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FAMILY READS WITH 4-H

Kris Elliott*

ABSTRACT:

The Van Buren County 4-H Teen Leaders were awarded the 2002 Literacy Education/Youth Leadership Grant funded by Dr. Scholl Foundation. Bridgestone/Firestone Trust Fund, Firestone Agricultural Tire Company. Teens Leaders formed a coalition with the Van Buren County Literacy Council, Alread School and the Extension Service to provide literacy education to families in the Alread community. Teens were trained as literacy volunteers during the summer. Programs were provided from September until February. Each month the teens provided family nights at the Alread community parent center. Teens taught how to improve children's literacy and provided resources to parents/guardians that are at low literacy levels. After each lesson, participants completed a 4-H Project Book activity that related to the literacy lesson. The teens and families enjoyed the project so much the program has continued past the grant period. Information and evaluation of the program will be presented during a poster session.

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OPPORTUNITIES TO ENHANCE EXTENSION PROGRAMMING WITH NATIVE AMERICANS COVERING PROJECTS, PARTNERSHIPS, AND FUNDING

Dan Fagerlie*

ABSTRACT:

There are many untapped opportunities to expand Extension Native American Programming through Tribal programming and partnerships. Partnerships at WSU have yielded a Tribal Youth Camp 4-H Challenge Program with staffing, a Reservation Family Living Program with staffing, and a USDA/CSREES 406 Project complete with staffing, staffing a Bioagent for Invasive Weeds Project, and much more. Building programs in Indian Country takes nothing more than an interest by Extension personnel, and a willingness to reach out to an underserved audience. Programming can be adapted to meet Tribal needs while still transferring research-based university information. It is a win-win situation that benefits all involved, as well as building bridges between Native American audiences, the University and Extension's traditional audiences. Also featured will be samples of USDA Extension Indian Reservation Programs (EIRP) from Reservations across the country to give you ideas of projects "on the ground" that are working to reach Native American audiences. These sample projects range from the Cherokee of the east coast, to the Seminoles in the southeast, to the Tanana Chiefs of Alaska, to the Havasupai of the Arizona desert country. Unique and emerging opportunities to partner with the 1995 Tribal Land Grants will also be offered. Dan has worked as Project Director for the Colville Reservation for 23 years and has directed the EIRP project for 10 years. Come join him to learn of new ideas, share ideas that work, and to lay the groundwork for programs that can work for you.

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TRANSFORMATIVE LEARNING IN EXTENSION STAFF PARTNERSHIPS: FACILITATING PERSONAL, JOINT, AND ORGANIZATIONAL CHANGE

Nancy Franz*

ABSTRACT:

Partnerships can enhance individual and organizational success through more effective problem solving and improved adaptation to change. Working in partnerships is not easy and learning is often required for successful collaboration that may transform the partners. This study explores learning in Extension staff partnerships that transform the individual, the partnership, and the organization. Three types of learning were identified, including eight types of transformative learning. Conditions that promoted transformative learning in successful partnerships included strong partner facilitation, critical reflection, critical events, partner difference bridged by common purpose, and independence with interdependence. Recommendations for nurturing transformative learning in Extension staff partnerships are shared.

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COMBINING PROGRAMS FOR HISPANIC YOUTH

Tyler Garfield*, Cheryl Williams, Anita Ramos and Annie Hyde

ABSTRACT:

Iron County Extension 4-H, Youth and Families with Promise, and Southern Utah University Spanish Club combined their efforts to help Hispanic youth join in community activities and feel part of a rural community. Spanish-speaking mentors were recruited through the local university to be trained as volunteer 4-H leaders and mentors for Hispanic youth ages 10-16. This rural community identified that the rising population of Hispanic families did not feel as "connected to" the community. To help them join in the community, a unique partnership was formed to foster good relations, give the youth positive activities, and increase the opportunities for bilingual education for the youth, the mentors and their families. Once a week 4-H projects are conducted by the University bi-lingual mentors. They include, Rock collecting, Skateboarding, Photography, Computers, and Cooking. The youth and their families are tested using the existing YFP research document. This seminar, will help participants structure programs to help youth in our culturally diverse society.

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THE BENEFITS OF A MILITARY AND 4-H PARTNERSHIP

Necoleia Kahler* and Martha Allen

ABSTRACT:

A partnership between organizations offer benefits to all involved. When 4-H and military organizations join together great things will happen. This seminar will focus on the benefits to both organizations. It will be a presentation as well as a chance for a group discussion to take place. A military organization can provide 4-H with multiple avenues to reach potential 4-Hers. Facilities, trainings, pathways to other partnerships and trained and qualified staff are just a few areas that military installations can provide support. 4-H can provide benefits to the military installations as well. It is a chance for new avenues to be explored. The curriculum found in the project books are a great way to provide the children in our programs rich and meaningful experiences. This seminar will provide conference goers a chance to collaborate with one another on partnering with military organizations.

