



## **2018 JCEP Leadership Conference**

Sponsored By:

**The Joint Council of Extension Professionals**

**February 14-15, 2018**

**Orlando, Florida**

### **Session: I - 1**

**Title:** Fostering Community Unity: Taking Our Place in Civil Dialogue

**Presenter:** Rachel Welborn Southern Rural Development Center

**Abstract:** In recent months, the nation has experienced many recent tragedies resulting from complex roots of racial tension, equity, diversity, with multifaceted socio-economic and historical foundations. Reconciliation in the midst of so much hurt and frustration is a daunting task requiring resources and partners to connect and work together in new ways. But what is the value Extension can bring to the community healing process? What unique skills does the Land-Grant System possess that can restore or establish a quality of life shared by all community members? And how do we, as a system, prepare to employ our best resources, taking our place in the circle of partners needed to bring about a new environment, one that embraces peaceful discourse, honors and values all residents, and seeks to find solutions to community challenges that promote the welfare of all? Do these questions puzzle you? They challenge our Extension administrators also.

In response to a charge from the Extension Committee on Organization and Policy (ECOP), the governing group for the national Cooperative Extension System, a Rapid Response Team on Civil Discourse was established to pursue answers to these questions through a thorough exploration of existing resources, development of a competency framework for Extension staff, and generation of a strategic plan for future work. While the story and its related work are far from over, new insights are emerging as the Land Grant System prepares to join hands alongside other community members throughout the nation to promote peace. This presentation will briefly explore the work of this team to provide context. The contextual introduction will be followed by a hands-on exercise, providing an opportunity for participants to experience a dialogue process relevant to today's challenges. Come join us. Let's talk.

## **Session: I - 2**

**Title:** Digital Literacy Development: Rethinking the Role of Extension Professionals

**Presenter:** Danae Wolfe Educational Technology Specialist, Ohio State University Ext

**Abstract:** The landscape of Cooperative Extension is changing. People spend more time on social media than with any other type of media and yet, Extension as a whole has not yet broken down the barriers of developing content designed specifically for online audiences. Many Extension professionals report that lack of time to learn new skills is their greatest barrier to digital content development. Lack of time, the stress of learning new skills, and longstanding patterns of operation can lead to a “that’s not my job” mindset some Extension colleagues find alarming.

While it’s true digital content creation may not be explicitly written in job descriptions for Extension educators or specialists, it is a core foundation of the work we do in Extension. Extension professionals have been developing fact sheets, peer-reviewed journal articles, curricula, and PowerPoint presentations for decades, yet many hesitate to develop e-newsletters or videos. The difference is skillset. As content shifts from traditional to tech-based formats, many Extension educators shift from self-reliance to dependence on very limited resources, such as colleagues from Educational Technology, Communications, or Marketing units.

For decades, Extension has relied on educators and specialists for content expertise. However, in hiring for content expertise alone, many Extension professionals lack skills in digital program and content development. With a growing clientele base that relies heavily on the internet for information, Extension can enhance its impact, program effectiveness, and reach by fostering employee tech skills and infusing emerging media into program delivery.

## **Session: I - 3**

**Title:** Funding, Entrepreneurism and Leveraging Statewide Expertise to Enhance Extension: The Maui County Model

**Presenter:** Cindy Reeves Maui County Administrator, University of Hawaii, CTAHR

**Abstract:** In 2015, Maui County funding for Cooperative Extension programs on Maui, Molokai and Lanai, had fallen to an all-time low of \$40,000. This amount represented less than 3% of the Maui Cooperative Extension budget, with the University of Hawaii providing the balance of 97% of the funding. However, during the 2016 County budget hearings, the Cooperative Extension budget line was successfully increased to \$100,000. This success has continued in FY 17 and FY 18, and it has had a major impact on our Extension program development processes, and our ongoing relationships with critical stakeholders in the County Government. Given our ongoing financially restrictive budget from the State, this significant increase in funding from the County was a direct result of intensive advocacy efforts among several levels of County decision-makers. Successful advocacy with County decision-makers is critical to increase funding support for cash-strapped Cooperative Extension programs.

## **Session: I - 4**

**Title:** Programming for Clientele with Developmental Disabilities

**Presenter:** Jeannette Rea Keywood State 4-H Agent, Rutgers University

**Other Presenters:**

Michelle Brill, FCHS Educator, Rutgers University Extension

**Abstract:** According to the Centers for Disease Control and Prevention (CDC), over six million individuals in the U.S. have developmental disabilities and 1 in 6 children, ages 3-17, have one or more developmental disabilities or delays. Developmental disabilities include Learning Disabilities, Attention Deficit Hyperactivity Disorder, Autism Spectrum Disorders, Intellectual Disability and others. Cooperative Extension cannot exclude individuals with disabilities from its programming and should ensure that its programming is accessible and appropriate to all.

A critical emerging issue is acceptance of diversity and inclusion. For example, regulations support mainstreaming youth with developmental disabilities into neighborhood schools instead of segregating them in special education schools, and transitioning adults from institutional settings into various community-based living arrangements.

A literature review finds that though Extension educators view inclusive programming (programming that is offered in accessible settings and that gives all learners the services and accommodations they need) as favorable, they report a number of barriers to successfully implementing inclusive programming. Their most pressing needs are for professional development about disability followed by inclusive educational strategies (Boone et al. 2006).

There are limited training opportunities for individuals who work with these populations. To address this need, faculty from Rutgers Cooperative Extension developed an on-line and in-person training series for Extension personnel, volunteers and non-formal educators who design and implement programs for youth and adults with disabilities who participate in school and community-based programs.

The Programming for Clientele with Developmental Disabilities Professional Development Series includes five modules which provide information to better understand developmental disabilities and learn how to plan, adapt and implement effective programs. The modules are: Overview of Disabilities; Disabilities and Learning; Understanding and Managing Behavior; Importance of Visual Supports; and Understanding Disabilities Laws and Making Program Accommodations. This session will use interactive activities to train Extension Educators to take knowledge and strategies back to their communities about how to effectively engage this population in Extension programming.

