

NAEPSDP Annual Conference Proceedings

November 29 - December 2, 2021



Table of Contents

2021 Conference Committee	3
2021 Conference Proposal Reviewers	4
Oral Presentations	5
Competency-Building Workshops	31
Roundtable Discussions	39
Poster Presentations	47
Lightning Talks	51
Conference Schedule	56

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Assessing Extension Educators' Motivation to Engage in Program Evaluation

Adeola Ogunade & Megan Kruger
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Abstract

According to the U.S. Census Bureau in 2019, West Virginia ranks second in the nation for grandparents raising their grandchildren. Grandparent caregivers have higher levels of parenting stress than other kinship providers and parents (Lee et al., 2016; Musil et al., 2002). COVID-19 exacerbated this stress, and grandparents assumed the dual role of being the caregiver and the teacher.

The Grandfamily Mentorship program was developed to provide academic support to vulnerable children in the care of their grandparents by pairing mentors with each family. The pilot program served 11 grandchildren under the care of their grandparents in the Spring of 2021. Evaluation results indicated that grandchildren improved their academic success. However, there was a more substantial implication that the program impacted the children socially and emotionally.

During this roundtable, we will give a brief overview of the program, share the result of the qualitative evaluation conducted, and pose discussion questions on how to expand and measure the outcomes of this program. These two questions will guide our discussion:

1. How can Extension incorporate the specialized needs of Grand families into youth development programs?
2. For an expanded version of this program, how do we best measure children and their grandparents' social and emotional outcomes?

Grandparents are a unique audience that requires intentional and non-traditional programming. This session would encourage other Extension systems to meet the needs of Grand families through tailored programming and specialized evaluation methodologies.

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How Important are Diversity Competencies in Youth Development Work? Nationwide Perceptions of the Access, Equity, and Opportunity PRKC among 4-H Professionals

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Abstract

Importance/significance of the topic -

The 4-H Professional, Research, Knowledge and Competencies (PRKC) is a roadmap and guide for youth development workers, creation of job descriptions, career development, learning plans, and performance standards (NIFA, 2017; Stone & Rennekamp, 2004). State 4-H programs and Extension professionals have utilized the PRKC since its creation in a variety of ways, such as conducting research, building professional development programs and in-service trainings, and integrating into youth development theory. The PRKC consists of six domains: (a) youth development, (b) youth program development, (c) volunteerism, (d) access, equity, and opportunity (AEO), (e) partnerships, and (f) organizational systems. Though the PRKC has been widely used, little research has been conducted on the importance, usability, and application in Extension professional development (Arnold & Gagnon, 2020). Specifically related to AEO, there is little evidence to suggest that 4-H professionals have used AEO in professional development programs and trainings. Politically speaking, depending on where you live and your type of work, diversity and inclusion terminology and programs have either been praised or ridiculed, furthering the divide on diversity understanding and competence. The purpose of our study was to identify the perceived importance 4-H Extension professionals place on the AEO PRKC domain.

Description of the delivery method or results -

We used quantitative methodology using the 74 AEO PRKC competencies to assess 4-H professionals' perceived importance of diversity; these 74 competencies are broken into 14 domain components, such as pluralistic thinking, open attitude, and program design. Our target population was active NAE4-HYDP members ($N = 3,316$). This study is part of a larger investigation, and only half of the membership ($n = 1,658$) participated in this study. Our instrument consists of the 74 items from the AEO domain (NIFA, 2017), and five demographic questions: (a) urban/rural community, (b) age, (c) region of the state, (d) years of experience, and (e) state/county professional. We used the 5-point importance Likert-type scale from the Borich model (Borich, 1980) to measure 4-H professionals' perceived importance of the AEO domain. An Expert panel (Ary et al., 2006) reviewed the instrument for construct and face validity and did not make any recommended changes. All the reliability levels for the AEO domain components had a Cronbach's Alpha of .79 or higher (Cronbach, 1951). Using the Tailored Design Method to increase response rates (Dillman et al., 2009), four hundred thirty-two questionnaires were completed, yielding a 26% ($n = 432$) response rate.

All 14 of the AEO domain components were perceived as being 'above average' of importance, with none being perceived as 'essential'. The AEO domain component perceived as most important was pluralistic thinking, and the AEO domain component perceived as least important was power, privilege and policy. However, when using statistical analysis techniques, such as t-tests and ANOVAs, to compare the AEO domain components and the demographic characteristics we found many statistical significant differences. The urban and rural community demographics tested statistically significant against 12 AEO domain components,

followed by age (8) and region (8). Years of experience and state/county professional role did not yield any statistical significant differences.

Recommendations for future NAEPSDP practice -

The findings from this study have large and broad implications among Extension practitioners both within and outside of the NAEPSDP community due to the many perceived importance differences of diversity competencies. First, we recommend that all 4-H professionals be trained and competent in all areas of youth development competence, regardless of their perceived importance. Second, Extension practitioners involved in the human resources and hiring processes should add a diversity component (AEO) to the application and/or interview process to help ensure newly hired 4-H professionals have a positive attitude with and are open to working with diverse audiences. Extension job candidates that are not positive towards diversity and AEO competencies should not be considered for a career in Extension.

Benefit to NAEPSDP participants and practice -

NAEPSDP participants are leaders within their respective Extension organizations, typically are involved in some shape and form in the hiring and training of 4-H professionals, and therefore should be knowledgeable and up-to-date current research affecting Extension practice. Workshop participants will take a deeper dive into the AEO importance data to understand more fully what it is telling us and have discussion about incorporating more diversity and AEO competence training for 4-H professionals (and other Extension professionals too). A foundational principle of Extension is that its educational programs and events are available to all; Extension's workforce must be able and willing to get 'out there' and make all programs available.

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Decoding the Ages and Stages of Youth to Engage Them in Positive Youth Development

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Abstract

Do you know your audience and understand what each of them needs to be successful? As an educator whether you teach formally or informally, you have an important role in helping young people grow and learn. To do this effectively, you should know and understand the ages and stages of youth development. These developmental stages group youth into four categories based upon age and assist educators in understanding how to engage learners in activities that are appropriate for their age and ability level. The developmental age groups identified include early childhood (5–8-year-old youth), middle childhood (9–11-year-old youth), early adolescent (12–14-year-old youth) and adolescent/teen (15–18-year-old youth). The Ages and Stages approach addresses the physical, social, emotional, and intellectual development of youth within each of these age ranges. During this presentation, participants will learn what Positive Youth Development is and how it relates to the programming needs of youth. In addition, you will learn how the developmental stages and ages of youth effect their ability to engage, think, and react to situations and activities. Finally, you will gain knowledge on how to plan age appropriate activities for youth through hands on activities and scenarios.

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Identifying Data-Driven Strategies to Improve Relationships between State Specialists and Agents in Florida

Amy Harder & Olivia Caillouet
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Abstract

Importance/Significance of the Topic -

Evidence that friction between Extension agents and state specialists may exist was found by Bengue et al. (2015). Agents suggested that they have more input into state specialists' performance evaluations so that it "might get them working with us [Extension agents], helping us be successful, instead of chasing their own tenure goals while ignoring our requests" (Bengue et al., 2015, p. 9). An exploration of agents and specialists' decisions to engage (or not) in relationships with each other can be framed using Social Exchange Theory (SET). According to SET, outcomes such as positive and trusting relationships are based on reciprocity "which holds that each party in a social exchange relationship is obligated to repay any benefits received" (Lioukas & Reuer, 2015, p. 1826). The functionality of social exchange relationships between specialists and agents is likely to be influenced by reciprocity. Previous research found that meetings between Extension and regional Extension personnel "emphasized the contributions, expertise, and resources each can make to the others' programs" (Abdul-Rahman et al., 2013, para. 28). Along the same lines, literature indicated that partnerships between agents and specialists led to higher program acceptance, addressed clientele needs better, increased trust, and improved evaluations.

Results-

The purpose of our non-experimental descriptive study was to gauge attitudes of agents and specialists towards each other by exploring perceptions of their social exchange relationship. The target population consisted of all agents and specialists working for Florida Extension. A researcher-developed instrument was used to collect data, portions of which were derived from prior studies of Extension populations (Bengue et al., 2015; Harder & Craig, 2018). Data collection began in August 2020 and ended in September 2020. There were 416 total responses received, of which 367 were usable, for a usable response rate of 59.97% (367 out of 612). Specialists comprised 34.87% ($n = 128$) of the respondents, while agents accounted for the remaining 65.12% ($n = 239$).

Overall, responding agents were neither satisfied nor dissatisfied with specialist support. Responding agents tended to consistently indicate they were slightly satisfied with the willingness of specialists to collaborate on programs and with the willingness of specialists to collaborate on grants. Respondents tended to have polarized perceptions of efforts from specialists to communicate with them about work they were conducting in the agents' counties.

Overall, responding specialists were slightly satisfied with the support provided by agents. Responding specialists tended to very consistently indicate that they were moderately satisfied with agents' dissemination of best practices based on current research. There were no items for which the median fell below slightly satisfied. Specialists tended to have more consistent perceptions of their experiences with agents as compared to agents' perceptions of their experiences with specialists.

The relationships between agents and specialists in Florida were unbalanced. Agents were less satisfied overall than specialists with the support provided to them by the other group. Agents tended to express less satisfaction than specialists when comparing similar items, such as willingness to collaborate on programs. Agents also expressed mixed opinions about how well specialists communicate with them about locally delivered programming. The results suggest that agents and specialists are weakly committed to each other and that exchanges tend to favor specialists rather than agents.

Recommendations for Future Practice-

Lioukas and Reuer (2015) emphasized the importance of reciprocity for positive outcomes in social exchange relationships. Given the tendency for social exchange relationships to favor specialists, [State] Extension leadership needs to focus on efforts that teach specialists about their obligations to agents. Specialists often lack county experience. The last known document outlining a specialist's role is over 15 years old (Woeste et al., 2005) and does not clearly articulate that part of a specialist's role is to serve the needs of the agents. There are no written guidelines or policies articulating the obligations of specialists when working at the county level; specialists simply may not know the cultural norms and expectations until they have already made a mistake. Further, rewards (e.g., public recognition, program funds) should be increased for specialists who provide outstanding service to agents to provide additional motivation for specialists who often face competing demands on their time. Bengé et al. (2015) suggested agents view specialists' pursuit of tenure as a significant barrier impeding the development of more positive exchanges.

