

1-1-2008

Cooperative extension and the practical education needs of Clark County citizens

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**COOPERATIVE EXTENSION AND THE
PRACTICAL EDUCATION NEEDS OF
CLARK COUNTY CITIZENS**

by

Sonya S. Greene

**Bachelor of Arts
Southern Utah University
1986**

**Master of Arts
University of Idaho
1989**

**A dissertation submitted in partial fulfillment
of the requirements for the**

**Doctor of Education Degree
Department of Educational Leadership
College of Education**

**Graduate College
University of Nevada, Las Vegas
May 2001**

UMI Number: 3016348

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Dissertation Approval
The Graduate College
University of Nevada, Las Vegas

April 5, 2001

The Dissertation prepared by

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Entitled

COOPERATIVE EXTENSION AND THE PRACTICAL EDUCATION NEEDS

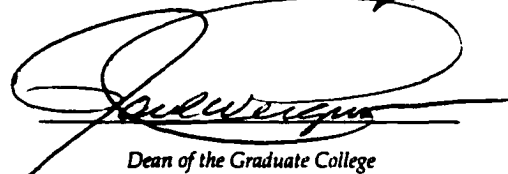
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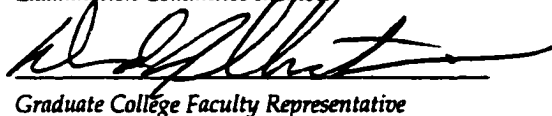
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ABSTRACT

Cooperative Extension and the Practical Education Needs Of Clark County Citizens

by

Sonya S. Greene

**Dr. Carl R. Steinhoff, Examination Committee Chair
Professor of Educational Leadership
University of Nevada, Las Vegas**

As part of the Cooperative Extension System, the charge of local Extension offices is to identify priority issues and develop programming which serves the practical education needs of the community. This has been especially challenging in Clark County, Nevada, where population growth and demographics have changed significantly in recent years.

The primary purpose of this investigation was to seek and discover the community concerns and the practical education expectations of a random sampling of Clark County residents. Further, public responses were compared to those of Extension faculty and staff, who were questioned regarding the same topics. Finally, the practical education needs of public respondents were studied relative to Extension programming already in place, in order to determine what

areas might be added or re-focused in order to better meet the needs and wants of residents.

The three issues of most concern to residents were Crime and Violence, Drug and Alcohol Abuse and Air Pollution. The data indicated a strong association between what public respondents and Extension faculty/staff see as major community concerns.

The public respondents' top three practical education needs were determined to be Combating Crime, Combating Air Pollution and Water Conservation. Again, the data indicated a strong association between what public and faculty/staff respondents perceive as practical education needs.

An analysis of Cooperative Extension programs in Clark County indicated that over 72% of listed programs had some relevance to the practical education topics ranked most highly by public respondents. In addition, 68% of the practical education topics deemed as very useful by questionnaire respondents are addressed, to varying degrees, by one or more Extension Programs. Of concern, however, are the six highly ranked practical education needs for which no Cooperative Extension Programming is listed. Of particular concern are Combating Crime and Combating Air Pollution, which ranked first and third among respondents' practical education needs, but which are not addressed by Extension programming.

TABLE OF CONTENTS

ABSTRACT.....	iii
LIST OF TABLES.....	vii
ACKNOWLEDGEMENTS	viii
CHAPTER 1 INTRODUCTION	1
Statement of the Problem.....	2
Purpose of the Study.....	3
Definition of Terms.....	4
Conceptual Rationale.....	7
Limitations and Delimitations	10
Methodology	11
CHAPTER 2 RELATED RESEARCH LITERATURE	14
The Historical Background of the Land-Grant University System	14
The History of the Cooperative Extension System.....	17
The Role of Cooperative Extension in Providing Practical Education to the Public	20
The Role of Needs Assessment In Regard to Cooperative Extension Programming.....	22
CHAPTER 3 RESEARCH DESIGN	27
Selection of Subjects.....	28
Data Collection.....	30
Treatment of Data	33

CHAPTER 4 RESEARCH RESULTS	35
Survey Responses	36
Community Issues Data	42
Practical Education Topic Data	50
Learning Environment Data	67
Current Cooperative Extension Programming.....	69
 CHAPTER 5 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	 74
Summary of Research Methods	74
Research Questions	76
Conclusions	83
Recommendations for Further Research	88
 APPENDICES	 91
Framing the Future: Strategic Framework For a System of Partnerships.....	91
Human Subjects Protocol Exemptions	104
Questionnaire—English and Spanish Versions	107
Introductory and Follow-up Letters	124
Southern Area Cooperative Extension Programs List.....	129
 REFERENCES	 140
 VITA	 146

LIST OF TABLES

Table 1	Categorical Ages of Public Questionnaire Respondents	37
Table 2	Ethnic Background of Public Questionnaire Respondents...	38
Table 3	Marital Status of Public Questionnaire Respondents.....	39
Table 4	Educational Level of Public Questionnaire Respondents	40
Table 5	Household Income of Public Questionnaire Respondents ...	41
Table 6	Length of Clark County Residency of Public Questionnaire Respondents.....	42
Table 7	Public Respondent Level of Concern Regarding Community Issues	44
Table 8	Faculty/Staff Perceived Level of Concern Regarding Community Issues	46
Table 9	Correlation of Public Respondent Community Concerns and Faculty/Staff Community Concerns Utilizing the Spearman rho correlation coefficient (ρ)	49
Table 10	Practical Education Needs of Public Questionnaire Respondents for Self.....	51
Table 11	Practical Education Needs of Public Questionnaire Respondents for Family	54
Table 12	Practical Education Needs of Public Questionnaire Respondents for Community	58
Table 13	Practical Education Needs—Faculty/Staff Questionnaire Respondents for Community.....	61
Table 14	Correlation of Faculty/Staff Practical Education Need Perceptions and Public Respondent Practical Education Needs, Utilizing the Spearman rho correlation coefficient (ρ)	65
Table 15	Public Questionnaire Respondent Preferences Regarding Learning Environments.....	68
Table 16	Public Questionnaire Respondent Possession Of Various Home Electronics	69
Table 17	Comparison Between Public Respondent “Very Useful” Practical Education Topics and Cooperative Extension Programs.....	70

ACKNOWLEDGMENTS

I would like to express my deep appreciation to all those who have been instrumental in the development of this dissertation and throughout my doctoral program.

First of all, I would like to thank my committee Chair, Dr. Carl Steinhoff and Dr. Teresa Jordan, also on my committee, for their assistance, encouragement and patience. Thanks also to committee members Dr. Paul Meacham and Dr. David Christianson.

Special appreciation is due to the administration, faculty and staff of Nevada Cooperative Extension—especially those in the Southern Area Office—for ideas, inspiration and assistance throughout the survey process.

I also want to express my appreciation for the support and encouragement of my parents—to my Dad, M.L. Smith, who inspired me to set high “Standards of Excellence”, and to my Mom, Pali Smith, whose encouragement and assistance actually allowed me to reach them!

Thanks also belong to my grandparents, Allen and Cleone Judd; to my in-laws, J. Thomas and Kay Greene; to my sister and her husband, Lara and Kevin Bouchard; and to all those family members who have been concerned, interested and supportive of this endeavor. I would also like to pay tribute to the

myriad of amazing ancestors who went through so much to enable the stable, comfortable life my family and I enjoy today. I would also be remiss if I did not thank my Heavenly Father for all of the blessings that have been bestowed upon myself and my family.

Finally, and most importantly, I want to thank my husband, John, and my daughter, Natasha, for their continual love and support. Even while busy establishing his own successful career, John never let me think of giving up on completing this degree; pitching in and putting up with things—above and beyond the call of duty—to assist throughout the entire doctoral process. Natasha's whole life to this point has been colored by work on this degree—beginning with sitting through my first-semester classes (in-utero!). She cooperated fully by being born during a semester break and has continued to be a joy and an inspiration. During the dissertation process, she has watched closely to make sure I was working when I was supposed to be, and reminding me to get busy whenever necessary. Add Eponine and Cosette, and we are a matchless family—I truly couldn't ask for anything more!

CHAPTER 1

INTRODUCTION

The Cooperative Extension System is a publicly funded, lifelong educational system that links the education, research resources, and activities of 74 land-grant institutions, 3,150 counties, and the United States Department of Agriculture. The institutions are the land-grant universities established by the Morrill Acts of 1862 and 1890, institutions of the territories, Tuskegee University, and the University of the District of Columbia. The Cooperative Extension System currently includes over 32,000 employees and 2.8 million volunteers.

This complex educational system is authorized by the Smith-Lever Act of 1914, as well as companion legislation in each state and territory. The Smith-Lever Act contains this charge: “to aid in diffusing among the people of the United States useful and practical information on subjects relating to agriculture and home economics, and to encourage application of the same.”

The Cooperative Extension System’s current stated mission is *to enable people to improve their lives and communities through learning partnerships that put knowledge to work.*

As the mission statement suggests, Cooperative Extension priorities are issue-based in order to meet the changing needs of a particular community. The

resulting programming is loosely based on Cooperative Extension base programs. Base programs are major educational efforts that are central to the mission and common to most Extension organizations. They are a group of dynamic, results-oriented educational efforts that receive significant resources from national, state, and county partners.

The base programs might be regarded as a flexible foundation. Initiatives rise from one or more of the base programs to receive special emphasis in a given community. Current base programs include agriculture, community resources and economic development, family development and resource management, 4-H and youth development, leadership and volunteer development, natural resources and environmental management, and nutrition/diet and health (Framing the Future, 1995, pp. 1-2).

The charge of local Extension offices is to select priority issues from these base concepts and develop specific, issue-based programming which closely mirrors the needs of the community. In other words, all Cooperative Extension programming must be learner-centered and should meet the learner's practical education needs.

Statement of the Problem

Extension's history is strongly identified with farming and rural communities. However, as the nation's rural/urban make-up has changed, the organization has faced the challenge of identifying major issues and meeting critical needs in metropolitan districts as well.

This challenge has been great in the Cooperative Extension Office in Clark County, Nevada. Recent growth in this county has been significant, and the demographics of the population have changed considerably. While a number of educational programs are in place, they are based primarily on tradition and faculty and staff perceptions, rather than on subjects county citizens regard as practical education needs. There has not been a random sample external needs assessment documented, creating concern that current programming may not be fully addressing the practical education needs of the population.

Purpose of the Study

The purpose of this study is to ascertain the practical education needs of the community, as expressed by the people themselves, compare the public needs perceptions to those of Extension faculty and staff, and then use the resulting data to offer Cooperative Extension information to aid in analysis of the best utilization of available resources. The study will address the following seven research questions.

Research Questions

1. What do the residents of Clark County see as major community concerns and as practical education needs?
2. What do Cooperative Extension faculty and staff members, based in Clark County, perceive to be community concerns and practical education needs?

3. Is there a relationship between what the public sees as major community concerns and what Extension faculty and staff members perceive to be major community concerns?
4. Is there a relationship between what the public views as practical education needs and what Extension faculty and staff members perceive to be practical education needs?
5. Does the public have a preference as to type of learning environment in terms of practical education?
6. To what extent is Cooperative Extension offering programs in the areas identified as needed by the public?
7. What areas of programming could be added or re-focused by Cooperative Extension in order to better meet the needs identified by the citizenry?

Definition of Terms

Base Programs

The term used within the Cooperative Extension System to define the major educational efforts that are central to its mission and common to most Extension organizations. Current base programs include agriculture, community resources and economic development, family development and resource management, 4-H and youth development, leadership and volunteer development, natural resources and environmental management, and nutrition/diet and health (Framing the Future, 1995).

Cooperative Extension

Instituted in 1914, the Cooperative Extension Service was created to bring education of a practical nature to United States Citizens. During the past 81 years, Cooperative Extension branches throughout the nation have made numerous contributions to the development of the United States and its people. According to the Extension report **Framing the Future: Strategic Framework for a System of Partnerships** (complete text provided in Appendix I), Cooperative Extension has been instrumental in:

1. Supporting phenomenal growth in productivity and labor efficiency in agriculture
2. Developing human resources, particularly youth and local leaders
3. Moving a large disadvantaged segment of rural population into the mainstream of society
4. Making the educational opportunities of the land-grant university meaningful and of value to all people
5. Developing a lifelong educational system that has been replicated worldwide
6. Building partnerships around complex and critical issues in metropolitan communities
7. Being a model program and funding partnership among federal, state and local governments
8. Involving volunteers in program development and delivery and in organization leadership (1995, p.1).

Issue-Based Programming

An innovative way of thinking about the origins of programs used extensively within the Cooperative Extension System. More specifically, this refers to basing programs and projects on matters of wide public concern without

prior regard for traditional Extension subject matter, traditional audiences and traditional methods of program delivery. (Dalgaard, Brazzel, Liles, Sanderson, & Powell-Taylor, 1988).

Need

A need is "the gap between current and desired (or required) results, or (stated another way) the gap in results between 'what is' and 'what should be'" (Kaufman, 1994, p. 14). More specifically here, a lack of some sort of knowledge that is requisite, desirable or useful to the citizens of Clark County. Needs may be met by short-term educational programming, or may be on-going.

Needs Assessment

The formal process for identifying outcome gaps between current results and desired results, placing those "gaps" in priority order, and selecting the gaps of highest priority for closure (English & Kaufman, 1978). Further, needs assessments "provide a process for defining the gaps between current and desired results, and providing the justification for identifying and choosing the ways to close those gaps" (Kaufman, 1994, p. 14).

Practical Education

Educational programming that imparts to the learner knowledge and programs that are "timely, reliable, accurate, and practical...resulting in improved economic, environmental, and social well-being" (Framing the Future, 1995, p. 4).

Conceptual Rationale

Cooperative Extension has been an entity within this country for nearly 100 years. It was created as a needs-based organization in an attempt to serve the practical education needs of communities. However, as suggested by Heffron in Organization Theory and Public Organizations, "Once created, organizations develop a momentum of their own and, as open systems, attempt to ensure their own maintenance, growth, and survival. Their systems goals may even become so important that they override the substantive goals the organization was created to achieve" (1982, p. 90).

In some respects, such appears to be true of Cooperative Extension. In an effort to sustain and expand the organization, it appears that one of the main shareholders—the public—was often left out. Extension professionals—operating within the base programming structure—sought to determine what issues should be addressed within various communities. For a time, this was not problematic; however, in today's information-rich society, "... organizations are continually influenced by external variables. Reality dictates that organizations do not exist in a vacuum, but are continually affected in numerous ways by changes in the society" (Hersey & Blanchard, 1969, p. 172). Indeed, organizations are now being expected to provide not only for internal and direct client needs, but for the greater good, as well. In fact, "Meeting the many requirements of clients, fellow associates, and society has become a requirement for organizational success" (Watkins, Leigh, Platt & Kaufman, 1998, p. 40).

Cooperative Extension is no exception. As the communities the organization serves continue to evolve, it is important—perhaps even imperative—that Extension look to the public for assistance in determining educational priorities. According to Fenwick English and Roger Kaufman, “If classical educational planning has suffered greatly from any particular weakness, it has been the lack of meaningful citizen and student input in the process of planning, particularly in the establishment of goals...” (1978, p. 14).

If Extension is to meet its potential as a needs-based organization, it must look to the learner to better understand the major concerns and develop curricula which meet the practical education needs of the community. In fact, “If there weren’t any learners, there would not be any curriculum. Curriculum is a valued process for bringing about required and desired changes in learner skills, knowledges and attitudes so that students can survive and contribute in the world...” (English & Kaufman, 1978, p. vi). In this respect—under the scrutiny of the general public and local policy-makers—Clark County Cooperative Extension is wrestling with the task of meeting the self-imposed Nevada Cooperative Extension mission *to discover, develop, disseminate, preserve and use knowledge to strengthen the social, economic and environmental well-being of people.*

The very nature of this urban community, coupled with the unprecedented growth of recent years, has created the need for a reorganization of program emphasis. Before community leaders and service providers, such as Cooperative Extension, make major policy and allocative decisions, one major

question must be answered: What are the real needs of this community, according to the community itself? (Okerlund, Parsons & Hulterstom, 1995, p. 48)

There are two types of needs assessment: “one which looks at needs from a point of view outside of the organization doing the study, and one which looks at needs from within that organization... Most current activities of needs assessment are of the internal variety” (Kaufman & English, 1981). Indeed, during the past several decades, Extension faculty and staff members have selected issues which, in their professional opinion, were perceived to be major needs of the citizens in Las Vegas and the surrounding areas of Clark County. Initiatives were established in the areas of Health and Nutrition, Children, Youth and Family Development, and Horticulture/Water Conservation. However, a formal external needs assessment has not been previously documented. Before Cooperative Extension staff can determine relevant programming, a needs assessment is key in order to identify “the gaps in results and thus provide the basis for deriving useful and justifiable objectives”... To analyze anything, including needs, you must have selected the need in the first place. Otherwise, how would you know what to analyze?” (Watkins & Kaufman, 1996, p. 12).

This investigation, therefore, seeks to discover the major community concerns and the practical educational expectations of a random sampling of Clark County residents, since it is the citizens who will be the main recipients of programming and beneficiaries of needs assessment results, if and when applied (Watkins, Leigh, et al, 1998).

Taking the assessment a step further, those expectations are compared to responses of Cooperative Extension faculty and staff, and to current programming, in order to determine whether or not contemporary curriculum has relevance to citizen needs and wants. It is also anticipated that the study will be beneficial in providing guidelines for future program development in that "almost all organizational activities have implications not only for any immediate clients, but also for society and external clients now and in the future" (Watkins, Leigh, et al, 1998, p. 42).

This study addresses the question of whether or not Cooperative Extension programming reflects the public vision of education that is practical, rather than academic, in nature. The research process identifies and compares what the residents of Clark County see as needed practical education topics both to what Extension faculty and staff view as practical education needs and to the programming offered by Cooperative Extension. Further, the study attempts to identify those areas of Cooperative Extension programming that could be added or re-focused in order to better meet the practical educational needs of Clark County Citizens.

Limitations and Delimitations

This study was limited in that it sought to define Clark County, Nevada public concerns and practical education needs generally, while comparing those needs only to Cooperative Extension programming. Other public

and/or private organization programming may meet some of the expressed wants and needs not currently met by Extension curricula.

Further, this study looked only at the listed Cooperative Extension programs generally in relation to questionnaire results. Some of these programs, however, may be highly targeted toward specific groups within the population and not be available to the general public.

The study is delimited in that it deals specifically with the current concerns and needs of the Clark County, Nevada area. While this study speaks to the concerns and needs of public respondents today, the same may not be true in the future. The broad outline of the questionnaire used for this study could be replicated for long-term examination of public needs; however, incremental changes within the community may necessitate changing and/or updating specific content.

In a like manner, this study was developed for this specific area and an exact replication in another community will probably not be valuable, since base issues, community concerns and potential practical education topics will likely differ. Therefore, results of this study may not be generalizable beyond the study population.

Methodology

This study is based on a public-needs questionnaire, designed using a modified version of Don Dillman's Total Design Method. The public respondent questionnaire included four parts, focusing on the following topics:

- **Part I – Respondents were asked to indicate their personal level of concern for each of 23 issues faced by our community.**
- **Part II – Respondents were asked to rate the usefulness of 28 practical education topics on three levels: for themselves; for their families; and for the community as a whole.**
- **Part III – Respondents were asked to evaluate the type of lesson that would be most favorable in terms of practical education.**
- **Part IV – Respondents were asked for basic demographic information.**

Cooperative Extension faculty and staff were asked to complete a similar questionnaire, with the focus being the same issues and topics as in Parts I and II above. Rather than indicating their personal level of concern, Extension employees were asked to indicate what they felt to be the community-wide level of concern regarding the aforementioned community issues and practical education topics.

The questionnaire was subjected to content validation, pilot tested for ease of understanding, and tested for reading level. The public questionnaire was then mailed to 3,500 residences, selected through a stratified random sample. The response rate for usable questionnaires was 520, or 14.9%. The faculty/staff questionnaire distribution included 56 employees. Of those, 52 returned usable data, for a response rate of 92.9%.

The primary purpose of this investigation was to seek and discover the community concerns and the practical education expectations of a random

sampling of Clark County residents in terms of the Cooperative Extension division. Further, public responses were compared to the responses of Extension faculty and staff, who were questioned regarding the same topics.

