

—COOPERATIVE— EXTENSION

EXTENSION COMMITTEE ON ORGANIZATION AND POLICY

ECOP Program Committee Civil Discourse Pilot Survey

August 2016

Prepared by Jill Heemstra, eXtension Foundation with additional information provided by Manami Brown, City Extension Director, 4-H Educator, Senior Agent, University of Maryland Extension, Baltimore City and Rachel Welborn, Program Manager, Southern Rural Development Center

Background

The nation has experienced many recent tragedies, including fatal civilian and police shootings, riots, arrests, and civil unrest. The root causes of these events are complex, with racial, equity, diversity, socio-economic, behavioral and historical underpinnings. Any criminal findings and consequences related to these events are the responsibility of the judicial system. For individuals that have directly experienced violence, death or trauma, counseling services may be available through local providers to help cope with the trauma. However, these individual services will not address the underlying tension, education, and communication needed to build healthier community relationships. Extension can be a catalyst for many possible positive actions that can be taken to make a positive difference in skills, knowledge and emotions that contribute to quality of life in our communities.

Survey Overview

In order to rapidly get a look at activities and interests among Directors/Administrators around the issue of Civil Discourse, a five-question survey was prepared by the ECOP Program Committee and sent to 76 Extension Directors/Administrators. A total of 32 surveys were returned by those listed below. One duplicate was removed. Another did not contain any data, so 30 usable surveys are summarized. Not everyone answered all questions. The survey instrument can be viewed at:

https://co1.qualtrics.com/jfe5/preview/SV_ehWnov8clB8YekB

<u>Name</u>	<u>Institution</u>	<u>Region</u>
Stovall, Celvia	Alabama A&M University	1890
Essel, Albert E.	Lincoln University	1890
Foster, Delbert T.	South Carolina State University	1890
Eubanks, Gina E.	Southern University Ag Center	1890
Williams, Carolyn	Prairie View A&M University	1890
Escobar, Enrique N.	University of Maryland Eastern Shore	1890
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Boerboom, Chris	North Dakota State University	North Central
Henderson, Jason	Purdue University	North Central
Rennekamp, Roger	The Ohio State University	North Central
Turner, Linda "Jo"	University of Missouri	North Central
Hibberd, Charles A.	University of Nebraska	North Central
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Katz, Larry S.	Rutgers University	Northeast
Rodgers, Michelle S.	University of Delaware	Northeast
Rebar, John M.	University of Maine Cooperative Extension	Northeast
Sheely, Deborah L.	University of Rhode Island	Northeast
Lantagne, Douglas O.	University of Vermont Extension	Northeast
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Bonanno, Rich	North Carolina State University	Southern
Steele, Douglas L.	Texas A&M University	Southern
Johnson, Laura P.	The University of Georgia	Southern
Place, Nick T.	University of Florida	Southern
Cross, Tim L.	University of Tennessee	Southern
Southern		
Jones, Edwin J.	Virginia Polytechnic Institute and State University	Southern
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Reed, A. Scott	Oregon State University	Western
Schlutt Jr., Fred	University of Alaska Fairbanks	Western
Silvertooth, Jeffrey	University of Arizona	Western
Powers, Wendy*	University of California	Western

Hollyer, James	University of Guam	Western
Sewake, Kelvin	University of Hawaii at Manoa	Western
Walker, Mark	University of Nevada Reno	Western
Whipple, Glen D.	University of Wyoming	Western
Koenig, Richard T.	Washington State University	Western

*submitted survey contained no data

Question 1: Is Civil Discourse focused on racism and violence an issue in your state?

Respondents were asked to rate this issue on a scale of 1 to 5. (1= Not at all; 5=Extremely Relevant). The average rating for all responses (N=27) was 3.7 out of 5 with a standard deviation of 1.1. Table 1 lists the average of all respondents followed by the responses by region. The regions are sorted by those assigning the highest relevance to lowest, although the small number of responses makes it difficult to assign certainty to these rankings.

