

Proposals Submitted for Workshop Presentations from Extension Practitioners

**1993 North Central Big Cities Conference
"Big City Extension Works"
May 3 - 6, 1993
Indianapolis, IN**

With permission of the authors, these proposals were copied as they were submitted.

Table of Contents

(Arranged in order of presentation)

Being Part Of A New Coalition - Making Adjustments; Staying On Course	1
Collaborations For At Risk Communities And Minority Participation	3
Pollution Prevention Through Education: Does It Work?	5
Breaking The Sound Barrier: Communicating Our Feelings And Ideas	8
Volunteers In Progressive Partnership	9
Master Urban Gardener Training Program (MUGTP)	12
Guns, Gangs And Kids - Developing Youth Adult Partnership In The City	15
EFNEP And Housing Authority: A Collaborative Success Story	17
Teaching Nutrition And Wellness to An Image Conscious Urban Society	19
Nutrition Training For Home (Family) Child Care Providers	20
Parenting Information Program (PIP)	23
Marketing Extension And It's Programs To Culturally Diverse Urban Audiences	24
Urban Gardening: Chicago Style	26
Addressing The Safety Of Urban Extension Workers	28
The Give And Take Of Working With The Media	29

Other Submitted Proposals

Alternative Funding For Extension Programming	30
Bringing Agriculture Into The City	31
Collaboratively Empowering Communities To "Depower" Gangs	33
Designing A Volunteer System For The Inner City	35
Family Life Skills - An In-House Approach	36
4-H Extension Learning Center	38
Getting The Message Out: Marketing Urban Extension	40
Horticultural Therapy Coalitions	41
Illinois Restructuring: What Effect On Big City Extension	43
Making A Good Extension Program A Better Urban Program	44
Model City/Woodland Willkie Literacy Project	46
Nonformal Learning Needs In African Communities In Michigan	48
Project Parallels: Breaking The Cycle Of Family Violence	49
Public Official Coalition Building	51
Tackling The "Tough Stuff": Dealing With "Turf Issues"	52
Take Care Surviving Layoff	53
Teaching Without Fear: Teaching Teachers To Use Extension Materials In The Classroom	55
Working Extension Smarter: Eric Resources And Extension	57
Youth Futures	59

1993 Big Cities Conference

May 3 - 6, 1993

Indianapolis, IN

TITLE: BEING PART OF A NEW COALITION - MAKING ADJUSTMENTS;
STAYING ON COURSE

AUTHOR'S NAME: Jacqueline E. LaMuth, County Extension Agent, Chair &
Community Development, Associate Professor

ADDRESS: 1945 Frebis Avenue, Columbus, OH 43206

PHONE: 614-443-6200

OBJECTIVES: To provide avenues for public housing residents to take control of their personal lives and community through a cooperative effort of five agencies.

DESCRIPTION:

At first the coalition was very friendly. Everyone brainstormed and made suggestions as to how the program could fit together during its two year funding period. Each agency was clear on what it would contribute to the project. Our problems began when the funding started. The Extension Service had been planning and was ready to hire and train its new staff members. Other agencies were not ready to hire and needed several months to begin working in the community. Because the Extension Service was ready to go, we started to accept referrals and teach lessons. The lead agency had not established its network yet and took offense.

The Extension Service had a specific mission. We were careful not to stray from it. The other funded agencies started to do more than they had been funded to do and wanted help. We refused, explaining that our dollars could only be spent for teaching and training, we were perceived as being isolationists and not interested in a team approach. That was not the case, however. We were adhering to the guidelines set up for our part of the grant. It was important that we not be perceived as spies for welfare or the housing authority. We had to remain neutral.

When educators would create an interesting way to teach in a group setting...home care bingo, for example, the lead agency would start a similar program with bigger prizes and compete with the FLS lessons. When FLS started a newsletter, the lead agency tried to stop it, stating that they were getting ready to start a newsletter. After 3 issues they stopped printing.

When several participating agencies had their outside funding cut eight months into the project, they dropped out of the project. The lead agency decided to pick it up. In one instance, the program needed was job training and readiness to work skills and the

Extension Service offered to assist. In the second instance, the training needed was parenting and the Extension Service offered to assist. In both cases, the lead agency chose to hire additional personnel and do it alone. On one occasion, one of our staff was contacted 30 minutes before a class was scheduled and was told to teach.

By the beginning of the second year of funding, lead agency staff were withholding referrals, and complaining about Extension's lack of team spirit. Territorialism was appearing and competition rather than cooperation was apparent. At each steering committee meeting, the Extension Service was criticized.

A mid-project evaluation had been written into the proposal. The Extension Service encouraged it. The results showed that the Extension service's Family Life Skills program was more widely known and accepted than the other parts of the project including job training, and drug and alcohol treatment. It showed that communication was almost non-existent and that there was more going on than the grant had funded.

Extension continued to conduct the FLS program. As the project draws to an end, renewals area being proposed with a different lead agency. The Extension Service has had several supplemental grants extended.

1993 Big Cities Conference

May 3 - 6, 1993
Indianapolis, IN

TITLE: COLLABORATIONS FOR AT RISK COMMUNITIES AND MINORITY PARTICIPATION

AUTHOR'S NAME: Deno De Ciantis, Extension Agent, 4-H/Youth Coordinator

ADDRESS: 1520 Penn Avenue, Pittsburgh, PA 15222

PHONE: 412-443-6200

OBJECTIVES: To present the development and follow through of successfully working with at risk communities and indigenous organizations.

DESCRIPTION:

In Pittsburgh, there are a number of areas that can be considered "at risk". One of the most prominent of these is a combination of several eastern neighborhoods and communities. This particular area has no Housing Authority low income housing communities. Most of the low income housing is provided through Scattered Housing Section 8 programs. This lack of central organization for the "at risk" population makes it difficult to identify and access grass roots groups within the communities.

Having had some contact with a local community agency from previous experience, we were able to make a series of presentations to key staff of The Kingsley Association. This organization's focus is black, low income youth. With this in mind we looked for simple possible collaborations to test a possible working relationship.

Our first collaborations was to assist in an eight week day camp provided by them to over 130 low income and minority youth. Extension's role, through 4-H, was to help identify possible youth projects that would work in the setting, help train camp counselors and monitor the program.

The projects identified were as follows:

Adopt A Tree	all camp participants
Wildlife Is All Around Us	all camp participants
Embryology	interested participants
Learn About Horses	interested participants
Landscape Gardening	interested participants
Rocketry	interested participants
Foods For Someone Special... You	interested participants
Crafts Caravan	interested participants

These projects were then provided to the camp counselors and were carried out by them as part of the overall day camp program.

This experience was so positive that a number of these projects are carried out in an ongoing manner. We now have an established rocketry club operating out of the Kingsley Community center and a Landscape Gardening club will be started in the late winter/spring. A number of youth are participating members in one of our established horse clubs. Kingsley provides transportation to and from horse club meetings for the participating youth.

Kingsley also operates a number of after school programs. Through this collaboration, they have been incorporating 4-H programming in all the sites. All of these "after school" programs operate out of school facilities. We are now finding that the schools themselves are beginning to involve themselves in extension youth programming by participating in school enrichment and other related activities.

It becomes evident that one collaborative venture can blossom into a variety of linkages within a community. We plan to continue this collaboration and look forward to programming opportunities in 1993.

1993 Big Cities Conference

May 3 - 6, 1993

Indianapolis, IN

TITLE: POLLUTION PREVENTION THROUGH EDUCATION: DOES IT WORK?

AUTHOR'S NAME: Phillip J. Annis, Pollution Prevention Specialist, University of Wisconsin -Extension, Solid and Waste Education Center

ADDRESS: 1304 South 70th Street, West Allis, WI 53214

PHONE: 414-475-2845

OBJECTIVES:

DESCRIPTION:

Statewide responsibilities for providing pollution prevention educational information, workshops, training and on-site technical assistance to Wisconsin business, industry, organizations and local government.

The goal of this presentation is to provide background information, rationale, overview and status of an educational approach to pollution prevention versus increased regulatory compliance and enforcement.

Background: The State of Wisconsin has long demonstrated a concern for the pristine natural environment found in many rural parts of the state. In recent years this concern has grown and multiplied as a full realization of the environmental impact of steady growth of urban industrialized areas has hit home. This realization had become an acute awareness as the environmental effects and impact of industry in Wisconsin cities located on the Great Lakes and inland waterways have become better understood.

The Wisconsin Department of Natural Resources (WDNR) is empowered by the United States Environmental Agency (USEPA) as the state regulatory enforcement agency. Just as the USEPA promulgates the necessary environmental rules for the country, the Wisconsin DNR has the option to go beyond USEPA regulatory requirements, to reflect the environmental concerns of Wisconsin. This has created an extremely challenging climate for business and industry to operate in, a climate which is particularly difficult for small business entrepreneurs. However, with the growth of regulation, has come a realization that improvement to our environment is not necessarily totally dependent on the use of "the big stick", enforcement. The USEPA and many states including Wisconsin have adopted to a certain extent, a new philosophy which advocates and promotes voluntary reduction of hazardous or toxic pollutants through education and technical assistance. The question that remains to be answered is how successful these programs can be without the use of "the big stick".

Rationale: In 1989 the Wisconsin Legislature passed Act 325 which recognized that an important part of the effort to reduce or eliminate hazardous pollutants in the state should be a free educational assistance program for pollution prevention. The program was to be overseen by a newly formed State Pollution Prevention Board made up of business, industry, education, environmental groups and the regulatory agency. The University of Wisconsin-Extension was selected as the institution to plan, develop, implement and operate the new pollution prevention education and technical assistance program. Extension was chosen for this task for several reasons. First, because of the enforcement nature of the WDNR, it would be difficult for that agency to carry out a full scale educational and technical assistance program without compromising their most important function as an enforcement agency. Secondly, it was perceived by the state Hazardous Pollution Prevention Board that businesses would be more likely to voluntarily open their doors for assistance from a non-regulatory, autonomous entity. Lastly, and perhaps most importantly, because Extension has a long and successful history of providing education where it is most needed, in the community. As a result, the University of Wisconsin-Extension subsequently created the Solid and Hazardous Waste Education Center (SHWEC) to fulfill the requirements of Act 325.

Overview: SHWEC has grown dramatically from a modest beginning in 1989. Starting with the two co-directors who completed the strategic planning phases of the program, there are now 8 personnel on the Center's staff. While each educator specializes in certain facets of the total environmental question, all provide mutual support and input to the program. There are three Pollution Prevention Specialists who are primarily responsible of rededucational programming and services to help business and industry achieve actual reductions or elimination of hazardous or toxic pollutants. The other center personnel provide a myriad of recycling and solid waste management educational programs and services

Program Status: There are thousands of businesses in Wisconsin which generate hazardous wastes or some tupe of pollutant which may or may not be regulated. Getting these businesses to voluntarily take action to reduce or eliminate those wastes is the challenge. SHWEC has collaborated extensively with the WDNR, Office of Pollution Prevention, to better identify, target and reach those businesses most likely to participate in voluntary pollution prevention. A recent waste generation data analysis of southeast Wisconsin completed by Extension for the WDNR, will help focus on industrial processes which have the best potential for successful pollution prevention education.