Because of Extension Administration's further interest in understanding not only what the populous wished to learn, but also in *how and where* they prefer to receive such education, public respondents were also asked to rate the types of learning environments that could be used to facilitate practical education.

To answer these questions, raw data were gathered as frequency distributions, summed and then statistically delineated through the use of mode and median. Where appropriate, cross tabulation was used to compare the responses and the Spearman rho correlation coefficient (ρ) was employed to determine the strength of the correlation between public and faculty/staff responses. Lastly, the practical education needs of public respondents were studied relative to Extension programming already in place, in order to determine what areas might be added or re-focused in order to better meet the concerns and practical education needs of residents.

CHAPTER 2

RELATED RESEARCH LITERATURE

In reviewing literature pertinent to this study, four areas are of primary importance. These include: The Historical Background of the Land-Grant University System, the History of the Cooperative Extension System, the Role of Cooperative Extension in Providing Practical Education to the Public, and The Role of Needs Assessment in Regard to Cooperative Extension programming.

The Historical Background of the Land Grant University System

In 1857, Justin Morrill was dissatisfied with traditional classical education and concerned about the nation as a whole. During this period of social transformation, agriculture played a unique part in the establishment of a new social order as well as the creation of a new system of higher education.

Throughout the century, the farm population had been on a roller coaster of sorts. However, since most people lived off the fruits of their own labor, this trend only affected individuals and was not of critical national concern (Usinger-Lesquereux, 1995). The situation changed in 1838 when the crops failed; suddenly, a farm crisis became a national emergency. Educating the farmer in

order to improve the ability to grow food effectively grew in importance (Eddy, 1957).

In later years, when crops were good, an opposite crisis occurred. During good times economically, food prices dropped and farmers chose to plant more in order to maintain the same level of income. Such overproduction resulted in the exhaustion of the soil due to the lack of understanding of conservation practices (Eddy, 1957). This behavior was enough to garner legislative action critical to the public good. One aspect of this attention was education (Usinger-Lesquereux, 1995). Hence, Morrill entered the picture.

Morrill's goal was to protect United States production and to ensure the continued leadership a growing nation (Eddy, 1957). To this end, the Morrill Act was passed. The purpose of the act is detailed in Section 4:

...the endowment, support, and maintenance of at least one college where the leading object shall be, without excluding other scientific and classical studies, and including military tactics, to teach such branches of learning as are related to agriculture and mechanic arts, in such a manner as the legislatures of the States may respectively prescribe, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions in life.

The act was signed by Abraham Lincoln on July 2, 1862 and granted each state public land in the amount of 30,000 acres for each of its Senate and House members. No direct funds were given to the states through the act. Later, a second Morrill Act, passed in 1890, provided continuing funding.

In addition, the second act prohibited racial discrimination in admissions to colleges receiving funds. However, a state could escape this provision by establishing separate institutions for white and black students if the funds were equitably, but not necessarily equally, divided between the institutions. Seventeen states eventually supported institutions that became known as 1890 colleges. Tuskegee University in Alabama became eligible for Morrill Land-Grant Act funds in 1872 (Mayberry, 1989).

The act to establish the United States Department of Agriculture was passed on May 15, 1862. It read, in part:

...to be enacted by the Senate and House of Representatives of the United States of America in Congress assembled...that there is hereby established at the seat of Government of the United States a Department of Agriculture the general designs and duties of which shall be to acquire and to diffuse among the people of the United States useful information on subjects connected with agriculture in the most general and comprehensive sense of that word, and to procedure, propagate, and distribute among the people new and valuable seeds and plants...(Thirty-Seventh Congress, 1862).

The intent of the act was for useful information to be disseminated on all agriculture fields, and to develop close contact with the Department of Agriculture and the Land Grant institutions so that they could better perform their duties...a definite pre-cursor to the Cooperative Extension System (Rassmussen, 1989).

The History of the Cooperative Extension System

According to Wayne Rassmussen, farmers cooperative demonstration work was started primarily in the South. This work was started by Seaman A. Knapp, who is often referred to as the father of the Extension Service. It began with the boll weevil which crossed the Rio Grande River into the United States in 1892, and within ten years threatened to destroy the cotton industry. The Department of Agriculture developed a plan with which to control the ravages of the weevil by encouraging farmers to grow their cotton using methods which would allow it to mature earlier. Unfortunately, but not surprising to Knapp, few farms utilized the plan.

Then-secretary of Agriculture James Wilson proposed that the plan, rather than just be suggested, be taken directly to the cotton planters. The job was given to Seaman Knapp along with the title of "Special Agent for the Promotion of Agriculture in the South" (Rassmussen, 1989).

Knapp, who at that time was already seventy years old, had a great deal of experience in agriculture. He had at various times been a farmer, a professor of agriculture and president of the Iowa Agricultural College. His wide experience and observation had convinced Knapp that merely reading pamphlets, or even observing work on demonstration farms, would not lead farmers to change their agricultural practices. Instead, they would be convinced of the value of change only through demonstrations carried on by they themselves on their own farms and under ordinary conditions. Knapp chose to

apply these life-long observations to his new duties. As Knapp put it: "What a man hears, he may doubt; what he sees, he may possibly doubt; but what he does, he cannot doubt" (Rasmussen, 1989, p.35).

In 1903, even before federal funds were made available, Knapp had obtained private financing to put his plan into effect on the Porter farm in Texas. He found a group of businessmen and farmers to contribute funds to carry out the demonstration work, as well as to reimburse Porter if any losses were suffered from the new methods. This was so successful that Knapp subsequently sought and obtained federal funds, private funds, and General Education Board money to employ field agents and set up farmer-operated demonstration farms in a number of counties (Rasmussen, 1989).

Predictably, some of the land-grant college faculty felt that what Knapp was doing was the invasion of a federal official into what they saw as their educational responsibility. At the same time, Knapp himself was not especially enthused by the work of the land-grant colleges. He had not had a particularly good experience with his own employment at a land-grant institution and, in general, felt that the college professors were only remotely involved with the farmers they were supposed to be helping. It was not until Knapp's death, and his replacement by his son, Bradford, that the move toward a formal working arrangement between the land grant institutions and the federal government was made. Bradford Knapp maintained a close working relationship with the colleges and it was probably his diplomacy which prepared the climate for gaining

congressional support for a cooperative agreement involving the Department of Agriculture, land-grant institutions and county government—later to be known as Cooperative Extension (Wessel & Wessel, 1982).

The Smith-Lever Act, which provided formal recognition and a firm funding base for Cooperative Extension on a nationwide basis, was passed in 1914 . According to Rassmussen (1989, p. 40), “the Smith-Lever Act, with its unique concept of a cooperative effort by federal, state and local governments, required careful consideration of how the new relationship should be handled, both between the U.S. Department of Agriculture and the land-grant universities, and among the institutions within the states.”

Included in the act were limitations and safeguards to help insure that the funds of the Smith-Lever Act would be spent for the intended purpose and included a provision for state matching of federal funds. The act’s purpose was stated quite clearly by congress:

To aid in diffusing among the people of the United States useful and practical information on subjects relating to agriculture and home economics and to encourage the application of the same. [Agricultural Extension work was to] consist of the giving of instruction and practical demonstrations in agriculture and home economics to persons not attending or resident in said colleges in the several communities and imparting to such persons information on said subjects through field demonstrations, publications, and otherwise (1914, pp.272-273).

The intent of the legislation was to provide education to people where they lived, instead of providing education only on a campus or in a classroom (Usinger-Lesquereaux, 1995). Based on these beginnings, the Cooperative Extension System is unique in structure and in function, and is not dominated by any one level of government. All three cooperative levels—county, state and national—share in the support and control. Today, the Extension System includes professional in America's 1862 land-grant universities in each of the fifty states, Puerto Rico, the Virgin Islands, Guam, American Samoa, Northern Mariannas, Micronesia, the District of Columbia, and in Tuskegee University and sixteen other 1890 land-grant universities in sixteen states. With few exceptions, at least one professional Extension staff member works in each of the 3,150 counties in the United States (Williams, 1995).

The Role of Cooperative Extension in Providing Practical Education to the Public

The mission of the Cooperative Extension Service, as identified in by Geasler and Jones in *Patterns of Change* (1991) helps people improve their lives through an educational process that uses scientific knowledge that is focused on issues and needs. Today, the Extension System social context has changed from the original focus on agricultural production and home economics to issues that now focus on rural and urban issues that are centered around social, economic, cultural, recreation and leisure topics (Report to the Congress, 1981).

Issues-based programs are blending with state and county priorities to address the critical issues which make up the overall program of each county Extension division. The document *Conceptual Framework for Cooperative Extension Programming* (1990) suggests that the process begin with the identification of important issues and then proceed to focus the organizational resources, program contents, delivery methods and structure to meet the practical education needs of the community.

Rasmussen (1989) explains the Cooperative Extension System as an organization focusing on change and problem solving and Usinger-Lesquereux (1995) suggests it is a catalyst for individual and group action. To this end, a Cooperative Extension professional, working with an individual or group at the local level, should draw upon the research-based knowledge of the university in order to help people to identify their own problems and education needs (Usinger-Lesquereaux, 1995).

This idea is reinforced by Harlacher and Hincey (1978) who suggest that the kind of education community members *want* and *need* are not necessarily what the pedagogues think is good for them. Certainly, according to Usinger-Lesquereaux (1995) people may not understand all they need, but they do have a right to be involved in the decision. Even further, learning must not limit an individual's opportunity to be a part of the decision making process. The responsibility of community-based education is to prepare every member of the

community to assume a leadership role in the community. This cannot happen when only *experts* have credibility (Harlacher and Hincey, 1978).

It must be realized that, in order to understand social forces, the members of the public have often been duped into believing that individuals are powerless and only the experts—with their degrees, institutions, policies and procedures can effect change (Hegener and Hegener, 1992). As such, organizations should focus on empowering the public to determine wants and needs, and turn to that public when seeking areas of focus.

The Role of Needs Assessment in Regard to Cooperative Extension Programming

Cooperative Extension, as much as any educational entity, and more than most, is in the business of needs-based education. In many ways, Extension attempts to set a standard in offering programs that are specific to a certain populace. It is one of the few nationally-based organizations to mandate change from traditional programming to needs-based programming (Framing the Future, 1995).

Extension houses employees in nearly every county in the nation—professionals whose job it is to target the needs of a particular area, urban, rural or both. However, it is key to recognize that Extension professionals alone cannot adequately determine needs. English and Kaufman state that, “In order for needs assessment to be valid and useful, it should include the educational partners of learners, educators, and community members...” (1978, p. v). More

recently, Kaufman noted that “if your organization does not intend for everything it uses, does, and delivers to be useful to both the client and our shared society, it will predictably fail” (Kaufman, 1994, p. 16).

In the case of Cooperative Extension, the “learners”, “clients” and “community members” are one and the same. Extension “curriculum designers” (English & Kaufman, 1978)—or faculty members—have relied for nearly a century on their own organizational understanding and professional judgment in developing curriculum objectives. However, in this modern age, there is another shareholder to whom Extension must be accountable—the public. For Cooperative Extension, it is indeed time to ask what the real needs of the community are...according to the community itself (Okerlund, Parsons & Hultstrom, 1995, p. 48).

In education generally, and particularly in community education, the key to success is to select the appropriate problems and issues and find the best solutions. Needs assessment provides an important tool to allow for productive and logical determination of problems and solutions (Kaufman & English, 1981). However, internally assessing community needs—while perhaps a starting point—is not enough to provide true accountability to the populace served.

According to Kaufman & English in Needs Assessment, “The most basic and useful form of a needs assessment determines the gaps between current outcomes and required or desired outcomes based upon external survival and contribution. It reconciles differences among the educational partners of

learners, educators, and society, and places the needs in priority order to determine needs and their utility" (1981, p. 68).

The necessity of such input is not unique to educational organizations; indeed, Peters and Waterman report in their book In Search of Excellence: Lessons from America's Best-Run Companies, that the most successful companies "learn from the people they serve" (p. 14). The excellent companies listen to the product users. In fact, the "customer is truly in a partnership with the effective companies, and vice versa" (Peters & Waterman, 1982, p.196).

Economist Christopher Freeman, commenting on the Scientific Activity Predictor for Patterns with Heuristic Origin analyses, noted that "Successful firms pay more attention to the market than do failures. Successful innovators innovate in response to market needs, involve potential users in the development of the innovation, and understand user needs better" (Peters & Waterman, 1982, p.197). In Management of Organizational Behavior, Hersey and Blanchard point out that the "first and probably most important management commitment focuses on the customer. Excellent managers strive to provide useful service to customers" (p. 463).

In this respect, assessing the needs of those who will be beneficiaries of the educational services provided by Cooperative Extension is key to the organization's long-term success. A productive method of facilitating such success is through the implementation of a public needs assessment which seeks to determine the gaps between current programming and results, and

those results which are most desired. It then allows for placement of said gaps in priority order, selecting those of highest priority for inclusion in overall programming. While there are several ways to rank or prioritize the goals, the most common and useful is a survey or questionnaire (English & Kaufman, 1978).

English and Kaufman note that "If classical educational planning has suffered greatly from any particular weakness, it has been the lack of meaningful citizen and student input in the process of planning, particularly in the establishment of goals for the school system" (1978, p.14). For many types of educational entities, the exclusion of citizen participation has been the norm for many years. This is often due to a distrust of "meddling" by those who are not education professionals—a group seemingly greatly feared by faculty, staff and administrators (English & Kaufman, 1978).

Such a viewpoint should be of particular concern to an entity such as Cooperative Extension, since it's "public" constitutes not only the citizen/students, but the very funding source to whom the organization is accountable. Extension is an entity funded by and for the tax-paying citizenry, at the national, state and local levels. Therefore, organizational accountability is owed, in many respects, to the general populace.

Of course, no organization can be everything to everyone. Indeed, "while needs are infinite, human resources (dollars, time, people) are finite" (English & Kaufman, 1978, p.15). Therefore, it becomes necessary that needs be

prioritized, necessitating the system to rank its goals in an order that will meet the greatest needs first. In terms of Extension, this not only allows practical education needs to be met, but increases both the credibility of the organization and the support of the public shareholders.

The goal of community education is increased community awareness, pride and capability. The goal of Cooperative Extension is to meet the practical education needs of a particular community. Therefore, assessment done by any entity other than the community at issue is inherently incomplete and will likely prove ineffective.

Successful determination and prioritizing of community issues must include involvement of the citizenry of the particular locality. As a result, a community is improved not only by the personal growth of individuals and more effective interaction by the individuals and the community (Usinger-Lesquereaux, 1995), but also by offering public programs and opportunities which prove truly practical to the constituency. According to Kaufman, "...requiring your organization to prove whatever it does and delivers as useful and important before improving it...is sensible and rational" (1995, p. 13). By looking to the public to assist in identifying and prioritizing needs, Cooperative Extension will be better prepared to close the gap between "what is" and "what should be" (Kaufman, 1994), thereby successfully meeting the mission of "enabling people to improve their lives and communities through learning partnerships that put knowledge to work" (Framing the Future, 1995).

CHAPTER 3

RESEARCH DESIGN

Under public and policy-maker scrutiny, the primarily urban Clark County Cooperative Extension system is seeking to fulfill the basic duty of disseminating practical education to county residents. The purpose of this investigation was to learn what areas of focus are deemed major community issues and “practical” education needs by Clark County Citizens, compare public responses to those of Extension faculty and staff, then determine whether or not current Extension programming should be expanded or re-focused in order to meet those needs. The study was designed to answer the following research questions:

- 1. What do the residents of Clark County see as major community concerns and as practical education needs?**
- 2. What do Cooperative Extension faculty and staff members, based in Clark County, perceive to be community concerns and practical education needs?**
- 3. Is there a relationship between what the public sees as major community concerns and what Extension faculty and staff members perceive to be major community concerns?**

4. Is there a relationship between what the public views as practical education needs and what Extension faculty and staff members perceive to be practical education needs?
5. Does the public have a preference as to type of learning environment in terms of practical education?
6. To what extent is Cooperative Extension offering programs in the areas identified as needed by the public?
7. What areas of programming could be added or re-focused by Cooperative Extension in order to better meet the needs identified by the citizenry?

The methods and procedures utilized in this study are reported in this chapter.

Selection of Subjects

The study population consists of residents of Clark County, Nevada. A total of 3,500 residents were surveyed in order to discover what respondents perceived to be their practical education needs, as well as those of their families and of the community as a whole. Since the study deals with a questionnaire to be completed by community members, it was necessary to obtain human subjects approval. This was completed through both the University of Nevada, Las Vegas and the University of Nevada, Reno (copies of Human Subjects Exemption documentation may be found in Appendix II).

Recipients of the questionnaire were selected by random sample stratified by dwelling type and income level. According to the *Handbook of Survey Research*, "The basic principle that distinguishes probability sampling from other types of sampling is the condition that each element in the population is given a known non-zero probability of being selected into the sample. By adhering to this condition, the research assures that various techniques of statistical inference may be validly applied in projection of sample results to larger populations" (1983, p.21).

Further, according to Earl Babbie (1995), stratified sampling allows "...a greater degree of representativeness--decreasing the probable sampling error (p. 210). Indeed, as indicated in the questionnaire demographic results, which will be discussed further in Chapter 4, this method of selection facilitated participation by a diverse group of residents, eliciting a broader understanding of practical education needs.

The introductory letter and questionnaire were addressed to the head of the household, although it was indicated that it would be acceptable for any adult in the household to complete the questionnaire. The letter and questionnaire were also translated into Spanish. Both English and Spanish versions of the questionnaire package were sent to recipients living in areas demographically shown to have a large Hispanic population.

Data Collection

Questionnaire

The design of the questionnaire was guided to a large extent by a modified version of Don Dillman's Total Design Method (1978). In developing the questionnaire, objectives and lines of questioning were established primarily by Nevada Cooperative Extension administrators, taking base programs, public inquiries and comments, and staffing into account. Faculty and staff were not involved in the development of the actual questionnaire, since it was necessary for those individuals to complete a questionnaire very similar to that sent to the public random sample in order to meet the investigation purpose as outlined in Chapter 1.

The response portion of the questionnaire included five pages measuring 5 ½ x 8 ½ inches each. Questions were written in a closed format, requiring the respondents to do no more than check a boxes, write numbers, and circle responses.

The actual physical format of the questionnaire generally followed Dillman's survey booklet format and printing procedures (Dillman, page 121), taking into account the fact that the "preferred method depends on what is available to the researcher (Dillman, page 121).

Accordingly, the questionnaire was designed as a booklet consisting of two 8 ½ x 11 inch pages of recycled white paper professionally printed using a Reisograph machine. Once collated, folded and stapled, the finished

dimensions of the booklet were 5 ½ x 8 ½ . While these dimensions differ slightly from those suggested by Dillman (finished booklet size of 6 1/8 x 8 ¼ inches), they were modified in order to best utilize the resources of Cooperative Extension.

As suggested, no questions were included on the cover page. The back page was also free of specific questions, but allowed space for the recipient to share any comments. To make the booklet more attractive and eye-catching, a specially designed color graphic was utilized on the front and back pages (English and Spanish versions of the questionnaire are provided in Appendix III).

By using Dillman's prescription as a guide, the questionnaire booklet was constructed to overcome "...common objections by presenting an attractive, well-organized questionnaire that looks easy to complete (Dillman, p. 121)."

Questionnaire Validity

As with any questionnaire, useful and accurate collection of data is based on one basic underlying assumption—that the recipient responds truthfully. Hence, in the development of the survey instrument, focus was placed on writing, organizing and presenting questions that would elicit valid information, as well as facilitating ease and accuracy of response.

The questionnaire was reviewed at three levels. The first included Cooperative Extension subject-area faculty in other parts of the state of Nevada. These persons were informed as to the purpose of the study and asked to look at the questionnaire from the standpoint of whether or not it accomplishes the

objectives of the study. As Dillman suggests, "No amount of pre-testing is likely to eliminate all problems, but thorough examination of questionnaires by colleagues represents one of the best ways of minimizing them (Dillman, 1978, p. 157)."