Table 1. Average rating for all who answered Question 1 and average by region.

	Average	N/n
All	3.7	27
1890	4.7	6
Southern	3.7	6
North Central	3.6	5
Northeast	3.4	5
Western	3.1	7

Question 2: List current and planned actions to address the issue.

The verbatim responses and the corresponding respondent's name and email address are pasted below and sorted by region. Responses that were "none" or similar were deleted unless expanded text was included.

1890 Responses (n=4)

- Working with agency within the state and other 1890 to address civil discourse focused on youth and community concerns as it pertains to racism and violence.
-Eubanks, Gina E. gina_eubanks@suagcenter.com
- In 2001, ACES-AAMU launched a comprehensive legal education program, LegalEASE, that has partnered with Cumberland Law School to develop a Youth & The Law Curriculum.
-Stovall, Celvia ces0038@aces.edu
- None at the time, however, Extension is the most qualified, experienced and Positioned (in all counties in the US) to effectively address this issue. This could also be a great link for the 4-H Citizenship project. -Williams, Carolyn cjwilliams@pvamu.edu

North Central Responses (n=3)

- Mainly focused on diversity training.
-Henderson, Jason jhenderson@purdue.edu
- A number of program units have offered and will continue to offer seminars, workshops, and events related to this issue. These are only a few examples of programming: / Conversation on Race, the Legal System and Ferguson - MU Extension Osher Lifelong Learning / Reflections

on Diversity by UM Interim President Mike Middleton - MU Extension Osher Lifelong Learning / Recognizing and Addressing Microaggressions in the Workplace - MU Extension Annual Conference / Neighborhood Leadership Academies - MU Extension and UM St. Louis partnership in Ferguson and surrounding communities / 4-H Youth Futures--College Within Reach - CYFAR site in Ferguson, MO /

-Turner, Linda "Jo" turnerlj@missouri.edu

- Exploring possible collaboration with College of Law to work with divided communities.
-Rennekamp, Roger rennekamp.3@osu.edu
- We have discussed this important issue but have not formulated a plan of action at this point.
-Hibberd@unl.edu

Northeast Region Responses (n=4)

- None. Extension itself does not address this issue. However, the University of Rhode Island has a Center for Nonviolence and Peace Studies that offers outreach programs to the community.
-Sheely, Deborah L. dsheely@uri.edu
- 4-H projects on diversity/racism
-Rodgers, Michelle S. mrodgers@udel.edu
- This has been and continues to be a point of discourse. My institution has a very active program, and has had it for several years, to encourage discourse on racism as well as other social topics. Blackboard Jungle, trainings, active diversity committees have been a relevant and consistent structural component of the departments, colleges, other units and at the University leadership level for several years. It is a topic of focus from the President on down and the faculty on up!
-Lantagne, Douglas O. doug.lantagne@uvm.edu
- Civil discourse professional development plans underway for staff and 4H volunteer training. Also, we participate in the regional 4H conversations on civil discourse.
-Katz, Larry S. katz@aesop.rutgers.edu

Southern Region Responses (n=6)

- Many programs in 4-H proactively address this issue.
-Johnson, Laura P. lpj4h@uga.edu
- We continue to engage in 4-H and our leadership programs. Currently discussing how we can increase programming in this area.
-Jones, Edwin J. ejones1@vt.edu

Western Region Responses (n=8)

- Establishment of a Diversity Catalyst Team to prioritize issues. / Recruitment of an organizational leader to fill an inaugural position addressing diversity, equity and inclusion.
- Reed, A. Scott scott.reed@oregonstate.edu
- Demonstration of fair and program delivery and support and among all sectors of the communities.
- Silvertooth, Jeffrey silver@cals.arizona.edu
- Facilitating meetings and conversations between public and law enforcement.
- Koenig, Richard T. richk@wsu.edu

Question 3: If you have Extension faculty with expertise in this topic/issue area, please provide their names and email addresses.