## **Session: I - 5**

**Title:** Extension Innovation – Adapting the Extension program planning model through engagement to meet emerging complex local needs

**Presenter:** Karen Vines Virginia Tech

**Abstract:** In a study involving 35 Extension educators in two states, I explored how engagement is implemented in Cooperative Extension (Vines, 2017). Findings support Extension's tradition of strong relationships and community networks which are conducive to engagement. However, community involvement in program planning often ended with needs assessment. This indicates that we need to consider changes in how we carry out the program planning, delivery and evaluation process to have greater community involvement throughout program planning, implementation and evaluation. In this session we will discuss how we can adapt program planning processes to build on stronger connections to local communities and to expand our ability to address emerging complex needs in an engaged manner.

The engagement model uses collective impact (Kania & Kramer, 2011) as a theoretical basis to provide a process that is more effective in identifying emerging complex issues in new contexts and working with citizens in today's communities. Educators report that incorporating greater engagement in their programs enables them to work with their communities to develop solutions to complex problems. In addition, they report stronger social networks and attainment of longer term outcomes and more sustainable solutions. One of the primary barriers to using an engaged model identified in this study was time required for relationship building and involving people in the program planning process. Another frequently cited barrier was existing expertise that encouraged use of traditional methods of program delivery. This workshop seeks to provide a model intended to overcome challenges and increase educators comfort in practicing engagement throughout the program planning process.

The model that I propose incorporates traditional Extension leadership with local partners and other sources of expertise. Through an iterative process, community members work together through multiple contributing factors to an issue, determining target audiences and developing approaches to help develop solutions that fit in a local context. Benefits of the model are that funders or sponsors are considered as internal partners involved throughout the process and that community may be defined in multiple ways from place-based to virtual, but sharing an interest in the issue (Bradshaw, 2009).

## **Session: I - 6**

**Title:** Sustainable Floridians – Creating Community Capacity

**Presenter:** Linda Seals County Extension Director, UF/IFAS Extension Brevard County

### **Other Presenters:**

Holly Abeels, Florida Sea Grant Extension Agent, University of Florida IFAS  
Jennison Kipp Searcy, Resource Economist & Sustainable Floridians<sup>SM</sup> Statewide Coordinator, University of Florida Program for Resource Efficient Communities,  
Ramona Madhosingh-Hector, Regional Specialized Agent, Urban Sustainability University of Florida IFAS Extension  
Alicia Betancourt, County Extension Director, University of Florida IFAS

**Abstract:** There is a growing movement among citizens to become more involved in improving their communities. Their desire to affect change is often conflicted with their knowledge of how to be effective change agents. Citizens might lack the skills to facilitate discussions that lead to change, and they can become overwhelmed when trying to identify and prioritize actions and solutions that lead to meaningful impact. Extension programs such as the Sustainable Floridians<sup>SM</sup> program teach citizens how to become involved, and how to use their involvement to foster positive change within their communities.

Sustainable Floridians<sup>SM</sup> is an innovative discussion-to-action program that attracts new audiences to Extension through a structured educational approach that focuses on sustainability awareness. The course seeks to increase participants' knowledge about sustainability; provide information that identify Florida specific actions for conserving energy and water; motivate participants to implement conservation and efficiency actions; and, create opportunities for community level leadership. These actions are necessary given the attractiveness of the State of Florida as a residential location and the population pressure of 20 million residents on limited natural resources. Classroom training, multimedia presentations, online modules, discussion groups, and community projects provide the learning tools to improve knowledge gain in key areas and work towards behavior change. These strategies ensure that participants have the requisite skill-set to become effective community change leaders. Participants receive an educational portfolio, sustainable living devices, and participate in weekly discussions and evaluations. Since its statewide launch, the program has been offered in eight counties reaching a total of 320 participants who have contributed more than 1,800 hours to their community. The program has proven successful at filling the need for sustainability education, creating motivated community leaders who are interested in promoting sustainable living behaviors and practices in Florida, and supports the growing movement for citizen change agents at the community level. The opportunity to cross train participants with other Extension and University-managed classes helps support continuing education needs that can be used to further leverage community based activities.

## **Session: I - 7**

**Title:** 4-H SPARK Academy: Teaching new 4-H volunteers to facilitate and deliver short-term projects and programs using a certification program

**Presenter:** Alyssa Bowers UF/IFAS Pinellas County 4-H Youth Development Agent

### **Other Presenters:**

Sandy Hernandez\*, UF/IFAS, 4-H Volunteer

Charles K. Poliseno\*, UF/IFAS, 4-H Youth Development Extension Agent

Brandi Yancy\*, UF/IFAS, 4-H Youth Development Extension Agent

Brent Broaddus, UF/IFAS, 4-H Regional Specialized Extension Agent

**Abstract:** In a world where people have limited time to volunteer and more organizations competing for volunteers, recruiting and retaining long-term volunteers is critical to the success of the 4-H program. Research has shown that volunteers are more likely to volunteer with an organization that offers a great deal of support to its volunteers (Boezeman & Ellemers, 2008). Volunteers that feel supported, appreciated, and educated are more likely to continue to volunteer in the organization (Hager & Brudney, 2004). The 4-H SPARK Academy was developed by staff and volunteers in Pinellas and Hillsborough County to give new volunteers the support and education they need to be successful. This program also offered people a way to volunteer in a short-term and time-limited capacity, unlike the traditional club volunteers. This training series utilized positive youth development theories and educational methodologies to educate trainees in facilitation of 4-H curriculum. In 2017, Pinellas County 4-H hosted a series of 6 training sessions, each for two hours. In order to become a certified SPARK Ambassador, each participant was required to attend all the training sessions, complete assigned homework, demonstrate what they learned in a teach-back, and then commit to 40 hours of volunteering annually. Continued mentorship was offered during and after the program by the staff and senior 4-H volunteers. Nine volunteers fully completed this certification process, and most have already begun working in the county. Next year, the 4-H SPARK Academy will expand to Hillsborough County 4-H. 4-H volunteers are critical to any 4-H program because they provide educational programs that reflect the relevant and diverse interests, or “sparks”, of young people (Benson & Scales, 2011). The 4-H SPARK Academy created a team of prepared, educated, and supported volunteers allows the 4-H program to expand to new audiences, locations, and subject areas.