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PROJECT COLORADO: YOUR ROLE IN PREVENTING ELDER FINANCIAL ABUSE

Barbara Martin-Worley*, Kay Zimka and Donna Liess

ABSTRACT:

"Project Colorado" is a Colorado State University Cooperative Extension-sponsored program developed through a partnership with financial institutions, law enforcement, and adult protective service units to aid front line staff of banks and credit unions to spot and report elder financial abuse. Recognizing that banks and credit unions are primary transaction points for the dispensation of money, these institutions are strategically positioned to prevent elder financial abuse. The objectives of Project Colorado are threefold: To underscore common indicators of suspected fraud, describe step-by-step intervention, and define legal terminology contained within the "Colorado Reporting Statute." In 1999, the partnership rolled out the "Project Colorado" training manual/video to financial institutions statewide. Extension Presenters propose to: (a) Highlight "Project Colorado's" unique partnership and effective delivery system: Operating as a task force, members representing banks and credit unions are making inroads within their industry, establishing trust and working through industry concerns regarding customer confidentiality and liability. Likewise, task-force members from law enforcement, already in liaison positions with bank security staff, are advocating more aggressive involvement from them in pursuing suspected cases of elder fraud and exploitation. (b) Release results of the 2002 evaluation of "Project Colorado": Developed on the University of Wisconsin Extension Logic Model, social, financial, and institutional impacts and implications of "Project Colorado" will be presented. Of special note: The "Project Colorado" video received the Epsilon Sigma Phi Gold Ribbon Award for Innovative Excellence in 2000.

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THE 4H SUMMER SCIENCE PROGRAM; A STRATEGY FOR PROGRAM DELIVERY TO NEEDY YOUTH

James Nichnadowicz*

ABSTRACT:

In the future some of America's best-paid and most fulfilling careers will be in the field of science. Unfortunately many low-income youth will never have these positions. The school systems they attend have poor quality science instruction and they have few role models who are either scientists or science workers. In 1992 the Rutgers Cooperative Extension 4H Program of Union County started a summer science program for needy youth. The program sends science teachers to work in needy areas of Union County. There they work in partner with neighborhood, summer day camps to bring high quality science instruction to 1st to 7th grade youth. Since 1992 over 5,000 youth have been involved in the program. Survey results have shown that it greatly increases children's interest in science as a career and a field of study. This poster session will provide extension professional with the materials that are needed to replicate this program. Copies of evaluations, proposals, and letters of solicitation will all be available. Additionally, this session will provide valuable information for all extension professionals who do not focus on science education. It will show them a program delivery model that can be used with any subject. Such as gardening, water quality, nutrition or character education.

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SECOND CHANCE: RENTER'S REHABILITATION PROGRAM FOR THE HOMELESS

Nellie Oehler* and Susan Busler

ABSTRACT:

Poor credit, lack of self-confidence and the unwillingness of local landlords to risk renting to homeless people are major problems facing the homeless population in Lane County. The Second Chance Renter's Rehabilitation Program has been the answer. This program administered through St. Vincent dePaul, has teamed up with community partners to develop an educational program to help the homeless build the skills they need to get back into housing. The Lane County Leadership Education Program and the low-income nutrition education program are major partners in this project. Through this program homeless and those who are refused housing because of poor credit record, are enrolled in an eight-week program aimed at building basic living skills, self-confidence and selfesteem. The goal of the program is to develop skills to be able to take on the responsibility of renting or owning a home. Extension Staff and LEP volunteers have been teaching many of the classes on a regular basis for more than five years. Over the years we have taught self-esteem and goal setting, conflict resolution, public policy, budgeting, nutrition education, and stretching your food dollar. This program has made incredible impact on the homeless in Lane County, especially in the metro areas. The classes average in size from 15-25 people and rotate every eight weeks. Sixty percent of those that initially enroll in the class complete the eight weeks and 90% of the graduates end up in permanent housing.

