



Making Extension Connections

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August 2002 Domestic Violence Conference

by Elizabeth Phillips

The Alabama Cooperative Extension System's Mobile Urban Center and the Mobile Domestic Violence Task Force will sponsor *Domestic Violence: Not in My Home - Not In My Town*, a state conference that will be held on August 9, 2002 at the Mobile Convention Center from 8:00 a.m. to 5:00 p.m.

The conference will feature nationally known Mark Wynn, the creator of the largest police domestic violence investigative unit in the United States. Mr. Wynn is a survivor of domestic violence, which enables him to train professionals effectively and passionately. Wynn consults and trains police executives, patrol officers, training officers, prosecutors, judges, legislators, social service providers, healthcare professionals and victim advocates. The Mobile conference is designed to appeal to the same target audiences and will offer continuing education credits to nurses, counselors, social workers, attorneys, and law enforcement professionals.

The one-day program will include such topics as *Building a Community Coordinated Response to Domestic Violence*, *Assessing Threats, Stalking and Counter Stalking*, and *Finding and Helping the Hidden Victims*. In addition, the event will include a unique interactive component called community response training. This exercise features an actual case from the Mobile District Attorney's case files for breakout strategy sessions. The sessions will use interdisciplinary problem-solving techniques led by Mobile District Attorney John Tyson, Jr. and other area experts in the field of domestic violence. The Mobile Domestic Violence Task Force, a partnership of some 50 agencies and over 100 area professionals, will implement this event for the 350-500 anticipated participants. Early registration is \$35.00 and late registration (after July 15) is \$50.00.

The conference is made possible by a grant through the Alabama Department of Economic and Community Affairs and the Department of Justice.

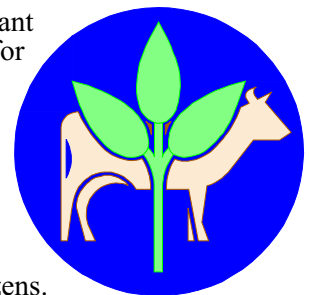
For more information, please contact County Extension Agent & Mobile Domestic Violence Task Force President J. Elizabeth Phillips at (251) 574-8445 or via email at jphillip@aces.edu.

History & 1890 Land-Grant Institutions

by Wendi A. Williams

Justin Smith Morrill (1810-1898) is the Vermont senator credited for the legislation that led to the establishment of land-grant colleges and universities. Morrill first introduced the bill in 1857 only to have it vetoed by President James Buchanan in 1859. Then in 1861 under a different presidential administration, Morrill introduced another land-grant bill that would grant 30,000 acres to each senator and representative with an added twist. The new bill required that military tactics be taught to enhance America's armed forces in lieu of the Civil War. President Abraham Lincoln signed the bill into law on July 2, 1862 and the rest is history.

Essentially, the 1862 land-grant legislation made it possible for each state to receive federal funds to establish a state college or university. These institutions would teach agriculture, military tactics, mechanical arts, home economics, and other traditional studies to working class citizens.



The name "land-grant" was coined because the institutions were established with funds from the sale of land granted to each state by the federal government¹. But there was one major problem: when the 1862 Morrill legislation was enacted, slavery still existed in the United States. It was rare for free blacks to attend Northern white colleges and such cases did not exist in the South. During an uncertain climate, President Lincoln declared slaves free in warring territories only on January 1, 1863. That meant that many African-Americans remained enslaved well after the Emancipation Proclamation, including the one million residing in Union territories².

(continued on page 3)



National Extension Technology Conference 2002

by Jean Hall Dwyer

Each year Extension's technology-minded gather together for five days to learn about the latest information technology and to focus on the challenges and opportunities faced in Extension. This year's conference with the theme of "Innovation Through Cooperation," was held on the campus of Penn State in mid-May. In attendance from the Urban Affairs and New Nontraditional Programs (UANNP) unit at Alabama A&M University were Oliver Dillard, engineering video and audio manager; Girma Kebede, computer support and network manager; Dr. Julio E. Correa, animal scientist; and Jean Hall Dwyer, communications specialist.

The conference began with a presentation and five-minute fireworks display by Dan Barker of FireOne. His pyrotechnical production credits include the 2002 Winter Olympics in Salt Lake City and the Summer Olympics in Australia. Although everyone "Oh"ed and "Ah"ed at the beauty of the choreographed fireworks display, the presentation on the technology behind the production garnered even more attention.

