SETTING THE PACE
IN A TIME OF CHANGE

HISTORIC 1890 EXTENSION CONFERENCE
FOR STRATEGIC PLANNING

MAY 21 - 25, 1990
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Setting the Pace in a Time of Change

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at
1890 Land-Grant Institutions and Tuskegee University

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**TABLE OF CONTENTS**

**GENERAL SESSION**

Presiding: Gilbert Tampkins. ............................................. 1
Greetings: Dr. James Dawson. ........................................... 1
Introduction of Mayor Jackson’s Representative:
  Dr. Fred Harrison, Jr. .................................................. 3
Greetings from the Mayor’s office: Mr. Abede Kebede. .......... 3
Introduction of multi-media slide show:
  Valerie McAlpin. ......................................................... 3
Introduction of Dr. Myron Johnsrd: Gilbert Tampkins. ....... 3
Remarks: Dr. Myron Johnsrd. ............................................ 4
Introduction of keynote speaker: Dr. Arthur Allen. ............ 5
Keynote address: Dr. Lawrence A. Davis, Sr. .................... 5

**MODEL PROGRAMS**

Virginia Land Information Project. ................................... 7
Farm Opportunities Program. .......................................... 8
Small Landowners (Farmers) Information Project. ............. 10
Natural Resources Program. ............................................ 12
Enhancing Economic Development Through
  Home-Based Business .................................................. 13
Education for Parenting: An Adolescent
  Pregnancy Prevention Program. ..................................... 14
Development of a Regional Vegetable Industry and
  Marketing Cooperative. ................................................ 18
Sheep and Goat Extension Programs to Help
  Revitalize Rural Missouri. .......................................... 20
Development of a Shiitake Mushroom Industry. ................... 22
Teen Symposium for a Healthy Lifestyle. ......................... 23
Nutrition Education for Pregnant Adolescents. .................. 24
Partners-In-Learning. .................................................. 26
# TABLE OF CONTENTS
(continued)

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>STRATEGIC PLANNING</td>
<td>28</td>
</tr>
<tr>
<td>MISSION</td>
<td>29</td>
</tr>
<tr>
<td>VISION</td>
<td>30</td>
</tr>
<tr>
<td>CURRENT STATUS</td>
<td>33</td>
</tr>
<tr>
<td>1890 EXTENSION PROGRAMS SURVEY</td>
<td>33</td>
</tr>
<tr>
<td>LUNCHEON ADDRESS: Dr. William P. Hytche.</td>
<td>37</td>
</tr>
<tr>
<td>AWARD PRESENTATIONS</td>
<td>42</td>
</tr>
<tr>
<td>CENTENNIAL CELEBRATION</td>
<td>44</td>
</tr>
<tr>
<td>APPENDIX</td>
<td></td>
</tr>
<tr>
<td>Main Program</td>
<td>1</td>
</tr>
<tr>
<td>Luncheon Program</td>
<td>5</td>
</tr>
<tr>
<td>Centennial Banquet Program</td>
<td>6</td>
</tr>
<tr>
<td>Atlanta 1890 Cooperative Extension Planning</td>
<td></td>
</tr>
<tr>
<td>Conference Attendees</td>
<td>7</td>
</tr>
<tr>
<td>Evaluation Form Response</td>
<td>11</td>
</tr>
</tbody>
</table>
GENERAL SESSION

Presiding:
Gilbert Tampkins

Welcome to the Historic 1890 Cooperation Extension Conference.

This is a conference about strategic planning, issue based programming, sharing a vision, and building a mission for the 21st century. A conference to discuss ideas for resolving clearly stated issues, managing change, and forming a united bond.

This is a conference about a vision to move 1890 Extension into the mainstream of the Cooperative Extension System. To set the framework for building on the traditional strength of these great institutions leading to a worldwide educational role in today’s and tomorrow’s society.

I consider the attendance here today to be a record number even though it is the first conference of this nature for 1890 Extension. The 1890 Cooperative Extension programs are poised at a unique place, at a unique time in history. Share the vision.

Share your vision about the future direction, focus, structure and mission for 1890 Extension ... at breakfast, over lunch, during dinner, in every session virtually throughout the conference.

Raise your personal antennas, test them for clear receptions and transmittance, so that you may for the next four days "Share your Vision" for 1890 Extension to set the pace in a time of change.

Greetings:
Dr. James Dawson

On behalf of Dr. Myron Johnsrud, who is the Administrator of the Extension Service, United States Department of Agriculture, the Extension Administrators and Associate Deans of Cooperative Extension Programs at 1890 Colleges and Universities and Tuskegee University, I am honored to have the opportunity to extend greetings to you on this historical occasion. This is an historical occasion because it is the first time the Cooperative Extension Administrative Staff, Specialists and Extension Agents from historically Black Land Grant Institutions and Tuskegee University have held this type of meeting. Certainly there is a need for this kind of workshop.

As you note from a perusal of the program, the Program Committee, under the dynamic leadership of Mr. Gilbert Tampkins, has done a superb job of planning this conference. We are confident that each of the
participants will contribute and receive valuable information that can be used to help us set the pace in a time of change.

We hope that each of us attending this conference came with an open mind and a positive attitude to seek ways and means, procedures, methods, and techniques that can be used to facilitate our effort in setting the pace of improving the quality of life of rural and urban citizens.

On Friday morning whenever we review what we have accomplished during this conference, we hope it can be said without reservation that:

1. As a result of the presentations and dialogue of the thirteen Model Cooperative Extension Programs, each participant received valuable information that will be used in program enhancement.

2. Our knowledge of strategic planning has been significantly expanded and will be used to improve the planning process.

3. We will have a better understanding of and reach an agreement of the mission and vision of Cooperative Extension programs at 1890 institutions and Tuskegee University. Not from the point of setting us apart from Extension work at our sister 1862 institutions, but from the point of our uniqueness in helping to carry out the total Extension mission of being the Education Arm of the United States Department of Agriculture.

4. Our knowledge will be expanded relative to the current status of Cooperative Extension programs at 1890 institutions and Tuskegee University in terms of internal assessment and internal environment.

5. We will agree on action needed to accomplish the mission of Extension Programs at 1890 Institutions and Tuskegee University.

6. We will reach a consensus of opinion on the structure for cooperation conducive to program enhancement at 1890 institutions and Tuskegee University.

7. And last, but by no means least, our knowledge of marketing Extension will be expanded to improve the image of Extension programs at our institutions. With your help, we can achieve these objectives.

Ladies and Gentlemen, welcome to this Conference.
Introduction of Mayor Jackson's Representative:  
Dr. Fred Harrison, Jr.

It is indeed a pleasure to be at this conference and introduce a person who will welcome you to Atlanta.Greetings to each of you on behalf of the Fort Valley State College School of Agriculture, Home Economics and Allied Programs.

Greetings from the Mayor's office:  
Mr. Abede Kebede  
Coordinator of International Affairs  
Office of the Mayor

It is an honor to welcome you here in Atlanta. One hundred years is not a perfect age for men and women, but it is for an institution. Congratulations! Mayor Jackson asked that I extend to all his warm welcome to the city. Thanks for choosing Atlanta. This welcome is warm and heartfelt. I hope you'll enjoy your conference. You have an open invitation from Mayor Jackson to make a return visit. Much success in your conference.

Introduction of multi-image slide show:  
Valerie McAlpin

Thanks to all of you for playing a part in putting the presentation together. Special thanks to Mark Dearmon who is the producer and director of the slide show. The slide presentation is about you as 1890 Extension educators. It tells the story of the past 100 years of the struggle to improve the lives of diverse, hard-to-reach, limited resource audiences -- people who really need a helping hand. It reflects the challenges faced with minimal resources, dedication, creativity and ingenuity . . . "Serving People in Need."

Introduction of Dr. Myron Johnsrud:  
Gilbert Tampkins

Dr. Johnsrud is a visionary leader in the hallmark of Extension Programs. Having worked with him, I know that Dr. Johnsrud is open to suggestions and ideas.
Remarks:
Dr. Myron Johnsrud

It is indeed a pleasure to be at this historic event. The leadership for this conference is to be commended. This is a special occasion, but it is a time to work and plan for the future. Everyone makes things happen. Leaders provide direction and guidance based on the input from others. Nothing ventured; nothing gained. They are able because they think they are able. Better safe than sorry. Put all your eggs in one basket, and watch that basket. Risk-taking is reasonable adventure. It is a matter of what your capacity is. As you think about this week, keep in mind that if you have fear, that's normal. Get involved. If things seem risky, there are four reasons why: fear of losing control, fear of conflict, fear of rejection and fear of failure. So what can leaders do? Enforce, encourage and help deal with those fears in taking risks. As you ponder ahead, how can you contribute? You must use creativity, energy and a visionary approach. Change the major ways of helping those in need. Allocate resources, secure resources, and direct your energy. Start from model programming. In Megatrend, it says that the most reliable way of anticipating the future is to understand the present. We're in a global economy. It affects all. We're growing older as a nation. Democracy is breaking out all over the world. Too many children are growing up in poverty and at risk. There's public concern about the environment and food safety. It's never been so intense. A recent Department of Labor Survey stated that 24% of jobs in the country require not very highly skilled labor. In the year of 2000, it's expected that 40% of the jobs will require a skilled labor force. Increasing numbers of blacks, Hispanics, older students and women are looking for adult education programs. Think of dynamics as you think of what we should be doing. We must remove those barriers and employ strategies for flexible opportunities in how we offer and present our programs. We must become more approachable and accessible. We must deal with these facts and more. We must learn to use cultural diversity. We must develop, cultivate and enhance our ability to be effective educators. The Extension System cannot go it alone. We must build partnerships and work with others to
blend resources to help clientele. As you look ahead, don't get the plate too full. You can't get too comfortable. The pace of change is so rapid that present conditions can be represented as a fleeting and misleading blip. We will have a payoff in the future. The more significant the commitment, the greater the future payoff will be. We must have a clear image of the future -- a conceivable, worthwhile, long-range target towards which we direct our energies. As you're here together, try to arrive at a true vision of 1890 Extension and establish the foundation for achieving that vision. The 1890 institutions and Tuskegee have earned a firm mark of distinction in the educational arena. As we look ahead, we must decide with diligence, courage, hope, and expectation to place deep faith in our ability to make this vision a reality.

Introduction of keynote speaker:
Dr. Arthur Allen

It is indeed a pleasure to introduce an individual for whom I have great respect and admiration. Dr. Davis is a drum major for education of blacks. During his 30 years, he has tried to make a profound difference in the lives of young black Americans. He can be described in five words: humanitarian - devoted to the development and promotion of human welfare; intellectual - 30 years as CEO at institutions of higher learning; historian - writer, student and scholar of history; philosopher - lives and thinks philosophy -- personifies philosophy of education; and educator - trained in area of teaching.

Keynote address:
Dr. Lawrence A. Davis, Sr.

It is a great pleasure to be here. It is indeed an honor to have been invited to make a presentation on the 100th anniversary of the Morrill Act. Congratulations on your first meeting! This is a great first step in including problems of people not in the mainstream.