The second group of reviewers included those who will potentially use the data gathered. While these reviewers were also employees of Cooperative Extension, they function in an administrative capacity--the group which will be using the data in order to better manage programming. Also important to note is that the approval of this group was key in that the basis, and the majority of funding, for the questionnaire came from Cooperative Extension's administrative branch.

The final group from which pretest feedback was sought was drawn from the population to be surveyed. These reviewers met together in small groups, as a part of previously scheduled programming. Each was asked to actually complete the draft questionnaire and then share comments and/or concerns. This segment was very helpful in clarifying several items, which might otherwise have been overlooked.

By utilizing these three levels of feedback, a valid questionnaire was finalized and formatted for distribution. Further, the questionnaire was tested for reading level, with all survey parts being at or below an 8th grade reading level. Of course, the final measure of this study was dependent upon those who received, completed and returned the questionnaire.

Data Collection Procedures

The data were sought and collected using the following process, as approved by the funding sources. Initially, an introductory letter, survey instrument and instructions were sent to the stratified random sample of 3,500 Clark County residents. For the convenience of the respondent, an addressed, post-paid return envelope accompanied each questionnaire. Those residents who did not respond to the first request were sent a second package approximately three weeks later. The second mailing contained a friendly and courteous reminder regarding the importance of each subject's response, as well as another questionnaire and a post-paid return envelope (samples provided in Appendix IV).

Treatment of Data

The data analysis technique utilized for this study was quantitative in nature. All data, with the exception of the "comments" section, were pre-coded as the questions were of a closed-end nature. Coding and a formatted data entry system, using Microsoft Access, were coordinated by the researcher with the assistance of the Southern Area Cooperative Extension clerical and information services staff.

Data Analysis Techniques

The statistical/analytic software The Statistical Package for the Social Sciences (SPSS) was utilized in analyzing the data. Because the primary purposes of this study were to prioritize the practical education needs and wishes of Clark County citizens and, further, to compare overall responses to those of Cooperative Extension faculty and staff, data analysis is naturally of a quantitative nature. Initially, univariate analysis was used to determine the frequency, mode and median of responses received from the public, the faculty and the staff. Cross tabulation was used, by question, to compare the sub-group responses. Data frequencies were then rank-ordered, by percentage, and the Spearman rho correlation coefficient (ρ), which uses the squared differences between rank-ordered data, was used to determine the strength of the relationship between Public and Faculty/Staff responses.

The Cooperative Extension System, by its very nature, has the obligation to meet the practical education needs of the community. In order to do so, it is critical to turn to that community to determine what educational programming would be of a practical nature. By utilizing these methods of sampling, questionnaire design, data collection and data analysis to conduct a needs assessment, Cooperative Extension has better information and a greater ability to develop programming which truly meets the practical education needs of Clark County Citizens.

CHAPTER 4

RESEARCH RESULTS

The purpose of this study was to discover the major community concerns and the practical education expectations of a random sampling of Clark County residents, within the scope of possible offerings by the county Cooperative Extension division. Further, those expectations were to be compared to the responses, in terms of both community concerns and practical education, of Cooperative Extension faculty and staff. Finally, the study sought to propose areas of programming which should be added, deleted or re-focused by Cooperative Extension in order to better meet the concerns and needs identified by the citizenry.

The study involved the distribution of a questionnaire, developed specifically for this research in cooperation with Cooperative Extension administration, to 3500 randomly selected households in Clark County, Nevada. The questionnaire contained 77 questions divided into four parts: (a) major community concerns; (b) practical education needs and interests; (c) preferred methods of learning; and (d) demographic information. In this chapter, findings from the research are delineated.

Survey Responses

Response Rates

Of the 3500 surveys mailed to the random sampling of Clark County citizens, 520 were returned usable, constituting a return rate of 14.9%. The first mailing showed a return of 261, 50.2% of the final return rate. The follow-up mailing produced another 259, 49.8% of the total questionnaires returned. The demographic profile of respondents, as illustrated below, was widely dispersed.

Public Respondent Demographics

The fourth and final section of the questionnaire requested personal demographic data. Respondents were asked (a) their gender, (b) their age, (c) their ethnic background (selected from six categories, including other), (d) their marital status (selected from four categories), (e) whether they had children, (f) the ages of their children, if applicable, (g) employment status, (h) the highest level of education completed (selected from eight categories), (i) annual household income (selected from twelve categories), and (j) length of time living in Clark County (selected from five categories).

Gender

Of those completing the questionnaire, 272 (52%) selected "Male", while 248 (48%) selected "Female".

Age

Ages reported by respondents ranged from 18 to 91, with the average age being 51 and the modal age being 50. Further categorical age information may be found in Table 1.

Table 1**Categorical Ages of Public Questionnaire Respondents**

Respondent Age	<u>n</u>	Percentage
18 – 19	2	0.4
20 – 29	37	7.1
30 – 39	79	15.2
40 – 49	108	20.8
50 – 59	114	21.9
60 – 69	89	17.1
70 – 79	59	11.3
80 – 89	8	1.5
90 – 99	1	0.2
Declined to Answer	23	4.4
Total	520	100

Ethnicity

A majority (59.6%) of respondents selected the “white” category, making this group the mode. The self-reported ethnic background, as selected from 6 options including “other”, of respondents is illustrated in Table 2.

Table 2

Ethnic Background of Public Questionnaire Respondents

Ethnic Background	<u>n</u>	Percentage
African American	12	2.3
American Indian or Alaskan Native	6	1.2
Hispanic	82	15.8
Pacific Islander or Asian	85	16.3
White	310	59.6
Other	11	2.1
Declined to Answer	14	2.7
Total	520	100

Marital Status

A large majority of respondents (72.5%) reported being “married”, making this category the mode. The marital status breakdown of all respondents is illustrated in Table 3.

Table 3

Marital Status of Public Questionnaire Respondents

Marital Status	<u>n</u>	Percentage
Single	59	11.3
Married	377	72.5
Divorced	52	10.0
Widowed	24	4.6
Declined to Answer	8	1.5
Total	520	100

Households with Young Children

One-hundred-sixty-five (31.7%) of the questionnaire respondents reported children aged 18 or under.

Employment Status

Of those who completed questionnaires, 267 (51.4%) reported being currently employed while 253 (49.6%) indicated they were not currently employed outside of the home.

Level of Education

The modal level of education was "some college" (29.2%), followed closely by "college graduate" (28.1%). The level of education reported by respondents overall is illustrated in Table 4.

Table 4**Educational Level of Public Questionnaire Respondents**

Level of Education	<u>n</u>	Percentage
Never attended school	1	0.2
Grade School	15	2.9
Some High School	22	4.2
High School Graduate	103	19.8
Some College	152	29.2
College Graduate	146	28.1
Some Graduate Study	17	3.3
Postgraduate Degree	64	12.3
Declined to Answer	0	0
Total	520	100

Household Income of Respondents

The annual household income of respondents was broadly distributed. This category was almost bi-modal, with 80 respondents reporting income in the \$20,000 - 29,000 range and 79 respondents reporting income in the \$40,000 - 49,000 range. When rounded to the tenth, both constituted 15.4% of the distribution. The annual household income of all respondents is shown in Table 5.

Table 5

Household Income of Public Questionnaire Respondents

Household Income	<u>n</u>	Percentage
Less than \$10,000	34	6.5
\$10,000 – 19,000	26	5.0
\$20,000 – 29,000	80	15.4
\$30,000 – 39,000	51	9.8
\$40,000 – 49,000	79	15.4
\$50,000 – 59,000	44	8.5
\$60,000 – 69,000	40	7.7
\$70,000 – 79,000	35	6.7
\$80,000 – 89,000	22	4.2
\$90,000 – 99,000	30	5.8
\$100,000 – 150,000	21	4.0
Over \$150,000	18	3.5
Declined to Answer	40	7.7
Total	520	100

Length of Clark County Residency

Questionnaire participants were asked how long they had lived in Clark County. Over half (54.1%) fell into the 1 – 5 and 6 - 10 year categories combined; however, the most frequent answer in the distribution was 16+ years (31.3%). Details regarding the length of residence of respondents are found in Table 6.

Table 6

Length of Clark County Residency of Public Questionnaire Respondents

Length of Residency	<u>n</u>	Percentage
Less than 1 year	7	1.3
1 – 5 years	149	28.7
6 – 10 years	132	25.4
11 – 15 years	62	11.9
16 + years	163	31.3
Declined to Answer	7	1.3
Total	520	100

Community Issues Data**Public Responses**

In part one of the questionnaire, recipients were asked to indicate their personal level of concern in respect to a number of community issues. Public participants were asked to select one of the following categories: "major problem"; "small problem"; "no problem"; or "not sure" for each of the 23 issues. Frequencies and corresponding percentages for all topics are illustrated in Table 7.

Faculty/Staff Responses

The Cooperative Extension faculty/staff questionnaire distribution included 56 employees. Of those, 52 returned usable data, for a response rate

of 92.9%. In this section, faculty and staff were given the same list of issues and the same categories as the public respondents; however, each was asked to indicate what they perceived to be the community-wide level of concern for each topic. In other words, they were to answer based on how they felt the public would answer. Frequencies and corresponding percentages for all topics are illustrated in Table 8.

Table 7

Public Respondent Level of Concern Regarding Community Issues

Community Issue	Major Problem	Small Problem	No Problem	Not Sure	No Response
Activities for Kids/Families	143 (27.5%)	203 (39%)	120 (23.1%)	32 (6.2%)	22 (4.2%)
Affordable Housing	153 (29.4%)	193 (37.1%)	137 (26.3%)	21 (4.0%)	16 (3.1%)
Air Pollution	336 (64.6%)	145 (27.9%)	19 (3.7%)	6 (1.2%)	14 (2.7%)
Child Abuse	282 (54.2%)	132 (25.4%)	30 (5.8%)	58 (11.2%)	18 (3.5%)
Compulsive Gambling	228 (43.8%)	173 (33.3%)	69 (13.3%)	39 (7.5%)	11 (2.1%)
Crime/ Violence	411 (79.0%)	82 (15.8%)	12 (2.3%)	6 (1.2%)	9 (1.7%)
Cultural Opportunities	117 (22.5%)	224 (43.1%)	134 (25.8%)	29 (5.6%)	16 (3.1%)
Domestic Violence	244 (46.9%)	157 (30.2%)	42 (8.1%)	64 (12.3%)	13 (2.5%)
Drug and Alcohol Abuse	368 (70.8%)	94 (18.1%)	27 (5.2%)	23 (4.4%)	8 (1.5%)
Growing Population of Senior Citizens	120 (23.1%)	183 (35.2%)	158 (30.4%)	47 (9%)	12 (2.3%)
Growth of Population	295 (56.7%)	151 (29.0%)	50 (9.6%)	12 (2.3%)	12 (2.3%)

(table continued)

Table 7 (continued)

Public Respondent Level of Concern Regarding Community Issues

Community Issue	Major Problem	Small Problem	No Problem	Not Sure	No Response
Health and Fitness	99 (19.0%)	221 (42.5%)	154 (29.6%)	22 (4.2%)	24 (4.6%)
High Cost of Living	168 (32.3%)	222 (42.7%)	102 (19.6%)	15 (2.9%)	13 (2.5%)
Literacy	193 (37.1%)	184 (35.4%)	81 (15.6%)	49 (9.4%)	13 (2.5%)
Medical Care	263 (50.6%)	159 (30.6%)	69 (13.3%)	15 (2.9%)	14 (2.7%)
Quality of Education	266 (51.2%)	153 (29.4%)	68 (13.1%)	20 (3.8%)	13 (2.5%)
Quality of Family Life	164 (31.5%)	210 (40.4%)	95 (18.3%)	36 (6.9%)	15 (2.9%)
Quality of Public Services	119 (22.9%)	247 (47.5%)	117 (22.5%)	24 (4.6%)	13 (2.5%)
Recreation for Adults	79 (15.2%)	184 (35.4%)	213 (41.0%)	27 (5.2%)	17 (3.3%)
Services for Senior Citizens	72 (13.8%)	180 (34.6%)	152 (29.2%)	100 (19.2%)	16 (3.1%)
Smoking	240 (46.2%)	127 (24.4%)	114 (21.9%)	23 (4.4%)	16 (3.1%)
Unemployment	83 (16.0%)	183 (35.2%)	194 (37.3%)	42 (8.1%)	18 (3.5%)
Water Quality and Quantity	272 (52.3%)	164 (31.5%)	63 (12.1%)	9 (1.7%)	12 (2.3%)

Table 8

Faculty/Staff Perceived Level of Concern Regarding Community Issues

Community Issue	Major Problem	Small Problem	No Problem	Not Sure	No Response
Activities for Kids/Families	24 (46.2%)	22 (42.3%)	4 (7.7%)	1 (1.9%)	1 (1.9%)
Affordable Housing	29 (55.8%)	17 (32.7%)	3 (5.8%)	2 (3.8%)	1 (1.9%)
Air Pollution	40 (76.9%)	9 (17.3%)	1 (1.9%)	1 (1.9%)	1 (1.9%)
Child Abuse	38 (73.1%)	11 (21.2%)	0	3 (5.8%)	0
Compulsive Gambling	34 (65.4%)	15 (28.8%)	1 (1.9%)	0	2 (3.8%)
Crime/ Violence	43 (82.7%)	6 (11.5%)	1 (1.9%)	0	2 (3.8%)
Cultural Opportunities	19 (36.5%)	17 (32.7%)	12 (23.1%)	2 (3.8%)	2 (3.8%)
Domestic Violence	35 (67.3%)	15 (28.8%)	0	2 (3.8%)	0
Drug and Alcohol Abuse	44 (84.6%)	6 (11.5%)	1 (1.9%)	0	1 (1.9%)
Growing Population of Senior Citizens	23 (44.2%)	16 (30.8%)	10 (19.2%)	3 (5.8%)	0
Growth of Population	41 (78.9%)	9 (17.3%)	1 (1.9%)	1 (1.9%)	0

(table continued)

Table 8 (continued)

Faculty/Staff Perceived Level of Concern Regarding Community Issues

Community Issue	Major Problem	Small Problem	No Problem	Not Sure	No Response
Health and Fitness	16 (30.8%)	27 (51.9%)	6 (11.5%)	3 (5.8%)	0
High Cost of Living	22 (42.3%)	25 (48.1%)	4 (7.7%)	1 (1.9%)	0
Literacy	18 (34.6%)	26 (50.0%)	3 (5.8%)	5 (9.6%)	0
Medical Care	30 (57.7%)	15 (28.9%)	4 (7.7%)	3 (5.8%)	0
Quality of Education	32 (61.5%)	13 (25.0%)	6 (11.5%)	1 (1.9%)	0
Quality of Family Life	28 (53.9%)	15 (28.9%)	3 (5.8%)	5 (9.6%)	1 (1.9%)
Quality of Public Services	24 (46.2%)	21 (40.4%)	5 (9.6%)	2 (3.8%)	0
Recreation for Adults	10 (19.2%)	23 (44.2%)	17 (32.7%)	2 (3.8%)	0
Services for Senior Citizens	15 (28.9%)	21 (40.4%)	8 (15.4%)	7 (13.5%)	1 (1.9%)
Smoking	31 (59.6%)	13 (25.0%)	8 (15.4%)	0	0
Unemployment	16 (30.8%)	24 (46.2%)	8 (15.4%)	4 (7.7%)	0
Water Quality and Quantity	34 (65.4%)	14 (26.9%)	3 (5.8%)	1 (1.9%)	0

**Correlation Between Public and Faculty/Staff
Perception of Community Concerns**

In comparing the complete rankings of the two groups, including all 23 issues, the Spearman rho correlation coefficient (ρ) indicates a strong association, significant at a level of .01, between what the public views as major community concerns and what Extension faculty and staff members perceive to be of major concern to the community, as demonstrated in Table 9.

Table 9

**Correlation of Public Respondent Community Concerns and Faculty/Staff
Community Concerns, Utilizing the Spearman rho Correlation Coefficient (ρ)**

Community Issue	Public Rank	Faculty/Staff Rank
Activities for Kids/Families	16	14
Affordable Housing	15	12
Air Pollution	3	4
Child Abuse	5	5
Compulsive Gambling	11	7
Crime/Violence	1	2
Cultural Opportunities	19	18
Domestic Violence	9	6
Drug and Alcohol Abuse	2	1
Growing Population of Seniors	17	16
Growth of Population (Overall)	4	3
Health and Fitness	20	20
High Cost of Living	13	17
Literacy	12	19
Medical Care	8	11
Quality of Education	7	9
Quality of Family Life	14	13
Quality of Public Services	18	15
Recreation for Adults	22	23
Services for Senior Citizens	23	22
Smoking	10	10
Unemployment	21	21
Water Quality and Quantity	6	8
Spearman rho Correlation Coefficient * = > .01	$\rho = 0.93^*$	

Practical Education Topic Data

Public Responses

In part two of the questionnaire, respondents were asked to rate the usefulness of twenty-eight practical education topics. Using a scale of one to three, with “1” being “very useful”, “2” being “somewhat useful” and “3” being “not at all useful”, questionnaire participants were asked to rate each topic on three levels: (a) for themselves; (b) for their family; and (c) for the community at large.

For Self

Initially, respondents were asked to indicate practical education needs for themselves, utilizing a list containing 28 topics. Response frequencies and percentages corresponding to each topic are found in Table 10.

For Family

Next, respondents were asked to indicate practical education needs for their families using the same 28 topics. Response frequencies and percentages corresponding to each topic are found in Table 11.

