

Module title	<b>MODULE II ASSESSING STRENGTHS AND OPPORTUNITES OF A CULTURAL COMMUNITY</b>
Unit title	<b>UNIT 3 – MODIFYING EXTENSION PROGRAMS</b>
Time needed to complete unit	<u>Extension Delivery Methods</u> (20-25 minutes) <u>Marketing Extension Programs</u> (10-20 minutes) <u>Assessing Impact of Extension Programs</u> (20-30 minutes)
Why is this important to know?	Many educators are concerned that a new audience and demands for new programs will dilute their primary and traditional focus. When should we create new or adapt existing programs and how can we be more productive in modifying extension curriculum to fit new communities? There are many opportunities to synergize and do cross-cultural programming but these programs will take time and community collaboration to make them succeed. If the resources available throughout the Land Grant system are to be relevant to the needs of our communities, it is the local educator that has the responsibility to make them “fit the needs” and compliment the “assets” as appropriate. We also must be prepared in any culture to demonstrate the impact of these programs and this should be designed into the delivery method chosen.
Objectives/Purpose	To assist you in identifying appropriate programs and extension delivery methods that address the community educational needs regardless of the program area. To help the educator understand that the methods are the same but the appropriate use must always match the intended purpose of the educational program.
How to use this information	Educators can use this in their personal review of basic extension education program planning and being sure that their program is responding not only to the demands of the industry but designed in a way to contribute and strengthen the community. This material was designed as a review or primer of extension programming and evaluation but in no way can address the breadth of these topics. Read “Toward Cross-Cultural Outreach: The Washington State Experience” at <a href="http://www.joe.org/joe/2004april/iw2.shtml">http://www.joe.org/joe/2004april/iw2.shtml</a> and determine if the delivery, marketing, and assessment methods should be altered for different audiences.
Supporting materials	The lessons in this unit include primarily resources for the educator to learn and study at the introductory level. We have included numerous websites for your training and review.

Additional resources, web links	<p>Strengthening Programs to Reach Diverse Audiences: A Curriculum to Planning and Implementing Extension Programs for Ethnically Diverse Audiences <a href="http://www.joe.org/joe/2004february/tt7.shtml">http://www.joe.org/joe/2004february/tt7.shtml</a></p> <p>Tips for Designing Publications for Underrepresented Audiences <a href="http://www.joe.org/joe/2004august/tt2.shtml">http://www.joe.org/joe/2004august/tt2.shtml</a></p>
References	<p>Sustainable Extension Methods, Paun Otiman &amp; Cosmin Salasan</p> <p>Communication for Rural Innovation: Rethinking Agricultural Extension by Cees Leeuwis, A. W. Van Den Ban</p> <p>Agricultural Extension by A.W. Van Den Ban, J.S. Hawkins:</p> <p>Trainer's guide: Improving extension work with rural women <a href="http://www.fao.org/documents/show_cdr.asp?url_file=/DOCREP/x0249e/x0249e02.htm">http://www.fao.org/documents/show_cdr.asp?url_file=/DOCREP/x0249e/x0249e02.htm</a></p> <p>U.S. Environmental Protection Agency Spanish Web Site: <a href="http://www.epa.gov/espanol">http://www.epa.gov/espanol</a></p> <p>Julian Samora Research Institute, a premeir Latino Research Institutue: <a href="http://www.jsri.msu.edu/">http://www.jsri.msu.edu/</a></p>