Attendance at SHWEC pollution prevention workshops and seminars indicate that business is proactively seeking information that will help them reduce the amounts and toxicity of wastes they generate. These seminars have been presented over the Extension Education Telecommunication Network system with WISVIEW interactive audiographics, satellite downlink from natinal programs and by many on-site presentations in various locations throughout the state. There appears to be a strong co-relationship

between seminar/workshop events and requests for pollution prevention information and on-site technical assistance visits. However, planning, preparing and presenting a high quality seminar can be very demanding in the terms of cost and time expenditures. High seminar attendance rates would seem to be indicative of success, however there is no quantifiable means of measuring hazardous waste or toxics reductions as a result of these programs.

Information about the education programs is disseminated by many different means. SHWEC personnel speak at a wide variety of events, meetings and programs where business and industry groups, local government and interested organizations are present. This usually creates many requests for additional information as well as technical assistance visits. Results of such speaking activities and promotion of the pollution prevention program again is not necessarily directly measurable in waste reductions, however this is a very cost effective means of multiplying the numbers of people who hear about the program.

The information and educational programs available from SHWEC are backed by the resources of the entire University of Wisconsin System. SHWEC is also actively networking with other state and national pollution prevention programs to make the information from those sources readily available to Wisconsin. Within Wisconsin, SHWEC has established close ties with not only the regulatory agency, but also trade, professional and business organizations, environmental groups and local governmental units.

Are all of these educational efforts paying off in hazardous or toxic pollutant waste reductions? There are arguments for letting regulatory compliance and enforcement actions take their course, eventually reducing pollution to the desired level. This could be a natural result from those businesses that practice pollution prevention as a good management principle anyway and those that do not and are gone...

Although the SHWEC program is still new in Wisconsin, it appears that education is going to at least help accelerate the good business management process. In 1991 and 1992 several hundred industry and business firms as well as local government units received direct assistance of some sort from SHWEC. Assistance provided includes helping business get the right answers for regulatory questions, providing pollution prevention case studies, success stories and technical papers, vendor listings of products and materials for reduction of hazardous wastes and toxic chemicals and many technical assistance visits and in depth on-site assessments. The results of educational programs are not easy to measure, quantify or assess. This program is certainly no different, however for the hundreds of business and industry firms who have received information and assistance, "the carrot" seems to be preferable to "the big stick"!

1993 Big Cities Conference

May 3 - 6, 1993

Indianapolis, IN

TITLE: BREAKING THE SOUND BARRIER: COMMUNICATING OUR
FEELINGS AND IDEAS

AUTHOR'S NAME: Nancy "Rusty" Schreiber, Extension Educator, Prevention,
University of Illinois Cooperative Extension Services, Armour
Square Education Center

ADDRESS: 10 W. 35th Street, Suite 1600, Chicago, IL 60616

PHONE: 312-808-9510

OBJECTIVES: To build on communication skills using new tools
To explore alternatives of communicating feelings and ideas to improve
self concept
To be able to identify and respond to verbal confrontations

DESCRIPTION:

Communication is vitally important in the art of socialization. It is the basis for all human interaction which in turn is contingent upon effective communication. Trust, understanding, confidence, love, bonding and discipline can effectively be shown by our emotions. Experience activities including verbal and non-verbal styles of communicating, labeling stereotype personalities, and the new CYCLE OF CHOICE activity. This activity teaches how messages influence our thought which generate feelings causing either unhealthy or healthy choices. Our actions result either with negative or positive consequences which are role-modeled to others and demonstrated by various types of communication.

1993 Big Cities Conference

May 3 - 6, 1993

Indianapolis, IN

TITLE: VOLUNTEERS IN PROGRESSIVE PARTNERSHIP

AUTHOR'S NAME: Maureen Kartchner, Extension Associate, Volunteer Development, Maricopa County Cooperative Extension

Program Design and Implementation Team Member, along with Ruth Anderson, Extension Associate, Volunteer Development, and Rudolph K. Schnabel, Area Extension Agent, Community Leadership & Resource Development

ADDRESS: 4341 E. Broadway, Phoenix, AZ 85040

PHONE: 602-255-4456

OBJECTIVES:

- To promote and encourage a working partnership between Cooperative Extension volunteers and professionals
- To enhance and expand the scope of volunteer participation in Cooperative Extension
- To develop an educational program in volunteer management for volunteers
- To provide training for volunteers to enable them to assume positions of management and leadership in Cooperative Extension
- To increase the number of volunteers involved in a volunteer management capacity in Cooperative Extension
- To assist volunteers in their understanding and appreciation of cultural diversity
- To increase volunteer retention
- To increase "volunteer intangibles" (enthusiasm, perspective, caring, support, etc.)

DESCRIPTION:

There are over a million people in the naked city; why aren't more of them volunteers for Cooperative Extension? Do volunteers baffle you? Do you know what to do with volunteers once you have them? Do volunteers seem to be leaving faster than they are arriving? Have you ever thought about volunteer development as a program area? If the answer to any of these questions is yes, then the Volunteers In Progressive Partnership program has the answer for you. Volunteers in Progressive Partnership's (VIPP) strategy is to approach volunteer development as a centralized program that serves all volunteers in all program areas. Now, before you dismiss this as just being another one of those "middle management" programs, some additional information is in order.

Cooperative Extension has over seventy-five years of experience working with volunteers. We are known for our educational and training programs targeting volunteers. We value all of our volunteers. However, especially in urban counties, we tend to keep our volunteers segregated. There are 4-H volunteers, Home Economics volunteers, Agriculture cooperators (a volunteer by any other name...), and the whole spectrum of "Master" volunteers. These volunteers are not usually aware of the other volunteers or even what other types of programs are available through Cooperative Extension. While having a subject matter specific approach to volunteerism provides the flexibility necessary to meet the distinctive needs of each program area, it may not be as reasonable and logical as it appears to be for the volunteer and Cooperative Extension.

Resources for programs and personnel in urban counties have not kept pace with the increase in population and the diversity of needs consistent with such growth. The quality and quantity of some of our educational programs would have suffered or become non-existent without the expertise, skill, time, and sheer hard work given to Cooperative Extension by volunteers. But, just as the needs of urban counties are changing, so, too, are the needs of volunteers. Not only has the shrinking pool of people willing or available to volunteer increased the competition among agencies for volunteers, but volunteers are being selective about where they will spend their time. A new perspective is required if we are to tap into and retain the vast resource of knowledge, ability, and dedication available to us through volunteers.

Our response to that challenge was Volunteers in Progressive Partnership (VIPP). The VIPP Design and Implementation Team's task was to define, develop, and set in motion a unified or central program that responds to the volunteer development needs of faculty, staff, and volunteers, in all program areas. In order to determine those needs, the VIPP team conducted meetings with Home Economics, Agriculture, Urban Gardening, and 4-H program areas. Each program area was asked the same set of structured questions for data collection, and open-ended questions to express views, concerns, and suggestions. The results identified six topics of mutual concern: volunteers and Cooperative Extension need to delineate shared expectations, responsibilities, guidelines, descriptions, and reviews; an in-house educational program to develop skills in working with volunteers is needed for all Cooperative Extension who work with volunteers; a precise definition of who is a Cooperative Extension volunteer is needed; an overall orientation to Cooperative Extension is needed; a more structured method is needed for volunteer recognition; volunteer recruitment education is required.

VIPP is designed with the features and advantages needed to address our current needs, but it also has the flexibility to adapt to the almost certain changes that will occur with time. VIPP includes such components as: providing operational guidelines and organizational structure; educational and technical assistance for faculty, staff, and volunteers in working with volunteers; a volunteer development advisory board comprised of volunteers, staff, and faculty; and facilitation of interdisciplinary collaboration. The roles of the VIPP team were defined as providing leadership and management for the

program, while volunteers continue to work with, and receive education from, the subject matter faculty.

Another essential component of VIPP is a volunteer management educational series for volunteers. We know that the most persuasive recruiter of volunteers are those volunteers who have found their involvement with Cooperative Extension meaningful and rewarding. Volunteer satisfaction and retention has been linked to the amount, kind, and quality of learning they have experienced in the organization. This educational series will capitalize on these facts by providing volunteers with quality, interactive learning experiences and opportunities that will encourage them to take a more active part in higher levels of management and learning.

The full support of Administration, Faculty, Staff, and Volunteers is requisite for a successful VIPP program. Having a faculty team assigned specifically to volunteer development demonstrates a sense of support, commitment, and importance to VIPP that would not be felt otherwise. Encouraging a working relationship among all groups, from inception, is also essential. This can be accomplished by involving faculty, staff, and volunteers in setting goals and objectives, determining tasks and responsibilities that can be assigned to volunteers, and determining how the program can best be responsive to volunteer needs. Effective volunteer development programs evolve from a partnership that develops between the volunteer and the organization. VIPP lets everyone involved--faculty, staff, and volunteers--know that they are valued members of the organization, that their work and programs have significance, and that "working together" really does work.

TITLE: MASTER URBAN GARDENER TRAINING PROGRAM (MUGTP)

AUTHOR'S NAME: Dr. I. C. Patel, County Agricultural Agent

ADDRESS: Rutgers Urban Gardening

162 Washington Street, Newark, New Jersey 07102

PHONE: (201) 648-5958/5525

OBJECTIVES:

1. To provide training in vegetable gardening in an urban environment for persons interested in sharing their knowledge with others.
2. To expand the capabilities of urban gardening in disseminating gardening information to individuals, families and groups in the community.

DESCRIPTION:

Necessity is indeed the mother of invention. It can also be the mother of innovation for Urban Gardening. Although the increased number of clientele requires increased services, professionals alone cannot meet the request. Local volunteer leaders represent one of Extension's most important contributions to the field of informal education. The idea of disseminating information to the public through volunteers seems to have broad possibilities in the field of horticulture, especially home horticulture, since it has been a popular activity throughout the nation for a number of years. In New Jersey alone, it is estimated that there were over one million home vegetable gardens in 1992 and an estimated 35 million home vegetable gardens nationwide. It has also been estimated that Jerseyans spend over two billion dollars annually in the purchase and maintenance of vegetable transplants and ornamental plants.

Although Extension has provided home horticultural information for many years, the demand for horticultural information outstripped the resources available to meet the demand. Therefore, a people-oriented program grew beyond the confines of Extension's capabilities. This program utilizes volunteers who have an interest in home horticulture, whether or not they have had experience in horticulture, to go out into the community and answer questions relating to home horticulture.

Beginning in Washington State in 1972, the Master Gardener Program has grown to over 3 dozen nationally. One of the program's goals has been to provide help to Extension professionals by training and using qualified volunteers to respond to the demand for advice and help, while at the same time extending to the public reliable and useful information on gardening and practical horticulture.

This system accounts for the differences in titles used for the Master Gardener Program (Garden Advisor, Community Gardeners, Star Gardeners, Good Life Gardeners, Master Gardeners, Master

Volunteers, Master Urban Gardeners, etc.) and structure of the program within various states and counties. The Rutgers Urban Gardening (RUG) has named this program "Master Urban Gardeners." RUG is the first among 23 city urban gardening programs in the country to organize such a unique training program in vegetable gardening for urban volunteer gardeners since 1991.

The training program consists of 20 hours classroom instruction and 40 hours practicals and field trips. The training is conducted over a period of about 20 weeks. To earn the MUG Certificate, the trainee must:

- 1.) attend the prescribed minimum hours (60) of training
- 2.) pass the examination administered
- 3.) volunteer a number of hours of work equal to the number of training hours (60)

The training course is free, but a registration fee of \$15.00 to partly cover costs of the training material.

