

Oh No!

Not the Welfare Model of Cooperative Extension Outreach

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Why the word Welfare?

- Something different
- The word 'Welfare' is controversial
- It brings attention to the issue
- Common Language; though definitions may differ
- It Makes us Ponder




Goal for the Day



To encourage us to think about how we program for non-traditional audiences, especially urban

Overview of Workshop

- Discuss Extension Programming Model
- Discuss what is welfare? 
- Comparison of Mattering & Marginality
- Welfare Model Delivery: Approaches & Strategies

Morrill Act



- Cooperative Extension Service system created
- In 1862 Congress passed the Morrill Act

Hatch Act

Passed in 1887
to provide for
the
establishment
of research
farms



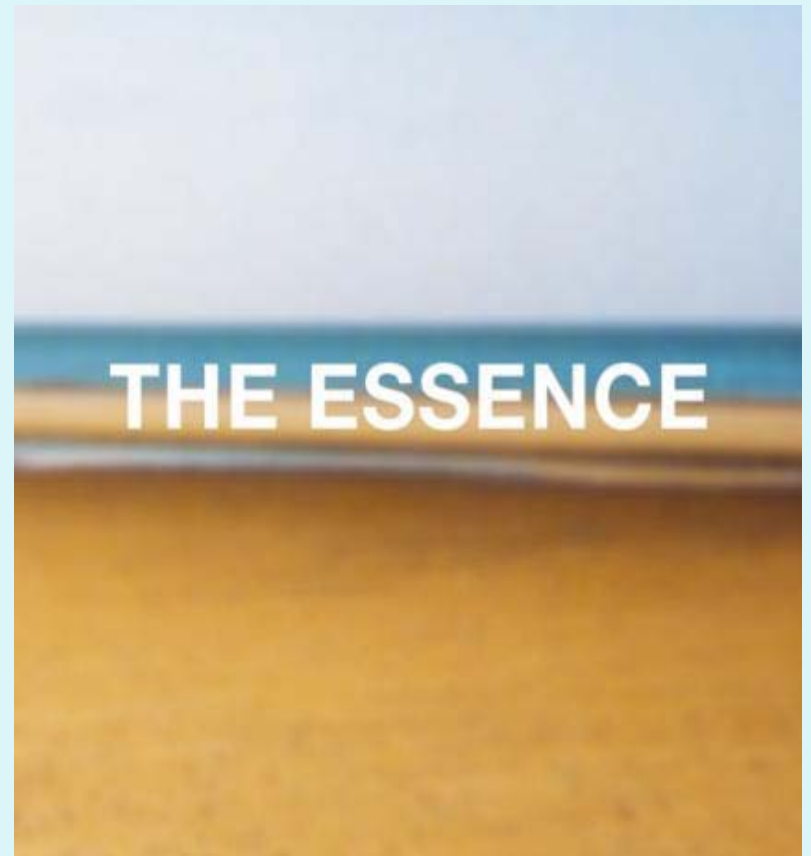
Mission



To help individuals, families and communities put research-based knowledge to work

The Essence of CES

Helping people
put knowledge
to work so that
they can
improve their
lives



CES: Main Purpose

"Since its inception, the main purpose of the Cooperative Extension Service has been to **change human behavior** by teaching people how to apply the results of scientific research.

Today, Cooperative Extension still works to provide solutions for people's lives. The ability to **facilitate behavior change in clientele** is paramount to the success of Cooperative Extension."

**the
sweet
spot**

Relationship Continuum

Awareness → **Appreciation** → **Action** → **Attachment**

Strangers

Acquaintances

Friends

Best Friends

Reach

Action

Behavior
Change

Loyalty

Source: Roberts & More

A Fraternity Formed

The Emblem



The Purpose

To maintain the traditions, uphold the ideals, stimulate the morale of the Extension Service, and to promote a fraternal spirit among its members.

Epsilon Sigma Phi

I Believe...

in people and their hopes, their aspirations, and their faith; in their right to make their own plans and arrive at their own decisions....;



I Believe...



that education, of which Extension is an essential part, is basic in stimulating individual initiative, self-determination, and leadership; **that these are the keys to democracy ...**

I Believe...

that education is a lifelong process and the greatest university is the home...