## **Session: II - 1**

**Title:** We Don't Have Time for Innovation

**Presenter:** Jamie Seger Director, Ed Tech, Ohio State University Extension

**Other Presenters:**

Paul Hill, Associate Professor, Utah State University Extension

**Abstract:** Ask any Extension professional what their biggest barrier is to trying new things and they'll say: "time". But what if we accept that the biggest barriers to innovation are our organizational culture and ourselves? What if we choose to believe that we have the power to change Cooperative Extension rather than bemoan our situation?

If Extension is to continue to provide solutions to problems and improve the quality of life in the 21st Century, we need to continually change and adjust. In other words, Extension must continue to innovate. The 2016 ECOP Innovation in Extension report stressed that in order to achieve an innovative culture, those in Extension must embrace innovation as an expected approach to their professional practice. Innovation is not what most think it is. Innovation is not one brilliant idea. It is not a one-time event, nor is it an office with treadmill desks and ping-pong tables. A culture of innovation chooses to prioritize reflection, experimentation, and working toward growth and discovery, all foundational aspects of Cooperative Extension work that have been lost.

Participants should come to this mind-bending session ready to challenge the status quo and commit to creating new paths around the barriers that stand in the way of innovation in Extension.



## **Session: II - 2**

**Title:** Expanding Your Impact Through Social Network Analysis

**Presenter:** Laura Fuller Executive Director, Cornell Cooperative Extension Wyoming County

**Other Presenters:**

Godwin Apaliyah, Community Development Extension Educator, Ohio State University Extension

**Abstract:** Whether a 'new' or experienced Educator, one of the most important skills we can develop is understanding community social networks and our place in them. Creating a social network map allows us to see who we have ties with in the communities we serve. It also allows us to explore who might be able to introduce us to segments of the community to which we are not currently connected.

Beyond programming, Social Network Analysis can help us reach policy makers at the local, state, and national level. When it is time to engage in budget discussions with county commissioners, to get support for a levy, or to educate officials about the importance of their policy decisions, knowing who in our Extension network is connected to those in positions of power is critical to getting our message heard.

## Session: II - 3

**Title:** Community Voices, Informed Choices (CIVIC): A budding, collaborative, and cross-disciplinary community engagement program

**Presenter:** M. Jennison Kipp Searcy, Resource Economist & Sustainable, Floridians Statewide Coordinator

### Other Presenters:

Ramona Madhosingh-Hector, Regional Specialized Agent, Urban Sustainability, University of Florida IFAS

Martha Monroe, Professor of Environmental Education and Extension, School of Forest Resources & Conservation, University of Florida IFAS

Lara Milligan, Natural Resources Agent, University of Florida IFAS Extension

**Abstract:** Water, wind, or both? Choose your agent of change. Decades, generations, even centuries from now, do we want communities to look back on the legacy of Cooperative Extension as a fundamental catalyst of positive community change, or rather as an intermittent force that has shaped the quality and character of communities only at the margins and at the most opportune times? A strong case can be made that we ought to do both: just as water and wind shape the contours of canyons and riverbeds over geologic time, we (the Extension system) have in many ways shaped both the fundamental “essence” as well as the nuanced character of communities nationwide over the last century and a half (Bowling and Brahm, 2002).

Yet as we’ve moved from a predominantly agrarian, rural society to an industrial, urbanized one, have we strayed from our identity as a fundamental community-shaping force? Are we offering a surplus of “windy” programs at the cost of providing the “watery” ones that tackle our toughest challenges and speak to our basic needs and deepest-held values? Civittolo and Davis (2011) argue that Extension “has an opportunity and obligation to better target limited programmatic resources to facilitate increased civic engagement.” Our team is working to make the most of this opportunity (embrace this obligation) in Florida to better meet the needs and ultimately improve the civic capacity of the diverse communities whom we serve.

UF/IFAS is developing a new community engagement program that helps us revisit our core Extension principles and reconnect with community issues on a local scale. The Community Voices, Informed Choices (or CIVIC) Program brings together partners with expertise in natural resources, community development, and citizen-driven democracy to provide county agents with training on nationally-recognized community engagement processes and best practices. Our long-term goal is to catalyze action that moves communities toward healthier human, ecological, and economic systems. Among a suite of engagement tools, we are creating Florida-specific, science-based frameworks to guide public deliberation of issues such as water and poverty (Layman et al., 2013). We are also developing specific issue-based resources and activities that invite local community leaders to engage in conversation, deliberative dialogue, informed decision-making, and action together.

## **Session: II - 4**

**Title:** Got CAFE? The Formation of the Coalition of American-Hispanic Florida Extension Educators to Target Florida's Hispanic Audience

**Presenter:** Jonael Bosques UF/IFAS Extension Agriculture Agent

**Other Presenters:**

E. Vanessa Campoverde\* UF/IFAS Commercial Ag/Ornamental Extension Agent

Laura Valencia\* UF/IFAS 4-H Extension Agent

Dr. Karla Shelnett \* UF/IFAS Associate Professor and Extension Nutrition Specialist

**Abstract:** The Census Bureau describes Hispanic or Latino ethnicity as "a person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin regardless of race."