I am one of the few surviving presidents of 1890 institutions who fought and persevered to acquire funds. It has not always been this way. Many past presidents of institutions have fought to get funds. The Nixon administration was the first to grant more funds. The First Morrill Act was signed by Abraham Lincoln in 1862. We were left out until 1890. We were established, but we did not have experimental stations and Extension funds. There were no black state legislators, no black congressmen, no black governors and few black heads of federal agencies. We were at the mercy of people. We were working for a cause. We had to battle. They thought we were incompetent or undeserving. We had to fight to get what we were entitled to. We had done so much with so little.
We must have that continued effort to develop and maintain our nation. Land Grant institutions are indispensable. All people had to be educated to the mutual benefit of all people. We continuously fought and struggled to get those funds. In a report entitled "The People Left Behind," it was stated that there are about 12 million poor people. Most live in poverty on farms. We should address poverty. Despite corporate farming, you have worked to enhance the quality of farm life. We must redesign and readapt to meet new strategies. People migrate to urban areas, but they find it difficult to adapt to change. People left the country, but the country did not leave the people. So how do you educate people who have left the farm? Those people who left the farm left unattached. They don't know where they're going. They have no state, no goals, no country, no bills, no rent and no taxes. They're homeless street people, pan handling. Some are even using and selling drugs. They think that drugs make them feel all right. Who are these people? Cousins, aunts, uncles, nephews, nieces, brothers and sisters.

Education is dynamic in a democracy. The Cooperative Extension Service is now vigorously promoting programs dealing with coping with changes, teenage pregnancy, substance abuse and child care. There's a fear that some Land Grant institutions want to be like Yale -- the exclusive. They want to be different from what they're suppose to be. We are inclusive. We are concerned with the education of the common man. We are concerned with how to help people get in and how to do what we can to help them get out. We were created to educate. So we must learn to use technology and computers. Learn to deal with problems in the age of illusion. We must not allow ourselves to be deluded. What you do is as equally important as how you do it.

Education will always be important to maintain a prosperous society. Keep your eye on the prize. Keep your hands on the plow. Keep your commitment to education, and you will set the pace in the time of constant change.
MODEL PROGRAMS
Chinella G. Henderson, Ph.D., C.H.E.
Alabama A&M University
Model Programs Coordinator

VIRGINIA LAND INFORMATION PROJECT
Dr. Grace V. Norbrey
Virginia State University

Objectives:

- To educate limited resource landowners of their rights and responsibilities of retaining ownership of their property.
- To conduct surveys that will assist in delineating the problems of land owners.
- To seek and advocate changes in land policies and statutes which adversely affect the retention of property by limited resource landowners.

Targeted audience:

Limited resource property owners: small farm families, urban families and senior citizens.

Linkage groups:

Land Information Project State Advisory Council (includes 8 attorneys), all Extension Units, two state Bar Associations, Legal Aid Society, FmHA, ASCS, Capital Agency on Aging, Extension Homemakers Clubs, AARP, ASCS, State Poverty Law Center, Department of Housing and Urban Development, and National Registry of Resources in Minority Aging.

Description of program and educational methods:

The program originated in 1985 with the need to address land loss among the limited resource small farm families. Since then the program has been requested by urban families and senior citizens as well. The project focuses on causes and preventive measures of involuntary transfer of property or land loss in the State. It is implemented by a multifaceted curriculum through seminars and conferences, role modeling workshops, question and answer lectures, courthouse field trips, TV and radio talk shows, news articles, and Land Information handouts on 24 topics. Activities are culminated by an annual state-wide "Protect Your Property" one-day conference featuring experts in the area of need and a main speaker of national prominence. Land surveys supply data to continue the analyses of needs and solutions. The program's State Advisory Council studies and recommends changes in statues to the General Assembly.
Narrative description of supporting materials:

- Introduction to Land Information Project - Slide presentation gives purpose, structure, implementation and evaluation.
- Your Bundle of Rights - Twenty-four topics addressing landownership rights and responsibilities.
- Save the Land - Brochure highlighting land loss, and gives primary focus and mission of program.
- Our Estate Inventory - Directions for estate planning.
- Wills in the State - "Update on Wills" by State's Law Students.

Results/Evaluation:


Recommendations for improving program:

Increase public awareness of the value of knowledge gained. Exchange and share information with other land-grant institutions.

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FARM OPPORTUNITIES PROGRAM
Dr. Dalton McAfee
Dr. Daniel Lyons
North Carolina A&T State University

Priority issue addressed:

Improving the economic well-being of small and limited-resource farmers through one-on-one instruction in production and marketing.

Objectives:

To provide long-term extension programming assistance. Paraprofessionals seek out the cooperators, and help them to learn about beneficial farm practices. The assistance is based on needs identified by the paraprofessional and the cooperator, spelled out in a simplified farm plan, and evaluated over time with a Benchmark Evaluation Form.
Target audience:

Small and limited-resource farmers who gross on average during a three-year period not more than $50,000 per year, and who lack outside income, education or other resources that would allow them to exceed the median income of the nearest standard metropolitan area.

Linkage groups:

Tennessee Valley Authority, Carolina Farm Stewardship Association, W.K. Kellogg Foundation, Z. Smith Reynolds Foundation, Michigan State University (international extension education), INRA (Toulouse; France), and Bundesforschunganstalt für Landwirtschaft (Braunschweig, West Germany).

Description of program and educational methods:

In 1988, the program had about 310 core cooperators in 13 counties throughout the state. Paraprofessionals report that they work with more than twice that number on a call-response basis. The 13 counties average 21 cooperators apiece, with a high of 44 and a low of 9 in 1988. About 50 percent are white, 44 percent are black, and 6 percent are native American. Most of the audience is male (97 percent), though this may be reporting bias.

Program materials:

A series of videos as well as a taxonomy of alternative enterprise selection; simplified crop and livestock record-keeping forms and systems; a computerized spreadsheet planning, record-keeping and analysis module; a programming module to reach hard-to-reach audiences; a package of information on land ownership; a newsletter; and a variety of programs.

Results:

While income improvements are hard to document and average gross sales fluctuate based on weather and government program changes, especially with respect to tobacco, cooperators demonstrate better production cost management, especially with soil sampling, chemical management, diversification into alternatives, and informed conformity to government regulations. The cooperators' average gross farm income increased from $13,863 in 1986 to $22,138 in 1988 (the last year for which data are available).

Recommendations for improving the program:

A long-term successful core program is essential to credible issues programs. Successful and cost-effective programming is being done by
dedicated paraprofessionals who are meeting important and varied needs throughout the state. The 15-year-old program will take a more issue-oriented approach in the immediate future. It is growing and has shown itself to be a sound mechanism to reach hard-to-reach audiences.

SMALL LANDOWNERS (FARMERS) INFORMATION PROJECT
Dr. Glenwood F. Hill
The Fort Valley State College

Situational Statement

In spite of efforts made to increase agricultural productivity, improve the quality of life, and increase income among the agricultural population, few major programs existed, particularly among black farm operators. In Georgia, a significant number of farmers were faced with a set of circumstances that threatened their existence in the agricultural industry. These farmers were to a great extent black, small, deeply indebted and, to a significant degree, nontraditional. Minimal educational levels among this group of farmers made it difficult for them to devise marketing and management strategies, acquire credit, understand federal programs or take advantage of the services potentially available from public and private sources.

Project Objectives:

- To develop and implement a procedure for diagnosing the farm capability of black farm operators who were FmHA borrowers and their aptitude as farmers.

- To develop and encourage the adoption of an annual small farm plan for black farm operators who were FmHA borrowers based on farm capability and aptitude assessment results.

- To develop and disseminate educational materials to black farm operators who were FmHA borrowers through workshops and one-on-one counseling sessions.

- To provide educational training that would lead black farm operators who were FmHA borrowers to a better understanding of innovative production agriculture and marketing strategies; farm management strategies and the planning of farm enterprises; recordkeeping and interpretation; estate planning; farm tax laws; and USDA programs available.
To provide technical assistance that would lead black farm operators who were FmHA borrowers to use and apply information and technologies to their farm situation.

**General Procedures**

This project focused on six headquarter counties in Southwest and Southeast Georgia for eighteen (18) months involving 120 Black and other small farm operators who were indebted in FmHA. These farmers received training and technical assistance for improving their situations such that they could operate their farming business independently and produce income in an amount necessary to service debt, maintain farm operation, and provide a reasonable standard of living. Project efforts were evaluated continuously and shared with FmHA Project Directors.

**Program Results:**

Of those participants (farmers) enrolled in the SLIP Project, the total initial debt when enrolled was reported to be $17,263,983.00. At the completion (termination) of the project grant, December 31, 1987, those same participants reported total current debt to be $14,541,983.00 - a reduction of $2,722,045.00 over a period of twenty-four (24) months of SLIP project operation.

As a foundation for project support, participants of this project were to be borrowers who were highly indebted to Farmers Home Administration (FmHA). Evidence collected at the completion of the project grant indicates that the institution holding the debt of the majority of project participants was indeed FmHA. This was followed by farm supply dealers, other unspecified institutions, local banks and the Federal Land Bank, Production Credit Association (PCA) and Small Business Administration (SBA) who were holders of a smaller share of total SLIP Project participants' debt.

Project participants having some form of off-farm income were nearly equally divided. However, the majority of participants reported no off-farm income.

Greater than two-thirds (69%) of project participants now have a farm plan in place. The completion of such a plan was indicated to be a direct result of being enrolled in SLIP Project activities.

As a result of the SLIP Project in each of the headquarter and other cooperating counties, enthusiasm was generated among others in the general farm population to seek help and assistance. Hence, with the SLIP agents being a part of the County Extension Team, some 10,759 face-to-face/one-on-one contacts were made by these agents.
NATURAL RESOURCES PROGRAM
Dr. Robert D. Williamson
North Carolina A&T State University

Priority issues addressed:
Conservation and management of natural resources

Objectives:
To plan, develop, and implement educational strategies (with a major emphasis on managing forest and related lands) to help limited-resource landowners to increase their income, promote their awareness and application of improved natural resources-management techniques, and to enhance public policy decisions and public understanding of how forests can contribute to the environmental well-being of society (with special emphasis on changing the lives of primary and secondary youths).

Target audience:
The state encompasses some 31.2 million acres of land. Nearly 18.4 million acres are classified as timberland. Seventy-six percent (14.0 million acres) of the timberland is owned by non-industrial private forest (NIPF) landowners. Individuals own 37 percent of the forests and farmers own 30 percent. Individual holdings range from fewer than 20 acres to more than 5,000 acres, but 27,341 landowners hold 64 percent of the acreage in units larger than 100 acres. Almost 36 percent of the acreage is concentrated in tracts of less than 100 acres, held by 89 percent, or 218,380 owners.

Linkage groups (internal and external):
Renewable Resources Evaluation Act (RREA), State Forest Service, USDA-Forest Service, USDA-Soil Conservation Service, the 1862s-Department of Forestry, Project Learning Tree (PLT), the state's Forestry Association, Weyerhauser Paper Company, Michigan State University (international Extension education), INRA (Toulouse, France), and Bundesforschungsnstalt fur Landwirtschaft (Braunschweig, West Germany).