The general sessions focused on the future of Information Technology (IT) in Extension and higher education, and were presented by national leaders in education, government, and industry. In one general session we were privileged

to participate in a teleconferenced discussion on "The Role of Land-Grant Universities in a Digital Future" between Graham Spanier, President of Penn State, and Gregory Geoffroy, president of Iowa State University. The remainder of the conference included more than 70 concurrent workshops presented by Extension staff from around the nation and as far away as China.

Dr. Correa and Ms. Dwyer, as members of UANNP's Spanish Programming Team, had the opportunity to present the following concurrent workshops:

- **Para Nuestros Amigos Latinos-A Spanish-only Website**
This workshop shared the Team's goal of bringing appropriate, research-based information to the growing Hispanic urban population in their native language. Participants experienced a visit to the Spanish-only website and viewed the Census 2000 data available online in the PowerPoint presentation, *Hispanics in the United States*.
- **A Study in Collaboration: 1 Puerto Rican Animal Scientist + 1 Communications Specialist + 1 [Very Supportive] Administrator = Success!**
This workshop shared with participants the successful

team approach employed by UANNP when the Spanish Programming Team was first implemented. Without any additional expenditures, UANNP combined the unique expertise of on-staff Extension employees to produce the Spanish-only website and print publications devoted to providing appropriate, research-based information to the Hispanic population. Our successful team approach to conquering the language barrier was shared.

- **Metro News and MORE**
UANNP produces a quarterly, bilingual [Spanish/English] newsletter in both print and Web formats. Participants enjoyed a visit to both online versions and a discussion on the perils of producing usable bilingual materials.

Question and answer sessions were held as a part of each workshop. Copies of various bilingual materials and materials produced solely in Spanish were available for all participants. Requests for producing an English-friendly version of the list of links to almost 400 research-based publications available on the Spanish-only website were made by states that are already taking advantage of the website as a resource for addressing the needs of their Hispanic population. These changes and other additions to the website have already been made.



To find all the websites listed, visit <http://www.aces.edu/urban>

(continued from page 1)

At the close of the Civil War in 1865, it was still considered a criminal offense to educate blacks in the South and many blacks were prohibited from attending colleges or universities established under the 1862 Morrill Act. In addition, the Black Codes of 1865 were enforced to limit the freedom and restrict the legal and civil rights of ex-slaves awarded to them under the 14th Amendment, particularly in regard to labor, owning or selling property, and marriage. The Black Codes were suspended one year later by federal authorities.

Given the social and political climate of the 1860s, the federal government was unable to secure cooperation from Southern states and therefore sought to pass the Morrill Act of 1890 to support black educational institutions. Ironically, in order for states to receive 1890 funding, race or color could not be a factor in regard to admission or the state had to designate a separate land-grant college for African-Americans.



Black educational institutions faced tremendous challenges during the 1890s. Approximately 90% of African-Americans lived in the South and at least 84% of them were farmers, overseers, sharecroppers, or employed in domestic jobs. Furthermore, the historical lawsuit *Plessy v. Ferguson* (1896) that established the "separate but equal policy" in the United States reinforced the state's rights to establish separate but equal land-grant schools for blacks and whites. As expected, separate institutions only fueled the fires of segregation and gave rise to the

Jim Crow laws that imposed racial segregation from the Reconstruction era to the 1960s. The separate but equal policy came under tremendous fire over the years as black institutions sought to receive fairness in regard to funding and programs. Yet, in spite of adversity, Historically Black Colleges and Universities (HBCUs) continue to thrive.

