

Extension Impacts 2016



UNIVERSITY
OF WYOMING

The University of Wyoming Extension provides research-based, lifelong learning for the people of Wyoming.

The University of Wyoming Extension is grounded in the belief that people have the ability and power to enlarge their lives and plan for their future.

Extension education is both research-based — an extension of the University of Wyoming — and results-oriented.

All UW Extension educators and specialists gather input from stakeholders to ensure their education programs are relevant to the lives of Wyoming citizens. In 2015, extension employees submitted 88 impact statements that formed the basis for reporting to the USDA National Institute of Food and Agriculture. The nine impact statements in *Impact Statements 2016* are presented as a snapshot of the work of UW Extension.

If you want to learn more about any of these UW Extension programs or a program not included here, contact your county office or educator or Director Glen Whipple at (307) 766-5124 or glen@uwyo.edu.

Thank you from the staff of the University of Wyoming Extension.



University of Wyoming Extension
<http://www.uwyo.edu/uwe/>

Extension builds economic capacity.

2

Participants in the extension-led High Plains Ranch Practicum reported their knowledge gained would influence 288 people and management of 15,500 beef cattle and 351,000 acres of land. Producers reported the classes resulted in a \$385,000 increase in net income to their operations.

4

The Soil Health and Management for Ag Professionals workshop hosted by Washakie County extension equipped crop advisers, Natural Resources Conservation Service staff, and extension educators to teach cover crop selection and reduced-tillage methods for farmers and best practices for using compost, manure, and cover crops in ranching.

6

Participants in the eight-week Building Farmers and Ranchers in the West class learned business planning, marketing, record keeping, tax considerations, and funding, and afterward all agreed a business plan was necessary for successful crop and livestock production.

Extension builds leadership.

8

After two years of planning with Wind River Indian Reservation community members, the Wind River Leadership School was launched to build capacity and leadership skills in Indian country. This may benefit school boards, community recreation programs, and even the tribal governance councils.

10

The Essentials of Public Participation trains community members and state and federal agency employees to facilitate and manage public involvement, giving them the knowledge and skills to create respectful, positive, and useful engagement opportunities.

Extension builds youth.

12

4-H members helped deliver presentations about horses, swine, goats, sheep, poultry, beef, and rabbits at live animal stations at the 2015 Carbon County Expo. Approximately 200 fourth graders learned about agriculture and agricultural careers.

Extension builds online tools to benefit youth and adults.

14

The Lincoln County extension Facebook page received 4,400 visits in four months from those seeking news and updates on 4-H, and an online auction raised \$1,280 for the program. Two extension blogs that provide research-based rangeland use, management, and policy information received more than 4,000 views last year from Wyoming, the West, and the world.

Extension builds health.

16

The new May Park Community Garden in Teton County provided garden-to-table vegetable gardening to Jackson residents, 70 percent of whom said they had never been able to have a garden in their land-constrained town.

18

UW Extension is a partner in the multi-agency, multi-disciplinary Wyoming Food Safety Coalition. Its ServSafe programs for food service personnel are taught by teams that generally include a health inspector and an extension nutrition and food safety educator.

Extension builds knowledge.

21

UW Extension gets knowledge out in words — and pictures.

HIGH PLAINS RANCH PRACTICUM IMPROVES PARTICIPANT PROFITABILITY, QUALITY OF LIFE

Situation

Wyoming agriculture in 2013 produced \$2 billion of value, and livestock production accounts for 76 percent of the cash receipts (Wyoming Agriculture Statistics 2015). That ranches in Wyoming remain economically viable and environmentally sustainable is imperative to Wyoming's economy.

Sustainable ranch businesses require a systems approach to decision making for successful working relationships and effective management of finances,

livestock, forage, and natural resources. The High Plains Ranch Practicum is a comprehensive ranch management school focused on a systems approach to ranch management. The practicum is an applied learning experience consisting of eight full days over seven months of combined classroom learning and hands-on field application of the concepts and skills. Firsthand experience and discussion about changes that occurred to cattle and range conditions solidified concepts taught throughout the course.