Description of program and educational methods:
Fourteen paraprofessionals work in 14 counties throughout the state. Their major responsibility is working one-on-one with limited-resource landowners to help promote individual economic growth through the adoption of sustainable agricultural opportunities. Thirteen of these paraprofessionals have increased their educational outreach efforts to include at least 10 percent natural resources responsibilities, and one
forestry aide spends 100 percent of his time working with NIPF landowners.

Narrative description of supporting materials:

A series of videos, a natural resources information/training notebook, and a landowner information newsletter.

Results:

Paraprofessional in-service training sessions and tours have been held, and supplies and equipment have been acquired to establish more than 70 on-farm demonstration sites; more than 400 NIPF farmers/landowners have supplemented their income; 785 acres have been placed into native ornamental production; 2,500 landowners have received assistance through meetings, tours, and workshops; 450 teachers have received PLT training; and 13,000 students have received environmental training.

Recommendations for improving the program:

Develop linkages with other 1890 Extension programs to adopt joint efforts and acquire funding for program expansion into related areas.

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ENHANCING ECONOMIC DEVELOPMENT THROUGH HOME-BASED BUSINESS
Ann M. Lastovica
Virginia State University

The home-based business program was begun to help individuals acquire or increase income by developing the knowledge, skills, and/or attitudes to enable them to start or increase profitability of a business. Research shows that many businesses have begun with the use of skills taught through the years in Extension programs. Yet, a lack of management skills causes many business owners to terminate their ventures. The program was designed to reach individuals previously not involved in Extension programming. While leadership for the program is provided by the home economics program area, a cooperative approach on the part of agriculture, community resource development, and 4-H has been stressed. Furthermore, Extension personnel have worked cooperatively with the State Office of Economic Development, Small Business Administration, State Health Department, Department of Agriculture and Consumer Services, Internal Revenue Service,
Department of Education, local entrepreneurs, business law attorneys, accountants, and others. The home-based business program format is designed to meet needs of the localities throughout the State. A needs assessment is conducted in each area before programs are planned. As a result, program delivery uses methods which include the following: conferences, in-depth workshops on specific topics requested by potential participants, one-on-one assistance in locating appropriate resources, development of business enhancement support groups (led by business owners), an Elderhostel course on Home-Based Business for adults ages 60 and over, an Employment Planning Program for women ages 50 and over to enable them to enter the work-force for the first time, reenter, or change careers (funded by the American Association of Retired Persons Women's Initiative), and a pilot program on youth entrepreneurship.

A packet of educational materials is provided to all participants in the home-based business program. This packet includes fact sheets on organizing the business, marketing research, developing a business plan, legal aspects, and specific topics related to family issues and business. In addition, videotapes on a variety of topics are available to loan to Extension agents and local clientele.

In 1988-89, 383 (68%) of program participants had not attended an Extension program previously. Some of the changes reported by participants included: wrote business plan - 49; legally restructured business - 25; established new pricing structures - 52; secured proper licenses - 22; improved quality of product - 20; did marketing research and developed marketing plan - 162; started a business - 147; and set better business goals - 58.

There are plans to expand the program and to further develop the youth entrepreneurship component.

EDUCATION FOR PARENTING: AN ADOLESCENT PREGNANCY PREVENTION PROGRAM
Dr. Irene K. Lee
University of Arkansas at Pine Bluff

Each year nearly a half million infants are born to teenagers in this country - with nearly 10,000 being born to mothers not yet 15 years of age. Today, 30 percent of all young girls in America become pregnant in their teens. They come from all backgrounds - churched and un-churched, rich and poor, stable and divided families.
Last year, nearly 70 percent lived in non-poor families. Two-thirds were white and two-thirds lived outside large cities.

Teenage pregnancy is a problem that disproportionately affects teenagers who live in the South. In 1986 there were 178,000 births to girls aged 10-17 in the United States. Some 83,000 or 47 percent of these births occurred in the South. Forty-nine percent of second or higher order births to girls aged 17 and under were to adolescents living in the South. In 1986, over 10,000 babies were born to girls 10-14 years of age and over half of these births were to girls in the South. Three hundred seventy-two births to girls aged 10-14 were second or higher order births.

Regardless of age, having children is an additional source of emotional and financial stress. Teenagers, in particular, are not emotionally, socially, or economically prepared to handle the responsibility of parenthood. For most of these youngsters, the social and economic consequences of early motherhood and fatherhood are grim. A number of researchers (Abernethy & Abernethy, 1974; Baldwin, 1980; Eleven Million Teenagers, 1976; Faigel, 1976; Lee, 1983; 1985; Nye and Lamberts, 1980; Sillers, 1981; Teenage Pregnancy, 1981; Ventura, 1984) have investigated the health, social and educational consequences of teenage pregnancy and parenthood. These researchers identified six consequences of teen parenthood. They found that teen parenthood:

1. **Results in health risks for both the adolescent who gives birth and her infant.** The maternal death rate is 60 percent higher for teen mothers than for women in their twenties. Teen mothers are twice as likely to die from hemorrhage and miscarriage and nearly four times as likely to die of toxemia than older mothers. Children born to teenage mothers are two to three times more likely to die in their first year than babies born to women in their twenties. The incidence of prematurity and low birth-weight is higher among teenage mothers, increasing the risk of such conditions as epilepsy, cerebral palsy and mental retardation.

2. **Cuts short education.** Eight out of 10 girls who become pregnant at age 17 or younger never finish high school. Among teenage mothers 15 years and younger, 9 out of 10 never complete the eighth grade. Teenage fathers often change their educational plans by leaving school to earn money for the child’s support. If paternity is established, the father is legally obligated to support the child until the age of 18 years is reached or until the child is adopted.

3. **Limits employment opportunities.** Without a high school diploma, teenage parents are likely to have unskilled, low-paying jobs with little employment security and no chance for advancement.

4. **Adds emotional stress most teenagers cannot handle.** Nine percent of teenage mothers attempt suicide. This is seven times the national av-
verage for other teenagers. Teenage fathers are more prone to depression than teenage males who are not fathers.

5. **Results in child abuse.** Child abuse and neglect are strikingly higher among teenage parents than among older parents. Many teenagers who feel hopelessly trapped, take out their anger and frustration on their children.


Families play a key role in helping children learn problem-solving skills. But youth today are increasingly at-risk of being influenced by forces outside the family.

Our children are not spiritually safe, according to Marion Wright Edelman (1988). "All American parents must struggle to maintain control over their children's ethical environment where instant sex without consequence, instant gratification without effort, instant solutions without sacrifice, getting rather than giving, and hording rather than sharing are the too-frequent signals of our mass media and popular culture. The standard for success for too many Americans has become personal greed rather than common good," she said ("Forecast for the Home Economist," 1988).

The growing concern over and impact of teen pregnancy upon the community led the University of Arkansas Cooperative Extension Service to work with public school systems, parents, youth, and community leaders. In 1978, the Extension Family and Child Development Specialist in Arkansas developed and pilot-tested a comprehensive parenting program aimed at reducing the rate of teenage pregnancies.

County Extension home economists, beginning in 1979, worked through local schools to implement the program in 13 counties in Southeast Arkansas. Today, the program is statewide.

The program is designed for students in grades 7 to 12. Major concepts include: communicating with parents, building a positive self-concept, staying in control, goal setting, managing peer pressure, understanding moral values, and making decisions. The program includes:

- A three-year parenting curriculum;
• A home study course, "Families on the Grow," to complement the first year course;

• A bimonthly newsletter series, "Teens on the Go," published during the school year. In 1989 this publication reached 125,000 teens.

Because of the popularity of the adolescent pregnancy prevention program, all students in a school usually complete the curriculum. Today, more than 42,000 students have been reached through the parenting efforts, most of them male.

**Documented Results:**

The classes have been well received by students, parents and school personnel.

Based on a questionnaire 6 months after the classes were completed, a random sample of 400 students gave these perceptions of themselves:

• Sixty-one percent of the students were communicating more with their parents.

• More than 80 percent have improved self-images.

• Seventy-two percent are making better choices through using the decision making process.

• Sixty-eight percent indicated they were practicing self-control.

**REFERENCES**


DEVELOPMENT OF A REGIONAL VEGETABLE INDUSTRY AND MARKETING COOPERATIVE
Cathy Sabota
Alabama A&M University

In 1985, several producers contacted me seeking help with crop diversification, an extension of their production season and income, and more intense and longer season utilization of labor. Several were already producing pimento peppers and had labor crews harvest; however, to keep the crews busy, they needed additional crops that did not overlap in harvest with the pimento peppers. From a list of pimento pepper producers in the North Alabama - Southcentral Tennessee area and media publici-
ty, contacts were made to determine the extent of interest in diversification. About 50 producers indicated interest and were invited to a meeting to discuss alternative crops and the establishment of a co-op to market these crops.

As a result, a program was established to help producers with production of various vegetable crops; establishment of a marketing cooperative; and diversification of farm enterprises. All farmers in the region, regardless of size, previous production enterprises, diversification, or current income distribution, were invited to participate in the program.

The interested producers elected a board of directors, created by-laws, hired a manager, and began production in 1985. Production meetings and post-harvest workshops were held for producers and packers on an “as needed” basis. One-on-one on-farm visits for instruction and special crop problems were an integral part of the program.

Alabama’s and Tennessee’s Departments of Agriculture and state legislators, specialists, county agents, and economists from the Agricultural Institute (TVA) were involved in the training phase of the program. Alabama-Tenn received a $5,000 grant in 1986, for repairs and maintenance of their packing shed. TVA has provided packing and cooling equipment and has partially supported the manager’s salary. In 1988, the Tennessee legislature allocated $230,500 for the construction of a packing facility which will be completed in June 1990.

In 1989, there were 28 active members producing 350 acres of crookneck squash, tomatoes, pole beans, bell peppers, and cabbage. Gross sales in 1989 were $266,000 with returns to producers of about 50% of the gross sales. The 1990 grower commitment is about 450 acres. Gross sales are being estimated at $750,000. In 1989, producers and the co-op hired about 22,000 hours of labor. This will probably double in 1990. Since 1987, the co-op has been a member of a federation of co-ops that provides a marketing service for most of the crops produced by members.
SHEEP AND GOAT EXTENSION PROGRAMS TO HELP REVITALIZE RURAL MISSOURI

Dr. Helen A. Swartz
Lincoln University

Missouri has 85,000 small farms with great potential for forage-based sheep operations. Of these farmers, 4,000 raise sheep. Missouri sheep producers participated in a survey in 1983 to determine programmatic needs to help them increase profit and improve their quality of life from sheep raising. Areas prioritized were genetic selection, nutrition, flock health, reproduction, diseases, predator control, forage programs, and management, with 50% of surveys returned. Traits identified of major importance for improvement were weight gains in lambs, twinning and wool improvement. A computer selection program, Missouri Sheep Improvement Program, using the IBM PC was developed to identify superior gaining lambs and top wool producing ewes. Poor gaining lambs from inferior ewes were identified for purpose of culling from the flock to improve the overall 90-day average weight of lambs. Mean sire values of lamb's weights assist in their selection programs following in-service training at the state level. A sale of ewe and ram lambs and yearlings was initiated in 1988 following the organization of a Missouri Sheep Improvement Association representing breeders from all breeds enrolled in the program and area and state livestock specialists to determine minimum standards for sale animals. Sixty flocks are enrolled in the program from all areas of the state. Buyers of sale animals also represent buyers all over the state, Arkansas and Illinois distributing animals of superior performance throughout the state and surrounding states.