Table 10

Practical Education Needs of Public Questionnaire Respondents for Self

Topic	Very Useful	Somewhat Useful	Not At All Useful	No Response
Anger Management	75 (14.4%)	147 (28.3%)	262 (50.4%)	36 (6.9%)
Available Public Services	190 (36.5%)	222 (42.7%)	71 (13.7%)	37 (7.1%)
Available Senior Citizen Services	150 (28.8%)	141 (27.1%)	195 (37.5%)	34 (6.5%)
Available Youth Activities	151 (29.0%)	120 (23.1%)	213 (41.0%)	36 (6.9%)
Combating Air Pollution	312 (60.0%)	140 (26.9%)	38 (7.3%)	30 (5.8%)
Combating Crime	364 (70.0%)	99 (19.0%)	29 (5.6%)	28 (5.4%)
Cooking	131 (25.2%)	166 (31.9%)	180 (34.6%)	43 (8.3%)
Exercise and Fitness	247 (47.5%)	176 (33.8%)	65 (12.5%)	32 (6.2%)
Family Relations	214 (41.2%)	148 (28.5%)	127 (24.4%)	31 (6.0%)
Food Preparation	143 (27.5%)	176 (33.8%)	167 (32.1%)	34 (6.5%)
Food Safety	245 (47.1%)	164 (31.5%)	81 (15.6%)	30 (5.8%)
Gardening	122 (23.5%)	198 (38.1%)	165 (31.7%)	35 (6.7%)

(table continued)

Table 10 (continued)

Practical Education Needs of Public Questionnaire Respondents for Self

Topic	Very Useful	Somewhat Useful	Not At All Useful	No Response
Growing Fruits and Vegetables	123 (23.7%)	179 (34.4%)	185 (35.6%)	33 (6.3%)
Health Issues	282 (54.2%)	181 (34.8%)	28 (5.4%)	29 (5.6%)
Interview Skills	109 (21.0%)	137 (26.3%)	238 (45.8%)	36 (6.9%)
Literacy	179 (34.4%)	93 (17.9%)	209 (40.2%)	39 (7.5%)
Leadership	154 (29.6%)	145 (27.9%)	179 (34.4%)	42 (8.1%)
Low-fat Eating	217 (41.7%)	167 (32.1%)	102 (19.6%)	34 (6.5%)
Money Management	273 (52.5%)	128 (24.6%)	87 (16.7%)	32 (6.2%)
Parenting Skills	164 (31.5%)	108 (20.8%)	211 (40.6%)	37 (7.1%)
Personal Safety	274 (52.7%)	155 (29.8%)	61 (11.7%)	30 (5.8%)
Recycling	211 (40.6%)	196 (37.7%)	79 (15.2%)	34 (6.5%)
Resume Writing	87 (16.7%)	121 (23.3%)	276 (53.1%)	36 (6.9%)
Selecting Quality Child Care	119 (22.9%)	74 (14.2%)	288 (55.4%)	39 (7.5%)

(table continued)

Table 10 (continued)

Practical Education Needs of Public Questionnaire Respondents for Self

Topic	Very Useful	Somewhat Useful	Not At All Useful	No Response
How to Stop Smoking	114 (21.9%)	37 (7.1%)	333 (64.0%)	36 (6.9%)
Time Management	159 (30.6%)	165 (31.7%)	159 (30.6%)	37 (7.1%)
Violence Prevention	263 (50.6%)	120 (23.1%)	107 (20.6%)	30 (5.8%)
Water Conservation	299 (57.5%)	132 (25.4%)	58 (11.2%)	31 (6%)

Table 11

Practical Education Needs of Public Questionnaire Respondents for Family

Topic	Very Useful	Somewhat Useful	Not At All Useful	No Response
Anger Management	62 (11.9%)	172 (33.1%)	228 (43.8%)	58 (11.2%)
Available Public Services	171 (32.9%)	223 (42.9%)	65 (12.5%)	61 (11.7%)
Available Senior Citizen Services	119 (22.9%)	155 (29.8%)	181 (34.8%)	65 (12.5%)
Available Youth Activities	167 (32.1%)	134 (25.8%)	161 (31.0%)	58 (11.2%)
Combating Air Pollution	291 (56.0%)	132 (25.4%)	41 (7.9%)	56 (10.8%)
Combating Crime	341 (65.6%)	94 (18.1%)	29 (5.6%)	56 (10.8%)
Cooking	104 (20.0%)	181 (34.8%)	171 (32.9%)	64 (12.3%)
Exercise and Fitness	211 (40.6%)	190 (36.5%)	65 (12.5%)	54 (10.4%)
Family Relations	199 (38.3%)	146 (28.1%)	112 (21.5%)	63 (12.1%)
Food Preparation	117 (22.5%)	189 (36.3%)	155 (29.8%)	59 (11.3%)
Food Safety	216 (41.5%)	164 (31.5%)	80 (15.4%)	60 (11.5%)
Gardening	96 (18.5%)	208 (40.0%)	159 (30.6%)	57 (11.0%)

(table continued)

Table 11 (continued)

Practical Education Needs of Public Questionnaire Respondents for Family

Topic	Very Useful	Somewhat Useful	Not At All Useful	No Response
Growing Fruits and Vegetables	99 (19.0%)	196 (37.7%)	167 (32.1%)	58 (11.2%)
Health Issues	261 (50.2%)	173 (33.3%)	26 (5.0%)	60 (11.5%)
Interview Skills	81 (15.6%)	163 (31.3%)	210 (40.4%)	66 (12.7%)
Literacy	169 (32.5%)	98 (18.8%)	186 (35.8%)	67 (12.9%)
Leadership	133 (25.6%)	155 (29.8%)	162 (31.2%)	70 (13.5%)
Low-fat Eating	188 (36.2%)	176 (33.8%)	96 (18.5%)	60 (11.5%)
Money Management	246 (47.3%)	141 (27.1%)	72 (13.8%)	61 (11.7%)
Parenting Skills	166 (31.9%)	123 (23.7%)	168 (32.3%)	63 (12.1%)
Personal Safety	256 (49.2%)	154 (29.6%)	51 (9.8%)	59 (11.4%)
Recycling	197 (37.9%)	191 (36.7%)	70 (13.5%)	62 (11.9%)
Resume Writing	78 (15.0%)	148 (28.5%)	231 (44.4%)	63 (12.1%)
Selecting Quality Child Care	121 (23.3%)	92 (17.7%)	240 (46.2%)	67 (12.9%)

(table continued)

Table 11 (continued)

Practical Education Needs of Public Questionnaire Respondents for Family

Topic	Very Useful	Somewhat Useful	Not At All Useful	No Response
How to Stop Smoking	126 (24.2%)	55 (10.6%)	272 (52.3%)	67 (12.9%)
Time Management	159 (30.6%)	165 (31.7%)	159 (30.6%)	37 (7.1%)
Violence Prevention	241 (46.3%)	119 (22.9%)	97 (18.7%)	63 (12.1%)
Water Conservation	266 (51.2%)	138 (26.5%)	54 (10.4%)	62 (11.9%)

For the Community

Finally, respondents were asked to indicate what they perceived the practical education needs of the community to be, again utilizing the same 28 topics. Response frequencies and percentages corresponding to each topic are found in Table 12.

Faculty/Staff Responses

While practical education needs were indicated at three levels—self, family and community—for the public questionnaire respondents, the key concern for Extension faculty/staff members was that of community need, since that is an overall response to individual community members and their families. The questionnaire asked that faculty/staff members rate the same 28 issues in terms of their perceptions of usefulness to community members, utilizing the same scale—“very useful”, “somewhat useful”, or “not at all useful”. Response frequencies are found in Table 13.

Table 12

Practical Education Needs of Public Questionnaire Respondents for Community

Topic	Very Useful	Somewhat Useful	Not At All Useful	No Response
Anger Management	243 (46.7%)	184 (35.4%)	57 (11.0%)	36 (6.9%)
Available Public Services	265 (51.0%)	174 (33.5%)	37 (7.1%)	44 (8.5%)
Available Senior Citizen Services	262 (50.4%)	179 (34.4%)	31 (6.0%)	48 (9.2%)
Available Youth Activities	333 (64.0%)	122 (23.5%)	29 (5.6%)	36 (6.9%)
Combating Air Pollution	366 (70.4%)	91 (17.5%)	32 (6.2%)	31 (6%)
Combating Crime	415 (79.8%)	51 (9.8%)	23 (4.4%)	31 (6%)
Cooking	84 (16.2%)	226 (43.5%)	156 (30.0%)	54 (10.4%)
Exercise and Fitness	208 (40.0%)	217 (41.7%)	56 (10.8%)	39 (7.5%)
Family Relations	277 (53.3%)	165 (31.7%)	36 (6.9%)	43 (8.1%)
Food Preparation	156 (30.0%)	211 (40.6%)	108 (20.8%)	45 (8.7%)
Food Safety	281 (54.0%)	166 (31.9%)	33 (6.3%)	40 (7.7%)
Gardening	98 (18.8%)	264 (50.8%)	110 (21.2%)	48 (9.2%)

(table continued)

Table 12 (continued)

Practical Education Needs of Public Questionnaire Respondents for Community

Topic	Very Useful	Somewhat Useful	Not At All Useful	No Response
Growing Fruits and Vegetables	99 (19.0%)	261 (50.2%)	117 (22.5%)	43 (8.3%)
Health Issues	301 (57.9%)	159 (30.6%)	19 (3.7%)	41 (7.9%)
Interview Skills	81 (15.6%)	163 (31.3%)	210 (40.4%)	66 (12.7%)
Literacy	169 (32.5%)	98 (18.8%)	186 (35.8%)	67 (12.9%)
Leadership	133 (25.6%)	155 (29.8%)	162 (31.2%)	70 (13.5%)
Low-fat Eating	188 (36.2%)	176 (33.8%)	96 (18.5%)	60 (11.5%)
Money Management	285 (54.8%)	154 (29.6%)	33 (6.3%)	48 (9.2%)
Parenting Skills	317 (61.0%)	122 (23.5%)	36 (6.9%)	45 (8.7%)
Personal Safety	303 (58.3%)	143 (27.5%)	30 (5.8%)	44 (8.5%)
Recycling	262 (50.4%)	167 (32.1%)	47 (9%)	44 (8.5%)
Resume Writing	133 (25.6%)	231 (44.4%)	105 (20.2%)	51 (9.8%)
Selecting Quality Child Care	265 (51.0%)	166 (31.9%)	42 (8.1%)	47 (9%)

(table continued)

Table 12 (continued)

Practical Education Needs of Public Questionnaire Respondents for Community

Topic	Very Useful	Somewhat Useful	Not At All Useful	No Response
How to Stop Smoking	287 (55.2%)	127 (24.4%)	65 (12.5%)	41 (7.9%)
Time Management	192 (36.9%)	209 (40.2%)	71 (13.7%)	48 (9.2%)
Violence Prevention	363 (69.8%)	96 (18.5%)	24 (4.6%)	37 (7.1%)
Water Conservation	369 (71.0%)	87 (16.7%)	23 (4.4%)	41 (7.9%)

Table 13

**Practical Education Needs—Faculty/Staff Questionnaire Respondents for
Community**

Topic	Very Useful	Somewhat Useful	Not At All Useful	No Response
Anger Management	34 (64.2%)	17 (32.1%)	1 (1.9%)	0
Available Public Services	34 (64.2%)	17 (32.1%)	0	1 (1.9%)
Available Senior Citizen Services	35 (66.0%)	15 (28.3%)	1 (1.9%)	1 (1.9%)
Available Youth Activities	36 (67.9%)	12 (22.6%)	2 (3.8%)	2 (3.8%)
Combating Air Pollution	40 (75.5%)	10 (18.9%)	2 (3.8%)	0
Combating Crime	39 (73.6%)	10 (18.9%)	3 (5.7%)	0
Cooking	15 (28.3%)	26 (49.1%)	9 (17%)	2 (3.8%)
Exercise and Fitness	23 (43.4%)	28 (52.8%)	0	1 (1.9%)
Family Relations	33 (62.3%)	18 (34.0%)	1 (1.9%)	0
Food Preparation	19 (35.8%)	28 (52.8%)	5 (9.4%)	0
Food Safety	31 (58.5%)	15 (28.3%)	5 (9.4%)	1 (1.9%)
Gardening	17 (32.1%)	32 (60.4%)	3 (5.7%)	0

(table continued)

Table 13 (continued)

**Practical Education Needs—Faculty/Staff Questionnaire Respondents for
Community**

Topic	Very Useful	Somewhat Useful	Not At All Useful	No Response
Growing Fruits and Vegetables	14 (26.4%)	33 (62.3%)	5 (9.4%)	0
Health Issues	38 (71.7%)	12 (22.6%)	1 (1.9%)	1 (1.9%)
Interview Skills	20 (37.7%)	24 (45.3%)	6 (11.3%)	1 (1.9%)
Literacy	30 (56.6%)	20 (37.7%)	2 (3.8%)	0
Leadership	21 (39.6%)	23 (43.4%)	7 (13.2%)	1 (1.9%)
Low-fat Eating	27 (50.9%)	21 (39.6%)	3 (5.7%)	1 (1.9%)
Money Management	33 (62.3%)	17 (32.1%)	2 (3.8%)	0
Parenting Skills	39 (73.6%)	12 (22.6%)	1 (1.9%)	0
Personal Safety	33 (62.3%)	15 (28.3%)	3 (5.7%)	1 (1.9%)
Recycling	27 (50.9%)	22 (41.5%)	3 (5.7%)	0
Resume Writing	14 (26.4%)	30 (56.6%)	6 (11.3%)	2 (3.8%)
Selecting Quality Child Care	30 (56.6%)	21 (39.6%)	0	1 (1.9%)

(table continued)

Table 13 (continued)

**Practical Education Needs—Faculty/Staff Questionnaire Respondents for
Community**

Topic	Very Useful	Somewhat Useful	Not At All Useful	No Response
How to Stop Smoking	35 (66%)	15 (28.3%)	1 (1.9%)	1 (1.9%)
Time Management	22 (41.5%)	26 (49.1%)	2 (3.8%)	2 (3.8%)
Violence Prevention	39 (73.6%)	13 (24.5%)	0	0
Water Conservation	35 (66%)	14 (26.4%)	2 (3.8%)	1 (1.9%)

**Correlation Between Public and Faculty/Staff
Perception of Practical Education Needs**

In comparing the complete rankings of the two groups, including all 28 topics, the Spearman rho correlation coefficient (ρ) indicates a strong association, significant at a level of .01, between the practical education need perceptions of Faculty/Staff and the Public Respondent practical education needs in all three categories—self, family and community—as illustrated in Table 14.

Table 14

Correlation of Faculty/Staff Practical Education Need Perceptions and Public Respondent Practical Education Needs, Utilizing the Spearman rho Correlation Coefficient (ρ)

Practical Education Needs Topic Rankings	Faculty/ Staff	Public For Self	Public For Family	Public For Community
Anger Management	10	28	28	17
Available Public Services	11	13	13	13
Available Senior Citizen Services	7	19	21	15
Available Youth Activities	6	18	15	5
Combating Air Pollution	1	2	2	3
Combating Crime	4	1	1	1
Cooking	26	21	23	27
Exercise and Fitness	20	8	9	18
Family Relations	12	11	10	12
Food Preparation	24	20	22	22
Food Safety	15	9	8	11
Gardening	25	23	25	26
Growing Fruits and Vegetables	27	22	24	25
Health Issues	5	4	4	8

(table continued)

Table 14 (continued)

Correlation of Faculty/Staff Practical Education Need Perceptions and Public Respondent Practical Education Needs. Utilizing the Spearman rho Correlation Coefficient (ρ)

Practical Education Needs Topic Rankings	Faculty/ Staff	Public For Self	Public For Family	Public For Community
Interview Skills	23	26	26	28
Literacy	17	14	14	21
Leadership	22	17	18	24
Low-fat Eating	19	10	12	20
Money Management	13	6	6	10
Parenting Skills	3	15	16	6
Personal Safety	14	5	5	7
Recycling	18	12	11	16
Resume Writing	28	27	27	23
Selecting Quality Child Care	16	24	20	14
How to Stop Smoking	8	25	19	9
Time Management	21	16	17	19
Violence Prevention	2	7	7	4
Water Conservation	9	3	3	2
Spearman rho Correlation Coefficient * = > .01		$\rho = 0.55^*$	$\rho = 0.55^*$	$\rho = 0.89^*$

Learning Environment Data

In Part III of the questionnaire, public respondents were asked to evaluate the style of lesson that would make it most convenient to learn about practical topics. Respondents were asked to rate various types of learning venues using a scale of one to five with ratings as follows: 1 – strongly favor; 2 – mostly favor; 3 – mostly oppose; 4 – strongly oppose; and 5 – no opinion. Response frequencies are found in Table 15.

As a follow-up to this section, to further assist in making practical education most available, respondents were asked whether they possessed the following items: (1) a home computer; (2) internet access; (3) a television set; and (4) a VCR. The results are contained in Table 16.

Table 15

Public Questionnaire Respondent Preferences Regarding Learning**Environments**

Learning Environment	Strongly Favor	Mostly Favor	Mostly Oppose	Strongly Oppose	No Opinion
Learn with a group at a local site such as a school or library	186 (35.8%)	213 (41%)	32 (6.2%)	13 (2.5%)	76 (14.6%)
Learn at home with printed lessons	117 (22.5%)	237 (45.6%)	75 (14.4%)	24 (4.6%)	67 (12.9%)
Learn at home with lessons on public TV	133 (25.6%)	200 (38.5%)	85 (16.3%)	27 (5.2%)	75 (14.4%)
Learn at home with lessons on video tape	130 (25%)	197 (37.9%)	85 (16.3%)	25 (4.8%)	83 (16%)
Learn at home with lessons on computer	147 (28.3%)	184 (35.4%)	72 (13.8%)	26 (5%)	91 (17.5%)
Learn at home with lessons on audiocassette	58 (11.2%)	172 (33.1%)	121 (23.3%)	52 (10%)	117 (22.5%)
Learn at home with a home-visit teacher	72 (13.8%)	115 (22.1%)	112 (21.5%)	75 (14.4%)	146 (28.1%)

Table 16

Public Questionnaire Respondent Possession of Various Home Electronics

Item	Number Of Respondents
Home Computer	301 (57.9%)
Internet Access	209 (40.2%)
Television Set	502 (96.5%)
VCR	482 (92.7%)

**Current Cooperative Extension
Programming**

According to the *Southern Area Cooperative Extension Programs* list, the Clark County division of Cooperative Extension offers 57 programs in three broad divisions: Children, Youth and Families; Health and Nutrition; and Water, Horticulture, Economics and Environment. The full text of the aforementioned list may be found in Appendix V.

A detailed analysis of the listed programs and program descriptions indicates that 72.4% of current programs are relevant to the practical education topics ranked most highly by public respondents. The "very useful" list for the community encompasses, among others, all of the top choices for self and family making it a good tool for comparison. Table 17 reiterates the Public for Community "very useful" ranked topics, comparing them to a listing of Cooperative Extension programs as found in the program list.

Table 17

Comparison Between Public Respondent "Very Useful" Practical EducationTopics and Cooperative Extension Programs

Rank	Practical Education Topic	Number Of Related Programs	Titles Of Related Programs
1	Combating Crime	0	
2	Water Conservation	5	<ul style="list-style-type: none"> ➤ Commercial Water Conservation Program ➤ Landscape Irrigation Water Quality ➤ Landscape Retrofit ➤ Teaching Through Mass Media ➤ Wat-er our Chances?
3	Combating Air Pollution	0	
4	Violence Prevention	6	<ul style="list-style-type: none"> ➤ Anger Management Workshop Series for the Welfare to Work Program ➤ Impact of Anger Management and Stress Instruction with Incarcerated Males ➤ Impact of Video Viewing in Waiting Room Area ➤ RETHINK: Anger Management for Child Care Providers ➤ Second Step (Segundo Paso) ➤ Teens Preventing Violence Through Cross-Age Teaching

(table continued)

Table 17 (continued)

Comparison Between Public Respondent "Very Useful" Practical EducationTopics and Cooperative Extension Programs

Rank	Practical Education Topic	Number Of Related Programs	Titles Of Related Programs
5	Available Youth Activities	5	<ul style="list-style-type: none"> ➤ 4-H Program ➤ Baby-sitting Certification ➤ Exploring 4-H Program ➤ Mini-Society® ➤ Project MAGIC
6	Parenting Skills	4	<ul style="list-style-type: none"> ➤ Fun To Play ➤ Healthy Families Nevada ➤ Learning Together ➤ RETHINK: Anger Management for Parents
7	Personal Safety	0	
8	Health Issues	5	<ul style="list-style-type: none"> ➤ An Ounce of Prevention ➤ Chefs for Kids ➤ Faith Community Outreach Program ➤ Nurturing with Nutrition for Teen Parents ➤ Fecal Coliform Monitoring Program
9	How to Stop Smoking	4	<ul style="list-style-type: none"> ➤ Model Policies ➤ Mom-to-Be Smoke-Free ➤ Nevada Smoker's Helpline ➤ Smoke-Free and Fit

(table continued)

Table 17 (continued)

Comparison Between Public Respondent "Very Useful" Practical EducationTopics and Cooperative Extension Programs

Rank	Practical Education Topic	Number Of Related Programs	Titles Of Related Programs
10	Money Management	6	<ul style="list-style-type: none"> ➤ Financial Literacy Lending Library ➤ High School Financial Planning Program ➤ Money 2000 ➤ Money on the Bookshelf ➤ Money Sense for Your Children ➤ Women's Financial Information Program
11	Food Safety	1	<ul style="list-style-type: none"> ➤ Expanded Food and Nutrition Education Program
12	Family Relations	1	<ul style="list-style-type: none"> ➤ Friendship with Families
13	Available Public Services	0	
14	Selecting Quality Child Care	1	<ul style="list-style-type: none"> ➤ Child Care Training
15	Available Senior Citizen Services	2	<ul style="list-style-type: none"> ➤ Senior Autobiography Workshop ➤ Seniors CAN
16	Recycling	0	

Sixty-five percent of listed programs relate to top-ranked practical education needs topics; in fact, several areas—most notably water conservation, violence prevention and money management—have a variety of programming available.

Given the correlation in response between the public respondents and the faculty/staff respondents regarding both community issues and practical education needs, it is not surprising that over half of the programming in which Extension is currently engaged falls into “very useful” ranked categories.

In several cases, however—including food safety, family relations, selecting quality childcare and available senior citizen services—offerings are sparse and/or do not specifically meet the expressed need. The greatest deficit, however, is found in those practical education needs for which no Cooperative Extension programming is offered. Specifically, these include the following topics, listed with their numeric rank (based on public respondents for

community):

1. Combating Crime
2. Combating Air Pollution
3. Personal Safety
4. Available Public Services
5. Recycling

The lack of programming is particularly apparent in terms of combating crime and combating air pollution, the first and third-ranked public education needs.

CHAPTER 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this study was to seek and discover the major concerns and practical education expectations of a random sample of Clark County residents in terms of the county Cooperative Extension division. Those concerns and expectations were compared to responses of Cooperative Extension faculty and staff members in order to determine whether or not Extension employees have an accurate perception of public concerns and practical education needs. Further, current programming was examined for relevance to public respondent practical education needs, providing input for future program development.