Benefits to NAEPSDP Participants and Practice -

Participants will be able to determine appropriate data-driven strategies for improving relationships between agents and specialists, leading to improved Extension outcomes.

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CART: An Evaluation Shopping Experience

Teresa McCoy, Debby Lewis, Brian Butler, & Tim Byrne
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Abstract

Importance of Topic -

“Evaluation and accountability are issues on every Extension Educator’s agenda,” said Joan Thomson as Editor of the Journal of Extension (JOE) at the beginning of 1983. Yes, that is a correct date and not a typo. The same statement could be written today in 2021. Indeed, Diaz, Chaudhary, Jayaratne, and Warner wrote in 2019, “In this era of accountability, Extension agents are expected to evaluate their program for accountability” (p. 1). Extension evaluators have been hard at work during the almost 40 years since Thomson’s editorial was written to teach and institutionalize evaluation practices within our organizations. There have been successes and challenges, and Diaz, Chaudhary, Jayaratne, and Warner (2019) discuss the challenges and obstacles faced in particular by new Extension professionals.

The Ohio program evaluators understood that challenges and barriers existed for many Extension professionals, and not just new Educators. In early 2020, we began to think deeply (again) about what an evaluation system might look like that would be easy to use, involve minimal effort and time on the part of Extension professionals to create an evaluation, and provide results in a timely manner. In one brainstorming session, we light-heartedly said that creating an evaluation should be as easy as shopping in an online environment where users can choose their items, put them in a cart, and check out.

Description of the Delivery Method or Results -

From that brainstorm and taking the idea seriously, the Choose And Request (CART) evaluation system was developed by [name] to provide [name] Extension instructors with the flexibility to easily design and implement a general program evaluation form and add the teaching effectiveness and race, ethnicity, and gender questions. Using a customized order form, instructors can choose questions by program areas and submit the electronic request to [name] through Qualtrics™. Within a short time, an email with a link for the evaluation form is sent to instructors with detailed instructions on how to use the instruments with program participants. We are also returning the aggregated data to Extension professional through dashboards created in Tableau™.

The CART system was developed and tested with the internal [name] team and then pilot tested with a select group of Extension instructors in early 2021. Enhancements were made to the system (based on the feedback) and the revised system was introduced to the entire [name] Extension system in July 2021. Feedback so far has been positive, and our intent is to add more questions starting in January 2022.

Recommendations for Future NAEPSDP Practice -

During this session, we will demonstrate the CART system and show:

- How the system is built using only Qualtrics™ both for the order form and for the evaluation form used by participants.
- How Extension professionals choose and request (order) evaluation forms.
- What components we included that can be ordered.
- What evaluation questions we included and how we made those decisions.

- How we have visualized the data.
- What we envision as a roadmap for enhancements in 2022.
- Why we would encourage others to adopt this approach.

We believe that CART is an excellent example of how to approach evaluation practice differently by 1) using the tools available to us through university enterprise software (without investing scarce Extension resources), 2) putting user empathy at the front of design considerations, and 3) using the practice of reiteration in product creation.

Benefit to NAEPSDP Participants and Practice -

It is our goal to share what we have learned in building CART and then to share the actual tool with as many of our colleagues who are interested.

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Building Extension Agent Capacity in Instructional and Communication Technology Implementation: A Digital Field Experience Training Program

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Matt Bengé, University of Florida
Nick Place, University of Georgia
Glenn D. Israel, University of Florida
Traci Irani, University of Florida

Abstract

Significance -

Many researchers and scholars have noted the need for the Extension programs to adapt to the 21st-century information delivery methods people demand today (Campbell, 1998; LaBelle, 2012; Patton, 1987; Seevers & Graham, 2012). The COVID-19 pandemic and, subsequently, the movement of Extension programs to a completely digital format for an extended period of time (UF/IFAS, 2020) has exacerbated the need for agents to use instructional and communication technologies (ICTs). However, Extension agents' capacity to deliver information and programs via ICTs is a concern (Davis, 2015; Global Forum for Rural Advisory Services, 2017; Gow, Dissanayeke, Jayathilake, Chowdhury, et al., 2020; Wintersteen, 2019).

The need for relevant information delivery methods in an online space was the motivation to develop a way for Extension agents to use ICTs as tools to deliver educational programs for adult audiences and examine the outcome of the implementation. Thus, the lead presenter developed the digital field experience (DFE) as a method for Extension agents to provide program activities for their online adult audiences via ICTs. The DFE approach is designed for adult audiences and includes a live, synchronous field experience and digital delivery of the experience. This proposed presentation aims to share details of the DFE model as well as description of a pilot DFE training program and evaluation results.

Methods and Results -

The lead presenter developed and piloted the DFE training program in spring 2021 with three [University Extension System] agents. The training program consisted of four online modules delivered asynchronously. The modules included the following content: (a) an introduction to DFEs, (b) adult learning, (c) instructional design, and (d) ICTs. The content for the adult learning and instructional design modules were video recorded. The introduction and ICT modules included numerous already-developed resources provided by other agricultural communication, education, and Extension colleagues. Each module was open for two weeks in duration, and a one to two-hour debriefing session followed the adult learning and instructional design modules. As a part of the training program, each Extension agent designed and delivered a DFE that fit within their Extension program. One agent was unable to complete their DFE due to lack of registered participants. The Extension agents hosted their DFEs approximately two weeks after the completion of the training program.

The agents who participated in the DFE training agreed that there is a need for Extension to deliver program activities through relevant modes, such as ICTs (Campbell, 1998; LaBelle, 2012; Patton, 1987; Seevers & Graham, 2012). The agents recommended the DFE model and methods for using ICTs as suitable for delivering Extension program activities digitally to their clientele. The Extension agents contributed their DFE

implementation success to the training program and indicated it increased their capacity to design and deliver an effective and appropriate live, synchronous field experience for their adult audiences via ICTs. The Extension agents in the study validated the value of such capacity development training programs. They expressed the usefulness of the training program by conveying high levels of satisfaction with the program and the degree to which they learned from the program. However, credibility of the DFE training program was unable to be fully determined due to the short amount of time between when the Extension agents participated in the DFE training program and data collection.

Recommendations for Future NAEPSDP Practice -

Extension researchers and scholars have called for Extension agents to develop and implement 21st-century information delivery methods to reach a modern-day audience. It is the duty of NAEPSDP members (i.e., Extension program and staff development professionals) to equip their state Extension agents on how to effectively use and engage audiences using ICTs. NAEPSDP members can use the DFE training program as a template for teaching their state Extension agents to design and deliver effective program activities using ICTs through the DFE method.

Benefits to NAEPSDP Participants and Practice -

Participants will be able to connect with the DFE model and methods for using ICTs to implement live, synchronous field experiences for adult audiences through digital platforms. Additionally, the participants will learn about the DFE training program, implementation, and pilot results. This information could be helpful to other states that are interested in developing training programs to equip their Extension agents to engage with audiences using ICTs. Thus, the DFE training program could be replicated in other states at varying levels of the Extension system.

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Process to Assess Influence of Extension Conference on Employees' Psychological States

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Abstract

The Annual Conference for Mississippi State University Extension is the sole event at which the majority of Extension personnel gather for networking, organizational updates, recognition of efforts, and professional development. Extension leaders plan this conference with intended outcomes but without ever evaluating those outcomes beyond attendee satisfaction. We developed an evaluation instrument to determine how certain conference events influence participants' critical psychological states and ultimately, their perceived motivation, professional enrichment, opportunities for networking, professional accountability, and organizational awareness. Rather than simply assessing attendee satisfaction, this instrument may help inform planning for successive Extension conferences and other professional development events. Understanding the process of working with senior leadership to better identify organizational goals as they pertain to employee motivation and retention is critical to informing tailored and relevant professional development opportunities.

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Collective Impact in Cooperative Extension – Creative approaches to measuring policy, systems, and environmental change work in Extension

Michele Walsh, Rachel Leih, Rachel Gildersleeve, Kara Haberstock Tanoue,
DeeDee Avery, & Madeleine deBlois
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Abstract

Importance -

Cooperative Extension efforts have broadened in recent decades from a focus on direct education to increased engagement in policy, systems and environmental changes (PSEs) (Washburn et al., 2021). In May of 2021, Cooperative Extension released their updated National Framework for Health Equity and Well-being, outlining a framework to guide Extension efforts that is driven by three core themes: health equity, social determinants of health, and coalitions and community assets. The framework recognizes that work focused on individual behavior change through direct education is insufficient to promote community-level change, and that efforts must emphasize policy, systems, and environment (PSE) change work that creates the contexts within which people can thrive. It also centers Extension as a ‘community convener,’ bringing together partners across diverse sectors to leverage their unique assets and work toward common goals.

With this emphasis on PSE work and coalition-building in Extension, we also need to identify new, creative approaches to evaluate Extension work that moves beyond measuring discreet educational products to measurement focused on addressing equity, social determinants of health, and coalition-building. Using the Building Healthy Communities (BHC) Initiative as a case study, this session describes a series of evaluation strategies utilized to measure the process and impact of PSE work led by Cooperative Extension and key lessons learned along the way.

Methods/Results -

The BHC Initiative is a county-wide collective impact initiative led by University of Arizona Cooperative Extension (UACE), focused on promoting healthy eating and reducing obesity and diabetes in Cochise County, Arizona. BHC efforts are focused on three primary goals: increasing community capacity for healthy change through leadership development and collaboration; cultivating a healthy food system; and expanding school health initiatives. BHC staff serve as the backbone organization, providing the scaffolding and support needed to bring together individuals and organizations across numerous sectors to promote community-driven approaches to addressing health disparities in their county.