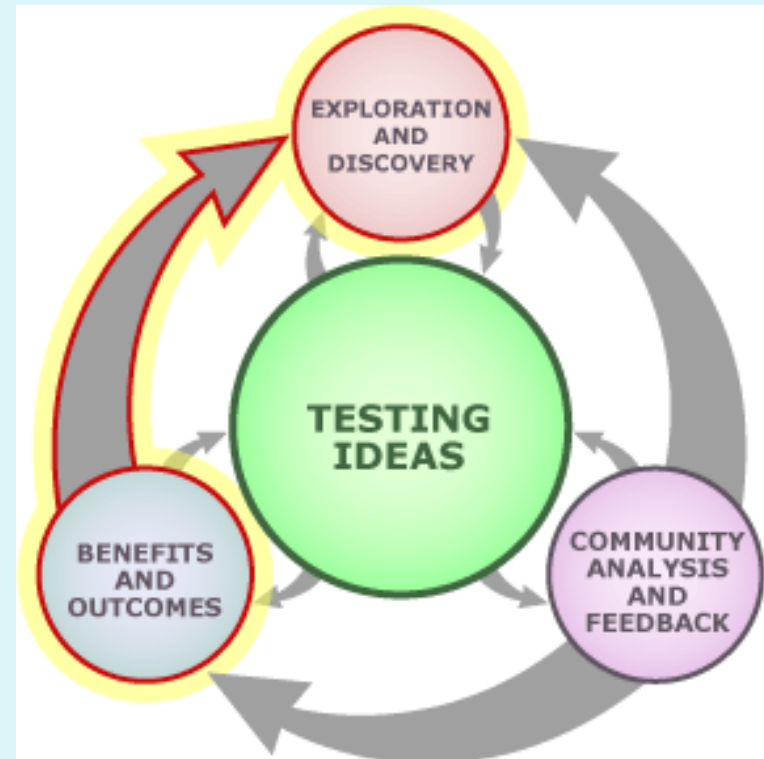
I Believe...

in intellectual freedom to search for and present the truth without bias and with courteous tolerance toward the views of others.



I Believe...

that Extension is a link between the people and the ever-changing discoveries in the laboratories.



I Believe...

in the public institutions of which I am a part.



I Believe in my own work and in the opportunity I have to make my life useful to humanity.



Because I Believe these things, I am an Extension Professional.

Definition of Change Agent

- Alters human capability or organizational systems
- Makes changes that stick
- Enables people to do more
- Lives in the future
- Fueled by passion
- Ability to self-motivate
- Understands people



Characteristics of Change Agents

- Are leaders with futuristic lens
- Have courage to take bold actions
- Understands change takes time
- Galvanizes teams and garners excitement
- Cares





What is a Program?

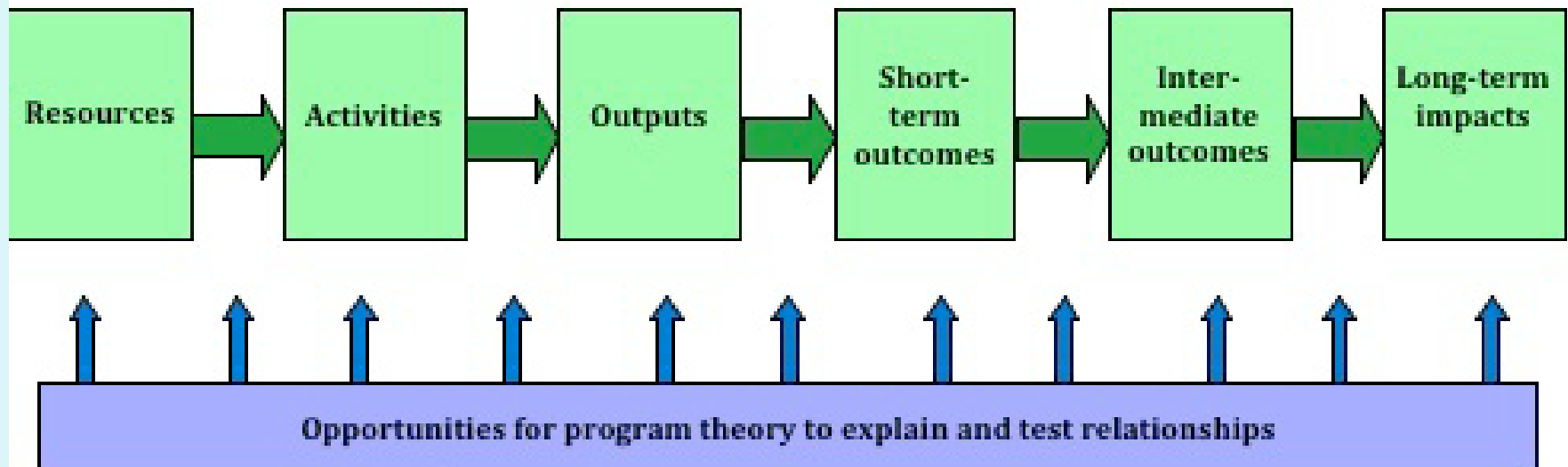
- The product resulted from all the programming activities in which the professional educator and learner are involved.
 - **Includes needs analysis, planning, instruction, promotion, evaluation, and reporting (Boyle, 1981).**
- A sequence of educational experiences purposefully selected to address a locally identified need or issue (Rennekamp, 1999).

