EIRP/Tribal College New Agent Handbook

Forward-Joan Gill

Almost a century after its creation, the Cooperative Extension System continues to provide broad access to learning and services to the people, thereby enhancing the quality of life for the citizens of this nation. Emulated around the world and ever adapting and responding to changing needs at home, this partnership among the U.S. Department of Agriculture (USDA), Cooperative State, Research, Education, and Extension Service and the Land-Grant colleges and universities is the premier entity for transferring science-based knowledge for agriculture, the environment, human health and well-being and communities.

Following Tribal efforts in the late 1980's to persuade Congress to support the expansion of Extension services in Indian Country, the Extension Indian Reservation Program (EIRP) was established. This program is investing in adults and youth, many of whom live in rural communities, villages and small towns, to solve today's problems. It ensures that relevant and useful information is available for future decisions about food and fiber; natural resources and the environment; and individual, family and community well-being.

Today, Extension programs that are integral to the community are evident on a number of Tribal lands. These activities link with other USDA agencies and collaborate with many other organizations, leveraging funds through EIRP to bring greater resources to the Reservation. As a result, we are experiencing improved livestock production, better decision making by producers facing drought and financial difficulties, diversification in Reservation economies, and commitment by communities for their 4-H youth development programs.

As we move forward, challenges remain to find and sustain financial and human resources to support agriculture and youth, and economic and community development, particularly in Indian Country. The successes of EIRP, however, are helping to shape the future direction of Native communities and giving Native people the opportunity to create unique, culturally relevant and sustainable programs.

This handbook is designed to support Extension agents in their endeavors to bring valuable information and educational resources to Tribal communities and for those wishing to know more about this exciting program.

Preface-Why EIRP ?

by Joe Hiller

As you will see in the following historical manuscript by Mr. Ross Racine, EIRP was borne out of a need. Simply put, prominent Indian Country leaders and supporters suggested to Congress and USDA that the good work of contemporary Cooperative Extension was not reaching the reservations.

EIRP partially resolves that challenge by delivering extension work to 27 Indian Tribes, Nations and Communities in 15 states. With 562 federally recognized Tribes and 314 federally recognized reservations in 36 states, there is much to do to achieve parity with Cooperative Extension programs in America's 3,144 counties. Commonly, the EIRP office and extension agent/educator are located on a reservation. They report to the state extension service director either through a county extension director, a district director, or a state program director/leader—it has been left up to the state director to decide.

The traditional organizational model for extension work invests fiscal, human and political resources of three governmental partners. Counties, state legislatures and the federal government cooperatively fund extension work that, in keeping with the enabling legislation http://www.csrees.usda.gov/business/awards/formula/smithlever.html is delivered to county-based off-campus audiences. This model was quite innovative for its time, and has considerable durability. Virtually all counties in America have formal memoranda with the 1862 land grant university.

The agreements generally stipulate that as long as satisfactory programs are being conducted and as long as funds are available from all three partners, the program shall continue. The funding mix is approximately equal between the partners, though there are significant variances. Importantly, the federal and state shares have tended to decline in the last several decades. As a result, counties and outside sources of revenue (grants) have had to fill the funding gaps.

Part of the thesis leading to the establishment of EIRP is that county extension offices were not meeting the needs of significant numbers of clientele, namely Indian people. While it can be shown that many state Extension organizations were delivering programs to Indian people, it should be noted that around 70% of America's Indians are urban and do not live on reservations. The required federal reporting did not show that there were deficiencies in terms of equal access to programs. Accordingly, federal and state officials felt the extension needs of Indian people were being met.

The principal challenge of EIRP organizers was to develop a program that would use the best pieces of extension—having a local presence and office in the community, and local advisory and program development committees. The tough issue was how to fund Indian Country Extension. What role should the traditional partners (county, state, federal) play? What role should the tribe play? Who pays?

There were forces within federal extension (now called CSREES) that insisted tribes pay part of the bill—and take a role similar to that of a county. The role of state legislature funding for such a program came into play as well—don't tribes get money from the federal government? Can't some of those funds be used? Issues of tribal sovereignty sprung back and informed the debate that tribes are not subordinate to counties or to states, and have a unique co-dependent relationship with the U.S. government.

Again, as you read the following paper, you'll see that the "color" of money was indeed important. Finally, it was decided that USDA alone—no state legislative dollars, no

county funds, would support the EIRP. Tribal matching funds were not required, although encouraged. The program was on its way, with federal grants in response to proposals. The 1862 land-grant university Extension services began to hire extension agents/educators in 1991.

A couple important milestone pieces of legislation have affected EIRP: The Indian Gaming Regulatory Act of 1988 (Public Law 100-497) and the Equity in Educational Land Grant Status Act of 1994 (P.L. 103-382). These two acts are mentioned because of their potential to confuse the public, elected officials and even us about who is doing what in Indian Country with respect to extension work. The Gaming Act led to the common misconception that tribes would soon have revenue streams from gaming so they could pay for extension work. The Act prohibits this. The 1994 law created funding programs to support existing tribal colleges and universities; to include work in extension and research. Some 32 tribal colleges now have extension programs, too.

HISTORICAL OVERVIEW
of the
RESERVATION EXTENSION PROGRAM

Ross Racine

INTRODUCTION

The question has been asked, "Why is Intertribal Agriculture Council involved in the Reservation Extension Program?" To fully explain the involvement of IAC in the Reservation Extension Program requires an understanding of the history of Extension on Indian Reservations and the history of the IAC. This brief historical overview will hopefully answer the question and give the reader an understanding of the intent of the program.

OVERVIEW

Indian Country has not been totally devoid of Extension services or "extension" type services. Squanto, a Massasoit Indian, is credited with the first method demonstration and the first agriculture "extension" work recorded in American history. He taught the newly arrived European settlers how to grow corn. Other Tribes had thriving agricultural societies in (New York), the Ohio Valley, Arizona, New Mexico, Colorado, and along the Missouri River. These societies began to disappear as they were disposed of their traditional lands and were placed on reservations.

At the time of the establishment of Indian Reservations, the federal government attempted to assimilate Indians into the main stream by forcing an agrarian lifestyle on them by providing farm implements. Missing from this unsuccessful equation was the instruction for use of the European implements. Providing farm implements was replaced with the removal of children from the family and placing them in boarding schools. In the 40's and early 50's the Bureau of Indian Affairs (BIA) through the Soil and Moisture Conservation Program, provided "Boss Farmers" and farm implements for individual Indians interested in farming or ranching. The "Boss Farmer" would go out to an individuals place and instruct that individual on the "How To's and Why For's" of becoming a successful farmer, as well as provide the equipment for land development.

This program was followed by the BIA contracting with the state land grant universities for extension on Indian Reservations. It was not unusual to see two extension agents at each reservation agency. One agent was primarily responsible for family living and home economics programs while the other was responsible for 4-H and agriculture. This approach was fairly successful through the mid-70's. The BIA began to de-emphasize resource management and began to place the agency priority on social service programs. Natural resource staff as well as the contracted extension agents began disappearing and welfare workers took their place.

As a result of Congress appropriating $6,000,000 for Tribes in Montana, North Dakota and South Dakota to buy hay to maintain livestock herds during the drought of the mid-80's, the BIA had to submit a report to Congress. Within that 1986 report was 9 recommendations: #1 stated, "Establish a commission similar to the Intertribal Timber Council on a national/regional level for agriculture/range (The birth of IAC.); and #6 stated, "Include an agriculture extension service activity in the Bureau's agriculture program budget to improve and enhance Indian agriculture education programs for the needs of the Indian people through cooperative agreements with the Department of Agriculture and land grant universities."

The 1986 Report to Congress did not address the agriculture issues faced by all of Indian Country, only the area which received the drought money. However, the 86 report did recommend a continuation of the hearing process on a regional basis to obtain testimony from tribes not included in the 86 report. The Secretary of Interior appointed 12 Indian leaders and 6 BIA employees to the National Indian Agriculture Working Group and their charge was to prepare a report which addressed all of Indian County's agriculture issues. A total of 14 public hearings were held across Indian Country and these testimonies were used by the National Indian Agriculture Working Group to prepare their recommended actions. A major suggestion of the Indian who participated in the hearings was re-establishing Extension Agents on reservations. Within their 1987 report, "Final Findings and Recommendations of the National Indian Agriculture Working Group", were 32 recommendations to improve agriculture conditions and support Tribal goals in Indian Country. The 32 recommendations were not prioritized but grouped by topic. Number 15 of the recommendations was the re-establishment of the Reservation Extension Program by the BIA.

In November of 1987, 87 Tribes gathered in Las Vegas, Nevada to form the Intertribal Agriculture Council. From that meeting came the IAC charter and by-laws. The 32 recommendations made in the 87 report became part of the "To Do" list of the IAC. Just to give you an idea how all of this ties together, Robert Miller, President-IAC and Fred Smith, Vice President-IAC were on the Working Group appointed by Congress. Also, Greg Smitman, Executive Director-IAC was the primary author of the 86 and 87 reports. The IAC began the task of addressing the 32 recommendations.

The years of 88 and 89 were spent knocking on the doors of Congress and the Department of Agriculture. Valuable lessons were learned in this period, lessons from both Congress and the bureaucracies. For instance, the reason reservations were no longer receiving any Extension Service programs was due to the fact Indians do not contribute to the county or state tax base. The County Extension Agents are directed by county commissioners and committees who feel justified in excluding reservations from the service area. After all, the counties contribute 18% of the funding.

In November of 89 the first ever joint hearing on Indian agriculture was held with the Senate Select Committee on Indian Affairs and the Senate Agriculture Committee. The testimony from that joint hearing again expresses a primary desire of those Tribes testifying to restore Extension and reflects that the year-to-year funding and contracting under the old BIA contracted Extension Agent Program was a barrier to the effectiveness and success of the program. One of the results of the hearing was the establishment of a committee to develop recommendations for a program which would provide for the placement of Extension Agents on Indian Reservations to provide education programs in the areas of agriculture and 4-H youth beyond that being already provided by County Extension Offices. Members of that committee included: Hollis Hall, Chairman, USDA; Woodie Winans, Arizona: Norman Wolf, New Mexico; Lloyd Hansen, South Dakota; Howard Jones, Arizona; Keith Soiseth, North Dakota; and Stuart Jamieson, USDA. (Recognize some names?) The IAC appointed Calvin Wilson, Cynthia Gonzales, Jim Thannum, Calvin Waln, and Greg Smitman to work with this group and represent the Indian concerns in the design.

The goals developed by this committee, however not totally realized, are still the goals of the present Reservation Extension Program:

- To secure an adequate continuous funding base,
- To establish an effective Extension program to serve each Reservation having the potential for a significant agricultural industry,
- To employ technically competent Reservation Extension staff with an appreciation and understanding of Native American culture and heritage, and
- To develop educational programs unique to the problems facing Native American farm and ranch families on each Reservation.