The ranch practicum is a partnership between the University of Wyoming Extension and University of Nebraska Extension.

Impact

Two schools were held in 2014/15. One based out of Kimball, Nebraska, had 22 participants, and another based out of Laramie had 27 participants. School participants were asked the final day to complete a survey to capture their knowledge gained, skills and practices adapted, economic benefit to their businesses, and a scope of the impact on the resources they control or have influence over. A total of 32 surveys were returned. Those completing surveys indicated knowledge gained would influence 288 people, management for 15,500 beef cattle, and 351,000 acres of land. Producers reported the classes resulted in \$385,000 improvement in net income to their operations.

Practicum participants indicated because of knowledge gained:

- 88 percent would be likely or very likely to use cow body condition as a management tool.
- 94 percent would be likely or very likely to use Unit Cost of Production (UCOP) as a decision making tool.
- 94 percent would be likely or very likely to use tools and knowledge to improve range management or natural resource management.

Participants reported making or planning to make the following changes as a result of attending the class:

“Be more involved in management decisions, human relationships, and business development (mission, goals, finances, economics).”

“I would like to improve the family relationship so we can utilize UCOP info. I would really like to implement a more management-intensive grazing system to reduce or eliminate overgrazing/underutilization problems. I would like to cut back the hay feeding to just two months or ultimately no haying at all.”

“I will look at my different summer pasture plants and try new methods to increase the desirable ones.”

The cost for the High Plains Ranch Practicum is \$600 per person. A tuition reimbursement of \$300 per person was provided to those completing the course requirements. This tuition reimbursement was made possible by carry-over grant funding from the Western Center for Risk Management Education and USDA National Institute of Food and Agriculture Beginning Rancher Development Program.

Following are two participant comments when asked if the resources invested in the ranch practicum were a good investment:

“Yes, it provided the resources to better understand our operation, give a better grasp on ranching industry as a whole, and hopefully to make more informed managerial decisions in the future.”

“Yes, this will help me become a better manager/owner when I take over the ranch and show the parents I am truly interested in taking over.”



**High Plains Ranch
Practicum Videos**
[http://bit.ly/
PracticumVideos](http://bit.ly/PracticumVideos)



**High Plains Ranch
Practicum Information**
[http://bit.ly/
RanchPracticum](http://bit.ly/RanchPracticum)



Dallas Mount
University Extension Educator
Southeast Area: Albany, Carbon,
Goshen, Laramie, and Platte
counties
(307) 322-3667
dmount@uwyo.edu



WORKSHOP'S SOIL MANAGEMENT FOCUS PROVIDES INFORMATION SPECIFIC TO WYOMING

Situation

Interest in soil health and management is growing among producers and agricultural professionals, including extension educators. Abundant information is available through universities, the Natural Resources Conservation Service (NRCS), and industry; however, agricultural producers and agricultural professionals in Wyoming often express the available information is not specific enough to our climate, soils, and production systems.

This educational program was developed to provide additional training opportunities, resources, and tools for agricultural professionals specific to Wyoming needs.

Washakie County extension hosted “Soil Health and Management for Ag Professionals” in May 2015. Workshop participants included eight extension educators, one agronomist, three crop advisors, and two NRCS staff.

All workshop participants received the following in a UW Extension tote bag: 1) IPNI Soil Fertility Manual published by the International Plant Nutrition Institute; 2) hard copies of extension bulletins and research articles in a three-ring binder; 3) the book Building Soils for Better Crops by Magdoff and Van Es; 4) USB drive with over 70 bulletins, articles, e-books, and other resources; and 5) set of soil infiltration rings, stopwatch, and soil thermometer.

Participants were also given access to an online Dropbox folder that contained the electronic resources on the USB drive. This folder has since been expanded to include nearly 100 soil management resources, and the link has been shared with UW Extension agriculture educators, specialists, graduate students, and others who might find the information helpful (<http://bit.ly/SoilResources>). Access to print and electronic supplemental material makes it easy for participants to find and read the information and share it with clients.