The Core Curriculum of the training program consists of the following topics:

TOPIC	HOURS	
	THEORY	PRACTICAL AND FIELD TRIP
1. Orientation	2	-
2. Soils & Fertilizers	4	8
3. Plant Growth & Development	2	-
4. Plant Pathology	2)	10
5. Agricultural Entomology	2)	
6. Planning a Vegetable Garden	4	12
7. Cultural Practices of Selected Vegetables, Herbs and Small Fruit Crops	4	10
TOTAL	20	40

Through the innovative MUGTP, Extension will reach out to more people and groups. At the same time, the program will significantly affect professional staff's use of time. The use of trained volunteers will allow the professional staff to devote more time to group education and organizational activities.

1993 Big Cities Conference

May 3 - 6, 1993

Indianapolis, IN

TITLE: GUNS, GANGS AND KIDS - DEVELOPING YOUTH ADULT PARTNERSHIPS IN THE CITY

AUTHOR'S NAME: Susan Maher, Site Director

ADDRESS: Missouri Youth Initiative/University Extension
1321 South 11th Street
St. Louis, MO 63104

PHONE: 314-421-2658

OBJECTIVES: Introduce conference participants to a project called Missouri Youth Initiative. The project is begin conducted in a neighborhood in the city of St. Louis. The project works with youth at risk, adults and community residents. Specific goals include:

- 1) To encourage heightened self-esteem and self reliance among young people at a critically important stage in their development.
- 2) To encourage a significant number of young people and adults to become better connected to their community be investing themselves in the area
- 3) To crate positive learning situations where young people are better able to understand the concept of community through educational programs and community service, and
- 4) To develop youth/adult partnerships within the Near Southside community

DESCRIPTION:

In early fall 1991, the Missouri Youth Initiative (MYI) youth board was struggling with the question of how to begin working cooperatively with adults. Through many hours of discussion, the youth felt that their first real charge was to design or develop something; a book, brochure, tape or video that would help adults understand how youth feel about the often dangerous problems the community faces and the critical issues that affect their very being. Youth believe that, for far too long, when solving problems in communities that adults have dismissed the notion of involving youth as a part of the solution. Youth believe that adults view many community problem as only adult problems, while failing to recognize that young people too - are trying to cope with these very same issues.

Due to the ongoing changes in our communities, young people nationwide are often forced to deal with very real, very adult problems at a very young age. The youth involved in MYI came together to produce a video to send a message to adults. The video City Limits - the urban menagerie tells the story of the critical issues facing youth;

drugs, crime, gangs, racism employment, not enough to do - but also talks openly about their deeply felt need to be involved. Through an often difficult and challenging process youth and adults came together to produce a video that addresses the many issues facing youth. Some difficulties encountered include everything from - who is really in charge and responsible, who gets shot - a white person or black person, what happens when everyone is late for a shoot, what happens when the producer can not get along with the youth, what happens when you go over budget, and how about crowd control.

1993 Big Cities Conference

May 3 - 6, 1993

Indianapolis, IN

TITLE: EFNEP AND HOUSING AUTHORITY: A COLLABORATIVE SUCCESS STORY

AUTHOR'S NAME: LaDeane R. Jha, M.S., Associate Extension Agent, Home Economics, EFNEP Supervisor, University of Nebraska Cooperative Extension in Lancaster County

ADDRESS: 444 Cherrycreek Road, Lincoln NE 68528

PHONE: 402-441-7180

OBJECTIVES: Demonstrate the efficacy of working in collaboration with another agency
Outline steps taken to build a strong working relationship between the two agencies
Report on the outcomes of the collaborative effort

DESCRIPTION:

Recent research linking diet to disease has increased public awareness of the importance of nutrition to health and well-being. Many low-income homemakers, however, still lack the basic knowledge necessary to practice the principles of good nutrition. The result is that hunger and malnutrition exist to an alarming degree among people living below the poverty line. Diseases associated with malnutrition are reappearing, and infant mortality is increasing. A sense of well-being is negated when poor nutrition is present and illness, lack of energy and family crisis often intrude on other areas of the lives of those effected by malnutrition.

Information from the Lincoln/Lancaster County Food and Hunger Coalition indicated that the need for nutrition education and prevention of nutrition related problems was increasing in Lincoln and Lancaster County. Clients taking advantage of programs such as WIC and the Commodity Supplemental Foods Program had increased about 25%. The City Mission reported a dramatic increase in the number of homeless families using City Mission facilities as well as a significant increase in the number of families receiving food and clothing through the Mission. Additionally, food pantries throughout the city indicated increased use.

A recurring theme among those receiving food whether from pantries, or through WIC and the Commodity Supplemental Food Program, was the inability of clients to use the foods given them. This was a direct result of a lack of knowledge about food preparation, storage, and planning; as well as unfamiliarity with many foods. As a result, food was wasted or misused.

The Expanded Food & Nutrition Education Program (EFNEP) targets limited income families, particularly those with young children, in order to help them acquire the knowledge, skills, attitudes and changed behavior necessary to improve their diets. Nutrition advisors teach appropriate lessons from core curriculum on a one-to-one basis in the client home or in small groups.

Research has consistently affirmed the success which the EFNEP program has had in reaching this target clientele and making positive changes in their diets as well as in their lives in general.

A shrinking number of EFNEP advisors as a result of limited funding, made it increasingly difficult to respond to all requests for help. A sense of well-being, as a result of adequate nutrition, contributes to the ability of persons to function more effectively in other areas of their life such as parenting and home management. If clients feel better, they are more likely to maintain clean, safe homes. An awareness of these linkages, led to a decision to seek collaborative opportunities within the community. The Lincoln Housing Authority seemed a likely starting point since the new director there had previous, positive, experience working with EFNEP. Encouragement was given by him to pursue the idea of sharing the services and costs of a full-time EFNEP nutrition advisor.

A proposal was written, submitted to the Lincoln Housing Authority Board, and subsequently approved by them. Approval of the County Extension budget, with the funding intact, was given and we were "in business". Legal agreements were drawn up among the Lincoln Housing Authority, the University of Nebraska and the County. Approval was obtained to administer the position through the University of Nebraska thus preserving "sameness" of positions within EFNEP.

Once the new advisor was hired, EFNEP personnel met with Housing Authority to establish a firm foundation for working together. Learning what each agency could bring to the coalition, establishing priorities, developing cooperative strategies and accountability were important first steps. Regular communication followed and trust was established.

Currently, the coalition is working well. Housing Authority clients are receiving needed nutrition and food safety and storage education and EFNEP is better able to meet the educational needs of clients throughout the county as a direct result of the additional position. By working together to solve a community need, Lincoln Housing Authority, Lancaster County and EFNEP benefit. Most importantly, however, a significantly higher proportion of families are provided with quality education which will hopefully lead to increased well-being in all aspects of their lives.

1993 Big Cities Conference

May 3 - 6, 1993
Indianapolis, IN

TITLE: TEACHING NUTRITION AND WELLNESS TO AN IMAGE CONSCIOUS
URBAN SOCIETY

AUTHOR'S NAME: Alice Henneman, M.S., R.D.; Extension Home Economist;
University of Nebraska Cooperative Extension in Lancaster
County

ADDRESS: 444 Cherrycreek Road; Lincoln, NE 68528-1507

PHONE: 402-441-7180

OBJECTIVES: Identify what constitutes the criteria for a healthy person
Recognize the effect of clothing choices on perception of their body
image
Improve their self-esteem through clothing selection that enhances body
image

DESCRIPTION:

In a competitive, image conscious urban environment, people are seeking a positive body image as an edge in the job market and in social settings. Body weight is frequently a concern. Many people are already at a healthy weight; however, they're trying to diet to a weight or size for which they're not genetically programmed. In pursuit of what they consider a desirable body image, they may actually diet to an unhealthy weight, or continually cycle up and down in weight, which also can be hard on their bodies. The activities in this two-hour program helped people identify whether they were at a healthy weight and examined the relationship between clothing choices and perception of body image and feelings of self-esteem. A cross-disciplinary approach was used by combining body image and clothing design concept with nutrition information. As clothing choices can add several pounds to your appearance, the effects of clothing lines, designs, color and fabric on impression of body size were stressed. A 3-month, post class evaluation indicated that participants developed a more realistic view of what constitutes a "healthy" weight. Also, they felt that participating in this program enhanced their self-esteem. As, one class member said on the evaluation, "Great class--thank you. I had a hard time reaching my weight goal because I had no "vision" of my new body. Your class helped me a lot." This class has been used successfully with both adult and youth audiences, at worksites, and for limited resource audiences.

1993 Big Cities Conference

May 3 - 6, 1993

Indianapolis, IN

TITLE: NUTRITION TRAINING FOR HOME (FAMILY) CHILD CARE PROVIDERS

AUTHOR'S NAME: Charlotte Kern, Extension Agent

ADDRESS: 8015 West Center Rd., Omaha, NE 68124

PHONE: 402-444-7804

OBJECTIVES: Providers will serve "kid tested" meals that are nutritious, tasty and consider cost and time.

DESCRIPTION:

Home child care providers are unique in that they are both cook and teacher for each child in their care. As cooks, they must understand how to serve a creditable, palatable meals that meet state licensing and USDA child nutrition standards. As teachers, they need to know how to clearly present the concept of healthy eating.

"*What's Cookin'*" is the title of Nebraska's nutrition education program for child care providers who keep children in their home. The need for creditable and practical menus, recipes and food serving suggestions was identified by home child care providers attending Charlotte Kern's Cooperative Extension child care workshop in Omaha, Douglas County. Further investigation revealed it was a state-wide need by licensed caregivers in USDA's Child and Adult Care Food Program (CACFP).

"*What's Cookin'*" became a part of Nebraska Cooperative Extension's education action plan for Improving Food and Nutrition: Implementing the Dietary Guidelines for Americans.

The "*What's Cookin'*" nutrition resource guide brought together a variety of creditable recipes with menu suggestions that meet CACFP requirements. The recipes and menus selected for the book considered the use of foods that children like, cost, palatability and ease of preparation. Recipes were submitted by child care providers. The book was co-edited by Douglas County Extension Agent, Charlotte Kern, Mary Ann Brennan, nutrition consultant with the Nebraska Department of Education, and Darlene Martin PhD., extension nutrition specialist. The project was funded by the Nebraska Department of Education's Nutrition Education and Training Program monies.

The impact of the *What's Cookin'* nutrition resource guide and the 36 workshops (19 conducted in urban counties) held statewide to teach its use to child care providers is

being conducted. Currently, the Child and Adult Care Food Program (CACFP) sponsor agency consultants are surveying how the resource guide has changed the menu planning and food presentation practices of the home child care providers. Using established criteria, the consultants are interviewing the providers in their homes. The survey questions were designed by the editors to determine degree of impact six to twelve months after instruction. Additional impact will be forthcoming upon completion of the *Eating Environment, Nutrition and Food Handling Practices in Nebraska Child Care Homes* being conducted by the Department of Nutritional Sciences and Dietetics, IANR, UNL. Results can be shared at the North Central Big Cities Conference in May '93. Attendance records of the 36 What's Cookin' workshops shows that 1241 home child care providers participated. Their years of providing child care totaled 6988 with an average of 5.6 years as a private entrepreneur in the business of child caring. The total number of children cared for was 8592 with an average of 6.9 children receiving care, including nutrition, in each home. In addition, 124 child care center employees, 37 extension agents, and 45 other individuals (volunteers, parents of young children and relatives of participants) attended the workshop. Forty-six CACFP sponsor agency personnel, including "consultants" attended the workshops. They are using their training to teach new providers and those not able to attend a workshop how to use the *What's Cooking'* nutrition resource guide. This was an excellent example of a "Teach the Trainer" approach to reach those not participating in workshops.