A two-day feminine lamb management workshop for beginning sheep raisers was initiated in 1985, and 200 plus participants have had hands-on training in docking, castrating, giving injections to lambs and operating a computer. The trainees include animal scientists, veterinarians, agronomists, engineers and computer experts and the workshop includes lectures, demonstrations and hands-on experience. The women participating live on small farms and anticipate improving their quality of life raising sheep relative to part-time jobs at minimum wage.

Two shearing schools are held in March for sheep and angora goat raisers to learn how to shear sheep and goats. Over 350 participants have been trained in a two-day course. In addition to training in shearing, participants learn to properly tie, sack and prepare fleeces for improving price received per pound of wool. Shearing equipment care is emphasized and literature and videotapes are available for references at home. Shearers generally charge from $1.75 to $2.00 per head and professional shearers can earn $100.00 per day. Many young people have so paid their college costs.
The youth of the state are provided workshops in feeding and fitting sheep and live sheep judging. Contests are held at county, regional and state levels for the youth. Educational programs in meat and wool grading have been conducted in eight areas of the state in given years including direct marketing of lamb and wool from to the consumer.

The past three years Extension at Lincoln University has provided a workshop for sheep, angora goat and angora rabbit producers and non-producers for fiber art training in weaving, spinning, dyeing, carding and locker-hooking of fibers. An advisory committee advises in the development of the brochure and training offered each year. A Navajo Indian weaving workshop has been well attended. Value-added concepts are emphasized and the how-to’s of developing a home-based business are shared with the participants.

A reproductive management and artificial insemination shortcourse was implemented this year in Extension for sheep raisers for the first time with an overflow attendance of fifty participants. Hands-on insemination of reproductive tracts of ewes kicked-off the event with many experts lecturing in all aspects of the male and female anatomy, hormones, nutrition and genetic improvement through the use if artificial insemination.

Extension guidesheets and videotapes have been produced for home or county viewing for individual or group viewing. In 1989, 16,200 persons have viewed the Extension videotapes. The most extensively viewed videotape was entitled “Care of Ewes and Lambs at Lambing Time” a live lamb and ewe presentation. Five wool art videotapes have been produced.

Extension at Lincoln University has provided leadership in the formation of four commodity organizations in sheep, goats, and rabbits and serves in an advisory capacity to these organizations.

Marketing development has resulted in six Missouri Farm Association barns located in the southern part of the state including feeder and fat lamb teleauction marketing at feeder pig barn stations. Needs assessed at the county council level as well as commodity organization result in continued planning for Extension workshops, guidesheets and videotapes for sheep producers in Missouri.
DEVELOPMENT OF A SHIITAKE MUSHROOM INDUSTRY
Hosea Nall
Alabama A&M University

Although United States consumers purchased more than 37 million pounds of shiitake mushrooms in 1988-89, only 3.7 million pounds were produced domestically. The average price received for domestic shiitakes was $4.70/pound. Interest in shiitake mushrooms has resulted from a desire to establish alternative enterprises and the need of many producers to more efficiently utilize forest resources.

Evaluation of shiitake mushroom production in the region was begun to determine: its viability as an alternative enterprise; the level of inputs required for production; the appropriate wood species suitable and yet native to the region; the strains of shiitake most acceptable and productive; and the production requirements. As producers have begun to adopt the production technology established by the program, more advanced information relative to market conditions, break-even prices, drying technology and packaging is being evaluated.

The program was designed to establish several demonstrations in the area to determine variations in microclimates and varying production techniques. The first demonstration began in 1987. In 1989, four additional demonstrations were started and in 1990, five have been established for educational purposes. Several hands-on workshops have been held to train both county agents and interested clientele in the production of shiitake mushrooms. Each agent or client prepared and inoculated a log.

Shiitake production on logs is a slow process. Depending on the strain, yields may not be realized for up to 18 months. The first significant harvest was obtained in 1989. The producer sold his entire production at a retail market for $9.50 to $12.50 per pound. His early harvest was in such great demand that he later raised his price, but demand did not diminish. The yields from 40 inoculated logs were about 15 pounds. The demonstration established on-campus fruited in less than 6 months, and it was determined that several environmental factors might control production levels which could allow for more diverse locations of logs.

With the current participation levels and the upcoming workshops, by the fall of 1990, there will be at least 1,000 logs inoculated. Consumer awareness and marketing assessment are priorities for this fall as production increases. At the current rate, we estimate that within 2 years there will be at least 10,000 logs in production in the area. The returns for 10,000 logs at current market prices are about $47,000 per year.
TEEN SYMPOSIUM FOR A HEALTHY LIFESTYLE

Donnie Pennywell-Rolls
Linda Williams-Willis
Prairie View A&M University

Problem

There are several situations which are threatening the lifestyle and life span of Texas teens. Adolescent pregnancy in Texas is being called an epidemic. It has been reported that one out of five babies born in this state had a teenage mother. Of particular concern are the 'high-risk group of teen mothers, those 14 and younger. Seventy-six percent of adolescents have abused drugs and/or alcohol. Drugs are very common and contribute to discipline problems, depression and mental health problems. As a result the effects are showing up in poor school performance, hyperactivity, violence, delinquency and suicide. In Harris County, black infants tested positive for the AIDS virus antibodies at a rate of 6.02 per 1,000. Obesity among young people has increased by 54 percent in the past 20 years. Seven of 10 obese teenagers will be obese adults. Many adolescents with high cholesterol levels already have fatty streaks in their arteries. Such streaks may be the first sign of heart disease.

Solution

The Prairie View A&M University Cooperative Extension Self Help Health Promotion organized a coalition of community leaders and health care professionals in 1986 to sponsor this project (Teen Symposium for a Healthy Lifestyle), funded partially by the Texas Gulf Coast Chapter of the March of Dimes Birth Defects Foundation.

The Symposium's major objective was to increase teens' awareness about critical health related issues that affect them. Since the initial symposium more than 1,000 teens have benefited from educational workshops conducted for them concerning teen pregnancy prevention, substance abuse, sexually transmitted diseases (AIDS), stress management, nutrition, family violence, lifethills education and physical fitness. Teens toured various medical facilities in the Texas Medical Center of Houston, Texas, to gain first-hand knowledge about health and health care careers.

The keynote speakers and special guests included Dr. Irene Lee, Family Life and Child Development Specialist - University of Arkansas at Pine Bluff; Dr. Myra Gordon, Senior Psychological Counselor - Buffalo State College, Buffalo, New York; Mr. John Lucas, Houston Rockets of the National Basketball Association and Director of STAND (Students Taking Action Not Drugs); and Dr. Phillip Pennywell, Division Chairman of the Social Science Department - Southern University, Shreveport, Louisiana.
The highlight of the event was a formal luncheon designed to ensure the development of social skills among this target audience. The V.I.P. guest list included members of the Texas Legislature and other local government officials in Houston, Texas.

Proclamations from both the State of Texas and City of Houston were presented declaring the 21st day of August Teen Health Symposium Day in Texas.

A series of letters from parents and key leaders indicated the importance of this project. The participants also indicated they gained knowledge of the effects of substance abuse, and demonstrated evidence of learning that promoted a sense of self-worth during the entire symposium.

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**NUTRITION EDUCATION FOR PREGNANT ADOLESCENTS**

Dr. Wilda Wade  
North Carolina A&T State University

**Priority issue addressed:**

The infant mortality rate and the percentage of low birth-weight babies in North Carolina are higher than those in almost every other state in the country. North Carolina also has a high incidence of adolescent pregnancies. Poor nutrition has been cited as a primary cause of infant mortality and low birth-weight babies. Therefore, the specific problem addressed is the nutritional intakes of pregnant adolescents and their babies through the first year of life.

**Objectives:**

The program is designed to help pregnant adolescents and teenage parents improve nutritional status and pregnancy outcomes for themselves and their infants; reduce the incidence of low birth-weight infants born; and improve child-rearing and decision-making skills.

**Target audience:**

The program is open to any pregnant adolescent or parent. Special emphasis is given to low-income and high-risk adolescents.

**Linkage groups (internal and external):**

National and Triad March of Dimes, Extension Service-USDA, Extension Advisory Leadership System, county health and social service
departments, school counselors and nurses, physicians, and Extension Homemakers.

**Description of program and educational methods:**

The program is designed to help at-risk pregnant adolescents and parents develop sound nutritional practices in an effort to reduce the incidence of premature and low birth-weight babies and to help the infants get a healthier start in life. Paraprofessionals, through a series of lessons, teach pregnant adolescents and adolescent parents in the program proper nutrition for themselves and their infants. Lessons are most often taught one-on-one in the adolescents' homes. The paraprofessional receives in-depth training not only on nutrition, but also on such topics as human relations, programming processes, cultural and ethnic diversity, and ways to teach clients with limited resources.

**Narrative description of supporting materials:**

A series of 12 lesson plans was developed and resource materials were compiled from a variety of sources. The series was divided into two categories: "Nutrition in Pregnancy" and "Infancy: 0 to 12 Months." Specific topics include diet during pregnancy, nutrient requirements, common problems during pregnancy, breast feeding, foods for the first year, and growth and development of your baby. A 15-minute video titled "Nutrition Education for Pregnant and Parenting Adolescents" was produced to promote the work of the paraprofessionals.

**Results:**

A total of 301 adolescents have been enrolled in the program. Program assessments show that approximately 83 percent of these teens increased their knowledge of basic maternal and infant nutrition. More than half of the adolescents demonstrated improved dietary habits by lowering their intake of sweets and empty-calorie foods and increasing their intake of milk, fruit juices, fresh fruits, and raw vegetables. The adolescents also learned and practiced new skills in child-rearing. An outgrowth of this program is the establishment of peer support groups as a medium for information exchange, social interaction, increased motivation, and development of leadership skills.

**Recommendations for improving program:**

Given the broad needs of these adolescents in becoming responsible parents, expansion of the program is needed. Paraprofessionals are being trained to provide lessons on skills such as child-rearing, money management, home safety, and interpersonal development. Additional funds also must be secured to expand the program to other counties in the state.
PARTNERS-IN-LEARNING
Ms. Sheila McDowell
North Carolina A&T State University

Priority issues addressed:

Improving the economic and emotional well-being of families with children 6 to 8 years old

Objectives:

To provide youth 6 to 8 years old with opportunities to develop positive self-concepts, and to help parents learn child-rearing skills to enhance family life

Target audiences:

Children 6 to 8 years old, and their parents or care givers

Linkage groups:

Existing community 4-H groups, after-school programs, day care centers, parent-teacher associations, families, and Extension subject-matter specialists and agents

Description of program and educational methods:

The Partners-In-Learning Program is an out-of-school educational program designed for children 6 to 8 years old. The focus of the program is on providing learning experiences for youth that will enhance their stage of development. Parents assume the major teaching responsibility through mini-projects. More than 17,000 youth in the state participate in the program.