In the early years of a collective impact initiative, evaluation needs to be both developmental, promoting a culture of continuous learning and adaptation, as well as formative, to refine and improve efforts (Preskill et al., 2014). As evaluators for the BHC Initiative, our team worked closely with staff from the beginning of the initiative to use qualitative and quantitative methods to assess and improve initial efforts to strengthen existing relationships and develop new collaborations across the county. With the BHC Initiative in its third year, our team has shifted our evaluation focus to methods aimed at capturing progress toward building collective impact capacity and achieving intermediate systems change.

In this session we will provide an overview of our process and of the suite of evaluation methods employed throughout the past three years. We will include a focus on three key evaluation methods for engaging with community partners: utilizing interactive GIS mapping tools for community needs assessment; ripple effects mapping; and social network analysis. We will highlight successes of our efforts, as well as note the challenges we have faced, including the need to adapted approaches to engage a wide sample of stakeholders across a rural county in the time of COVID-19.

Recommendations for future NAEPSDP practice -

Our session will provide key takeaways that can guide future efforts to support and evaluate collective impact efforts in Extension. These include methods for: engaging cross-sector partners to develop metrics of success; leveraging and assessing community leadership development strategies; and documenting and conveying community impact. We intend to engage the audience in discussion of their own experiences in shifting from a direct education model to a “community convener” model, and how they are measuring success in order to provide opportunities to share promising practices as well as learn from our experiences.

Benefit to NAEPSDP participants and practice -

Collective impact work is gaining momentum nationally, as communities seek cross-sector approaches to addressing complex problems. Cooperative Extension, with its long-established role as a trusted partner embedded within communities, is uniquely situated to provide backbone support for collective impact initiatives, particularly in rural communities. In order to do so effectively, we need to develop processes and tools that allow us to assess and convey our progress. By providing examples of what has worked well, and by frankly discussing the challenges we have faced, we will further the conversation about Extension’s role in this engaging, complex, and impactful community-level work.

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How can we use Adult Education Principles and Practices for Professional Development of Extension educators?

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Vikram Koundinya, University of California
Anil Kumar Chaudhary, Pennsylvania State University
John Diaz, University of Florida
Jon Hogge, University of Idaho

Abstract

Introduction -

According to Lawler and King (2003), professional development programs with educators of adults should be grounded in the principles and practices of adult learning and adult education. In their model, an integrated approach to professional development for the teachers of adults, they listed adult education as the primary component of professional development. The nature of professional development for Extension educators in the Cooperative Extension is similar to that of teachers of adults in academia. Therefore, Lawler and King's premise reflects the importance of incorporating adult education principles in the professional development of Extension educators.

Importance/significance of the topic -

Improving the quality of educational programs and the demand for accountability have put professional development of Extension educators high on the agenda of Cooperative Extension. As a result, a considerable amount of resources are spent on in-service education and other forms of professional development. Effective professional development facilitates improved program design and implementation, which in turn translate into higher-level clientele satisfaction. The purpose of this proposal is to present the principles and practices of adult education and its application in designing professional development offerings with specific examples to Extension educators. Using the integrated approach of learning, the authors will present a model and share their experiences for the application of practice in designing professional development programs for Extension educators.

Description of the delivery method or results -

In this conference, we will present the following items to engage the audience:

- The adult education principles and practices
- Connection of adult education to professional Development of Extension Educators
- An innovative adult education model as a framework of professional development for Extension educators tailored to identifying needs, designing professional development workshops, and engaging participants in the learning process.
- The authors' experience of how they have been utilizing the components of the presented model step-by-step in their Extension work for the professional development of Extension educators
- The strengths and challenges of adult education in designing professional development practice in Extension.

Recommendations for future NAEPSDP practice -

It is recommended that NAEPSDP consider encouraging participants to submit proposals focused on adult education principles and practices and how it can be used primarily for the Extension of professional development, program implementation, and better learning of Extension educators as well as program participants. Though adult education is a topic taught in academia for formal degrees, its use in Extension is often limited.

Benefit to NAEPSDP participants and practice -

Extension educators are adult learners. Their professional growth and success are directly linked to the success of the communities and clients they work with. Using the principles and practices of adult education to consider their experience and learning goals increase the effectiveness of professional development programs. The instructional methods, learning atmosphere, and the opportunity to interact with communities and participate in in-service training and meetings influence Extension educators' professional growth and learning. The professional development framework (model), based on adult education, presented in this session will provide a guideline for NAEPSDP members to consider the integrated approach in the teaching-learning process that could facilitate Extension educators' acquisition of knowledge and skills. The framework is equally applicable to design the professional development programs for the employees, volunteers, and other stakeholders in public and private institutions other than Extension.

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Stakeholder Perceptions of Nevada Youth Educational and Mental Health Needs During the Pandemic and Supporting Our Youth Moving Forward

Carrie Stark, Shannon Horrillo, Bill Evans, Jeantyl Norze, MaryAnn Demchak, Jessica Gallo, Jafeth Salido-Sanchez, Sheila Bray, & Sarah Chvilicek
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Abstract

According to the Centers for Disease Control and Prevention (2020), the proportion of children visiting hospital emergency rooms for mental health reasons has increased and remained elevated since April 2020. There is also a growing concern for how pandemic-related restrictions and stressors impact youth learning (National 4-H Council & The Harris Poll, 2020).

Concerned about the pandemic's impacts on Nevada's youth, the Nevada Association of Counties asked UNR Extension to help identify school-aged children's current educational and mental health needs across the state. In partnership with the UNR College of Education and Human Development and the Nevada Department of Education, a survey was designed to obtain input on how the pandemic has impacted pre-K-12 education and youth's mental health in Nevada from three distinct groups: parents/families, school personnel, and community members. This survey resulted in over 1,300 responses and over 2,000 comments to open-ended questions.

Some of the key findings revealed communication, quality of distance education, and socio-emotional health of students are among the most important educational issues of the pandemic. Some of the lessons learned focused on the importance of clear communication, family engagement, and flexibility within learning environments. Similar to findings from other national studies, including the National 4-H Council & The Harris Poll (2020), these results can be used to inform a community's (including the school district and other youth-serving programs) current and post-pandemic programming.

The session will include an overview of this study and collected data as well as a discussion on implications for practice, especially as it relates to assisting youth deal with emotional trauma they may have experienced or currently are experiencing.

In addition to the study, another important outcome of this project that will be discussed is the collaboration that occurred between UNR Extension, UNR College of Education and the State Department of Education. This project brought together a diverse team to address a need, but has grown into additional partnerships.

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Assessing Pennsylvania Farmers' Quality of Life and Leadership Competencies for Developing an Extension Program

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Abstract

Introduction -

The landscape of farming is changing with the number of farms in [State] consistently declining since 2007 (United States Department of Agriculture National Agricultural Statistics Service Information [USDA NASS], 2017). Part of this decline can be attributed to the increased stress, expectations and responsibilities associated with farming (Parry et al., 2005). Modern farmers must possess competencies to lead themselves (self-leadership) and others (team leadership). Self-leadership competencies, including self-efficacy and self-esteem are shown to enhance individuals' health-related quality of life (Huang et al. 2017). Team leadership competencies including being inspirational, considerate, and having strong values are associated with higher quality of work life among individuals within an organization (Corrigan et al., 2000; Surtano et al., 2018). The relationship between self-leadership and team leadership competencies with key correlates of quality of life (health- and work-related) suggests a possible relationship with overall quality of life. The purpose of this study was to describe the level of farmers' self-leadership, team leadership, and farmers' quality of life, and explain the relationship between farmers' quality of life and farmers' self-leadership and team leadership.

Methodology -

We utilized the open web page questionnaire method to collect data from [State] farmers. We utilized convenience, self-selecting, and chain-referral sampling approaches. Respondents were recruited through various organizational web platforms. The final data set included 59 farmer responses. We developed self and team leadership competencies scales using existing literature related to intrapersonal and interpersonal leadership competencies (Benge et al., 2011; Bruce & Anderson, 2012; Conklin et al., 2002; Cooper & Graham, 2001; Day, 2000; Day & Dragoni, 2015; Goleman, 2004; Haynes, 2000; Stedman & Rudd, 2006). These two scales were measured using a five-point Likert scale ranging from 1 (strongly disagree) - 5 (strongly agree). We used the Farmers' Quality of Life scale (Author et al., 2016) to measure farmers' perceptions about their quality of life. The scale was measured using a five-point Likert scale ranging from 1 (very dissatisfied) - 5 (very satisfied).

Results -

Results showed a significant positive association between self-leadership competencies and leadership of employees' competencies ($r = .55, p = .001$), farmers' self-leadership competencies and quality of life ($r = .63, p = .001$), and leadership of farm employees' competencies and quality of life ($r = .24, p = .013$). The results also indicated that a significant proportion of the total variance in overall farmers' quality of life was predicted by farmers' self-leadership and leadership of farm employees' competencies $F(2, 54) = 20.60, p < .001$. Multiple R² indicated that approximately 43% of the variation in overall farmers' quality of life can be explained by farmers' self-leadership and leadership of farm employees' competencies.

Discussion and Recommendations -

The results of this study indicated that farmers generally have a high perception of their leadership competencies. Previous studies showed that those with high self-leadership competency were more effective in managing their stress (Thompson & Gomez, 2014) with work stress a key factor influencing quality of life. Study results also indicated greater need among farmers for work-life balance, which is consistent with previous studies that reported an individual's ability to balance work and family life is a significant factor related to their perceived quality of life (Greenhaus et al. 2003). Another reported area of need was the ability to have difficult conversations with farm employees. This supports previous research that emphasizes the leaders' challenge in having difficult conversations with their employees (Angelo, 2019; Bradley & Campbell, 2016). The study results suggest greater leadership skills, both self-and team leadership, corresponds to greater perceived quality of life. These results are consistent with previous studies (Herrera et al., 2018; Kong et al., 2019) that reported the farmers' organizational management, interpersonal competencies, self-leadership competencies relate to farmers' quality of life.