The names of experts provided by survey respondents are listed in Table 2 and sorted by region. The names and email addresses are copied verbatim. The links to each expert's people.extension.org profile and institution faculty/staff information page were added by eXtension.

Table 2. Extension faculty/staff identified as having expertise in Civil Discourse.

Name	Email	Institution	Region	eXtension profile	Institution page
Dr. Tiffany Franklin	tiffany_franklin@suagcenter.com	Southern University Ag Center	1890	https://people.extension.org/people/5618	http://www.suagcenter.com/directory/Tiffany-Franklin
Yvonne Matthews	matthewy@lincolnu.edu	Lincoln University	1890	https://people.extension.org/people/4776	http://www.lincolnu.edu/web/cooperative-extension/faculty-and-staff
Patrice Dollar	Dollarp@lincolnu.edu	Lincoln University	1890	none	http://www.lincolnu.edu/web/cooperative-extension/faculty-and-staff
Marla Moore	Moorem@lincolnu.edu	Lincoln University	1890	none	http://www.lincolnu.edu/web/cooperative-extension/faculty-and-staff
Adrian Hendricks, II	HendricksA3@lincolnu.edu	Lincoln University	1890	https://people.extension.org/people/153611	http://www.lincolnu.edu/web/cooperative-extension/faculty-and-staff
Marion Halim	Halimm@lincolnu.edu	Lincoln University	1890	none	http://www.lincolnu.edu/web/cooperative-extension/faculty-and-staff
Kevin H. Crenshaw (Attorney)	khc0001@aces.edu	Alabama A&M University	1890	none	http://www.aces.edu/directory/u/khc0001/
Name	Email	Institution	Region	eXtension profile	Institution page

Dr. Jody Squires	squiresj@missouri.edu	University of Missouri	NC	https://people.eextension.org/people/164428	http://extension.missouri.edu/Website/DisplayCountyStaff.aspx?C=1167&WID=101
Dr. Kristen Wagner	wagnerkr@umsl.edu	University of Missouri St. Louis	NC	https://people.eextension.org/people/169507	http://www.umsl.edu/~socialwk/Faculty%20and%20Staff/wagner.html
Ms. Kara Lubischer	lubischerk@missouri.edu	University of Missouri	NC	https://people.eextension.org/people/167426	http://extension.missouri.edu/directory/people.aspx?C=30278
Dr. Mary Simon Leuci	leucim@missouri.edu	University of Missouri	NC	https://people.eextension.org/people/5261	http://extension.missouri.edu/directory/people.aspx?C=640
Lynette Flage	lynette.flage@ndsu.edu	North Dakota State University	NC	https://people.eextension.org/people/336	https://www.ndsu.edu/dir/person/355
Sarah Chvilicek*	chviliceks@unce.unr.edu	University of Nevada Reno	West	https://people.eextension.org/people/11364	https://www.unce.unr.edu/counties/washoe/renofacstaff/
Deb Jones	deb.jones@alaska.edu	University of Alaska Fairbanks	West	https://people.eextension.org/people/168190	https://www.uaaf.edu/snre/faculty/
William D. Ruckelshaus Center	ruckelshauscenter@wsu.edu	Washington State University	West	none	http://ruckelshauscenter.wsu.edu/

No experts were identified from the Southern Region or Northeast Region

*It was noted that UNCE has a diversity committee and that Dr. Chvilicek could connect with them.

Question 4: List the most relevant resources you could make available for a regional or national toolkit

The resources identified by the respondents were sorted by region and summarized in Table 3. The first column identifies who submitted the resource and the second column is the verbatim information submitted for Question 4 in the survey. Some of the responses to Question 1 were relevant to this section and so the third column copies those relevant responses from Question 1. Column 3 also includes links found by eXtension in a search of the institution’s website related to the resource they described. Responses that were “none” or similar were omitted.