Impact

Through a pre- and post-survey, participants showed that their ability to explain the differences between pools of soil carbon increased, they learned what a disease-suppressive soil is, and they had a higher level of confidence in their abilities to help growers find the soil management information they needed.

The most relevant topics for farmers included cover crop selection and management and reduced-tillage methods and equipment.

The most relevant topics for ranchers included best management practices for using compost and manure and cover crop selection and management.

All participants agreed more educational soil management programs were needed for farmers and ranchers.

Comments from the one-month follow-up evaluation included this one:

“The hands-on exercises were great ... because they gave me a foundation for doing the same thing with landowners. The horticulture exercise at the end was great because it felt like we were walking through exactly what we could do in a workshop.”



Caitlin Youngquist

University Extension Educator
Northwest Area: Big Horn, Fremont,
Hot Springs, Park and Washakie
counties and the Wind River
Reservation
(307) 347-3431
cyoungqu@uwyo.edu

EIGHT-WEEK BUSINESS COURSE HELPS PREPARE AGRICULTURAL PRODUCERS FOR SUCCESS

Situation

Wyoming, like many other states, is experiencing a gradual increase in the average age of agricultural operators. The authors of a 2014 journal article in *Rangelands* predict by 2033 there will be no operators under the age of 35 in Wyoming. The current average age of Wyoming agricultural operators is 58.2, according to the 2012 census. In addition, females make up only 14 percent of principal agricultural operators in Wyoming. Young or new agricultural producers must be successful in business to ensure the sustainability of agricultural operations in Wyoming.

A “Building Farmers and Ranchers in the West” eight-week business course adapted from the Colorado “Building Farmers in the West” course, was taught in Fremont County in April and May 2015. This program

focused on business basics and writing a business plan. Speakers presented on business planning, marketing, record keeping, and funding. The class concluded with business plan presentations from participants.

Impact

Prior to the class, only 13 percent of participants responded they had a business plan for their operation; however, when asked if a business plan should be developed prior to implementing crop/livestock production, 100 percent responded they agreed or strongly agreed.

In the end-of-course evaluations, participants were asked how much they learned about the subjects on a scale of 1-5 (1=nothing, 5=a great deal). For business plans, the average score was 4.6. Other top-rated subjects



Mae Smith

University Extension Educator
Northwest Area: Big Horn,
Fremont, Hot Springs, Park, and
Washakie counties and the Wind
River Reservation
(307) 765-2868
maep@uwyo.edu



Tina Russell

University Extension Educator
Wind River Reservation
(307) 332-2135
jtoth1@uwyo.edu

were keeping records for taxes (4.3), maintaining financial records (4.1), and where to obtain loans/funding (4.1). Participants reported ways they would use the information:

- Follow a more structured business plan.
- Be aware of more options for a more profitable business.
- Finish the business plan. Follow the goals and the budget.
- Consider putting the land and house into a different LLC from the operation.

- Fine-tune the business plan every four to six months, and revise the plan as needed annually.
- Determine lease, tax, and insurance needs as they more fully establish their businesses.



**Building
Farmers and
Ranchers**
[http://bit.ly/
BuildingFarmers](http://bit.ly/BuildingFarmers)



WIND RIVER LEADERSHIP SCHOOL IMPROVES WORKING COLLABORATIVELY, BUILDING NETWORKS, LEADERSHIP

Situation

Extension has historically been involved in the development of intensive, yearlong leadership schools for Wyoming counties; however, nothing had been developed to meet the needs of the wide array of organizations on the Wind River Indian Reservation (WRIR), such as school boards, community recreation programs, and even the tribal governance councils.

The Wind River extension office over the years has received multiple requests for programming related to building capacity and leadership skills in Indian country. Tina Russell, the WRIR extension educator, along with Tara Kuipers and Hannah Swanbom, extension

community development educators, researched tribal leadership programs to find something more suitable to the reservation.

The Wind River Leadership School, which kicked off in the fall of 2014, was developed after extensive work with WRIR community members over a two-year period.

