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IMPLEMENTING 21ST CENTURY COMMUNITY LEARING CENTER PROGRAMS IN A RURAL COMMUNITY

Sharon K. Broughton* and Cheryl Lone

ABSTRACT:

The "Implementing 21st Century Community Learning Centers in a Rural Community" seminar will share practical information based on the presenters' experience with implementing and maintaining an extended day program in a rural environment. The C.A.R.E.S. (Crawford's After-school Program Reaches Everyone's Students) program grew from serving 60 students a week to serving over 300 students per day in only four years. Examples of overcoming obstacles faced by rural communities will be discussed. This session will include information on the evaluation system utilized to demonstrate student growth in this after-school and summer enrichment program.

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STATEWIDE ASSESSMENT OF LOCAL OFFICIALS' PERSPECTIVES IDENTIFIES KEY ISSUES IN LAND-USE DECISION MAKING IN MICHIGAN

Phillip B. Davis Ph.D.*, Gary D. Taylor and Murari Suvedi

ABSTRACT:

Michigan State University Extension and the Victor Institute for Responsible Land Development and Use, in collaboration with the Michigan Agricultural Experiment Station, conducted a statewide survey of 463 local officials in fall of 2002 to assess their perspectives on land-use issues and decision making as well as educational needs. Officials surveyed included county commissioners, county planning and zoning commissioners, township supervisors, trustees, and other township personnel. The survey assessed their perspectives on growth pressures, barriers to land use planning, familiarity with planning tools, and other land use concerns. Findings revealed significant concern about growth pressures and natural resource protection, a need for greater public awareness of land-use issues, and a desire for improved education and access to planning tools for local officials. This report will cover the issues, barriers and educational needs identified in this study and how they will assist MSU Extension, the Michigan Agricultural Experiment Station and the Victor Institute in developing research-based educational programming for land-use decision makers.

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ARE BABYSITTING VOLUNTEER COORDINATORS SATISFIED?

Lydia H. Lacroix*

ABSTRACT:

In 1998, I began to co-sponsor the Babysitting Safety program of UVM Extension with other organizations. With the newly implemented volunteer coordinator leadership the Babysitting Safety Program has been offered to the community 30 plus times in the past five years. Annually the program trains up to 200 future babysitters. Since 1998, I have trained over a dozen volunteer coordinators to plan and implement the short course. The question remains why individuals volunteer for this successful program and why twentyfive percent of the volunteers return to the program. An evaluation focusing on areas of volunteerism will be conducted in 2003. The topics to be studied and presented in the poster session include: utilization of volunteers; volunteer orientation; volunteer training; volunteer acceptance: the over-all volunteer experience; volunteer retention volunteer satisfaction. The project incorporates the concept of? satisfaction check-ups? outlined by Sue Vineyard in Grapevine Extra of July 1998. The survey instrument would be based on a Volunteer Assessment of the Volunteer Program Form designed by Steve McCurley and Rick Lynch in Volunteer Management: Mobilizing All the Resources of the Community published in 1996. I would present the results of the evaluation and interviews at the Galaxy conference in a poster session.

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SCHOOLWIDE POSITIVE BEHAVIOR SUPPORTS DISCIPLINE PLANNING: CREATING CARING, NURTURING, LEARNING ENVIRONMENTS

Kerri J. McCormick* and Donna Patton

ABSTRACT:

This session will cover how West Virginia has developed a statewide plan for implementing a school wide discipline planning program. Because West Virginia is a poor, rural state, multi-agency collaboration is a must. Traditional behavior management looks at the student as the problem and explores methods for "fixing" him/her by eliminating the challenging behavior, often using punitive strategies. Our approach, based on Positive Behavior Supports, recognizes that the environment and lack of skills is part of the problem and works to change those. The research of Timothy J. Lewis and George Sugai (Feb. 99) clearly indicates that students who are disciplined using punitive strategies frequently demonstrate a high rate of anti-social behavior. A school that implements PBS school wide discipline will experience fewer of these anti-social behaviors. Expectations are clearly communicated, appropriate behaviors are taught, practiced and modeled, and a contextual support system is provided for obtaining successful outcomes. To present this 100 school, statewide model, a brief overview of the collaboration will be given. In order for participants to receive a more concrete view of the program, the data from two individual schools will be shared. This will allow participants to understand the interventions, activities, achievements, barriers and challenges of implementing the program. Participants will leave with a general understanding of how to create a safe and effective learning environment that is based on a school's core values, how to identify students in need and how to identify what are effective research-based interventions.

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THE IDAHO EXTENSION ACCOUNTABILITY SYSTEM

Robert Ohlensehlen*

ABSTRACT:

Increased pressure for accountability has increased the need at the nation's universities to improve reporting systems. Administrators need ready access to data in various forms to respond to inquires about programs provided and the impact they are having on clientele. Past reporting systems focused on civil rights data and USDA reporting requirements. Extension Educators face additional reporting requirements as defined by extension, college and university administration. Promotion, tenure and reports to clientele groups are just part of the additional reporting required by Extension Educators. Incorporating new technology would allow for a more effective and efficient reporting system. Modern computer systems are capable of collecting, storing, and manipulating a wide variety of data and to assemble the data to create a vast array of reports to meet a variety of needs. A committee of administrators, specialists and county educators was assembled to define the reporting needs at all levels of Extension within the College of Agriculture and Life Sciences at the University of Idaho. The result was a computerized record program, IDEAS (Idaho Evaluation Accountability System) that was placed into service in 2002. The program collects and reports the data necessary for input-output model program planning, civil rights compliance, program team reports, individual annual accomplishments, vitae update reports, and the base data for the USDA annual report. The data can be sorted and filtered by a wide variety of criteria. A group of trainers provided initial training and continues to provide support to users.

