources such as materials and information created by the OSU Extension Ed Tech Unit will be shared with participants, such as peer review for digital materials recommendations, social media strategy information, P.O.S.T. strategy for integration of technology into Extension work.

Results and lessons learned from a 2016 OSU Extension Innovation event will also be shared with participants. Session participants will also participate in a brief "creativity exercise" to inspire innovative and creative thinking; utilized during the Innovation event. More information about the OSUE Ed Tech Unit can be found on the unit's blog: u.osu.edu/extensionedtech

Session Objectives:
To share results from the OSUE Ed Tech pilot project.
To share examples of Ed Tech successes and failures.
To share usable resources with participants.
To provide an opportunity for discussion on the topic of technology use in Extension programming.
To inspire Extension professionals and organizations to implement inspirational and creative, although purposeful, training and coaching for technology integration.