A Change Model: CES Programming

- A planned educational response
- A series of interrelated educational activities
- Involves a number of events or activities
- Are based on local needs
- Are culturally relevant
- Involve stakeholders and partners in development
- Provide unbiased, neutral education

A Change Model: Results Oriented

- Are accountable for effective and efficient use of resources
- Change is multi-layered



Approaches to Extension's Educational Programs

CONTENT

LOW

HIGH

P
R
O
C
E
S
S

HIGH

FACILITATION

Community Forum

Process evaluation

TRANSFORMATIVE EDUCATION

Adoption of IPM

Behavior/condition change

LOW

SERVICE

Soil sample

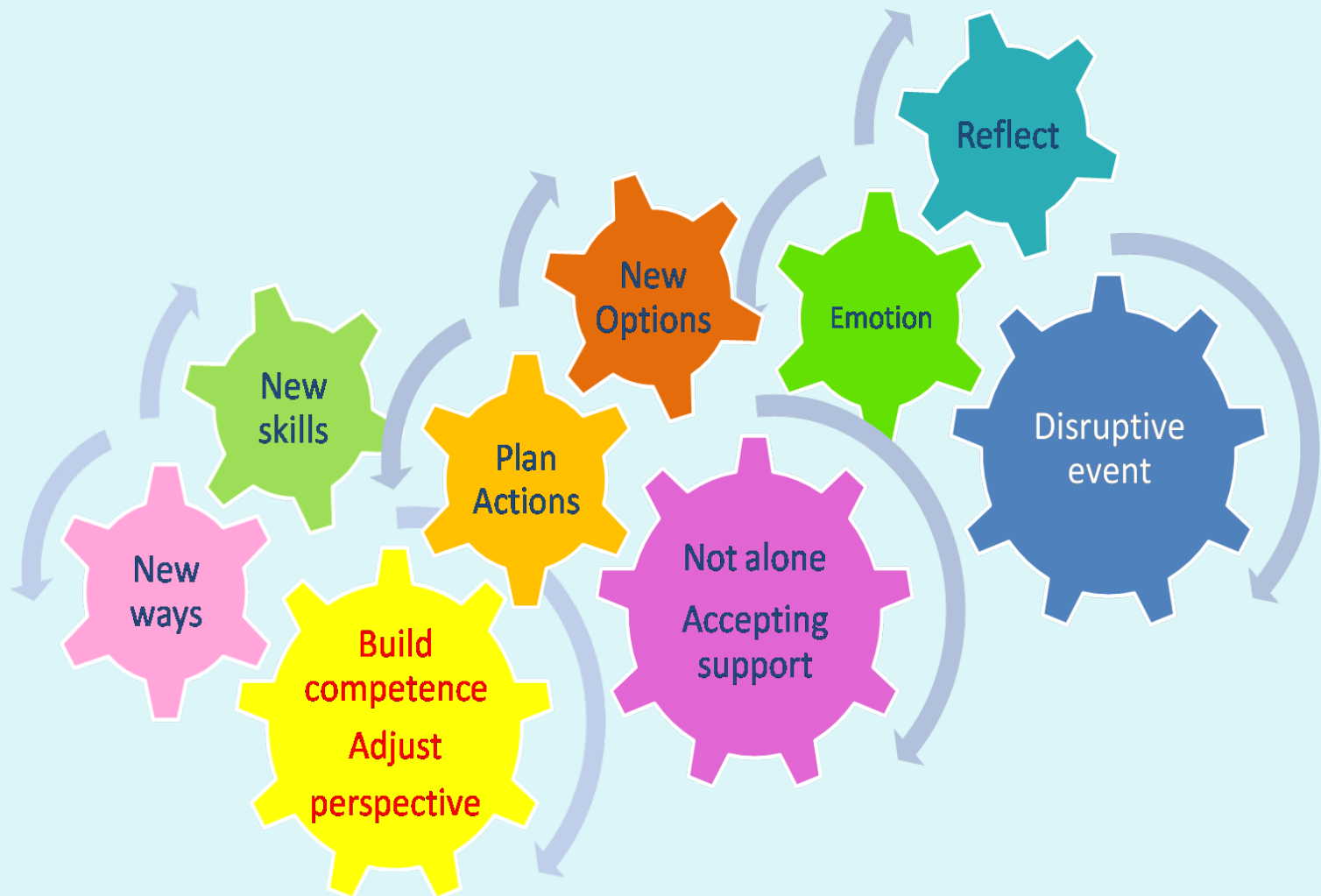
Customer satisfaction

CONTENT TRANSMISSION

Web Page

Knowledge gain/intent to
change

What is Transformative Learning?



Getting to Transformative Learning

- More educational process/information interpretation/problem solving
- Less content transfer/less expert model
- Time and documentation with clients at baseline and later points
- Co-learning environments
- Start with service, content, facilitation & expand



What did you think of when you hear the word welfare model of cooperative extension outreach?



What is Welfare?

- provision of economic assistance
- benefit: something that aids or promotes well-being



A Comparison

	Welfare Approach	Extension Approach
Goal	Prevention & remediation of people problems	To foster in all intellectual, physical, social, and emotional health; building assets
Process	Knowledge & Answers with the facilitators;	Engages audience in facilitating own learning; long term; all have knowledge

A Comparison Continues

	Welfare Approach	Extension Approach
