Final Report of the Urban Task Force
Presented to WEDA April 2010

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Charge to the task force:
1. Review and report on the research base for operationalizing the model for urban extension presented in *Extension in the Urban West*.
2. Determine best practices for working with 25 to 34 year olds in urban settings (i.e. what technologies and practices should be employed).
3. Because an increasing amount of Extension's work in urban areas will be through intermediaries, recommend tools and evaluation methodologies to assure Extension's contributions to and impact on joint projects with urban partners are both understood and recognized.
4. Recommend ways that Extension personnel in urban areas across the West might better support each other and learn from each other (eg. quarterly phone conferences, webinars to share successes, conference on urban extension in the West, etc.).
5. Identify potential partners for urban extension.
6. Recommend how to advance the urban agenda in the West.

Activities of the Taskforce:
Prior to any conversations among the task force members, the chair created a spreadsheet to help gather the members' insights related to the Urban Extension in the West white paper. A summary of the responses is attached in Appendix A.

Members of the taskforce have assembled via seven telephone conferences. During the first conference call the overall purpose of the group and charge 1 was discussed. In the following calls, the remaining charges were discussed in sequence. During this process, various members of the task force produced draft documents that were modified and accepted by the group to be included in this report.
This report summarizes the discussions of the task force and our recommendations to WEDA to advance the urban extension agenda in the western region.

Conclusions of the task force:

Charge 1. **Review and report on the research base for operationalizing the model for urban extension presented in *Extension in the Urban West*.**

The Task Force has scanned the literature and found that woefully little has been published about urban Extension models or operationalizing them. As a result we have interpreted this charge as an instruction to examine various Urban Extension programs around the country, and particularly in the west, and determine how the various model elements identified in the report have been successfully implemented. The Task Force has identified three Urban Extension models in the west—one each in California, Washington and Oregon. See Appendix B-D for descriptions of those models as currently being implemented in the West. What is known about the successes and shortcomings of each of the models will be described throughout this report.

The Task Force also concluded that, while there may not be a research base to help decide best ways to operationalize Urban Extension, there are certainly examples of successful programs in urban areas. The Task Force recommends that these programs are widely shared throughout the region, especially those best practices that may be transferrable to other urban situations. The Task Force has articulated specific recommendations about how to share program successes related to charge 4, below.

Excellent examples of urban programming can be found where Extension has evolved within an urban environment, such as New York City. In the West, the University of Washington in Seattle and Portland State University have urban "outreach" programs that are decidedly different from most of our Extension Programs in western cities. Their programs are much more focused on student service learning capstone projects. In Portland, Extension has become engaged in complex collaboratives around such important research problems as sustainable food systems, urban rural interdependence, storm water research, and conversion of public transportation and county fleet vehicles to biodiesel. In Seattle Extension is the conduit for the greater University's involvement in contractual arrangements.

Elsewhere in the west, such as Las Vegas, Salt Lake City and Los Angeles, new urban-centered programs seem to surround a strong core of more traditional Extension programs. Those core programs that seem best suited to urban audiences include consumer finance, Food Stamp nutrition education and Master Gardener programs. Other programs that make a connection between urban and rural audiences include direct marketing through farmers markets and organic production sales in urban areas.

Successful core programming for urban clientele seems to take on a different trajectory than in rural areas. For example, interest in Master Gardener programs in urban areas appears to be enhanced by residents' concerns about a wholesome, organic, local food supply, sustainability and environmental issues. Similarly, nutrition education programs for low-income urban residents often thrive because of close alliances with social service agencies and non-profit organizations. The current state of the economy has also spawned interest and partnerships around personal finance education. These alliances are needed for grant matching requirements, but the partnerships also provide ready access to target audiences. One lesson from these successes is that Extension's core programs need to be modified to meet the specific needs and interests of urban audiences. Extension educators have adapted both the messages and methodologies to be effective.

In addition it is clear that the denser the population becomes the more players there are for program delivery. In very rural areas Extension may be the only game in town; while in urban areas residents have access to many more opportunities. This difference demands more partnerships and collaborative efforts in urban areas. In rural areas Extension is well positioned for direct program delivery; whereas in urban areas our role may shift more to training the trainers—providing professional staff development for the program delivery staff from other agencies and organizations that are doing the direct program delivery.

As a footnote to this discussion, the Task Force has passionately discussed the hypothesis that any sustainable model for urban extension will depend on a self-supporting business model. The vision for this model in Seattle relies on grants and direct contracts—where a group or organization contracts with Extension to conduct a particular program or project. In Seattle, the aim is to support applied research that addresses both existing and emerging urban issues. The business model requires that the contractors place sufficiently high value on the product that they are willing to totally pay for it. Another view is that Extension programs are funded from a variety of potential sources including fees,

sales of educational materials, grants, contracts, scholarships, partners, etc.   In either case Extension programs must be based on local needs, and must have a sustainable funding plan (budgeted earned income, grants, contracts, etc). It does not mean that all programs must be self supporting, but some likely will be. In Seattle, Extension's funding model requires that all projects be totally self supporting contracts.

Next Steps:

1. Many of the elements of successful urban extension programs were described in the *Extension in the Urban West* white paper published by WEDA in 2008. The Task Force discussed these elements and committed some resources to trying to prioritize them based on both urgency and importance (see Appendix A). While it is clear that each element can contribute to a successful urban extension program, we still need to link those elements together to describe promising models for urban extension.

   To this end, members of the Task Force have submitted brief descriptions of successful urban programs in their states. Further progress might be made by illuminating how those elements (from the white paper) were addressed or accommodated by specific urban Extension programs.

2. One of the more challenging elements of the white paper refers to governmental jurisdictions, particularly as it relates to funding agreements for extension. Rachel Surls (CA) has conducted research to understand the relationships between county governments and the state extension services. A summary of relevant findings is found in Appendix G.

3. The Task Force has determined that a more thorough literature search may be valuable to identify relevant and successful engagement models in urban areas. Although the task force did review Extension material, a search should also include urban serving university outreach programs. The output from the review would be most useful if it followed the various elements described in *Extension in the Urban West* and how they have been used to create a successful and transferable urban Extension model.