According to Census of 2015, 54.5% is the percentage of the Hispanic population in the United States that lived in California, Florida and Texas as of July 1, 2015.

In Florida only, 24% of the state population are Hispanics with a median age of 34 years old and from this total 48% are foreign-born Hispanics.

Our communities are multicultural and diverse audiences who can greatly benefit from organizations such as Land Grant Universities and Cooperative Extension programming areas. The need to address this gap on serving efficiently clients from different background brought together a group of Extension agents and specialists with different field expertise such as Agriculture, Natural Resources, 4-H, Food and Consumer Sciences, Sea Grant, and Community development to bridge the gap on educating Hispanic/Latino communities on research based information all across Florida

## **Session: II - 5**

**Title:** Building a Computer Science Pathway for 4-H Youth

**Presenter:** Dave Francis Extension Associate Professor, Utah State University

**Other Presenters:**

Paul Hill Extension Associate Professor, Utah State University Extension

Janet Golden, MBA, National Program Director, 4-H STEM, National 4-H Council

**Abstract:** 4-H and Google came together in 2017 to develop a computer science (CS) collaboration that teaches youth both technical skills like coding, and essential skills students will need in the future like, teamwork and resilience. This program utilizes a career pathway model to guide youth to potential career areas as well that allows them to build on their experiences and interests to find possible careers.

Utah State University Extension's 4-H program is a key partner in co-creating the 4-H CS Career Pathway and developing tools for educators to implement the program. The program relies on the proven tools of 4-H positive youth development including teens as teachers as well as looks at new innovations in teaching computer science and computational thinking.

Process evaluation findings as well as the strategies to engage the Extension system in computer science in a meaningful, coordinated effort will be discussed.

## **Session: II - 6**

**Title:** Multidisciplinary Research Symposium Increases Extension's Effectiveness for Communicating Impact

**Presenter:** Melinda Miller 4-H Program Development Coordinator, University of Georgia

**Other Presenters:**

Andrea Scarrow, Program Development Coordinator, Family and Consumer Sciences, SW District Extension

2360 Rainwater Road

Scott Utley, Program Development Coordinator, Ag & Natural Resources, SW District Extension

**Abstract:** In 2015, Program Development Coordinators in Southwest District Extension at the University of Georgia established an annual multidisciplinary research symposium for Extension agents to gain expertise in communicating the impact of their work and increase their scholarly engagement across the disciplines of Agriculture and Natural Resources, 4-H Youth Development and Family and Consumer Sciences. This Applied Research and Demonstration Symposium offers 70 agents the unique opportunity to communicate impact to colleagues in other program areas and foster cross-programming initiatives. It is productive and rewarding to step back and survey what is achieved collectively. In addition, agents leave the symposium better equipped to communicate effectively with the public about the impact of Extension programs outside of their own area of expertise.

Residents in southwest Georgia benefit from the high standards and scholarly work provided by Extension agents. The symposium provides a unique opportunity for agents to keep abreast of global and national trends in education, health, food and fiber production, which in turn provides immense impact to their clientele. The accounts of the symposium give credence to the high standards, expertise and scholarship by agents in Southwest District. Not only have agents gained presentation skills and knowledge for communicating impact, they have also increased their confidence in applying for national awards and presentations. The symposium also provides professional development for agents on the topics of program evaluation, publishing journal articles and scholarly engagement.

Agents hold the keys to each community, connecting with people, producers, and families in each place. This team approach makes our state a better place to live and grow—impacting lives, families and communities. This session will provide insight on how and why the SW District Program Development Coordinators at UGA Extension assist agents in communicating impact and achieving scholarship in more effective and efficient ways.

## **Session: II - 7**

**Title:** Utilizing Mindfulness to be an Effective and Balanced Extension Agent

**Presenter:** Lori Wiggins FCS Agent III, UF/IFAS - Taylor County

### **Other Presenters:**

Heather Janney\*, 4-H/FCS Agent, UF/IFAS – Hamilton County

Abbey Tharpe\*, 4-H Agent, UF/IFAS – Taylor County

Monica Brinkley\*, County Extension Director/4-H/FCS Agent – Liberty County

**Abstract:** Nationwide, companies have started focusing on employee wellness. Many extension agents teach employee wellness at companies and businesses but many times, this education and these methods are not being used with our own extension workforce. How can we teach adults and youth to be well or even keep their animals well when we are not well ourselves? This session will focus on bettering agents' wellness, enhancing work productivity, and improving work-life balance.

**Objectives:** To better the ability of individuals to apply this research, we will address the following:

1. Stress and its effect on our performance as professionals
2. Exercise for Stress Reduction
3. The use of Mindfulness. This session is designed to share tips on how to overcome stress by living a mindful life resulting in more quality time spent with family and job satisfaction.

**Methods:** Participants will learn what mindfulness is, how to apply it in their life, and the benefits of application. They will also practice a short session of mindfulness. **Results:** When we develop, and strengthen our mind, we are increasing our ability to focus, recognize and manage our emotions, make better decisions, and empathize in our relationships. Participants in this session will be able to sample mindfulness and will be prepared to start implementing in their lives to increase their effectiveness and find a better balance in their life. Evaluation of these programs at state conferences and via national association webinars have shown positive responses and increased motivation levels were shared with presenters.

**Conclusions:** Extension professionals are stressed and have a difficult time balancing work and family. They are stressed and anxious and could benefit from implementing mindfulness. This practice improves attention span, memory, the ability to focus and relationship satisfaction. Research shows there is increased productivity, happiness, focus, and improved relationships with the practice of simple mindfulness skills.