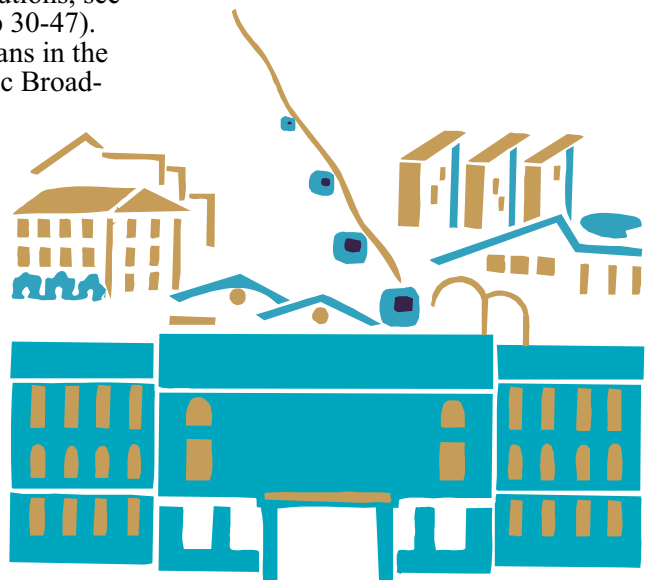
Today, there are 18 black land-grant colleges and universities in the United States, the District of Columbia and the Virgin Islands. HBCUs continue to successfully reach underserved populations and produce the greatest number of degrees awarded to African-Americans in this country. Recognizing their importance, President George W. Bush established the President's Board of Advisors on HBCUs earlier this year. The Board is required to prepare a yearly report on the participation of black colleges and universities in federal programs. In addition, the group will make recommendations on how to increase the role of the private sector to strengthen these institutions. Particular emphasis will be placed on planning and development, financial management and stability, and improving infrastructures, including the use of technology. Such measures will go to insure that HBCUs remain a vital part of our nation's history and educational system.

Footnotes

- ¹ On land-grant institutions, see Morrison, (1994, pp 30-47).
- ² On African-Americans in the Civil War, see Public Broadcast Service.

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Successful Aging Initiative

by Kevin Crenshaw, Esquire

The elderly population is growing, having doubled three times since 1900. It is expected to double again within 50 years. A growing generation of elderly adults means a greater demand for policies, programs and services to meet their needs. Already evident are increased needs for programs that address home care, the law, health and financial security for America's senior population.

The Alabama Cooperative Extension System's Urban Affairs and New Nontraditional Programs unit has partnered with the state of Alabama's Bureau of Geriatric Psychiatry to deliver "train the trainer" programs designed to address issues relevant to aging/dementia and associated health, financial and legal education. These collaborative efforts are called the Successful Aging Initiative.

The Bureau of Geriatric Psychiatry, established by the Alabama Department of Mental Health and Mental Retardation, seeks to develop a range of care services for elderly patients who suffer from mental illness and dementia. Currently, the Bureau provides community-based and short-

and long-term mental health services to people over 65.

Existing Extension projects parallel the goals and objectives of the Bureau. For example, aspects of the LegalEase program target the aging population, as does Extension's Health Education Initiatives for Underserved Populations and the Urban Family Network. The LegalEase program empowers citizens to make sound decisions through real-life, practical legal education and resources. In regard to the Successful Aging Initiative, this program will specifically address Elder Law. Although Elder Law is not a separate body of laws, it does address legal issues ranging from estate planning to the long-term care of elderly citizens.

The health initiative and the Urban Family Network offer wellness and resource management programs that target senior citizens (and their caregivers), limited resource families in the inner cities, and multicultural groups at risk of nutritional deficiency and high-risk diseases. Information in the area of health and nutrition for elders will be developed along with resource management material on retirement planning.

"This is a very timely initiative due to the Enron situation that brought financial planning to the forefront. The Successful Aging Initiative is a good programming platform to promote the national agenda to establish financial security in later life," says Urban Financial Resource Specialist Dr. Bernice Wilson. The partnership has tremendous potential for reaching some of the state's hard-to-reach citizens with the technical knowledge they need to live fuller and healthier lives. Extension's programs come together to create a logical and workable relationship between the parties involved.

The Successful Aging Initiative supports a mutually beneficial agenda to better serve the aging population in the state of Alabama. Dr. Richard Powers, director of the Bureau of Geriatric Psychiatry states, "We are very supportive of your (Extension) efforts to aid Alabama's older citizens and look forward to a successful partnership."

The kick-off for the Initiative will take place during the latter part of August through the Madison County Urban Center and the faith-based community. Additional information will be forwarded to Extension county offices across the state this summer.



Not Just Fruits & Nuts

by Mary J. Andrews, Lauderdale County Agent

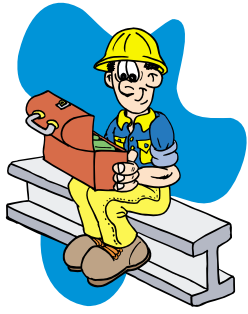
Teaching urban Head Start youth about where food comes from and that what they eat is important was a great challenge. A greater challenge was teaching them how food was prepared. They learned that fruits and vegetables start off as a seed, grow into plants, produce fruits and vegetables, and

then is sent to the grocery store before it ends up on their table at home.

