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## Community Involvement - Outreach / Development

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## HORSE LEADER TRAINING = HORSE PROGRAM SUCCESS

Tonya Aitkin\*

### ABSTRACT:

In addition to general new leader training, horse leaders require (and benefit from) project-specific training. A four-part program will be presented that agents can utilize to maximize the effectiveness of their 4-H horse leaders...no horse expertise necessary! The four pillars of HORSE LEADER TRAINING = HORSE PROGRAM SUCCESS are (1) program safety, (2) program vision, (3) technical knowledge, and (4) practical knowledge. Curriculum supporting each pillar will be shared, including manuals, handouts, group activities, and suggestions for continued education. Curriculum is designed to stand alone or be incorporated into existing training programs. Specifics include safety management tools for horse programs, a how-to manual for teaching riding lessons, and activities designed to promote a shared vision and teamwork among leaders. Sample programs for continuing education, including program evaluations, will be shared. Components of the HORSE LEADER TRAINING = HORSE PROGRAM SUCCESS program have been used by more than 300 leaders over a 5 year period, at county, statewide, and regional 4-H Horse Leader and 4-H Horse Judge trainings, with positive results. These materials are an effective complement to any size or scope of county 4-H horse program.

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PUBLIC PARTICIPATION, NATURAL RESOURCES AND THE EXTENSION  
EDUCATOR

Kyle Cecil\*

ABSTRACT:

Local, state and federal governments are increasingly relying on local constituencies to collaborate on decisions regarding the management of natural resources. Extension has had a long history of working with the public on public issues. However, that history has been traditionally associated with distinct constituency groups that tended to be directly linked to "production" of some sort; be it corn, livestock, trees etc. Natural resource problems have become so complex and emotionally charged that new ways of combining science and policy with outreach education will be needed if we are to succeed in ensuring both the sustainability of our communities and productivity of our natural resources base. This presentation addresses three themes related to the current situation. First, a discussion of who is/are the public will be presented along with a historical perspective from an Extension standpoint. Next, the author provides a background on how the process of public participation can be enhanced by the Extension Educator. Lastly, the role of the Extension Educator in issues of public debate is discussed along with suggestions on how to manage public opinion of traditional audiences regarding the "new" role of the local Extension professional.

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## PEP: BUILDING STRONG COMMUNITIES THROUGH EMPOWERMENT

Karol Dyson\* and Beverlie Ludy

### ABSTRACT:

People Empowering People (PEP) is a community leadership development program that provides opportunities and resources to enable people to take greater control of their lives and make a difference in their communities. The PEP program in Maryland, using the model developed by the University of Connecticut Cooperative Extension, is an interdisciplinary program which brings together Cooperative Extension resources and community partners. It is designed to help community residents acquire the leadership skills and knowledge they need to establish support networks, resources and programs that will strengthen the community. Participants in the school-based PEP program have realized personal growth and change, learned and practiced positive parenting skills, and exercised greater involvement in school and community, which includes the establishment of a 4-H program in an area not previously served. Seminar participants will learn about the Maryland PEP collaborative program model. They will gain knowledge about the philosophy and theory of empowerment and understand the essential elements of successful empowerment programs. As a result, Cooperative Extension professionals will be able to build community collaborations and implement educational programs to help people build caring, safe and productive communities.

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## "FOOD SMART"

Lisa Dennis\*

### ABSTRACT:

"Food Smart" was developed to improve food safety practices and diets of underserved clientele to increase overall health. Foundations focus outreach to both Hispanic and African American populations. Somerset County Maryland has an influx of year-round Hispanic residents living throughout the County. With the Hispanic culture, we found they had strong preferences for the types of activities associated with their heritage. For Hispanic families, "suitable activities" for their children often mean culturally appropriate. Hispanic people tend to choose activities where their cultural ethnicity will influence their children, regardless if they are led by an individual or by corporate teaching. This county also has a large population of African Americans. We found a perception that historically African Americans have been treated unfairly throughout Somerset County. So they often do not welcome outside assistance into their communities and families. By building a relationship with local community leaders, we have been able to develop a close working partnership with this ethnic group. The African American population has a strong religious base, which, in turn, relates to strong faith communities. Focusing on this faith foundation and working hard to build trust, we have been welcomed in the local churches. Pastors and church leaders made us aware that this community often faces abusive situations and extreme poverty. They shared that many families often do not have the knowledge or the means to prepare nutrition foods. They assisted in the promotion of our programs throughout their churches.

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## UNDERSTANDING THE COMMUNITY SERVICE EXPERIENCES OF 4-H TEENS

Theresa M. Ferrari\* and Nadine Fogt

### ABSTRACT:

Community service is an integral part of the 4-H experience. Engagement in community service is linked to a variety of positive youth development outcomes. For example, youth develop skills, responsibility, and connections to others. The question remains: Are the community service experiences of 4-H members as meaningful as they could be? The purpose of this project was to understand teens' involvement in community service. A multi-method descriptive study was designed. A survey developed by the University of Wisconsin-Extension (Taylor-Powell, Boyd, & Hermann, 2000) was modified for use in this study. This survey includes questions about the level of involvement in five phases of community service (decision making, planning, implementing, evaluating, and reporting). In addition, a focus group (n= 6) was conducted to explore motivations and barriers, as well as ways to improve community service learning experiences. Teens (n = 34) reported multiple motivations for involvement in community service projects (M = 2-3 per year). They were most involved in implementing (i.e., doing) community service and least involved in evaluation and reporting. Adult advisors were more involved than youth in planning. Some skills were gained by a large proportion of teens. However, certain skills (public speaking, problem solving, and evaluating) were ranked lower. Half indicated that they repeated the same project year after year, and this may influence lack of skill development in these areas. Implications for future programming include development of resource guides and volunteer training. Active involvement in all phases of community service should be promoted to achieve desired outcomes.