Summary of Research Methods

This study was based on a public-needs questionnaire, designed using a modified version of Don Dillman's Total Design Method (Dillman, 1978). The random sample, public respondent questionnaire included four parts, focusing on the following topics: (a) level of concern regarding 23 community issues; (b) the usefulness of 28 practical education topics on three levels—for self, for

family, and for community; (c) the type of learning environment preferred; and (d) respondent demographics. Cooperative Extension faculty and staff completed a similar questionnaire, utilizing the same issues and topics as in Parts I and II above in terms of their perception of the community-wide level of concern and need.

The primary purpose of this investigation was to rank the community concerns and the practical education expectations of public respondents in terms of the Cooperative Extension division. Further, the strength of correlation between public responses and those of Extension faculty and staff was determined utilizing the Spearman rho correlation coefficient (ρ). Next, the types of learning environments preferred by public respondents were rank-ordered. Lastly, the practical education needs of public respondents were studied relative to Extension programming already in place, in order to determine what areas might be added or re-focused in order to better meet the needs and wants of residents. The resulting data have been utilized in answering the following research questions.

Research Questions

1. *What do the residents of Clark County see as major community concerns and as practical education needs?*

Mode and median were calculated for both major community concerns and practical education needs using the summed categorical responses of questionnaire respondents.

Of the 23 community concern categories surveyed in Part I of the questionnaire, 12 of the issues showed the mode at the “major problem” level. Of those 12, the median also fell within the “major problem” category in eight cases: (a) Crime and Violence; (b) Drug and Alcohol Abuse; (c) Air Pollution; (d) Growth of Population (overall); (e) Child Abuse; (f) Water Quality and Quantity; (g) Quality of Education; and (h) Medical Care. In each of these eight categories, at least 80% of public respondents indicated some level of concern—either “major problem” or “small problem”. In the case of Crime/Violence, that number rose to 94%.

Twenty-eight practical education needs were surveyed at three levels—for self, for family and for community. In the “for self” category, 12 topics showed the mode at the “very useful” level. Of those 12, the median also fell into the “very useful” category in seven cases: (a) Combating Crime; (b) Combating Air Pollution; (c) Water Conservation; (d) Health Issues; (e) Personal Safety; (f) Money Management; and (g) Violence Prevention.

In the “for family” category, 13 topics showed the mode at the “very useful” level. Of those 13, the median also fell into the “very useful” category in four cases: (a) Combating Crime; (b) Combating Air Pollution; (c) Water Conservation; and (d) Health Issues.

In the “for community” category, 18 topics showed the mode at the “very useful” level. Of those 18, the median also fell into the “very useful” category in 16 cases: (a) Combating Crime; (b) Water Conservation; (c) Combating Air Pollution; (d) Violence Prevention; (e) Available Youth Activities; (f) Parenting Skills; (g) Personal Safety; (h) Health Issues; (i) How To Stop Smoking; (j) Money Management; (k) Food Safety; (l) Family Relations; (m) Available Public Services; (n) Selecting Quality Child Care; (o) Available Senior Citizen Services; and (p) Recycling.

It is notable that in each category—whether for self, family or community—the top three ranked issues included the same three topics: (a) Combating Crime; (b) Combating Air Pollution; and (c) Water Conservation.

2. What do Cooperative Extension faculty and staff members, based in Clark County, perceive to be community concerns and practical education needs?

The same 23 and 28 topics, for community concerns and practical education needs, respectively, used for the public questionnaire were used for that of the faculty and staff. Faculty and staff were asked to complete the questionnaire based not on their personal levels of concern, but in terms of how

each perceived the concern of the community. As with the public respondents, faculty/staff responses were calculated utilizing mode and median.

Of the 23 community issues in Part I, 17 showed a mode at the “major problem” level. Of those 17, the median also fell into the “very useful” category in 13 cases: (a) Drug and Alcohol Abuse; (b) Crime/Violence; (c) Growth of Population (overall); (d) Air Pollution; (e) Child Abuse; (f) Domestic Violence; (g) Compulsive Gambling; (h) Water Quality and Quantity; (i) Quality of Education; (j) Smoking; (k) Medical Care; (l) Affordable Housing; and (m) Quality of Family Life.

Of the 28 practical education issues that faculty/staff members rated in terms of their perceptions of usefulness to the community, 19 showed the mode at the “very useful” level. The median also fell into the “very useful” category in all 19 cases: (a) Combating Air Pollution; (b) Combating Crime; (c) Parenting Skills; (d) Violence Prevention; (e) Health Issues; (f) Available Youth Activities; (g) Available Senior Citizen Services; (h) How to Stop Smoking; (i) Water Conservation; (j) Anger Management; (k) Available Public Services; (l) Family Relations; (m) Money Management; (n) Personal Safety; (o) Food Safety; (p) Literacy; (q) Selecting Quality Child Care; (r) Low-fat Eating; and (s) Recycling.

3. *Is there a relationship between what the public sees as major community concerns and what Extension faculty and staff members perceive to be major community concerns?*

The data indicate a relationship between what the public respondents and Extension faculty/staff see as major community concerns. Of the top ten ranked concerns for each group, all but one issue appeared on both lists. The top two concerns for each group were Crime/Violence and Drug and Alcohol Abuse, although they were transposed. Concerns ranked 3rd and 4th —Air Pollution and Growth of Population (overall)—were also inclusive; again transposed.

The Spearman rho correlation coefficient (ρ), utilizing rankings of all 23 topics, indicates a strong association—significant at a level of $> .01$ —between the responses of the two groups, demonstrating that Extension faculty and staff have an accurate perception of public concerns.

4. *Is there a relationship between what the public views as practical education needs and what Extension faculty and staff members perceive to be practical education needs?*

There were five practical education topics which were included in the ten top-ranked concerns at every level—public for self, public for family, public for community and faculty/staff for community: (a) Combating Crime; (b) Combating Air Pollution; (c) Water Conservation; (d) Health Issues; and (e) Violence Prevention.

The Spearman rho correlation coefficient (ρ), utilizing rankings of all 28 topics, indicates a strong association—significant at a level of $> .01$ —between the responses of the two groups in all three categories—for self, for family, and for community. This result demonstrates that Extension faculty and staff have an accurate perception of public practical education needs.

5. *Does the public have a preference as to type of learning environment?*

Public respondents did not show a strong preference for any one type of learning situation over any other. In fact, all seven categories showed a mode at the “mostly favor” level. Of the seven, the median also fell into the “mostly favor” category in five cases: (a) Learn with a group at a local site such as a school or library; (b) Learn at home with printed lessons; (c) Learn at home with lessons on public TV; (d) Learn at home with lessons on computer; and (e) Learn at home with lessons on video tape. In the other two options—Learn at home with lessons on audio tape and Learn at home with a home-visit teacher—the median fell outside either “favor” category.

6. *To what extent is Cooperative Extension offering programming in the areas identified by the public?*

An analysis of Cooperative Extension programs on the *Southern Area Cooperative Extension Programs* list indicates that 72% of listed programs have some relevance to the practical education topics ranked most highly by public respondents. Further, of the top seventeen “very useful” ranked practical education topics, 68% are addressed to some degree by one or more Extension

programs, including: (a) Water Conservation; (b) Violence Prevention; (c) Available Youth Activities; (d) Parenting Skills; (e) Health Issues; (f) How to Stop Smoking; (g) Money Management; (h) Food Safety; (i) Family Relations; (j) Selecting Quality Child Care; and (k) Available Senior Citizen Services.

Five of the top-ranked practical education topics do not appear to be specifically addressed by any Extension program listed. These include:

(a) Combating Crime; (b) Combating Air Pollution; (c) Personal Safety; (d) Available Public Services; and (e) Recycling.

7. What areas of programming could be added or re-focused by Cooperative Extension in order to better meet the needs identified by the citizenry?

In the case of several of the practical education needs ranked most highly by the public respondents—including food safety, family relations, selecting quality child care and available senior citizen services—Cooperative Extension offerings are meager and/or do not appear to specifically meet the expressed need. The greatest deficit, however, is found in those practical education needs for which no Cooperative Extension programming is apparent. Specifically, these include the following: (a) Combating Crime; (b) Combating Air Pollution; (c) Personal Safety; (d) Available Public Services; and (e) Recycling.

Although each of these five issues should be the object of study for possible programming, the current lack of programs is of particular concern in terms of combating crime and combating air pollution, the first and third-ranked

public education needs. As noted previously, the intent of this study was to explore which areas of programming are wanted and needed by the public. As such, specific recommendations as to types of programs or supplemental curricula are not a part of this document. Rather, as part of a self-proclaimed needs-based organization, these are issues which Cooperative Extension administrators, faculty and staff should examine closely in an effort to provide needed services to their audience.

Some of the issues would fit in with existing Extension structure—for example, the air pollution (#2) and recycling (#16) issues might find a niche in the environmental section of the Water, Horticulture, Environment and Economics initiative. Other issues may be more difficult to fit into the existing Extension structure; however, the Children, Youth and Family section has several anger management and violence prevention programs—both of which are related, at least peripherally, to crime as well as to personal safety. Perhaps expanding and/or re-focusing some of the existing programs would better meet the identified needs of the public.

Another strength of the Cooperative Extension system is to engage in collaboration with other entities and, in fact, act as a facilitator in bringing other organizations together to address community issues. While this study primarily addresses Extension, responding to the needs identified by the public is not the unique responsibility of that organization. In fact, as these issues are researched, other organizations and/or programs which could be valuable in

addressing particular needs or concerns may come to light. Should this happen, few agencies are as uniquely qualified to bring players to the table in order to facilitate solutions. It may emerge that, in some cases, the role best played by Cooperative Extension is that of a catalyst.

According to Watkins and Kaufman, "A needs assessment should...identify and prioritize needs, while a needs analysis should break an identified need into its component parts and determine solution requirements" (Watkins, Leigh, et al, 1998, p. 40). Therefore, the organization should follow up this assessment of needs with a needs analysis, in order to determine programming that could be added, deleted or changed in accordance with available resources.

Conclusions

Conclusions drawn from this research project are as follows:

- The majority of public respondents saw community issues as "major problems" in eight cases, ranked highest to lowest: (a) Crime and Violence; (b) Drug and Alcohol Abuse; (c) Air Pollution; (d) Growth of Population (overall); (e) Child Abuse; (f) Water Quality and Quantity; (g) Quality of Education; and (h) Medical Care.
- The majority of Cooperative Extension faculty and staff respondents saw community issues as "major problems" in thirteen cases, ranked highest to lowest: (a) Drug and Alcohol Abuse; (b) Crime and Violence; (c) Growth of Population (overall); (d) Air Pollution; (e) Child Abuse;

(f) Domestic Violence; (g) Compulsive Gambling; (h) Water Quality and Quantity; (i) Quality of Education; (j) Smoking; (k) Medical Care; (l) Affordable Housing; and (m) Quality of Family Life.

- There was a strong association between what public respondents and faculty/staff respondents saw as major community concerns, with the Spearman rho correlation coefficient ($\rho = 0.93$) indicating results that were significant at a level of $> .01$ and demonstrating that Extension faculty and staff have an accurate perception of public concerns.
- In ranking practical education needs, public respondents were much more selective when it came to ranking for themselves, and, especially, their families, than they were when ranking topics for the community.
 - When ranking for themselves, the majority of public respondents felt practical education topics would be “very useful” in seven categories: (a) Combating Crime; (b) Combating Air Pollution; (c) Water Conservation; (d) Health Issues; (e) Personal Safety; (f) Money Management; and (g) Violence Prevention.
 - When ranking for their families, the majority of public respondents felt practical education topics would be “very useful” in four categories: (a) Combating Crime; (b) Combating Air Pollution; (c) Water Conservation; and (d) Health Issues.
 - When ranking for the community at large, the majority of public respondents felt practical education topics would be “very useful”

in 16 categories: (a) Combating Crime; (b) Water Conservation; (c) Combating Air Pollution; (d) Violence Prevention; (e) Available Youth Activities; (f) Parenting Skills; (g) Personal Safety; (h) Health Issues; (i) How to Stop Smoking; (j) Money Management; (k) Food Safety; (l) Family Relations; (m) Available Public Services; (n) Selecting Quality Child Care; (o) Available Senior Citizen Services; and (p) Recycling.

- In terms of public practical education needs, three topics stood out, being ranked as the top three topics in all three categories—self, family and public—with an average of 65% of public respondents rating them as “very useful”: (a) Combating Crime; (b) Combating Air Pollution; and (c) Water Conservation.
- In ranking practical education needs, Extension faculty/staff were more likely to rate topics at the “very useful” level than were public respondents, with the majority finding topics to be “very useful” in 19 categories: (a) Combating Air Pollution; (b) Combating Crime; (c) Parenting Skills; (d) Violence Prevention; (e) Health Issues; (f) Available Youth Activities; (g) Available Senior Citizen Services; (h) How to Stop Smoking; (i) Water Conservation; (j) Anger Management; (k) Available Public Services; (l) Family Relations; (m) Money Management; (n) Personal Safety; (o) Food Safety;

(p) Literacy; (q) Selecting Quality Child Care; (r) Low-fat Eating; and (s) Recycling.

- There were five practical education topics that were included in the ten top-ranked concerns at every level—public for self, public for family, public for community and faculty/staff for community: (a) Combating Air Pollution; (b) Combating Crime; (c) Health Issues; (d) Violence Prevention; and (e) Water Conservation.
- There was a strong association between what public respondents and faculty/staff respondents saw as desired practical education topics, with the Spearman rho correlation coefficient ($\rho = 0.55$ for self; $\rho = 0.55$ for family; $\rho = 0.89$ for community) indicating results that were significant at a level of $> .01$ and demonstrating that Extension faculty and staff have an accurate perception of public practical education needs in all three categories.
- Public respondents were regarding types of learning situations. Of the seven learning environments rated, majority of respondents indicated they would “mostly favor” the environments in five cases, listed in rank order: (a) Learn with a group at a local site such as a school or library; (b) Learn at home with printed lessons; (c) Learn at home with lessons on Public TV; (d) Learn at home with lessons on computer; and (e) Learn at home with lessons on video tape. In the other two categories, however, the median fell below either

“favor” category, indicating that home-visit teachers and audiotape programs would not be favored.

- **72% of the programs listed on the *Southern Area Cooperative Extension Programs* list have relevance to the practical education topics ranked most highly by the public, with 69% of the “very useful” ranked practical education topics being addressed to a degree by one or more Extension programs.**
- **Five of the practical education topics which the majority of the public ranked as “very useful” are not addressed by any listed Cooperative Extension Program: (a) Combating Crime (ranked 1st); (b) Combating Air Pollution (ranked 3rd); (c) Personal Safety (ranked 8th); (d) Available Public Services (ranked 14th); and (e) Recycling (ranked 16th).**
- **To better meet the needs of the public respondents, Cooperative Extension should consider an increase in programming focus in several areas that were high on the public’s list of needed practical education topics, but for which existing programming is very limited. These topics include: (a) Food Safety; (b) Family Relations; (c) Selecting Quality Child Care; and (d) Available Senior Citizen Services.**
- **The greatest programming deficit; however, is in the following areas, for which no Extension programming is offered:**

(a) Combating Crime; (b) Combating Air Pollution; (c) Personal Safety; (d) Available Public Services; and (e) Recycling. This is of particular concern with the areas of Combating Crime and Combating Air Pollution, which ranked highly in terms of both major community problems and community practical education needs.

Recommendations for Further Research

The continued study of public concerns and needs is essential for a number of reasons, particularly for an organization such as Cooperative Extension. As a publicly funded, needs-based entity, the charge of the Clark County Cooperative Extension office is to develop specific, issue-based programming which closely mirrors the needs of the community. Change being inherent, it is only natural that the needs identified as most pressing today may not be the same in five or ten years. In fact, one of the main strengths of the Cooperative Extension system is the capacity to adjust programming in response to changes in a given community.

While this study speaks to the concerns and needs of public respondents today, the same may not be true in just a few years; therefore, it is imperative that a random-sample study, such as this, be conducted on a continuing basis—perhaps every ten years. The broad outline of the questionnaire used for this study could be replicated for long-term examination of public needs; however, incremental changes within the community may necessitate

changing and/or updating specific content. In a like manner, an exact replication in another community may not be valuable, since base issues and potential practical education topics will likely differ.

Such constraints notwithstanding, the general purpose of this study—to better understand community concerns and better meet the practical education needs of citizens—might be expanded through the following recommendations for further research:

- In analyzing the *Cooperative Extension Southern Area Programs* list, this study looked only at the listed programs in relation to their relevance to questionnaire results. Some of these programs, however, may be highly targeted toward specific groups within the population and not be available to the general public. The analysis of programming, therefore, should be expanded to include the intended audience of each program, so that if a particular issue is a need of the public at large, it can be recommended that highly targeted programs be expanded to meet the needs of the general populace.
- While this study was designed specifically to examine Clark County Cooperative Extension perceptions and programs relative to community concerns and practical education needs, there may be other organizations either currently serving, or better equipped to develop future programming to serve certain expressed needs of

the public. Future study may include investigation and program analysis of other community, educational and governmental entities any of which might possible play a role, either solely or collaboratively, in meeting the overall needs of the populace.

- This study included questions regarding preferred types of learning environments at the request of Cooperative Extension administrators interested in the results to aid in development of future programming. The scope of this research did not include looking at the style of lesson used in current programming. Further research would be warranted in order to determine whether the teaching methods used in current programming are in sync with the public respondent's preferred learning environments.
- The populace of this study—residents of Clark County, Nevada—continues to grow. This research looked at the county as a whole in calculating questionnaire data. However, presently, and as the region grows both in populace and in inhabited area, it is likely that some concerns and practical education needs may differ in various parts of the county. Future study might seek to divide the county into smaller divisions—by zip code, township, planned community, or other method—in order to more expressly pinpoint the specific needs of community residents.

APPENDIX I

FRAMING THE FUTURE: STRATEGIC FRAMEWORK FOR A SYSTEM OF PARTNERSHIPS

Introduction

The Cooperative Extension System is a publicly funded, lifelong educational system that links the education and research resources and activities of 74 land-grant institutions, 3,150 counties, and the United States Department of Agriculture (USDA). Extension includes 32,000 employees and 2.8 million volunteers. The institutions are the land-grant universities established by the Morrill Acts of 1862 and 1890; institutions of the territories; Tuskegee University; and the University of the District of Columbia. This complex system is authorized by the Smith-Lever Act of 1914 and companion legislation in each state and territory.

Successes

Extension proudly claims many contributions to the development of the nation and its people. Among these are

- supporting phenomenal growth in productivity and labor efficiency in agriculture;
- developing human resources, particularly youth and local leaders;
- moving a large disadvantaged segment of rural population into the mainstream of society;
- making the educational opportunities of the land-grant university meaningful and of value to all people;
- developing a lifelong educational system that has been replicated worldwide;
- building partnerships around complex and critical issues in metropolitan communities;
- being a model program and funding partnership among federal, state, and local governments; and
- involving volunteers in program development and delivery and in organization leadership.

The Strategic Framework

This document provides a framework for Extension to continue its tradition of excellence. The framework builds on the rich past and focuses on the opportunities of the future. It seeks balance between institutional autonomy and Systemwide leadership. The term "Systemwide" refers to the understanding of and commitment to the larger Cooperative Extension System.

The Strategic Framework gives direction and support within which Extension creates and responds to opportunities, delivers programs, and makes decisions. While the framework serves primarily to guide Extension employees and volunteers, who shaped the document, its potential impact reaches inward to Extension's institutions and outward to individuals, families, business and industry, and communities.

The framework does not identify programs, but rather provides the parameters within which programs are planned, implemented, and evaluated. Specific program directions are addressed in strategic plans for each base program. For a summary of those strategic plans, see *Building the Future*, CES/USDA, October 1994.

