

Module title	MODULE II ASSESSING STRENGTHS AND OPPORTUNITES OF A CULTURAL COMMUNITY
Unit title	UNIT 5 -- HELPING GROUPS LEAD THEIR OWN PROGRAMS Refer to Module 4, Building Community Leadership for more information in leadership*
Time needed to complete unit	<u>What Extension Offers</u> (15-20 minutes) <u>Community Collaborations</u> (20-30 minutes) <u>Sustaining Community Ownership</u> (10-15 minutes) <u>Resource Development</u> (15-20 minutes)
Why is this important to know?	Many educators are torn between serving their traditional audiences and recognizing that there are under-served clientele in their community. As Extension educators position their programs to respond to more diverse audiences and different programmatic areas, it is important to realize that the educator has major limits on their time and efforts. Obviously continued involvement is important, but it should be our goal to empower community groups to “own their community programs” in such a way that the program will sustain itself and continue beyond our individual capabilities. There are many community leadership programs and community cultural associations that can serve as examples. This should help educators evaluate what assets their office and system can contribute to the sustained support of the program and what leadership roles can be delegated or even entirely owned by a community group.
Objectives/Purpose	To assist you in more clearly identifying what the extension service provides to the community and methods of shifting the focus of the educational program from being “educator led” to “community leadership led.”
How to use this information	This should help educators evaluate what assets their office and system to better contribute to the sustained support of the program and what leadership roles can be delegated or even entirely owned by a community group.
Supporting materials	The lessons in this unit include primarily resources for the educator to learn and study at the introductory level. In addition there are references, handouts, and activities for those educators choosing to use this material with client audiences.

International Extension Curriculum: Strengthening Extension's Capacity for International Engagement
<http://www2.ces.purdue.edu/iec/default.htm>

Additional resources, web links	See individual lessons USDA Rural Development Resource Center http://www.rurdev.usda.gov/ Comprehensive Model for Sustaining Community Projects http://www.joe.org/joe/2003december/a3.shtml Encouraging Entrepreneurship in Rural Communities: The University of Kentucky Entrepreneurship Initiative Program http://www.joe.org/joe/2003december/iw5.shtml
Resources	Community Development Factsheet Index: http://ohioline.osu.edu/cd-fact/

Unit title	MODULE II UNIT 5 -- HELPING GROUPS LEAD THEIR OWN PROGRAMS
Lesson I title	<u>What Extension Offers</u>
Time needed to complete unit	<u>What Extension Offers (15-20 minutes)</u>
Why is this important to know?	As the community Extension educator adds more and more programs and responsibilities, it becomes critical to determine what role the Extension office should serve. The office has many assets that can help and volunteer team lead their own programs. These are capital and human resources that most upstart organizations would not have but could design programs to cover the operating costs involved. If the Extension offices become more efficient in providing support services to ancillary groups rather than being expected to do all the effort themselves, Extension can become more effective.
Objectives/Purpose	To assist you in evaluating the assets of your local Extension office and determine the capacities that can be of value to your community without you conducting the entire project.
How to use this information	Review the Extension Office Organizational Plan http://www.ces.purdue.edu/anr/field/ceshandbook/forms/orgplanchart.pdf or http://www.extension.iastate.edu/admin/forms.html#org and then create such a chart/organization plan for your county and then for the people, equipment, services, and expertise in your office itself. Create or review the programmatic areas and job descriptions of the personnel in the CES program. You have in your state a job description similar to this handbook and administrative support staff: http://www.ces.purdue.edu/anr/field/ceshandbook/sectionIVadministration.html
Supporting materials	Extension Office Organizational Plan http://www.ces.purdue.edu/anr/field/ceshandbook/forms/orgplanchart.pdf Job Descriptions by Program area http://www.ces.purdue.edu/anr/field/gob/board.html#admin

Additional resources, web links	e-Answers: Your Extension Information Source http://www.e-answersonline.org/ Examples of other state's extension resources: Florida A&M University http://www.famu.edu/ Iowa State University Extension http://www.extension.iastate.edu/ Ohio State University Extension http://extension.osu.edu/ Purdue University Extension http://www.ces.purdue.edu/anr/field/ceshandbook/index.html
---------------------------------	--

Unit title	MODULE II UNIT 5 -- HELPING GROUPS LEAD THEIR OWN PROGRAMS
Lesson II title	<u>Community Collaborations</u>
Time needed to complete lesson	<u>Community Collaborations (20-30 minutes)</u> * Refer to Module 4, Building Community Leadership for more information in leadership*
Why is this important to know?	As Extension educators position their programs to respond to diverse audiences and different programmatic areas, it is essential to know who else in the community is reaching the same audiences. Once we identify the potential partners and community organizations collaborating with the same clientele group we wish to serve, we must find ways of working together and collaborating. We can bring the community assets of the Extension service and office to the table and help everyone. Collaborations are critical to maximize effective use of professional's time, financial resources, and expertise of the respective organizations involved. Collaborations mean it is essential to work together from the beginning of the program planning to ensure that all parties have responsibility for the success of the program.
Objectives/Purpose	To assist you partnering and collaborating to increase your effectiveness and sustainability of community projects. Help you identify ways that the Extension service in your community can be more effective at being a service to all.
How to use this information	This should assist educators in evaluating what assets their office and system can contribute to the sustained support of programs and what leadership roles can be delegated or even entirely owned by community groups. Start by reviewing the Building Coalition Fact Sheet Series: http://extension.osu.edu/community/building_coalitions_fs.php and then reviewing your Community Organization Map from Unit 4. (pdf or html file linked here)
Supporting materials <i>(handouts, Power Points, activities, etc.)</i>	Handout: Extension Educational Programming in Comprehensive Planning http://www.uwex.edu/ces/cnred/pdf/edprogrm.pdf
Additional resources, web links	Perceptions of the Cooperative Extension Service: A Community Resource for Youth and Family Programs http://www.joe.org/joe/2004october/a5.shtml
References:	Community, Natural Resources, and Economic Development Center; http://www.uwex.edu/ces/cnred/