A "happiness" survey was completed by participants at the conclusion of each workshop. Results showed that of the 1241 home child care providers attending:

- 97% planned to use the Nutrition Resource Guide in planning their meals and snacks
- 100% found the format of the book easy to use
- 97% considered the menus helpful
- 98% easily understood what was presented at the workshop

It is surmised that home child care providers will probably have great impact on the future health of many Nebraska children. A representative sample of providers attending the workshops were investigated concerning demographic data and their baseline knowledge levels of the nutrient content of sample children's menus. Demographics data indicated that 49% were high school graduates with college credits (including college graduates), that 43% were high school graduates, and 8% had not completed high school. The sample age categories were: 8% (18-25 years of age), 41% (26-35 years of age), 31% (36-45 years of age), 13% (46-55 years of age), and 7% (over 56 years of age).

Their knowledge of nutrient content of menus were: 99% recognized high sodium content menus; 64% recognized high fat content; 82% recognized high Vitamin C content; 75% recognized high Beta Carotene content; 81% recognized high fiber content. Recognition of appropriate quantity needed for ages 3-5 category was 75%.

The *What's Cookin'* nutrition education program has received national attention. Dr. Darlene Martin and Charlotte Kern were invited by the Society of Nutrition Education

and the American Dietetic Association to present the project at the annual meeting in 1992. Copies are on file at the National Center for Dietetics in Chicago, USDA's Food and Nutrition Information Center in Beltsville, MD and USDA's federal and regional offices of the Child and Adult Care Food Program.

The states of Mississippi and Ohio have requested permission to copy the book for use with their home child care providers. CACFP sponsor agencies in Kansas, Missouri, Iowa, North Dakota and child care facilities at Offutt Air Base and Fort Riley (Kansas) have contracted to use the book.

Individuals from 16 states have requested a copy. One mother-in-law sent a copy to her daughter-in-law hoping she would "do something to improve the way she was feeding her children."

Home (family) child care providers are entrepreneurs looking for better ways to do their job. Cooperative Extension can help fill a void for educational opportunities for this audience. This needs to be a collaborative program with other agencies responsible for regulating child care facilities and personnel and those responsible for administering the CACFP program. Together, we can impact the future health of children in day care.

1993 Big Cities Conference

May 3 - 6, 1993

Indianapolis, IN

TITLE: PARENTING INFORMATION PROGRAM (PIP)

AUTHOR'S NAME: Jane Hildenbrand Rudat, Extension Agent, Human Development
Specialist, Purdue University-Marion County Cooperative
Extension Service

ADDRESS: 9245 N. Meridian, Suite 118, Indianapolis, IN 46260-1812

PHONE: 317-848-7351 or 317-253-0871

OBJECTIVES: Increase current levels of parenting knowledge
Develop confidence in self and parenting skills
Gain a sense of control over life through discussion, activities, and
sharing and learning with other parents

DESCRIPTION:

The PIP program is an information series for parents of children up to twelve years of age or any person interested in parenting issues. It recognizes that with every parenting topic or problem, there are other factors and issues which affect what "appears" to be in the problem. Each session focuses not only on the child, but the parent as well since parent's are an integral part of their child's development. Although PIP focuses on six topics, a variety of issues are integrated into each session and discussion group. Major issues include self-concept, stress, growth and development, discipline, balance, communication, learning and growing, and advocating a safe and healthy environment for both parent and child. The major thrust upon all issues discussed is balance. This means balance in relation to physical, intellectual, social/interpersonal, emotional and spiritual aspects of life. A major concern was keeping people coming to each session in order to keep the momentum going and the small groups supportive and healthy. Some participants chose sessions randomly and went in and out of discussion groups. Some took the materials and did not come back. Now we are stressing that PIP is a developmental course and that it is important that it be looked at that way to be fair to themselves and the other participants. We are going to hand out some of the materials each week instead of giving them a full notebook the first night. We are also raising the price to the general public to cover more of the materials, although financial aid will be offered. For future inner city neighborhood groups, we will offer a much lower fee and seek funding to purchase materials. A "good" problem is that other neighborhoods in the community and other counties in the state are interested in this model. We are currently working on training and training materials so that we can increase the distribution and growth.

1993 Big Cities Conference

May 3 - 6, 1993.

Indianapolis, IN

TITLE: MARKETING EXTENSION AND IT'S PROGRAMS TO CULTURALLY DIVERSE URBAN AUDIENCES

AUTHOR'S NAME: Jacquelyn Ifill, County Agent - Coordinator
Victoria L. Coffee, County Agent

ADDRESS: 819 Cook Avenue, Huntsville, AL 35801

PHONE: 205-532-1578

OBJECTIVES: The objective of this study was to determine the educational needs, preferred delivery methods for Extension home economics programs and awareness of Cooperative Extension Service (CES) by residents in an urban environment. It was anticipated that the results obtained would serve to direct programming, increase visibility, effectiveness and accountability of urban Extension programs.

DESCRIPTION:

Huntsville and Madison County are the fastest growing metropolitan area and county in Alabama. Huntsville and Madison County's populations are approximately 162,000 and 242,000, respectively. In a span of 40 years this community has made the transition from cotton to missiles to space to diversified industry. Huntsville today is the technology capital of the South. The evolution of "high tech" challenges have created a capability and reputation reserved for few communities in the United States.

A county-wide independent survey was conducted in February 1987. The survey and telephone interviews were conducted by the University of Alabama Capstone Poll using a questionnaire developed by the investigators and state specialists. The survey used a two-staged random digit method of selection. Sample data was only collected from residents 18 years of age or older. Information presented was based on a sample of 502 adults. One can be 95 percent confident that a result from the entire population is not more than 5 percent different than the sample population.

The survey examined how individuals "currently received" information about subject matter information including housing, family life, clothing, family resource management, food and nutrition, and health care. Additionally, the channels which citizens "would like to use" in order to receive information about the different aspects of life covered by the Extension service. A final topic investigated in the survey was the level of knowledge which citizens had of the Cooperative Extension Service. Also included were questions about the quality of life in Madison County and use of the mass media.

FINDINGS USED TO STRENGTHEN PROGRAM DEVELOPMENT

The findings challenged the investigators to increase public awareness of Extension as a potential and reliable source of information in subject areas with special emphasis on financial management and nutrition.

Recognizing the need to increase and diversify Extension's audience using strategic marketing techniques, the seven-member county team initiated a major marketing program. The development of a brochure, "Putting It Together - Education For Life", describes Extension's learning opportunities. New audiences were identified and targeted, such as employees in space related fields, computers, weapon industries, at-risk youth and adults, new-comer groups and culturally diverse residents. Existing programs were strengthened, new linkages were formed, and media campaigns were undertaken. Recent accountability reports reflect the staff's improved marketing efforts and media campaign. Reaching large numbers of clientele through these media resulted in a significant impact and a greater clientele base for the county programs.

Innovative programming was initiated with the establishment of one of six Family Money Management Centers (FMMC) in the major urban counties of Alabama in FY 1989. Although Extension has traditionally helped families with money management problems, these six FMMC's provide a sharper focus and greater expertise on resolving pervasive resource management problems for Alabamians. In 1991, a national IMPACT 2000 recognized the Alabama FMMC initiative as an exemplary program in Family and Economic Well-Being based on statewide results, accomplishments and impact data.

CONCLUSION

This study has provided vision and direction for the county programming initiatives and marketing thrusts during the 1990's. As new national, state, and local initiatives develop, programming for Extension in this urban county will be planned and implemented based on survey findings.

1993 Big Cities Conference

May 3 - 6, 1993

Indianapolis, IN

TITLE: URBAN GARDENING: CHICAGO STYLE

AUTHOR'S NAME: Ronald C. Wolford	Vernon C. Bryant	Drusilla Banks	Christine Eller
Extension Educator	Co-ordinator,	Extension Educator	Extension Asst.
Urban Gardening	Urban Gardening	Nutrition & Wellness	Community
University of Illinois	University of Illinois	University of Illinois	Leadership &
CES	CES	CES	Volunteerism
			CES

ADDRESS: 5106 S. Western Ave.	25 E. Washington	10 W. 35th St.	4141 W.
Chicago, IL 60609	Suite 707	Chicago, IL 60616	Belmont Ave.
	Chicago, IL 60602		Chicago, IL
			60641

PHONE: 312-737-1179	312-210-0909	312-808-9510	312-286-6767
----------------------------	--------------	--------------	--------------

OBJECTIVES: To make audiences aware of the purpose and scope of the Chicago Urban Gardening program.

To illustrate how Urban Gardening empowers people, boosting morale and self-esteem and leading to more community activism.

DESCRIPTION:

The Chicago Urban Gardening Program continues to evolve from year to year. In 1991-92 we had 6,239 adult participants and 8,175 youth participants. Besides the value of vegetables produced, the Chicago Urban Gardening Program enables residents to experience the phenomenon of growth and life. The program helps to boost morale and self-confidence and makes people feel more self-sufficient, empowering them to have some control over their inner city environment.

The Chicago Urban Gardening Program has a number of components, reflecting the needs and diversity of our residents. We will discuss the focus and purpose of several of them including:

- * Community Gardening Program - we have 44 community gardens in Chicago with a total of 166,700 square feet of gardens.
- * The Slumbusters Community Garden formed from a site that was once an hangout for crack dealers and a grave for rusted cars, now blooms with flowers and sweet, fresh vegetables and is representative of many of our gardens in Chicago.
- * Indoor Gardening School Program - In 1991-92 this program had over 8,000 participants, mostly 3rd - 5th graders. Many of our inner city schools have no funds for hands-on science activities. This program serves to fill that need.
- * Horticulture Therapy - In 1991-92 three new projects included a 32 raised bed vegetable and flower garden for a senior day care center, an outdoor and indoor gardening program at a

children's hospital on Lake Michigan, and a vegetable and flower garden for a group home for HIV infected black males.

- * Urban Gardening & 4-H In the Parks - The objective of this program is to expand the Urban Gardening School Program to an outside hands-on gardening experience. A strong relationship has developed between 4-H and the Chicago Park District.
- * Green & Growing - an Urban Gardening Fair - this Fair brought together the resources of many agencies to help Chicago gardeners.

1993 Big Cities Conference

May 3 - 6, 1993

Indianapolis, IN

TITLE: ADDRESSING THE SAFETY OF URBAN EXTENSION WORKERS

AUTHOR'S NAME: Jacqueline E. LaMuth, County Extension Agent, Chair &
Community Development, Associate Professor

ADDRESS: 1945 Frebis Avenue, Columbus, OH 43206

PHONE: 614-443-6200

OBJECTIVES: To be aware of the hazards and risks that Extension workers take as they move through their daily tasks and to provide as much protection and consideration as is reasonably and economically possible.