Charge 2. **Determine best practices for working with 25 to 34 year olds in urban settings (i.e. what technologies and practices should be employed).**

The Task Force considers this challenge to have multiple components. First are the technology issues: using social networks for educational purposes, digitizing lessons to be delivered on-demand, and populating key enterprises (such as You Tube, Twitter and Facebook) with products from University Extension. The second set of issues is related to lifestyle: careers made of a string of short-term jobs; relocating into inner-cities in order to reduce commuting time and automobile use; desire for more wholesome and locally-grown foods; and expectations for immediate services and instant gratification. Third, the Task Force questions how much of the expertise represented by traditional extension is complimentary to the learning interests of young urban adults. It may be that adoption of appropriate technologies and consideration of lifestyle choices will be sufficient to market our existing expertise to these audiences. Alternatively, we may need to analyze what new expertise is required to meet the lifelong learning needs of young urbanites.

The Task Force spent some time considering the technology issues described above. We reviewed some data from the Pew Research Foundation that describes how and why individuals from different age

groups use the internet. We discussed efforts around the west to make Extension available via podcasts and on line. It is valuable to note that, since Oregon State University put the Master Gardener training program on-line, there is a large waiting list for the on-line classes. Obviously, this approach not only meets customer needs but also helps generate revenue necessary to maintain and improve the program.

Among the important steps for Extension to meet the technology needs of young adults is to hire young professionals into Extension. Although Extension is rich with older professionals willing and able to learn new technologies and keep up with changing expectations, their strengths have been in translating Extension programs to fit the protocols required to use technology. However, young Extension professionals represent the generation that is shaping the demand for access to education and information 24/7, and it is these "digital natives" who will bring the technologies into Extension rather than taking Extension programs to the technologies.

The Task Force discussed three ways that lifestyle can affect how Extension must respond in order to succeed with young urban residents. First are issues related to how people want to learn, and those issues are closely tied to the technology discussion. In a survey conducted in Oregon, urban residents were more interested in receiving information and education through technology than were rural audiences. Second are issues related to the needs of the learner; the topics of importance and our capacity to deliver them. Third, and perhaps most complicated, is the changing relationship that young urban clientele have with traditional institutions such as ours. Young people are accustomed to instant access of information, effectively leveling the playing field that used to define the difference between teachers and learners. This is a much more engaged learning style. Rather than the expert model where the teacher brings all the knowledge to the students, in this model the students and the teacher are engaged in learning together. The teacher's role becomes one of managing the learning environment.

Many of the lifestyle interests for young urban residents are well suited to Extension education, provided that our teaching/learning style and delivery methods meet the needs of the audience. For example, there is growing interest among the target age-group for wholesome and simple foods, and these interests align well with Extension's traditional programs in agriculture, horticulture, and food preparation, preservation, and safety. Other interests such as energy conservation and protecting local and global environments are also included among the high priorities of urban audiences and the portfolios of many Extension organizations.

A significant lifestyle challenge is tied to Extension's reliance on strong volunteer support, and in learning how to build that support among young urban residents. There is ample evidence that this target audience is more interested in short-term volunteer and community service opportunities rather than long-term volunteers such as traditional 4-H leaders. However, programs such as community gardens in partnership with local food banks are promising assets for inner-city residents and provide attractive volunteer opportunities for young people. If Extension is to rely on volunteers in the age 25-34 audience, we will need to re-examine how our programs fit different lifestyle choices and values.

Next Steps:

1. The Task Force has discussed gathering more research data about learning preferences with this age group.
2. An additional issue is the challenge of hiring a new, young workforce that is likewise not interested in a lifetime career with one organization. Extension needs to determine how to

maximize the value of these short-time employees and how to help the employee take what they have learned into their next career.

3. Consider incorporating digital natives onto curriculum design committees to include their ideas about technology into the planning process.

These are big changes based on how Extension has operated in the past. These issues have huge implications for Extension, the way we will operate in the future, and may well determine Extension's subsequent relevance and viability.

Charge 3. **Because an increasing amount of Extension's work in urban areas will be through intermediaries, recommend tools and evaluation methodologies to assure Extension's contributions to and impact on joint projects with urban partners are both understood and recognized.**

The Task Force discussed several scenarios related to this charge. The first involves individuals who are reluctant to give up the control that has resulted in their past successes. The second is when the intermediaries become customers and can be evaluated as the end user of the program. The third scenario is when intermediaries become partners, where evaluation requires a commitment by all parties and where shared credit may be a barrier to some. The Task Force spent most of its time discussing the last two cases.

Classifying intermediaries as end users is not new in Extension. We have long worked through Master Gardeners and Master Food Preservers. We have taught classes for professional consultants such as fieldmen and professional foresters. We deliver in-service education for school teachers and for child care providers. And, while we may not always conduct rigorous evaluations of the many programs targeting intermediaries, we have experience measuring learning and extrapolating our impact out to the terminal users of the information. Our challenge, then, is not so much to find ways to evaluate as it is to find new ways to prioritize the investment necessary to conduct the evaluation. In other words does everything need to be evaluated? Our task force suggests that it does not. In some cases we recognize that continuing contracts are one form of evaluation or identifying value. However major programs of significance do need to be evaluated and many of them will include intermediaries or program delivery partners.

The Task Force had some insightful discussion related to evaluation of partnerships. There are several challenges to evaluating these programs in general and the effectiveness of the partnerships in particular. Among them is a lack of confidence of the program personnel in their ability to conduct meaningful evaluation. Although funding sources often expect or require that evaluations be conducted, program delivery remains the highest priority for the principles, and evaluation tends to be inadequately planned and resourced. In Canada the government requires that 20% of all government funded project be used for evaluation. The National Evaluation professionals recommend that 10-15% of a project's budget be devoted to evaluation. Extension is far from those goals in evaluation investment in our programs.

Herein lies a key opportunity for Extension. Evaluation expertise and our connection to University evaluators is one more asset that Extension can bring to a partnership. By introducing appropriate expertise to the partners early in planning a project, Extension can assist each organization in articulating the outcomes that are important to them. Then, the evaluator is in a position to design

evaluation protocols that will meet the needs of the entire partnership, motivating partner organizations to contribute to the evaluation. By employing logic modeling during program development, evaluation takes a premier position in the planning process.   Incorporating evaluation design early in the planning stage also informs the partners about the kinds of data collection processes that will be required. This enables more efficient and effective evaluation, rather than attempting to identify and collect data after the program has been completed.