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Lesson I title	<b><u>Extension Delivery Methods</u></b>
Time needed to complete unit	<u>Extension Delivery Methods</u> (20-25 minutes)
Why is this important to know?	There are many choices of delivery methods for any Extension program – more than ever. The educator must know the audience and their educational needs, not only for the content and level selection, but just as importantly, for the method and even the location. When, where, what, how much, what language, how many, who pays.....are all questions that the educators face for every program, especially one being designed to fit a new community. There are many opportunities to synergize and conduct cross-cultural programs, but these programs will take time and community collaboration to make them succeed. The only way to determine the best topic, level, and delivery method for any given audience is to involve them in the planning,
Objectives/Purpose	To remind you of the wide array of delivery method choices available and encourage you to be flexible in modifying programs and offer multiple learning methods to address a community /audience needs regardless of the program area.
How to use this information	Educators can use this as their personal review of basic extension program planning and consider how it can be incorporated into discussions with advisory board and committees and with planning more effective educational programs.  Review “Delivery Methods Handout” <a href="http://www.ces.purdue.edu/anr/field/gob/forms/delivery.html">http://www.ces.purdue.edu/anr/field/gob/forms/delivery.html</a>  And the “Tips for Teaching Non-Traditional Audiences” <a href="http://www.joe.org/joe/2002december/tt1.shtml">http://www.joe.org/joe/2002december/tt1.shtml</a>  And share your reactions with your co-workers and staff in future meetings. Lead a discussion of what has worked well/or not so well with for different audiences.

Supporting materials	Extension en Espanol, <a href="http://extensionenespanol.net">http://extensionenespanol.net</a> Guidelines for Reaching Out and Counseling Low Income Monolingual Latino Clients <a href="http://www.joe.org/joe/2003december/a5.shtml">http://www.joe.org/joe/2003december/a5.shtml</a>  Creating Productive Meetings <a href="http://www.joe.org/joe/2004april/iw3.shtml">http://www.joe.org/joe/2004april/iw3.shtml</a>
Additional resources, web links	e-Answers On-Line at <a href="http://www.e-answersonline.org/">http://www.e-answersonline.org/</a>  Reaching the Hispanic "Green Industry" Workforce: Experiences and Practical Tools for Extension Professionals <a href="http://www.joe.org/joe/2003december/tt3.shtml">http://www.joe.org/joe/2003december/tt3.shtml</a>
References:	The Do's and Don'ts of Working with Local Communities: Tips for Successful Community-Based Public Meetings <a href="http://www.joe.org/joe/2004april/tt2.shtml">http://www.joe.org/joe/2004april/tt2.shtml</a>  Communication Patterns in Innovation Development, Extension and Client Systems: A Systems Approach by C.K. Ambastha

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<b>Lesson II title</b>	<b><u>Marketing Extension Programs</u></b>
Time needed to complete unit	<u>Marketing Extension Programs</u> (10-20 minutes)
Why is this important to know?	This is probably the trickiest stage of effective Extension program planning today, especially with culturally diverse audiences with whom you may not be familiar. People are so busy that the traditional extension meeting is often not the best attended, in fact you can have a great plan with pertinent content and no one comes. Members of different cultural groups are very skeptical about this government agency intending to help them with education and asking for nothing. They are also hardworking individuals who prioritize their families, religion, and income source over most other things, including the acquisition of knowledge. If the Land Grant system resources are going to be of any value to improving people's lives, it is the educator who has to determine how it is used and effectively attract people to the information. Never has the term "teachable moment" meant more. Marketing extension to non-traditional audiences means working closely with the audience group and being ready to deliver when they have a question and need. Your first response will be the key to subsequent opportunities.
Objectives/Purpose	To assist you in identifying appropriate ways to market and position educational resources to assist a new cultural audience in your community and to develop ways to market the overall Extension and the Land Grant system.
How to use this information	Educators can use this as their personal review of basic extension program planning to ensure that their program is responding not only to the requests of the community but that it is reaching those who need the information most. This material should be used as a review or primer in marketing methods you already know but consider how you can weave your way into a new community with questions and asking what are their biggest barriers to success. Read the "Three Step Process to Ethnic Marketing" <a href="http://natldiversity.extension.oregonstate.edu/audiences/ethnicMarketing-3steps.htm">http://natldiversity.extension.oregonstate.edu/audiences/ethnicMarketing-3steps.htm</a> And relate this theme to more traditional marketing that you have done/learned in extension. List how marketing is different when