Program materials:

A handbook for volunteers, promotional materials, mini-projects, parent support materials, lessons for small group meetings, certificates, and other items are included. More than 125 different curriculum items are available for youth and about 25 programs for parents are available.

Results:

Participation has increased in the past 10 years from 3,000 youth to more than 17,000. The number of volunteer leaders for small groups has remained constant, with a ratio of 5 children to each adult. About 45 percent of children who participate when they are 6, 7, or 8 years old continue in 4-H. While participating in 4-H activities, they appear to excel in their endeavors.
Recommendations for improving the program:

More emphasis needs to be placed on helping parents understand the behavior of youth, in order to enhance their skills at reacting to the behavior. More emphasis also must be placed on how the whole family lives and works together.

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Dr. Robert D. Williamson, Ms. Sheilda McDowell-Sutton, and Dr. Daniel M. Lyons

Proud model program presenters from North Carolina A&T State University.

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Ms. Donnie Pennywell-Rolls and Ms. Linda Williams-Willis

Prairie View A&M University representatives

presenting their model program "Teen Health Symposium."
STRATEGIC PLANNING

Strategic Planning Committee: Purpose

Use the work of the participants of the 1890 and Tuskegee Extension Conference to prepare a strategic plan for 1890 and Tuskegee Extension for consideration and implementation by the 1890 and Tuskegee Extension Administrators.

Members of the Strategic Planning Committee

Neal Baines - Prairie View A&M University
Gene Brothers - Alabama A&M University
Thelma Feaster - North Carolina A&T State University
William Helvey - Lincoln University
Alma Hobbs - Tennessee State University, Chairperson
Margaret Johnson - South Carolina State University
Deloris Pillow - Tennessee State University
Gilbert Tampkins - Langston University, Liaison with 1890 Conference Planning Committee
Flossie Thurston - Langston University

Elements of the 1890 and Tuskegee Extension Strategic Plan and Outcomes of the 1890 and Tuskegee Extension Conference

- Mission of 1890 and Tuskegee Extension Programs
- Vision of 1890 and Tuskegee Extension Programs
- The current status of 1890 and Tuskegee Extension Programs

- INTERNAL: The association of 1890 and Tuskegee Extension Programs
- EXTERNAL: The environment of 1890 and Tuskegee Extension Programs

- The 3-5 priority strategic actions needed to accomplish the 1890 and Tuskegee mission and vision in light of the current internal and external environment for 1890 and Tuskegee Extension Programs

- Action plans for each of the 3-5 priority strategic actions

- Structure for cooperation among 1890 and Tuskegee Extension Programs
MISSION:
The first step in strategic planning

DRAFT MISSION STATEMENT

To enhance the quality of life through the Extension Educational Process, which utilizes research-based information, for diverse audiences with emphasis on those with limited resources.

REVIEW PROCESS

List on flipchart paper regarding the draft Mission Statement:

- What do you like?
- What is troublesome?
- What is missing?
- How would you like it to read?
VISION: What do you truly want for 1890 Extension?

DRAFT VISION STATEMENT

1. Is the leader for unique educational programs of excellence, specializing in problem solving techniques that will enhance the quality of life of people.

2. Has professional staffs with the educational skills and sensitivity necessary to effectively implement the Extension educational processes that address issues and concerns of diverse and limited resource audiences.

3. Develops a marketing strategy that effectively communicates to the public that our Institutions are: "Educating people for better living."

4. Establishes and maintains an accessible data-base of relevant information, methods, and problem solving techniques for diverse and limited resources audiences.

5. Establishes and maintains linkages and collaboration within and outside the Land Grant System and with other agencies and organizations.

VISION FOR 1890 AND TUSKEGEE EXTENSION PROGRAMS

- Is a shared expression by the people of all the 1890 and Tuskegee Extension Programs about what they truly want the association of 1890 and Tuskegee Extension Programs to be - what they truly want for 1890 and Tuskegee Extension.

- Is a stretch from where 1890 and Tuskegee Extension is today.

- Can include:
  - What 1890 and Tuskegee Extension does and how it does it.
  - How people in 1890 and Tuskegee Extension work with each other.
  - How people in 1890 and Tuskegee Extension relate to the people, groups, and organizations outside.
  - Anything else - leadership, number and composition of clientele and staff, organization structure, climate, programs, delivery mechanisms, funding, location, 1890 and Tuskegee Extension values and norms, what it is like to be a part of 1890 and Tuskegee Extension, etc.
- Has the quality of being exciting, motivating, compelling. It is lofty. It engages your spirit; captures your imagination. It makes one want to be a part of 1890 and Tuskegee Extension. It generates ownership and movement toward what you choose to be.

**Guidelines for Visioning**

1. Focus on end result of what you truly want for 1890 and Tuskegee Extension, not the intermediate steps of getting there.

2. Separate what you want from what you think is possible. A vision is about what you want.

3. Focus on what you want, not on avoiding what you don’t want.

4. Avoid making choices for specific other people, groups, and organizations.

5. Express vision in the present rather than future tense (for example, “We are” rather than “We will be.”) in order to begin “living into” your vision of what you truly want 1890 and Tuskegee Extension to be.


7. Address time period later in the realm of “how and when to accomplish the vision.”

*Dr. Thomas and Dr. Brazzel*

*Working hard!*
Strategic planning sessions in progress.
THE CURRENT STATUS OF 1890 AND
TUSKEGEE EXTENSION PROGRAMS:
The Environment of 1890 and
Tuskegee Extension Programs

Group Tasks

- Key aspects of the 1890 and Tuskegee Extension environment: Stakeholders and happenings.
- Opportunities for 1890 and Tuskegee Extension in the environment.
- Threats for 1890 and Tuskegee Extension in the environment.

The current status applies to key stakeholders and events from outside the 1890 and Tuskegee Extension Programs.

- Key people, groups, and organizations outside of the 1890 and Tuskegee Extension Programs.
- For example: 1890 and Tuskegee Universities -- presidents and other key officials, departments, schools, research programs; 1862 extension programs; state legislatures; USDA; U.S. Congress; Commodity groups; etc.

1890 EXTENSION PROGRAMS SURVEY
Dr. Irene K. Lee
University of Arkansas at Pine Bluff - Pine Bluff, Arkansas

Who are we? What are we doing? How can we improve?

These and many other questions were topics of concern in a recent survey of 1890 Extension programs. The survey was conducted to help us understand who we are internally and to review major Extension programs at each 1890 institution.

Fifteen 1890 land-grant institutions participated in the survey. Most of these institutions are programming in all four program areas--agriculture, home economics, community development and 4-H. Survey results
showed that we are addressing the nation-wide initiatives and there is a lot of interest in future programming issues.

The survey revealed that we are doing a lot of issue based programming and targeting a variety of audiences with primary emphasis on small and part-time farmers and limited resource families.

Stakeholders are those who affect Extension and are affected by Extension. Survey participants identified target audiences, elected officials, small farmers and cooperating agencies and institutions as most often being stakeholders for Extension programs.

Our programs serve many people. The targeted population identified includes rural and urban disadvantaged adults and youth, small and part-time limited resource farmers, youth and parents, aged individuals, community leaders, volunteer leaders, producers, young married couples, overweight men and women, single parents, public housing residents, minorities, handicapped individuals, and pregnant and parenting adolescents.

A number of programs were identified in the survey:

- Alternative Agriculture: Alabama A&M, Arkansas, Maryland, Tennessee
- Urban Gardening: Kentucky, Missouri, Mississippi
- Crop Production: Texas
- Sheep Improvement Program: Missouri
- Livestock Enterprises: Arkansas, Texas
- Wildlife: Texas
- Master Gardener Volunteer Program: Delaware
- Swine Production: Tennessee
- Aquaculture: Arkansas, Kentucky, Mississippi, Virginia, Oklahoma, Texas
- Goat Management: Florida, Oklahoma
- Small Farm Programs: Florida, Louisiana, Missouri, North Carolina, Virginia
- Beef Improvement Project: South Carolina, Arkansas
- Teenage Pregnancy Prevention: Arkansas, Mississippi, North Carolina
- Teenage Suicide Prevention: Arkansas
- Latch Key Children: Delaware
- Substance Abuse Prevention: Tennessee, Delaware
- Rural Child Care: Virginia
- Building Family Strengths: Kentucky, Oklahoma, North Carolina, South Carolina, Tennessee, Texas
- Child Development and Family Life: Kentucky
- Family Financial Management: Louisiana, Kentucky, North Carolina, Texas
- Home Based Business: Alabama A&M, Virginia
- Nutrition Education for Weight Loss and Control: Maryland, Missouri, Tennessee, Texas
• Nutrition: Florida
• Home Improvement: Arkansas
• Leadership Development Projects: North Carolina, South Carolina, Tennessee
• Partners in Learning: North Carolina
• Regional 4-H Leader Forum: Missouri
• 4-H Resource Library: Arkansas
• Youth Development: All institutions

Respondents listed these as major strengths of 1890 programs: unique delivery systems including the use of professionals and paraprofessionals, one-on-one contact with clients served, a track record for working effectively with the disadvantaged, and strong support for the Extension programs through the universities.

Results revealed that we have many tightly focused programs. This is because we work with other disciplines and collaborate with other groups outside Extension when planning our programs.

The survey showed strong collaboration with other agencies as a means to help insure effective innovative programs. Collaboration with specialized committees, churches, classroom teachers, health departments, agencies on aging, and other state, federal and public agencies and organizations were listed.

Survey respondents revealed that programs are most often interdisciplinary. Extension personnel were identified as working with other university departments such as research, sociology, education, economics, nutrition, clothing and textiles, housing, gerontology, engineering, animal science, and plant and soil science.

Another part of the survey reflected upon some programming weaknesses which could be translated into challenges for the future of 1890 institutions. Weaknesses listed include: a lack of adequate funding to expand current programs; well-trained staff but limited in number; lack of strong research base for some programs; and limited field staff which inhibits program expansion.

There were several responses concerning the emerging and future needs of 1890 Extension and clientele. According to Dr. Henry M. Brooks, Administrator at the University of Maryland - Eastern Shore, the future needs include "programs dealing with teenage pregnancies, drug abuse, aging, biotechnology and international efforts."

Dr. Ulysses S. Washington, Jr., Administrator at Delaware State College, suggested that 1890 institutions should focus on "programs dealing with the needs of the homeless, more programs dealing with the aging population and programs on drug prevention and AIDS education."
Many respondents recognized some basic needs, such as the need for increased financial support from states, the establishment of outreach centers and the creation of a satellite communication system.

The survey also asked about the agenda for 1890 Extension in the 21st century. Dr. Alma Hobbs, Administrator at Tennessee State University, said, "We should be concerned with business and economic development, revitalizing rural America, youth at risk, water quality and the global market place."