Following Table 3 is a list of resources identified through the <http://search.extension.org>, and <http://learn.extension.org> sites that may be considered for inclusion in the toolkit. eXtension Communities of Practice that may be relevant to this topic were also listed.

Table 3. Resources identified for use by Extension in a regional or national effort on civil discourse.

Director & contact information	Program/Resource (verbatim responses Q4 in the survey)	Links found by eXtension & relevant responses from Question 1 repeated here
1890 Region		
Eubanks, Gina E.gina_eubanks@suaqcenter.com	working with other 1890 institutions	
Stovall, Celvia ces0038@aces.edu	"What are my Rights When..." a PowerPoint presentation that outlines one's rights during an encounter with a police officer driving, walking and at home.	In 2001, ACES-AAMU launched a comprehensive legal education program, LegalEASE, that has partnered with Cumberland Law School to develop a Youth & The Law Curriculum
Stovall, Celvia ces0038@aces.edu	Two (2) print deliverables and fact sheets on Alabama Youth & the Law that is adaptable in most states.	https://www.justice.gov/usao-sdal/style-successful-tips-youth-law-enforcement-encounters
Williams, Carolyn cjwilliams@pvamu.edu	We have an amazing curriculum "Teen Leadership Connection (TLC)" that has modules addressing Diversity, Conflict, and Social Skills. One of the objectives is to: Promote multicultural understanding and enhance cross-cultural awareness through appreciation for cultural diversity. The curriculum features classroom and after-school instruction for middle and high school students.	
North Central Region		
Henderson, Jason jhenderson@purdue.edu	We use Navigating Difference out of Washington State University	http://extension.wsu.edu/diversity/navigating-difference-training/
Turner, Linda "Jo" turnerlj@missouri.edu	Please contact the experts identified for specific resources. <i>(eXtension note: the experts identified and listed in Table 2 are Squires, Lubischer, Leuci, and</i>	-Conversation on Race, the Legal System and

	Wagner)	<p>Ferguson - MU Extension Osher Lifelong Learning</p> <p>-Reflections on Diversity by UM Interim President Mike Middleton - MU Extension Osher Lifelong Learning</p> <p>-Recognizing and Addressing Microaggressions in the Workplace - MU Extension Annual Conference</p> <p>-Neighborhood Leadership Academies - MU Extension and UM St. Louis partnership in Ferguson and surrounding communities</p> <p>-4-H Youth Futures--College Within Reach - CYFAR site in Ferguson, MO</p>
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Northeast Region

Sheely, Deborah L.dsheely@uri.edu	Please see http://web.uri.edu/nonviolence/ to review information about URI's Center for Nonviolence and Peace Studies.	
Rodgers, Michelle S. mrodgers@udel.edu	I will check with staff and send any resources to Mark Latimore....don't have them on hand at this time.	4-H projects on diversity/racism
Katz, Larry S. katz@aesop.rutgers.edu	For our professional development program in this area we are using materials developed at other institutions.	

Southern Region

Cross, Tim L. tlcross@utk.edu	UT has an Institute for Sport and Peace that may offer relevant resources: http://sportandpeace.utk.edu/	
Jones, Edwin J. ejones1@vt.edu	We have limited resources here. In 4-H we use the Character Counts! program as one effort.	

Steele, Douglas L. dsteele@tamu.edu	We have a program called Take a Stand that is a series focused on bullying prevention. Some of the content and objectives of this series for youth could be relevant to the discussion.	http://www.agrilifebookstore.org/Take-a-Stand-Curriculum-set-p/4-h%20tas%20set.htm http://tx4-h.tamu.edu/wbsite/TakeAStandTrainingKitResources.zip
Western Region		
Reed, A. Scott scott.reed@oregonstate.edu		Establishment of a Diversity Catalyst Team to prioritize issues

In addition to the resources above, eXtension Foundation undertook a search of sites within the extension.org platform to identify additional “civil discourse” publications, experts, or resources. Those are listed below.

Resources identified from <http://search.extension.org>, a site that collectively searches publications on Cooperative Extension sites across the entire U.S.