Next Steps:

1. The task force identified that understanding of partner roles and responsibilities is paramount for successful collaborations (see also the considerations related to Charge #5).   We also discussed that the Logic Model process is well known among Extension educators and provides a useful tool for planning and conducting evaluations. Follow-up efforts to advance our capacity to contribute to urban partnerships might benefit by including evaluation specialists in the conversation. Those specialists can suggest ways to apply the Logic Model for evaluating partnerships and also how Extension might offer evaluation expertise to support the needs of our partners.

2. In recent years the Western Region Program Leadership Committee has explored the possibility of identifying common indicators that could be used to evaluate multi-state programs or common programs in the region such as the Master Gardener Program. This has become more critical as the new NIFA administration has emphasized the importance of Smith Lever funding reports that are based on common evaluation indicators. We recommend that WEDA task WRPLC or a sub-group to explore this in more depth. This effort may have some application to urban Extension programs and partnerships as well so they should be included in future actions.

Charge 4. Recommend ways that Extension personnel in urban areas across the West might better support each other and learn from each other (e.g., quarterly phone conferences, webinars to share successes, conference on urban extension in the West, etc.).

The Task Force noted that there are two groups of faculty that may benefit from some mutual support activities: those who provide leadership for urban programs and those who deliver programs for urban audiences. While it may not be necessary to separate these audiences, there may be different options to meet the needs of each group. For example, urban program leaders might be organized and supported through quarterly telephone conferences that would allow communication of news, sharing ideas, and discussing challenges. While there may be a core group of urban program leaders who would benefit by regular communication, the Task Force is unsure that this group is currently large enough to provide ongoing support in this way. Rather, the Task Force concluded that any communication efforts be widely accessible to all involved in urban Extension programming.

At this early stage of development for Urban Extension in the West, the Task Force recommends that urban Extension professionals be engaged through a series of webinars; perhaps on a quarterly schedule depending upon the level of participation.   Each webinar might be designed to address a single topic or issue, and would be hosted by an individual, team, or institution that had expertise or experience with that topic or issue. Some of the important "subject matter" topics might include financial literacy, urban agriculture, organic gardening, community gardens, green movement, the local food movement, Leadership development, and new immigrant/workforce development activities. Topics for youth education could be designed to mirror adult programs, and might help address issues including

sustainable living, nutrition, childhood obesity, renewable energy, energy conservation, water conservation, etc.

The Task Force recommends that a list of webinar topics be created by polling interested faculty about their specific needs or desires for training or support. To accomplish this, the Task Force has attached a draft list of topics that can be sent as a survey to Extension professionals who would rank the topics as to their priority for a webinar (Appendix E). The attached survey list includes both "subject matter" and "process and methodology" topics for faculty to consider. Once a list of priority topics is assembled, individuals or institutions would be invited to host webinars that address a priority topic in which they have experience or expertise. A single webinar might also be co-hosted and used to address two priority topics; perhaps one of the topics would deal with subject matter and one with process. Individual webinars would be widely advertised for Extension faculty participation. As a final suggestion, the Task Force points out webinars should involve and include partners whenever possible, perhaps helping us to address some of the partnership challenges faced by Extension in urban areas (related to charge 3 and charge 5).

The Task Force spent considerable time discussing the value of one-on-one learning to support the exchange of ideas and development of new programs by urban Extension professionals. To this end, the Task Force strongly recommends that WEDA and individual State Extension Directors find ways to support individual faculty exchanges; wherein professionals travel to other states to observe and understand successful Urban Extension programs and operational models first hand. These faculty exchanges might be of varying length and complexity, ranging from a simple site visit to actually participating in the development and delivery of a program. The Task Force agreed that this could be accomplished through individual faculty making arrangements to share across state lines, but also discussed the advantages of a more formalized program that proactively matches visiting faculty with host faculty. Task Force members also expressed a value to others in knowing of site visits that are proposed or have taken place. This provides added support for a formal program of exchanges, perhaps to include a website bulletin board which lists opportunities and provides feedback after the exchange from the perspectives of both the host and the visitor.

In addition the Task Force feels that faculty benefit greatly from conferences that bring people into personal contact with their peers. This may be especially true for faculty who are venturing into new areas, creating new and potentially high-risk programs for new audiences. We observed that the Urban Extension Conference which is lead by the North Central region is held on alternate years. Our task force felt that there may be sufficient demand to sponsor a companion conference in the West. If a Western Urban Extension Conference was held in the off-years there may be sufficient interest and involvement. This conference might focus on the elements of an urban Extension model as outlined in the original paper, *Extension in the Urban West,* in addition to highlighting successful urban Extension programs .

With respect to this charge in particular, the Task Force recognizes that continuing leadership from across the region will be required . To provide this leadership initially, several of the Task Force members would be willing to serve on an ongoing committee, perhaps with some new members from other Western urban areas, to initiate these communication and professional development projects. Long term, the Task Force would recommend that WEDA appoint and support a standing committee to advance the Western Urban Extension agenda.

Next Steps:

1. The Task Force recommends that an internal survey of urban Extension topics be conducted (see Appendix E) in order to prioritize the needs of our urban-serving Extension professionals. The output of this survey would be used to build a schedule of Webinars accessible to interested Extension faculty throughout the region.

2. WEDA should consider and support opportunities and options for urban faculty exchanges.

3. A standing committee of urban Extension leaders and program delivery faculty should be formed to assess needs and advance opportunities for program sharing and professional development of urban Extension professionals in the West.

Charge 5. Identify potential partners for urban extension.

The Task Force addressed several approaches related to this charge. The first included generating a list of partners or partner organizations already involved with urban Extension programs across the region. This could be done through a survey of urban professionals, or could be accomplished through a Webinar discussion. While such a list may be useful for some purposes, the list of potential partners would be very extensive, requiring the user to wade through dozens of possibilities to narrow down the few that might be relevant for a specific program.

A second approach explored by the Task Force was to build a list of questions for faculty to answer about their programs that would help them identify appropriate and promising partners. An example of such a piece is attached as Appendix F. It was discussed that such a series of questions should lead the respondent to a list of suggested partners.

The third approach discussed is closely related to Charge #3 that refers to recognizing all partners' contributions. The Task Force spent considerable time discussing the need to fully understand the roles and missions of potential partners, and use this knowledge to help define Extension's niche in an urban partnership. Likewise it is useful to be cautious about partnering with an organization whose mission is distinctly different from or opposed to Extension's mission.