Overall, the study results provide important insight to Extension practitioners toward identifying specific farmer needs and developing relevant Extension programs for farmers in their state. The results of this study build a greater understanding of the relationship between quality of life and leadership competencies by expanding the scope of research to a non-traditional context. The results specifically suggest targeted leadership programming is necessary to address identified areas of need among farmers. The general leadership education currently provided by the [State] Extension service is not sufficient to address the observed farmer leadership needs in the study. Consideration should be given to the development of specific farmer leadership development programs in the following two areas, work stress and conflict management, both of which would help to address key leadership competencies and quality of life.

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Equal Opportunity and Civil Rights Overview

Jessica Creighton & Drenda Williams
USDA NIFA

Abstract

The objective of the presentation will be to provide a broad overview of civil rights and equal opportunity considerations in NIFA-funded programs and activities, including applicable laws, related requirements, and best practices. The presentation will be delivered via powerpoint by Senior Equal Opportunity Specialist Jessica Creighton after an introduction and welcome by Drenda Williams, Director of Civil Rights and Equal Opportunity, both of NIFA USDA.

In the first part of the presentation, Ms. Creighton will summarize civil rights and equal opportunity laws that apply to NIFA-funded Extension programs, including: Title VI of the Civil Rights Act, Title IX of the Education Amendments Act, Executive Order 13166, Section 504 of the Rehabilitation Act, Title II of the Americans with Disabilities Act, and the Age Discrimination Act. Ms. Creighton will discuss requirements for federally financially assisted entities, such as all Extension programs and activities, will be discussed. Ms. Creighton will include in her discussion requirements related to: equally effective opportunity and communication for individuals with disabilities; reasonable accommodations for individuals with disabilities; language access for individuals with limited English proficiency; sexual harassment as a type of sex discrimination; and prohibitions against retaliation for engaging in a protected civil rights activity.

The second half of the presentation will focus on best practices for diversity and inclusion within federally financially assisted institutions. Ms. Creighton will cover how to incorporate civil rights procedures into organizational capacity and how to take a holistic approach to diversity. Ms. Creighton will also describe required civil rights related policies and how to institute comprehensive civil rights training. As part of this best practices section, an explanation of REG data collection and parity analyses will be provided. Ms. Creighton will also touch on best practices for outreach and engagement. Finally, Ms. Creighton will outline USDA's Equal Opportunity Notification requirements.

Using Extension Education Design Templates to Increase Learner-Centered Teaching

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Abstract

Significance -

Extension professionals often enter their careers with significant subject matter expertise, but with limited or no training in the science of teaching and learning. In contexts where there is inadequate support for Extension professionals in developing educational programming grounded in learner-centered approaches, many educators may overuse lecturing as a teaching strategy. Though this more passive strategy is simpler to implement than forms of learner-centered instruction, recent research has illuminated that interactive teaching approaches that increase learner engagement are key in fostering higher levels of knowledge retention (Deslauriers et al., 2011). Thus, to increase impact in the communities Extension professionals serve, resources are required which support these educators in creating learner-centered educational programs. The Outcome-Based Extension Education Design and Agenda Analysis templates, assist Extension professionals in increasing active learning within their programs by providing them with the opportunity and structure needed to identify essential knowledge, generate clear learning outcomes, integrate assessments, and allot appropriate amounts of time for active learning activities.

Description -

The Outcome-Based Extension Education Design template was created for use in professional development courses and in collaborative projects to support Extension professionals in creating empowering adult education programs (Halbleib et al., 2021). This template was recently expanded to be a standalone resource that can also be used independently and without prior training (Halbleib, in press). The Agenda Analysis template was developed to ensure educators are aware of how much time they allocated to active and reflective forms of learning, and ideally motivate them to increase the level of direct engagement.

The first step of the program design process is for educators to evaluate a past event agenda or course syllabus for the time allocated to active learning by completing the Agenda Analysis template. This allows the educators to reflect on how they might expand the use of more direct forms of learner engagement. Extension professionals then review the Outcome-Based Extension Education Design template which guides them through the four essential learner-centered design steps. These four steps include:

1. Generate learning outcomes that clearly define what the learners will be able to do after the program.
2. Develop assessment tasks that provide evidence of learner progression towards the intended outcomes and allow instructors to adjust their teaching if needed.
3. Create learning activities that allow the learners to apply new knowledge and practice skills in scenarios that mirror real-world challenges and opportunities.
4. Identify essential knowledge and what necessary information learners must comprehend to know both why and how they will be completing the learning activities.

Then educators apply the four steps to one of their own programs or projects and fill in the blank copy of the template. If the template is being utilized within a program development class, it can be useful to allow time for

the Extension professionals to see each other's designs, provide feedback, and ask questions to increase collaboration, networking, and the generation of new ideas.

Recommendations -

There is a need to more effectively support Extension professionals by translating the relevant and research-based science of teaching and learning into actionable information. Enabling educators to employ an outcome-based educational framework focuses the instructional design on the application of information and skill building so that learners will be able to solve real-world challenges. Though learning best occurs in person, the recent transition to remote education dictates that Extension education tools, like these two templates, be designed in such a way that is compatible with independent learning. If Extension professionals are doing this work on their own it is suggested that these individuals connect with others to serve as reviewers to get feedback to improve their curriculum design. These templates may also be employed outside of formal capacity-building experiences by teams within Extension projects to co-create program designs.

Benefit to NAEPSDP and Practice -

Research indicates that Extension programming capacity and professional growth are key competencies of interest for Extension professionals throughout their careers (Brodeur et al., 2011). There is a clear opportunity to better equip these educators in supporting their clientele by improving the ways in which critical information is disseminated within communities. Providing empowering, context-specific, and tested resources is an effective way to assist these professionals in streamlining the development of more effective outreach programs.

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Using a Statewide Needs Assessment to Inform Program Planning: A Colorado Case Study

Cary Weiner & David MacPhee
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Abstract

Needs assessment is widely recognized as the first step in Extension program planning (Diaz et al., 2018). Needs assessment is critical to program planning because: (a) it puts a proposed new program on solid ground; (b) can diagnose why an existing program is in trouble; and (c) program managers can be more responsive to diverse stakeholders (Rossi et al., 2018).

Placing needs assessment in the context of a comprehensive program planning framework is also important. Dutweiller (2012) argued that having a program planning framework in place can promote: prioritization of resources; a focus on intended outcomes; outcome achievement; accountability; reflection; assessment of success; and a basis for communicating impact.

In this proposed presentation, we will discuss the process and impact of conducting a statewide, mixed-methods needs assessment based on a new Program Planning for Impact (PPI) framework. Specifically, we will address how the needs assessment was used to: (a) advance inclusivity through engagement of underrepresented demographics; (b) create new partnerships; (c) start aligning local and statewide programs and resources with formally identified community needs; and (d) build staff capacity to engage in richer needs assessment and program planning on an ongoing basis.

While many needs assessments are program-specific or locally bound, Colorado State University (CSU) Extension conducted a broad, inclusive, statewide, mixed-methods needs assessment from 2020-2021. This assessment was facilitated by state staff and a faculty consultant, and it was conducted by county Extension directors and agents. In total, the assessment included an analysis of approximately 450 secondary data sources, 250 key informant interviews, 6 English as a Second Language focus groups, and 10,000 survey responses. It resulted in the identification of 111 unique community issues across the state.

To move from assessment to issue prioritization and goal setting, county Extension offices are utilizing the PPI framework. This framework incorporates concepts from the Carnegie Foundation's (2017) work on Networked Improvement Communities, Wenger et al.'s (2011) Value Creation framework, CSU's Continuum of Engaged Scholarship, and Lasker and Weiss's (2003) Community Health Governance model. The PPI framework emphasizes co-creation of programming and resources with diverse community partners, defining goals based on a spectrum of immediate to long-term value, and learning for improvement.

Application of the PPI framework will result in the creation of first-ever County Program Plans, which identify priority issues to be addressed by Extension offices along with goals for Extension programming related to those issues. County Program Plans will in turn be used to inform Plans of Work for our statewide program teams as well as individual staff 'Plans to Invest' in 2021 and 2022.

Recommendations for future NAEPSDP practice will include: engaging staff to build capacity and buy-in through an empowerment model that demystifies evaluation, emphasizes collaboration, and institutionalizes

self-reflection (Wandersman et al., 2004); providing specific guidance on needs assessment and program planning practices based on the experience of a pilot needs assessment cohort; emphasizing staff control of issue prioritization to mitigate anxiety (Fetterman, 2005); strategically weaving purposeful diversity, equity, and inclusion initiatives into various parts of the needs assessment; use of a comprehensive, mixed-methods approach (Finifter et al., 2005); providing facilitated conversations around both the full context/overall purpose of the needs assessment and bite-sized chunks of practical guidance; and balancing the possibility of addressing broad community needs with the reality of current assets.

Expected benefits to NAEPSDP participants and the overall community of practice include opportunities to: reflect on how to enhance needs assessment efforts in respective states; learn about best practices and lessons learned on statewide needs assessment from Colorado's experience; and reflect on a new framework for program planning in Extension introduced by CSU Extension.

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Building Buy-in: DEI Curriculum Development for an Extension Leadership Team

Kristi Farner, Rochelle Sapp, & Karen Argabright
University of Georgia

Abstract

Diversity, equity, and inclusion (DEI) has been in the forefront of the news and heightened awareness of issues surrounding it has surfaced in the workplace. DEI is vital to organizations for recruitment and retention (Millo, Brown, & Harrington, 2021). This presentation explains the curriculum design and implementation of a workshop for Georgia Extension Leadership on Diversity, Equity, and Inclusion. Theories utilized in curriculum development will be explained and the curriculum design and implementation will be shared. Thirty people within the state and district leadership of UGA Extension met in July 2021 and shared in a two-day workshop to create understanding around DEI and to set organizational goals related to DEI. Workshop materials will be shared to help others as their states design and implement DEI goals and strategies. This session will benefit participants and practice by providing insights from lessons learned and a tangible roadmap that may have pieces that are translatable to other states.