Twenty Head Start youth learned to make orange juice in a workshop. First, they were taught about the vitamins and nutrients that oranges provide. Second, they learned where and how oranges grow. Third, they learned how to use their sense of smell and touch. And fourth, each of the youth tasted the orange juice and talked about other ways they could eat or use an orange.

The youth loved the class because they had no idea that they could make orange juice. President J. Elizabeth Phillips at (251) 574-8445 or via email at jphillip@aces.edu.





Five Worst Teen Jobs for 2002

by Dr. Bernice Wilson

The National Consumers League (NCL) issued a list of the five worst teen jobs for 2002 during the National LifeSmarts competition. Finding a job may not be an easy task this summer due to the economy. Nevertheless, parents and teens should be cognizant of this list and the possibility of a teen landing a job that poses safety risks.

NCL Vice President for Labor Policy Darlene Adkins would like to see the Department of Labor move forward and release the National Institute for Occupational Safety and Health's (NIOSH) report on child labor. This report critiques the list of occupations that are prohibitive for minors and recommends changes that will better

protect them. According to Adkins, some child labor laws have not been updated in more than 60 years, long before the prevalence of fast food restaurants and 24-hour convenient stores.

Teen wants to work and will be looking for work. According to a new NCL survey of teens between the ages of 14 and 18, 62% of these teens received most of their money from part-time and neighborhood jobs. NIOSH reports indicate that 231,000 U.S. workers under the age of 18 are injured on the job each year. In 2000, 73 employees under the age of 18 died of work-related injuries; 19 were under the age of 16. Too often teens work in unsafe conditions without proper training or supervision, resulting in injuries or death because they were working in jobs that federal or state labor laws prohibited.



Yearly, NCL issues a list of the worst teen jobs. This year NCL cites the following jobs as the five-worst teen jobs:

1. Driving and delivery, including operating or repairing motorized equipment
2. Working alone in cash-based business or late at night
3. Cooking with exposure to hot oil and grease, hot water and steam, or hot cooking surfaces
4. Construction and work at heights
5. Traveling youth crews

To further explain the seriousness of not working in a job comparable to one's age, teens participating in the LifeSmarts competition were privileged to hear Maggie Carey, mother of Adam Carey, a Massachusetts teen who died on the job because of a golf cart accident. She described what happened to her son, how she is fighting to change child labor laws in her state, and what parents should know before they allow their children to work.

Parents in particular need to understand that some available jobs are unsuitable for teenage workers in spite of the pay.

Partnering for Success

by Amanda Outlaw, Mobile County Agent

What happens when young people ask to play a role in serving their community? Many times adults get discouraged because either young people show up late or cancel out at the last minute. For the last seven months, however, young people have surprised and made a believer of me again. Our hip-hop generation is not all lost; they are survivors and busy working to prepare for their futures.

It all started when my son asked if I would be on a business advisory board for a student organization on his junior college campus. I attended the first meeting and was surprised that their goals were similar to my work at Extension. A light came on in my head and I saw the potential for a great partnership that was just written for the Extension team project, *Tapping at Post-Secondary schools*.

The Sam Walton Foundation and several other corporations sponsor the SIFE organization. SIFE stands for Students in Free Enterprise. The goal of the organization is to get students involved in free enterprise and to empower their community with the knowledge they learn from attending workshops and seminars on business practices.

The students set up schedules and began tutoring and mentoring students at community centers and Boys and Girls Clubs. I was asked if Extension had any projects or programs that the team could include in their community service projects. Well, you know what the answer was... after all we are in the business of providing educational research-based information to the community.

After several training sessions on Unlocking your Leadership Potential, BIZ World and Welcome to The Real World, which are just some of the Extension programs we offer, I had a

team of volunteers that were second to none. They have been working in the community with skills and the type of professionalism that would make any community proud. The SIFE team went to Birmingham in April and competed in the regional conference for two- and four-year colleges in the Southern Region. The team from Mobile that had been working with children and youth in areas that many agencies will not go in, won first place for their presentation on the innovative uses of Extension programs.