The Task Force acknowledges the great importance of the partnership element that was described in the *Urban Extension in the West* report, and supports a meaningful effort to help faculty learn about potential partners and to understand how to build partnerships that compliment the mission and goals of all partners.

Next Steps:

While the Task Force was unable to narrow their discussions to a specific recommendation to WEDA, we acknowledge that successful partnerships require that each of the partners add a unique value to the project, that each of the partners needs to understand and acknowledge the value added by other partners, and that roles and responsibilities of different partners be defined to compliment rather than compete with or replicate each other. Attachment E provides a partnership assessment tool that may be helpful to some. Perhaps this issue can be addressed through the professional development phase of WEDA's plan to enhance Western Urban Extension programs.

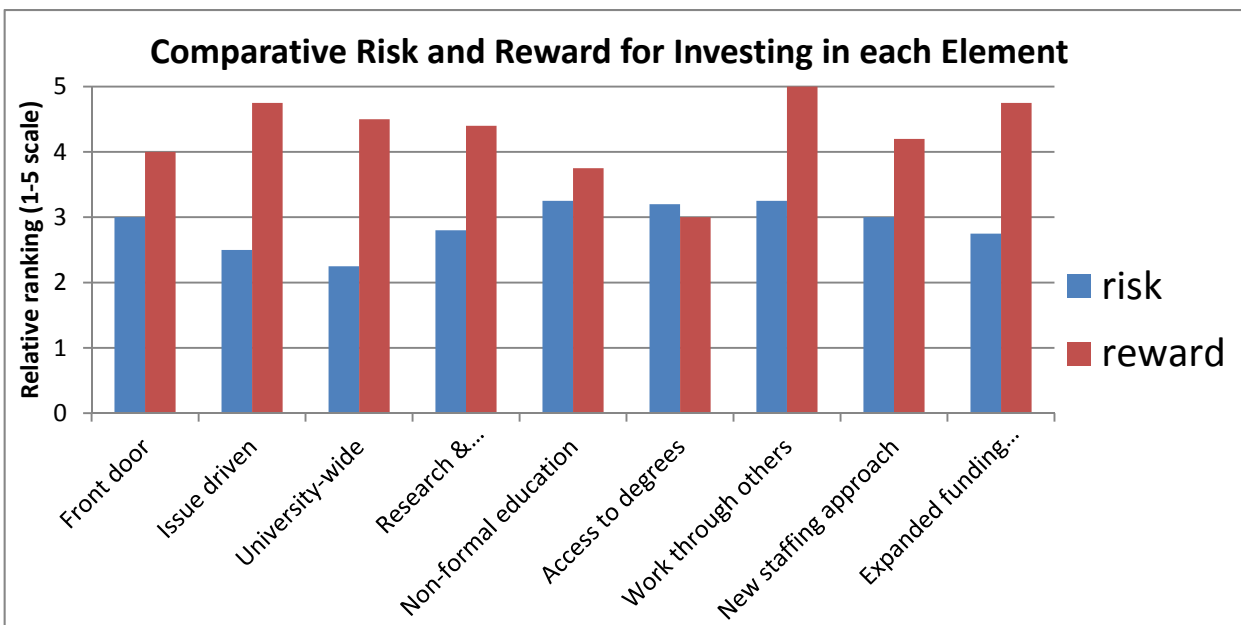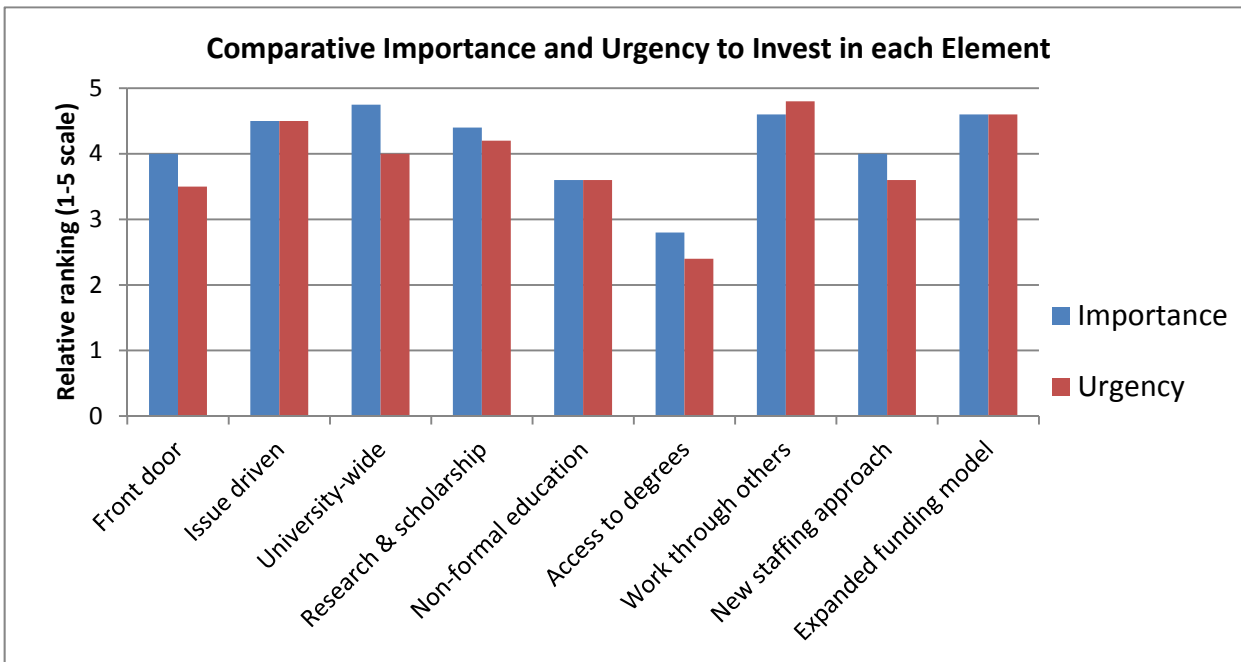**Charge 6. Recommend how to advance the urban agenda in the West.**

If urban Extension is a priority for Extension Directors in the West, the task force recommends that WEDA appoint a standing Urban Extension Committee, requesting biennial progress reports, to advance this agenda. The Task Force agreed that addressing each of the previous five charges is important to advance the urban agenda in the West. It was discussed that WEDA has the capacity to gradually advance this agenda. The Task Force expressed that the webinar series and faculty exchanges seem a logical starting place to help build a critical mass of urban Extension faculty. As this cohort of faculty becomes more identifiable and engaged, additional opportunities such as a western urban conference and multi-state projects will become increasingly feasible.