Programs

Extension's base programs are the major educational efforts that are central to its mission and common to most Extension organizations. Base programs are the set of dynamic, results-oriented educational efforts that receive significant resources throughout Extension from national, state, and county partners. Base programs can be thought of as a foundation. Initiatives rise from one or more of the base programs to receive special emphasis for an agreed-upon period of time. The base programs are

- Agriculture
- Community Resources and Economic Development
- Family Development and Resource Management
- 4-H and Youth Development
- Leadership and Volunteer Development
- Natural Resources and Environmental Management
- Nutrition, Diet, and Health

In addition, Extension has developed strategic plans for diversity and for communications technology and distance education. These plans support the base programs and Extension's capacity to meet the needs of today's and tomorrow's customers.

Throughout its history, Extension has engaged in strategic planning (see bibliography for specific documents). Significant change has resulted from these planning efforts. This document builds on the principles behind these changes, particularly the emphasis on issues programming and increased collaboration that began in the late 1980s.

Our Mission

The Cooperative Extension System's mission is to enable people to improve their lives and communities through learning partnerships that put knowledge to work.

Our Values

The Cooperative Extension System holds these values:

- **Collaboration**—We optimize resources and enhance program outcomes through partnerships with others outside of Extension.
- **Credibility**—We build on individual competence, excellence, integrity, and objectivity.
- **Democracy**—We believe “that people, when given facts they understand, will act not only in their self-interest but also in the interest of society.” (From the “Extension Workers Creed.”)
- **Diversity**—We recognize that all people have dignity and worth. We draw strength from differences.
- **Learner-centered, lifelong education**—We engage and empower learners through the programs we offer.
- **Scholarship**—We discover, integrate, apply, and disseminate knowledge. (Boyer, 1990)
- **Self-reliance**—We encourage learners to take responsibility for their decisions and actions.
- **Teamwork**—We address complex issues by working in teams of individuals, contributing our expertise and ideas to create new and different approaches.

Our Vision

The Cooperative Extension System will be recognized as the national lifelong educational network of the land-grant universities with strong, continuing support of local, state, and federal governments. Extension will be innovative, flexible, and adaptable, and will take risks to create new ways of thinking, learning, and addressing issues.

Extension's vision will

- connect research and knowledge from all parts of the land-grant universities, USDA, and other agencies to individual, business, and community needs for informed decision making and action;
- access information globally to anticipate and respond to emerging issues and critical local needs;
- form partnerships that transcend boundaries among and between land-grant institutions and other colleges and universities;

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- establish cooperative ventures with private and public institutions and agencies to achieve mutually agreed-upon goals; and
 - practice scholarship leading to continual improvement of Extension's organization, methods, and outcomes.

Extension will accomplish this vision through a variety of methods, personnel, action plans, and audiences. Extension will be accountable for the results of its programs and for the public's investment.

Extending the Vision: Clarifying Expectations

The Cooperative Extension System must be clear about its products and services and its customers. Extension must also understand what its customers expect and what Extension expects of them.

Key Products and Services

The key products and services of Extension are

- useful knowledge that is based on research and experience, and
- educational processes that facilitate and develop critical thinking and skills to
 - resolve issues resulting in improved economic, environmental, and social well-being;
 - build and foster vital, productive, and caring communities;
 - create collaborations and partnerships that result in more comprehensive solutions to issues; and
 - encourage responsible practices and behaviors.

Our Customers

Extension's customers are people whose needs are best met through

- the scholarship of the land-grant university and
- Extension's unique educational processes and organizational strengths.

Extension's customers are defined as people and communities interested in and affected by the issues addressed in its initiatives and base programs.

What Customers Can Expect of Extension

Extension's customers can expect

- knowledge and programs that are timely, reliable, accurate, and practical;
- caring follow-through that adds impact and value,

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- honesty and integrity; and
 - open and easy access to programs.

What Extension Expects of Customers

Extension's customers are expected to

- become actively involved in learning partnerships,¹
- use their newly acquired knowledge and educational processes to address needs and issues,
- provide constructive feedback, and
- support and advocate Extension products and services.

Strategic Issues and Actions for Success

This document identifies five issues as strategic for Systemwide dialogue, debate, and action: program priorities, diversity, resource acquisition, organization renewal, and shared leadership.

Prioritizing Programs

Extension operates amid an endless array of issues and needs, an increasingly diverse and pluralistic society, and an environment of multiple public and private funding sources. In addition, there are increasing demands for accountability. Establishing priorities is central to achieving maximum outcome.

Actions for Success

- Affirm that programs may have local, state, and/or national origins.
- Initiate program priorities in collaboration with the universities, state and local governments, federal agencies, and local communities.
- Establish a limited number of national initiatives with input from throughout Extension.
- Recognize, validate, communicate, and act upon political realities and agendas.
- Conduct futuring activities to anticipate issues and program needs.
- Keep programs relevant by conducting program reviews with broad-based participation.
- Maintain staff and budget flexibility for addressing higher priority needs by promoting strategies for phasing out and spinning off programs.

Realizing Diversity

The Cooperative Extension System is strengthened by incorporating diverse histories, cultures, experiences, perspectives, and world views.

Actions for Success

- Increase and sustain the diversity of Extension's work force and volunteers through recruitment and retention efforts, including personal and professional development.
- Expand the development and delivery of an array of programs that are both relevant and responsive to diverse audiences.
- Increase diversity in leadership positions.
- Encourage full participation in programs, policy formulation, and decision making.

Broadening Resource Acquisition

Extension must expand its resource base and allocate resources equitably to fulfill its mission.

Actions for Success

- Sustain a strong partnership with USDA and build relationships with other federal agencies.
- Continue to build partnerships with state and local agencies and private (including nonprofit) organizations that result in allocation of funds to Extension for educational components of collaborative programs.
- Build accountability into all programs. Initiate nationwide marketing efforts that communicate program outcomes and the achievement of goals.
- Develop strategies for contracting² and collecting appropriate user fees³ as additional revenue sources.
- Sustain existing and create new support groups that secure additional resources from local, state, and federal governments.

Renewing the Organization

Extension must embrace multiple organization models to be visionary and responsive.

Actions for Success

- Challenge and rethink assumptions about organization, methods, and processes—for example, the generation and validation of knowledge, work ethic norms, and the exercise of power.
- Recognize Extension professionals as the foremost lifelong educational leaders in their communities.

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- Provide comprehensive and rigorous leadership development throughout Extension. Take advantage of sources outside of as well as diverse sources within Extension to expose staff to new and broader ideas, such as creative chaos and nonlinear and divergent thinking.
 - Commit to Extension's present vision while working for its evolution.
 - Carry out Extension's mission more effectively and efficiently by entering into learning partnerships with other universities and colleges, agencies, organizations, and the private sector.
 - Create new organizational norms for balancing work, family, and personal time.
 - Recognize and work within organizational paradoxes. These seeming contradictions include the need to be independent and work as part of a team, respect tradition and create the new, partner with others and maintain the identity of Extension, and champion local programs and pursue state and national initiatives.
 - Capitalize on opportunities provided by the merger within the USDA of the Extension Service and the Cooperative State Research Service into the Cooperative State Research, Education, and Extension Service (CSREES).

Sharing Leadership

Realizing that people support decisions they help to make, Extension leaders must share leadership by transferring decision making to groups and individuals at appropriate locations in the organization.

Actions for Success

- Set an example by sharing decision making, taking responsible risks, being flexible, and embracing desirable change.
- Provide broad opportunities to share in identifying and assessing change options.
- Widely communicate and actively support changes throughout their development, implementation, and assessment.
- Create support systems that develop and sustain the attitudes, skills, and practices that promote the above actions.

Systemwide Governance

As an organization with many partners, the Cooperative Extension System must ensure that essential functions are carried out in a timely, responsible, and effective manner.

To remain a viable, nationwide system, Extension must

- engage in timely communication and decision making,
- ensure a nationwide network of educational resources,

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- provide leadership for integration of outreach and research,
 - establish Systemwide priorities and provide leadership to assure effective uses of resources,
 - assure a productive marketing effort, and
 - create an environment that supports scholarship and the continued growth and development of all employees.

To effectively carry out these functions, Extension must

- eliminate barriers among and between institutions;
- periodically reexamine the roles of local, state, and federal partners;
- foster and create new relationships with
 - local, state, federal, and international agencies,
 - other public and private universities, including universities and colleges in metropolitan areas, and
 - organizations such as the National Association of County Officials and the National Governors Association;
- be seen as a viable outreach function of the land-grant university;
- establish 1862/1890 equity and capitalize on the strengths of emerging land-grant institutions such as the Tribal Colleges; and
- examine Extension Committee on Organization and Policy relationships to entities of the National Association of State Universities and Land-Grant Colleges and other higher education organizations.

Challenges Before Extension

During the creation of this document, eight tensions within the Cooperative Extension System were revealed. These tensions become creative when viewed as challenges and opportunities to shape the future and respond to the needs of society. Extension should address these multiple interests with a win-win or both-and approach rather than through a win-lose or competitive tactic.

Roles of Extension as Educator and Information Giver

Some Extension professional see themselves as educators. Others view themselves as information providers. Extension must encompass both education and information-giving as it establishes learning partnerships.

Needs of Rural and Metropolitan Audiences

Extension's history is strongly identified with farming and rural communities. Some legislators and other community leaders have recognized Extension's success in rural America and are now insisting that Extension's expertise and methods also focus on

critical issues in metropolitan districts. Extension must find ways to emphasize rural-metropolitan interdependence and serve audiences in both settings.

Production Agriculture and the Other Needs of People and Communities

Some people contend that programs in agriculture are dominant in Extension and its political support base. Another group identifies important programs relating to other needs of people and communities and says that these programs have their own justification and support groups. Extension must serve the needs of diverse audiences and focus on critical issues where it can contribute to solutions.

Research and Extension Relationships

Some people believe that the research base of the university should set the boundaries of Extension programming. Others believe that needs in local communities should establish research and Extension agendas. Extension must honor its university and community bases and embrace both.

Relationships with USDA and Other Federal Agencies

Federally, Extension is located within the USDA. Many of Extension's programs relate to other federal agencies, some of which seek to enter collaborative agreements that include the exchange of funds. Extension must continue its USDA partnership and expand program and funding partnerships with other federal agencies.

Locus of Decision Making by Staff Locally, Institutionally, and Nationally

Some people emphasize the importance of program development in local communities. Others stress the importance of coordinated state and national initiatives. Extension must capitalize on the value of local program development decisions and weave them into high-impact state and national initiatives.

Extension Based in Colleges of Agriculture and as a Leader in the Broader Outreach Function of the University

In some institutions, Extension is based in colleges of agriculture. In others, Extension operates throughout the university. Both models will continue to exist. Regardless of its organizational structure, Extension must serve its unique function in colleges of agriculture and bring its experience and leadership to the broader outreach function of the university.

Relationships Among Land-Grant Institutions

Sixteen 1890 institutions, Tuskegee University, University of the District of Columbia, and the institutions in the six territories did not receive federal funding for Extension

until the 1970s. Many feel these institutions are not full partners in Extension and do not receive equitable funding from federal, state, and local sources. Extension must address this situation in order to provide for equitable funding and full participation of all land-grant institutions.

The Case for Urgency and Action

The recommendations in this document arise out of the Cooperative Extension System's need to address issues and challenges and make rapid changes in a complex environment. Many external and internal factors support the necessity for Extension's transformation.

External Factors

Significant transitions are affecting every segment of society.

Societal Changes

Society is different today as a result of changes in values, ethics, community norms, family structures, and mobility; of aging and more diverse populations; of growing economic disparity, including the decline of the middle class; of a rural to urban shift; of a reduced sense of community; of the rise of a global economy and interdependence; of advances in science and technology; of concerns for environmental quality; and of political uncertainty. These trends oblige Extension to have a more diverse staff and faculty, to develop and deliver programs tailored to specific groups of learners, and to redefine programs, audiences, delivery methods, and operating structures to meet rapidly changing priority needs.

Shrinking Public Resources

As the number of publicly supported programs has expanded, competition for limited resources and public demand for greater accountability have increased. Reductions in unrestricted public funds have compelled Extension to secure targeted dollars to address emerging issues. Extension must address high-priority needs and issues, use multiple funding sources, and be accountable to each funder. In order to secure funding, Extension must position itself to compete, collaborate, do it better, or do it differently. Failure to do so will limit Extension's ability to respond to people's needs.

Evolving Communication Technologies

New communication technologies offer greater public access to information. Keeping up with these swiftly evolving technologies and delivery systems requires substantial resource commitments. If Extension is to continue to be a source of reliable and timely

information, it is imperative that it be among the leaders in applying technology and information systems in lifelong, learner-centered education. While doing so, Extension must remain flexible to meet varied delivery needs of different audiences.

Internal Factors

The following internal factors can either compromise the evolution of the Cooperative Extension System or function as catalysts for action and meaningful contributions to society.

Evolution of Organization and Programs

Outdated programs and old organization and education models limit the evolution of a contemporary Extension. Advisory structures and program-planning processes must be diverse and dynamic. Programs must be outcome-driven. By continuing to evolve, Extension can effectively address the changing needs and issues of individuals, groups, and institutions, wherever they reside. Extension's capacity to respond to a broad range of issues is found within its people, who tailor creative problem-solving and research agendas to critical issues.

Inequality among Extension Institutions

The 1890 institutions have not achieved full partnership within Extension. The 1994 recognition of Tribal Colleges as land-grant institutions provides an opportunity to reassess the relationship among all Extension institutions and renew partnerships grounded in the context of today and the future. The Tribal Colleges' success, like that of the 1890 institutions, depends on creating successful partnerships built on equity. Full partnership needs to be defined in terms of the responsibilities of all partners.

Audience Balance

In recent history, minority populations and limited-resource audiences have been underrepresented in many Extension programs. Extension must continue to expand its efforts to reach these audiences so that they can move into the mainstream and strengthen society as a whole. This responsibility should be borne by all of Extension.

Relationships and Connections

Lack of trust and paternalistic relationships within and between local, state, and national Extension partners can impede the organization's effectiveness. Extension must build trust and community, establish new relationships, partner with old and new audiences, and lead in making connections with university counterparts and others to apply resources to local problems and opportunities.

Organizational Culture

There must be congruence between Extension's words and its actions.

- Extension's performance review and reward systems must be reassessed to make the organization truly flexible and responsive.
- Though individual work within disciplines has been the norm, Extension must recognize and reward interdisciplinary programs and teamwork as well.
- Because Extension values innovative program risk-taking, it must reward risk takers.
- Extension must be sensitive to work/family balance and other employee concerns and find alternatives that are employee-supportive.
- Because Extension values shared organizational leadership, it must ensure broad-based input into major decisions.
- Extension must not allow preoccupation with structure to keep it from accomplishing its mission.

Summary

The challenges and external and internal factors outlined above present a compelling case for immediate action by the Cooperative Extension System. The needed responses are in the mission, values, vision, and action plans.

Extension's vision foresees people learning from and with one another as they create knowledge and put it to work. Scholarship is central. Extension draws from the knowledge base of the entire land-grant network and other colleges and universities and collaborates with public and private organizations, businesses, and industries. Actions emphasize prioritizing programs, realizing diversity, broadening resource acquisition, renewing the organization, and sharing leadership. Strengthening Extension as a system of partnerships is an overarching theme.

The people of Extension have prepared this document to direct and support the System and its partners in meeting tomorrow's challenges. Employees, volunteers, and stakeholders are eager to move ahead. The time for action is now.

APPENDIX II

HUMAN SUBJECTS PROTOCOL EXEMPTIONS



DATE: January 5, 1998

TO: Sonya S. Greene
M/S 3002 (EDL)

FROM: *ms* Dr. William E. Schulze, Director
for Office of Sponsored Programs (X1357)

RE: Status of Human Subject Protocol Entitled:
"How Can We Help You? A Practical Education Needs
Assessment of Clark County Citizens"

OSP #303s0198-133e

The protocol for the project referenced above has been reviewed by the Office of Sponsored Programs and it has been determined that it meets the criteria for exemption from full review by the UNLV human subjects Institutional Review Board. This protocol is approved for a period of one year from the date of this notification and work on the project may proceed.

Should the use of human subjects described in this protocol continue beyond a year from the date of this notification, it will be necessary to request an extension.

If you have any questions regarding this information, please contact Marsha Green in the Office of Sponsored Programs at 895-1357.

cc: L. Bishop (EDL-3002)
OSP File

Office of Sponsored Programs
4505 Maryland Parkway • Box 451037 • Las Vegas, Nevada 89154-1037
(702) 895-1357 • FAX (702) 895-4242

Office Of Sponsored
Date Rec'd Projects Administration

JAN 05 1998

UNIVERSITY OF NEVADA, RENO

STATEMENT OF EXEMPTION
from review by
Human Subjects Committees

97/98-40
(UNLV student project
for CoopExt. employee.)

The Department of Health and Human Services (DHHS) published amended regulations governing research involving human subjects in the Federal Register of June 18, 1991, altering the scope of previous Department regulations by exempting categories of research which present little or no risk of harm to human beings. Exemption from Human Subjects Committee review and approval must be based on the exemptions specified in the Federal Register of June 18, 1991. The responsibility for claiming the exemption will rest in the Office of Sponsored Projects Administration, either with the Director of Sponsored Projects Administration, his/her designee, or the Chair of the appropriate Human Subjects Committee.

Six exemption categories are listed on the back of the form. Select for your research. In questionable cases, investigators and/or consult the Office of Sponsored Projects Administration. A copy the Department. The original of this form must be forward Administration, with the informed consent form and instruments, and stimulus material.

Sonya S. Greene, M.A.
Communications/
Public Relations Specialist

COOPERATIVE EXTENSION
A County-State-Federal Partnership



Southern Area Administration
2345 Red Rock Street, Ste. 100
Las Vegas, NV 89102-3156
(702) 222-3130
FAX (702) 222-3181
E-Mail: sgreene@ccs.unr.edu

The above stated policy is effective as of June 18, 1991.

PLEASE TYPE ALL INFORMATION

In Las Vegas—

Return to Mail Stop: see attached Phone Contact (for add'l. info/clarification): Sonya Greene (702) 257-5516

Investigator: Sonya S. Greene Department or Unit: Cooperative Extension/Southern Area

Title of Study: How Can We Help You? A Practical Education Needs Assessment of Clark County Citizens.

Duration of Study: Approx. January-June, 1998 Sponsor: Cooperative Extension, Clark County Office

Citation of exempt category (Identify by number as shown on back of page): 2

Description of study and reason for including it in the exempt category cited (attach additional pages if more space is needed): The study utilizes a questionnaire which will be sent to a stratified random sample of Clark County residents to ascertain practical education concerns. Please see attached material for more detailed information.

Sonya S. Greene

Typed Name of Investigator

Sonya S. Greene 1/9/98
Signature of Investigator Date

Typed Name of Graduate Advisor

Signature of Graduate Advisor Date

Mary B. Husemoller
Signature of Chair of Human Subjects Committee/Administrator

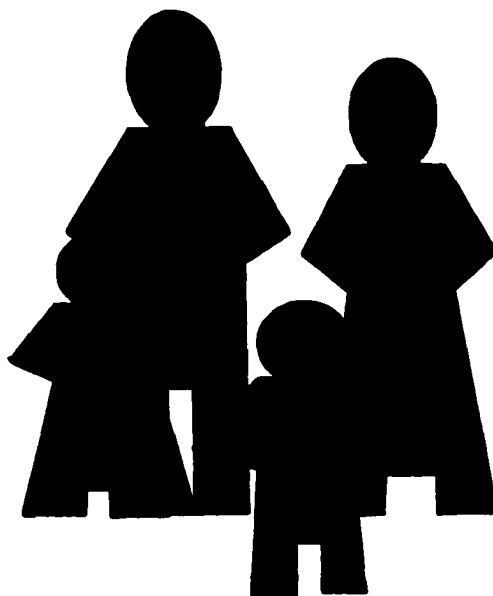
1/9/98
Date

APPENDIX III

QUESTIONNAIRE IN ENGLISH AND SPANISH VERSIONS

How Can We Help You?

A Practical Education Needs Assessment of Clark County Citizens



Conducted by:

UNIVERSITY OF NEVADA
COOPERATIVE EXTENSION

A County - State - Federal Partnership

A number of public agencies are currently conducting programs and educational events for the residents of Clark County. However, no one really knows what topics you feel would be practical to you, and people like yourself, in everyday life.

Your household is one of a small number in which people are being asked to give their opinion on this matter. It was drawn in a random sample of Clark County residents. In order that the results will truly represent the thinking of the people of Clark County, it is important that each questionnaire be completed and returned. This questionnaire may be completed by any adult member of your household.