The school consisted of three day-long educational sessions over three months, which incorporated a variety of leadership development lectures, skills exercises, and field trips. The focus of each class was two-pronged: building leadership skills and building knowledge of community resources and organizations.



Twenty participants attended various course sessions, with 12 completing all three sessions and graduating from the program. A second school planned for the winter of 2016 is being designed with input from previous attendees.



Impacts

Each educational program was assessed through written program evaluations. Participants were invited to a leadership school reunion two months after the program to reconnect with other participants and further evaluate the program's effectiveness.

Evaluation responses were overwhelmingly positive. Most participants stated they felt ready to apply the information learned. All stated they had gained knowledge of their community and improved their knowledge or skills in working collaboratively with others; building relationships and networks; and leading groups, committees or teams. The following are a few notable comments about what they learned in this course:

"I have gotten many ideas on ethics that I may transfer to anything in my family, community, and school."

"I will always remember that leadership is a process. And to be aware that if you are a leader you will be responsible for all the action."

"I am building a great base of information that is invaluable in my future leadership roles."

"Don't take negative thoughts/words personally."

"Learning about 'the different types of learning styles' will help me in my supervising and management duties."

Long-term impacts will likely include an increased number of leadership school participants taking on leadership roles in their family and work environments or in a public service capacity, thereby strengthening the entire WRIR over time, and the development of a Wind River leadership school primarily led and organized by tribal community members.



Tina Russell
University Extension Educator
Wind River Reservation
(307) 332-2135
jtoth1@uwyo.edu



Leadership Development
<http://bit.ly/WRLeadership>

WORKSHOP ENHANCES CITIZEN PARTICIPATION IN PUBLIC PROCESS ACROSS WYOMING

Situation

Public participation is increasing in both importance and complexity in Wyoming and across the nation, fueled by citizens' desire to engage in decisions that affect them and public officials' desire to engage the public in useful, civil ways

Those who facilitate and manage public involvement need the knowledge and skills to create a respectful, positive, and useful engagement opportunity and create the best possible outcomes for all. University of Wyoming Extension addresses this need by training practitioners who can serve as conveners for effective public participation and others to do the same within their agencies and communities.

The "Essentials of Public Participation" course was offered three times in Wyoming over 15 months. While open to any interested party, the training was marketed to those who work in state and federal agencies who frequently gather public input, such as the U.S. Forest Service, Bureau of Land Management, and the Wyoming departments of Agriculture, Health and Human Services, and Environmental Quality, the Wyoming Game and Fish Department, and the Wyoming Business Council.



Tara Kuipers

University Extension
Community Development Educator
Northwest Area: Big Horn,
Fremont, Hot Springs, Park, and
Washakie counties and Wind River
Reservation
(307) 527-8560
tkuipers@parkcounty.us

"We are looking at public participation not just as something to cross off the list but to actually gather thoughtful insight."

Fifty-five individuals completed the 12-hour training in Casper, Cody, and Cheyenne.

Impact

In evaluations by participants immediately after the training, participants agreed or strongly agreed the climate was respectful, they were challenged to think critically, and they were motivated to learn more about facilitation techniques to gather public input. Almost all the 48 participants who responded to the e-mailed survey indicated they are or will be more effective in a facilitation role.

A six-month follow-up evaluation was also emailed to the 55 participants who completed the "Essentials of Public Participation" workshop. This survey asked participants to indicate if the training improved skills necessary to effectively facilitate

public meetings. Of the 36 respondents, all indicated their conflict management skills had improved as a result of the training, and 80 percent indicated their communication skills had improved. In addition, 60 percent shared they had also improved their decision making, problem solving, and leadership skills.

Brief follow-up phone interviews were conducted with 10 participants to gather stories about how the training made a difference in their work. They were selected because they represented workshop participants' demographic, geographic, organizational or agency affiliation, and professional role. Of the 10 individuals contacted, six interviews were completed. Samples of responses are:

"Our agency has been putting much more thought into engaging the public. We constantly remind ourselves that just informing the public isn't really engaging them."

"We're not just sharing more information with the public, we're sharing better information."