The IAC and members of the committee designed a program which put an Extension Agent on every reservation larger than 120,000 acres and at least two agents on reservations larger than 1,000,000. This prerequisite identified the need for at least 86 agents. A funding base of $6.2 million was identified to fully implement the program. Each reservation office would be supported with appropriated Extension funds except for office space, basic equipment and telephones which would be considered "in-kind" from the respective Tribe. In addition to conducting traditional agricultural and 4-H youth programs, each agent would serve as a liaison and referral between Indian farmers and ranchers and other USDA agencies.

The need for advisory councils was identified by this group. The make up of the advisory councils should be representative of the reservation population and the role of the advisory council would be to identify Extension educational needs, set program priorities, review and approve Extension plans of work and assist in the evaluation and selection of personnel.

The IAC utilized the goals and recommendations put forth by this committee and their own concepts of what the program should look like to get the Reservation Extension Program authorized in the 1990 Farm Bill. Title XVI-Research, Section 1677. Reservation Extension Agents, page 439, House Report 101-916 states:

> *"**(a) Establishment** - The Secretary of Agriculture, acting through the Extension Service, shall establish extension education programs on Indian Reservations and Tribal Jurisdictions. In establishing these extension programs, the Secretary shall consult with the Bureau of Indian Affairs, the Intertribal Agriculture Council, and the Southwest Indian Agriculture Association, and shall make such interagency cooperative agreements or memoranda of understanding as may be necessary. The programs to be developed and delivered on Reservation and within tribal jurisdictions shall be determined with the advice and counsel of Reservation or tribal program advisory committees.*
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> **(b) Administration and Management** - Extension agents shall be employees of, and administratively responsible to, the Cooperative Extension Service of the State within which the Reservation or tribal jurisdiction is located, and employment and personnel management responsibilities shall be vested with the State Cooperative Extension Service. In cases where a Reservation or tribal jurisdiction is located in two or more States, the Secretary of Agriculture shall make the determination of administrative responsibility, including possible divisions along State boundaries.
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> **© Advisory Committees** - At the request of a State Extension Director, and with the assistance of the Tribal authorities, the Secretary of Agriculture may form an advisory committee to give overall policy and program advice to that State Director with regard to programs conducted on reservations or within tribal

jurisdictions. Program advisory committees may be formed to assist extension staff in development and conduct of program activities.

(d) Staffing - Insofar as possible, agent and specialist staff shall include individuals representative of the tribal grouping being served. Programs shall emphasize training and employment of local people in positions such as program aides, master gardeners, and volunteers. Staffing at a particular location shall be dependent on the needs and priorities of that location, as identified by the advisory committees and the State Director, and the Director may make use of existing personnel and facilities as appropriate.

(e) Placing of Agents - The number of offices and their placement shall be jointly determined by the State Extension Directors and tribal authorities of the respective States by the taking into consideration the agricultural acreage within the boundaries of an Indian Reservation or tribal jurisdiction, the soil classifications of such acreage, and the population of such Reservation or tribal jurisdiction.

(f) Authorizations - There are authorized to be appropriated such sums as may be necessary to carry out this section.

The passage of the 1990 Farm Bill brought about the birth of the Reservation Extension Program Funding for the program came through a Congressional add-on as a result of a strong lobbying effort in Congress by the IAC and member Tribes.

The program became a line item within the USDA budget in 1993 at 1.75 million, not the IAC recommended $6.2 million (per their annual testimony on the USDA budget). Remember that the figure of 6.2 million was an estimate to cover start-up of only the 4-H and agriculture education programs. A much higher figure is needed to address the family living and other educational programs. Paramount in reaching the goals of the program is the " . . . development of educational programs unique to the problems facing Native American farm and ranch families on each Reservation."

The IAC is very committed to the initial goals of the program and will continue to work towards those goals, fulfill the terms of the law, and insure that individual reservations are getting the type of programs they desire. The IAC and a few friends in Extension developed a program which could be one of the most successful programs in the Extension Service if the original goals are reached.

The 1994 Land Grant Institutions Extension Programs[1]

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[1] This chapter is largely derived from an essay entitled "A Tribal College Land Grant Perspective: Changing the Conversation" in the Journal of American Indian Education, 42(1):22-35.

Introduction

Land grant status is a relatively recent development in the history of the Tribal Colleges and Universities. The Equity in Educational Land-Grant Status Act of 1994 holds significant promise for tribal peoples in areas such as natural resources, agriculture, health, and youth development. Since the passage of this legislation, the 32 Tribal Colleges and Universities known as the 1994 Land Grant Institutions have developed many innovative and successful educational programs under the most austere organizational conditions. In particular, 1994 extension programs have brought sorely needed educational services to historically under-served Native American communities. Yet one potential area of growth remains relatively unexplored. That is, collaboration with the EIRP. This chapter provides an overview of the history of the 1994 Land Grant Institutions, some examples of 1994 extension programming, and recommendations for greater collaboration with the EIRP.

The History of the 1994 Land Grant Institutions

Calling it a "history of mis-education," the Carnegie Foundation for the Advancement of Teaching (Boyer, 1997, p.7) surveyed Indian education from colonial America through federal boarding school policies, to the era of tribal self-determination when the first tribal college was founded in 1968. Throughout that time, education was a tool for assimilation against which tribal nations struggled to maintain their cultural integrity. Given that background, participation in higher education by American Indians was almost nonexistent by the 1960s. In 1961, only 66 Native Americans graduated from a four-year institution (Szaz, 1974). A decade later, the post-secondary attrition rates for American Indian students reached 75% (Fuchs & Havinghurst, 1973). Other estimates put the dropout rate for Indian students as approaching 90% or more at many institutions (Boyer, 1997). Tribal leaders, recognizing the lack of educational opportunity and success, responded with the tribal college movement.

Some 25 years after the founding of Navajo Community College, 29 Tribal Colleges and Universities were providing unparalleled access for, and successful retention of, Native American students. Working collectively as the American Indian Higher Education Consortium (AIHEC), the Tribal Colleges and Universities sought to secure land grant status in the early 1990s. Senator Bingaman (D-NM) introduced legislation in August 1993, and AIHEC gained the key endorsement of the National Association of State Universities and Land-Grant Colleges and the sponsorship of a bipartisan group of 20 senators and congressional representatives. In the fall of 1994, the Equity in Educational Land-Grant Status Act of 1994 was attached to the Elementary and Secondary Education Act (ESEA) reauthorization as a rider. When President Clinton signed the ESEA reauthorization on October 20, 1994, tribal college land grant status was secured by law (Bigart, 1997).

1994 Extension Programming

The Equity in Educational Land-Grant Status Act of 1994 authorized $5 million per year to establish extension programming pursuant to the 1917 Smith-Lever Act. The United States Department of Agriculture (USDA) administered the first extension programs authorized by the 1994 legislation in fiscal year 1997 by providing annual competitive funding to the 1994 Land Grant Institutions for non-formal community education and

outreach activities. These community education programs were intended to *supplement*, not duplicate, existing extension programs, including the EIRP, by focusing on the specific needs of Native American people in 1994 land grant service areas.

Since 1997, appropriations for the 1994 extension programs have never reached authorized levels. In the last fiscal year of 2004, 1994 extension appropriations enacted totaled $2.929 million, or about $91,530 per 1994 land grant institution, and down 13% from the previous fiscal year. The annual competitive nature of the extension programs also means that some grant proposals are not funded in a given year. In other words, 1994 land grant institutions are not guaranteed extension funding in any given year.

Before describing the characteristics of 1994 extension programming, it is important to emphasize that culture is at the heart of the 1994 land grant institution. The genesis of the tribal college movement was cultural, and their loyalty continues to be to the members and culture of their tribal nations. Culture permeates the entire 1994 campus and "it fully shapes each institution and its philosophy of education" (Boyer, 1997, p.64). Given these strong cultural orientations, it's no surprise that 1994 extension programs incorporate elements of culture as they deliver education in areas such as youth development, diet and nutrition, natural resource conservation, and economic development.

For instance, a holistic tribal worldview has many practical considerations in collaboration and program development. Holism means that life is multifaceted; the whole cannot simply be deconstructed into its separate parts. Program development and problem solving is therefore approached as integrated, interdisciplinary, and inter-institutional. That means that principles of networking, cooperation, collaboration, sharing, trust, and reciprocity are entirely appropriate. For example, the Woodlands Wisdom Confederation is a partnership of six 1994 land grant institutions and one 1862 land grant institution that addresses diet-related health problems through extension services. Drawing upon their common Algonquian cultural heritage, the Woodlands Wisdom Confederation brings together woodlands region 1994s with the University of Minnesota to promote traditional diets of wild rice and game as a way to combat diabetes, heart disease, and other diet-related ailments.

Strong tribal traditions of environmental stewardship and sustainability express themselves in programs in natural resource conservation. Natural resource programs will tend to emphasize low impact, environmentally sensitive, and non-extractive use. For example, the St. Louis River-River Watch Project at Fond du Lac Tribal & Community College (Cloquet, MN) monitors the water quality of the St. Louis River in northeastern Minnesota by involving students from some 26 local schools located along the river. Since 1998, water samples have been collected twice each school year and the data has been entered into a public access environmental database. Students also participate in a Spring Congress, held at the tribal college campus each year, which gives students from along 179 miles of the river a chance to share their ideas of water and water quality.

By promoting and preserving tribal history, arts, and language, 1994 land grant institutions help protect and restore the cultural identity of their tribes. The Institute of American Indian Arts (IAIA) in Santa Fe, NM, has an innovative program that promotes leadership development in young people through cultural activities. IAIA uses traditional southwestern Pueblo basket-weaving art, drum-making, songs, and dances to inculcate important life-skills to youth at six local pueblos. But older people benefit too. At one pueblo, tribal members no longer knew how to make willow baskets in the traditional

way, so the IAIA program conducted a basket-weaving program in the people's native language. As it turned out, half of the program's participants were tribal leaders.

By definition, the 1994 Land Grant Institutions are community-driven: chartered by their tribes, governed by local Native American trustees, and supported by tribal student enrollments (P.L. 95-471, Tribally-Controlled College or University Assistance Act). Their charters enable them to respond quickly to community needs: developing or refining curriculum, creating special extension projects, or researching critical topics. But underneath the 1994 charters lies a driving motivation that relates to tribes' historical struggle for survival, that is, to ensure the continued viability of their societies.

Diabetes, hauntingly referred to as the "new smallpox," is threatening the very existence of some tribes. Hence many 1994 land grant institutions have focused on preventing the disease with vigor. Promoting healthful diets drives programs in home and community gardening, cooking and food preservation training, and nutrition education. Traditional diets of wild rice, corn, fruits, berries, wild game, or fish are promoted in culturally appropriate ways to improve health. Sisseton Wahpeton College (Sisseton, SD) has developed an extension component that delivers training to 8 to 13 year-old youth in basic nutrition, horticulture, food preservation, and food safety. Youngsters experience the complete food cycle: cultivation, planting, harvesting, processing, preservation, and consumption.