You may be assured of complete confidentiality. The questionnaire has an identification number for mailing purposes only. This is so that we may check your name off the mailing list when your questionnaire is returned. Your name will never be placed on the questionnaire.

The results of this research will be made available to officials and representatives in our county, as well as appropriate educational agencies and interested citizens. You may receive a summary of results by writing "copy of results requested" on the back of the return envelope, and by printing your name and address below it. Please do not put this information on the questionnaire itself.

Thank you for your assistance!

Part I

First, we would like to get your ideas regarding some issues that many communities, such as ours, face. Please indicate your personal level of concern for each of the following by checking the appropriate box:

	MAJOR PROBLEM	SMALL PROBLEM	NO PROBLEM	NOT SURE
1. Activities for kids/families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Affordable housing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Air pollution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Child abuse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Compulsive gambling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Crime/violence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Cultural opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Domestic violence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Drugs and alcohol abuse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Growing population of senior citizens	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Growth of population (overall)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Health and fitness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. High cost of living	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Literacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Medical care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Quality of education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Quality of family life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Quality of public services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Recreation for adults	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Services for senior citizens	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Smoking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Unemployment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Water quality & quantity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

OVER →

Part II

This part of the questionnaire deals with which practical topics you feel would be useful to you, your family, and the community at large. Using a scale of 1 to 3, with 1 being "very useful" 2 being "somewhat useful" and 3 being "not at all useful" rate the following topics for yourself, for your family, and for the community.

For example, if the topic were "water conservation" and you felt that this was only "somewhat useful" to you and your family, but "very useful" to the community as a whole, you would fill in the boxes as shown below:

EXAMPLE

TOPIC	YOU	YOUR FAMILY	THE COMMUNITY
Water conservation	2	2	1

If there is a topic that you feel would be practical and helpful but it is not on the list, please write it under "Other" and rate it for yourself, your family, and the community.

1=very useful 2=somewhat useful 3=not at all useful

TOPIC	YOU	YOUR FAMILY	THE COMMUNITY
24. Anger Management			
25. Animal Science			
26. Available public services			
27. Available senior citizen services			
28. Available youth activities			
29. Combating air pollution			
30. Combating crime			
31. Cooking			
32. Exercise and fitness			

1=very useful**2=somewhat useful****3=not at all useful**

TOPIC	YOU	YOUR FAMILY	THE COMMUNITY
33. Family relations			
34. Food preparation			
35. Food safety			
36. Gardening			
37. Growing fruits and vegetables			
38. Health issues			
39. Interview skills			
40. Literacy			
41. Leadership			
42. Low-fat eating			
43. Money management			
44. Parenting skills			
45. Personal safety			
46. Recycling			
47. Résumé writing			
48. Selecting quality child care			
49. Stop smoking (how to)			
50. Time management			
51. Violence prevention			
52. Water conservation			
OTHER			
53.			
54.			
55.			
56.			

OVER →

Part III

Now let's look at the ways you would find most convenient to learn about practical topics. Please tell us which types of learning you would find most favorable. Circle the number according to the following: 1-strongly favor; 2-mostly favor; 3-mostly oppose; 4-strongly oppose; 5-no opinion

- | | | | | | |
|--|---|---|---|---|---|
| 57. Learn with a group at a local site such as a school or library | 1 | 2 | 3 | 4 | 5 |
| 58. Learn at home with printed lessons | 1 | 2 | 3 | 4 | 5 |
| 59. Learn at home with lessons on public TV | 1 | 2 | 3 | 4 | 5 |
| 60. Learn at home with lessons on video tape | 1 | 2 | 3 | 4 | 5 |
| 61. Learn at home with lessons on computer | 1 | 2 | 3 | 4 | 5 |
| 62. Learn at home with lessons on audiocassette | 1 | 2 | 3 | 4 | 5 |
| 63. Learn at home with a home-visit teacher | 1 | 2 | 3 | 4 | 5 |

-
-
- | | | |
|--|------------------------------|-----------------------------|
| 64. Do you have a home computer? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 65. If yes, do you have Internet access? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 66. Do you have a TV set? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 67. Do you have a VCR? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
-
-

Part IV

Finally, we would like to know some things about you and your family to help us better understand the needs of Clark County citizens.

68. What is your gender? ☐ Male ☐ Female
69. What is your age? _____
70. What is your ethnic background?
- | | |
|--|--|
| <input type="checkbox"/> African American | <input type="checkbox"/> Pacific Islander or Asian |
| <input type="checkbox"/> American Indian or Alaskan Native | <input type="checkbox"/> White |
| <input type="checkbox"/> Hispanic | <input type="checkbox"/> Other |
71. What is your marital status?
- ☐ Single ☐ Married ☐ Divorced ☐ Widowed
72. Do you have children? ☐ Yes ☐ No
73. If yes, what are their ages? _____
74. Are you currently employed? ☐ Yes ☐ No
75. Which is the highest level of education you have completed?
- | | |
|--|---|
| <input type="checkbox"/> Never attended school | <input type="checkbox"/> Grade school |
| <input type="checkbox"/> Some high school | <input type="checkbox"/> High school graduate |
| <input type="checkbox"/> Some college | <input type="checkbox"/> College graduate |
| <input type="checkbox"/> Some graduate study | <input type="checkbox"/> Postgraduate degree |
76. Which category best represents your annual household income before taxes in 1996?
- | | |
|---|--|
| <input type="checkbox"/> Less than \$10,000 | <input type="checkbox"/> 10,000 - 19,999 |
| <input type="checkbox"/> 20,000 - 29,999 | <input type="checkbox"/> 30,000 - 39,999 |
| <input type="checkbox"/> 40,000 - 49,999 | <input type="checkbox"/> 50,000 - 59,999 |
| <input type="checkbox"/> 60,000 - 69,999 | <input type="checkbox"/> 70,000 - 79,999 |
| <input type="checkbox"/> 80,000 - 89,999 | <input type="checkbox"/> 90,000 - 99,999 |
| <input type="checkbox"/> 100,000 - 150,000 | <input type="checkbox"/> Over \$150,000 |
77. How long have you lived in Clark County?
- | | | |
|---|------------------------------------|-------------------------------------|
| <input type="checkbox"/> Less than 1 year | <input type="checkbox"/> 1-5 years | <input type="checkbox"/> 6-10 years |
| <input type="checkbox"/> 11-15 years | <input type="checkbox"/> 16+ years | |
78. What is your zip code? _____

OVER ➔

**Please feel free to share any other comments
or concerns you might have below:**

**Please return in the enclosed post-paid envelope to:
University of Nevada Cooperative Extension
2345 Red Rock Street, Suite 100
Las Vegas, Nevada 89102-3160**

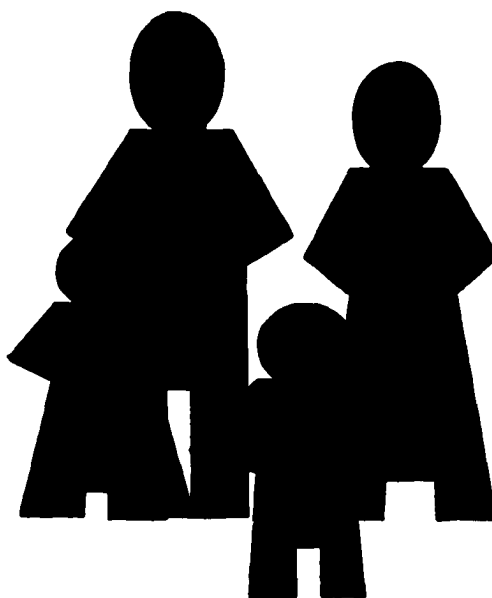
Thank you!



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¿Cómo Podemos Ayudarte?

Una Evaluación para Saber lo Que Necesitan los Residentes de Clark County para Obtener una Educación Práctica



Conducido por:

UNIVERSITY OF NEVADA
COOPERATIVE EXTENSION

Una asociación del gobierno federal, del estado y del condado

Varias agencias públicas se encuentran presentemente en el proceso de conducir programas y eventos educacionales beneficiosos para los residentes de Clark County. Sin embargo, nadie sabe exactamente cuales son los tópicos que serían prácticos para ti y para otros como tú en la vida diaria.

Tu hogar es uno de los pocos que hemos escogido para que todos en la casa nos den sus opiniones en este asunto. La selección fue hecha al azar de un grupo de residentes de Clark County. Para que el resultado verdaderamente refleje los pensamientos e ideas de los residentes de Clark County, es sumamente importante que todos los cuestionarios sean completados y devueltos. Este cuestionario puede ser completado por cualquier persona adulta que viva en tu hogar.

Puedes tener completa seguridad de que guardaremos una confidencialidad absoluta. El cuestionario tiene un número de identificación que se usará solamente para el envío de correos. Este número es sólo para que cuando nos devuelvas el cuestionario completo te podamos borrar de la lista de correos. Tu nombre nunca aparecerá dentro del cuestionario.

El resultado de esta investigación será entregado a los oficiales y representantes de nuestro condado de Clark, a aquellas agencias educacionales apropiadas y a personas interesadas que residan en el condado. Tú puedes recibir copia de los resultados de esta evaluación con sólo escribir tu nombre y dirección en la parte de atrás del sobre que proveemos y las palabras "mándenme una copia del resultado." Asegúrate de escribir tu nombre y dirección solamente en el sobre y NO en el cuestionario.

¡Muchas gracias por tu ayuda!

Parte I

Primeramente, quisiéramos conocer tus ideas sobre varios asuntos a los cuales se enfrentan muchas comunidades como la nuestra. Por favor indicanos cual es tu nivel de preocupación en cuanto a los siguientes temas, marcando la casilla apropiada:

	GRAN PROBLEMA	PEQUEÑO PROBLEMA	NINGUN PROBLEMA	NO ESTOY SEGURO
1. Actividades para niños y familias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Viviendas económicas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. La contaminación del aire	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Abuso de niños	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Vicio al juego	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Crímenes/violencia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Oportunidades culturales	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Violencia doméstica	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Abuso de las drogas y el alcohol	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Rápido crecimiento de la colonia de ancianos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Rápido crecimiento de la colonia en general	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Salud y estado físico	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. El alto costo de la vida	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Alfabetismo/analfabetismo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Servicios médicos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Calidad de la educación	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Calidad de la vida familiar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Calidad de los servicios públicos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Recreo para adultos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Servicios para ancianos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. El fumar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. El desempleo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. La calidad y cantidad del agua	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

CONTINUA ➔

Parte II

Esta parte del cuestionario trata de algunos temas que quisiéramos que nos dijeras si son provechosos para tí, tu familia y la comunidad en general. En una escala del 1 al 3, con el 1 siendo “muy provechoso” el 2 siendo “más o menos provechoso” y el 3 siendo “nada provechoso” califica los siguientes temas de acuerdo a lo que es beneficioso para tí, tu familia y la comunidad.

Por ejemplo, si el tema fuese “el ahorro de agua” y tu opinas que este tema es “más o menos provechoso” para tí y tu familia, pero “muy provechoso” para la comunidad en general, entonces llenarías las células como indicamos en el ejemplo de abajo:

EJEMPLO

TEMA	TU	TU FAMILIA	LA COMUNIDAD
El ahorro de agua	2	2	1

Si tienes un tema o temas que crees pudiera ser práctico y beneficioso pero no se encuentra en la lista, por favor escríbelo en la parte marcada “OTRO” y calificalo de acuerdo a tí, a tu familia y a la comunidad.

1=muy útil

2=más o menos útil

3=no es útil

TEMA	TU	TU FAMILIA	LA COMUNIDAD
24. El manejo de la ira			
25. Ciencia de animales			
26. Servicios públicos disponibles			
27. Servicios disponibles para ancianos			
28. Actividades disponibles para jóvenes			
29. Lucha contra la contaminación del aire			
30. Lucha contra el crimen			
31. Arte culinario (de cocinar)			
32. Ejercicios y estado físico			

	1=muy útil	2=más o menos útil	3=no es útil
TEMA	TU	TU FAMILIA	LA COMUNIDAD
33. Relaciones familiares			
34. Preparación de alimentos			
35. La sanidad en cuanto a los alimentos			
36. Jardinería			
37. Cultivo de frutas y vegetales			
38. Problemas de salud			
39. Técnica de entrevistas			
40. Alfabetismo			
41. Jefatura, liderato			
42. Cómo comer con poca grasa			
43. Manejo del dinero			
44. Técnicas de paternidad			
45. Seguridad personal			
46. Reciclar			
47. Cómo escribir resúmenes			
48. Cómo seleccionar guarderías de calidad			
49. Cómo dejar de fumar			
50. Buen uso del tiempo			
51. La prevención de la violencia			
52. El ahorro de agua			
OTRO			
53.			
54.			
55.			
56.			

CONTINUA ➔

Parte III

¿Cuál crees tú que es la manera más conveniente para aprender sobre algunos temas prácticos? Por favor, ndícanos que tipo de aprendizaje tu opinas sería el mas favorable. Circula un número abajo de acuerdo al siguiente sistema:

1-firmemente a favor; 2-muy a favor; 3-muy opuesto; 4-firmemente opuesto; 5-sin opinión

57. Aprender en grupo como por ejemplo en una escuela o biblioteca	1	2	3	4	5
58. Aprender en la casa con un manual	1	2	3	4	5
59. Aprender en la casa con lecciones televisadas	1	2	3	4	5
60. Aprender en la casa con lecciones en videocasete	1	2	3	4	5
61. Aprender en la casa con lecciones en la computadora	1	2	3	4	5
62. Aprender en la casa con lecciones en audiocasete	1	2	3	4	5
63. Aprender en la casa con un instructor	1	2	3	4	5

64. ¿Tienes una computadora en tu casa?	<input type="checkbox"/> Sí	<input type="checkbox"/> No
65. Si tienes, ¿tienes acceso al internet?	<input type="checkbox"/> Sí	<input type="checkbox"/> No
66. ¿Tienes televisión?	<input type="checkbox"/> Sí	<input type="checkbox"/> No
67. ¿Tienes videocasetera (VCR)?	<input type="checkbox"/> Sí	<input type="checkbox"/> No

Parte IV

Finalmente, quisieramos saber algo de ti y de tu familia para así entender mejor las necesidades del pueblo de Clark County.

68. ¿Cuál es tu sexo? ☐ Masculino ☐ Femenino
69. ¿Cuál es tu edad? _____
70. ¿Cuál es tu descendencia étnica?
- | | |
|--|---|
| <input type="checkbox"/> Hispano europeo | <input type="checkbox"/> Hispano mexicano |
| <input type="checkbox"/> Hispano sudamericano | <input type="checkbox"/> Hispano cubano |
| <input type="checkbox"/> Hispano centroamericano | <input type="checkbox"/> Hispano dominicano |
| <input type="checkbox"/> Hispano puertorriqueño | <input type="checkbox"/> Otro |
71. ¿Cuál es tu estado matrimonial?
- ☐ Soltero ☐ Casado ☐ Divorciado ☐ Viudo
72. ¿Tienes hijos? ☐ Sí ☐ No
73. Si la respuesta es si, ¿de qué edad? _____
74. ¿Tienes empleo fuera del hogar? ☐ Sí ☐ No
75. ¿Cuál es el grado más alto que terminaste en la escuela/colegio?
- | | |
|---|---|
| <input type="checkbox"/> Nunca fui a la escuela | <input type="checkbox"/> Escuela primaria solamente |
| <input type="checkbox"/> Asistí poco a la secundaria | <input type="checkbox"/> Graduado de la secundaria |
| <input type="checkbox"/> Asistí poco a la universidad | <input type="checkbox"/> Graduado de la universidad |
| <input type="checkbox"/> Estudios postuniversitarios | <input type="checkbox"/> Título postuniversitario |
76. ¿Cuáles cifras representan tu ingreso anual (antes de los taxes) del año 1996?
- | | |
|--|---|
| <input type="checkbox"/> Menos de \$10,000 | <input type="checkbox"/> 10,000 - 19,999 |
| <input type="checkbox"/> 20,000 - 29,999 | <input type="checkbox"/> 30,000 - 39,999 |
| <input type="checkbox"/> 40,000 - 49,999 | <input type="checkbox"/> 50,000 - 59,999 |
| <input type="checkbox"/> 60,000 - 69,999 | <input type="checkbox"/> 70,000 - 79,999 |
| <input type="checkbox"/> 80,000 - 89,999 | <input type="checkbox"/> 90,000 - 99,999 |
| <input type="checkbox"/> 100,000 - 150,000 | <input type="checkbox"/> Más de \$150,000 |
77. ¿Cuánto tiempo hace que vives en Clark County?
- | | | |
|---|-----------------------------------|------------------------------------|
| <input type="checkbox"/> Menos de 1 año | <input type="checkbox"/> 1-5 años | <input type="checkbox"/> 6-10 años |
| <input type="checkbox"/> 11-15 años | <input type="checkbox"/> 16+ años | |
78. ¿Cuál es tu código postal? (zip code) _____

CONTINUA ➔

Por favor comparte con nosotros, en el espacio lineado, cualquier otro comentario o asunto de importancia que tengas:

Por favor, devuélvelo en el sobre (sello postal prepagado) que va incluido a:

**University of Nevada Cooperative Extension
2345 Red Rock Street, Suite 100
Las Vegas, Nevada 89102-3160**

¡Gracias!



Traducido por Mirtha Castellano

La Universidad de Nevada, en Reno, es una institución de oportunidades iguales y acción afirmativa y no discrimina en cuanto a raza, color, religión, sexo, edad, creencia, origen nacional, situación marital, incapacidad mental o física y, de acuerdo con las políticas de la universidad, orientación sexual, en todos los programas o actividades de la misma. La Universidad emplea solamente a ciudadanos estadounidenses y a extranjeros autorizados por la ley para trabajar en los Estados Unidos de América.

APPENDIX IV

INTRODUCTORY AND FOLLOW-UP LETTERS

Dear Clark County Resident:

A number of public agencies are currently conducting programs and educational events for the residents of Clark County. However, no one really knows what types of educational programs you feel would be practical to you, and people like yourself, in everyday life. The University of Nevada Cooperative Extension is committed to providing practical education to the residents of our community and would like to know what you and your family would find useful.

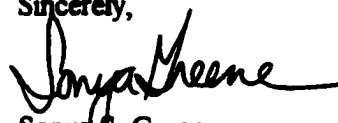
Your household is one of a small number in which people are being asked to give their opinion on this matter. It was drawn in a random sample of Clark County residents. In order that the results will truly represent the thinking of the people of Clark County, I hope you will be willing to participate. The enclosed questionnaire may be completed by any *adult* member of your household and returned in the enclosed addressed, post-paid envelope.

You may be assured of complete confidentiality. The enclosed post-paid return envelope has an identification number for mailing purposes only. This is so your address may be checked off the mailing list when your questionnaire is returned. Your name and address will never be placed on the questionnaire itself. Participation is voluntary and there will be no negative consequences if you choose not to respond, but I hope you will because your opinions are very important. If you have questions about the rights of research subjects, you may call the UNLV Office of Sponsored Programs at 895-3157.

The results of this study will be made available to officials and representatives in Clark County, as well as appropriate educational agencies and interested citizens. You may receive a summary of results by writing "Copy of Results Requested" on the back of the return envelope, and printing your name and address below it. Please do not put this information on the questionnaire itself.

I would be most happy to answer any questions you might have. Please call me at 222-3130 if I can be of assistance. Thank you for your help!

Sincerely,



Sonya S. Greene
Communications/PR

Specialist

Enclosures

Estimado(a) Residente de Clark County:

Un sinnúmero de agencias públicas se encuentran en estos momentos en el proceso de conducir eventos y programas educacionales provechosos a los residentes del condado de Clark (Clark County). Sin embargo, nadie sabe con certeza qué tipos de programas serían prácticos para usted y para otras personas como usted en la vida diaria. La Extensión Cooperativa de la Universidad de Nevada se ha comprometido a proveer un método de educación práctica a los residentes de nuestra comunidad y quisiera saber lo que usted y su familia creen que sería beneficioso.