- [Civil Public Discourse](#) (Washington State University, Ruckelshaus Center)
- [Civility in America](#) blog series by Paul Thares, South Dakota State University, 2013
- [Extension’s role in conflict resolution and consumer education](#) a Journal of Applied Poultry Research article by M.M. Schutz and J.S. Ayres, Purdue University, 2005

Resource identified from <http://learn.extension.org>, a listing of webinars across the entire Cooperative Extension System

- [Is it bullying or sexual harassment?](#) presented by Nan Stein, Ed.D., of Wellesley College, Janet Olsen, program leader, and Karen Pace, senior program leader, who work in the area of social and emotional health with Michigan State University Extension. No recording is listed, but links to additional resources are part of the webinar description.

One eXtension community of practice (CoP) that is very relevant to the topic of civil discourse was identified.

- [Diversity, Equity and Inclusion](#) has eight leaders and 186 members. Their public-facing landing page is at: <http://articles.extension.org/diversity>

There are additional CoP’s on family, youth and related topics that may also be worthwhile to poll for experts and resources for a toolkit.

Question 5: If this issue is affecting you, but you don't have the capacity to respond, are you interested in joining an initiative to seek resources to address this issue and/or build capacity?

The responses to Question 5 indicate interest in participating in a unified response or initiative related to civil discourse, with the highest interest being among the 1890 region institutions. Zero respondents selected “no” and three indicated it did not apply which could be interpreted as either the issue was not applicable or that they did already have the capacity to respond.

Table 4. The number of respondents that selected each option related to participating in a national/regional response on civil discourse.

Response	All	1890	North Central	Northeast	Southern	Western
Yes	15	6	2	2	2	3
No	0	0	0	0	0	0
Maybe	12	0	3	1	4	4
Does not apply	3	0	0	2	0	1
	N=30					

Notes

The spreadsheet containing the downloaded survey data is available at:

https://docs.google.com/spreadsheets/d/1WgcfG3mkwNZe4xj6AVvVCpWGS_6sqYBqnkb-NCJLWJ8/edit?usp=sharing

The email message sent to the Directors/Administrators is available at:

https://drive.google.com/file/d/OB_XrFaPBmqKJTmtvNmN1YjzRGc/view?usp=sharing

Appendix A: Additional resources submitted by Rachel Welborn, Program Manager, Southern Rural Development Center

Question 2: List current and planned actions to address the issue.

Develop a dialogue on food deserts: While not directly related to race relations, inequities around food access tend to follow racial lines across the South. This guide will provide a guide to communities ready take concrete steps toward addressing one significant issue on which great disparity exists.

Question 3: If you have Extension faculty with expertise in this topic/issue area, please provide their names and email addresses.

The following have either directly indicated interest in helping to shape race relations work or have been nominated:		
Don Albrecht	Don.albrecht@usu.edu	Researcher, race relations, primary audience: Latinos and Native Americans
Mary Emery	Mary.emery@sdstate.edu	Facilitator, Wagner project, race relations work primarily with Native Americans; leader on Horizons
Lori Garkovick	lgarkov@uky.edu	Facilitating discussions around race relations and other difficult topics
Ron Hustedde	rhusted@uky.edu	Author of <i>Lemons to Lemonade</i> (see below), trainer, facilitator
Rachel Welborn	Rachel.welborn@msstate.edu	Certified facilitator w/ International Association of Public Participation; Trainer/facilitator <i>Turning the Tide on Poverty</i> and <i>Facing Racism in a Diverse Nation</i>
The following have been active leaders in either Tide or Horizons (described below) and have a skill set relevant to leading dialogues in communities. (Note that Emory and Welborn from above were also active in Tide or Horizons).		