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**There will be four concurrent sessions with 7 presentations at each session. Attendees will be able to select one session each of the four sessions.**

### **Session: III - 1**

**Title:** Leaders Listen. Improve Your Listening Skills to Enhance Your Leadership Abilities

**Presenter:** Wendy Wilber State Specialized Agent University of Florida IFAS

**Abstract:** The basis for any civic dialogue is clear communication around civic issues, policies, and decisions that impact our communities. Extension leaders are engaging in their communities but are they bringing the skills for impactful communication? You simply cannot be an effective community leader without being a good listener. In fact great leaders are great communicators. Yet the purpose of civic communication is not to message and market; but to engage. This engagement requires listening. Though listening is a skill that we all think we have, perhaps we don't possess a full scope of the skill. Conscious listening as defined by David Wolf in his book Relationships that Work and improving interpersonal communication as described in Human Relations Development: A Manual for Educators by Gazda, Blaxer et al provide the basis for this training. Empathy, respect, immediacy, warmth are some of the core conditions needed for effective interpersonal communication and are often lacking in professional settings.

Civic communication can also benefit from the trust that comes from conscious communication. In 2018 listening/communication goes beyond connecting with your clients, colleagues, peers, and community leaders face to face, it also extends to our online presence. Going beyond pushing information out on Twitter, Facebook or other platforms is essential in these times. By asking questions, engaging and listening to social media connections Extension leaders can truly expand their effective communication far beyond what most have thought possible. Effective communication is not a one way street, this point is made well by Stephen Covey in his book The 7 Habits of Highly Effective People in habit 5; Seek first to understand, then to be understood. This habit takes a good deal of practice to truly own; trainings such as Leaders Listen are effective in honing this skill.

## **Session: III - 2**

**Title:** Increasing diversity and inclusion within the Ohio State University Extension Master Gardener Volunteer membership

**Presenter:** Jacqueline Kowalski Ohio State University Extension

**Other Presenters:**

Michael Hogan, Ohio State University Extension

**Abstract:** Recruiting and maintaining a diverse volunteer membership is challenging for many Extension professionals. This session will describe the methods that Ohio State University Extension professionals are using to develop and retain Extension Master Gardener Volunteers (MGV) from historically-underserved audiences.

One of Ohio State University's core values is diversity in people and ideas. The realization of this has been challenging to realize with regard to Extension Master Gardener Volunteer groups. Because our volunteer groups reflect Ohio State University's values it is up to the Extension professional to continue to work toward the goal of increasing diversity and inclusion within the MGV membership. However, Extension professionals need tools and confidence to be able to accomplish this.

Participants will have the opportunity to discuss the ways that they are approaching this challenge, ask questions, and provide feedback. Participants will leave this session with knowledge and confidence to be able to recruit and sustain a diverse volunteer membership.



## **Session: III - 3**

**Title:** Innovation in Extension: What's holding you/us back?

**Presenter:** Karen Ballard Professor, Program Evaluation, University of Arkansas System

**Other Presenters:**

Kelly Nix, NACDEP, Associate Professor, Leadership Specialist, West Virginia University Extension Service

**Abstract:** The 2017 Board Members of the Joint Council of Extension Professionals (JCEP) made a decision to expand the reach of the 2017 JCEP Leadership Conference by hosting a Virtual Town Hall Meeting (VTHM) for association members nationwide. JCEP's seven member associations were also asked to participate in a pre-conference survey addressing innovation and emerging issues. The online survey allowed for national input "just-in-time" for the conference to inform and shape the discussion.

Associations that participated in this national survey and event included: the Association of Natural Resource Extension Professionals (ANREP), Epsilon Sigma Phi (ESP), the National Association of Community Development Extension Professionals (NACDEP), the National Association of County Agriculture Agents (NACAA), the National Association of Extension 4-H Agents (NAE4-HA), the National Association of Extension Program and Staff Development Professionals (NAEPSDP), and the National Association of Family and Consumer Science (NAFCS). The live VTHM delivery included 520 total participants, greatly increasing the on-site traditional reach of the conference. The digital educational and evaluation methods employed in support of this VTHM opened discussions regarding the potential use of digital tools to increase Extension's ability to respond quickly, expand programmatic reach, and increase the diversity of clientele we serve. In order to operationalize and scale digital education, Extension leadership will be required to retool traditional approaches to cross multiple platforms where a growing number of Americans shop, communicate and access educational resources.

## **Session: III - 4**

**Title:** Positive Civil Discourse-How to Debate and Keep your Friends

**Presenter:** Deborah Nistler County Extension Directory University of Florida

**Other Presenters:**

Stacey Ellison, Regional Specialized Agent, University of Florida

**Abstract:** Throughout our country's history debate has been at the foundation of how we have created a civil society. Social media, access to information, and the 2016 election cycle has drastically changed the way we approach debate. Friendships have been lost and tempers have flared over, often, misinformation. This does not have to be the case. Learn key strategies to help our communities and citizens debate and stay friends. Learn how to identify fake news and help others develop strategies to keep debate free of personal attacks and focused on civil discourse. This hands-on workshop will give you take home activities to work in your communities and develop strategies to bring the 'positive' back in civil discourse.

## **Session: III - 5**

**Title:** Using Alternative Communication Methods and Multi-County Partnerships to Enhance Extension Outreach: A virtual VITA example

**Presenter:** Heather Janney 4-H/FCS Agent II, UF/IFAS Extension

### **Other Presenters:**

Carree Musgrove, FCS Agent/County Extension Director, UF/IFAS; Heidi Copeland, FCS Agent, UF/IFAS; Jorge Ruiz-Menjivar, State Specialist, UF/IFAS; Taylor Spangler, State Coordinator, UF/IFAS; Andrea Scarrow, Program Development Coordinator, UGA; Roxie Price, FACS Agent, UGA; Rachel Hubbard, FACS Agent/County Extension Coordinator, UGA; Jill Breslawski, FCS Agent, UF/IFAS; Laurie Osgood, FCS Agent, UF/IFAS; Samara Deary, FCS Agent, UF/IFAS; Wendy Lynch, FCS Agent, UF/IFAS; Kathryn Holland, FACS Agent, UGA; Mitzi Price, FACS Agent, UGA; Suzanne Williams, FACS Agent, UGA; Ann Centner, FACS Agent, UGA

**Abstract:** In the context of financial extension programs, agents must exercise discretion and caution when dealing with private and confidential client information. Additionally, in small rural counties, agents face the challenge to recruit volunteers for traditional extension programs, such as the Volunteer Income Tax Assistance (VITA) program. In this presentation, we discuss a set of alternative communication strategies and emerging technologies that have been employed in a tax and financial education extension program to address these issues. Finally, recommendations are described for the potential application of such methods in other extension programs.