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The Trust Edge Experience in Extension

Lisa Kaslon, University of Nebraska
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Jenny Keshwani, University of Nebraska
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Abstract

Most people think “trust” is some outdated concept that you either have or you don’t, when in reality trust can be actively built and consistently reinforced to succeed in the Extension system.

A lack of trust is an organizations biggest expense. When trust increases, so do output, morale, retention, innovation, and loyalty. Conversely, when trust goes down, every metric starts moving in the wrong direction. The lower the trust, the more time everything takes, the more everything costs, and the lower the loyalty of everyone involved because, at the core, every leadership and organizational issue comes down to trust.

Nebraska and Penn State Extension Extensions systems both sought out the Trust Edge Leadership Institute as a resource to develop, build and prioritize trust as a foundational component to their organizations. Through ongoing research, the Institute has proven trust is a leading indicator of success. The Trust Outlook™ research found that 85% of people believe a high trust work environment helps them perform at their best (The Trust Outlook). The 8 Pillars of Trust™ can be quickly taught and reinforced with actionable tools so Extension Professionals can perform at their best and get lasting results in the system.

Extension is a vast organization. The complexities of geographically distanced employees, the University's systems within which we operate, our network of stakeholders and more, make trust the most critical element to our success. Join this session to learn the 8 Pillars Framework™ and learn what it takes to become a trusted extension professional!

We will review the pillars and how they have helped Extension faculty, educators, agents and staff in all aspects of their roles. Trust Edge Certified Coaches from both institutions will share their stories and how they are using the Trust Edge Experience to build a common language, increase alignment, and see measurable results in their organizations. This session will be offered on the zoom platform utilizing engagement tools for interaction and participation.

All facilitators are Trust Edge Certified Coaches and have been teaching and utilizing the content to enhance their organizations. Nebraska Extension has been involved with the Trust Edge Leadership Institute for four years and Penn State Extension for two.

As a part of the session participants will learn:

- The Case for Trust: Define of trust and see how a lack of trust is our biggest expense.
- The 8 Pillar Framework™ for building a high-trust organizations.
- The How? How? How? Strategy™ for moving from ideas to action. Leverage this method for accelerating strategic and personal clarity!

- How Nebraska and Penn State Extension have implemented this into the work of their organizations.

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Mentoring With an Eye Toward Capacity Building

Daniel Robotham & Suzanna Windon
Pennsylvania State University

Abstract

Importance/Significance -

Effective community leadership is essential to community capacity and resilience. Crises, like the one we are experiencing in the current COVID-19 pandemic have highlighted the importance of community leaders and the existence of strong social networks in ensuring that the community maintains function and structure. The pandemic has also shed a light on the importance of capacity building among members of the community. Mentoring is one of the most effective ways communities can build individual capacity toward developing future leaders (Broadbent & Papadopoulos, 2009; Brown-Ferrigno & Muth, 2004; Day, 2000; Komives & Collins-Shapiro, 2006). Similarly, mentoring has been shown to increase individual sense of belonging, and connection to others which are integral parts of resilient and stable communities (Roland, 2008). Despite the importance of mentoring, community leaders often come in unprepared to serve as effective mentors in their communities and training programs are essential to dispelling misconceptions and instilling best practices (Matheson et al., 2020). Common issues that can arise from poor mentoring relationships include, miscommunication, erosion of trust, resentment, withdrawal, and failure to collaborate (Kumar et al., 2013). It is imperative that we in Extension and community development provide necessary information, guidance, and support to community mentors toward the development of connected, strong communities capable of adapting to change and uncertainty.

Learned Skills and Competencies -

During the session participants will:

1. Learn specific interpersonal communication strategies aimed at developing empathy and trust.
2. Understand specific steps toward defining individual roles, assigning responsibility, and setting personal and professional boundaries in the context of a mentoring relationship.
3. Apply specific procedures for SMART goal and objective development for short-, medium-, and long-term goals utilizing the OITT (Objective, Indicator, Target, Timetable) method.
4. Recognize the four major stages of the mentoring relationship described in in the BEST (Building, Enhancing, Sustaining, Transitioning) model and apply appropriate mentoring strategies and activities each different stage.

Benefit to NAEPSDP Participants and Practice -

This workshop will provide participants with practical knowledge and applicable strategies toward the development of strong mentoring relationships in their teams and communities. Participants will learn how to develop realistic and attainable goals for themselves and in group settings. Participants will also receive training on effective interpersonal communication strategies that can be applied in a wide variety of contexts.

Teaching Plan and Method -

This workshop will introduce theory and best practices for improving the way community and organizational leaders build capacity through mentoring. The first half of the session will be a discussion of the theory and introduction of concepts. Participants will be asked to contribute to the discussion and provide feedback based

on their own personal experiences. The second half of the session will be a practical application of learned concepts. Participants will be given multiple realistic scenarios where they will be asked to apply mentoring strategies toward addressing the issues presented in the scenarios.

Instructors Qualifications -

The authors (university faculty member and graduate student) have extensive experience in designing and delivering outreach programs in area of leadership development, including mentoring at the university and community levels here in the United States as well as in Panama. Additionally, this workshop was successfully delivered several times during 2020-2021 at the state level.

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Managing for Stress

Suzanna Windon & Carolyn Henzi
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Abstract

Importance/Significance of the Topic -

Farming has been described as one of the most stressful occupations (CDC, 2020; NIOSH, 2020; Rudolphi, Berg, & Parsaik, 2020; Truchot & Andela, 2018; Yazd et al., 2019); since it implies demanding jobs that are often compounded by economic uncertainty, vulnerability to weather events, and isolation. Farming shares common stressors to all occupations, and others specific to farming (Walker, Walker, & MacLennan, 1986). Compared with the general U.S. population, the farmer population shows a high incidence of stress-related symptoms (Rudolphi et al., 2020; Yazd et al., 2019). Additionally, to a lack of personal resources to manage stress and a limited access to mental healthcare services in rural areas, which make difficult for farmers receive an adequate support when they are experiencing challenging times. Jaclyn (2019) reported that suicide rate in rural America increased by 27 percent in the last 15 years, from 15.5 to 19.7 per 100,000 inhabitants, being the suicide rate 55 percent higher in rural areas than in large urban ones. The COVID-19 has widely affected the U.S. economy, including the agricultural sector and farm households. The U.S. farmers use to cope with uncertain events. However, this pandemic triggered a new type of crisis for the farming sector. It exacerbated other stress factors in most agriculture sectors, such as the chain production, availability of workforce, and the safety of workers, to name a few. The pandemic effect on markets and people's health was unprecedented; the consequences for farmers were immediate and severe, especially at the beginning of the pandemic (Johansson, 2020). Studies emphasize the need to support farmers in stress management, recognizing the importance of build resilience and coping skills. Stier-Jarmer et al. (2020) state that implementing stress-prevention programs is a feasible, effective, and practical way to reduce occupational stress and improve participants' resources to cope tough times. Walker and Walker (1987) emphasize the relevance of include coping and conflict resolution strategies to help farmers to balance job and off-job roles, explore possibilities for the development of supportive and nurturing social networks.

Description of Specific Competencies Participants will Learn -

During this workshop, the participants will:

- 1) Learn how to identify the concept of occupational stress,
- 2) Recognize stressors, symptoms, and consequences
- 3) Assess occupational stress and apply the ABC model
- 4) Apply strategies to cope with stress emphasizing the role of self-confidence and mindfulness
- 5) Help others who are under stress, focused on how to effectively communicate with people experiencing occupational stress.

Benefit to NAEPSDP Participants and Practice -

This workshop will provide an opportunity to learn about stress management skills, resilience strategies, enhance the viability of farm operation and protect Extension clients' mental health, facilitating their ability to cope with uncertainty, make more thoughtful decisions, and keep themselves productive and healthy. This workshop will provide practical knowledge to recognize and raise occupational stress awareness and apply

resilience strategies in contexts of uncertainty. A stress management workshop can help Extension professionals use learned techniques with their clientele

Statement of Teaching Plan and Method -

This interactive workshop introduces theory and strategies to increase occupational stress awareness and develop stress resilience strategies. The first part of the workshop will provide a theoretical background of occupational stress, defining, assessing, and recognizing its symptoms and consequences. The second part will explain and apply practical strategies to cope with stress and communication strategies to help people manage their stress levels. During the virtual workshop, we plan to use a short video, a poll of questions, chat, and Q&A box features that will help us interact with our workshop participants.

Instructors' Qualifications for Teaching the Specified Competency/Competencies -

The authors (university faculty member and Ph.D. student) have experience designing and delivering Extension programs in leadership development, including stress management. The authors conducted the study on farmers' stress and implemented the research findings in the workshop content. This workshop was delivered several times during 2020 and 2021 at the state level among Extension educators, community leaders, farmers, and natural resource stakeholders. This workshop was translated into the Spanish language and delivered to Spanish-speaking farmers and ag workers.

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Moving Extension Forward with Practical Applications of Diversity and Inclusion

Craig Rotter, Texas A & M University
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Abstract

Diversity and inclusion education seems to be increasingly talked about, good and bad, and has been embraced at a national level in Extension (ECOP) but has not necessarily been adopted and developed in its implementation at an individual institutional or state level. With the social movements of the last few years, and debate and division over identities and identity politics, elevating the ability of Extension staff to address needs and resolve issues in this area is becoming a significant element of our work. As Extension seeks to increase its ability to serve a wider clientele, traditional and nontraditional, having a staff that is prepared to do so, is aware of the importance of diversity and inclusion, and trained in methods that define the collective rather than divide, is crucial.

Over the last year, the presenters for this session have practiced diversity education in a way that draws people together and does not cause people who need diversity education the most to run from the experience, thinking it will make them feel badly about themselves and their identities. This work has included an initial training as facilitators and then weekly online gatherings of staff members to discuss, analyze, and plan together what the next steps would be within the state's 1862 and 1890 operations. In this session, we will provide an approach to diversity education that is engaging, active, and not demonizing.