"We are doing better at defining the 'real' problem we are addressing – not just what we think the problem is."

"We are looking at public participation not just as something to cross off the list but to actually gather thoughtful insight."



**Participation
Course**
[http://bit.ly/
public_part](http://bit.ly/public_part)



EXPO ENGAGES YOUTH IN AGRICULTURE

Situation

Agriculture provides food and jobs across the nation. Youth learning about agriculture is becoming increasingly important as the human population grows; they are the future scientists, farmers, inventors, land stewards, and business leaders who will make decisions and discover innovative ways to approach agriculture. Youth can make better-informed decisions if more aware

of how their food is produced, how it affects their health, the importance of agriculture in our society, and the types of agricultural careers.

The Carbon County Expo provides information and experiences to do that. Approximately 200 fourth graders each year are exposed to a variety of agricultural topics and occupations during the expo. Collaborators are:

- UW Extension
- Carbon County Stock Growers
- Carbon County Weed and Pest
- Saratoga-Encampment-Rawlins Conservation District
- Bureau of Land Management



Cathleen Craig
University Extension
Educator 4-H/Youth
Carbon County
(307) 328-2642
ccraig@uwyo.edu

- Various wildlife services in Carbon County
- Veterinarians
- Carbon County Higher Education
- Local farmers and ranchers
- 4-H members
- Carbon County schools

The 2015 expo engaged youth in hands-on learning experiences around working dogs, pizza farmer (described below), roping, tools of a veterinarian, weed and pest identification, branding, gardening, wool, property rights, and live animal stations such as horse, beef, swine, and poultry.

The Carbon County 4-H educator taught the pizza farmer station with the aid of the Cent\$ible Nutrition Program associate and support staff. Youth were involved in discussions about the importance of agriculture, different types of agriculture, and how each ingredient in pizza comes from agriculture.