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<http://www2.ces.purdue.edu/iec/default.htm>

	reaching out to new audiences. Discuss with the extension advisory board if these differences would help with other audiences in the community that may not be participating currently.
Supporting materials	Review and share the “Choosing the Right Outreach Marketing Method” article, <a href="http://www.ccce.cornell.edu/programs/diversity/unlockoutreachmethod.htm">http://www.ccce.cornell.edu/programs/diversity/unlockoutreachmethod.htm</a>
Additional resources, web links	e Answers Resource Network, <a href="http://www.e-answersonline.org/">http://www.e-answersonline.org/</a>  Guidebook for Marketing Cooperative Extension <a href="http://www.joe.org/joe/2004april/tt5.shtml">http://www.joe.org/joe/2004april/tt5.shtml</a>  A Case Study on Marketing the Florida Cooperative Extension Service <a href="http://www.joe.org/joe/2004august/a5.shtml">http://www.joe.org/joe/2004august/a5.shtml</a>
References:	Communication in Extension: A Teaching and Learning Guide by Harry A. Carey, Heather N. Haberland

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Lesson III title	<b><u>Assessing Impact of Extension Programs</u></b>
Time needed to complete unit	<u>Assessing Impact of Extension Programs</u> (20-30 minutes)
Why is this important to know?	The days of Extension education without planning how to measure the impact of the effort are gone. We can no longer ask “how much should I try to help this segment of our community and still do my extension program”. Making every effort to actively engage every segment of the community you serve and make the Land Grant resources available to them is your profession. Being clear of the objectives and defining a way to measure the result either qualitatively or quantitatively is essential. This is even more true when you are designing programs to serve new audiences because you will want to share convincing results in people’s lives with many stakeholders. Impact statements are important, but if the educator really wants to reach out to a specific community group and that is a true passion – then it will happen. In its own way and its own time. There are many setbacks when working with any audience but eventually there will be an opportunity, often when you least expect it, that will work. And educators have to keep trying and test out different approaches with key leaders to bridge the culture gap and eventually something will work.
Objectives/Purpose	To assist you in planning educational efforts with the evaluation in mid from the beginning. Determine what stakeholders will ask and how will you know when your efforts are making a difference in a specific community.
How to use this information	Assessing the impact of the efforts dedicated to making a difference in a culturally different audience is simply critical and done with the same methods as all extension educational programming. Review the Logic Model Assessment modules at: <a href="http://www1.uwex.edu/ces/lmcourse/#">http://www1.uwex.edu/ces/lmcourse/#</a> and define the metrics and apply the same principles to this effort s you do to all other extension programs. Read “CAYDO: Connecting the Gaps of Community Youth Assessments” <a href="http://www.joe.org/joe/2003december/a2.shtml">http://www.joe.org/joe/2003december/a2.shtml</a>
Supporting materials	Model for Analyzing Impacts of Extension Programs <a href="http://www.ces.purdue.edu/anr/field/gob/forms/model.html">http://www.ces.purdue.edu/anr/field/gob/forms/model.html</a>

Additional resources, web links	Iowa State Plan of Work Assessment Instructions <a href="http://www.extension.iastate.edu/planofwork/instructions.htm">http://www.extension.iastate.edu/planofwork/instructions.htm</a>  Look for assessment on e-Answers National Resource Data Base <a href="http://www.e-answersonline.org/">http://www.e-answersonline.org/</a>  Use Retrospective Surveys to Obtain Complete Data Sets and Measure Impact in Extension Programs <a href="http://www.joe.org/joe/2004april/rb2.shtml">http://www.joe.org/joe/2004april/rb2.shtml</a>
References:	A "Tracking System" to Assure Quality and User Satisfaction Measuring Impacts with Young Audiences: Adapting a Life-Skills Instrument for Use with Third- to Fifth-Grade Youth