Because children represent the future of the tribe, youth development programs respond aggressively to gang activity with 4-H or similar after-school programs. Dance, drums, beadwork, or other cultural activities help to develop life-skills, often linking young ones with elderly mentors. Young people participate in summer camps, fun-runs, midnight basketball, sobriety dances, newsletter publishing, and even radio broadcasting. Lac Courte Orielles Ojibwa Community College (Hayward, WI) provides home-based education in positive parenting and their partner, University of Wisconsin Extension, helps with their 4-H youth development education.

Economic development programs include value-added product development, such as retail meat cuts, jerky, and home-processed preserves at Si Tanka University (Eagle Butte, SD). Fort Peck Community College's (Poplar, MT) extension projects emphasize alternative crops, commodities marketing, and export marketing. All of these programs seek to address serious societal or economic issues that threaten the continued viability of rural reservation communities. This is why extension programs are applied directly to known community needs. Given the critical needs and limited resources, wasteful endeavors are a luxury that the 1994 land grant institutions and their tribal people cannot afford.

Parallel concerns of viability are present at the organizational level for the 1994 land grant institutions. Many 1994s are in the early stages of establishment or maturation, and face problems securing stable funding, maintaining student enrollments, and recruiting and retaining qualified faculty and staff. Recognizing these organizational factors will sensitize the collaborator to unrealistic assumptions and expectations in their relationships with the 1994 land grant institutions.

Relationship of 1994 Extension Programs and the EIRP

The key to a productive relationship between the 1994 extension programs and the EIRP is that they be cooperative and complementary. This was, in fact, the intent of the 1994

land grant legislation. Given the great need for extension services in under-served Indian communities, this sort of cooperative effort is certainly worthwhile and should not be difficult to achieve. Yet this cooperation has not always been present. To better serve our Indian communities, cooperation must occur at two levels: nationally and locally. Currently 1994 extension programs and the EIRP operate together in 11 Indian reservations and separately on 49 other reservations or communities (Table 1).

At the national level, information sharing on best-practices and policies that will help deliver effective extension services to Indian communities should be encouraged. Advocacy efforts should stress the complementary aspects of the two programs and their relative strengths. In the current zero-sum budgetary climate in Washington, DC, these two programs must seek to grow funding together, not gaining at the expense of one or the other program.

How can this case be put forward? What are the combined and relative strengths of the 1994 extension programs and the EIRP? First, the 1994 extension programs and the EIRP together provide greater extension coverage to the 557 federally-recognized tribes in the US. Although woefully inadequate to meet the needs of all the Native peoples in this country, together these programs currently help provide support to xx of these tribes. Secondly, effective and sustainable programming relies on a balanced mix of resources. Together the 1994 extension programs and the EIRP can bring a strong portfolio of tribal, state, and federal expertise and support to Indian reservation communities. Finally, 1994 extension programs and the EIRP can collectively advocate for the extension needs of Indian Country by providing a single voice that is stronger together than separately.

Table 1. 1994 Land Grant and EIRP locations.

1994 Land Grant and EIRP Locations			
State	**1994**	**EIRP**	**both**
AK		1	
AZ	2	5	2
CA	1		
FL		1	
ID		2	
KS	1		
MI	2		
MN	3		
MS		1	
NC		1	
MT	7	5	5
ND	5	1	1
NE	2		
NM	2	3	1
NV		1	
OK		1	
OR		1	
SD	4	2	2
WA	1	2	
WI	2		
WY		1	
Total	32	28	11

What are the relative strengths of the 1994 extension programs and the EIRP? First, for the 1994s, extension programming helps build the local capacity of tribes to serve their communities. Because 1994 land grant institutions are tribally-chartered, they are an expression of a tribe's right to educational self-determination, and hence, of their sovereignty. So in a larger sense, 1994 extension programs promote tribal self-sufficiency, self-determination, and sovereignty. Secondly, 1994 extension programs help build the capacity of the 1994 land grant institution itself. Every dollar of federal funding and every person employed helps to provide stability to these young organizations as they seek to serve their tribal communities. Third, by employing local community workers in extension programs, the 1994 land grant institution strengthens its close ties to its community. Finally, because 1994 land grant institutions are so firmly rooted in culture, 1994 extension programming can provide a local cultural component that may not be available elsewhere.

The EIRP also provides added capacity to local tribal communities, bringing dollars and employment to the local community. Additionally though, it provides access to state-level expertise and resources that are not usually available locally, either within the tribe or at the 1994 land grant institution. The EIRP provides a strong link to the 1862 state, national, and international land grant university system which has well-established and world-renowned programs in extension, research and teaching. This relationship brings the world's best higher educational resources to the tribe, and helps foster greater collaboration between the 1994 and 1862 land grant institutions. Finally the EIRP's can provide an added measure of stability to the community by supplementing 1994 extension programming which is subject to annual competitive grants.

In practice, we have seen examples of strong cooperation between 1994 extension and EIRP educators at the local reservation level. On one reservation, the EIRP educator maintains an office on the 1994 campus and works closely with his 1994 counterpart. While he focuses on livestock and range issues, she works on youth and economic development. Likewise, on another reservation, the 1994 extension educator works on natural resources matters while the EIRP educator focuses on economic development. These extension educators all work toward a common goal of serving their Indian communities by sharing information and resources, writing grant proposals collaboratively, and designing education programs. Together they provide greater services than each could provide alone. The challenge for the 1994 extension program and the EIRP in the coming years will be to replicate these successes nationally.

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Administrative Structure

The Extension Indian Reservation Program is part of a large complex of programs administered through a unique partnership that involves Federal, State, and local entities.

At the federal level EIRP finds its oversight through the Science and Education Resources Development unit of the Cooperative State Research Education and Extension Service (CSREES) of the U.S. Department of Agriculture. Congress created CSREES through the 1994 Department Reorganization Act. The former Cooperative State Research Service (CSRS) and the former Extension Service (ES)—two unique USDA agencies—were combined that year into a single agency. This move united the research, education, and extension portfolios of both agencies and consolidated their expertise and resources under one leadership structure.

CSREES is one of four USDA agencies that make up its Research, Education, and Economics (REE) mission area. The other three agencies include:

- Agricultural Research Service (ARS)
- Economics Research Service (ERS)
- National Agricultural Statistics Service (NASS)

The USDA-REE agencies provide federal leadership in creating and disseminating knowledge spanning the biological, physical, and social sciences related to agricultural research, economic analysis, statistics, extension, and higher education.

CSREES' unique mission is to advance knowledge for agriculture, the environment, human health and well-being, and communities by supporting research, education, and extension programs in the **Land-Grant University System** and other partner organizations. CSREES doesn't perform actual research, education, and extension but rather helps fund it at the state and local level and provides program leadership in these areas.

> An annual appropriation from Congress is the primary source of funding for EIRP. These funds are administered by CSREES, which issues a Request for Applications for 4-year projects. Project proposals are reviewed, and successful applicants (1862 Land-Grant Institutions) receive funding to carry out Extension work on selected Reservations. Project directors are required to submit annual progress reports and a final technical report, and submit required budget and other forms to request funding in years 2 through 4 of the project. CSREES also strongly encourages EIRP agents to attend the annual EIRP agents' meeting.

Land-Grant University System
Starting in 1862, the Federal Government granted federally owned land (hence the name "land-grant") to each state for the development of a university that would serve the citizens of the state in the areas of research, education, and extension.

Other land-grant universities were designated in 1890 (historically African-American institutions) and in 1994 (Native American institutions).

While nearly all universities have research and education as their core responsibilities, land-grant universities also have a Federal Government-mandated extension (outreach) responsibility. This means they are directed by law to offer to the public noncredit, tax-supported educational programs and information based on the results of university research.

The wide-ranging CSREES land-grant partnership includes:

More than 130 colleges of agriculture
59 agricultural experiment stations
57 cooperative extension services
63 schools of forestry
Tuskegee University, West Virginia State College, and the other 16 historically black colleges and universities
27 colleges of veterinary medicine
42 schools and colleges of family and consumer sciences
32 Native American land-grant institutions
17 Alaskan native-serving and Hawaiian native-serving institutions
More than 160 Hispanic-serving institutions

In the EIRP system each state partner, the Land Grant institution, is the source of the structure by which you were hired. This structure varies from state to state. To be an effective agent, you should become familiar with your Land Grant institution and how it ties to your project

The local partner is your reservation administration or the local county, depending on how your particular project was set up.

UNDERSTANDING YOUR COMMUNITY'S NEEDS—Dr. Sabrina Tuttle

So, you've just started your new job as an EIRP agent. Maybe you have lived on the reservation community all of your life, or perhaps this is your first experience working with Native Americans. You may be in a fairly remote location, and may or may not have contact with a county extension office nearby. Sometimes EIRP agents are left quite alone to learn their jobs, and some may be at odds about how to start, while at the same time being overwhelmed at how to learn the university system and paperwork at a

distance from those hallowed campus halls. The Native American culture might seem quite different from the culture in which some agents came from. Even Native American agents have to adapt to the university extension "culture" and adopt a viewpoint from outside their own culture.

Thus, culture shock of varying degrees may affect the new agent. Culture shock generally follows a pattern of periods of enchantment with the new culture, followed by disillusion with it, and then by adaptation to the situation, over a fairly long period of time (usually at least a year). Some people never pass the disillusion stage and either leave the job or remain negative in their relation to the situation. You may ask why I am discussing culture shock in a section on understanding community needs. This experience of culture shock will permeate your perception of how you see the community that you are working in: first you may be overly optimistic and naïve, next you may become excessively pessimistic and think that there is no hope for improvement of the situation, and finally, as you adapt, you will comprehend the reality of the circumstances. Then you will truly be able to see the possibilities and problems that exist from a more balanced viewpoint and you will be able to better choose the pathway to take in implementing your programs. Usually, the first year or two is a disorienting time, but you should expect that, and realize that it is a part of the experience of getting to know a community.

One of the easiest things to do when you first arrive, is to look through the old files of your predecessor(s), providing you are not the first one to occupy the job. These files will give you some clues about programs that were attempted and implemented in the past. If there are staff or community members that are familiar with the past programs, you can also ask them about what happened in the past. There may have even been a needs assessment done at one time or another. Of course it is still important to do your own assessment of community needs, if much time has lapsed since the old one was completed.