Patricia Dyk	pdyk@uky.edu	Leadership training, researcher on Tide
Debra Hansen	Debra.hansen@wsu.edu	Leader on Horizons
Doreen A Hauser-Lindstrom	doreen@wsu.edu	Leader on Horizons
Lori Higgins	higgins@uidaho.edu	Leader on Horizons
Pamela Monroe	pmonroe@lsu.edu	Leader on Tide; researcher on Tide
Kari O'Neill	Kari.oneill@sdstate.edu	Leader on Horizons
Rebecca Sero	r.sero@wsu.edu	Researcher on Tide/Horizons collaboration
Crystal Tyler Mackey	cmt Tyler@vt.edu	Community Viability Specialist, researcher on Tide
Kathleen Tifft	ktifft@uidaho	Leader on Horizons
Sheri Worthy	sworthy@uga.edu	Researcher on Tide

Active Extension and Research Activity Groups working on issues with minority audiences:

- SERA 37: Latinos in the New South
- NCERA216: Latinos and Immigrants in Midwestern Communities

Question 4: List the most relevant resources you could make available for a regional or national toolkit

Turning the Tide on Poverty (Tide) – a five week community circles discussion guide. Especially for communities that do not feel ready to tackle race relations discussions head-on, Tide provides a framework for discussions that will lead to concerns around racial divide in a more organic way. Conversations on race relations are interwoven into the topic of poverty.

<http://srdc.msstate.edu/tide/> Note that seven states in the Northwest portion of the United States have a similar program called **Horizons**.

Lemons to Lemonade: This manual is a train-the-trainers tool. It is designed to be taught and used primarily by extension educators, community officials, and citizen leaders. The basic goal of the manual is to give workshop participants the applicable knowledge and skills to help teach others how to identify, understand, manage, and when possible and desirable, to resolve conflicts within their own communities. The materials that follow and the training sessions themselves are resources and guides. It is not our intention for Lemonade to be taken as a map on how to educate people to deal with conflict. These are concepts and skills that training participants can adapt to meet the needs of their constituency. Just as every community faces unique conflicts, so must the precise manner in

which we confront and deal with conflict be of its own design. We hope you leave this training with (at least) two things: (1) different ways for understanding the sources and forms of conflict; and (2) concrete skills for addressing it. <http://srdc.msstate.edu/trainings/educurricula/lemons/>

Race relations dialogue training – As a part of the Turning the Tide on Poverty initiative, SRDC trained Extension coaches and their volunteer facilitators on race relations discussions. Given that conversations on poverty in the South were likely to raise issues around race (and they, in fact, did), we felt that the leaders of the Tide sessions needed to be ready to manage any challenging conversations. What we learned is that even within Extension, where we are well versed in the importance of inclusion, many of our own were really struggling with emotions and issues that they found difficult to express. The training gently walks participants into a place where conversations open and healing begins. We used Everyday Democracy's *Facing Racism in a Diverse Nation*

<https://www.everyday-democracy.org/resources/facing-racism-diverse-nation>.

Creating Space for Dialogue – a short overview of the importance of dialogue in resolving difficult situations. It briefly examines the context for dialogue and how the role of an educator (such as Extension educators) adapts to help support the process. Additionally, it helps provide an understanding of the various levels of dialogue that may happen and how to begin thinking about the approach that best fits the situation at hand. Currently, this is a simple PowerPoint presentation, but could be expanded into a resource with a leaders' guide.

Research:

Special Issue: Turning the Tide on Poverty, Journal of the Community Development Society, July 2016 – A series of eight articles exploring the work of Tide across the South. Four articles discuss various aspects impacting the success of the dialogue process, one focuses specifically on Extension's role in the process including perceptions from both the community as well as from within the Extension system, one focuses on innovations in measuring impact, and one summarizes strategies and challenges related to poverty in the South.

Strong partners – The Southern Rural Development Center has developed strong partners through its dialogue efforts. These relationships continue to thrive and may be very relevant to this work at hand.

- **Everyday Democracy:** The organization's mission is centered on race relations. They provided training and support throughout the Tide initiative. Carolyn Abdullah, Everyday Democracy's director of community assistance, is a long-time colleague and currently serves on SRDC's Technical Operations and Advisory Committee.