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MEETING THE TRAINING NEEDS OF EARLY CARE PROFESSIONALS BY WEB-BASED TRAINING

Darlene Pohlman*

ABSTRACT:

Through the "Extension Cares..." Cooperative Extension Initiative, a web-based course has been developed for early childhood professionals that care for children in a home or center-based setting. This course with its many topics has been developed through a multistate, multi-discipline endeavor. Well-trained early childhood professionals are the keys to providing quality early care programs. This training course can help early care professionals improve their skills and knowledge base. The course draws from scientifically based research and is presented with practical information to help early childhood professionals provide a safe and healthy environment for the children in their care. Participants of the Share Fair will learn how early childhood professionals within their state can receive training. Share Fair participants will learn how they can become involved in the development of new topics that will become part of this web-based training. Authors of topics receive collected data from course participants and are able to analyze data to determine significant knowledge gains and reported behavioral changes.

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MAGIC VALLEY FIELDMEN'S LUNCHEON

Steve Salisbury*

ABSTRACT:

Crop consultants, fieldmen, agronomists, and company representatives are a significant part of the agriculture industry. They do a great service to the industry by providing producers with expertise and assistance to ensure that the best level of production possible is achieved while maintaining environmental integrity. Continual education and professional development is necessary for these professionals to stay abreast of new knowledge and information on sustainable production practices. Furthermore, these individuals need to be aware of what problems are occurring or are highly probable to occur in the area. This information allows time for preventative measures, strategic planning and treatment so that impacts on crop production can be minimized, and natural resources can be protected. The Fieldmen's Luncheon was designed to provide quality. research-based educational information regarding crop production, natural resources, and sustainable agriculture in timely fashion to the target audience, including agriculture lenders. Another goal of this program was to provide a medium for agriculture professionals to network information to colleagues and the growers of the Magic Valley. Program evaluation results indicated that they increased their knowledge and awareness of crop production topics and sustainable agriculture issues, and that one hundred percent of them utilized an information network to relay learned information among agriculture professionals, University Extension, and producers. The Magic Valley Fieldmen's Luncheon is positively impacting the agriculture industry by delivering professional development education to the target audience. The betterment of these agriculture professionals is leading to more effective and efficient production, which in turn will lead to a more prolific and sustainable industry in the Magic Valley.

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INSIGHTS INTO THE CURRENT EVALUATION PRACTICES AND PERCEPTIONS OF MARYLAND COOPERATIVE EXTENSION FACULTY

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ABSTRACT:

As the demand for accountability and improvement in Cooperative Extension continues to intensify, effective evaluation programs are becoming ever-increasingly essential. Specifically, Extension faculty are now involved in the "assessment" of changes in their participants' knowledge, attitudes, and behaviors resulting from educational experiences provided by Extension. Results from a research study examining the existing assessment practices of faculty within the University of Maryland Cooperative Extension (MCE)will be presented. The quantitative survey design of the study provided data regarding the perceptions of field, regional, and campus-based faculty regarding the benefits and challenges of implementing assessment. How MCE faculty use the results of assessment to make program improvements will also be uncovered. Finally, the differences in assessment utilization among faculty of various academic ranks and program disciplines will also be revealed. This study of assessment implementation and its perceived benefits and challenges is applicable to Extension faculty, administrators, and evaluation leaders so that more effective strategies for improving programs and accountability efforts within Cooperative Extension can be developed.

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CHARTING OUR COURSE THROUGH COMMUNITY ASSESSMENTS

Deanna L. Tribe*, David Apsley, Don McFeeters and Jeff Fisher

ABSTRACT:

"Charting Our Course Through Community Assessments" represents a 1 1/2 yearlong project of Ohio State University Extension's South Centers 16 counties. Community assessments are integral to grassroots-based, publicly funded organizations for better understanding community as placeand leveraging resources to enable Extension and others to respond to opportunities, challenges, and needs facing our citizens and communities. This 3-phase assessment served as a systematic applied research and teambuilding method to identify resources, needs and capacities of our communities, counties and district; provided information for addressing challenges, opportunities and concerns of our current and potential clientele; enhanced internal and external partnerships; and allowed for considering the bigger picture was as little bias as possible. The Snapshot phase resulted in a basic collection of facts and figures relaying on secondary data sources and informal information gathering. The resident survey was based upon a stratified random sample of 400 per county with a survey summary of findings prepared for each county and the district. These two phases provided the framework for focused discussion groups in each county to identify action strategies for programs and projects. Others can learn from the experiences acquired through this community-based project--applied research methodology, local Extension buy-in and involvement, conducting a large multi-faceted project with limited funds, and use of baseline information internally and for sharing with local and regional leaders, businesses, government and organizations to enhance and grow partnerships and collaborations.

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