It's important to find someone to introduce you to people in the community; someone may appoint that person, but if not, you should seek out a knowledgeable person or two help you. This person is the gatekeeper to the community, and will help open doors for you at the outset. They will be a source of information for you as well as someone that can introduce you to key people in the community, who can also give you more information about the community. Over time you will also stumble across or seek out other key informants with whom you can do informal interviews, asking them about community needs and other issues. In the reservation community, I would advise that you begin by doing this in an informal matter as a part of the conversation, without taking notes. You can jot down what they told you after you leave. Later, when you feel comfortable with various people, you could take notes, if needed.

Early on, it is a good idea to attend various meetings and events in the community that are open to the public, or where someone has invited you to attend. You can learn a lot by observing what happens at these meetings and events as well as the topics of discussion. If you are invited and/or request to get on the agenda of a meeting, you can introduce yourself and your program and mention that you are interested in understanding the needs of the community. This may outright elicit some comments on community needs, or it may help you set up future contacts or meetings. I would advise being low key about obtaining information, don't force or badger people or be too inquisitive.

Native American communities may have had bad experiences with outsiders using information for their own gain, and with government agencies that have not always benefited community well being. Wait to be invited into an individual's home—the door to door salesman act would probably not be appreciated, especially if you have a survey instrument in hand. Unless you know the individual fairly well, or they have attended a workshop or other activity, I would not recommend telephone interviews to assess needs or evaluate programs.

A few cautions about looking at community needs—at first you should limit the areas of needs assessment—don't try to tackle the whole gamut of needs that exist in a community. You could get more than you can handle and build up expectations that all of these needs will be met. Limit the areas of focus to two program areas at first—later you can expand as your capacity to collaborate and delegate increases. Those program areas usually are in your area of expertise, although occasionally you have to extend outside your comfort zone to another area, but this is best done after you have more experience. For example, you may want to focus on agriculture and youth programs first and then expand to family and consumer science later. It's easy to spread yourself too thin, and when you do a needs assessment you will end up with too many areas to cover.

There may already be organizations in your community that are meeting needs, and you don't want to duplicate efforts, though you may want to collaborate with these groups. Therefore you can do an *asset map*. An asset map is a written document of what agencies and organizations exist and what they do, and how they may coordinate with each other. Asset maps can be quite complex, but you may just want to cover the basics. You can visit each organization, or you can ask your gatekeeper and others about what they do. You can also do an asset map for people, asking the people what skills they have, written or by interview—this is often good to do when recruiting 4-H youth leaders. Some asset maps are extremely complicated and can be invasive, so it's best to use a more simple approach. For 4-H leaders, you may have a list of abilities that they can check off, as well as an open ended written or oral question asking them what they would really like to do.

After you have been in the community for a few months or a year, you will need to choose an advisory committee for your extension programs. You may have one overall advisory committee, or you may split it into two or more groups for different subject areas, i.e. one for agriculture and one for 4-H. You may get advice from your gatekeeper or other knowledgeable people about who to invite to be on the committee, and by this time you may also know some folks that would be good to invite. Committee members normally serve 3 years, with rotation to add new members once a year, so that 1/3 of the committee changes each year. This is not a hard and fast rule; if you have someone that would be a valuable member, and can only serve for less time, that's also an option. Longer terms are also possible, but some changeover is needed over time to get new ideas and to not exhaust your allies. When you have an important decision to make or direction to take, I'd advise you to include your advisory committee in the decision, as later on they can support you if your direction proves problematic or unpopular with some people or segments of the community.

Another way to obtain information is through the use of focus groups. You may use your advisory committee as a focus group, or you may invite others to attend. Focus groups consist of about 5-10 people; you come to them with a set of questions about the issue

you're interested in—be sure to invite a variety of people who are not just going to rubber stamp your ideas. Go around the room, giving each one the chance to state their answer and then repeat with the next question, etc. in round robin fashion. If they are shy about speaking, have them write down their answers first and then speak, or have them write them down on a sheet of paper and then post them on the wall or a flip chart, and you can read them to the group.

When prioritizing needs, you can employ a method called nominal group technique. This method works well if there is division within the group or if certain people tend to dominate the decision making process. You ask a group of 10-12 participants to jot down the 5 most important needs they see in their community, in your program area, on 5 index cards. They turn in the cards to you, and you post them on the wall. You give each person a short chance to talk about their issue, eliminating duplications. You have to control how long each person speaks—it should be just a short stump speech, and deter folks from going on tangential subjects while speaking. You give them sticky dots and they give 5 votes to the most important topics. You then calculate the issues that have the most votes and prioritize the needs by those that have the most votes, and you work on addressing the top few issues, provided they are all feasible alternatives.

Another method to prioritize needs comes from a practice called participatory rural appraisal. Participatory rural appraisal aims to include community members in assessing needs, planning and evaluation of community programs. They become "coworkers" on an equal basis with the program implementers. To prioritize needs, you can use a matrix where participants (10 or less) list needs on the horizontal axis and benefits of meeting each those needs on the vertical axis. Participants rank the need as related to the benefit as 3=more important, 2=important, 1=less important. The columns are then totaled at the bottom to get the rank of the highest priority, which is the highest total.

Benefits ***NEEDS OF THE CATTLE ASSOCIATIONS***

	Higher cattle sale prices	More feed	More fencing	Better recordkeeping
More profit*	3	3	2	2
Buy more cattle*	3	2	2	2
Fix buildings, fences*	2	1	3	1
More calves born#	2	3	1	2
Cows have calf every year#	2	3	1	2
~~More profit#~~				
Can rotate pastures+	2	1	3	1
More forage+	1	3	3	2
Better inventory~	2	1	1	3
Cull Sales increase~	3	2	1	3
TOTAL	20	18	15	20

The participants have to come to consensus when they rank 1, 2, or 3 for each benefit as it relates to each need. They may list several benefits for each need (*, #, +, ~) and may come up with an amazing amount of benefits. If you have a duplication of benefits, you can cross out that benefit. The most important issues, in this case, are higher cattle prices and better recordkeeping, so you would address those first. You can extend this exercise by using the same needs categories and replacing the benefits with how to solve the problem on a new matrix to elicit ideas from participants on how to improve the condition of the need. These exercises, however, can be time consuming, but they do build on group synergy to provide a more defined picture of needs and solutions.

Another participatory rural appraisal method consists of mapping the community. A group of community members gets together and they draw a map of the community, with buildings, agricultural fields and crops, livestock, and houses drawn on a poster board or flip chart sheet. They can also include the inflow and outflow of agricultural or other distinct products with arrows. The map can give you an idea of where things are located, how people perceive their geography, and is something the group can keep for future reference. Youth may be invited to draw. Individual ranches or farms may also be mapped, if the owners are open to it. Nominal group technique and participatory rural appraisal activities are best introduced after you have done some informal interviews and gone to various meetings with the people who will participate.

The last method I will describe in this gathering information about needs is surveys. Surveys are questionnaires that have a series of questions that participants answer, and they can be used for needs assessment, planning or evaluation. The reason that I put it last is because it can be an overly formal, intimidating document in a reservation setting. Although many assessors of needs use surveys first, either by mail or telephone, when working with Native Americans the use of surveys should be carefully considered and only used in certain context, as they may be seen as an invasion of privacy. I would not advise using mail or telephone surveys in a random manner, without previous contact with the people being surveyed. If you want to use a survey, it is best to give the survey to a group that you are already familiar with at a meeting or workshop and collect it there. Sometimes mail surveys will not be returned in a timely manner or at all. You could use a telephone survey to contact people who are familiar with you and your programs.

These are just some ways of understanding your community's needs. You may find others that work as well or better, and may decide not to use these. It's important to keep assessing needs, though, even after your initial introduction into the community. There are examples of methods of assessing needs in the Appendix.

PLANNING, IMPLENTING, AND EVALUATING YOUR EXTENSION PROGRAM

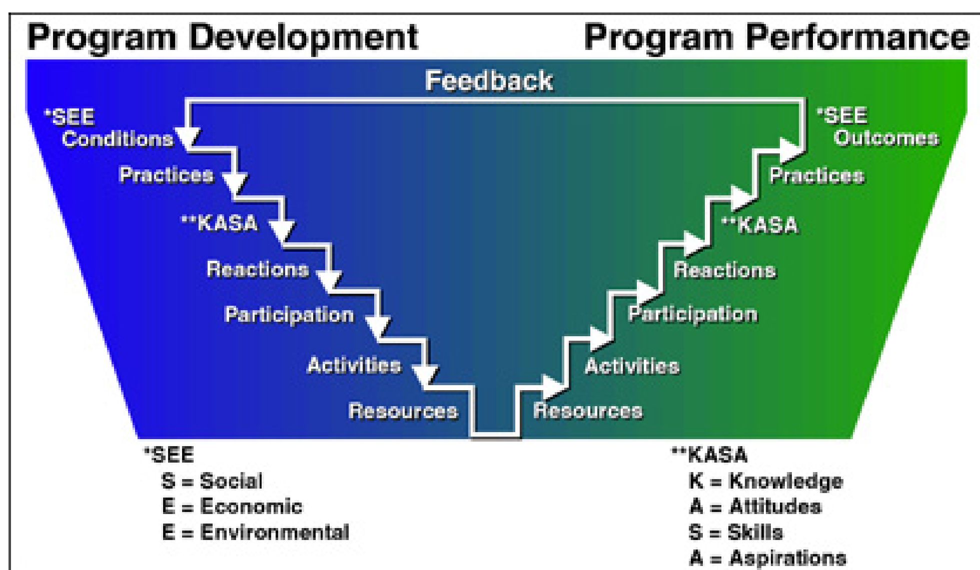
Dr. Sabrina Tuttle

Extension programs in the U.S. use various models of planning and evaluation of programs. Your university will most likely have a preferred model, and you will hopefully learn about it during in-service or other training. We will briefly look at two of the most common models, TOP and the logic model. Although parts of each of these models may be problematic when dealing with Native American communities, due to cultural differences between the model designers and the community, unfortunately we have to be able to communicate our planning, implementation and the results to our university administration, and have to employ whatever model they choose.

TOP originated from Bennett & Rockwell (1995) and helps target outcomes, track progress, and evaluate performance. In this model, extension educators assess specific needs and issues in line with their agency's mission, prioritize social, economic and environmental needs (SEE) and partner with others in teams to achieve preferred results. Teams target long term social, economic and environmental outcomes, as well as short and medium term outcomes. They design programs to accomplish the selected outcome targets and assess design. Teams also select indictors of program success and track how well they were implemented, and targets attained. They plan evaluations to see how well the program contributed to the preferred outcomes, then implement the program, track outcomes and evaluate the program's contributions. Then the team uses the evaluation results to improve programs, document accountability, and market programs. The highest aim is to improve the social, economic and environmental conditions in a community. An intermediate step is to foster a change in knowledge, attitudes, skills, and aspirations (KASA) of the participants, which helps the participant to make changes in their lives and work.