- **Kettering Foundation:** Kettering has worked with SRDC on the research side of Tide. Additionally, they are active writers of civic engagement dialogue guides on a number of topics. Alice Diebel, long time Kettering staff member, served on SRDC's Board over the past 3 years and partnered on Tide. Within Extension, SRDC has formed a network of colleagues (research and Extension) that worked either on Tide or on its sister program in the Northwest, Horizons. This group has had the opportunity to meet together once face-to-face and has identified specific opportunities for growing both research and Extension in the arena of civic engagement.

Appendix B: Additional resources submitted by Manami Brown, City Extension Director, 4-H Educator, Senior Agent, University of Maryland Extension, Baltimore City

University of Maryland Extension (UME)-Strategic Plan 2014-2019

The University of Maryland Extension developed its Strategic Plan and is in the process of implementing portions of that plan. This is significant because it provides a framework for our collective work as educators, administrators, and support staff. Diversity and inclusion are extremely important and are reflected in each of the major areas of our plan (Identity, Innovation, Infrastructure, Marketing and Visibility). Examples: Structured Educational Impact Teams in the program areas of 4-H, Ag, FCS that are addressing emerging issues through various program delivery models, professional development training, diversity and inclusion task force work, and innovative and scholarly activities.

University of Maryland Extension-Baltimore City, Community Development Plan

The UME-Baltimore City, Community Development Plan was implemented in 2007 with the intent of building community capital in several underserved communities. UME-Baltimore City conducted needs assessments and implements research-based programs that address issues affecting city residents; including those issues related to race and civil discourse. In 2015, UME-Baltimore City delivered programs citywide in 184 sites, with 68 of those sites in communities affected by the civil unrest in Baltimore last spring. The Plan:

- provides a framework of community education and research that supports community building
- assesses and evaluates community program needs/interests
- develops partnerships and resources through concentrated citywide programming for community members and stakeholders, and
- strengthens the recognition and credibility of UME's programs that focus on finance, nutrition, urban agriculture, the environment, and youth development education

Baltimore City Extension examples-In addition to the resources outlined in the ECOP survey: 4-H Youth Development

- Teen Corps Leadership Program. Teen Corps, authored by this educator, strengthens communities and offers leadership opportunities for youth in the areas of GIS/GPS/community mapping, service-learning, entrepreneurship/workforce development, and environmental science. Other skill development areas include facilitation, public speaking, research, critical thinking, diversity and inclusion, and youth/adult partnerships.

Other curricula resources:

- Be the Entrepreneurship, Get into the Act!, Urban Youth Learn (Developing Effective Out- of- School Time Programs), Garden Mosaics, Build Your Future, Be Safe: Safe, Affirming, and Fair Environments, Health Rocks!

Other Facilitation and Framework Models:

- Study Circle, Appreciative Inquiry, National 4-H Career Pathways, Building Communities from the Inside Out

Financial Education

- Youth/adult educational programs and materials have been developed and delivered by the FCS educator for working with adult pre-release, eviction prevention, and youth financial literacy programs.

Other curricula resources:

- Reading Makes Cents
- Financial Nuggets

Urban Agriculture Education

- Youth/adult educational programs and materials are delivered through the Urban Ag and Master Gardener Programs to feed the future through agricultural literacy, community outreach, and providing technical support and assistance to growers from the home level to the commercial producers.

Resources:

- University of Maryland Master Gardener Certificate Training Program
- Good Agriculture Practices Training
- IPM Training
- Beginner Farmer's Training
- Jr. Master Gardener curriculum

Nutrition Education

- Youth/adult educational programs and materials are delivered through the EFNEP and FSNE Programs for participants to acquire knowledge and skills in nutrition, all fundamental factors for improving and maintaining individual and total family health.

Resources

- Cooking Matters Grocery Store Tours
- Growing Healthy Habits
- Text2BHealthy Program