DESCRIPTION:

When low income neighborhoods are referred to as "war zones" and when staff members read about shootings, crack houses and other threatening activities occurring in neighborhoods where they work, there is concern. We have been working to minimize the risk that staff members have by providing training, both internally and externally. We have implemented some practices that help us and them to be more comfortable and feel safer. Staff members call before or after appointments to let us know where they are, we have added identification hang-tags that they wear daily, educators check with crime prevention in public housing before starting the week's appointments, we have had awareness training by police officers, drug experts, self-defense experts and others. Appointments are scheduled, bonding occurs between the participant and the staff member.

Some practices have been dropped...door knocking to find new participants, for example is no longer done.

1993 Big Cities Conference

May 3 - 6, 1993

Indianapolis, IN

TITLE: THE GIVE AND TAKE OF WORKING WITH THE MEDIA

AUTHOR'S NAME: Jacqueline E. LaMuth, County Extension Agent, Chair &
Community Development Associate Professor

ADDRESS: 1945 Frebis Avenue, Columbus, OH 43206

PHONE: 614-433-6200

OBJECTIVES: To demonstrate the impact of cooperating with the media to gain
access when you need it.
To offer tips for developing an on-going working relationship with
the media

DESCRIPTION:

How does one get beyond having "your own show" at 6 am on Saturdays? How does what you know become prime time news? Working with the media can be demanding, inconvenient and worthwhile. The hardest part of establishing links with the media is doing it the first few times. Feeling comfortable in front of tv cameras can be learned. There are tactics that can be used to minimize the discomfort. Agents need to be willing to produce "news" when there is a void in the local news.

This is a "how to" presentation for those who have an opportunity to develop an ongoing relationship with television and/or radio.

1993 Big Cities Conference

May 3-6, 1993

Indianapolis, IN

TITLE: ALTERNATIVE FUNDING FOR EXTENSION PROGRAMMING

AUTHOR'S NAME: Kermit W. Graf, M.S. Association Director

ADDRESS: Cornell Cooperative Extension of Suffolk County
246 Griffing Avenue, Riverhead Long Island, NY 11901

PHONE: (516) 727-7850

OBJECTIVES: The goal of our program is to fill some of the funding gaps created by reduced government funding and provide funding for new high priority programs identified by our staff and clientele.

DESCRIPTION:

Since 1989, government funding for Cornell Cooperative Extension of Suffolk County has been reduced by over \$500,000. Several threats of complete elimination of county funding have been overcome, but adequate funds for salary increases and new programs have not been available through traditional sources. During this same period, our association has been provided with several unique programming opportunities which require additional funding, including the acquisition of a marine environmental learning center.

To offset the decline in public funding, our association has embarked on an aggressive campaign to increase support from elected officials for continued public funding, while pursuing appropriate grants, contracts, cooperative agreements, private donations and user fees. The success of this campaign has stabilized public funding while generating over a million dollars in alternative funding in 1992 alone. This has included federal and private grants, contracts with school districts and other governmental bodies, fees for programs, advertisements in publications, in-kind contributions, private donations, and cooperative agreements. Due to these efforts, the association's annual resource support remains over 6 million dollars in spite of the tough economic climate on Long Island.

Each alternative funding source has its strengths and weaknesses. Our association has practical experiences with each one that we have shared with other Extension staff who wish to pursue these funding sources. Our staff and volunteers have begun a process which will continue to generate resources to build a foundation for future growth and strengthen our ability to offer the finest research-generated programs to the 1.4 million residents of Suffolk County, New York.

1993 Big Cities Conference

May 3-6, 1993

Indianapolis, IN

TITLE: BRINGING AGRICULTURE INTO THE CITY

AUTHOR'S NAME: Dr. I. C. Patel, County Agricultural Agent

ADDRESS: Rutgers Urban Gardening

162 Washington Street

Newark, NJ 07102

PHONE: (201) 648-5958/5525

OBJECTIVES: The project's overall objective is to teach gardening skills and motivate city residents, establish vegetable/food gardens on city vacant lots resulting in improved diet and nutrition, socioeconomic well-being, and life quality of low-income families and individuals residing in Newark and surrounding communities.

DESCRIPTION:

There were nearly 4000 public vacant lots in Newark and adjoining areas. They were used as dumping grounds for household garbage and other junk materials. Food was identified as one of the seven priority needs of city residents. There was a need to involve people in programs that would provide neighborhood unity and improve the city environment. There was need to improve the diet of low-income residents by way of providing fresh vegetables and other food grown close to the home on public vacant lots. As an important contribution to these identified needs, the Rutgers Urban Gardening (RUG) program has been in operation since 1978 with the financial support of the State and Federal governments. The program also raises donations each year from individuals, public and private organizations. The city government provided the land and the residents provided the manpower to turn empty spaces into food gardens.

The overall objective of the program was to teach gardening skills and food production to result in improved diet, socioeconomic well-being, and life quality. The city residents were encouraged to enroll in the program to garden on city vacant lots near their homes. A wide variety of educational programs were designed to cover the diverse audience and to encourage a successful gardening experience. Demonstration gardens served as models for the development of community gardens and were used as locations for conducting garden clinics and workshops. The indoor gardening school was designed to teach basics of plant science to students and teachers. The Master Urban Gardener Training was designed to train volunteers in vegetable gardening. Leadership workshops were conducted to teach how to establish garden clubs, how to conduct meetings, and improve communications skills. "City Harvest," the RUG program's newsletter is published in spring, summer and winter and mailed to over 1500 readers in and around the city. Hands-on workshops were conducted in the greenhouse to teach seedling production. Spring, summer and fall Plant Days were organized to distribute vegetable transplants to the gardeners. Nutrition education workshops, on preserving vegetables, were conducted at the end of the season. Garden and vegetable contests were organized to promote enthusiasm and competition among the program participants. Garden tours were organized to show how RUG benefited the community. Success stories, news articles, progress reports and activities were published throughout the year in

newspapers, journals, magazines and other mass media. "Seeds of a New City" - a 30-minute documentary of the RUG program was developed and telecast over WNET Channel 13.

As a result of organizing activities in a planned and harmonious way, the 1992 season's accomplishments surpassed all previous records. We reached more people at more places than ever before. The evidence of growth was seen everywhere in each activity. More than 10,000 city residents were reached in one or more ways by various projects and activities. Over 75,000 vegetable transplants were produced in the greenhouse and distributed to the gardeners. The number of program participants exceeded 6200 for the year. More than 1800 community and family gardens covering an area of about 28 acres were established on 295 public vacant lots. The value of vegetables, and other food harvested from these gardens exceeded \$845,000. In doing so, the program participants helped improve the environment, beauty, spirit and even safety of their neighborhoods. The gardeners donated about 5000 of pounds fresh vegetables to the homeless and shelter houses. The program attracted 168 citizens to work as volunteers. The program played an outstanding role in producing fresh and nutritious food close to the home at a much reduced cost to the participants. The gardeners learned how to compost and recycle valuable resources. They used about 10,000 cubic yards of city compost manure in their gardens. About 4000 tons of city leaves were recycled and used as compost manure for city gardening. The soil has been improved and neighborhoods beautified.

The documented evaluation of educational efforts revealed measurable impact on the life quality of program participants. More than two-fifth (44.4%) felt that the fresh vegetables they consumed improved their diet and about one-fourth (26.0%) derived personal satisfaction through gardening. The gardens became places for social interaction and community building. About one-third (31.3%) developed new friendships; 29.0% helped others; 14.5% shared their produce; 13.1% expressed that the gardening activity improved the neighborhood. People's behavior as a social group is modified by the presence of plants and by participation in gardening activities. Gardening served as a way to break down some of the barriers that existed between neighbors. "Saved money" was an economic incentive for about one-third (33.5%) of the participants. The gardeners saved over \$2 million in 3 years by producing food from garbage-filled public vacant lots. The education and applied research efforts have expanded production and enhanced profitability for the clientele. It also helped improve public relations with the City and other organizations. The program received over \$20,000 cash and in-kind material from individuals, public and private organizations. Strong linkages with internal and external agencies have been developed. The program played an outstanding role of reducing abuse and promoting wise use of public land and resources. It has encouraged an attitude of stewardship and responsibility toward public land. It has greatly involved citizens and communities in caring for the public land. The program's accomplishments have been recognized at the state and national levels and won many awards, including the "U.S. President's 1987 Take Pride in America" national winner, the "1991 American Star Award" from the America the Beautiful Fund, and the "1992 Environmental Quality Award" from the U.S. Environmental Protection Agency.

1993 Big Cities Conference

May 3 -6, 1993

Indianapolis, IN

TITLE: COLLABORATIVELY EMPOWERING COMMUNITIES TO "DEPOWER"
GANGS

AUTHOR'S NAME: Nancy Schreiber, M.A.D.Ed.
University of Illinois
Cooperative Extension Service
Extension Educator, Prevention

ADDRESS: Armour Square Extension Center
10 W. 35th St., Suite 1610
Chicago, IL 60616

PHONE: 312-808-9510

Steve Wagoner, M.Ext.Ed.
University of Illinois
Cooperative Extension Service
Extension Educator, Prevention
Wheaton Extension Center
310 S. County Farm Rd.
Wheaton, IL 60187
708-653-4131

OBJECTIVES: To define/explain the concept of and the need for collaboration
To give a brief overview of the issues of gangs
To give participants new skills in working with collaboration as it relates to
gang prevention programming

DESCRIPTION:

At the recent anti-crime summit held in Chicago, "...nearly everybody (present) agreed that the city's violent crime problems must be solved at the family and community level. The best solutions will come from the community members..." (Chicago Tribune 12/2/92). The opportunity for change can be experienced by those members who have a vested interest in working together in a spirit of collaboration.

Collaboration has been defined by Bruner (1991) as: "a process to reach goals that cannot be achieved singly (or at a minimum, cannot be reached as efficiently). As a process, collaboration is a means to an end, not an end in itself." A comprehensive prevention program will see community, school and parent members focusing on a clearer vision of need, developing interest from key players, and devising a better sense of what works and what does not when dealing with critical youth issues. They recognize the structures that call for balance of decision-making and problem-solving mechanics that involve a variety of key players.

According to the Midwest Gang Investigators Association (M.G.I.A.), Chicago Gang Crimes Police Commander Robert Dart reported there are presently 36,000 "hard core" gang members in the City of Chicago, with 8,500 of them being juveniles (M.G.I.A. News Report, 11/92). Communities must collaboratively work together to deal with this rapidly growing problem not only in urban Chicago but in the suburbs and in rural settings too.

This workshop will teach participants the principles of collaboration and then give them the opportunity to practice those principles through hands-on skill building activities. They will develop a workable plan that can be shared, adapted and implemented in their own settings "back home".

Information will be shared on collaboration, what a gang is, why youth participate in gangs, and how community, school and parent members can work collaboratively to address the gang issue. Small group discussions and activities will serve as the basis for the learning process, programming implications will be made, and evaluation suggestions will be given for important aspects of the prevention plan.

1993 Big Cities Conference

May 3 -6, 1993

Indianapolis, IN

TITLE: DESIGNING A VOLUNTEER SYSTEM FOR THE INNER CITY

AUTHOR'S NAME: Marilyn N. Norman

Cook/Chicago Unit Leader

Senior II

ADDRESS: 4141 W. Belmont

Chicago, IL 60641

PHONE: 312-286-6767

Larry Wilson

Extension Educator

Community Leadership & Volunteerism

6438 Joliet Road

Countryside, IL 60525

312-352-0190

OBJECTIVES: Design team members for the Chicago Volunteer Management System.

