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TEENAGE PARENTING: HOW MUCH DOES IT COST?

Becky Baer*

ABSTRACT:

Teen parenting has been a problem in Meigs County, Ohio for several years. At one point, the Appalachian community had the largest percentage of teenage pregnancies in the state. To help combat this social issue, the agent prepared a program entitled, "Teenage Parenting: How Much Does It Cost?" The multimedia presentation addresses the high cost of being a teen parent--not only the financial burden of having a child, but also the educational, social, physical and emotional sacrifices that occur in a teenager's life due to premature parenthood. Corresponding brochures providing statistical information about the prevalence of the problem and strategies supporting abstinence are given to the teens. This program has been presented to approximately 150 teenagers at the local youth center and the annual "Women's Outing on Wellness"—a health fair conference developed for high school girls. This agent has helped plan and implement the "Women's Outing on Wellness" conference for five years. Each year about 200 youth and health professionals participate in the event. Positive comments about the teen parenting sessions have been reported on conference evaluations. To reach a broader community audience, "Teen Parenting: How Much Does It Cost?" brochures have been distributed to students and faculty at area high schools, and articles have been written for the local newspaper.

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REVENUE GENERATION

Lois Hunt*

ABSTRACT:

Iowa State University Extension has completed two successful years of Revenue Generation. This session will cover how the ISU Extension Service moved the system into alternative revenue sources and cost recovery strategies in order to continue funding quality programs and services. A ten-year history of ISU Extension Budget will be featured as well as the background information of Revenue Generation in the 21st Century. Included in the session will be Guiding Principles of Revenue Generation that was used to set the process in place. Hear how the system changed while maintaining strong programs in agricultural production services, substantial resources to community development, youth, family, and business & industry programs as well as educational services. While the state budget in Iowa decreased the ISU Extension Budget increased. These increases have been due in large measure to innovative programs of staff. In the end, this session will share how the quality and scope of the programs and the efficiency with which we provide them that ensures our continued growth. This is a session you won't want to miss as we look at Extension in the 21st Century.

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SMALL TOWN SUCCESS STRATEGIES: A BEST-PRACTICE APPROACH TO COMMUNITY AND ECONOMIC DEVELOPMENT

David Ivan*

ABSTRACT:

Like many states, Michigan is facing increasing economic and land-use pressure throughout its communities. Michigan State University Extension, through the financial support of a USDA FRA Grant, sought to address the above challenges by conducting hands-on educational programs for community influencers and leaders of small/mid-size towns in Michigan. The program identified "best-practice" communities in three issue areas identified by a focus group: economic development, land use, and overall quality of life. Upon identification of the best-practice communities, a series of "workshops-on-themove" were conducted to provide community leaders with the opportunity to learn, firsthand, of proactive initiatives. To expand the reach of the program, a statewide conference, entitled "Small Town Success Strategies" was conducted. In addition to featuring the insights of community development experts from other universities, the conference included a summary of Michigan's "best-practice" communities that closely paralleled previous work conducted by Luther and Wall at the Heartland Center, in Nebraska. An evaluation of the nearly 160 conference attendees revealed that 85% of the attendees indicated that the information provided will be used to facilitate change in their community. All of the participants in the workshops-on-the-move indicated that they gained a new idea that will benefit their community. To continue the initiative beyond the grant period, a series of "best-practice" summaries have been developed and a more localized community development forum established.

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TEN ATTITUDES OF EXTENSION PRACTITIONERS TOWARD PROGRAMMING WITH MINORITY AND LOW-INCOME AUDIENCES

Kevin Laughlin Ph.D.* and Martha Yopp, Ed.D.

ABSTRACT:

This poster examines responses from 45 Extension practitioners in the Pacific Northwest in the context of their work. The three-fold purpose of the study: (1) Examined the process of teaching and learning with selected land grant university Extension practitioners in the Pacific Northwest; (2) Investigated how these processes were delivered; and (3) Employed peer-mentoring strategies in relationship to practitioner program delivery. The study employed ethnographic, grounded theory, and action research techniques. The multi-case study was conducted with six Extension Units in Idaho, Oregon, and Washington State from 1997-2001. During the study Extension practitioners identified 10 central topics that explain the circumstances of educating minority and low-income audiences: using best management practices, employing appropriately created materials or approaches, involving groups in designing their own curriculums, application of diversity learning vs. diversity training, extension practitioners going to the learners, expecting learners to come to Extension programs "like anybody else", insensitivity, a "we-they" response, not understanding how to work with diverse cultures, and a lack of awareness or choosing to ignore low income or minority populations. Major findings related to key attitudes found as opportunities or barriers to providing information, service, or teaching programs to minority and lowincome audiences. These baseline data can provide longitudinal basis for measuring outcomes of interventions targeted to these audiences. Knowledge about Extension practice in context enabled practitioner self-reflection and suggested use of norms assessment, new in-service process skill training frameworks, and a mentoring model (personal, professional, and academic) designed to strengthen Extension delivery for the twenty-first century.

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STIMULATING AN ENTREPRENEURIAL CULTURE IN PERSISTENT POVERTY COUNTIES: THE ROLE OF COOPERATIVE EXTENSION SERVICE

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ABSTRACT:

Although entrepreneurial engagement is not new to extension, the role of extension agents and specialists remains uncertain in this arena. Particularly challenging, the question arises as to the role of extension staff in persistent poverty and distressed counties. Out of the nations 2,288 rural counties, 765 remain mired in persistent poverty and economically marginalized. For these communities, entrepreneurship and small business startups are a critical economic development tool. The Commonwealth of Kentucky has over 40 counties (out of 120) defined as persistently poor. The Kentucky Cooperative Extension Service is testing and implementing new models for the role of extension in serving as entrepreneurial coaches and in stimulating an entrepreneurial culture. This session will describe a program approach to encouraging entrepreneurship focusing on three specific areas: (1) the role of extension agents as coaches and facilitators that engage current and potential entrepreneurs; (2) Beyond providing direct support to entrepreneurs, extension agents can be catalysts for stimulating the entrepreneurial culture and climate of a community such as when a community becomes a place where starting a business is a positive experience, business failures are regarded as a badge of experience and local companies are followed by the media and finally; (3) the role extension specialists as trainers and resource facilitators for communities and agents. Stimulating an entrepreneurial culture can be an effective role for extension in community and rural economic development.

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HELPING RURAL COMMUNITIES TAKE ACTION

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ABSTRACT:

Many small communities are affected by the downturn in the economy. Main street businesses have difficulty surviving, people are concerned about medical care, declining school enrollment and lack of community growth. They want to remain a viable town but risk taking is new and changing attitudes is difficult. The objectives of this project were (1) to assist a small rural agriculture dependent community to "take action" and determine economic development strategies; (2) to bring community people together to assess what they value and to identify their community strengths, weaknesses, threats and opportunities; (3) to develop both a short and long term plan for economic development. Focus groups, community gatherings, business surveys and student information were used to determine a direction for economic development. Citizens prioritized long and short term goals, committees were developed and people made personal commitments to become involved in their future. The project became a collaborative effort between the town, chamber of commerce, service agencies and Cooperative Extension. This is an opportunity to find out how educational principles and group process skills were used to help a small community develop a strategy to help themselves.

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