The Urban Extension Task Force was asked to review the white paper *Urban Extension in the West* and to consider the nine elements for an urban extension program that were discussed in the paper.

The task force was asked to describe the kinds of inputs that were needed to implement each of the elements described in the white paper, and then to rate the **Importance** and **Urgency** of each of the elements, and then the **Risk** and **Reward** of each of the elements. The following two charts show the results of those rankings.

Comparative Importance and Urgency to Invest in each Element

Relative ranking (1-5 scale)

Elements: Front door, Issue driven, University-wide, Research & scholarship, Non-formal education, Access to degrees, Work through others, New staffing approach, Expanded funding model

Legend: ■ Importance ■ Urgency

Comparative Risk and Reward for Investing in each Element

Relative ranking (1-5 scale)

Elements: Front door, Issue driven, University-wide, Research &..., Non-formal education, Access to degrees, Work through others, New staffing approach, Expanded funding...

Legend: ■ risk ■ reward

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The elements identified along the X-axis are abbreviated titles for the nine elements of described more fully in the Extension in the Urban West white paper published in July 2008 by WEDA. The Y-axis represents the average ranking assigned by Task Force members.

Appendix B
Washington State University Extension Urban Model

WASHINGTON STATE UNIVERSITY
EXTENSION

WSU URBAN CENTER
for applied research and extension

HARNESSING THE EXPERTISE OF A LAND GRANT UNIVERSITY TO ADDRESS CHALLENGES AND TO CREATE OPPORTUNITIES FOR THE PEOPLE OF THE URBAN PUGET SOUND REGION

Despite the vast open areas, the West is actually the most urbanized region of the United States with the highest proportion of the population residing in urban areas. King County/Metro Seattle is a classic example of the benefits and pressures that accompany urbanization. In light of projections of continued population growth, King County/Metro Seattle is committed to sustaining a healthy environment and to ensuring the health and quality of life for its residents. One powerful tool in keeping that commitment is their partnership with Washington State University Extension.

As WSU Extension and King County approach the 100th anniversary of their working relationship, the challenges and opportunities facing the region have become much more dynamic. Therefore, WSU Extension in close partnership with King County is launching the WSU Urban Center for Applied Research and Extension, an expanded and fundamentally different approach to engagement between WSU and the urban community. The Center will evolve out of the current WSU King County Extension structure and will provide King County/Metro Seattle with access to the entire research and knowledge base of the WSU system to assist in resolving critical urban issues.

Structure and Funding:
The guiding principle of the Center is to ensure that the breadth and depth of the resources of Washington's land-grant research university can be readily leveraged to create new opportunities for and address critical issues facing King County/Metro Seattle.
- This Center will be modeled after other successful WSU centers with very few permanent positions, but a virtual army of talent from across the entire WSU system.
- Metro partners will collaborate to develop projects addressing critical issues. Once projects are completed, teams will disband; new teams will form to address the next issue or need.
- Funding will be requested and applied on a project-specific basis. Funders and decision-makers will know exactly what they are buying, expected outcomes and deliverables, with a specific timeline for completion.
- The Center will seek resources from King County/Metro Seattle funders as well as federal and state agencies, non-profit entities and/or private foundations, allowing maximum leveraging of local investments.
- The Center will not manage long-term projects. When a project merits continuation beyond its termination date, every effort will be made to transition to another organization or agency. This will enable the Center to maintain the flexibility required to quickly respond to new opportunities and/or most urgent needs.
- The Center will be scalable and is envisioned to grow over time to serve the broader Puget Sound Metropolitan Region, including Snohomish, King, Pierce and Kitsap counties.

Initial Focus:
Center projects will involve conducting, interpreting, and disseminating applied research (e.g., controlled studies, surveys, analysis of existing data) that leads to practical solutions to local
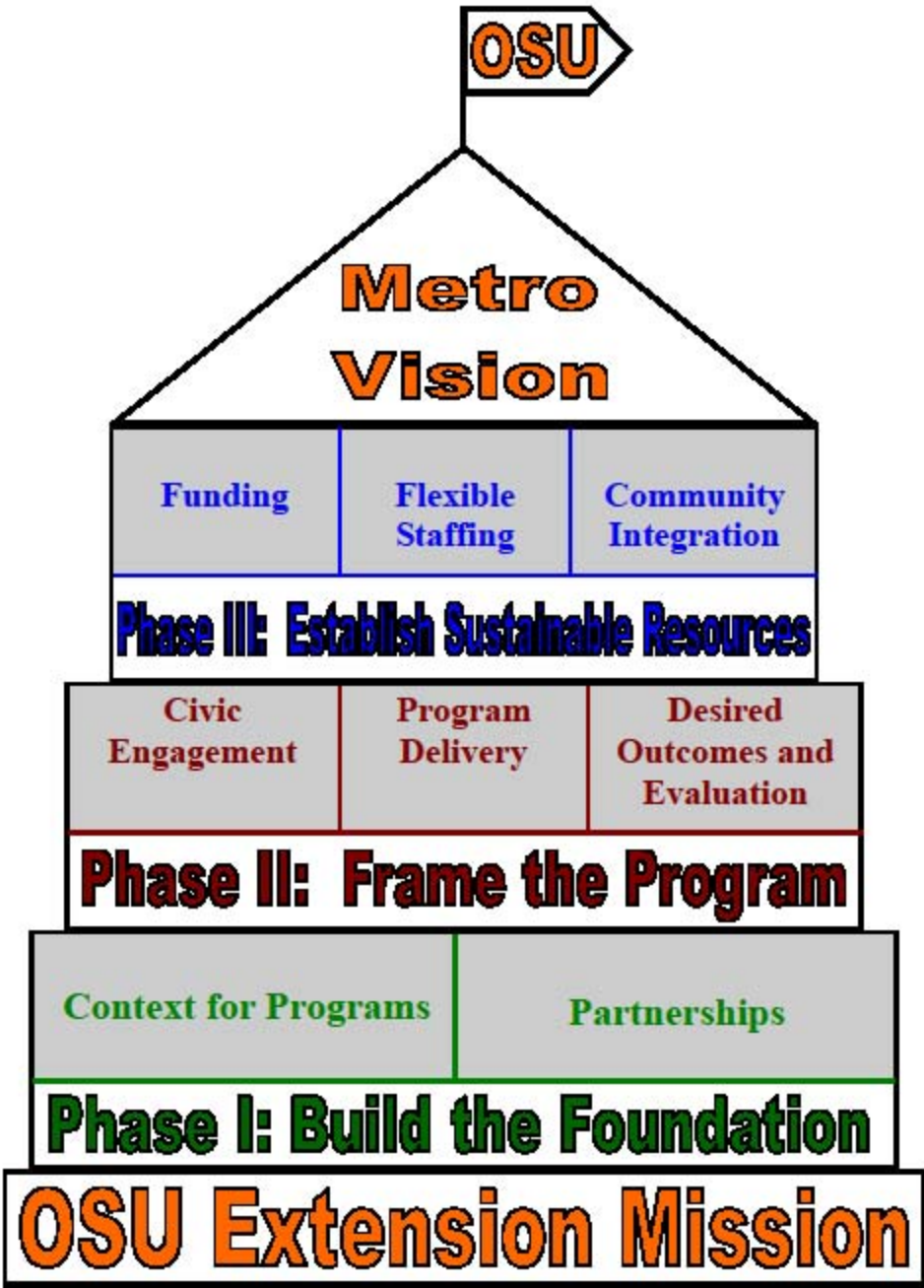
Oregon State University Extension Metro Initiative
Extension Metro Model: A Work in Progress