Internal Revenue Services (IRS) consultants approached agents in rural counties to become involved with preparing taxes for free through their VITA program. There was much hesitation as agents needed to stay disconnected from knowledge about clientele's private and confidential information, including income and social security numbers, to ensure that relationships for education were not affected.

A plan was formulated to proceed in a Virtual VITA program by applying innovative methods—a set up that included a “hub site,” intake sites, and various new virtual technologies (e.g., Skype, Dropbox, shared Google calendar scheduling, Wi-Fi hotspots, and scanning/PDF generator mobile applications). These alternative methods enabled agents to provide financial education during a free, non-commercial service tailored to the needs of low resource taxpayers. This presentation elaborates on emerging communication technologies and strategies that resulted in trust, success, and notable impacts in financial education that have potential application to expand reach across programmatic areas.

## **Session: III - 6**

**Title:** Understanding the LGBTQ Community and Creating Welcoming Extension Programming

**Presenter:** Dr. Jeff Howard, Assistant Director - University of Maryland Extension

**Abstract:** Lesbian, Gay, Bi-Sexual, Transgender, and Questioning (LGBTQ) people are part of the majority of communities in the United States, and in recent history societal acceptance is rapidly increasing. LGBTQ youth are coming out at much earlier ages as well as straight children having same sex parents is an increased norm. Same sex couples are living more openly and as such, their engagement in Extension programming is increasing as well. This workshop will help to develop a better understanding of the LGBTQ community and how Extension professionals can create welcoming and safe environments that are inclusive for LGBTQ clientele.

## **Session: III - 7**

**Title:** “With an End in Mind...A strategic plan for getting the most productivity for your time”

**Presenter:** Kalan Taylor UF/IFAS Extension Sumter County 4-H Youth Development Agent

**Other Presenters:**

Nancy Moores, UF/IFAS Extension Hernando County, 4-H Agent III

**Abstract:** Do you ever feel like there are NEVER enough hours in the day? Are you looking for ways to lessen your daily STRESS load? Are you a new agent or a very stressed experienced agent? Then this workshop is for YOU!

As an Extension Agent, work-life balance is key to having a healthy professional life and personal life. The first step in achieving work-life balance is effective time management skills because one thing is for sure, Time Is Limited! As Ben Franklin said, “By failing to prepare, you are preparing to fail.”

Time management refers to managing time effectively so that the right time is allocated to the right activity and making the best use of time. Within Extension, especially 4-H, this concept is key to the success of an agent. The objective of this presentation is to give participants the tools needed to effectively manage their time and to teach the 6 key topics of time management: effective planning, delegation of responsibilities, setting goals and objectives, prioritizing activities per their importance, setting deadlines, and spending the right time on the right activity. The Time Management Ninja Craig Jarrow says it best, “Time management shouldn’t take your time, but rather make extra time for you.”

## **Session: IV - 1**

**Title:** AZ Cooperative Extension Fusion Project: Fostering interdisciplinary collaboration using variations of Speed Dating and Telephone

**Presenter:** Betsy Greene Professor/State Equine Extension Specialist

**Other Presenters:**

Cathy Martinez, Pinal County Family and Consumer Health Sciences Agent  
Darcy Dixon, Santa Cruz County Extension Director/Area Agent, Family and Consumer Health Sciences

**Abstract:** A common question in business magazines, such as Harvard Business Review (11/14/2014) and Forbes (7/22/2015), is whether and how an organization is 'agile'. With over 100 years of history and very diverse program areas/personnel, when it comes to change, Cooperative Extension can resemble a slow moving freighter, rather than a yacht with speed and quick maneuverability. It is not uncommon for individuals within Extension to have limited experience and opportunity to collaborate with those from other programs. With a growing body of literature indicating that agility is a key element of successful organizations in today's fast-paced, ever changing environment (Cooke, 2012), how can we promote, develop, and nurture these more modern skills within our system?

Extension traditions of yesteryear can still be seen in many of our organizations, but today's agents, educators, and specialists are being asked to do more with less and are challenged to stay relevant in our fast-paced world. Today's expectations include funding programs through grants, generating more publications, competing with better-funded entities for clientele, and to be more accountable through reporting. Extension personnel can easily fall into the pattern of "driving ahead alone" rather than partnering to share expertise and collaborate with colleagues.

In 2015, two new 4-H and Family, Consumer, and Health Sciences (FCHS) Associate Directors were hired. They were challenged to develop "integrated" programming to improve collaboration within and between groups. However, the tendency for isolation within programs and multiple budget cuts/hiring freezes over the last decade resulted in a generational split in both age and "thinking." More seasoned agents tend to focus on preserving "traditional" forms of programs, while new to the system agents tend to be more open to trying multiple programmatic options - from traditional, to SPIN clubs, to one and done...depending on the topics and goals. In late 2016, a two-day joint Professional Development meeting was held with the overall goal of fostering cross program working relationships and integrated programming. The activities planned throughout the 3 days involved numerous strategies to have agents from both programs partner and collaborate. The culmination of the meeting was a Program Fusion Activity that adapted speed dating and telephone concepts.