Dr. Valya T. Vincell, Family Life Specialist at Virginia State University, noted her concern about child care across the nation.

"The child care crisis that confronts this nation grows more severe every day," Vincell said. She noted further that "Extension must continue to take a proactive stance in working to increase care options of low- and moderate income families so that the future will not bring longer child care waiting lists and more children left in substandard care or waiting home alone because no affordable care is available."

Many universities are expanding and developing new programs. For example, Virginia State University has begun the MAP (Management, Analysis and Planning) Project for small farmers. Their goal is to improve the quality of farm business management and to help assure profitability by helping farmers learn to keep good farm records, analyze their farm business situation and plan for the future.

Alabama A&M has a new summer youth education and enrichment program. The program is designed to help young people to learn new ideas and techniques for 4-H club projects; gain in-depth action learning in specific areas of interest; increase awareness and understanding of careers and college opportunities; develop leadership abilities and stimulate individual growth; gain project experience; and to have an enjoyable experience participating in traditional as well as non-traditional 4-H activities. The three-day program is conducted on the university campus and provides learning experiences in home economics, agriculture and related sciences, arts and the humanities.

Virginia State University's new Self-Help Home Improvement Project is targeted for limited resource families in an effort to help them with housing repairs using available resources. Program objectives are to teach what the learner is ready to know in a non-threatening atmosphere; provide opportunities for hands-on learning and development skills; provide resources and supplies in order to carry through from information to learned skills to home improvement; provide assistance and counseling as needed; and to insure successful completion of the project based on individual needs and aspirations.
The University of Arkansas at Pine Bluff has begun a new program called Parenting on Your Own for single parents. The program includes stress management techniques and dealing with loneliness as well as child care issues.

We have some exciting programs in Extension. All of our efforts seem to be focused. However, in naming our programs, I suggest that we use names that describe what we're doing in such a fashion that the average person can recognize what the program is all about without explanation. Currently, some of our program names, I think, are too broad.

**LUNCHEON ADDRESS**

Dr. William P. Hytche  
President of the University of Maryland - Eastern Shore  
and 1890 Council of Presidents

It is indeed an honor to have been invited to give a presentation at your Extension Conference on this Centennial Year, thus making your conference an historic one. Your theme, "Setting the Pace in a Time of Change," is exciting for 1890 Extension because at no other time in our recent history have we been so badly needed for the well being of our nation. Yes, we have always had a major role for Blacks, but today we must play a major role for all America. Our role must be extended or reinforced, but our clientele will remain the same.

Let me set the stage on our 1890 campuses since many of you feel you are on the peripheral with no direct link to the campus. I hope this is changing because Extension employees, more than any other group, are in a position to present their colleges and universities in a positive posture.

It has been predicted that in the 21st century there will be a tremendous increase in the number of Blacks and other minorities in the college age group as well as the eligible labor force. The unique character of our 1890 Land Grant Institutions will, and must, enable us to create academic and social programs that will enrich the educational and cultural experience for our projected Black and multiethnic student bodies as
well as enhance the socioeconomic well being of the families and communities from which they come.

One of the great strengths of our 1890 Land Grant universities lies in our academic richness and diversity. Our universities will therefore continue to attract in excess of 40% of the minorities pursuing degrees in the agricultural and related sciences while graduating more than 65% of the minorities in the above disciplines.

Although we will target a significant number of programs toward our minority clientele, we must be responsive to the demographic reality and become truly integrated in our student and faculty populations. These students and faculty, however, must be an integral part of our campus life and contribute their fair share as resident students, alumni, and faculty.

As institutions of higher education, we must not forget or devalue our primary purpose which is teaching. If you go back in history to 1866 through 1912, the period during which our 17 institutions were founded, you will note that all our institutions were created to teach.

As we attempt to enhance and expand our teaching programs, we, however, must not relinquish our research, Extension, and international programs, because in order to teach, knowledge must be generated and this knowledge must be accessible to our local, state, and national, as well as international communities.

**Teaching**

Our teaching programs must be strengthened so that we can increase and maintain the pool of minority scientific expertise. Our major teaching contributions in the 21st century will be:

1. Creating programs accessible to minority students.
2. Retaining and graduating minority and at-risk students.
3. Development of academic centers of excellence which may facilitate expansion of our pool of academically qualified minorities.
4. Graduating minority students with skills and competencies necessary for them to successfully compete in a technologically advanced workplace.
5. Expansion of graduate offerings to enhance research initiatives.

Our colleges must embark on a major agribusiness teaching program initiative.

**Research**

To be competitive, however, we must seek opportunities to be full participants in national research initiatives such as:
1. Biotechnology/Genetic Engineering,
2. Water Quality and Quantity,
3. Food Safety, Diet, Health and Nutrition, and;
4. Food Processing and Marketing.

Our scientists will be challenged to demonstrate excellence comparable to major research institutions and other Land Grant universities. Through continued collaboration with USDA and federal initiatives such as the capacity building grant program, the construction of USDA facilities on our campuses and the initiation of new graduate offerings, we will be able to accept the new challenges and effectively compete.

**Extension**

In the decades ahead, Extension programs at the 1890 universities must move beyond the traditional mode and seek new avenues to better serve minority audiences.

We will continue our efforts to:

1. Revitalize rural America and try to make small farming communities economically viable;
2. Place greater emphasis on skills development of inner city youth;
3. Alleviate family stress and problems encountered by youth-at-risk;
4. Engage in major efforts toward substance abuse education and prevention;
5. Eliminate teenage pregnancy; and
6. Develop programs in gerontology.

Our Cooperative Extension Programs at the 1890 universities will, in the next ten years, become an integral part of our campus rather than appear as appendages. They must be fully participating faculty and staff, utilizing their off-campus contacts as a foundation toward major student recruitment initiatives. The 1890 Cooperative Extension programs must also expand and be engaged in major continuing education initiatives to effectively reach mothers, housewives, retirees, and other non-traditional students who desire to enter the work force. Outreach programs must be truly outreach and be accessible to our clientele who work unusual hours. It is quite apparent that we will not have enough personnel to reach all those in need of our service. We must, therefore, seek ways to disseminate information to the public in forms that are accessible and understandable.

As evidenced by the significant number of our institutions now employing media specialists and developing publications units, it is quite apparent that we will be able to respond to the pressures of the information age and electronic media.
International Programs

As we expand our academic programs, engage in innovative research, and disseminate information to our off-campus clientele, we must be cognizant of the fact that our outreach efforts must go beyond the boundaries of our state and nation to include international students and communities.

We must align our domestic initiatives so that they enhance our abilities to deliver programs to a world community.

We must integrate our resident instruction, research, and extension efforts so that we may help to:

1. Develop comprehensive universities in Africa, Latin America and the Caribbean;
2. Conduct research to improve agricultural production, rural infrastructure, marketing and international trade; and,
3. Conduct Extension programs to improve literacy, improve nutrition and health of rural farm families, and alleviate hunger and starvation in Africa.

Summary

In the past 100 years, we have learned to do much with little. Now what appears to be significant in terms of resources, may still be little considering today's tremendous cost of doing business as usual. Our salaries have tripled; facilities are expensive to construct; equipment, materials and supplies have increased in cost, but our revenues have not kept pace with these increased costs, so we will be expected to accept these challenges with still limited resources.

Our contributions in teaching, research, and Extension will parallel national initiatives, while, at the same time, being mission oriented and maintaining our historical uniqueness of being accessible and of service to minorities, and those at-risk and hard-to-reach.

Extension education must also be about the business of nurturing the qualities of mind and breadth of outlook that promote the full development of each person's life.

But in addition to cultivating the intellect and the brain, there is something else that we must cultivate. If our life on this planet is to be positive, if we are really going to enjoy our lives, we must cultivate imagination.

We need the ability to see things, as Robert Kennedy said so profoundly, not as they are but as they could be. You and I must agree together that we will always look for the "could be" in life because it is by looking out
beyond our limited circumstances, looking past our limitations, looking even beyond the confines of our own narrow vision, looking for our own best ends, as well as that of the broader community, that we can then be properly motivated to do what is required to reach our goals.

We must visualize the dream of true democracy and economic freedom where every person has a function and a role ... share the dream. Be willing to look within because in the final analysis, it is not money alone that will ensure the continuance of our democracy. And once visualizing this place, we must share the message of hope; that whoever wants to better themselves and improve their own lot, can if they are willing to extend themselves toward goals that are always slightly beyond their reach ... To quote Robert Browning "Oh but that a man's reach should exceed his grasp, or what's a heaven for."

The gravest danger to our democratic way of life and economic system is the thought that we don't make a difference. "Between the great things we cannot do and the small things we will not do, the danger is that we will do nothing at all."

"I must do something" will always solve more problems than "something must be done." It was the columnist, Sam Levenson, who said, "I learned from experience that if there was something lacking, it might turn up if I went after it, saved up for it, worked for it, but never if I just waited for it. Of course, you have to be lucky too, although I discovered that the more I hustled the luckier I seemed to get."

In the midst of degrading poverty, debilitating illiteracy, and torturous physical handicaps, there is the ability to shape a destiny that is filled with meaning. We each hold the key to a treasure waiting to spring forth from within.

Every book that is written, every poem that is penned, every song that is sung, every recipe that is cooked has the stamp of individuality on it. We bring to everything we do an energy that is either positive or negative, constructive or destructive, that shapes the tone of the next relationship that we encounter or the next job that we undertake.
AWARD PRESENTATIONS

We would like to recognize those individuals whose programs were selected by the review committee as a model extension program currently in progress at an 1890 Institution. The programs were presented during the concurrent sessions on Tuesday morning.

As I call your name would you or a representative please come to the platform to receive your plaque.

Dr. Grace V. Norbrey
Virginia Land Information
Virginia State University

Dr. Daniel M. Lyons
Farm Opportunity Program
North Carolina A&T State University

Dr. Glenwood F. Hill
Small Landowners Information Project
Fort Valley State College

Dr. Robert D. Williamson
Natural Resources Program
North Carolina A&T State University

Clarence Williams, Jr.
Preventive Health Education and Screening Program
Fort Valley State College

Ann Lastovica
Enhancing Economic Development Through Home-Based Businesses
Virginia State University

Dr. Irene K. Lee
Education for Parenting: Adolescent Pregnancy Prevention Program
University of Arkansas at Pine Bluff

Dr. Cathy Sabota
Development of a Regional Vegetable Industry
Alabama A&M University

Dr. Helen A. Swartz
Sheep and Goat Extension
Programs to Help Revitalize Rural Missouri
Lincoln University
Hosea Nall
Development of a Shiitake Mushroom Industry
Alabama A&M University

Dr. Wilda F. Wade
Nutrition Education for Pregnant Adolescents
North Carolina A&T State University

Sheilda McDowell-Sutton
Partners in Learning
North Carolina A&T State University

Model Program Award Winners
CENTENNIAL CELEBRATION

Mr. Joseph Stewart
Senior Vice President for Public Affairs
Kellogg Company, Battle Creek, Michigan
The highlight of the evening was a beautifully touching vocal performance given by

Ms. Denise Hurst

Program Leader / 4-H

South Carolina State College
A hard-working staff with personnel drawn from six 1890 Institutions handled the clerical and registration duties for the conference.