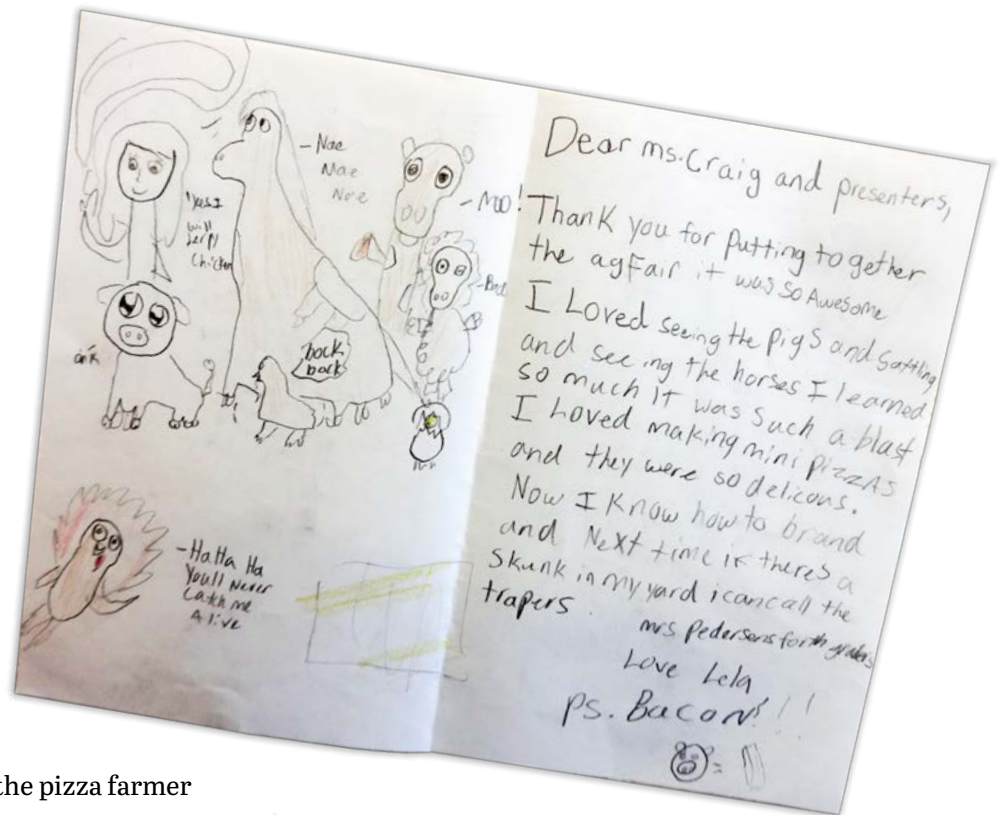
Impact

Ten Carbon County 4-H members delivered presentations at live animal stations about horses, swine, goats, sheep, poultry, beef, and rabbits. 4-H youth presenters gained leadership experience through teaching others about agriculture and 4-H.

Youth identified a variety of vegetables, grains, fruits, and animals used in food production during the “pizza farmer” discussion. Some changed their usual behaviors

and tried something new, such as kale or mushrooms, on their pizzas. Some discovered they actually liked the new items. The youth learned new skills with a few simple ways to make their own pizza snacks at home using tortillas, bread, and other ingredients.

At the end of the Pizza Farmer station, each group was asked how they would respond if someone said “agriculture is not important” – 95 percent responded with enthusiasm, “Yes, it is important!” When asked why, they gave a variety of responses, including, “That’s where our food comes from.” When asked what their favorite topic of the day was, responses included the pizza farmer station, poultry, roping, wildlife, and veterinarian stations.



**Carbon County
4-H Facebook**
[http://bit.ly/
Carbon4H](http://bit.ly/Carbon4H)



ONLINE RESOURCES “EXTEND” EXTENSION KNOWLEDGE AND PROGRAMS



**Writing on the
Range Blog**
[http://
uwyoextension.
org/rangewriter/](http://uwyoextension.org/rangewriter/)



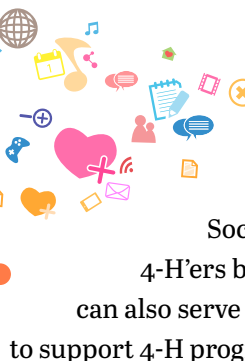
**Ranglands 4 You
Blog**
[http://
wyoextension.org/
ranglands4u/](http://wyoextension.org/ranglands4u/)



**Lincoln County
4-H Facebook**
[http://bit.ly/
Lincoln4H](http://bit.ly/Lincoln4H)

Situation

Wyoming youths and farmers and ranchers are seeking online information that is research-based, accurate, timely, and relevant. They often cannot wait for printed materials or website updates. UW Extension educators have responded to client need using social media such as Facebook, Twitter, Pinterest, and blogs to provide better online information.



Research indicates keeping youths in educational extracurricular activities throughout the school year is important. To do this, they need to know what is happening. Social media outlets can keep 4-H'ers better informed. Social media can also serve as an avenue for raising funds to support 4-H programs.

An increased interest in rangeland and forestland has led to increased scrutiny and a need to access technical research and find guidelines for use. Accessing and understanding scientific research is not easy. Journals often require a subscription to read articles and, once accessed, the papers contain technical jargon, complex statistics, and elaborate conclusions.

Impacts

The Lincoln County extension office created a Facebook page to provide 4-H'ers timely information. From April 14 to July 16, 2015, more than 4,435 individuals were reached through the Facebook page. An online silent auction raised \$1,280 for program support.

The extension range specialist created a blog "Rangelands 4 You" that makes rangeland scientific research accessible and comprehensible. Eight policy decisions have been summarized and posted. The number of users is 2,547, and the number of page views is 3,328. Users are from around the world, with the greatest

number by state from Wyoming, California, Texas, Colorado, and Montana.

The Converse County extension educator created the blog "Writing on the Range" in January 2013 to teach readers about different types of rangeland use, management, and history, using up-to-date, research-based information. New blogs are posted once or twice per month, and topics vary by season. The number of visitors has increased each year, with 384 in 2013; 612 in 2014; and 675 in 2015. All posts are categorized and given key words to enhance search engine optimization. The analytics and insights are provided by WordPress. Posts are shared by the author via Facebook, Twitter, and Pinterest.