OSU Extension Mission:
The Oregon State University Extension Service engages the people of Oregon with research-based knowledge and education that strengthens communities and economies, sustains natural resources, and promotes healthy families and individuals.

Metro Vision:
OSU Extension partners in the Portland metropolitan region to strengthen the economic, environmental, and social wellbeing of urban residents and their communities. As a national urban Extension model, this effort is replicated in cities and metropolitan regions across the U.S. *(Note: In this case "Metro" is defined as the Oregon counties that make up and surround Portland.)*

Elements of the Extension Metro Model:
Phase I: Build the Foundation
A. *Context for Programs*—Addressing high priority metro area issues in which there is significant scholarship (i.e., University and other public and/or private research bases) and which is inclusive of community partners. Extension's Metro programs:
1. Engage the community in ongoing needs identification.
2. Prioritize and focus community needs.
3. Align with identified priorities, using market analysis to help set priorities.
4. Address niche markets for Extension and avoid duplicating efforts.
5. Respond to complex issues and seek expertise from multiple disciplines.
6. Reflect the diverse cultural issues that are found in urban environments.
7. Reflect scholarship and knowledge bases that exist at the University or with partners or that can be created.
8. Position Extension as an integral part of the University's metro vision—providing coordination, linkages, and leadership.
9. Encourage broad University involvement from colleges and departments across the campus.
10. Build on partnerships, utilizing comparative advantages of multiple institutions and organizations.
11. Show potential for success and provide opportunity for achieving significant impact.
12. Support risk-taking and encourage trying something different.
13. Explore the non-traditional (e.g., audiences, methods, roles) while staying true to Extension's values and mission.
14. Tackle issues where Extension has capacity or can build capacity.
15. Link to the Extension strategic plan.

B. *Partnerships*—New opportunities for internal and external partners which include funding, program delivery, geographic regions, content, etc. Extension's metro partnerships:
1. Include opportunities for both program development and delivery, bringing additional expertise to the table.
2. Form funding alliances with governments, universities, community colleges, foundations, corporations/private businesses, and non-governmental organizations (NGOs) that share common goals and objectives.
3. Include government entities such as universities, cities, counties, metro, state, and federal that prefer intergovernmental agreements to guide the work.

4. Include corporate and NGOs that prefer contracts for service to guide the work.
5. Involve multi-county, multidiscipline collaborations.
6. Engage all colleges and units of the University.
7. Share goals, desired outcomes, and credit among the partners.
8. Target volunteers in multiple roles including episodic short-term and long-term roles.

Phase II: Frame the Program

A. *Civic Engagement*—Together with our partners we engage and empower the community to identify and solve its problems. Community members, partners, and faculty and staff, are actively involved in the solutions. Extension's metro engagement commitment addresses:
   1. How (instructional design):
      i. Identify and assess needs.
      ii. Emphasizes co-learning and co-discovery.
      iii. Values multiple ways of knowing
      iv. Frames issues and ideas through many lenses.
      v. Establishes learning environments for exchanging ideas.
      vi. Champions action research/discovery.
      vii. Acknowledges that learning is incremental.
   2. Who (target audiences and partners):
      i. Professionals who provide direct service to the public.
      ii. Government staff—city, county, metro area, state, and federal.
      iii. Business and corporate managers and owners.
      iv. Community and non-governmental organizations.
      v. Other higher education institutions.

B. *Program Delivery*—Audiences and delivery techniques differ in urban areas. The higher and more dense the population the greater the balance may shift from direct client service delivery to education for the direct service provider.
   1. The urban audiences Extension serves are expected to pass their new knowledge and skills on to others within their community, work, or profession. While there are exceptions to this expectation, the emphasize is less on direct service delivery and more on:
      i. Consulting services and technical assistance.
      ii. Training of direct service providers.
      iii. Tailored professional improvement and development.
      iv. Preparing Extension volunteer middle-managers.
   2. Instructional delivery and teaching enhanced learning and communication techniques are mixed and include:
      i. Multi-media.
      ii. Mass media.
      iii. On-line and other distance delivered instruction.
      iv. Pod-casting.
      v. Vod-casting
      vi. Contemporary technologies appropriate to the learners.

C. *Desired Outcomes and Evaluation*—Driven by the logic model framework, outcomes are based on the scholarship of engagement which is incorporated into teaching, research, and outreach work. Outcomes and evaluation methods (summative as well as formative) are shared with and by our partners. Desired outcomes and evaluation characteristics of Extension's metro programs include:
   1. Measurable objectives.
   2. Clearly defined outcomes.
   3. Plans for evaluating programs to capture outcomes.

4. Tangible, attainable deliverables.
5. A system for capturing and reporting impact from indirect delivery.
6. Contributions to scholarship and knowledge base.
7. Extension faculty and programs that are visible and are viewed as a valued resource.