Through our work in Extension, we have the potential to empower a generation of young people to give back to their community because we have the resources that help them accomplish their goals and our goals at the same time. When young people ask "what 's in it for me" tell them to just ask the SIFE team from Mobile-- now a regional champion with an opportunity to attend the national competition in Kansas City.



Using Community Assessments to Reach and Teach

by Dr. Jannie Carter

Both urban and rural environments offer particular challenges in responding to hard-to-reach audiences. However, the difficulty experienced in reaching certain citizens does not alter Extension's professional responsibilities to them. Effective programming involves knowing the customers, their communities and concerns, and then framing successful outreach approaches. The key is to make program delivery responsive to the customer. Accurate community profiles are powerful tools for generating information needed to reach citizens with the greatest needs and to reach them where they live.

Community assessments provide information to support crucial program planning decisions. Databases compiled from carefully structured assessments can lend support to program prioritization and provide benchmark data for follow-up evaluations and impact reporting. Moreover, community assessments can provide insight to particular cultural, social and economic concerns of underserved audiences that may need to be pursued.

Community assessments provide a basis for analyzing situations the way they are and for drawing accurate conclusions about how they can be improved. Assessments are beneficial to educators in a number of ways including: 1) determining real needs; 2) helping to determine program content to address the needs; 3) making decisions about what types of training or instructional methods to use; 4) determining the targeted audiences; 5) looking at outcomes to assess the situation before and after; and 6) making decisions about the next step.

Orchestrating a good community assessment involves:

- Organizing and training a competent assessment team
- Designing or adapting a valid survey instrument that evokes honest responses
- Selecting a sample from the population
- Outlining a distribution, data collection and analysis schedule
- Conducting the survey
- Analyzing and summarizing data to use as indicators of program needs

When using assessments to better serve hard-to-reach audiences, Extension educators should seek to:

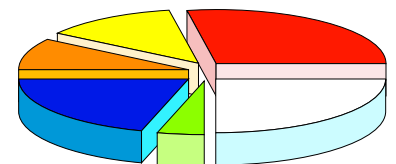
- Know the customers and the communities in which they live
- Promote good relationships and encourage leaders and citizens to share their needs, goals and operations
- Take the time required to plan and implement innovative responses
- Rely heavily on the audience to define how, when and what we do with them rather than for them
- Design follow-up programs that are client centered, comprehensive, community based, and collaborative
- Involve community leaders and industry during the planning and assessment phase, to promote better coordination of program efforts

Effective outreach to hard-to-reach audiences involves:

- Communicating through written/oral messages that are timely and informative
- Using informal communication outlets such as schools, community centers, associations, and groups
- Being available for special community events
- Carrying messages that are short, to the point and graphic to bridge cultural barriers
- Being able to relate to the experiences of those you are trying to reach
- Having face-to-face contacts with the audience and community leaders
- Identifying community networks and building linkages
- Offering hands-on experiences
- Adapting and replicating successful models and exploring new and creative approaches
- Designing, promoting and implementing training to prepare staff to work effectively with hard-to-reach audiences

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Lauderdale County Responds to Domestic Violence

by Mary J. Andrews, Lauderdale County Agent

All people deserve to live with respect, dignity, and freedom from fear. Yet, family violence plagues the lives of millions of Americans in various lifestyles. Domestic violence occurs between parent/child, husband/wife, girlfriend/boyfriend, or a live-in partner. Domestic violence also takes many forms ranging from physical, sexual, to emotional abuse.



Through newsletters, group meetings, home visits, telephone calls and participation on the Domestic Violence Response Coalition Team, the Lauderdale Urban Center staff was able to reach over a thousand individuals and provide them with information on the warning signs of domestic violence, child abuse, and childhood depression.

To help publicize and stress the importance of how domestic violence affects families, the Lauderdale Urban Center staff and the Domestic Violence Response Coalition sponsored a one-act play called "A Rule of Thumb" that was performed by the Decatur Players. Eighty individuals, community leaders and representatives from local agencies attended the play. The purpose of the play was to provide dramatic voices to a compelling social problem. The Decatur Players develop and produce original plays about critical family, community, health and work-related issues. A



survey was taken at the end of the play where 100% of the audience indicated that the performance was well attended, and the Players got the main point across on the issue of domestic violence.

The Lauderdale County Extension office and the Domestic Violence Response Coalition Team look forward to collaborating on other domestic violence programming efforts in the future.

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