## **Session: IV - 2**

**Title:** Facilitating for Success in Difficult Situations

**Presenter:** Mark J. Platten County Director, Colorado State University

**Abstract:** When contentious situations arise in our communities, Extension is often called upon to facilitate a process, whether formal or informal, because of our perceived expertise. These can be innocuous, where a group needs an outside perspective to help them with a decision, or more heightened “wicked problems,” where there are multiple complexities and opposing values, which may result in perceived winners and losers.

This session will explore the three intervention modalities that might arise around a difficult situation: adversarial, expert, and deliberative. We will identify tools to determine the times and situations when it is not wise to put yourself in the middle of these scenarios, providing clear guidance on when you should say NO, regardless of who is inviting you to facilitate the process.

Once we have identified when a situation is ripe for facilitation, we will explore various tools and techniques that typically lead to higher success levels during the facilitation process. These include proper framing of the topic, making sure all voices are heard, establishing norms, moving into the “groan” zone, and various techniques to reach consensus.

Finally, we will explore tools to overcome a groups’ natural tendency to defer to the person in charge, or the person who likes to dominate a meeting and make themselves heard over everyone else.

In the fall of 2011, Dr. Martin Carcasson, executive director of The Center for Public Deliberation at Colorado State University (CSU), began an 18-month facilitation training, using emerging research, with 20 CSU Extension agents with the goal of creating a cadre of facilitators who could be called upon when situations arose that were ripe for facilitation.

I will share personal examples from county department issues, 4-H fairground development plans with long-held disputes between city and county leadership, community development with low income housing issues, farmers’ markets conflicts with local businesses, and natural resource issues including the comparison of community resiliency after two major wildfires in Colorado Springs and why facilitation worked in one community and failed in another.

## **Session: IV - 3**

**Title:** Promoting Intergenerational Programming in Extension: The BCLT Program

**Presenter:** Melanie Forstrom President, NYSACCE4-HE

### **Other Presenters:**

Karl Pillemer, Director, Bronfenbrenner Center for Translational Research,  
Cornell University

Leslie Schultz, BCLT Program Coordinator, Bronfenbrenner Center for  
Translational Research, Cornell University

**Abstract:** The U.S. older population is growing at a remarkable rate. Paradoxically, as their numbers are increasing, older people struggle with a lack of opportunities for social integration and participation in meaningful activities and relationships. Similarly, research shows that teenagers have limited contact with older people. Thus, the opportunity for elders to share life experience and wisdom with the young has declined precipitously over the past half century. To address this issue, the Building a Community Legacy Together (BCLT) project breaks new ground by testing a new model for intergenerational programming, based on current research on elder wisdom and youth development. There is much potential of intergenerational programming within Extension and the BCLT is an evidence-based model for such programming.

The Building a Community Legacy Together (BCLT) project is an innovative intergenerational program (IGP) built on seven years of work in the Cornell Legacy Project and sheds light on the benefits of IGPs, as well as, providing useful experience conducting controlled evaluations with county Cooperative Extension professionals as research partners. In the BCLT, high school age youth are trained to: 1) conduct face-to-face interviews with older adults, age 65+, regarding their advice or lessons for living; 2) summarize the interview data; and 3) create and present a report to the community. The curriculum is facilitated by trained Extension professionals.

Between September 2013 and September 2017, Extension professionals recruited 140 youth and 140 elders from 15 NYS communities to participate in a BCLT program, and 80 youth and 80 elders as control subjects. We collected pre- and post-test data on all participants. Overall, there were significant differences between the pre-tests and post-tests for the youth treatment group, including for two scales: the Attitudes Toward the Elderly Scale and the Purpose Scale. Meanwhile, there were no significant differences between the pre-tests and post-tests for the youth control group.

We also analyzed inter-group variances and found the youth treatment group and the youth control group were essentially equivalent at the pre-tests. However, there were significant differences in comparing the post-tests between the youth treatment group and the youth control group, including for two scales: the Attitudes Toward the Elderly Scale and the Attitudes Toward Working with Older People Scale.



## **Session: IV - 4**

**Title:** Sustainability Outreach in Extension: Balancing Traditional Programs with Demand Given Emerging Issues

**Presenter:** Roslynn Brain McCann Sustainable Communities Extension Specialist, Utah State Un

### **Other Presenters:**

Mark Apel, Community Resource Development Extension Agent, University of Arizona, Ramona Madhosingh Hector\*, Urban Environmental Sustainability Regional Specialist Agent, University of Florida

Paul Lachapelle, Community Development Specialist, Montana State University Extension

**Abstract:** Canning, 4-H showing, pest management, weed identification. These and similar programs are the backbone of Extension's traditional programming. Yet our clientele and programmatic outreach have shifted dramatically since Extension's inception. On a national level, demand for, and growth in, sustainability programming has reached unprecedented levels. As just two examples, the previous year saw a 95% growth in the nation's solar market, and US wind power jobs saw a record breaking increase of 20%. Where does Extension find itself on the sustainability front? A national survey administered in January 2017 by the National Network for Sustainable Living Education sought to answer this question. Specifically, our team aimed to discover what Extension is doing well, what challenges Extension employees experience, and what emerging trends will be the focus for sustainability outreach in Extension. Designed following Dillman's Tailored Design Method, directors in all 50 states were asked to forward the survey to all Extension educators (including specialists) in their respective states. Responses were obtained from 40 states, with 1,395 useable surveys received. Although climate change impacts were ranked by Extension educators as the second biggest emerging issue for Extension, only 33% (n = 411) of respondents had even heard of the USDA Climate Hubs. As our nation's clientele are changing, Extension employees attending this presentation can discover opportunities for innovation in their programming through results from this data.

## **Session: IV - 5**

**Title:** Assessing Community Needs by Engaging the Community in Dialogue

**Presenter:** Suzanna Windon Market Analyst, Ohio State University Extension

**Other Presenters:**

Deborah K. Lewis, Leader, Program Development and Evaluation, Ohio State University Extension

Amy Elhadi, Program Evaluation Specialist, Program Development and Evaluation

Ohio State University Extension

**Abstract:** How do we identify emerging community issues and engage community in civil dialogue to develop successful Extension programming? The purpose of this pilot study is to use an integrative methodology in assessing community emergent needs.