The seven levels of the TOP hierarchy are:
Level 1: *SEE*, Social Economic, Environmental conditions in the area
Level 2: *Practices*—that individuals or groups may adopt from extension programs
Level 3: *KASA*
Level 4: *Reactions*: favorable or unfavorable responses to topics, presenters, methods
Level 5 : Program *Participants*—Individuals, families, groups, organizations, communities
Level 6: Activities—various educational methods and events that inform, educate or train audiences
Level 7: Resources—time, money, staff & volunteers that plan, implement & evaluate programs

The hierarchy is 2 sided, beginning with the process of program development and planning on the left, a continuing with program performance and evaluation on the right.
Here is a diagram of the TOP model: (from Bennett & Rockwell, 1995)



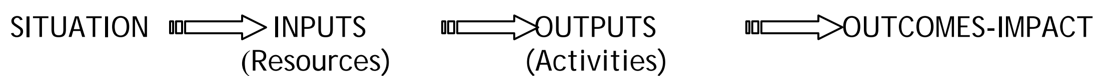
The logic model takes a situation, needs priorities, and intended outcomes. It views inputs, which are what we invest, such as staff, volunteers, time, money, materials, equipment, technology and partners. Inputs are followed by outputs, which are activities, such as conducting workshops, developing curriculum, training, facilitating, working with media, and delivering services, as well as who we reach—participants, clients, agencies, decision-makers, customers. Inputs and outputs result in outcomes and impacts, short, medium and long term. Short term results include learning, awareness, knowledge, attitudes, skills, opinions, aspirations, and motivations. Medium term outcome-impacts consist of action, behavior change, decision making, policies, and social action. Long term impacts are social, economic, civic and environmental conditions that change.

Comparison of the TOP model and the logic model:

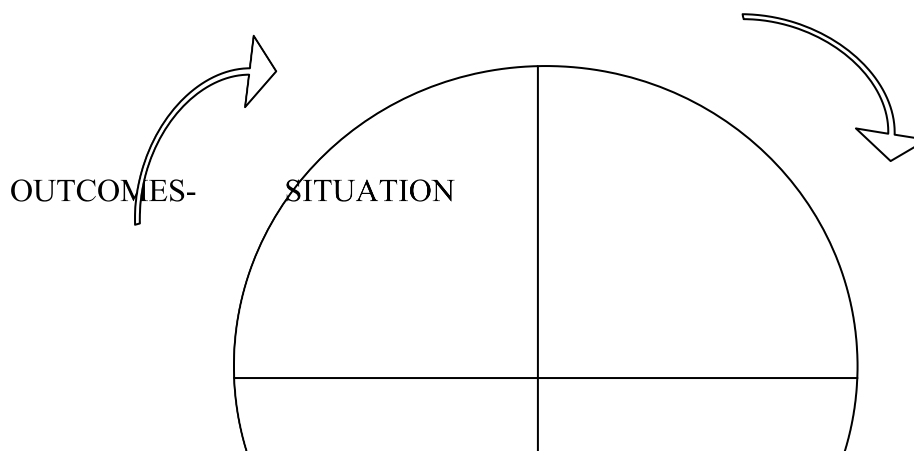
TOP	LOGIC
Resources	***Inputs***
Activities	***Outputs***
KASA-knowledge, attitudes, skills, aspirations	***Outcomes—short and medium term***
SEE-Social, Environmental, Economic Indicators	***Impacts-Social, Environmental, Economic Indicators***

You can see that these models are very similar, with the exception that the TOP model has a feedback loop. I would like to propose a circular logic model, because the linear model seems limited. We do not always see a logical progression from inputs and outputs to outcomes and impact in the general extension population, nor on Indian reservations, where there are often barriers of cultural differences, education, and higher incidences of diabetes, alcoholism, and poverty that prevent this logical progression from occurring. As new agents, particularly, we may have to go through the cycle more than once to see outcomes and impacts, to recycle through the circle. Here are diagrams of the linear and the circular logic model:

LINEAR LOGIC MODEL



CIRCULAR LOGIC MODEL



IMPACT

OUTPUTS (Activities)

INPUTS (Resources)

So, what do all of these models mean, when you get down to the bottom of managing your programs? Although you are often immediately propelled into action and developing programs, it's necessary to look at the needs of the community, then to see what needs to change, identify indicators of change, and then design your programs to promote change, measure those indicators, and adjust or expand your program to march happily into the future. Sounds like a logical, progressive action that should yield wonderful results every time. Well, not everything moves in a linear, logical, hierarchical manner, with progression towards our goal every time, even in Western societies which invented this linear, logical, progressive viewpoint. Non-Western societies, such as Native American communities, do not necessarily follow this model, and when we try to force them into our mold, due to our universities' requirements, we may come up with less than we plotted out, or something entirely different, but that could also be positive.

In order to fit into the university mold, as well as to aid our planning and evaluation strategies, we should develop short and long term goals and objectives for our program, with indicators noted in our objectives. The goals and objectives should be measurable and specific. We can find appropriate indicators from existing or past needs assessments. For example, an indicator could be water quality. Say that you found water quality was not good surrounding agricultural fields in your area, and that producers were also concerned about the high price of fertilizer. Your short term goal would be to reduce the excessive use of fertilizer and decrease the cost of fertilizing; your long term goal would be to improve water quality and to increase the producer's profitability. Your objectives would be, for example:

- Field crop producers will become aware that water quality is a problem
- Field crop producers will adopt 2 practices that will reduce fertilization runoff
- Field crop producers will increase their profit by 5% by using less fertilizer

If producers reduced excessive phosphorous or nitrogen fertilization, water quality should increase, and your extension program would plan to do a workshop in decreasing excessive fertilization use. You could evaluate that program by later asking producers if they reduced their fertilization rate or amount, and if they saved money doing so. Then you would have environmental and economic indicators to report.

Some goals and objectives, however, are not purely numerical and attempt to encompass somewhat nebulous changes in behavior, attitudes, and even social structures. These

goals and objectives relate to qualitative alterations. For example, if you are trying to look at improvement in youth programs, you may have a goal of increasing the level of responsibility in youth. Your objectives might be:

- Youth will show enthusiasm and helpfulness as they participate in 4-H activities
- Youth involved in 4-H will become involved in other community activities

Your evaluation would document how these changes were manifested by participants. You have to be cautious to state in your evaluation, however, that your program has only contributed to these changes in attitudes and behavior, because there may be other influences that affect them, and you have no way of proving that your program caused the change

What if nothing much happened after you did your workshop? Well, the first stage of adoption of a technology or behavior is awareness, followed by attitude change, then behavior or skill change, all at the individual level, and then social, environmental, and economic change at the community level. Your first workshop may have only created awareness, or maybe attitude change. You may need to do another workshop, write a newsletter or news article, provide a practical demonstration, or a variety of things to promote adoption. The other thing is that people adopt new technology or ideas at different rates. Innovators are the first to adopt, followed by early adopters, early majority adopters, late majority adopters, and laggards. You may need to get the support of some early adopters or early majority adopters to promote adoption in the other groups. Innovators, however, are so far ahead of the rest, they usually are not good at communicating with the slower groups. You may need to find an opinion leader, an early adopter who is a respected member of the community to help endorse technological or social change. Using local groups, including youth, to plan programs, can also help your activities get accepted in the community.

Why do we evaluate our programs? Because the university requires us to and for accountability? Well, those are certainly good reasons, but the main reasons are that we would like to see how we are doing and how we can improve our programs and their effectiveness. We want to show not just how many people attended an event, but also changes in knowledge, attitudes, intent to change a practice and change in practice, and behavior change. Some of the ways to evaluate include: workshop evaluations, focus group meetings, observation, photos, narratives of events and results, success stories, and many more.

Workshop evaluations normally take place at the end of a workshop, although they can be sent out at a later time. I would not recommend pre and post tests during a workshop with Native American audiences, or any audiences that are not in a formal classroom setting. They can be intimidating and cause you to lose trust with your audience. There are two types of workshop evaluations, a Likert scale questionnaire and a questionnaire where the participant self-evaluates how much he/she knew before and after the workshop. Both of these are best done at the end of the workshop, preferably before refreshments, and before people leave the area. If you wait until after the workshop, by mail or telephone, you are less likely to get as many evaluations completed. But if you are looking for medium or long term change, sometimes the only way is to wait until a time period has passed, and then send out the surveys or call folks. Make sure the evaluations are fairly simple, one page or less, and that you fully explain how to fill them

out and provide pens or pencils for those who don't have any. The basic Likert scale evaluation is on a 5 point scale, where there are several statements and participants circle a number or phrase about how well they agree with the statement. Then you may have some open ended questions at the end. For example:

1. I learned how to reduce fertilization of crops   Strongly Agree Agree Not sure Disagree Strongly Disagree

2. I plan to use the information on fertilization   Strongly Agree Agree Not sure Disagree Strongly Disagree

3. If you plan to use the information on fertilization, how will you use it?
4. What were your two favorite things about the workshop?
5. What could have been done better in the workshop?
6. Are you interested in more workshops? If so, on what topics?

To calculate the values on the Likert scale, you would give strongly agree a score of 5, agree, a score of 4, not sure, a score of 3, disagree, a score of 2, and strongly disagree, a score of 1. Then you would take the average score of the participants' responses for each question, with a higher score being desirable. The second question and third open ended question is designed to elicit the intent of the participant, which indicates that they will most likely do what they answer. The other questions give you an idea of what was best and worst about the workshop, and also has a mini needs assessment on future topics. The self evaluation example looks like this:

	Knowledge/ Skill before Workshop	Knowledge/ Skill after Workshop
1.Reducing levels of fertilization	1 2 3 4 5	1 2 3 4 5
2. Calibrating fertilizer spreaders	1 2 3 4 5	1 2 3 4 5

Five is the highest level of knowledge or skill, and 1 the lowest. You would subtract the difference of knowledge/skill before the workshop from knowledge/skill after the workshop to get the change in knowledge or skill, and then average each participants' responses for each question. Make sure that you do both parts of the self evaluation after the workshop, because otherwise it could be intimidating for participants to rank themselves. You could also include open ended questions in this type of evaluation. You might think that this sort of evaluation could be biased by dishonesty, but research has shown that the answers reflect the true status of the individual's skill or knowledge.

You should give directions on the printed evaluations about how to fill it out, as well as give the directions orally. The language should be at the appropriate educational level throughout the evaluation. Also, tell the participants that the evaluation is anonymous and its' purpose is to have them review the material and you will use it to improve our future programs. Be sure to give directions and distribute the evaluation while the group is still together, and has not dispersed for a meal, field activity or small group activity. Otherwise it is a bit like herding cats, where you can't get folks to follow your directions after they scatter. There are full examples of each of the above types of evaluations and others in the appendix.