DESCRIPTION:

The design and implementation of a comprehensive volunteer management system for the inner city Extension program which includes supporting components for the entire volunteer cycle including applications, interviews, training, monitoring, tracking, evaluation, and recognition.

With the restructuring of the Illinois Cooperative Extension Service, the local Extension Unit (formerly county) became the focal point for volunteer involvement and management. The Chicago Extension Unit, recognizing that Extension volunteers throughout all existing and emerging program areas would be looking to the Unit for training, support, and recognition, enlisted the educational assistance of Center Educators and State Specialists in Community Leadership and Volunteerism to rough out a volunteer management system, outline the training in leadership and volunteerism needed for specific volunteer positions (such as Master Gardeners and Councils), and prepare appropriate computerized tracking for the over 2000 current volunteers. Educators and Units staff from Chicago will share information and outlines about the local support structures which have been developed to assist and support non-paid and paid staff in extending Extension information to the public. The computer program used to track and monitor Extension volunteers from all program areas will be available for hands-on work.

1993 Big Cities Conference

May 3 - 6, 1993

Indianapolis, IN

TITLE: FAMILY LIFE SKILLS - AN IN-HOME APPROACH

AUTHOR'S NAME: Jacqueline E. LaMuth, County Extension Agent, Chair and
Community Development, Associate Professor, Ohio State
University Extension Service

ADDRESS: 1945 Frebis Avenue, Columbus, OH 43206

PHONE: 614-443-6200

OBJECTIVES: To assist families with limited resources gain competencies to help them cope with and control their personal home environment as well as the world at large.

DESCRIPTION:

Family Life Skills (FLS) is a series of individualized, in-home learning experiences developed and implemented with several HUD grants. FLS evolved from the Expanded Food and Nutrition Education Program (EFNEP), a federally funded program delivered successfully by the Extension Service for more than twenty years. EFNEP educators frequently remarked that their homemakers needed assistance with more family resources than their food dollars. Federal funds, however, limited their attention to basic human nutrition, menu planning, basic food preparation, food and kitchen safety, and maximizing the food budget. FLS was created to move beyond EFNEP and address the management and maximizing of other family resources including money, time, space and belongings, and family interaction.

FLS studied similar programs in other Ohio counties. A core series of 6 basic lessons was selected for first contact with participating families. During the six lessons, other topics and lessons were suggested by the educators. Participants there were able to select what they wanted to study. Educators would work with participants and complete the lessons. Upon completion of a series, a participant would "graduate" and receive a certificate of completion at a ceremony.

Graduation ceremonies provided an opportunity for participants to "testify" about the lessons they had just completed...to tell what it meant to them. "I am now saving \$10 a month, " "I thought I was going to lose my children, until Virginia came along and helped me get control of my time, " and "Debbie doesn't tell me how to do something, she shows me and then helps me get started," were three of the many favorable remarks. Graduates bring family members and good friends to the ceremony.

A monthly newsletter was started to maintain contact between visits and to acquaint participants with other offerings of the Extension Service.

The program finds its participants in several ways: referrals from public housing resident managers, other social programs and from other participants. Educators set up regular weekly appointments and try to always be on time and demonstrate good work habits.

1993 Big Cities Conference

May 3 - 6, 1993

Indianapolis, IN

TITLE: 4-H EXTENSION LEARNING CENTER

AUTHOR'S NAME: Betty Shelby, 4-H Coordinator

ADDRESS: 836 Fuller NE, Grand Rapids, MI 49503

PHONE: 616-774-3265

OBJECTIVES: Goals: To provide a stable, safe environment directed by caring, positive adult role models to reach youth representative of the diverse population of Kent County to enable them to grow together into responsible, educated, productive and caring adults prepared to lead Kent County into a better tomorrow.

To improve the self-esteem, confidence and decision making skills of youth in the target area and decrease the incidence of self-defeating and anti-social decisions.

To create an environment for positive interaction between youth from various cultural and economic backgrounds.

To collaborate with other agencies and organizations for the benefit of youth in the target area.

DESCRIPTION:

Although Grand Rapids is the second largest city in Michigan, it has been relatively immune to problems that plague cities of comparable size. Last fall, crime statistics released by the Federal Bureau of Investigation were greeted with shock and disbelief. The report revealed that Grand Rapids experienced a greater increase in violent crimes and drugs than any other city in Michigan, including Detroit. Inner-city neighborhoods are unravelling and many pulling the loose threads are children. It is timely to develop resources and collaborate with other agencies that address multiple needs of youth and foster their development of competencies and behaviors that are desirable and important to family, community and society.

Southeast Grand Rapids has one of the largest concentrations of crime, poverty, unemployment, minority population, and teen pregnancy in Kent County. With the support of community volunteers and youth, we were able to establish the 4-H Extension Learning Center in this area. We secured \$438,576 from four foundations for three years of funding. Recently, the City of Grand Rapids approved \$20,000 from Community Development funds that fit into long-term funding plans.

As positions became available, I was able to recruit, select, and train a diverse staff representative of the audiences we are to serve. The Kent County 4-H Council, made up

of teens and adults, is the advisory group to integrate the 4-H Center into the total program. All the youth involved in Kent County 4-H benefit from a common facility large enough to accommodate mass meetings, safe enough to bring a diverse population together, and adequately equipped to prepare them for tomorrow's technology. Last year, 48 volunteers reached 1,683 youth.

The 4-H Center provides meeting space for 4-H community clubs and other youth serving agencies to meet. The 4-H club format establishes positive role models, personal development experiences and academic and vocational skill development. The members use business meetings and other age appropriate group decision making activities to insure that club activities are of interest to the youth and that they learn group communication and decision making skills.

1993 Big Cities Conference

May 3 - 6, 1993

Indianapolis, IN

TITLE: GETTING THE MESSAGE OUT: MARKETING URBAN EXTENSION

AUTHOR'S NAME: Karen Smith Green, Extension Unit Educator, Public Information,
Cook County, IL, Members of the Region 3 Marketing Committee,
Cook, DuPage and Lake counties

ADDRESS: 25 E. Washington, Suite 797, Chicago, IL 60602

PHONE: 312-201-0909

OBJECTIVES: To describe the process Illinois Region 3 has used to develop a marketing plan that seeks to develop a marketing plan that seeks to increase the visibility of Extension in the Chicago metro area and enhance its reputation with the public, the media and government leaders. There are many obstacles to getting your message out in a large urban area. These will be examined as will several marketing /public relations success stories.

DESCRIPTION:

In a market with more five million people and more than 300 print and broadcast media outlets, it is easy for a grassroots organization like Cooperative Extension Service to get lost among the many organizations competing for the attention of the public and the media. Yet, if we are to survive into the 21st Century, key audiences must know that Extension is at work in our cities and is providing vital services and information to urban people. The challenge is twofold: first, we must make urban audiences aware of the existence of Extension and its philosophy of helping people help themselves through education; second, among those who are familiar with Extension, we must dispel the perception that Extension is primarily for rural audiences and is of little value to urban citizens. The Region 3 Marketing Committee was first created about four years ago to develop a comprehensive plan for achieving these goals. In the revitalized Illinois Extension System, the Marketing Committee was reborn in 1992 under the direction of Karen Smith Green, a support educator in public information. Green and other marketing committee members will discuss the committee's effort to develop a comprehensive approach to marketing and public relations. Successful marketing and media relations efforts will be looked at and the often formidable challenges of marketing in a major metropolitan area will be examined.

Big Cities Conference

May 3-6, 1993

Indianapolis, IN

TITLE: HORTICULTURAL THERAPY COALITIONS

AUTHOR'S NAME: Jack Kerrigan, County Extension Agent, Horticulture and
Natural Resources, Instructor

ADDRESS: OSU Extension in Cuyahoga County
3200 West 65 Street
Cleveland, OH 44102

PHONE: (216) 631-1890

OBJECTIVE: The goal of the program was to form a coalition of organizations to more effectively provide horticultural therapy programming to senior citizens.

DESCRIPTION:

Few senior citizen centers and nursing homes in Cuyahoga County are providing horticultural therapy for the elderly population. These programs are limited by the availability of trained horticultural therapists and experience of activity therapists.

A registered horticultural therapist from the local civic garden center became involved with Extension programming through the Master Gardener Program. A pilot project, funded in part by The Ohio State University Extension Service, was developed to train Master Gardeners in the philosophy and basic techniques of horticultural therapy. These specialized Master Gardeners work with the registered horticultural therapist as assistants, who extend her outreach under the therapist's and agent's supervision. The specialized team of Master Gardeners provide program leadership to a program between on-site visits by the horticultural therapist.

The site of the pilot project is a senior citizen center run by a coalition of not-for-profit institutions, including a hospital which serves a large senior citizen population. The project began as a "gardening club" focusing on indoor gardening projects and plant-related crafts. As the gardeners gained experience and confidence, they expanded the program to include a garden plot. The garden serves two purposes: production of vegetables for participants' meals and flowers for drying. The garden was designed by the agent and installed by the gardeners and Master Gardeners. The harvest of flowers is dried and used in indoor activity sessions.

The senior citizen's gardening club now makes plant craft items and grows house plants and garden transplants for sale at a senior citizen fair. The profits from the sale are used to finance the continuation of the program.

The evaluations and success of this project has convinced two other senior citizen facilities to utilize the services of a horticultural therapist and a team of Master Gardener assistants.

Problems in the past have centered on a misunderstanding of horticultural therapy by nursing home administrations. Often, they expected the Master Gardeners to do the program with no facility staff supervision to handle potential problems. Some administrators expected Master Gardeners to also do garden and landscape maintenance. To avoid this problem, guidelines have been developed. A facility must agree to these guidelines and provide funding for the program. This ensured commitment on the part of administrators and staff.

1993 Big Cities Conference

May 3 - 6, 1993

Indianapolis, IN

TITLE: ILLINOIS RESTRUCTURING: WHAT EFFECT ON BIG CITY EXTENSION

AUTHOR'S NAME: Dr. James Oliver	Marilyn N. Norman	Larry Wilson
Associate Director for Cook/Chicago Unit Leader	Extension Educator	
Statewide Urban Programs	Senior II	Community Leadership & Volunteerism
ADDRESS: 25 E. Washington	4141 W. Belmont	6438 Joliet Road
Suite 707	Chicago, IL 60641	Countryside, IL 60525
Chicago, IL 60602		
PHONE: 312-201-0909	312-286-6767	312-352-0190

OBJECTIVES: To describe and analyze the changes which have occurred in the Illinois Cooperative Extension Service since 1989; and to understand the personal and professional challenges faced by Illinois Extension staff in a completely new organization. These challenges include relocation, role identification, office formation, relationship building, program development, as well as others.

DESCRIPTION:

The Illinois Cooperative Extension Service has been in the state of structural change for several years. Given the creation of a new organizational structure, professional staff were challenged to apply for new positions, create new offices, work through new role definitions and relationships, and asked to design programs in new and creative ways. A panel of Illinois Extension professional staff members will share their experiences, discuss difficult moments, and examine together how the new structure is working. The panel will include the Regional Director, a Unit Leader, an Educator, an Extension Assistant, and one of the Administrative Support Educators. Vacancies and varying lengths of tenure with the organization have also impacted on the challenges; one individual new to the organization will also be included on the panel.