We used a modified, adapted from Creswell (2014), sequential exploratory methodology. Creswell's method includes exploring a phenomena quantitatively first, then uses single or mixed-method data collection and analysis as a second phase. The second phase may include asset-based needs assessment (NA), which builds on the positives of a community and encourages communities to utilize their assets and not extensively rely on external aid (Altschuld, 2015).

The research objective is to identify emergent issues. We conducted a two-phased approach; Phase I is a market analysis, while Phase II is an asset-based approach to NA. The market analysis approach focuses on a unique service market segment (i.e., non-formal education) through the comprehensive examination of local community resources, assets, and trends. Phase II utilizes a qualitative research strategy – discussion group.

An urban county in the state was selected as a pilot project. For Phase 1, the market analysis report for the county included statistical and other secondary data analysis. For Phase 2, a discussion group with the county Extension advisory committee was utilized.

Based on the results of the market analysis (Phase I), we identified the following possible future Extension programming for the pilot county: workforce development; assistance with federal, state, and local benefits; assistance with single-parenting issues; chronic disease management; challenges in the changing family structure; and urban farming. The discussion group with county Extension advisory committee was conducted. Defined community assets included: cultural attraction, active millennials/citizens, unique demographics, education, community resources, food access and community programs addressing poverty. Defined community needs included: education gap, housing, employment, safety and social norms.

Mixed methodology will help to mobilize a community's assets, resources, strengths, and opportunities available to address the identified needs. The findings from this study contribute to an integrative theory of evaluation

Altschuld, J. W. (2015). Bridging the gap between asset/capacity building and needs assessment: Concepts and practical applications. Sage Publication.

Creswell, J. W. (2014). Research design: Qualitative, quantitative and mixed methods approaches. Thousand Oaks, CA: Sage Publications Inc.

## **Session: IV - 6**

**Title:** Visioning the Future of the Polk County Master Gardener Program

**Presenter:** Anne Yasalonis Residential Horticulture Agent, UF/IFAS Extension

**Other Presenters:**

Anne Yasalonis, Residential Horticulture Agent and Master Gardener Coordinator  
UF/IFAS Extension

Ramona Madhosingh-Hector, Regional Specialized Agent, Urban Sustainability  
UF/IFAS Extension

Shannon Carnevale, Natural Resources and Conservation Agent, UF/IFAS Extension 0

Lara Milligan, CIG, Natural Resources Agent, UF/IFAS Extension Pinellas County

Michelle Atkinson, Environmental Horticulture Extension Agent, UF/IFAS Extension

**Abstract:** In January, 2016 a new Master Gardener Coordinator was hired to oversee the UF/IFAS Extension Polk County Master Gardener program. The existing program routinely experienced a less than 50% retention rate after the first year of training, with only 85% (n=97) of Master Gardeners meeting their required volunteer hour minimum and 73% meeting their required minimum for continuing education in 2015. The new Master Gardener Coordinator's goals were to increase volunteer retention rate, volunteer hours, and project participation while at the same time demonstrating personal behavior change and satisfaction with the program.

In March 2016, a survey was sent to the 97 active Master Gardeners to assess the concerning areas of outreach, expectation and leadership issues.

In April 2016, the first visioning session was held with a follow up session one year later in April of 2017. The sessions were organized and facilitated by a group of extension faculty who had been trained by the University of Florida's Natural Resources Leadership Institute (NRLI). The group developed survey tools, facilitation processes, agendas, and reports.

The facilitators helped the volunteers address the goals of the program, identify current barriers to volunteering, and develop solutions for improvement and participation.

A task force comprised of Master Gardeners was formed to address the barriers to volunteerism and develop a working project list (that would then become an organizational chart) for the group. Needs such as continuing education, volunteer recognition and new Master Gardener training structure were targeted and addressed in 2016.

A similar survey was sent to the volunteers in March of 2017. The follow-up survey indicated a 7% (n=87) increase in the percentage of Master Gardeners meeting their required volunteer hour minimum and 19% increase in meeting their required minimum for continuing education. In addition, an increase in satisfaction of organizational structure (19% increase), support from the Coordinator (33% increase) and willingness to serve in leadership roles increased (12% increase).

Visioning sessions for new Master Gardener Coordinators may be an effective way to re-set an existing organization, address challenging issues, establish a new vision, and move forward as a team.

## **Session: IV - 7**

**Title:** Innovative Approach on Infusing Mindfulness Practice to an Already Existing Health Outreach Programs.

**Presenter:** Dhruti Patel Family and Consumer Sciences Educator, University of Maryland

**Other Presenters:**

Amy Rhodes, 4H Educator, University of Maryland Extension

**Abstract:** Through this presentation, speakers intend to draw audience's attention to the critical deficit in the realm of extension health programming. Most of the community outreach programs we conduct are heavily targeted towards physical health. With the exponential increase in the mental health diseases, addictions, substance abuse, obesity, and chronic diseases, we cannot afford to only look at the one specific facet of the health. Several studies now agree that the health is not just dependent on a physiological health but rather on overall wellbeing. A wellbeing usually means a complete balance and synchronization between physical, mental, and environmental health dimensions.

Hence speakers want to bring these key points on "how" and "why" wellbeing is so crucial. One of the evidence-based solutions to this issue is to implement mindfulness. Mindfulness technics have shown to not only create a more positive mental state but also help aid in improving physical health. The session will discuss what mindfulness is and how it can be a beneficial tool to create more holistic health programming for the extension.

This session will also discuss the learned experiences, comprehensive program model, and recommendations on ways to administer mindfulness practice in the existing community health/ wellness outreach programs.