Support Staff

Jean M. Hall, Alabama A&M - Supervisor
Claudia M. Butler, Southern University
Teresa Fagan, Fort Valley State College
Allie Gooch, Tennessee State University
Debra Jones, Virginia State University
Pamela Jude, Alabama A&M University
Carolyn Reedus, Alabama A&M University
Laura L. Sterling, University of Maryland-ES
Networking took place at all times among all levels.
APPENDIX
“Setting the Pace in a Time of Change”
Cooperative Extension at Historically Black Land-Grant Institutions

May 21 - 25, 1990
Atlanta, Georgia

May 21, Monday

1:00 pm  Registration - Lobby, Grand Ballroom
          Set up for curriculum displays

6:00 pm  Reception - Southern Parlors: FL, TN, AL, GA

9:00 pm  Hospitality Suite open

May 22, Tuesday

8:30 am  General Session - Grand Ballroom D&E
          Presiding: Gilbert Tampkins, OK
          Greetings: Dr. James I. Dawson, Chairman of 1890 Extension Administra-
          tors Association
          Introduction of Mayor: Dr. Fred Harrison, GA
          Mayor Maynard Jackson, Atlanta
          Multi-image slide show: “Serving People in Need”
          Remarks: Dr. Myron Johnsrud, Administrator, ES-USDA
          Introduction of keynote speaker: Dr. Arthur Allen, AR
          Keynote address: Dr. Lawrence A. Davis, Sr., Former President of Arkan-
          sas AM&N

10:00 am  Break

10:30 am  Concurrent sessions on model programs - Southern Parlors

          Session A: Facilitator - Richard Booker, VA
          1. Virginia Land Information Project
             Dr. Grace V. Norbrey, Virginia State University
          2. Farm Opportunity Program
             Dr. Daniel M. Lyons, NC A&T State University
          3. Small Landowners Information Project
             Dr. Glenwood F. Hill, Fort Valley State College
          4. Natural Resources Program
             Dr. Robert D. Williamson, NC A&T State University

          Session B: Facilitator - Elaine A. Ward, TX
          1. Preventive Health Education and Screening Program
             Clarence Williams, Jr., Fort Valley State College
          2. Enhancing Economic Development Through Home-Based Businesses
             Ann Lustovica, Virginia State University
          3. Education for Parenting: Adolescent Pregnancy Prevention Program
             Dr. Irene K. Lee, University of Arkansas at Pine Bluff
Session C: Facilitator - Dr. Ray McKinnic, NC
1. Development of a Regional Vegetable Industry
   Dr. Cathy Sabota, Alabama A&M University
2. Sheep and Goat Extension Programs to Help Revitalize Rural Missouri
   Dr. Helen A. Swartz, Lincoln University
3. Development of a Shiitake Mushroom Industry
   Hosea Nall, Alabama A&M University

Session D: Facilitator - Faye R. Singh, GA
1. Teen Health Symposium
   Donnie Pennywell-Rolls and Linda Williams-Willis
   Prairie View A&M University
2. Nutrition Education for Pregnant Adolescents
   Dr. Wilda F. Wade, NC A&T State University
3. Partners-in-Learning
   Sheilida McDowell-Sutton, NC A&T State University

11:45 am Buffet lunch
1:30 pm General Session continued - Grand Ballroom D&E
Moderator: Noland Williams, KY
   Strategic planning for 1890 Extension - Gilbert Tampkins, OK
2:00 pm Mission: The first step in strategic planning
   Dr. Edith P. Thomas and Dr. Michael Brazzel, Extension Service - USDA
2:50 pm Break
3:20 pm Vision: What do you truly want for 1890 Extension? *
5:00 pm Adjourn

May 23, Wednesday

Moderators: Mitchell Patterson, VA; Valorie McAlpin, NC

8:30 am Current status of 1890 Extension: Internal assessment *
8:35 am Report of Survey of 1890 Extension: Who are we?
   Dr. Irene K. Lee, AR
10:15 am Break
10:45 am Current Status of 1890 Extension: External environment *
12:10 pm Luncheon - Southern Parlors
Introduction of Speaker: Dr. Henry Brooks, MD
Luncheon address: Dr. William P. Hytche, President of the University of
   Maryland - Eastern Shore and 1890 Council of Presidents
Award Presentations: Dr. Chinella Henderson, AL; Dr. Henry Brooks, MD

* Led by Thomas and Brazzel, organizational development consultants, Extension Service - USDA
1:45 pm  Strategic priority actions: Actions needed to accomplish mission and vision in light of current environment for 1890 Extension *

2:50 pm  Adjourn for free afternoon

May 24, Thursday

Moderators: Dr. Chinella Henderson, AL; John Bentley, GA

8:30 am  Planning for priority strategic actions *

10:30 am  Break

11:00 am  Group Reports

12:00 noon  Buffet Lunch

1:30 pm  Structure for cooperation among 1890 Extension organizations *

2:45 pm  Break

3:15 pm  Group Reports

3:45 pm  Adjourn

7:00 pm  Centennial Celebration - Grand Ballroom D&E
  Banquet Address: Joseph Stewart, Senior Vice President for Public Affairs, Kellogg Company, Battle Creek, Michigan
  Awards Presentations: Dr. Ernest L. Lolloway, OK; Dr. Daniel Godfrey, NC; Noland Williams, KY

9:30 pm  Centennial Dance, live entertainment
  Cash bar, semi-formal attire

May 25, Friday

Moderators: Dr. Irene K. Lee, AR; Mary Edwards, GA

8:30 am  Marketing: The image of 1890 Extension
  Speaker - Michael Lomax, Chairman of Fulton County Commissioners

9:30 am  A look at what we have accomplished *

10:00 am  Next steps: Gilbert Tampkins, OK; Dr. James I. Dawson, AL

10:30 am  Have a safe trip home!

* Led by Thomas and Brazzel, organizational development consultants, Extension Service - USDA
Luncheon Program
May 23, 1990
12:00 noon

Presiding
Valorie McAlpin, NC
Director of Extension/Research Communications
North Carolina A&T State University

Introduction of Speaker
Dr. Henry Brooks, Extension Administrator
University of Maryland-Eastern Shore

Luncheon Speaker
Dr. William P. Hytche
President of the University of Maryland-Eastern Shore and
1890 Council of Presidents

Awards Presentations:

Model Program Presenters
Dr. Chinella Henderson
Program Leader - Home Economics
Alabama A&M University

1890 Extension Awards
Dr. Henry Brooks

Recognition of Special Guests
Hoover Carden, Extension Administrator
Prairie View A&M University
Centennial Banquet Program
May 24, 1990
7:00 pm

Presiding
Dr. Leodrey Williams, Extension Administrator
Southern University, LA

Introduction of Speaker
Dr. Leodrey Williams

Banquet Address
Joseph Stewart, Senior Vice President for Public Affairs
Kellogg Company, Battle Creek, Michigan

Centennial Awards

Presentations
1890 Presidents Award
Dr. Ernest L. Holloway, President
Langston University, OK

1890 Extension Administrators Award and Past Chairs of AEA
Dr. Daniel Godfrey, Extension Administrator
North Carolina A&T State University, NC

Centennial Award
Noland Williams, Extension CRD Specialist, Awards Committee Chairman
Kentucky State University, KY

Recognition of Special Guests
P. W. Brown, Associate Dean for Extension and Continuing Education
Tuskegee University, AL

9:30 pm Centennial Dance
Atlanta 1890 Cooperative Extension Planning Conference Attendees
(May 21-25, 1990)

Alabama A&M University

1. Chinella Henderson
2. Edna Coleman
3. James Childress
4. Jean Hall
5. Mary Andrews
6. Sandra Hosea
7. Clarene Hardmon
8. Mack Pugh
9. Gene Brothers
10. Don Juencke
11. Mike Barker
12. Mary Hurt
13. W. A. Rice
14. Carolyn Reedus
15. Pamela Jude
16. Tommie Lowery
17. Dorothy Chestnut
18. Linda Robinson
19. Lelia Downing
20. Diane Orr
21. Joe Jackson
22. Hosea Nall
23. Julio Correa
24. Jerry Chenault
25. James I. Dawson
26. Ron Williams

Alcorn State University

1. Samuel L. Donald
2. Jesse Harness
3. Frankie Rabo
4. Alonzo Jones
5. Lynette Jones
6. Allen Jones
7. Manola Neal
8. Jerome L. Burton
9. William Patton
10. Nannie P. Taylor
11. Robert Sanders
12. Jewel Crawford
13. Calvin Broomfield
14. Bryan Stamps

University of Arkansas at Pine Bluff

1. Irene K. Lee
2. Earlene C. Larry
3. Booker Clemons, Jr.
4. James Pennington
5. Lawrence Davis, Jr.
6. Jimmie L. Edwards
7. Robert J. Felsman
8. Arthur L. Allen
9. Lott Rolfe

Delaware State College

1. Ulysses S. Washington
2. Mary Alice Morris
3. Kenneth W. Bell
4. Ernest Young
5. Margaret Moor
6. Ann Martin
7. Eva Deese

Florida A&M University

1. Lawrence Carter
2. James C. Edwards
3. Charles Brasher
4. Steven Shafran
5. Josephine Powell
6. Damon Miller
7. Keith Harvey
8. John Lilly
9. Claude H. McGowan
The Fort Valley State College
1. Fred Harrison, Jr.
2. Carol A. Johnson
3. Clarence Williams, Jr.
4. Mary J. Edwards
5. Mark Latimore
6. Vivian Mason-Fluellen
7. Loretta Trawick
8. Jerald R. Larson
9. Julia Ellen Snipes
10. Levi Glover

Kentucky State University
11. Glenwood F. Hill
12. Faye R. Singh
13. John M. Bentley
14. Raymond Gilmore
15. Gale Lilja
16. Mercedes T. Parker
17. Gail R. Adams
18. Grady Sampson
19. Stinson Troutman

Langston University
1. Harold R. Benson
2. Karen Johnson
3. Marion Simon
4. Wyvette Williams
5. Gene A. Johnson
6. Judith Ricks
7. Noland Williams

Lincoln University
6. Ruby King
7. Alice Delano
8. Timothy McKinney
9. Flossie Thurston

University of Mary Washington
1. Frank Pinerton
2. Dorothy Wilson
3. Glen Gebhart
4. Kenneth Williams
5. Gilbert Tampkins

University of Maryland Eastern Shore
11. Edward Taylor
12. Nickey Jefferson
13. Randy Halsey
14. Carolann Davis
15. Elizabeth Vemer
16. Helen Swartz
17. David Sasseville
18. Bill Helvey
19. L. R. Hughes

1. George Enlow
2. Melvin Rogers
3. Wilda Henke
4. Jim Nordstrom
5. Yvonne Matthews
6. Turu Negash
7. Dyremple Marsh
8. Alma Owen
9. Rod Dent
10. Rufus Jones