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CONNECTING THE YOUTH WITH THE COMMUNITY FOR A MORE  
SATISFYING COMMUNITY SERVICE EXPERIENCE

Stacey Harper\*

ABSTRACT:

We've all heard the complaints youths often make when they've completed a community service project. There was not enough help, they were unprepared for the tasks, they were not involved in making the decisions. Unrealistic expectations about what will be accomplished and the difference they will make due to their service are often developed during the planning process creating disappointments and frustrations. Sometimes leading them to become less involved in future service projects. How can youth engage in projects that are successful and feel satisfying? Energy Express, a summer AmeriCorps program, requires site teams to select, implement and reflect on a community service project through a structured process guided by a site coordinator. Based on an analysis of the planning forms and reports, the satisfaction of the members with the community service project was determined. Whether or not the members considered the project successful was also analyzed. One site that partnered with over seven community groups, commented "We learned that the community embraces the concerns of others and is open to any ideas about solving problems." The research indicates that members reported they were more satisfied when the site team partnered with faith-based or community organizations to plan and complete the project. Those sites that partnered were also more likely to report that the project was successful at achieving the objectives. A strong connection with community groups is important for the project to be valued by the youth.

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## CONTEMPORARY EXTENSION WORK IN INDIAN COUNTRY

Joseph G. Hiller Ph.D.\*

### ABSTRACT:

This presentation outlines a few fundamentals about being Indian in America and how we relate to Extension in all its forms. Who is Indian? What is a Tribe? What is a reservation? How do tribes and reservations fit (or not fit) the Cooperative Extension model? How do the "1994" tribal colleges relate to the "1862" land-grant colleges? How does the funding for all this work? What about the future? There are over 560 federally recognized American Indian Tribes, Nations and Communities in 36 states in the United States. Some 314 Indian reservations are home to these tribes, though many have no reserved lands. America's Indians speak over 175 indigenous languages. About half the tribes have gaming compacts with their states. Over thirty tribally controlled community colleges have their own Extension programs, as do several tribes. The Extension Indian Reservation Program (EIRP) has since 1990 been delivering 1862-style Extension programs to 28 sites on 27 reservations in 15 states. We have quite a road ahead of us.

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OUTREACH EFFORT CONNECTS EXTENSION NATURAL RESOURCE PROGRAMS TO THE COMMUNITY

Alice P. Kersey Ph.D.\*

ABSTRACT:

The agent developed a new natural resources outreach program designed to provide general audiences with educational programs on relevant topics. The purpose of this initiative was two-fold. The educational objective was to provide programs on topics that related to homeowner concerns. The second objective, an organizational objective, was to achieve outreach to new audiences. Prior to outreach being attempted, the agent's educational programs in natural resources targeted professionals such as building contractors, architects, public school teachers and pest control operators. A focus group of individuals in the community suggested that an outreach program would be a good way to improve Extension's visibility in the community while providing natural resource management topics. The focus group suggested organized community groups as the specific target audience. The agent identified three topics that seemed to fit the suggestions made by the advisory focus group: Termites and You; Saving Energy Saves Everything; and Polk's Environmental Land's Acquisition Program. The agent prepared and distributed a brochure about those topics to organizations listed by various Chambers of Commerce. The outreach program was offered nine months ago and has achieved success. The agent reached 17 groups with over 350 participants. Most groups were local business managers. One organization was a senior citizen group and another was an organization for disabled citizens. Plans for future outreach will target professional groups (such as Boards of Realtors) and Homeowner Associations.

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## LEARNING FROM LATINO COMMUNITY EFFORTS

Carla M. Sousa\*, Steve Dasher, Dave Snell and Yvonne Steinbring

### ABSTRACT:

A traditional approach to work with the Latino community has been to ask, "How do we design programs for Latino youth and families that Latino adults will want to become involved in?" This research study pursued a different tack - looking first to activities initiated by Latinos to benefit their communities and then exploring with them what started and kept their involvement going. The project was conducted as a set of five case studies, each focused on a Latino-initiated project to benefit youth and families. The communities represented both rural and urban settings, and the focal projects varied in their intended audience. Recruitment and interview protocols were developed as well as an instrument tool for the interviews. A trained bilingual interviewer talked with 10 Latino adults in the community who were involved in the focal project, and 10 other Latinos who did not participate in that project. The recruitment of the potential interviewers was aided by a "promotora" who was familiar with the community and the project. Interview questions found out from the participants and non-participants the nature and extent of involvement in community activities, their perceptions of benefits of and barriers to participation, and their perceptions of community programs and activities they believe would improve the lives of children and families in their communities. Strategies have been developed from the findings of this research project that will help community-based professionals partner with Latino adults on projects to benefit youth and families.

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