Shar Perry
University Extension
Educator 4-H/Youth
Lincoln County
(307) 828-4091
hunsaker@uwyo.edu



Derek Scasta
University Extension
Range Specialist
(307) 766-2337
jscasta@uwyo.edu



Ashley Garrelts
University Extension Educator
Natrona-Niobrara-Converse Area
(307) 358-0662
ashleyg@uwyo.edu



JACKSON HOLE RESIDENTS DIG IN AT MAY PARK COMMUNITY GARDEN

Situation

Most land in and around the Jackson area is public, causing a housing crisis and lack of houses and apartments with yards. This has affected the number of individuals able to plant gardens on their own. Jackson was given land for the Blair Community Garden many years ago near Jackson Hole Middle School and across the street from the Blair Apartments. The Blair Garden has about 41 full-size garden plots planted with produce and flowers, with a few smaller educational plots. For many years, Teton County Parks and Recreation and the extension office have been working to provide the community with another garden.

The May Park Community Garden, developed in the fall of 2014, is funded by Teton County Parks and Recreation, Teton County UW Extension, and a grant from the Teton Conservation District. Teton County broke ground in early May for excavation; water lines began to be placed; and fence post holes were dug. The first build day was May 30 with 10 Teton County Parks and Recreation employees, 30 volunteers, and Jordan McCoy, the extension nutrition and food safety educator. Seventy-two garden plots have been constructed, including raised

garden beds for senior or disabled gardeners. The fee to help maintain the infrastructure of the community garden is \$55 per plot with a \$10 senior discount.

By mid-June, all gardeners had planted their garden plots. Many planted perennials for next year and added some covering to their gardens in preparation for winter.

Impact

Gardeners were asked in September about the effects having access to the community garden had on their lives. Seventy percent stated this was the first time they were able to have a garden. Those who had previously gardened used planters in driveways, church gardens, and porch containers.

When asked how the garden affected them nutritionally, almost 72 percent said their intake of fresh vegetables and herbs increased. Also, 74 percent stated they used more fresh garden goods while cooking. Other impacts were decreased intake of processed foods and the impact on daily food intake in general. Almost 95 percent stated they were able to act on the garden-to-table concept within their homes or families.



Jordan McCoy
University Extension
Nutrition and Food Safety Educator
West Area: Lincoln, Sublette,
Sweetwater, Teton, and Uinta
counties
(307) 733-3087
jmccoy@tetonwyo.org



**May Park
Community Garden**
<http://bit.ly/MayPark>



FOOD SAFETY WORKSHOPS PREVENT ILLNESS AND REDUCE HOSPITALIZATIONS AND WORK DAYS LOST

Situation

Foodborne diseases cause approximately 48 million illnesses, 128,000 hospitalizations, and 3,000 deaths each year in the U.S. The average cost per foodborne illness is an estimated \$1,850. With approximately 60 percent of foodborne illness outbreaks nationwide attributable to food service establishments, food service personnel are key to reducing the risk of foodborne illnesses and the associated costs.

The Wyoming Food Safety Coalition (WFSC), a multi-agency, multi-disciplinary partnership, is the primary source of food safety education for food service personnel. The ServSafe programs are generally taught

by a local team, most of which include a nutrition and food safety extension educator and a health inspector.

Home canning presents another potential for food spoilage and foodborne illness. An estimated one in five households in the U.S. practices home canning. This accounts for over 44,000 households across Wyoming. Unfortunately, a high percentage of home canners use unsafe practices that put households at high risk for food spoilage and foodborne illness.

UW Extension Nutrition and Food Safety Initiative Team members use research-based canning methods to teach food preservation workshops to improve food preservation practices and reduce risk for food spoilage and foodborne illness. Workshop topics include water-bath and pressure canning, as well as freezing, dehydrating, and vegetable fermentation. A total of 386 individuals have participated in the workshops across Wyoming.