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BUILDING CONNECTIONS WITH SCHOOLS AND LIBRARIES THROUGH NEW PROGRAMS

Daniel F. Perkins*

ABSTRACT:

The purpose of this poster is to provide viewers with access to useful materials to begin collaborating with local elementary schools and libraries. Viewers will learn about two programs--one about reading and the other about bullying. The resiliency research literature provides strong evidence that gaining a sense of mastery of skills such as reading is an important characteristic of resilient youth. In addition, the research on literacy clearly links children's reading skills to academic success. Fostering reading between children and parents can only strengthen the child's chances of success, not to mention strengthen the relationship between parents and children. Therefore, the first program presented in the poster are educational materials related to a new reading program entitled "Reading Wizards: Parents and Children Reading Together." County agents are working with schools and their local libraries to get out this education material. The other program is entitled "Bullying: It Is Not Just Child's play." This program provides the county educator with training materials to be used with schools staff. The program focus is addressing what can be done by teachers and parents to prevent or stop bullying among children. According to the Office of Juvenile Justice, bullying is frequently misunderstood by adults as an unavoidable part of growing up and, as a result, often occurs in the presence of adults who fail to do anything about it. Viewers will have an opportunity to learn about the programs and how to download all related materials off the Web for free.

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WALTER: A MODEL FOR WILDFIRE ALTERNATIVES

Alix Rogstad*, Barron Orr, Heather Severson, Anne Thwaits, Wolfgang Grunberg and Amanda Cockerham

ABSTRACT:

Wildfire Alternatives (WALTER) is an EPA STAR Grant initiative that aims to maximize advances in geospatial analytical and web delivery technology to improve understanding of and provide access to applied research on the relationship between wildfire, climate, and society. The method for delivering research results, operational tools, and educational materials is a Web service (http://walter.arizona.edu) designed specifically to be relevant to a variety of user constituencies who want to learn more about the relationship of climate and human dimension to wildfire in the Southwest. While immediate conditions--fuel availability and moisture, temperature, precipitation, relative humidity, wind--tend to drive both the number and extent of wildfires, climate factors and human activity are precursors of regional fire activity at a variety of temporal and spatial scales. The urban-wildland interface has expanded, presenting serious challenges to land managers in climatologically fire-prone environments where long-term fire suppression policies and urbanization have exacerbated the problem. The ability to integrate climate and human influences on wildland fire regimes in order to quantify the fire sensitivity (probability/risk of fire) and the vulnerability to fire impacts at various spatio-temporal scales is necessary to effectively meet these land management challenges. The WALTER project is created out of a partnership between faculty, staff, and graduate students from six different departments on the University of Arizona campus, including the Institute for the Study of Planet Earth, Laboratory of Tree-Ring Research, Department of Geography, School of Renewable Natural Resources, Center for Applied Spatial Analysis, and the Arizona Remote Sensing Center.

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YOUR MONEY & YOUR LIFE - FINANCIAL MANAGEMENT CURRICULUM

Susan E. Taylor* and Evelyn A. Prasse

ABSTRACT:

Your Money & Your Life is a financial education curriculum to help limited-resource people effectively manage their money. The curriculum is the result of a unique partnership between the Financial Links for Low-Income People Coalition and University of Illinois Extension. The FLLIP Coalition (comprised of individuals from banks, advocacy groups, government agencies, adult educators, and others) worked with the Illinois Department of Human Services to develop and deliver a program to help people make sound financial decisions and become more self-sufficient. Extension Consumer and Family Economics Educators received a grant from FLLIP to develop the Your Money & Your Life curriculum. Content was based on focus group and coalition member input. The curriculum was designed as a train-the-trainer program; persons who work with limited-resource audiences are trained and then re-teach the information in one-to-one or classroom settings. Your Money & Your Life contains eight lessons: debt management, predatory lending, basic financial services, insurance, saving and investing, employee benefits, tax issues, and public benefits. Each lesson consists of objectives, background information, and teaching guides. Participant materials are for low-income, low-literacy level individuals and are activity, hands-on oriented. As a result of training by Extension Educators, instructors reported a high level of satisfaction with the curriculum. A survey, commissioned by FLLIP, indicated that program participants also felt the curriculum was effective and helpful in understanding financial management. The curriculum has applicability for many different kinds of audiences through the nation.

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THERE'S NO CAMOUFLAGING THE SUCCESS OF EXTENSION AND THE MILITARY

Darcy Tessman* and Ann Hall

ABSTRACT:

The question of how to provide consistency in an inconsistent world is nothing new to the military. It may "take a village to raise a child", but what happens to the child and their family when they are forced to change "villages" every 2-3 years? With the military drawdown of the 1990s, fewer soldiers equal more deployments for those remaining, and mission readiness directly conflicts with parental and family responsibilities. It is crucial to military youth and families worldwide to have consistent services available when so much of their lives are in a state of flux. The 4-H 101 Design Team was formed to establish a manual and training guide for "the basics of starting 4-H clubs." This project provides predictable services for Army youth as they transition from one installation to another. During parental deployment, this consistent presence of 4-H leaders and the feelings of belonging that come with 4-H membership promise to be crucial elements for military youth. Financial planning, parenting classes, nutrition education, possible state assistance programs, child care, workforce preparation, job skills, and overall positive venues in which to spend time are needed by the family members of our fighting force. This seminar addresses the military lifestyle by two Agents who have lived it. Ann Hall and Darcy Tessman share their decades of experience as military spouses and their recent experience on the 4-H 101 design team. Both currently are successfully implementing and sustaining Extension programming on military installations.