Competencies to be accomplished through this session include:

- Determine how to be comfortable with uncomfortable subjects, personal perceptions and feelings, and areas of diversity people prefer not to openly discuss;
- Explain bias and how it impacts Extension work, in the day-to-day;
- Distinguish between dialogue and debate;
- Acknowledge realities of our identities and how they impact Extension work;
- Explore self-reflection and analysis of one's own identities relative to those of others;
- Promote lifelong learning and continuous evolution of thought in what diversity and inclusion education means and the value of this work;
- Improve communication skills as they relate to complicated/challenging subjects.

Teaching plan: This will be an engaging, interactive session, with a focus on diversity. Attendees will participate in activities that require self-analysis and reflection around specific, shared content areas. There will be a blending of knowledge and content delivery mixed with activities that apply what has been shared.

The benefit to NAEPSDP participants and practice includes exposure to diversity and inclusion education concepts that will add value and ability to Extension and the existence of its staff. This benefit will emerge through the following focus and activity in this session: 1) Examine their own identities, 2) explore and increase their understanding of bias, 3) compare dialogue with debate, 4) explore how to navigate having uncomfortable conversations, and 5) demonstrate application in the context of Extension's work.

Qualifications of the presenters include the following: nationally trained diversity educators, extensive Extension experience, professional, significant collegiate student affairs staff experience including intercultural competency training, and years of facilitation experience at local, state and national levels (courses, workshops, trainings, conferences presentations, and meetings) in the content area.

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Addressing Generational Gaps: Lessons Learned from a Piloted Grandfamily Mentorship Program

Adeola Ogunade, Megan Kruger, Zona Hutson, Linsey Ferguson, & Lacey Seckman,
West Virginia University

Abstract

According to the U.S. Census Bureau in 2019, West Virginia ranks second in the nation for grandparents raising their grandchildren. Grandparent caregivers have higher levels of parenting stress than other kinship providers and parents (Lee et al., 2016; Musil et al., 2002). COVID-19 exacerbated this stress, and grandparents assumed the dual role of being the caregiver and the teacher.

The Grandfamily Mentorship program was developed to provide academic support to vulnerable children in the care of their grandparents by pairing mentors with each family. The pilot program served 11 grandchildren under the care of their grandparents in the Spring of 2021. Evaluation results indicated that grandchildren improved their academic success. However, there was a more substantial implication that the program impacted the children socially and emotionally.

During this roundtable, we will give a brief overview of the program, share the result of the qualitative evaluation conducted, and pose discussion questions on how to expand and measure the outcomes of this program. These two questions will guide our discussion:

1. How can Extension incorporate the specialized needs of Grand families into youth development programs?
2. For an expanded version of this program, how do we best measure children and their grandparents' social and emotional outcomes?

Grandparents are a unique audience that requires intentional and non-traditional programming. This session would encourage other Extension systems to meet the needs of Grand families through tailored programming and specialized evaluation methodologies.

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Using ArcGIS Storymaps for Extension Reporting and Storytelling

Leyla Marandi, University of California

Abstract

With the ever-changing world of technology and knowledge, innovative strategies are needed to disseminate information to the public in a timely and engaging manner. One tool, Storymaps from ESRI, offers an interactive experience incorporating text, images, video, and maps through its web-based application. In this session, we'll feature Storymap products generated by University of California, Agriculture and Natural Resources (UC ANR) to demonstrate their versatility in extension programs, such as:

Organizational tours for elected officials, academic leadership, and the public

Heatmaps of extension's programmatic activities

Converting reports into interactive, modern web experiences

Storymaps were integral to UC ANR's efforts during COVID-19, adding an interactive element to virtual meetings, programs, and advocacy efforts. Participants will see examples of Storymaps applications to extension programs and learn about their key features, benefits, and limitations. The discussion section will be open for questions about Storymaps and offer space for brainstorming additional ways to use the tool or other virtual platforms.

Agenda -

- Introduction
- Overview and licensure
- Storymaps examples and tips
- Additional considerations, benefits, and limitations

Assets -

Powerpoint, UC ANR Storymaps, Weblinks

Back-up Questions -

- Is anyone else using Storymaps now, and how?
- For folks who have not used them, what questions about using Storymaps at their organization?
- How might you use Storymaps at your organization?
- Are there other types of mapping tools that have been used by anyone in our audience?
- Are there other types of interactive or visual tools that helped you with extension work during COVID-19?

Advancing Diversity, Equity, and Inclusion in Extension: Identifying Barriers and Strategies

John Diaz, University of Florida
Cody Gusto, University of Florida
Lendel Narine, Utah State University
Jackie Bruce, North Carolina State University
K.S.U. Jayaratne, North Carolina State University

Abstract

Roundtable Topic Summary, Importance, and Significance -

The Cooperative Extension Service was developed with the intention of providing increased access for all populations to practical education that had direct relevance to their daily lives (APLU, ND). However, issues of justice and equity in broader society, which connects with Extension educational services and organizations, also pose threats to the efficacy of Cooperative Extension, and must be addressed for Extension to achieve its intended mission (Astin, 2000; Shields, 2010). In turn, it is critical to explore and discuss the barriers and opportunities for promoting diversity, equity, and inclusion (DEI) in Extension.

Implications for NAEPSDP Practice -

The facilitated discussions may help identify salient pathways for NAESP members, processes and policies may enhance DEI in the organization and across the member institutions.

Roundtable Session Plan -

The round table session will begin with a quick presentation of the results of a national Delphi panel on barriers and strategies to DEI in Extension. Following the presentation, participants' will be asked to share their own perspectives on the barriers and strategies to DEI in Extension.

Proposed Discussion Questions -

1. What are the major barriers, challenges, and obstacles to facilitating diversity, equity, and inclusion within Extension?
2. What are some effective strategies for overcoming the major barriers to DEI in Extension?
3. Based on your experiences/opinion, provide a single strategy or approach that you believe has the most potential for actually moving the needle forward when it comes to DEI in Extension?

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Remote Work Adoption in Extension

Paul Hill, Amanda Ali, Lendel Narine, & Debra Spielmaker,
Utah State University

Abstract

Roundtable Topic Summary, Importance, and Significance -

In a national study on remote work adoption Hill (2021) found a statistically significant increase in remote work implementation in response to COVID-19. In addition, most organizational leaders considered the experience favorable. Barrero et al. (2021) attributed a reduction in stigma associated with remote work to the pandemic, with findings suggesting that leaders planned to continue the practice after the pandemic. While it appears remote work is here to stay, how prepared is Extension to adopt this modern workplace practice?

Implications for NAEPSDP Practice -

According to Rogers' (2003) Diffusion of Innovations (DOI) theory, the unanticipated implementation of remote work does not represent adoption. However, Rogers (2003) explained that a favorable experience with an innovation on a trial basis increases the likelihood of adoption in the future. If the pandemic was the tipping point for remote work, what are Extension leader's perceptions of the practice?

Roundtable Session Plan -

15-minute presentation followed by 10 minutes of discussion.

Proposed Discussion Questions -

- What are the current remote work arrangements at your land grant university?
- Have systems been developed for monitoring employee performance? Or is greater focus placed on being physically present at the office?
- Compared to working in a central office environment, how much more or less productive are you working remotely?
- Compared to working in a central office environment, how better or worse is your well-being working remotely?
- Do you feel prepared to negotiate for remote work arrangements with your immediate supervisor?

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Using Qualtrics and Custom URLs to Simplify the Evaluation of Multi-site Programming

Julie K. Huetteman & Bradford Sewell
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Abstract

To improve evaluation quality, we created a coordinated approach to collecting and reporting evaluation data for statewide programs. Instead of separate surveys and individual datasets, we start with one survey in Qualtrics and embed program-identifying data. This unified evaluation approach involves:

1. Program-specific instruction and procedures documents,
2. Educator email requests providing program title, date, contact person and email,
3. Generating Qualtrics survey links with embedded program details,
4. Sending “Link and Instructions” documents for each program,
5. Educator email notification when data are entered in Qualtrics, and
6. Results reports for Educators, including direction on documenting in the reporting system.

To monitor these evaluation activities, we created a tracking spreadsheet to note program details and dates. At year-end, we have data for each statewide program in one Qualtrics survey and create an annual results report. Embedded data in Qualtrics shortens the survey for participants, saves time on data entry, maintains consistency, and keeps program data in one survey.

We will share how we use template documents, append Qualtrics links, track programs, and schedule follow-up surveys.

Questions -

1. What approaches do you use to coordinate evaluation data for statewide programs?
2. What survey/reporting tools or systems do you use for program evaluation? What features do you find helpful?
3. What approaches have you found successful for encouraging Educators to work on evaluation activities during the program planning phase?
4. How have you supported Educators to report accurately and to write quality impact statements using their program evaluation results?

Lesson Study Model of Professional Development at 1890 Land Grant Universities

Martin H. Smith, University of California
Tiffany Franklin, Southern University
Travella Free, Kentucky State University
Manola Erby, Alcorn State University
Lynn Schmitt-McQuitty, University of California
Cynthia Pierfax, Prairie View A & M University

Abstract

Lesson study is an iterative, educator-centered approach to professional development. It involves participants working in communities of practice to advance their teaching (Rock & Wilson, 2005). The process is constructivist-based, occurs over an extended period, and is data-driven (Lewis & Hurd, 2011). Lesson study has been used successfully by classroom teachers and pre-service educators (e.g., Doig & Groves, 2011). Recent research on lesson study with Extension programs (e.g., 4-H) has provided strong evidence of its promise for Extension educators (e.g., Schmitt-McQuitty et al., 2019).

Recent work in Extension involved 1890 Land Grant Institutions (LGUs), including Alcorn State University, Kentucky State University, and Southern University, where lesson study was implemented in-person, virtually, and in blended environments. Outcomes from two case studies revealed benefits to educators' professional development, including lesson planning and implementation, data-driven decision-making, social connections, and content knowledge (Smith et al., 2018; Smith et al., 2020). Educators also reported benefits of recording learners' perceptions and their own reflections to inform their practice.