Impact

Estimates based on data from an evaluation project conducted by UW Extension for WFSC show this year's



488 participants in WFSC's ServSafe programs have made the following changes:

- 97 percent made at least one change related to cleanliness; for example, washed their hands more often.
- 80 percent made at least one change related to cooling food; for example, put food into shallow containers or cut meat into smaller pieces before placing it in refrigerator.
- 78 percent made at least one change related to food preparation and prevention of cross-contamination; for example, kept raw meats, cooked foods, and fresh produce separated.
- 70 percent made at least one change related to cooking food; for example, used a stove or microwave – not a steam table – to reheat food.
- 75 percent made at least one change in other areas; for example, monitored critical control points more closely.

An evaluation of the Safe and Nutritious Home Food Preservation workshop was collected from 119 participants. A large majority of participants indicated increased knowledge of core food preservation topics. Ninety-three percent indicated increased knowledge of food safety topics. Additionally, the average increase in knowledge represented a rise from low/moderate knowledge before the workshop to high/very high knowledge after the workshop.

A high percentage of participants also indicated their intentions to adopt food safety practices after attending the workshop. These behavior changes included properly venting when pressure canning, correctly adjusting recipes for altitude, and following tested recipes.

These improved food handling behaviors increase the likelihood food is safe; therefore, illnesses avoided, fewer work days missed, health-care costs controlled, and lives saved.



**UW Extension Nutrition,
Health, and Food Safety
Programs**
www.uwyo.edu/foods



ServSafe Training
March 2016
<http://bit.ly/ServSafe16>

Nutrition and Food Safety Initiative Team Educators



Karla Case
Natrona-Niobrara-Converse Area
(307) 235-9400
kcase@natronacounty-wy.gov



Phyllis Lewis
Northwest Area: Big Horn,
Fremont, Hot Springs, Park, and
Washakie counties and Wind
River Reservation
(307) 347-3431
pblewis@uwyo.edu



Vicki Hayman
Northeast Area: Campbell,
Crook, Johnson, Sheridan, and
Weston counties
(307) 746-3531
vhayman@uwyo.edu



Jordan McCoy
West Area: Lincoln, Sublette,
Sweetwater, Teton, and Uinta
counties
(307) 733-3087
jmccoy@tetonwyo.org



Jossie Ibarra
West Area: Lincoln, Sublette,
Sweetwater, Teton, and Uinta
counties
(307) 352-6775
jibarra2@uwyo.edu



Denise Smith
Natrona-Niobrara-Converse Area
(307) 334-3534
desmith@uwyo.edu



Callie Kettner
Southeast Area: Albany, Carbon,
Goshen, Laramie, and Platte
counties
(307) 328-2642
ckettner@uwyo.edu



Kentz Willis
Northeast Area: Campbell,
Crook, Johnson, Sheridan, and
Weston counties
(307) 674-2980
kwillis3@uwyo.edu

Chris Pasley
(Retired)
Southeast Area: Albany, Carbon, Goshen, Laramie,
Platte counties



UW Extension gets knowledge out in words — and pictures.

The Extension Communications and Technology team works with University of Wyoming College of Agriculture and Natural Resources faculty members and UW Extension to prepare magazines, educational bulletins, videos, and websites and provide educational technology support to maximize effectiveness. To receive specific publications and college news, contact Tana Stith at (307) 766-3559 or tana@uwyo.edu.



University of Wyoming Extension
<http://www.uwyo.edu/uwe/>

Issued in furtherance of extension work, acts of May 8 and June 30, 1914, in cooperation with the U.S. Department of Agriculture. Glen Whipple, director, University of Wyoming Extension, University of Wyoming, Laramie, Wyoming 82071.

Persons seeking admission, employment, or access to programs of the University of Wyoming shall be considered without regard to race, color, religion, sex, national origin, disability, age, political belief, veteran status, sexual orientation, and marital or familial status. Persons with disabilities who require alternative means for communication or program information (Braille, large print, audiotape, etc.) should contact their local UW Extension office. To file a complaint, write to the UW Employment Practices/Affirmative Action Office, University of Wyoming, Department 3434, 1000 E. University Avenue, Laramie, WY 82071.