Strategies	Treatment, intervention, services or programs	Nurturing relationships and opportunities to try new roles and possibilities
Change Process	Coordination, accomplishing tasks	Vision is required; commitment to common purpose and action
Evaluation	How did I do?	What did the audience achieve?

Mattering & Marginality



Feelings of Mattering & Marginality

Inclusion

- A feeling of completeness and wholeness of self
- Others identify with us, depend on us
- Our opinions are solicited, and they matter

Exclusion

- Don't fit
- Don't share differences
- Feel separated or excluded
- Have contradictory feelings--pride and shame

“People must be engaged in meaningful work together if they are to transcend their individual concerns and develop new capacities.”



Why is this Valuable?



- Can make real impact
- intentionally facilitate better transitions
- Creating understanding and community

Examples of Marginality

- Programs offered to increase diversity numbers
- Carry same workshop to multiple groups
- Don't tell group of people about an event because they may not have the money
- Participants opinions are not considered decision making
- Programs don't engage the population being served
- Ultimately very little change in behavior



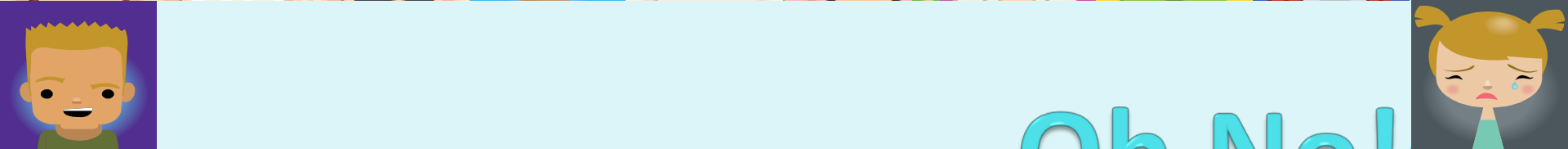
Band-Aid Approach



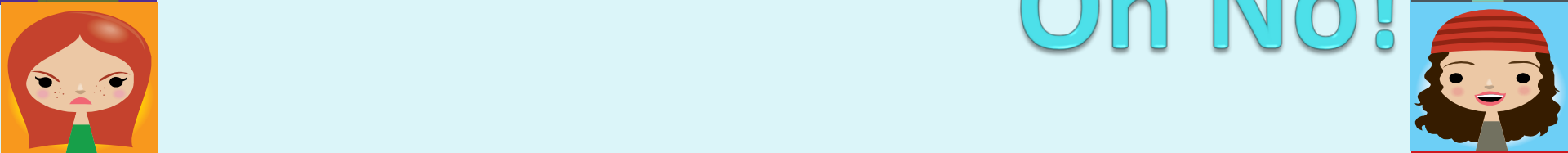
Honoring Developmental Diversity

- Create environments that honors uniqueness and diversity of people
- Utilize an asset-based approach
- Engage local stakeholders
- Utilize developmental opportunities
- Comprehensive approach
- Capacity building





Oh No!



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But, I will take the Asset Model of Cooperative Extension Outreach



What about you?

