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MARKETING: CONNECTING PEOPLE WITH PROGRAMS

Marilyn Corbin* and Jacklyn Rosenfeld

ABSTRACT:
Position your extension program into the spotlight with effective marketing and promotion. In this session you will learn about the consulting dynamic between extension educators and a communications support team, see five case examples that feature unique marketing concepts tailored to Cooperative Extension, and learn how program marketing can make or break your program. You will see how new technology tools will enable flexibility, creativity, and timely delivery on a modest budget. Strategies will be provided that will help you create greater awareness, highlight program quality, and demonstrate program impacts.

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BE RETROSPECTIVE WHEN EVALUATING BEHAVIOR CHANGES

Shelly Johnson*, Martha A. Raidl, Kali Gardiner, Kris Spain, Rhea Lanting, Cammie Jayo, Audrey Liddil, Karen Barron and Marty Denham

ABSTRACT:
Research conducted at Oregon State University and the University of Nebraska-Lincoln found that retrospective surveys are valid and reliable evaluation tools for tracking behavior outcomes. The Extension Nutrition Program (ENP-Idaho's Food Stamp Nutrition Education Program) recently replaced its traditional 15 question pre/post survey with a retrospective survey. ENP compared 135 pre/post survey results with 65 retrospective survey results. We found that 100% of the retrospective surveys were completed, compared with only 35% of the pre/post surveys. Paraprofessionals called Nutrition Advisors administer these surveys. Data from the six questions on resource management, four questions on nutrition, four questions on food safety, and one question on physical activity were entered into the EFNEP Evaluation/Reporting System (ERS). A comparison between the two surveys found that a higher percentage (6-19%) of participants completing the retrospective survey made favorable behavior changes in eating, food safety, and resource management practices, compared with those that completed the pre/post survey. The Nutrition Advisors think that participants have a clearer understanding at completion of the behaviors and skills this program is trying to affect; therefore they have a better understanding of what the survey questions ask. Participants feel less threatened by the survey questions and are able to be more truthful, with the result that program outcomes show improvement in participant behavior that is more accurate.

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TIPS FOR SURVIVING THE FIRST FIVE YEARS IN EXTENSION EDUCATION

David Marrison*

ABSTRACT:
New personnel to Extension are often overwhelmed with the breadth, depth, and diversity of being an extension educator. Time management, community needs assessments, organizational skills, public relations, and the development of an Extension program emphasis are all key components for a new Extension Agent who is developing their local program. The focus of this presentation will be to offer tips for conducting a community needs assessment and how to work with local Extension committees to develop a long-range education plan for the community. Different styles for conducting needs assessments such as Appreciate Inquiry, Formal Survey, and Informal Focus groups will be shared. Different management strategies and styles for working with program committees will be presented as well as tips for effective time management and public relations. The presenting agent has completed his fifth year of Extension work with five years of previous teaching experience at the high school level. The agent currently works with nine local agricultural extension committees (i.e. dairy, agronomy, grape, beef, Master Gardeners, farmland preservation) to conduct the educational program for Ashtabula County, Ohio.

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THE ROLE OF YOUTH THEATRE IN POSITIVE YOUTH DEVELOPMENT

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ABSTRACT:
This seminar focuses on the role of interactive youth theatre and educational drama in promoting asset development and risk reduction. Studies have shown that even when young people understand the risks associated with HIV/AIDS transmission, drinking alcohol, smoking, or using illegal drugs, they still engage in behaviors placing them at risk. Clearly there is a need to understand the mechanisms that bridge the gap between providing knowledge and changing behaviors in order to provide high quality youth development programming. Drawing on research being conducted on New York State's 4-H Youth Development project, the Youth Voices Theatre Group, the seminar will discuss the ways in which educational drama provides a bridge between knowledge attainment and behavior change. Seminar attendees will learn how interactive youth theatre promotes youth development by providing young people with safe spaces to dialogue, explore choices and consequences, practice for "real life," enhance life skills, and utilize diverse perspectives as tools for problem solving.

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ONLINE SYSTEM TO EVALUATE 4-H YOUTH'S LIFE SKILLS

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ABSTRACT:
Community programs designed to promote youth development attempt to provide youth with opportunities to develop life skills and social assets through participation in a variety of projects and activities. Many of these programs claim to foster these skills and assets; however, few have been scientifically evaluated and few instruments are available. The importance of such skills/competencies in adolescence, in combination with the fact that these skills can be taught and practiced, provides strong rationale for the development of assessment measures. In 2001, an initiative began within Penn State Cooperative Extension to develop system for youth development professionals, specifically 4-H Youth Development Educators, to assess personal and social assets of their youth participants on regular bases utilizing a Web-based process that provides immediate information. The system contains validated assessment tools to measure different personal assets or life skills (e.g., decision making, critical thinking, teamwork, etc). The importance of such skills/competencies in adolescence, in combination with the fact that these skills can be taught and practiced, provides strong rationale for the development of this system and assessment measures. The aim of this session is to introduce participants to Penn State Cooperative Extension's new online resource and process that provides 4-H Youth Development Extension Educators with program evaluation information on life skills without them leaving their office. The online system enables educators to enter their own pre-test and post-test data into the system and to print summary reports on demand. The lessons learned in implementing such a resource will be shared.

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