Often we emphasize these types of workshop evaluations, to the exclusion of other methods that may be more applicable, especially with our Indian communities. Focus group meetings after a tour, a workshop, demonstration, or series of workshops or an entire program can also function as an evaluation tool. You would follow the focus group directions given in the understanding community needs section of this book, but

then you would gear your questions toward evaluating your program. You can also do individual informal interviews.

Success stories are a creative addition to an evaluation—these may not be only quantitative successes such as money saved, but also things that affected individuals positively as a result of your program. For example, when I was working with the Seminole Tribe, we had a nutrition and cooking class, and the youth worker who attended it stated on his evaluation that in the class was the first time he had ever felt accepted by a group. Youth programs seem to yield such examples, and it is often hard to quantitatively document the effectiveness of youth programs. Keep track of pertinent quotes that people say to you, as they often show important impacts.

Observation of activities, events and the local environment with an accompanying narrative and photos can show changes in a qualitative manner. Observation often shows learning and improvement of skills, physical evidence of change (such as a learned practice in action), and changed behaviors. They can be as simple as counting the adoption of a practice, for example, how many people or if any are using a new sprinkler system, or more involved such as inventorying skills youth learn at a camp or in an arts and crafts club, or noting how youth have demonstrated new leadership skills. Observation is generally a non-invasive technique, as long as you are not trespassing on property.

Reporting your evaluation results is important, and this does not include merely your university's annual report. You can use other formats and media to report to Tribal officials, your participants and the public. These formats will be less tedious and lengthy than your annual report, and should be short and concise, even entertaining. Tribal officials may be interested in who you reached and what you did, as well as a simple summary of your results with photos, but will not have time to look through the results of every evaluation. Your participants may like to see a short bulletin with photos, and you might write articles in the newspaper for the public.

There have been many suggestions to you on meeting your communities' needs and evaluating your programs, and some cautions to use when working on Indian reservations, but you should feel free to try other methods and discard these ideas if they don't work in your situation. It often requires as delicate balance of experimentation and innovation with existing techniques to fully integrate your program into the community.

Here are some websites that have additional information on needs assessment and evaluation: (Note—some of the methods listed are not always advisable to use with Native American audiences)

Needs Assessment:

http://srdc/msstate/edi/publications/227/227
http://extension.usu.edu go to publications, search for needs assessment

Planning and Evaluation:

http://www.uwex.edu/ces/lmcourse
http://www/iwex/edices/pdande/evaluation/evallogicmodel.html
http://citnews.unl.edu/TOP/english/index.html
www.extension.psu.edu/evaluation
http://national.unitedway.org/outcomes
http://www.wkkf.org/Programming/ResourceOverview.aspx?CID=281&ID=3669--you can order a free publication on the logic model from the Kellog Foundation on this site

Educational Campaign Stockperson of the Year Workshop #2 Evaluation

Please circle the number that shows how you feel about the statements below.
4= I agree very much 3= I agree 2= I disagree 1= I disagree very much

Horseshoeing Workshop

1.	The presentation came at the right time	4	3	2	1
2.	The presentation provided good information	4	3	2	1
3.	I plan to use what I learned	4	3	2	1
4.	The things I learned will help me manage horses or be useful to me in my job/hobby	4	3	2	1
	I feel that I have learned more about how to shoe a horse	4	3	2	1

What were the most helpful topics in the presentations?

What could have been done better?

Would you be interested in another horseshoeing workshop?

Thanks for filling out this evaluation. It will help us to plan future workshops.

Ranch Financial Management and Recordkeeping Workshop Evaluation

Please circle the number of how you felt about the workshop. 5=high skill 1=low skill

My level of skill before the workshop					My level of skill after the workshop				
Basic Computer Skills:									
1	2	3	4	5	1	2	3	4	5
Ranch Financial Management:									
1	2	3	4	5	1	2	3	4	5
Ranch Recordkeeping:									
1	2	3	4	5	1	2	3	4	5

1. What did you like best about the workshop?

2. What could have been done better?

3. Do you plan to use the information that you learned in this workshop? If so, how?

4. Would you like another workshop on Ranch Financial Management and Recordkeeping to learn more?

Collaboration and Outreach

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Developing Partnerships

Extension professionals and community groups work collaboratively to develop innovative solutions to promote positive development in children, youth and families. Effective collaborations are able to generate positive outcomes for the audiences they serve. Collaboration is defined as "a process through which parties who see different aspects of a problem [or issue] can constructively explore their differences and search for solutions that go beyond their own limited vision of what is possible" (Gray, 1989, p. 5).

For newly hired Extension Indian Reservation agents, the prospects for outreach collaboration and partnership are overwhelmingly rich, both on- and off-reservation. Opportunities for alliances and teamwork abound. While there are many types of groups and organizations with whom to unite, it is important to first consider how to pool resources and work in partnership with these groups.

Factors that influence collaboration:

1. Catalysts - existing problem(s) or reason(s) for collaboration to exist requires a comprehensive approach;
2. Communication - the collaboration should have open and clear communication and an established process for communication between meetings; communication system and formal information channel that permit the exploration of issues, goals and objectives
3. Sustainability - the collaboration should plan for sustaining membership and resources;
4. Research and Evaluation - a needs assessment or data establishing goals; the collaboration continues to collect data to measure goal achievement;
5. Political Climate - the history and environment surrounding power and decision-making; political climate may be within the community as a whole, systems within the community or networks of people;
6. Resources - four types of capital: environmental, in-kind, financial, and human;
7. Policies/Laws/Regulations - policies, laws, and/or regulations allow collaborations to function effectively;
8. History – does the community have a history of working cooperatively and solving problems;
9. Connectedness - members should have established informal and formal communication networks at all levels;
10. Leadership - facilitates and supports team building; capitalizes upon diversity and individual, group and organizational strengths;
11. Understanding Community - the collaboration must understand the community, including its people, cultures, values and habits.

Identifying the collaboration's strengths and challenges assists the collaboration in determining the best course of action to achieve its identified goals. Establishing a group's strengths and challenges can serve as a springboard to building a more effective collaborative group.
See the excellent chapter on Networking by Sarah McClellan for the numerous organizations with whom to collaborate.

Relationships with Government Agencies

The best Extension work is done when all agencies interested in the same goals are enlisted in the program. The agencies with which Extension has relationships are many and varied.
While policies of relationships are generally worked out with the knowledge, advice, and aid of sponsoring agencies, including tribal officials, it is clear that agents must in the last analysis operate within the framework of policies determined by the university and the USDA. The situation is complex, but this makes governmental relationships even more important.
Government agencies with which Extension deals are at all levels – federal, regional, state, tribal, county, and municipal. Federal agencies include the US Department of Agriculture. You should become familiar with the agencies within the USDA, especially the Farm Service Agency (FSA) and the Natural Resource Conservation Service (NRCS). Of course, the Bureau of Indian Affairs is an important governmental office with whom you will no doubt develop a working relationship. The BIA is under the US Department of Interior, along with the US Fish & Wildlife Service and the Bureau of Land Management, two branches that play an enormous role in natural resource management of federal lands.
There are certain units of government which have lines of endeavor bordering on and entering into the field of the Extension Service. By law, implication or invitation, Extension enters into cooperative programs with these units in the interest of tribal members. Some of these unit relationships are covered by memoranda of understandings or agreements; others are not.
Some units operate in some of their aspects in seemingly parallel lines of endeavor with no intention of entering into a cooperative program with any agency. In these relationships, clashes may arise from differences in dynamic personalities, misunderstandings in program function and operation, or miscommunication regarding contributions and goals.
Principles of good relationship, when applied, should be made clear from the beginning and should be followed by periodic evaluations and appraisals. An agreed program of reporting and interpretations should be developed, giving all parties their just credit for progress and accomplishment of the endeavor.
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EIRP Agents and Research

Agricultural Experiment Stations and the Cooperative Extension Service have a long history of contributing to the economic, social, human, and environmental capital of the United States. The mission of the Agricultural Experiment Station is to conduct agricultural research to assure the highest quality food and fiber products and a sustainable environment, as well as to foster economic viability throughout national agricultural industry.

"Research-based" information is the underpinning of Extension education. It is from the Agricultural Experiment Station that Extension receives its information. Each land-grant university has at least one experiment station where basic research on crops or livestock

is conducted. The findings are delivered to Extension in the form of raw data. Most often, it is the agent's responsibility to disseminate the information in a "user-friendly" fashion to the public.

The Agricultural Experiment Station also represents a tremendous opportunity for the reservation agent to work cooperatively with university scientists. Relevant research – that which is important to tribal producers – may often be conducted at the station. Usually all that is required is a well-thought-out plan with the appropriate researcher and a follow-up visit with the station superintendent.

For the Extension agent, research is typically considered an ominous practice reserved for ivory tower academics, and evaluation is nearly as mysterious. Therefore, Extension agents often shy away from using scientific methods to evaluate educational programs. However, research is simply a methodical way of finding answers to questions, to be used to discover new information, or to prove scientific theories. And research methods can also be useful to effectively evaluate an educational program or its participants in the most objective way.

In recent years, interest has been increasing in On-Farm Research (OFR). Arguments have been made that considerable complementarity exists between station-based and farm-based research. Ideally these should be viewed as being on a continuum rather than as substitutes for each other. Considerable support and enthusiasm for OFR exists on the part of farmers.

Many tribal producers are willing to cooperate with agents who wish to conduct OFR. OFR should be given consideration for priority in the duties of reservation agents and greater support including both budgetary support and training in design and analysis of such work. Extension personnel have a unique opportunity to make the on-station to on-farm research continuum workable.

Because OFR is becoming quite common and strongly supported by farmers, reservation agents may play a major role in terms of coordinating these efforts and sharing the results with the Agricultural Experiment Station as well as with tribal and government agencies.

For evaluation purposes, the questions to be answered might be "Did this program meet its objectives?" or "How effective was the program in achieving desired results?" The challenge for the evaluator is to choose the most appropriate methods to systematically answer such questions.

A seamless interface between Extension and research is the key to meeting the future needs of tribal members in an information-based society.

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Regional and National Networks

Networks Work!

by Sarah McClellan, Cherokee Reservation Cooperative Extension

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A human network is a web of connections between people. Common interests, family, personal relationships, and geography link people together. Word-of-mouth networks are a strong form of advertisement that can help make your work easier. Networking is actively seeking out people who are connected to others. Networks of people can help spread the word about your Extension programs. This free advertisement is usually more effective than newspaper articles and posters. It is well worth your time to develop relationships with people who are connected to networks in your community.

Ideally, your Extension Director will introduce you to key people in your community. Your Extension Advisory Committee is an obvious group of people to start networking. Ask what other groups or organizations they participate. Ask if you can visit these groups to make a short presentation.