Lesson study has implications for NAEPSDP membership. It is innovative and can help improve upon traditional professional development approaches used commonly by LGUs that have been shown to be ineffective (e.g., Smith et al., 2017). Roundtable session plan: Overview of lesson study in Extension; research outcome highlights; use and benefits of lesson study at 1890 LGUs; conclusion; discussion. Proposed discussion questions: How might lesson study be used with attendees' Extension educators? What barriers and opportunities do attendees see relative to using lesson study at their institutions?

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Using Open-Ended Questions to Improve Data Quality When Using Paid Survey Panels

Mikey Hughes, Amy Harder, Matt Benge, Glenn Israel, & Diane Craig
University of Florida

Abstract

Introduction/Need for Innovation -

Paid survey panels are often associated with public opinion research (e.g., Rumble et al., 2017, Ruth et al., 2019). However, well-known issues with quality result when survey respondents use satisficing strategies to increase the speed with which they can complete the survey (Vanette & Krosnick, 2013). Respondents have grown increasingly savvy to establish fraud prevention strategies (Kennedy et al., 2020). Extension professionals need more tools to ensure the use of paid survey panels results in quality data.

Outcomes -

Viewers will learn how integrating one or more type of open-ended question into an otherwise quantitative survey “can be used to explore deviant responses to the close-ended questions” (Reja et al., 2003, p. 162). We tested the use of an open-ended explanatory question with a needs assessment instrument distributed through Qualtrics’ paid survey panels in mid-2020. Adding the explanatory question to the questionnaire resulted in two observed benefits for improving data quality. Responses to the question were immediately used to identify the possibility of fraudulent behavior (e.g., nonsense or vulgar answers). The second benefit to data quality resulted from thematically analyzing the open-ended responses remaining after the fraud responses were scrubbed, which helped to increase our confidence in the issues that were identified as priorities.

Implications for NAEPSDP Practice -

We suggest using multiple open-ended questions to help uncover fraudulent respondents. Second, the use of list-type questions should be explored in future studies to determine if they have similar benefits of highlighting fraudulent survey behavior while offering faster data analysis.

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A Comparison of Extension Mentor Behaviors Between 2019 and 2021

Sydney Whitehurst & Amy Harder
University of Florida

Abstract

Importance -

Florida Extension has a mentorship program for new hires to have a mentor while they work towards permanent status. Benefits of an Extension mentorship program include improved proficiency in programming, better understanding of the workplace environment, and an increase in agents' leadership efficacy (Kutilek & Earnest, 2001). Perceptions of the quality of mentoring relationships are significantly related to how often mentors contact their protégés (Harder et al., 2021). Past research (Harder, 2019) found mentors infrequently covered critical topics such as advisory councils, volunteer management, and logic models, so a new intervention of monthly mentor emails was started in 2020 to encourage mentors to increase their engagement and provide suggestions and resources for discussion.

Outcomes -

This poster will illustrate the results from a 2021 survey of Extension agents and their behaviors as mentors. Data include mentors' willingness to discuss specific topics, methods and frequency of communication with their protégés, and past and intended behaviors. Results will be compared with prior data from 2019 to show trends over time.

Importance for NAEPSDP Practice -

Denny (2016) identified a lack of research about mentoring behaviors; we help to fill this gap by sharing our findings. Professionals leading mentoring programs should monitor the desired behaviors of Extension mentors. Data can then be used to determine how to sustain or improve the quality of mentoring programs to achieve the benefits described by Kutilek and Earnest (2001). Further studies into mentoring are recommended to continue provide data which can be used to drive action.

References

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The 'Who' of Extension Professional Turnover

Matt Bengé & Amy Harder
University of Florida

Abstract

Importance -

Extension agents serve a critical role fulfilling the Extension mission as they work to help the public make better informed decisions affecting their well-being and their community's well-being (Seevers et al., 1997). Unfortunately, Cooperative Extension has a bad reputation for high turnover amongst its workforce which is typically around 8-9% (Benge & Harder, 2017; Dromgoole, 2013). Our collective understanding of Extension turnover is often through anecdotal narratives that may be biased or based on old data. Additionally, we may be focusing too much on *why* agents leave without first looking at *who* is leaving (and when). We have compiled some statistics of recent early career faculty who left [State] Extension, which illustrates two trends sometimes obscured by looking at the Extension workforce holistically.

Outcomes -

Participants of our presentation will increase their knowledge of turnover by exploring turnover data from early career agents with a primary focus on *who is moving on*. Since 2015, [State] early career agents have a turnover rate of 40% in Florida. However, the overall organizational turnover rate is 8.7%. Participants will also learn that 4-H agents are not the leading program area for turnover, and there is turnover variability amongst [State's] Extension districts.

Implications -

NAEPSDP professionals are instrumental in the successes of Extension agents in their respective states. Regardless of whether the NAEPSDP practitioner is involved in HR, onboarding, staff development, professional development, or organizational development, our presentation offers a strategy for more clearly identifying turnover trends that can be hidden by more holistic approaches.

References

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Utilizing GIS to Determine Area of Interest for a COVID-19 Vaccine Education Grant Proposal

Tia M. Gregory & Laura Downey
Mississippi State University

Abstract

Cooperative Extension is being increasingly called upon to deliver COVID-19 vaccine education to address vaccine hesitancy(1). Some funding requests have asked that states use secondary data as a precision programming tool, ensuring that Extension education is being delivered where vaccination rates are lowest due to individual or community barriers. The Extension Foundation issued a Request for Proposals for Extension that would deliver vaccine education and assist with vaccine administration.

The Social Vulnerability Index (SVI) was used to highlight areas of greatest need. Other factors included percent of households with one or no vehicle, percent of households with no internet access or internet access but no subscription, and the number of available vaccination sites. Each data indicator was calculated at the county level. After each data indicator was mapped independently, a final map was generated with an overall score for each county. One point was awarded if a county was within the upper limit of each data category or if the county did not have any available vaccination sites. In addition to visualizing need using a series of maps, several other variables were considered to determine the area of interest (AOI) including strategic partners, proximity to the Mississippi State University campus, and proximity to a hospital. Using these criteria, 24 Mississippi counties included in the Appalachian Regional Commission were chosen as the AOI.

Using GIS mapping to visualize data is an effective and efficient method to aid in the determination of an area of interest when several factors warrant consideration.

References

Extension Foundation. (2021). *Extension Collaboration on Immunization Teaching and Engagement: Pre-decisional application guide.*

Looking Forward: Integrating Virtual Programming into Long-term Program Plans

Krista Stump
University of Florida

Abstract

Many Extension professionals shifted their programs to a virtual format during the COVID-19 pandemic. As Extension faculty plan future programs, a mix of virtual and traditional in-person formats may be used. Virtual programming can address participant travel limitations and reduce program expenses (Dhawan, 2020). However, challenges with hands-on demonstrations and participant interaction make some programs more well-suited for a traditional in-person format (Dhawan, 2020). In addition, the target audience may have limited access to the technology required to participate in a virtual class (Dhawan, 2020; Kewal-Ramani et al., 2018). The presenter developed a simple process to decide which programs are best suited as in-person and which will continue as a virtual format in the future. Viewers of this talk will learn about this process and its limitations. The talk will also address potential areas for future research and agent training. Moving forward, Extension professionals will continue to use technology to provide virtual and hybrid education. There is a need for Extension program and staff development professionals to develop systematic approaches to determine which programs are best suited for a virtual format. Resources and training on the subject can ensure client needs are met while still achieving outcomes and impacts.

References

- Dhawan S. (2020). Online Learning: A panacea in the time of COVID-19 crisis. *Journal of Educational Technology Systems*, 49(1), 5–22. <https://doi.org/10.1177/0047239520934018>
- Kewal-Ramani, A., Zhang, J., Wang, X., Rathbun, A., Corcoran, L., Diliberti, M., & Zhang, J. (2018). *Student access to digital learning resources outside the classroom*. National Center for Education Statistics, NCES 2017-098. <https://nces.ed.gov/pubs2017/2017098/index.asp>

Shattering Myths: Gay People ARE Involved in 4-H and Extension Programming

Jeff Howard, University of Maryland
Teresa McCoy, Ohio State University

Abstract

Importance of the Topic -

Too often, our efforts in Extension programming toward reaching vulnerable, marginalized, or minority audiences may be motivated by the need to meet civil rights compliance measures. This “check the box” approach may leave Extension workers with limited functional understanding of how to create deliberate programmatic approaches which could create inclusive and welcoming environments. Furthermore, some Extension workers may view programmatic inclusion of vulnerable populations based on stereotypes or assumptions of their limited prior engagement. Although more likely unintentional, the lack of sensitivity and awareness of needs that marginalized communities may have cause these audience to feel unwelcomed at Extension functions.

Outcomes (What Listeners will Learn) -

A recent research study concentrating on the inclusion of LGBTQ+ individuals in 4-H has shattered this myth that gay people are not involved in 4-H or Extension programming. Results of the study will be shared, not only demonstrating how 4-H created a sense of belonging for the research respondents, but further, their suggestions and advice on how Extension workers can create welcoming environments which could create more inclusive settings for all.

Implications for NAEPSDP Practice -

This talk will cover key programmatic approaches that Extension workers should consider as they work toward including diversity, equity, and belonging as part of their core program design principles.