1. David L. Almquist
2. William A. Clark
3. Geri E. Hammond
4. Ingrid H. Holmes
5. Leon Johnson
6. Lois E. Smith
7. Kenneth M. Teffeaú
8. Henry M. Brooks
9. Donald M. Ensor
10. Gayle M. Jenkins
11. Viola F. Mason
12. Laura L. Sterling
13. Wanda Y. Trent
North Carolina A&T State University

1. Shirley Callaway
2. Alton Franklin
3. Daniel Godfrey
4. Dalton McAfee
5. Sheldra McDowell
6. Floyd Newkirk
7. Claudette Smith
8. Robert Drakeford
9. Robert Williamson
10. Roger Galloway
11. Archilus Hart
12. James Miller
13. Mary Robbins
14. Deborah Womack
15. Thelma Feaster
16. Gwen Ghent
17. Daniel Lyons
18. Valorie McAlpin
19. Ray McKinnie
20. John O'Sullivan
21. Ellen Smoak
22. Sheila Whitley
23. Shelia Dalcoe
24. John Gibson
25. Dorothy Hearne
26. Bettina Odom
27. Pearl Stanley
28. Wanda Johnson

Prairie View A&M University

1. Johnny Butler
2. John Smith
3. Brenda Barker
4. Horace Hodge
5. Benny Lockett
6. Neal Baines
7. M. Gail Long
8. Elaine Ward
9. Gloria Mosby
10. Cassandra Batiste
11. B. Elain Freaney
12. Donna Hytche
13. James Booser
14. Hoover Carden
15. Alfred Wade
16. Garland McIlveen
17. Linda Willis
18. Casandra Stephens
19. Nathaniel Keys
20. Beverly Spears
21. Donnie Rolls
22. Kenneth Singletary
23. Sherilyn Jackson

South Carolina State College

1. Samuel Felder
2. Leon G. Chavous
3. Margaret E. Johnson
4. Denise Hurst
5. Gwendolyn Y. Griffin
7. Lewis R. Beckham, Jr.
8. Jay K. Fields
9. Angela Worsley
10. Linzie M. Muldrow
11. Samuel D. Bass
12. Mary J. McInnis
13. Carolyn D. Wright

Southern University and A&M College

1. Leodrey Williams
2. Elsie J. Cyrus
3. James C. Archie
4. Donna J. Jones
5. Gussie L. McConnell
6. Noella E. Franklin
7. Terry L. Washington
8. Kasundra D. Cyrus
10. Claudia M. Butler
11. Sidney C. Duhe
12. Gerald P. Roberts
13. Larmara Hollier
14. Juanita Franklin
15. Cheryl W. Landry
16. Ronald J. Nicholas
17. Chris R. Robichaux
Tennessee State University

1. Alma C. Hobbs
2. Dolores V. Pillow
3. Alvin Wade
4. Betty Greer
5. Rhonda Moore
6. William Taylor
7. Lue Perry
8. Dorothy Hall
9. Mary Wakefield
10. David C. Gandy
11. Angela Mayers
12. Joseph Morris
13. Richard Winston
14. E. Danae Bowman
15. James Reaves
16. Christene Anderson
17. Janice Hayslett
18. Allie Gooch

Tuskegee University

1. P. W. Brown
2. Paul Young
3. Gertrude Walls
4. Ida Cade
5. Bernice Wilson
6. Ester Jackson
7. Alfonzo Elliot
8. Elenora Hines
9. Peter Mount
10. Robert Zabawa
11. Algie Key
12. Habiba Shaw
13. Lucious Rodgers
14. Walter Baldwin
15. Bobby England
16. Jodie Blackwell
17. Robin McVay
18. N. Baharanyi
19. George Paris

Virginia State University

1. Richard Booker
2. Andy Hankins
3. Sylvia Hicks
4. Grace Norbrey
5. Clinton V. Turner
6. William Porter
7. Ann Lastovica
8. Veronica Gerren
9. Brian Nerrie
10. Lorenza W. Lyons
11. Mitchell Patterson, Jr.
12. Albert Reid
13. Debra B. Jones

ES-USDA

1. Michael Brazzel
2. Edith Thomas
3. Myron Johnsrud
4. Kurt Daville

South Carolina Department of Agriculture

1. Brenda Lee
EVALUATION FORM RESPONSE

(A scale of 5 as the best rating and 1 as the lowest rating was used.)

1. Please give your overall rating for this conference.

   (3) 9
   (4) 41
   (5) 52

2. How do you rate the speakers and presenters for this conference?

   (3) 6
   (4) 52
   (5) 44

3. Were the location and facilities adequate?

   (2) 1
   (3) 0
   (4) 24
   (5) 76

4. How do you rate the multi-image slide presentation, "Serving People in Need"?

   (3) 3
   (4) 9
   (5) 90

5. What new information would you like to see in the slide presentation?

   - More emphasis on programs
   - Need a video; more practical than multi-slide presentation
   - More on the presidents that got monies for 1890
   - Excellent as is
   - New technology used to help get our programs across to our clientele
   - Structure of the 1890 Program (Line Diagram)
   - List the Extension Initiatives
   - More representation by fruit projects (small and tree)
   - More Home Economics; show the research
   - More creative ideas that can be disseminated at the county level
   - The juvenile delinquent program and prison pre-release programs
   - Verbal communication of the people in the slide presentation
   - Pictures of this conference
   - The number of employees of 1890 institutions
   - More facts about the number of clients served
6. What went well with this conference?

- The strategic planning process
- The showing of successful 1890 programs in other states
- Group interaction: participation, random assignments, instructions
- Opportunity to meet fellow colleagues; time schedule
- General session, concurrent sessions on model programs
- The breaks/refreshments, speakers (all showed up and performed), and registration process
- Work groups: networking, sharing, understanding structure, programs, resources from other states
- The "buzz" sessions provided an excellent opportunity to find out the problems and concerns of the other states
- The slide presentation was an extra special treat
- The conference as a whole
- Communities; facilities
- The entertainment was super
- The keynote speakers were interesting and did not speak too long; free time in the evenings instead of workshops
- All sessions were needed to help give new/renewed directions for 1890 Extension Programs
- Accomplishment of task; input from county and specialist staff
- The opportunity for Extension employees to air concerns and take part in the strategic planning
- Printed programs, very professional, good site, nice portfolios
- Good team building techniques
- Registration and checkout
- The mid-week break helped relieve the intensity of the conference and to get a flavor of the community of Atlanta
- Conference facilitators: positive approach and encouragement
- Audience participation: agenda followed and timely planning
- The coming together of the 1890 Institutions and Tuskegee University; the feeling of purpose

7. What went poorly with this conference?

- Limited female participation.
- Staff people need awards and recognition more than administration. The awards committee should be a bit more flexible. It is hard to conceive that in our organization you had no one deserving of a distinguish service award. While packages may not have been prepared exactly to par, let us not forget that for years we have been left out of the awards systems and recognition, especially with our sister Extension system, so now we have an opportunity to recognize our peers. Let's try to do so
- Poor attendance of some sessions
- No question and answer session
- Awards presentation at the Banquet was too long
- Too long, lost enthusiasm
- Give one full afternoon off. Did not have a chance to see a listing of other Extension Agents
3 days was far too long for strategic planning; condensing it to one and a half days should be maximum time allotted.

The information shared in the session “Report of Survey of 1890 Extension: Who Are We” didn’t present a true picture of the 1890’s; it appeared that all of the information wasn’t compiled or the instrument didn’t ask the right questions.

Having too much during the first session. It was unfair to the main speaker.

Structure of work sessions very annoying - too much verbalization by facilitators, too many interruptions by solicitors; wish we could have had a revised strategic action.

There should have been someone selected for DSA and AIS Awards. This was an insult to 1890 staff.

Awards contradicted our claim for achievement over the last 100 years.

Individuals should not have to nominate themselves.

The group planning should have one person per state. Concurrent sessions were not a good cross section of all 1890 Programs. Heavy in Ag. side.

No display on poor prizes, therefore everyone did not get to view items from the different states.

Survey Presentation (slides)

No computer/new technology sessions.

Speaker (Kellogg) at Centennial Celebration was racially biased and destroying.

No social activities, transportation; no identification of subject matter, thus reducing networks.

Too much self-praise of administrators, need more worker recognition.

The concurrent sessions were limited to agents working with youth.

Too much emphasis on a few states.

Not enough publicity was made in advance on the specific agenda for the conference or awards to be offered.

Need to separate into various areas (Ag., Home Economics, etc.) and share some of the other states successful programs.

Display more educational displays.

The absence of current 1890 Presidents.

Repetition!

8. What do you recommend for the next 1890 Extension Conference?

Awards “Program” with photos and brief bio. Plan for work to be accomplished in the morning hours.

The conference can be shortened (3 days) / involve the “D.C.” Extension Systems with this conference because they are also involved in reaching the target audience we address.

A conference every 4-5 years. Ask the participants to share in the cost of the conference.

More interactions among specialists, etc.

All 1890 Extension workers attending. Less work assignments.

To be held in New Orleans, a question and answer session, sharing of programs from all states, a directory of all institutions to be placed in a state.
• Different sessions for specific program areas
• Do not have another conference in the Spring, that is the worst possible time of the year for ag. agents
• List specialists by specialty and agents: Title by state name
• A report from a committee, that tells how the information has been used
• Special programs presented to entire group
• More model programs and idea sharing: Exhibits on different resources that other programs are using
• Directory of programs from each institution. Opportunity to meet with those working on same issues in different states. (Mandatory meeting)
• Report on accomplishments from previous conference
• Focus on Cooperative Extension work
• Provide a new release for each participant, include a directory of office addresses and telephone numbers of program participants
• Organize an 1890 Extension Professional Personnel Association
• Recognition of workers, not administrators
• Provide more time for concurrent workshop sessions
• Success stories by field workers
• Develop some type of 1890 Extension Communiqué with state information on programs, research data, have information for these programs. 2 days of presentations
• Computer/New technology session, group sessions, and tours of the city
• More entertainment to break monotony
• List title on name tags and use larger print on the names
• Information regarding organizational structure of each 1890 institution and more information from each institution
• Conduct conference during the summer
• Give 6 months to 1 year notice for dates planned
• More specific workshops on programs that are in progress and working: ideas that we can use and steal to help our clientele. Divide some sessions where county agents can meet separate from the big boys
• A workshop for new (less than 1 year) 1890 Extension employees; explanation of policies, history, etc.
• Less process-oriented sessions and more program related activities and subject matter sessions between Reps of 1890 and 1862 institutions
• More female participants
• Awards program(s) with pictures; a brief “bio” of each recipient
• Regional meetings of subject matter specialists to share information on issue-based programs
• Focus on model programming, have proceedings
• Break into departments for group strategies
• 3 day conferences
The SRDC is one of four regional rural development centers in the nation. It coordinates cooperation between the Research (Experiment Station) and Extension (Cooperative Extension Service) staffs at land-grant institutions in the South to provide technical consultation, research, training, and evaluation services for rural development. This publication is one of several published by the Center on various needs, program thrusts, and research efforts in rural development. For more information about SRDC activities and publications, write to the Director.

Southern Rural Development Center
Box 5446
Mississippi State, MS 39762

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