Phase III: Establish Sustainable Resources

A. *Funding*—All new program initiatives will have a sound business plan which includes multiple funding streams that support sustainability. There will be internal mechanisms to fund and manage projects. Funding options for Extension's metro programs include:
   1. Sustainable funding models.
   2. Self supporting philosophy.
   3. Fee for service (direct and indirect cost recovery; market rate).
   4. Gifts and endowments.
   5. Grants and contracts.
   6. Product sales (market rate with income returned to the developer).
   7. Public, private and NGO finding partnerships that share common goals and objectives.
   8. Staff development for assisting faculty, staff and administrators to become confident and savvy entrepreneurs.

B. *Flexible Staffing*—A project driven hiring model will be employed which consists of a greater mix of faculty and staff (tenured and tenure track faculty, contract faculty, instructors, professional faculty, and classified employees). Extension metro staffing:
   1. Reflects the diverse cultures and languages represented by residents.
   2. Creates a mix of discipline-, pedagogy-, process-, and management-oriented faculty and staff.
   3. Screens and hires professionals with specific expertise.
   4. Purchases skills rather than whole people when appropriate.
   5. Includes project contracts which may be annual and/or rolling multi-year contracts, and sub-contracts for employees.
   6. Utilizes cross-county, cross-state, and cross-institution employees.
   7. Includes collaborating with other Higher Ed institutions for needed expertise.

C. *Community Integration*—Offices and programs share physical location with various partners . . . location counts! Community integration for Extension metro is characterized by:
   1. A central, visible physical location with multiple satellite office sites.
   2. Strong, clear University and Extension visibility and identity.
   3. Easy access to a virtual presence as well as a physical location.
   4. Communities of practice, communities of interest, and communities of place.

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Urban Extension in California

Funding:

University funds (a combination of Smith Lever and state funds) support UC Cooperative Extension Advisors (agents) working in counties, and the county director's salary. (Most county directors also have programmatic responsibilities). UC also funds some program staff, for example 4-H and Master Gardener coordinators.

County funding typically support clerical staff, facilities, local travel or vehicles, and sometimes positions such as 4-H coordinators or field research assistants.

County support for Cooperative Extension is not mandated, and funding levels are very different in every county. Within the past six months, several urban California counties including Contra Costa, San Bernardino and Sacramento have faced significant challenges to their funding, although so far those counties are "hanging in there".

Programming in Urban Areas:

Programming is diverse and varies greatly by county. CE programs are frequently but not exclusively conducted through agency partners.

Master Gardener programs are often in place and very popular in urban counties, and may focus on school, community and backyard gardening.

Environmental horticulture programs, providing training and applied research for the landscape and nursery industries, are important in our urban counties.

Integrated pest management and invasive pest control are important. Our urban counties are frequent entry points for exotic pests.

4-H programs are focused on after-school care and training of after school providers, in addition to the more traditional club program.

Natural Resources programs are geared towards helping communities plan for their natural resources, reduce incidence of wildfire, monitor and control invasive weed and aquatic species, and manage watersheds.

Nutrition education for low-income populations through EFNEP and SNAP-Ed (FSNEP) is very popular.

Additionally, we continue to operate many programs and much applied research geared towards commercial agriculture clientele in our urban counties. Some of our largest urban counties are also very significant agricultural producers. For example, Fresno County, with a population of over 900,000 people, is California's leading farm county, with $5.34 billion in agricultural production value in 2007.

Ten Most Urban Counties in CA:

Name of County	Population	2007 Ag production ranking among 58 CA counties	UCCE Website
Los Angeles	10,363,850	30	http://celosangeles.ucdavis.edu/
San Diego	3,146,274	10	http://cesandiego.ucdavis.edu/
Orange	3,121,251	28	http://ceorange.ucdavis.edu/
Riverside	2,088,322	12	http://ceriverside.ucdavis.edu/
San Bernardino	2,055,766	17	http://cesanbernardino.ucdavis.edu/
Santa Clara	1,837,075	29	http://cesantaclara.ucdavis.edu/
Alameda	1,543,000	45	http://cealameda.ucdavis.edu/
Sacramento	1,424,415	25	http://cesacramento.ucdavis.edu/
Contra Costa	1,051,674	39	http://cecontracosta.ucdavis.edu/
Fresno	931,098	1	http://cefresno.ucdavis.edu/

URBAN EXTENSION IN NEVADA

Funding Sources

County Funding – County funding is provided pursuant to Nevada statutes that mandate each county participating in Cooperative Extension provide a minimum of 1 mil of the property tax (1 cent on each $100 of taxable property) and a maximum of 5 mil to the University for Cooperative Extension operations in that county. This is a stable and sizable fund source in the two major urban centers – Las Vegas (Clark County) [$4 million annually +/-) and Reno-Sparks (Washoe County) [$1.4 Million Annually +/-]. Most local faculty and staff are provided through the county funding base.

State and Federal – State and federal funds provide for the Area Director/County Educator (chair) and for regional operations, usually (but not always) located in an urban center.

Urban Extension Programs

Examples of Programs with Urban Roots

- Chefs for Kids
- Expanded Food for Health and Soul
- Nutrition in the Garden - Grow Yourself Healthy (school garden program)
- Nutrition – "Smart Choices"
- All 4 Kids (childhood obesity initiative)
- 4-H Afterschool
- 4-H SET
- Career Edge (workforce readiness)
- NEMO (Nonpoint Education for Municipal Officials)

- Radon Education (has expanded to rural areas)
- Green Industry Education
- Urban Demonstration Gardens
- Desert Landscaping
- Family Storyteller (literacy)
- Engaged Leadership Training
- Citizens Changing Communities
- Policy Education and Civic Engagement (PEACE) – (middle school civic engagement program)

Examples of Urban Programs Derived from Traditional Extension

- 4-H Club Program
- Master Gardeners
- Invasive Weed Programs
- IPM
- Parenting and Care Giver Education Programs

Urban Extension Webinar Survey

The Western Urban Extension Committee is discussing the possibility of hosting periodic (maybe quarterly) webinars to help strengthen our skills and ability to be successful in addressing the needs of urban audiences in the West. As we consider this approach we are interested in your feedback.