References

- Elliott-Engel, J., Amaral, J. R., Westfall-Rudd, D. & Rudd, R. (2020). Perspectives on LGBTQ+ inclusion and identity development from a College of Agriculture and Life Sciences. *North American College and Teachers of Agriculture Journal*. 64. 102–112.
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Circling Back Around on the Approach on Extension Impacts

Diane Mashburn
University of Arkansas

Abstract

Sometimes returning to an “oldie but goodie” is the best course of action when faced with a large amount of change in a short amount of time, as Extension professionals faced with the pandemic. To help convey each county’s programmatic impact on an annual basis, Arkansas Extension began utilizing PDF impact templates in 2011. The forms have been upgraded over the years and transitioned to an online form in 2019. The goal of these impacts was to show more than just the number of program held and participants reach, but to convey true impact. These reports were slated to continue being used for the 2020 program year. When the “few months” of restrictions and telecommuting went beyond the spring, questions started to be asked about how we will tell our Extension story that year. Through conversations with County Agents and District Directors, it was identified that the main purpose these reports would serve in 2020 is to show Extension was still hard at work. Building off a simple format not used by Arkansas Extension in over ten years, improvements were made, guides were created, and trainings were held to create “2020 County Update Reports”. This lightning session is going to quickly show even when best practices in evaluation show we should strive for a certain kind of information, it is always important to listen to your stakeholders and honestly assess what is attainable by our employees in light of current situations.

References

Reporting impact: Extension & research. (2021). Retrieved on August 6, 2021 from <https://www.uaex.uada.edu/support-units/program-staff-development/program-evaluation/impact.aspx>

Extension Continues During a Pandemic: Adapting to Technology Based Program Delivery

Jeff Howard & Amy Rhodes
University of Maryland

Abstract

The COVID 19 pandemic presented many challenges for Extension across the country which included, for some, adapting to a mandatory telework environment. Addressing the emerging issues related to working from home became a rapid need for many Extension programs around the nation. Furthermore, demonstrating to stakeholders, funders, and constituents that Extension continued to operate was potentially paramount as the potential for budget reductions were looming into the next fiscal year.

This session will highlight a state's rapid response by developing a statewide Dynamic Learning Team charged with supporting faculty and staff by addressing concerns related to technology and virtual engagement during the pandemic.

An organization wide assessment of employee needs was conducted, and based on those needs, multiple weeks of training webinars were conducted as well as a supportive website built containing helpful software programs, instructions, webinars, and examples of use.

The team then conducted a follow up survey in regard to experiences during the mandatory telework. The questions concentrated on personal and professional experiences as well as observations of constituents in communities. Results to share will highlight the factors, challenges, and positive outcomes the faculty and staff identified during the quarantine.

The presentation will wrap up by highlighting, for the association members, the support Extension may need for future professional development or organizational change and applicable findings that other Extension programs may choose to draw on for their own needs. Furthermore, findings will be presented that may support continued telework as an option to create enhanced work/family balance.

References

- Howard, J., Rhodes, A. (2021). *Continuing Extension programming during a pandemic: University of Maryland Extension adapts to dynamic learning*. (Pub # EBR 58). University of Maryland Extension Publications.
<https://extension.umd.edu/resource/continuing-extension-programming-during-pandemic-university-maryland-extension-adapts-dynamic>

MONDAY, NOVEMBER 29, 2021

- 3PM – 4PM NAEPSP Board Meeting (**NAEPSDP Board members only**)
- 4PM – 5PM New Members and 1st Time Conference Attendees Reception

TUESDAY, NOVEMBER 30, 2021

- 11AM – 12:30PM General Session
- Opening – Steve Siegelin, 2021 NAEPSDP President, Montana State University
 - Welcome – Cody Stone, Extension Executive Director, Montana State University
 - Keynote – Will Bowen, Motivational Speaker
- 1PM – 1:35PM Concurrent Session 1 – Oral Presentations
- Assessing Extension Educators' Motivation to Engage in Program Evaluation
(Adeola Ogunade & Megan Kruger)
- How Important are Diversity Competencies in Youth Development Work?
Nationwide Perceptions of the Access, Equity, and Opportunity PRKC among 4-
H Professionals (Matt Bengé, Jeff Howard, & CC Suarez)
- Decoding the Ages and Stages of Youth to Engage Them in Positive Youth
Development (Kristie Popa & Tycee Prevatt)
- Identifying Data-Driven Strategies to Improve Relationships between State
Specialists and Agents in Florida (Amy Harder & Olivia Caillouet)
- 1:35PM – 2PM Break
- 2PM – 3PM Concurrent Session 2 – Workshops
- The Trust Edge Experience in Extension (Lisa Kaslon, Dave Varner, Jenny
Keshwani, Renee Pusey, & Tara Mondock)
- Mentoring With an Eye Toward Capacity Building (Daniel Robotham & Suzanna
Winton)
- 3PM – 3:25PM Break

3:25PM – 4PM Concurrent Session 3 – Roundtables

Addressing Generational Gaps: Lessons Learned from a Piloted Grandfamily Mentorship Program (Adeola Ogunade, Megan Kruger, Zona Hutson, Linsey Ferguson, & Lacey Seckman)

Using ArcGIS Storymaps for Extension Reporting and Storytelling (Leyla Marandi)

Advancing Diversity, Equity, and Inclusion in Extension: Identifying Barriers and Strategies (John Diaz, Cody Gusto, Lendel Narine, Jackie Bruce, & K.S.U. Jayaratne)

4:15PM – 5:15PM Happy Hour & Trivia – Julie Robinson, University of Arkansas

WEDNESDAY, DECEMBER 1, 2021

11AM – 11:45AM Keynote Speaker – Matthew Sowcik, Assistant Professor of Leadership Education, University of Florida

11:45AM – 12PM Break

12PM – 12:35PM Concurrent Session 4 – Oral Presentations

CART: An Evaluation Shopping Experience (Teresa McCoy, Debby Lewis, Brian Butler, & Tim Byrne)

Building Extension Agent Capacity in Instructional and Communication Technology Implementation: A Digital Field Experience Training Program (Peyton N. Beattie, Jamie Loizzo, Matt Benge, Nick Place, Glenn D. Israel, & Traci Irani)

Process to Assess Influence of Extension Conference on Employees' Psychological States (Marina Denny & Martha Ann Ellard)

12:35PM – 1PM Break

1PM – 2PM

Concurrent Session 5 – Poster Presentations & Lightning Talks

*All are in the same room and will present in the order listed here.

1. Looking Forward: Integrating Virtual Programming into Long-term Program Plans (Krista Stump)
2. Shattering Myths: Gay People ARE Involved in 4-H and Extension Programming (Jeff Howard & Teresa McCoy)
3. Circling Back Around on the Approach on Extension Impacts (Diane Mashburn)
4. Extension Continues During a Pandemic: Adapting to Technology Based Program Delivery (Jeff Howard & Amy Rhodes)
5. Using Open-Ended Questions to Improve Data Quality When Using Paid Survey Panels (Mikey Hughes, Amy Harder, Matt Benge, Glenn Israel, & Diane Craig)
6. A Comparison of Extension Mentor Behaviors Between 2019 and 2021 (Sydney Whitehurst & Amy Harder)
7. The ‘Who’ of Extension Professional Turnover (Matt Benge & Amy Harder)
8. Utilizing GIS to Determine Area of Interest for a COVID-19 Vaccine Education Grant Proposal (Tia M. Gregory & Laura Downey)

2PM – 2:15PM

Break

2:15PM – 3:15PM

Concurrent Session 6 – Workshops

Managing for Stress (Suzanna Windon & Carolyn Henzi)

Moving Extension Forward with Practical Applications of Diversity and Inclusion (Craig Rotter & Dawn Burton)

3:15PM – 3:30PM

Break

3:30PM – 4PM

Concurrent Session 7 – Roundtables

Remote Work Adoption in Extension (Paul Hill, Amanda Ali, Lendel Narine, & Debra Spielmaker)

Using Qualtrics and Custom URLs to Simplify the Evaluation of Multi-site Programming (Julie K Huetteman & C. Bradford Sewell)

Lesson Study Model of Professional Development at 1890 Land Grant Universities (Martin H. Smith, Tiffany Franklin, Travella Free, Manola Erby, Lynn Schmitt-McQuitty, & Cynthia Pierfax)

4PM – 4:15PM

Break

4:15PM – 4:45PM Key Informant Sessions

1. Communications (Latasha Ford)
2. Mentoring (Matt Bengé)
3. Program Evaluation (Vikram Koundinya)

THURSDAY, DECEMBER 2, 2021

11AM – 12:30AM General Session

- Michael Fitzner, Acting Director for the Planning, Accountability, and Reporting Staff
- NAEPSDP Business Meeting and Awards

12:30PM – 1PM Break

1PM – 1:35PM Concurrent Session 8 – Oral Presentations

Collective Impact in Cooperative Extension – Creative approaches to measuring policy, systems, and environmental change work in Extension (Michele Walsh, Rachel Leih, Rachel Gildersleeve, Kara Haberstock Tanoue, DeeDee Avery, & Madeleine deBlois)

How can we use adult education principles and practices for professional development of Extension educators? (Nav Ghimire, Vikram Koundinya, Anil Kumar Chaudhary, John Diaz, & Jon Hogge)

Stakeholder Perceptions of Nevada Youth Educational and Mental Health Needs During the Pandemic and Supporting Our Youth Moving Forward (Carrie Stark, Shannon Horrillo, Bill Evans, Jeantyl Norze, MaryAnn Demchak, Jessica Gallo, Jafeth Salido-Sanchez, Sheila Bray, & Sarah Chvilicek)

Assessing Pennsylvania Farmers’ Quality of Life and Leadership Competencies for Developing an Extension Program (Suzanna Windon & Daniel Robotham)

1:35PM – 2PM Break

- 2PM – 2:35PM Concurrent Session 9 – Oral Presentations
- Equal Opportunity and Civil Rights Overview (Jessica Creighton & Drenda Williams)
- Using Extension Education Design Templates to Increase Learner-Centered Teaching (Mary L Halbleib)
- Using a Statewide Needs Assessment to Inform Program Planning: A Colorado Case Study (Cary Weiner & David MacPhee)
- Building Buy-in: DEI Curriculum Development for an Extension Leadership Team (Kristi Farner, Rochelle Sapp, & Karen Argabright)
- 2:35PM – 2:40PM Break & Transition to Closing Zoom Session
- 2:45PM – 3PM Closing – Julie Huetteman, 2022 NAEPSDP President, Purdue University
- 3PM – 3:45PM NAEPDSP New Board Members Meeting