1993 Big Cities Conference

May 3-6, 1993

Indianapolis, IN

TITLE: MAKING A GOOD EXTENSION PROGRAM A BETTER URBAN PROGRAM

AUTHOR'S NAME: Nancy Alcorn

ADDRESS: County Extension Agent

Penn State Cooperative Extension of Allegheny County

1520 Penn Avenue

Pittsburgh, PA 15222

PHONE: (412) 392-8540

OBJECTIVES: Collectively provide a clearer understanding about the current program and share future programming needs. Develop a vision for expanded comprehensive extension programs. Identify expertise needed to adequately staff two existing vacant positions. Build a sense of "team" in county program. Gain a sense of what has and has not worked in other states' attempts to expand urban programming emphasis.

DESCRIPTION:

A day long retreat for all staff facilitated by an urban extension coordinator from another state was the first step in developing an expanded comprehensive extension program for a major metropolitan area. This activity was initiated after a period of time during which some staff began to express an interest in and desire to begin this process. Results of a statewide survey of extension programming for urban audiences had recently been released, the county had two positions currently vacant, and new information about urban programming was available from a staff member who had recently completed a course on metropolitan programming.

One of the issues that had to be addressed was staff feelings. Some staff didn't know why they should be there. They felt no ownership in the program. Others questioned what would happen as a result. They felt the retreat would probably be just an exercise. Nothing would happen as a result. Others believed it was necessary for all to work together toward a common vision. To make it work, everyone's input was important.

Additionally the state administration had recently released the results of a statewide survey defining extension programming needs for urban audiences, yet there was no state funding for urban program expansion. Changes would have to be made using county resources or external resources through more collaborative and cooperative programming. Some staff approached the regional director, who recognized the staff's interest, and agreed to support the process by providing time and resources for the retreat.

Early in the process, some of the staff casually began to give ownership of the project to the two staff members sharing leadership to facilitate the process. To change this situation, other people were asked to facilitate meetings and serve as committee chairs. Assignments were rotated.

The second step in the process was a SWOT analysis. To encourage openness of communication and freedom to express one's self, a "Program Planning" box was used to allow staff to provide input anonymously prior to beginning this step. Information from the analysis was used to develop a plan to build on strengths and minimize weaknesses.

Some of the results to date include the development of a county mission statement and identification of 9 goals. The job descriptions for two vacant positions were rewritten. Using information obtained from the SWOT analysis, these positions were filled with people who had the expertise needed to have a more comprehensive urban program. Funding was received from the regional director to develop a more professional looking promotional flyer that would appeal to urban audiences. As a result of talking with other states, the staff decided to try focus programming in three target areas, in an effort to show greater impact.

Sticking to the process over a period of time can sometimes be difficult. We get caught in detours. When this happens, it's time to review the commitment to the goals made and get back on track.

1993 Big Cities Conference

May 3 - 6, 1993

Indianapolis, IN

TITLE: MODEL CITY/WOODLAND WILLKIE LITERACY PROJECT

AUTHOR'S NAME: Martha McCormick, Extension Youth Field Specialist

ADDRESS: 5035 N. E. 14th Street, Des Moines, IA 50313

PHONE: 515-263-2660

OBJECTIVES: Cooperating agencies will be able to:
work together in an effective coalition
increase their understanding of involving young people as resources
in programming

DESCRIPTION:

Staff from agencies which serve the Model City and Woodland Willkie Prime Service Areas of Des Moines were unanimous in agreement that the key to the problems of the model City and Woodland Willkie areas is literacy and academic achievement. They were also in concensus that the area is badly in need of direct services provided in innovative ways to impact literacy and personal development of young people.

Work with other agencies is integral to the success of this project. Major players are the Des Moines school system, the Des Moines Public Library, Willkie House Incorporated and Tiny Tot Family Resource Center. These organizations provide staff time, facilities, bussing, feeding programs. All program plans are developed with input from these and other agencies. There are three major components -- summer day camps; and school year programs for elementary and middle school students.

Day camps are operated at four elementary schools that serve youth from the target community of this project. About 30 youth are involved in each day camp for about eight weeks. Youth have significant input on specific activities and program carryout. Activities are structured to enable youth to participate in free lunch and breakfast programs provided by the schools, and programs provided by other agencies. 4-H provides the framework for the program, with significant programming contributions from other agencies.

Tiny Tot Family Resource Center and Willkie House Incorporated facilitated 4-H Literacy Day Camps at their facilities in 1992. Project staff provided training, resources and supplies for the programs. This enabled youth to access literacy experiences in six locations instead of four.

During the school year, elementary students are involved in tutoring and mentoring, as well as after school groups. Increasing parent involvement is a major goal of the schools and 4-H in this aspect of the program.

Joan Lipsitz (1984) identifies meaningful participation in school and community as one of seven important developmental needs of middle school students. The middle school component of this project addresses that need through an interagency approach to career exploration, helping sixth graders form an attachment to school and mentoring and tutoring opportunities.

Collaboration has not always been a smooth road in this project. The first year two of the target elementary schools were not available because of other summer school programs occupying them. Turf issues have been a continuing concern in dealing with several of the agencies in the project. Opportunities for 4-H to provide staff development for schools are just now appearing on the horizon. The project is in its second year of funding, with an option to apply for three more years. The restructuring of extension has changed the options for regular staff involvement in the project.

1993 Big Cities Conference

May 3 - 6, 1993

Indianapolis, IN

TITLE: NONFORMAL LEARNING NEEDS IN AFRICAN AMERICAN
COMMUNITIES IN MICHIGAN

AUTHOR'S NAME: Sharon L. Anderson, PhD., Assistant Professor and Extension
Specialist for Human Development and International Programs

ADDRESS: 103 Human Ecology, Michigan State University,
East Lansing, MI 48824 - 1030

PHONE: 517-353-9360

OBJECTIVES: To share information about an outreach process and the results of an
issues identification process that was conducted collaboratively and the programmatic
outcomes of that effort.

DESCRIPTION:

A collaborative effort undertaken to 1) outreach to African American communities
2) establish networks with middle income African Americans and 3) determine the
nonformal learning needs of youth and adults in twelve communities. The purpose was to
gather information to inform the program development and staff development processes
and lay foundations for collaboration with an array of potential new partners.

1993 Big Cities Conference

May 3 - 6, 1993

Indianapolis, IN

TITLE: PROJECT PARALLELS: BREAKING THE CYCLE OF FAMILY VIOLENCE

AUTHOR'S NAME: Jane A. Scherer
Extension Specialist
Urban Programming

Greg J. Conner
Associate Professor
Police Training Institute
University of Illinois

ADDRESS: 549 Bevier Hall
905 S. Goodwin Avenue
Urbana, IL 61801

1004 S. Fourth Street
Champaign, IL 61820

PHONE: 217-244-2849

217-333-7842

OBJECTIVES: To demonstrate highly successful collaborative efforts between Extension and law enforcement in family violence prevention programming.

DESCRIPTION:

Through a unique partnership between the Illinois Cooperative Extension Service and the University of Illinois Police Training Institute, a comprehensive program-Project Parallels - has been developed to reduce family and community violence. This workshop will focus on two programming efforts. First, Project Parallels is a three-pronged program focusing on family violence prevention, environmental violence and career exploration for parenting and pregnant teens between the ages of 15 and 19. In cooperation with the Illinois/Indiana Sea Grant Program, Project Parallels draws parallels between the violence people do at home to each other and how it affects others as well as how the violence affects society at large. The challenge was that the teen mothers are not eager to talk about family violence, but they were eager to have new experiences. They live in violent communities and some in abusive homes and in some ways have become numb to the daily conflicts and confrontations that are around them. They are isolated and often unfamiliar with the community resources available to them. Thus the program responds to reducing isolation; increasing understanding of the resources, tools and systems available; and giving the teens the courage to act on their own behalf. The second program focuses on establishing and training community teams to develop relevant local programming to break the cycle of family violence. Fifteen community teams in Illinois have been established and trained bringing together diverse perspectives, expertise, and responses to family violence prevention programming. The teams are forming new community coalitions and increasing public awareness about the issue which is fostering comprehensive, integrated programming. In the area of family violence, professionals, organizations, and agencies

often work in isolation. Thus bringing different groups together to become a community team is a real challenge.

1993 Big Cities Conference

May 3 - 6, 1993

Indianapolis, IN

TITLE: PUBLIC OFFICIAL COALITION BUILDING

AUTHOR'S NAME: Peggy S. Schear, County Extension Agent, Chair, Associate
Professor, O.S.U.

ADDRESS: P.O. Box 958, Hamilton, Ohio 45011

PHONE: 513-887-3722

OBJECTIVES: To develop networks among city, township, and county officials
To provide public officials with information regarding newly emerging
federal/state issues.

DESCRIPTION:

A survey of locally elected public officials provided the impetus for developing a coalition of public officials in Butler County. Two meetings have been held on federal and state issues in 1993. Evaluations are very positive and attendance is strongly reflecting the need for public officials to have an informal opportunity to explore new national and state policy implications for our communities.

1993 Big Cities Conference

May 3 - 6, 1993

Indianapolis, IN

TITLE: TACKLING THE "TOUGH STUFF": DEALING WITH "TURF ISSUES"

AUTHOR'S NAME: Gregory P. Siek, County Extension Agent, 4-H

ADDRESS: 3200 West 65th Street, Cleveland, Ohio 44102

PHONE: 216-631-1890

OBJECTIVES: Participants will be able to describe "turf" disputes and their relationship to perceived outcomes on an organization's ability to control resources directed toward a goal. After playing a simulation game, they will be able to classify "affective" and "substantive" turf disputes and be able to describe ways of solving a conflict.

DESCRIPTION:

In metropolitan settings, Extension staff members frequently work with people from other organizations in coalitions in order to reach common goals. However, "turf battles" occur when goals of the participating groups do not overlap sufficiently. Session will briefly describe basic theory on analyzing "turf battles." Participants will then play a simulation game in which they role-play perspectives of representatives of different groups in a coalition setting. Session will conclude with analysis of dynamics of how they affected the outcome, and how Extension practitioners could reduce their negative impacts on the coalition's efforts. Participants case studies can also be discussed in a "clinic" format.

1993 Big Cities Conference

May 3 - 6, 1993

Indianapolis, IN

TITLE: TAKE CARE SURVIVING LAYOFF

AUTHOR'S NAME: Roz Sherman Voellinger, Labor Education Specialist, University of Extension

ADDRESS: 121 S. Meramec, Suite 501, St. Louis, MO 63102

PHONE: 314-889-2911

OBJECTIVES: To understand the stresses that occur with unemployment and to access coping skills to deal with these stresses.

To understand the grief associated with job loss and realize that each family member has their own personal grief and rate of adjustment.

To identify and practice strategies that will help counteract the debilitating health effects of job loss stress.

To prioritize and address financial concerns to maximize limited financial resources.

To become more familiar with and use community resources to move through this transition period.

To value others with similar experiences as resources.

DESCRIPTION:

Nearly 100,000 people in St. Louis are currently victims of unemployment and are finding that job loss means more than the loss of a paycheck. Job loss often means loss of personal identity and loss of esteem. Job loss impacts one's physical health, mental health, and family life as well as one's financial well being.