During your initial meeting, introduce yourself and tell what excites you about your new job. Provide some background on Cooperative Extension to reinforce your link with the University. This is a perfect opportunity to conduct a survey of community interests. Ask your audience what they would like to see your Extension program doing. It is a good idea to provide some examples of activities you can offer and focus on the topic areas you can address. (*Tip:* People who are uncomfortable speaking up in front of others may be willing to share their ideas on paper. Hand out sticky notes and ask for program suggestions.)

Human networks exist in every community. Can you identify the formal and informal networks in your community? These are some to consider: Tribal Council, Tribal Agricultural and Natural Resources Committees, Extension Advisory Council, Neighboring Extension Agents, EIRP Agents, 4-H Clubs, 4-H Leaders Association, 4-H or Agriculture Agent's Association, Civic and Service Organizations (Rotary, Lion's Club, Toastmasters, Optimists, Kiwanis, etc.), Community Clubs, churches & religious organizations, Parent -Teacher Association, School Board, Student Government, Student Clubs, Artists Cooperative, Farm Service Agency, Livestock or Commodity Organizations, Native Plant Society, etc. Communities are full of informal networks also. Don't forget the communication that flows through the local barber shop, beauty shop and local café.

Impact of Technology on Programming

How do we stay connected?

Bruce DeYoung

The age of the digital economy is dawning, and with it, new mechanisms for extension agents to reach out to its stakeholders are increasing. While our work focuses on people, advances in technology make it possible to provide education more quickly and effectively than ever before.

The relationship of technology and university outreach typifies, the adage, "The more the world changes, the more it remains the same." While the technology facilitating university outreach has changed over time, its role in outreach program delivery remains the same−vitally important!

Through the years, technology has helped extension staff stay connected with people and speed the delivery of critical information to them. Extension outreach enabled by technology is best characterized as knowledge that can be applied, multiplied, and trusted by stakeholder groups for its accuracy and timeliness!

Continuous Access to Information

The rate of adoption of digital technology by U.S. citizens is proceeding at a brisk pace. Although radio existed for 38 years before gaining 50 million users, and television took 13 years before reaching that threshold, it took just four years for the Internet to attract 50 million users in the United States.

Internet users now exceed 100 million adults in the United States, about half of the nation's adult population. By the year 2005, this participant level is expected to double. In a recent industry study, two-thirds of youth and adults said that if they were stranded on a deserted island, they would prefer Internet access to a television or phone. Sixty-three percent of the youth surveyed indicated they would rather surf the web than watch television.

The digital technology revolution of the twenty-first century also promises to provide access to goods and services beyond the bounds of time and place. Knowledgeable business observers such as Peter Drucker anticipate that an e-commerce−driven marketplace and economy will radically change the mental geography of capitalism. For coastal and marine entrepreneur, this shift likely means that neither their competition nor their markets will be just local.

Interestingly, this wave of change in information delivery technology is concurrent with a significant population influx into our nation's coastal areas. Over 50 percent of Americans now live on the coast, and this population is anticipated to swell to 127 million during the next decade. Powerful new information technologies offer the ability to reach effectively this large and rapidly growing coastal population and pose interesting challenges for extension outreach.

Outreach Strategies for Digital Technology

You can keep up with technological changes through in-service training opportunities offered by host universities or from Cooperative Extension colleagues throughout the country. A source of this information is the peer-reviewed journal for outreach professionals, *The Journal of Extension,* which also is available online without a subscription fee. New ideas on the application of technology in outreach also can be harvested from business, industry, and governmental sources. It is important to be a self-activated learner, continually gleaning insights and educational experiences available from diverse organizations.

Beyond learning how to use emerging digital technology effectively in outreach programming, sensitivity is also needed in its judicious use. Many segments of our coastal audience do not yet have continuous Internet access to this new technology. Research indicates that less than 10 percent of coastal enterprises used information technology and e-commerce business methods in 2000. In light of this, use a range of media to ensure that nobody is left out of the educational communication loop. Make it easy for the public to access your publications in either hard copy or online versions. No matter how sophisticated information technology becomes, the personal touch is always appreciated!

It also is helpful to design your digital technology outreach projects to prevent stakeholders from becoming overly dependent upon your assistance. Teach your stakeholders how to use emerging technology effectively. As a related Chinese proverb observes, "Give a person a fish, and a single meal is provided. But by teaching others how to fish, a lifetime of meals will result!"

The following strategies may help guide you in using digital technology to deliver education programs and to teach others to use it:

Technology Demonstrations–People are sometimes reluctant to adopt a new technology for their own use without first trying it out. To accelerate the adoption of low-power radio (LPR) by their audiences, several extension programs are demonstrating this technology in collaboration with various organizations and enterprises. By circulating hardware among stakeholder groups at prearranged intervals, the "Johnny Appleseed" strategy for spreading technological innovations can accelerate adoption by public and private groups.

Stakeholder Evaluation-Involve stakeholders in evaluating emerging technology. In New England, coastal LPR users submitted online evaluations to enter a drawing to win an extension discovery cruise on the Great Bay Estuary. This marketing approach boosted evaluation participation while highlighting another extension educational offering.

Facilitating Collaboration–Business and community leaders typically struggle alone with thorny problems and promising opportunities. With more stakeholders gaining e-

mail capability, it is possible to connect peers through mechanisms such as listservs and e-mail groups. Most universities or Internet service providers (ISPs) have the ability to create virtual communities of subscribers who use a single e-mail address to communicate.

To avoid external "spamming" of such groups with unsolicited e-mail, it is useful for these to be closed (that is, available for use by subscribers only) to outside participation. While extension might organize, sponsor, and administer an e-mail group, it is important to make clear that participants are able to speak their mind within specific bounds. This can be achieved by programming the host information server to include a brief tag line at the bottom of each message indicating (1) extension sponsorship of the e-mail group, (2) the e-mail group's purpose (3) a disclaimer that opinions expressed through the group are not endorsed by extension, and (4) instructions on how to unsubscribe from the e-mail group. By providing user information on the e-mail group, conflicting issues such as business advertising can be nipped in the bud.

Transportable Libraries−The rapid evolution of compact disc storage of voice, text, graphic, video, and interactive data is opening new horizons for outreach enhanced by this digital technology. As CD-ROM gives way to DVD technology, it will be possible to make available full-length movies along with other information on a single disc. In using this technology as an educational deliver tool, it is important to ensure that the information is equally accessible to Windows and Macintosh computers.

Extension staff use CD-ROM technology in a variety of imaginative ways. The boating safety display game "Dangerous Waters!" is a CD-ROM computer game that puts players at the virtual helm for a series of fast-paced recreational boating simulations presented with colorful video clips, splashy graphics, and amusing sound effects.

Another outreach application of this technology is to share lengthy curriculum materials with teachers interested in youth education. This saves postage costs, reduces storage space requirements, and conserves trees through local printing of just those pages needed. Likewise, proceedings of conferences are now being archived on CD-ROMs so that participants can print desired papers later on, as needed. Photo libraries are also being archived on CD-ROM for later use by extension staff in newsletters.

This digital technology holds much promise for a wide range of distance education applications by Cooperative Extension. Soon entire workshops or short courses will be recorded onto a single disc for those not able to participate.

World Wide Web−The World Wide Web, with its intuitive point-and-click navigation, its ability to display pictures and sound as well as text, and the relative ease of setting up a web server, has driven the explosion in public interest and use of the Internet. For instance, computer server statistics indicate that Oregon Sea Grant is receiving an average of 218 information requests a day−more than 9 such requests per hour. Although the activity is low by comparison with many popular commercial sites, the requests assume significance when compared with similar requests received by telephone or mail.

Nine such phone calls in a single hour would be considered unusual; 218 letters in a single day asking for extension publications or program information would be phenomenal.

Research indicates that some people skim what they find online, others read it from the computer screen, and some print it. Some outreach stakeholders indicate they do all three, so online materials need to be visually appealing and user-friendly both online and in print.

Distance Education–Just as information technology and telecommunications are rapidly changing the global economy, they also are increasing the need for lifelong learning. Continuous education is needed by people to stay current–and to advance–in most fields. Information technology is at once the catalyst for great change and the tool by which we can respond to this outreach challenge.

Distance education is one response by university outreach programs to address this need. It is any learning situation in which the instructor and student are separated by distance or time. In some cases, distance education offerings yield formal credit, but in many outreach applications it conveys knowledge for use in people's lives. For instance, extension outreach on the West Coast presented a national web-based conference on harmful algal blooms for educators, media, and business communities. Presentation papers were accessed online, and interactive discussions took place thereafter via e-mail.

Web-based meetings are also taking place among extension staff with similar professional interests and/or responsibilities. Because web-based meetings can be archived by topic, it is possible for latecomers to find and review earlier discussions on specific topics. This enables all participants to meet as informed discussants and move forward rather than rehash topics or issues previously covered.

Looking toward the Future

Telecommunication networks in the United States will soon carry more electronic data than voice. With voice communications expected to make up less than 2 percent of the traffic by 2005, this shift portends a future where telephones run on the Internet rather than the Internet running on telephone systems.

This shift may significantly reduce long-distance telecommunication costs, thereby encouraging greater use of digital information technology by business and society. Mobile phones, pagers,
e-mail, global positioning satellites, and other electronic devices yet to be invented will become commonplace in our daily lives. As the world becomes more connected than ever before, and global marketplaces become rule, what are the future implications for extension outreach?

The answer can be found in extension's core values. The Extension Indian Reservation Program was born with a mission of concern and a spirit of service. Our delivery of

educational programming can fulfill these mandates by using an appropriate blend of personalized communication patterns with emerging information technologies.

Summary

As an extension professional, you are in the best position to judge the program delivery tools and strategies needed to achieve the desired educational outcome. As part of the outreach process, it is important to not lose sight of stakeholders as individuals. The personal touch fosters people's trust and confidence in using the information you convey through various media.

> **Sage Advice**
>
> "The extension delivery method is simple−stay close to the people to learn what they need. If you don't know an answer, get it any way you can−by letter, telephone, library search, or research study. Make the answer timely and as understandable as humanly possible. Provide all your information in a form people can use. If the public can't or won't come to receive it, then deliver it. Above all, don't be afraid to try new programming methods in order to help people!"
>
> −Trenholm Jordan, Cornell University (retired), personal communication, May 1976

Maximizing Our Efforts
How do we find the time?

Bruce Wilkins and Marion Clarke

It's useful from time to time to reflect on the many elements of Cooperative Extension–our philosophy and our work. Our role is mostly about collaboration and how we link with others. It seemed that saying a little more on how one can be most effective in such work might be useful, particularly to those for whom this is a rather new role. In this section we share some observations and insights from a number of us who have found this work rewarding, through at times trying. Our hope is to help you avoid or feel better prepared to deal with a variety of pressures that most of us feel at some point–pressures having to do with the use of time.