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SHARED LEADERSHIP OF USDA-CSREES WATER QUALITY PROGRAMS

Lloyd R. Walker* and Mark McFarland

ABSTRACT:

Shared leadership is an important element in the relationship among state, regional and federal CSREES partners. By empowering state and regional water-quality coordinators and staff through Leadership Teams and Sub-Committees for Program Support, a dynamic and innovative approach to national shared leadership is fostered through a Committee for Shared Leadership. In 2000, Section 406 of the Agricultural Research, Extension and Education Reform Act (AREERA) authorized the Secretary of Agriculture to establish a research, education and extension competitive grants program for water quality. The "406" National Integrated Water Quality Program (NIWQP) fostered a national network based on regional land grant university partnerships in each of the 10 Environmental Protection Agency regions. This regional approach, while offering greater opportunity for national coordination, presents unique challenges summarized in the Goals for Shared Leadership: Foster a national program through a regional network of CSREES research, education and extension professionals. Elevate the visibility of the CSREES network. Be responsive and proactive in decisions and actions that integrate research, education and extension activities. Create, manage and foster institutional change through visioning and leadership. Practice effective communication and dialog to ensure cooperation and collaboration of integrated programs. Pursue new opportunities in a coordinated fashion. Market the value of internally and externally funded/leveraged activities. Establish partnerships and work to meet common goals.

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PARTNERSHIPS FOR STATEWIDE SAVINGS EDUCATION: TENNESSEE'S APPROACH

Dena Wise*, Jane Gault and Beth Bell

ABSTRACT:

Inspired by Extension's "Financial Security in Later Life" initiative, Tennessee kicked off its statewide partnership with the Consumer Federation of America's "America Saves" campaign in the fall of 2002. A state leadership team made up of specialists and agents first sold the idea of the savings campaign to state Extension administrators, then developed a state coalition that includes representatives from the FDIC, Federal Reserve, US Treasury, Tennessee Bankers Association, Tennessee Credit Union League, Tennessee Housing Development Agency, Consumer Credit Counseling Services, Tennessee Jump\$tart Coalition, Tennessee Junior Achievement, and a host of community agencies. More than 150 Extension and public school educators, state government officials and financial professionals attended a two-day training conference in the fall. At the conference, 16 regional networking groups began planning savings and financial education activities in communities across the state. Throughout the effort, the leaders of "Tennessee Saves" have been working closely with representatives of America Saves and other state and local "Saves" coordinators to develop effective methods for organizing statewide. This proposed seminar will discuss the partnerships involved in savings education, and the contributions of each agency and organization to the overall effort. Representatives from partnering organizations - America Saves, the FDIC, Federal Reserve, US Treasury, Jump\$tart Coalition and Junior Achievement - will be invited to participate in the seminar. A presentation/panel format is proposed.

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ON TARGET FOR SUCCESS--GETTING IT TOGETHER FOR WORK

Marjorie Wolford*, Susan Zies, MS and Patrice Powers Barker

ABSTRACT:

The Ohio State University Extension Jobs and Families Critical Issues Team developed a training curriculum "On Target for Success--Getting It Together for Work" to help limited resource families adjust positively at home to the added demands placed upon them when transitioning from Welfare to Work. Families are encouraged to learn and practice home organizational skills, efficient time and money management skills, building a positive work image through clothing selection and care processes, and nutritious food management skills. The curriculum includes a combination of lesson plans reinforced by learning tools used in class and for participants to take home as they implement the lessons in their daily lives. On Target for Success has been piloted in urban and rural Ohio counties. Extension agents developed partnerships with an urban Cincinnati Food Bank, an urban Metropolitan Housing Authority, the Salvation Army, and a rural Women's Domestic Violence Shelter to conduct three to six-week training workshops. The urban Cincinnati participants revealed how difficult it is to save money and that they frequently run out of money before the end of the month. Thirty urban Toledo area metro housing participants revealed that 85% of them had used some of the ideas since taking the first two classes and 15% plan to use some of the ideas learned in class. Twenty four rural Pickaway County participants showed that 75% of the sheltered women plan to use the quick and nutritious food ideas and 57% plan to use the money management ideas.

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