1. Would you be interested in participating in periodic webinars focused on strengthening your skills to deliver Extension programs in urban areas? Yes, no, maybe

2. Below is a list of potential topics based on the elements of an urban Extension model identified through a Western Think Tank process. Please rank these topics 1 through 10 with #1 being the most important to you and #10 being the least important to you:

   ____ Positioning Urban Extension as the front door to my University
   ____ Local urban issues drive Extension programming
   ____ Providing multiple ways to access University research and knowledge
   ____ Applied research and engaged scholarship are integral to urban Extension
   ____ Non-formal education is the core of urban Extension programs
   ____ Providing access to academic degree programs
   ____ Teaching others to deliver program content to audiences
   ____ Managing urban Extension programs through flexible staffing
   ____ Supporting urban Extension programs through multiple revenue streams
   ____ Partnerships for success in urban areas

3. What urban Extension programs are you currently conducting that you may be willing to share through a webinar? Please list.

4. What other webinar topics related to urban Extension would you be interested in? Please list.

Urban Extension Partnership Assessment Tool

The first step to Extension programming in urban areas is needs assessment. Once issues have been identified, ask yourself if there is a mission appropriate role that Extension might play in this issue. Once that is determined, below are a number of questions to ask to identify potential programming and funding partners that are appropriate to the issue.

1. Who in my urban area cares about this issue?

2. Is anyone else in my urban area already working on this issue?
   - If so, who?
     a. What are they doing?
     b. Who do they partner with?
     c. How do they deliver programs?
     d. What is their record of success or failure?

3. Are there other post secondary/higher education institutions in my area that have an interest in this issue?

4. Are there government agencies in my area that are involved in this issue or see it as a part of their mission?

5. Are there private foundations that are interested in this issue?

6. Are there businesses/corporations that are interested in this issue?

7. Who's not going to like it if Extension is involved in this issue?

Appendix G

Extension's Relationships with Urban and Rural County Governments

In late 1997, a one-time survey of county extension directors around the US was conducted by Rachel Surls to collect information on the Cooperative Extension/county partnership in their county. Of the 800 county extension directors contacted to participate in the survey (two hundred were randomly selected from each of four Extension regions), 370 responded, for a 46.25% response rate. The survey explored structure of the county/extension relationship, funding received from county government, the importance of relationships with county government officials and a number of other variables. Demographic data, including population and degree of urban versus rural characteristics (as defined by the US office of Budget Management) were collected for each responding county. The study highlighted some interesting differences in county support for Cooperative Extension in urban versus rural counties.

From the results of the survey that pertain to budget issues, it is clear that county funding is essential to most county extension operations. Eighty-six percent of respondents state that it is "absolutely critical" to their operation. County funds pay for many essential costs such as housing, utilities, travel and supplies and also support key salaries. Most county extension offices responding (62%) had an increasing county budget over the previous five years (2002-2007). Despite this general upward trend, 23% of respondents had faced an attempt by county government to severely reduce or even eliminate their county budget. This situation was more common in counties with higher populations (ie more urban counties). Counties with larger populations were more likely to propose significant budget cuts for extension.

Multiple regression analysis was conducted to identify variables that predict the amount of funding that county government contributes to a Cooperative Extension office. The strongest predictor of the county budget contribution was conducting joint programs with the county. Collaborative programs with county government clearly predict a higher total budget contribution. Study data indicated that extension offices in urban counties are significantly more likely to conduct joint programs with county government than those in more rural counties. (Some examples of joint programs among survey respondents included programs on bio-terrorism and related emergency response for farmers, programs to respond to emerging agricultural pests and diseases, facilitation of a county land use planning committee, a community development program which works to develop new industry in a rural area, radon testing for homeowners, and wellness classes for county employees).

Demographic factors also came into play in predicting the total amount of funding that counties invest on extension. Simply put, urban counties with higher populations invest more, and rural, less populous counties invest less. (However, it should be noted that county budget contributions were not analyzed on a per capita basis but rather in total dollars). This difference is likely due to simple economics. Urban counties have more revenue, and more flexibility to fund non-mandated programs.

Another multiple regression analysis looked at predictors of county budget trend (whether the amount contributed by the county had gone up, down or stayed the same over the past five years). A demographic variable was important here as well. Rurality predicted a declining county budget. Conversely, being in a more urban county predicted an upward county budget trend.

Another key difference between urban and rural counties related to the positioning of county directors as county department heads within the county's administrative structure. Positioning within county government is clearly important. The majority of survey respondents, 66%, were positioned as county department heads within their county government structure. This appears to be a beneficial arrangement, as county department head status was associated with greater perceived strength of the partnership with county government, greater access to county officials, and an increasing county budget. However, positioning as a county department head was more likely for those in rural, less populous counties, and less likely for those in urban counties.

Additionally, the survey explored whether it is common to have an advisory board for each Cooperative Extension office. Eighty-five percent of respondents indicated that they have an advisory board or similar body. Existence of advisory boards is negatively correlated with county population indicating that more populous counties are less likely to have extension advisory boards.

Counties throughout the U.S., especially urban counties, have implemented professional administration, which often entails additional reporting (Hoene et al., 2002; Wang, 2000). More than 25% of extension offices responding to the survey have been impacted by this trend. It appears that additional reporting is most common in urban counties. This

additional reporting most frequently took the form of documentation of extension impacts and results and development of detailed work plans and budget justifications.

To summarize, some significant differences between Cooperative Extension in rural and urban counties are presented in the table below.

Key Differences between Rural and Urban Counties

Variable	Rural Counties	Urban Counties
County Department Head Status	County director more likely to be county department head	County director less likely to be county department head
Access to county officials	More access	Less access
Importance of relationships with county officials	More important	Less important
Additional county reporting required	Less additional reporting	More additional reporting
Joint Programs with county	Fewer joint programs	More joint programs
Existence of Advisory Boards	More likely	Less likely
Use of advisory boards to advocate	Less likely	More likely
County Budget $	Lower county contribution to extension	Higher county contribution to extension
County Budget Trend	More likely to be downward	More likely to be upward
Perceived level of support from county	Higher	Lower

Most county cooperative extension directors (91%) believe that their extension office has a strong partnership with county government. This appears to be across the board, no matter where on the rural/urban continuum the county falls. Whether their county is urban or rural, extension directors and their staffs find ways to make the relationship work. In rural counties, county directors rely more on personal relationships, greater access to decision makers, and support of advisory board members. They must typically work within more constrained budgets. In urban counties, extension directors must focus more on demonstrating extension's impacts, working closely with the county to develop joint programs, and adapting programs to meet the needs of the county. Higher budget allocations can come to these urban counties as they find programs that fill county needs.