Programs exist that address retraining and job search skills. However, the emotional needs of dislocated workers and their families often fall through the cracks.

Take Care: Surviving Layoff is a free two day seminar designed by a interdisciplinary team of Extension staff to respond to the human side of job loss. Participants will explore ideas to help them cope with the many effects the layoff has on them and their families.

The team developed the seminar with the needs of the audience in mind, both in terms of content and delivery. It was important that the program provide a safe atmosphere of feelings and ideas, that the program was highly interactive and in neutral pleasant surroundings. While some union halls and work sites were utilized, the majority of the seminars took place in easily accessible hotels around the county. A light breakfast and hot lunch were provided to the participants. An interpreter was provided for a deaf

participant. Spouses and family members were encouraged to attend. Content was sequenced so that feelings and emotions such as denial and anger could be safely dealt with in the beginning, so that more specific subject matter such as finances could be more effectively dealt with in the later sessions.

The first morning is devoted to "Job Loss is a Family Affair" which helps participants understand the grief process that goes with any major loss. Small discussion groups encourage each participant to talk, listen, and share. Emotions are frequently close to the surface and tears are not unusual from men and women in an atmosphere of trust and caring. The ill effects of stress overload and ways to prevent and diffuse these effects through attention to mind and body are the focus of the afternoon. Nutrition as fuel for coping and ways to stretch food dollars is followed by multiple strategies to lower stress and redirect worry into more positive channels.

The second morning provides time for further reflection before providing practical assistance with financial matters. The diverse needs of participants provide a rich variety of topics for discussion and help. Case studies help address actual situations such as: basic budgeting, bankruptcy, disinvestment strategies, credit counseling and insurance needs. The afternoon session includes self examination and group help in making action plans. The workshop concludes with an extensive panel of community resources ranging from legal services to emergency assistance.

The following team members developed the program objectives, content, delivery methods, taught, marketed the program and provided logistical support:

Roz Sherman Voellinger, Labor Education Specialist
Hildegard Etzkorn, Human Development Specialist
Cynthia Fauser, Foods and Nutrition Specialist
Patrice Dollar, Consumer Education Specialist

Two University of Missouri - St. Louis staff served as adjunct team members. Dr. John Henschke, continuing education instructor, helped clarify teaching and evaluation strategies, Dr. Ruth Jenkins, graduate school of nursing, taught sessions on combatting the ill effects of stress on health.

Funding and support initially came from an urban grant to pilot the program. Additional funds were made available from the St. Louis County Extension Council.

As the program's reputation grew, demand increased, leading to additional funding and support from United Auto Workers, American Electric, St. Louis Labor Council, Carpenter's Union, Machinist's Union District 837, United Way, St. Anthony's Hospital and the Missouri AFL-CIO Worker Re-entry Program.

**TITLE: TEACHING WITHOUT FEAR: TEACHING TEACHERS TO USE
EXTENSION MATERIALS IN THE CLASSROOM**

AUTHOR'S NAME: Dr. Joe E. Heimlich, Leader Environmental Sciences, Ohio CES
Dr. Robert Horton, Curriculum Specialist, 4-H and Youth, Ohio CES
ADDRESS: 2120 Fyffe Road
Columbus, OH 43210-1099
PHONE: (614) 292-6942

OBJECTIVES:

- o To share the outcomes of research on teacher-training to use Extension materials in schools
- o To explore practical means of overcoming teacher content-anxiety related to new programs
- o To provide an opportunity for sharing success and not-so-successful experiences and lessons learned

DESCRIPTION:

One means by which youth development professionals often extend their impact is by training teachers or others to use Extension materials in their teaching/learning settings. Although this is often effective to some degree, the full effectiveness of teacher training is not realized due to some concerns of the teachers involved. One concern is that the materials often is "imposed" or "on top of" course of study requirements. Perhaps a more significant, but underlying concern is that of teacher preparedness: many teachers feel threatened when asked to teach content with which they are not familiar.

The National Center for Science Teacher and Learning funded a project for creating a model for teacher-training to use non-traditional materials within the classroom. This study is currently being conducted by the authors in south-western Ohio.

The project entails using three teacher-training programs to develop a model for use with any group of teachers when introducing them to content that is new or different. The "content-anxiety" syndrome is well documented in the literature and provides the theoretical basis for this project. This is a developmental project that will be completed in March, 1993.

The series of three workshops have been planned by the 4-H/Youth Development faculty members in three counties: one county is a major metropolitan area, one is heavily suburban, and one is primarily rural. These three counties have conducted teacher-curricular guide is being introduced to teachers.

The first workshop will be conducted as have workshops in the past. Pre/post measurements of attitudes, knowledge, and perceptions will be taken of the participating teachers. Detailed records and notes will be maintained regarding how information is presented, activities are conducted, and types of inquiry. After the post-test, the teachers will participate in a significant debriefing in which probes will solicit information on issues of anxiety, perceptions of how to more efficiently/effectively overcome the anxiety, and brainstorming on revising workshop.

The second workshop will utilize the formative data from the first workshop to revise the process. Changes will be noted in the records on the workshop. Pre/post data will be collected. The debriefing for the second workshop will focus on concepts presented to the researchers by the first workshop participants.

The data will be correlated. The perceptual differences and observation notes will be used to create a context for the correlation. Focus of the analysis will be on the attitudes of the teachers. The data on knowledge gained will be used primarily as a co-measurement related to perceptual differences. The working hypothesis is that the workshops will be significantly different in teacher outcome attitudes toward the content as object. The context will be used to construct relativity of the coefficients to specific situations.

Data from this study and outcomes of the study will be shared with participants. Activities and methods used in the workshops will provide the means by which participants are exposed to the approach to reduce content-anxiety in teachers. The debriefing process will be demonstrated using successes and not-so-successful experiences of participants related to content-anxiety in teacher/trainer training programs they have conducted.

1993 Big Cities Conference

May 3 - 6, 1993

Indianapolis, IN

TITLE: WORKING EXTENSION SMARTER: ERIC RESOURCES AND
EXTENSION

AUTHOR'S NAME: Dr. Joe E. Heimlich, Leader, Environmental Sciences, OCES
ERIC Associate, Environmental Education

ADDRESS: ERIC/CSMEE
1200 Chambers Road, Room 310
Columbus, Ohio 43212-1792

PHONE: 614-292-6717

OBJECTIVES: - Explore resources available through Educational Resources
Information Center (ERIC) to facilitate development and
implementation of Extension programs.
- Craete a model for evaluation of resource materials found through
fugitive materials acquisition.

DESCRIPTION:

In our Extension programming, we are often confronted with the challenge of seeking information, conducting sessions, and developing resources for programs when we have little (if any) time available. The needs of our client groups are so diverse and the scope of client needs in our urban areas is so broad as to overwhelm even the most experienced and informed among us. Further, we often spend time developing materials or programs only to later discover that we have again "reinvented the wheel" as someone else has done this same type of program previously. But given the constraints of time and program/audience diversity, how can we facilitate securing these fugitive materials. One possible aid to our programming needs is to have immediate access to information that others have createed, both in and out of Extension. This information may be in the form of research journals, resource packets, or teaching activities.

But the availability of materials is only one challenge to Extension educators. Simply because something is available doe not mean that it is appropriate or quality material. That materials exist is not in question: that materials appropriate for our teaching settings is available is the question. How can we effecively construct diverse programs for diverse audiences using available materials unless we are able to effectively evaluate the teaching outcomes from using the materials. The ERIC Clearinghouse is one alternative to material acquisition. Give that most urban areas in the U.S. have colleges and universities present, access to the ERIC system and the docuements is often no further away than a trip to the university or to the public library. This workshop will explore the utilization of the ERIC system to Extension programming through CD-ROM searches to be conducted during the

workshop. We will construct various topical searches and identify means of accessing the materials.

As a group, we will construct models for material evaluation that can be conducted quickly by the individual. We will construct a list of concerns for materials and devise means of applying these concerns to the materials at hand. Further, we will construct a framework for understanding how to adapt quality materials to various audiences. These activities will grow from a theoretical framework of curriculum development and analysis. General principles for quality curriculum will be presented and the group will explore means by which we can apply measurements to materials in an efficient and effective manner.

The methods of instruction for this workshop include hands-on opportunities with a CD-ROM from the ERIC Clearinghouse. Concept presentation will be used to create a uniform grounding for participant discussion and brainstorming. Evaluation measures will be applied throughout the process.

1993 Big Cities Conference

May 3 - 6, 1993

Indianapolis, IN

TITLE: YOUTH FUTURES

AUTHOR'S NAME: Johnnie M. Johnson, Youth Development Resource Agent,
Assistant Professor

ADDRESS: 1304 South 70th Street, Suite 228
West Allis, WI 53214-3154

PHONE: 414-475-2815

OBJECTIVES: To help Milwaukee County residents identify risks their children face, identify the most critical local youth issues and develop a multi-dimensional action plan to work on solutions.

DESCRIPTION:

Presentation on how Youth Futures is working out in an inner city neighborhood.

In December 1991, Youth Futures was launched for the first time in an urban city, in Milwaukee County. The first difficulty involved the selection of a geographical niche for project implementation. Milwaukee is a vast region and the possibility for success for Youth Futures depended upon networking, collaboration, and cooperation between various individuals, groups, and agencies. If too much territory was under taken the risk of this agent spreading herself too thin was inevitable. Therefore, this agent limited this project to a 12 block area. There are many features in this neighborhood that made it an appropriate place to start. They include:

1. A variety of youth serving agencies
2. A federal/county level AODA Program
3. A Parochial Middle School
4. An Alternative High School for at-risk youth (including an all male one just 2 blocks outside the chosen boundaries)
5. Gang Activity
6. Drug use/abuse among youth
7. Citywide drug abatement program
8. Community economic resource development program
9. Lack of Interagency collaboration
10. Youth serving program duplication
11. 5 churches
12. Project agent lives on one of these 12 blocks
13. High probability of getting a new Alderwoman/County Supervisor endorsed by this agent

14. First time Extension ever launched a project in this area addressing risky youth behavior
15. 5 churches lack openness to non-parishioners residing in this neighborhood
16. No community recreational facility
17. Community based organizations created to address problems neighborhood residents face on a daily-basis unsuccessful
18. Lack of positive relationship between police and residents

Youth Futures Process

Create Steering Committee

Determine full Youth Futures Committee make-up

Determine particular dimensions of the process (starting date, duration, location, day/time of the week meetings to be held, identification of participant needs)

Youth Futures Committee members

Begin Meetings

Identify factors that jeopardize/protect youth/effective prevention programs

Select most prevalent risky youth behavior

Develop multi-dimensional action plan to work on solutions

Create community goal(s)

Create subcommittees to carry-out multi-dimensional action plan

Risky youth behavior - youth murdering youth contributing factor

Lack of productive use of their leisure time

Lack of parental supervision/monitoring

Negative community norms

Easy access to alcohol/drugs

Lack access to job/internship opportunities for youth 12-19

Lack of a safe haven for troubled/abused/neglected youth difficulties:

Getting church leaders from different denominations to join together to address the issue of risky youth behavior

Getting these same leaders to allow non-religious activities and non-parishioners to utilize their churches physical space for programs designed to prevent youth from murdering each other

Creation of a consortium of agencies to share resources for activity programs designed to reduce/eliminate the incidence of youth murdering one another