A common cry of extension professionals is, "I don't have enough time." In fact, we all have the same amount of time, and we have enough time to do virtually anything–not everything, but any single thing. So the primary problem is really failure to do the things we later identify as important. Our goal here is to point out ways you might find that you have lost time and to suggest means of recapturing some of that time. You may further benefit by reading and practicing many of the strategies prescribed in the voluminous literature on time management.

Time Lost–And Found Again

<u>Interruptions</u>

Time-management experts may identify phone calls and drop-in visitors as interruptions because they result in major time losses. But it is those very "interruptions" with person-to-person contacts that are essential to the success of your extension program. That doesn't mean that interruptions cannot be reduced, but their demise would signal a weak and ineffective program. How to reduce them? Use other modes of education to solve the more common causes of interruptions.

If numerous inquiries come in on repairing ice-damage, for example, developing a news release or fact sheet on that topic can help reduce the time needed to respond to interruptions. You may want to consider asking your communications team to help you find or develop the appropriate medium for your message. A fact sheet will permit others such as an assistant to handle routine requests, thereby freeing your time for more specialized or detailed questions.

An impressive example of this approach was the Rhode Island Extension's solution to numerous requests it received from elementary and high school students seeking information for their papers. "Please send me all the literature on sharks (or whales or tuna)" typifies such requests. Development of a booklet, *How to Find Marine Information in Public and School Libraries,* reduced the time needed to respond and allowed virtually anyone in Rhode Island and other states to help the students learn how to get such information. The booklet also does a more complete job of educating students

(rather than feeding them facts) than extension personnel might do by answering individual requests. Note in this case that the question asked was not answered.

Answering All Questions
Many extension professionals seem to think they are responsible for providing the answer to any question asked of them. Yet it seems clear that we have neither the time nor the expertise to answer all questions. Indeed, we should avoid answering or finding answers to questions that are not central to our role. Especially it the answer is readily available from other sources (on the web, at the supermarket, or in newspaper ads).

Suppose the caller, a commercial rancher, wishes to know certain market prices. For the extension professional, a response, not an answer, may still be most appropriate. The question may reflect a problem that requires extension attention−that is, rancher not knowing how to gain current market prices. One solution would be for you to keep abreast of those prices, but other resources such as the web may also exist to meet this need. Responding with a web site or phone number and instructions on its use involves us in our educational mode. We help the person learn to solve the problem rather than solve it for him or her. Other approaches to solving the real problem reflected might be envisioned by creative extension staff. (In one case a daily newspaper was stimulated to carry such prices on a regular basis.) Such creativity is impaired if time is taken by providing bits of information such as the daily market prices.

Here's an additional concern. By answering that kind of question, you encourage repeated similar requests. Stakeholders may think, "If you gave me accurate information last time, I'll come back to you." While answering questions is one way that we develop our audience's confidence in us, we also need to be certain they see us as we wish to be seen−usually as educators, not simply as a source of facts.

Perhaps the most insidious result of this behavior is that in attempting to answer virtually all questions, we become very active and busy, and people are appreciative. But we are reacting, not initiating, and soon we will find no time to plan and carry forth adequately the educational programs we (and our advisory groups) see as important. Being busy is not necessarily a sign of effectiveness!

Doing It All Ourselves

It is amazing how often extension staff carry out tasks that others could adequately do. The goal of extension is to help others grow. Every time we do a task that others could have done themselves, we preclude them from growing.

A vivid and useful analogy is to compare a task or a problem to handling monkeys on your back. Skilled professionals ensure that the tasks (or monkeys) on their backs are kept to a minimum−not by avoiding them (because then you're not needed), but by feeding the monkey (accomplishing the task) or giving it to another person competent to resolve the problem. Perhaps you have known two staff persons who receive the same number of requests, but at some point one has 20 "monkeys" needing feeding while the other has only one or two. The difference often is not the number of monkeys one has acquired, but the rapid rate at which one of the persons is getting rid of the monkeys. For example, some monkeys can be fed by responding at once to simple inquiries. Other

ways to get monkeys off your back include developing form letters or paragraphs for common inquiries, checking off items done each day from a checklist, and reading only the material you need to know.

To continue the analogy, giving the monkey to someone else by sharing or delegating jobs is a skill most effective people have. Extension professionals often accept a task that others can capably perform. Dictate or draft a response, or ask colleagues to help carry out a portion of a task for which they may have special skills or which requires a skill they may find useful in the future. It often takes effort to envision how a job can be broken into components that can be handled by others. It frequently takes even longer to help the person do the job well the first time. However, the potential savings of your time over the long term can be substantial.

Larger Tasks

What about larger tasks or assignments that we are asked to undertake? Agreeing to assume those monkeys should fit within our previously planned priorities. Without clear priorities, you cannot accurately say, "I can't." Before saying no, it is important to determine how important the task is, including its significance to others such as those with leadership responsibility. The task's importance in achieving organizational objectives may not be entirely clear at first, but this needs to be considered in your decision. By the same token, a leader requesting a staff member to assume a task is responsible for clarifying the importance of the task to that person and reaching a mutual understanding with the person of what other tasks will not be done because of this new assignment.

Meetings

Many identify meetings as time wasters, and they can be, so try to keep planned meetings to a minimum. Good meetings, however, are one of the best ways to achieve certain goals, such as helping you become part of your team, ensuring that major concerns are raised and answered at appropriate intervals, and helping clarify that you and your support staff understand important points.

A modest but important first step is to ensure that others know what days or weeks you will be absent from your office. Clarifying schedules is a common reason for meetings, but posting schedules on the web can speed such meetings and save time. Regularly scheduled meetings are more critical when staff must spend hours traveling to attend them. So, a corollary to holding fewer meetings is to make sure that the ones you do hold are necessary and the best way to do a job.

Wisely using conference calls, e-mail, faxes, and web sites can help ensure that less personal time is involved in attending meetings. But meetings still are the best way to guarantee that all personnel receive the same message or understand and accept changes that are being considered. Just be sure to always ask yourself, "Is there a cheaper, quicker, or better way to achieve my goal than another meeting?"

Often the best meetings result when the potential audience has helped plan and execute the meeting. Be sure to include some agenda items suggested by those not directly planning the meeting. These people often have great ideas. Letting people know that your meetings will follow a planned schedule by beginning and ending on time will also help move things along more quickly.

Relationships with Stakeholders

Knowing your clientele means knowing the best way to communicate with them. By collaborating, you may be the catalyst that gets a program started. But once the ball is rolling, you may have to design an exit strategy that helps you stay connected but not in a leadership role. From New York to Washington, examples abound in which extension professionals worked with marine trade associations to start a project, then phased out of it, helping to develop leadership among stakeholders.

Care and Feeding of Committees

Most of us work with a number of committees who help us advance our programs toward desired goals. Like meetings, committees can be a potential waste of time, depending largely on your knack for working effectively with a group. Effective advisory groups can help you plan programs that will better reach a targeted audience. Those individuals will often remain in the community longer than you do. If so, your work with such groups can help others learn successfully how to employ group dynamics, which will be a great benefit to your stakeholders for many years.

We suggest you consider rotating the terms of committee members and adopt a clear policy about the roles a committee is being asked to play. For example, are they advisers or decision makers? Stipulating the length of appointment of an adviser can be helpful and may become valuable if a need to shorten the length of an adviser's tenure becomes evident to most.

Choosing members is key to generating an effective committee. You want people who will get things done and who are respected in their community. It is appropriate to ask busy people to serve, but be clear about the time commitment you are seeking from them. You may suggest members for the group, but consider having a program leader or someone higher up to name the members. That can give the appointment more prestige and doesn't put you in an awkward position if it is clear the committee would benefit from a more active member.

Also keep in mind the type of busy, effective person who can best serve your committee needs and who expects to be actively involved in influencing the program. Find ways that they can help plan and implement meetings, and ask these people to introduce guests at appropriate public meetings. You may need to coach some of them on how to introduce a speaker, but such work can be an important educational role for extension leadership and lots of fun as people gain expertise.

Plan Ahead

As is true with most organizations, Extension Indian Reservation Programs have deadlines, many of them known well in advance. Most of us prepare proposals with a given deadline or annual reports that are due sometime after the end of the fiscal or program year. It is likely that you will need to provide information about your activities for these reports or for presentations made during scheduled program assessment and review times.

Some programs request monthly accomplishment reports that can provide a foundation for annual report. By keeping these reports up-to-date and organized in your computer, you have the foundation for your annual report. Even if your program does not require monthly reports, monthly summaries will be useful to you in documenting your accomplishments and activities for other occasions when you may need to report your program activities. Those at higher echelons will be pleased that you can provide that information!

Setting a personal deadline some weeks before the known or probable due date can ease time pressure. You don't need to wait for someone else to determine a deadline to begin drafting the document. The draft can be written when it is most convenient for you over several months rather than at the last moment. This reduces conflict with other high-priority tasks, and because of the additional time you'll have for reflection and for gaining needed input, you can enhance the end product. Sending requested materials in a timely fashion can reflect positively on your individual or program performance.

You read in the section "Impact of Technology on Programming" how to use new technologies effectively. But surface mail is still the most appropriate means of communicating event announcements, newsletters, and other printed materials. There are always stakeholders who still cannot take advantage of electronic media. Mailing lists should be purged periodically to ensure that the materials sent by surface mail are needed and are proving valuable to the stakeholders receiving them. Work with your communications staff to find the most efficient way of keeping your stakeholder mailing list up-to-date.

Summary

Enabling others to handle some portions of your work, responding to but not answering all questions, not assuming tasks others should do, doing tasks expeditiously, knowing your priorities, and anticipating time demands are some of the ways extension personnel can save time. These approaches can help others grow, enable each of us to get the important work done, and reduce some of the pressures under which we work.

Conclusion

This handbook has attempted to cover the many aspects of your job that you are charged with and some suggestions as to ways to save time and effort while carrying out a high quality program. The handbook is intended to be a “workbook”, a set of ideas, philosophies, and strategies to help you in collaboration, planning, evaluation, and carrying out your extension duties. It describes how the EIRP fits into the overall land grant partnership and extension effort. We tried to show how links to research, networks, and new technologies are valued techniques in your programming.

As a workbook, you are free to add new ideas and strategies you learn as you grow in your job, take out the things that don’t seem to work for you. Keep a section of suggestions that you may want to attempt at another time. Some of these things you may do already and you may have ideas on how to do some extension tasks even better. Simply put, our intent is to show that our work is valuable, can and should be fun, and constantly involves learning while you are teaching.

The work of the extension agent can be exciting, it is important, and it has a definite impact. To be successful it also has to be something that you really enjoy; it must hold some pleasure for you. As you use this handbook, we hope it will cause you to communicate with the others working in the EIRP program as well as others who work as your partners in programming. Ultimately we hope it helps you to better the Extension Indian Reservation Program contributions and further extension and outreach to Indian Country.