Unit title	MODULE II UNIT 5 -- HELPING GROUPS LEAD THEIR OWN PROGRAMS
Lesson III title	<u>Sustaining Community Ownership</u>
Time needed to complete unit	<u>Sustaining Community Ownership (10-15 minutes)</u> * Refer to Module 4, Building Community Leadership for more information in leadership*
Why is this important to know?	The most difficult part of the program management shift is to maintain enthusiasm and leadership passion with programs that are nor longer new and novel. Programs do not “run themselves”. It takes organizational leadership, continual renewal of goals and vision, and individuals in the community that are committed to making a difference. The staff person must also be committed to achieve success. Often staff members need to be facilitators, motivators, and change agents, but community members must be passionately and directly involved.
Objectives/Purpose	To assist you in identifying methods to help recruit new community members and help organizations stay vibrant and sustain community projects and organizations. This can only occur if the organization has a vision and mission to constantly be relevant to the needs of the community.
How to use this information	This will help you evaluate the activity of community groups and if there is involvement from many within the community. Start with a community project that you have been conducting in collaboration with a community group. List your involvement and that of your Extension staff members. Who in the community group is spending as much time and energy as are the Extension staff members? Talk to them about whom else could be more involved and who has benefited the most from this project recently. Are they being explicitly invited to contribute more? If you are struggling with an example, start with ParentNet: A Community Response to Parenting Education http://www.joe.org/joe/2004october/iw5.shtml and ask a clientele group if something like this could work to solve their community challenge.

International Extension Curriculum: Strengthening Extension's Capacity for International Engagement
<http://www2.ces.purdue.edu/iec/default.htm>

Supporting materials	Other community project examples are: Profiling Economic Capacity http://www.joe.org/joe/2004august/a2.shtml Enhancing Public Understanding of Water Resources Issues: A Community-Based Short-Course for the Pacific Northwest http://www.joe.org/joe/2004august/a4.shtml Using Focus Group Interviews to Identify Needs for Stepfamily Education http://www.joe.org/joe/2004august/rb4.shtml
Additional resources, web links	Group Maintenance in Community Development http://ohioline.osu.edu/cd-fact/1702.html
References:	Initiating Change in Organizations and Communities: A Macro Practice Model, , Peter M. Kettner, 1985, Brooks/Cole Publishing Company, Smart Communities : How Citizens and Local Leaders Can Use Strategic Thinking to Build a Brighter Future by Suzanne W. Morse

Unit title	MODULE II UNIT 5 -- HELPING GROUPS LEAD THEIR OWN PROGRAMS
Lesson IV title	<u>Resource Development</u> * Refer to Module 4, Building Community Leadership for more*
Time needed to complete unit	<u>Resource Development (15-20 minutes)</u>
Why is this important to know?	Successful educational programs that have demonstrated the impact on improving the quality of lives of people attract funding and enthusiastic volunteers. Human resource development is just as much effort as financial resource development. Collaboration in the planning of programs with other agencies and organizations in your community assists with both the human and financial resource development. Resource development is one more way to keep many people involved in the event or program and this assists in sustaining good educational programs.
Objectives/Purpose	To assist you with creative ways to help the organizations you serve to be more successful. If you bring them the Extension service's network to people and funding opportunities, they will be supported and know that you are serving their interests.
How to use this information	This is designed to help educators identify sources of funding, financial management, and human resource development for the community organizations. Conduct an asset-based exercise described in unit 1 on the people involved in the target project and don't forget to survey those being served – they have asset and have the best reason to contribute. Locate the sources of foundation, agency, and community organizations that are interested in community economic development and community leadership.
Supporting materials	<u>Creative [Non-traditional] Funding Ideas</u> http://www.ces.purdue.edu/anr/field/gob/forms/creative.html <u>Fund Raising Vehicle Definitions</u> http://www.ces.purdue.edu/anr/field/gob/forms/fund.html <u>Four Steps to Developing a 501 (c)(3) Foundation</u> http://www.ces.purdue.edu/anr/field/gob/financial.html#unit5

International Extension Curriculum: Strengthening Extension's Capacity for International Engagement
<http://www2.ces.purdue.edu/iec/default.htm>

Additional resources, web links	The Foundation Center; http://fdncenter.org/ The Grantsmanship Center; http://www.tgci.com/funding/community.asp Financial Resource Design ideas: http://www.ces.purdue.edu/anr/field/gob/financial.html Human Resource Module: http://www.ces.purdue.edu/anr/field/gob/human.html#rewards
References:	Identifying the Public Value in Extension Programs http://www.joe.org/joe/2004april/a1.shtml ORIGINS: A Valuable Web-Based Resource for Community Economic Development http://www.joe.org/joe/2004february/a2.shtml