Su hogar es uno de los pocos que han sido seleccionados para dar su opinión en esta cuestión. La selección fue hecha al azar entre los residentes de Clark County. A fin de que los resultados verdaderamente representen los sentimientos del pueblo de Clark County, yo quisiera que usted nos honre con su participación. El cuestionario que viene incluido puede ser completado por cualquier persona adulta que viva en su hogar. Cuando lo termine, por favor devuélvalo en el sobre (sello postal prepago) que va incluido.

Usted puede tener completa seguridad de que guardaremos una confidencialidad absoluta. El cuestionario tiene un número de identificación que se usará solamente para el envío de correos. Este número es sólo para que cuando nos devuelva el cuestionario completo le podamos borrar de la lista de correos. Su nombre nunca aparecerá dentro del cuestionario. La participación es totalmente voluntaria sin consecuencias negativas si opta por no responder, pero le ruego que por favor responda ya que su opinión es sumamente importante. Si tiene alguna pregunta respecto a los derechos de los residentes que participarán en esta investigación, puede llamar a la oficina de programaciones de UNLV al teléfono 895-3157.

El resultado de esta investigación será entregado a los oficiales y representantes de Clark County, a las agencias educacionales apropiadas y a personas interesadas que residan en el condado. Usted puede recibir copia de los resultados de esta evaluación con sólo escribir su nombre, apellido y dirección en la parte de atrás del sobre que proveemos y las palabras "Mándenme una Copia del Resultado." Asegúrese de escribir su nombre, apellido y dirección en el sobre solamente y NO en el cuestionario.

Estamos a su disposición para contestar cualquier pregunta que usted tenga. Para más información, llame al 222-3130. Por favor, pregunte por Mirtha o Sylvia.

Atentamente,



Sonya S. Greene

Especialista de Comunicaciones en Relaciones Públicas

SSG:mc
Cuestionario y sobre adjuntos

Dear Clark County Resident:

Several weeks ago, I wrote to you seeking your opinion on the types of practical education you feel would be useful to Clark County residents. As of today, we have not yet received your completed questionnaire.

The Southern Area Office of the University of Nevada Cooperative Extension has undertaken this study because of the belief that citizen input and opinions should be taken into account in the development of educational programs, so that what is offered will truly be practical.

I am writing to you again because of the significance each questionnaire has to the usefulness of this study. Your name was drawn through a sampling process in which every household in Clark County had an equal chance of being selected. In order for the results of this study to be truly representative of the opinions of all residents, it is our hope that each person in the sample will return a completed questionnaire. In the event that you need a replacement questionnaire, one is enclosed, as is a post-paid return envelope.

You may be assured of complete confidentiality. The enclosed post-paid return envelope has an identification number for mailing purposes only. Your name and address will never be placed on the questionnaire itself. Participation is voluntary and there will be no negative consequences if you choose not to respond, but I hope you will because your opinions are very important. If you have questions about the rights of research subjects, you may call the UNLV Office of Sponsored Programs at 895-1357.

Your assistance is greatly appreciated.

Cordially,



Sonya S. Greene
Communications/PR

Specialist

Enclosures

Estimado(a) Residente de Clark County:

Hace unas semanas atrás me comuniqué con usted para pedir su opinión sobre los diferentes tipos de programas educativos que usted estima son beneficiosos para los residentes de Clark County. Todavía no hemos recibido su respuesta, así como el cuestionario completo que le mandamos.

La oficina de la Extensión Cooperativa de la Universidad de Nevada, en el área sur del estado, se ha comprometido a conducir este estudio porque creemos que la contribución y la opinión de los residentes de Clark County debe ser considerada durante el desarrollo de los programas educacionales que se propongan, para que éstos puedan ser verdaderamente prácticos y valiosos.

Es importante recalcar el significado que cada cuestionario tiene en cuanto a la utilidad y el valor de este estudio. Su nombre fue seleccionado por medio de un proceso en el cual todos los hogares de Clark County participaron y tuvieron la oportunidad de ser seleccionados al azar. A fin de que los resultados verdaderamente representen los sentimientos del pueblo de Clark County, le rogamos a cada persona que por favor complete el cuestionario y nos lo devuelva. Si se le perdió el cuestionario que le mandamos anteriormente, en ésta le enviamos uno nuevo, así como otro sobre de vuelta con sello postal para su conveniencia.

Usted puede tener completa seguridad de que guardaremos una confidencialidad absoluta. El cuestionario tiene un número de identificación que se usará solamente para el envío de correos. Este número es sólo para que cuando nos devuelva el cuestionario completo le podamos borrar de la lista de correos. Su nombre nunca aparecerá dentro del cuestionario. La participación es totalmente voluntaria sin consecuencias negativas si opta por no responder, pero le ruego que por favor responda ya que su opinión es sumamente importante. Si tiene alguna pregunta respecto a los derechos de los residentes que participarán en esta investigación, puede llamar a la oficina de programaciones de UNLV al teléfono 895-1357.

Le agradecemos inmensamente su ayuda en este estudio.

Atentamente,



Sonya S. Greene
Especialista de

Comunicaciones

en Relaciones Públicas

SSG:mc

APPENDIX V

SOUTHERN AREA COOPERATIVE EXTENSION PROGRAMS LIST

Southern Area Cooperative Extension Programs

Name of Program	Brief Description	Contact	County
Children, Youth and Families (Programs are listed in alphabetical order by title)			
4-H Program	4-H is a youth development program that uses a variety of strategies to involve youth ages 6 to 19. 4-H programs focus on learning and development as youth complete projects in topics of their choice. Extension personnel working in close alliance with dedicated 4-H volunteers support this tradition of "learning by doing." Opportunities for involvement include clubs, after-school programs, school enrichment, camp opportunities and community service efforts.	Molly Latham Eric Killian (702) 222-3130 Brenda Cloud (702) 397-2604 Don Holloway (Lincoln) (775) 726-3109	Clark Esmeralda Lincoln Northern Ny Southern Ny
Anger Management Workshop Series for the Welfare to Work Program	The 12-hour class is implemented with participants in the Welfare to Work program. The instruction provides learning experiences for adults in the area of anger management, violence prevention, conflict resolution, negotiation, communication, and decision-making skills. Instruction is enhanced through the use of role-play, information sharing and situational practice. The program is in collaboration with Nevada Business Services.	Papa Huluwazu (702) 222-3130	Clark
Baby-sitting Certification	Adolescents age 12 and over are trained in two 3-hour seminars on child development, emergency first aid procedures, and basics of child care.	Zory Foskaris (702) 222-3130 (702) 894-9964	Clark

Child Care Training	The quality of care and longevity of child caregivers is greatly impacted by the education and work experience of caregivers. Extension's involvement in Child Care Training is a collaboration of State Specialists, Area Specialists, and Extension Educators to research, develop, teach, and evaluate educational programs for caregivers. A grant has been received to develop and pilot a child care facility rating system.	Jo Anne Kock (702) 222-3130 Eric Killian (702) 222-3130	Clark Lincoln Nye
Exploring 4-H Program	Exploring 4-H is designed for youth ages 5 through 12, to allow youth in an after-school setting to experience some of the traditional 4-H projects. The purpose is not to give an in-dept exploration of any one subject, but to visit samples of the many different areas of interest that 4-H encompasses. Currently being piloted at Safekey sites, the program will be run by adult leaders, with teen leaders doing much of the actual teaching. Hands-on activities are included so that children participating will make, do, taste, touch, or take home something from each meeting. In addition to being a fun learning experience for the participants, it is hoped that this program will encourage community members to volunteer as well.	Brenda Cloud (702) 397-2604 Molly Latham (702) 222-3130	Clark
Extension to Work	A Welfare to Work program geared to provide training to prepare welfare recipients for long-term, gainful employment. After the training, participants are assisted in obtaining and maintaining employment.	Papa Huluwazu (702) 222-3130	Clark
Family Community Leadership	An educational program of empowerment designed to develop leadership, communication, group process, and public policy skills in emerging leaders and encourage involvement in the community. Workshops and printed materials available.	Alice Crites (702) 397-2604	Clark
Financial Literacy Lending Library	A collection of over 50 videos, curriculum materials and games that middle and high school teachers or youth group leaders can check out to help them teach financial concepts to youth.	Alice Crites (702) 397-2604	Clark Lincoln Nye
Foster Youth Mentoring & Independent Living Skills	This program, a partnership between Cooperative Extension and Nevada Division of Child and Family Services, is designed to match foster youth with an adult volunteer mentor who has been trained to meet the unique requirements of foster youth. In addition, classes teaching the basic living skills needed for living independent of systematized care provided by Cooperative Extension professionals.	Pat Day (702) 222-3130	Clark

Friendship with Families	The Friendship with Families program seeks to strengthen families by providing them with caring and well-informed family volunteers. Volunteers will be extensively trained in community resources, parenting issues, cultural sensitivity, listening skills, and health and safety. These volunteers will be matched with families who will be similarly screened prior to participation. The volunteer and participant-family matches will be supported on an ongoing basis through access to staff guidance and participation in periodic recreational and educational events.	Randy Brown (702) 222-3130	Clark
Fun to Play	Utilizing a parent-child interaction curriculum, parents are helped to enhance their nurturing skills and abilities through age-appropriate play.	Zory Foskaria (702) 222-3130 (702) 894-9964	Clark
Healthy Families Nevada	Healthy Families Nevada (HFN) is modeled after the Healthy Families America initiative to establish a universal, voluntary home visitor system for new parents to help their children get off to a healthy start. HFN promotes positive parenting and child health and development, thereby preventing child abuse and other poor childhood outcomes.	Jo Anne Kock (702) 222-3130	Clark
High School Financial Planning Program	This is a six-unit course that acquaints high school students with basic financial planning concepts and illustrates how these concepts apply to everyday life. Materials are provided by National Endowment for Financial Education and co-sponsored and advertised by Cooperative Extension.	Alice Crites (702) 397-2604	Clark Lincoln Nye
Impact of Anger Management and Stress Instruction with Incarcerated Males	Inmates at the Southern Desert Correctional Facility volunteer to participate in 40 hours of stress and anger management instruction. At the completion of phase one of the program, participants again volunteer to be trained as volunteer instructors to provide training to other inmates. An additional 12 hours of instruction is implemented to train inmate volunteers in instructional techniques for teaching anger and stress management.	Papa Huluwazu (702) 222-3130	Clark

Impact of Video Viewing in Waiting Room Area	This program is in collaboration with Clark County Social Service. Approved by the Board of Regents and Clark County Board of Commissioners, the 12-month program provides anger management videotapes for clients to view while waiting for service at Clark County Social Service Department. Viewers identify their perception of knowledge gain via questionnaire and their likelihood of participating in anger management classes in their community.	Papa Huluwazu (702) 222-3130	Clark
Income Tax Workshop	This workshop teaches the elderly and the young how to complete the following IRS forms: 1040EZ, 1040A, and 1040. This program is held at the Senior Citizens Center and the Cooperation Extension office in Caliente.	Donald Holloway (775) 726-3109	Lincoln
Leadership Building	A series of workshops that teach leadership building skills for 4-H leaders and Boy Scouts of America leaders.	Donald Holloway (775) 726-3109	Lincoln
Learning Together	This program combines academic learning and play therapy with parent support training opportunities. Activities focus on the acquisition of cognitive and personal skills (i.e., language, math, self-esteem, group socialization, etc.), and development of English as a Second Language. Program serves children four and five years old and their parents.	Zory Foskaris (702) 222-3130 (702) 894-9964	Clark
Life Skills	This program teaches youth how to create a resume, write a cover letter, complete a job application, and interview for a job in preparation for possible summer employment.	Donald Holloway (775) 726-3109	Lincoln
Mini-Society®	The Mini-Society curriculum is an experience-based approach to teaching children entrepreneurship concepts—preparation for the "real world" within the larger context of a child's world. The Kaufmann Center for Entrepreneurial Leadership has developed and distributes the curriculum for use with children ages 8 through 12. This program is offered in after school, school enrichment, and other environments.	Molly Latham Eric Killian (702) 222-3130	Clark Northern Ny
Money 2000	This program is designed to increase the financial well being of Nevada residents through increased savings and reduced household debt. Each participating household is encouraged to save or reduce debt by \$2000 by the year 2000 but participants may choose to save more or less than that amount. Participants receive a home study course, and quarterly newsletters. Classes and personalized telephone counseling are optional. Every six months participants are contacted and asked to report on their progress.	Alice Crites (702) 397-2604	Clark Lincoln Nye

Money on the Bookshelf	A financial literacy program, lending library for parents of four to ten year olds available at many community sites in Nevada. The goal is to improve family communication about money through reading together, thereby reducing tension sometimes caused by money problems. This curriculum is available for sale.	Alice Crites (702) 397-2604	Clark Lincoln Nye
Money Sense for Your Children	A six lesson mail-out series that helps parents communicate about money and related concepts with their children. Target audience: parents with children 5 to 18 years old. The series is offered each spring. This program is being expanded to some high-risk elementary schools.	Alice Crites (702) 397-2604	Clark Lincoln Nye
Program Development Research Education for Organizations	This program involves working with a particular organization or agency on an ongoing basis to educate the organization on program development research methods. The aim of the program is to increase an organization's ability to assess and evaluate programming in a rigorous and productive way.	Randy Brown (702) 222-3130	Clark
Project MAGIC	Project MAGIC (Making A Group and Individual Commitment) is an innovative and collaborative prevention program that targets urban youth who are at-risk for entering the juvenile justice system. The collaboration between Cooperative Extension and a local middle school applied this community-based program for temporarily suspended youth, other youth, and their families in an effort to reduce further problems in school and referral to the juvenile justice system. The training includes basic social and interpersonal skills of positive communication, problem solving, decision making, self-responsibility, conflict resolution, goal setting, and aspiration building.	Pat Day (702) 222-3130	Clark
RETHINK: Anger Management for Child Care Providers	The RETHINK program is designed to provide child care providers information based on research related to anger management and child abuse prevention. Child care providers are taught the seven skills of RETHINK to help them manage their anger on the job as well as skills for their personal situations. The program requires the child care provider's involvement in acquiring and practicing anger management skills to prevent child abuse.	Eric Killian (702) 222-3130 Jo Anne Kock (702) 222-3130	Clark
RETHINK: Anger Management for Parents	The RETHINK program is designed to provide parents information based on research related to anger management and child abuse prevention and address deficits found that differentiate parents at risk of abusing their children from those not at risk. RETHINK goals for the learner include: 1) Understand what triggers anger, 2) Recognize when you are getting angry, 3) Learn how you typically handle anger, and 4) Find constructive ways to manage anger. The 12-hour program is delivered in Spanish and English.	Papa Huluwazu (702) 222-3130	Clark

Second Step (Segundo Paso)	Second Step is a curriculum designed to reduce impulsive and aggressive behavior in children and increase their level of social competence. The curriculum is part of a series, which includes 8 hours of training for youth in grades K through 8. Children are taught skills in empathy, impulse control, and anger management. The Spanish version of the curriculum is being used to reach the Hispanic audience.	Papa Huluwazu (702) 222-3130	Clark
Stress Management & Self-esteem Through Intent, Integrity and Commitment Creating Self-concepts (SSTIICCS)	A stress management program designed for employers and organizations. Staff members are trained to better handle stressful situations in their life and work environments. This is a workshop-type-training program designed for large group settings.	Papa Huluwazu (702) 222-3130	Clark
Technology-enhanced Prevention Curriculum	This program is working to develop technology-enhanced or multimedia curricula for youth. These curricula will be posted on the internet or used via CD Rom.	Randy Brown (702) 222-3130	Clark
Teens Preventing Violence Through Cross-Age Teaching	In this program, high school and elementary students are taught strategies to manage their anger and ways to resolve conflict. Students learn to be more caring individuals by identifying and understanding the feelings of others. Students learn how to recognize, understand, and control their anger.	Papa Huluwazu (702) 222-3130	Clark
Why Bother?	This is a self-concept and communication class designed for the MASH Village homeless shelter for women and children. This program builds the participant's level of communication and aids them in stepping out of negative residual patterning and helps them to develop a better self-concept.	Papa Huluwazu (702) 222-3130	Clark
Women's Financial Information Program	A seven class series on general money management targeting mid-life and older women but open to all. AARP is the national co-sponsor. Topics covered are Getting Organized; Money Management Planning; Banking; Insurance; Handling Death, Divorce or Incapacity; Investing for Retirement; and Obtaining Professional Help.	Alice Crites (702) 397-2604	Clark

Health and Nutrition

(Programs are listed in alphabetical order by title)

An Ounce of Prevention	This program educates and motivates clients to make lifestyle modifications to prevent or delay the onset of diabetes and/or its complications. It targets people at high risk for developing diabetes. English and Spanish-language materials and innovative lessons address modifiable risk factors.	Carolyn Leontos (702) 222-3130	Clark Churchill Douglas Humbolt Storey Washoe
Chefs for Kids	This program intensively teaches primary-aged students about the origin, use, and need for food in four high needs schools. Additionally, students learn about healthy food combinations and choosing foods that will provide the greatest benefit to their bodies. A video component has been developed to enable the program to expand to reach all first grade students in the Clark County School District. This component includes a five-part video that supports accompanying lesson plans that will be taught by classroom teachers. This component will be administered through ITV and is being added to position nutrition favorably in children's minds while teaching them accurate age-appropriate facts.	Susan Lednicky (702) 222-3130	Clark
Expanded Food and Nutrition Education Program (EFNEP)	The EFNEP program focuses on food safety and nutrition and money management. Program materials are culturally sensitive and available in Spanish and English. Participants are taught individually, in small groups, and by use of a mail/telephone format.	Joyce Woodson (702) 222-3130	Clark
Faith Community Outreach Program	The mission of the Faith Community Outreach program is to strengthen the ability of African Americans to become better caretakers of their health, thereby addressing the health disparity that exists between African Americans and the general population. Community Partners for Better Health, a coalition of health-related agencies and faith community members, was established to address risk factors associated with chronic diseases within the African American community. Churches are encouraged to establish health teams to support ongoing health programming.	Joyce Woodson (702) 222-3130	Clark

Model Policies	This program is available to work sites wishing to go smoke-free, as well as policy development that affect tobacco control education statewide.	David Christy (702) 222-3130	Statewide
Mom-to-Be Smoke-Free	A train-the-trainer program for health/home care professionals who see pregnant women on regular visits. It provides them with tools to identify pregnant smokers and those exposed to secondhand smoke, as well as brief interventions to help them quit or reduce their exposure to tobacco smoke.	David Christy (702) 222-3130	Clark
Nevada Nutrition Network	The Nevada Nutrition Support Network is a statewide coalition of public and private partners established to create, implement and evaluate a nutrition education program/campaign that reflects the principles of social marketing for food stamp recipients and/or those eligible for food stamps throughout the state of Nevada. The age group of the target population is 11 to 14 year olds. This program is currently being developed.	Carolyn Leontos (702) 222-3130 Madeleine Sigman-Grant (702) 222-3130 Joyce Woodson (702) 222-3130	Statewide
Nevada Smoker's Helpline	This program is under collaborative development as a cessation resource for those wishing to quit smoking.	David Christy (702) 222-3130	Statewide
New-trition—A Nutrition and Health Resource for Educators	New-trition is available to all teachers in Clark County through free subscriptions. The resource is also distributed to educators in Washoe County through the Nevada Department of Education. This resource provides nutrition and health information that is not readily available to most educators. Included in the resource is an insert (in the form of a worksheet or informational handout) that teachers can use in their classrooms to incorporate nutrition into their lessons.	Susan Lednicky (702) 222-3130	Clark Washoe
Nurturing with Nutrition for Teen Parents (formally CHOICES)	This is a nutrition education program for pregnant and parenting adolescents. The overall program objectives are to improve the nutritional well-being of teens and their infants; to encourage early and consistent prenatal care; to promote healthy maternal weight gain; to increase incidence and duration of breastfeeding; and to enhance parenting skills of the adolescent mother.	Madeleine Sigman-Grant (702) 222-3130	Clark
Senior Autobiography Workshop	This program is designed to assist the elderly in recording descriptions of life events to pass on to their grandchildren and other young relatives.	Claudia Collins (702) 222-3130	Clark
Seniors CAN (Caring About Seniors)	Seniors CAN is an educational program for free-living (community-dwelling) seniors. The ultimate objective is to facilitate maintenance of a healthy and active free-living lifestyle.	Claudia Collins (702) 222-3130	Clark
Smoke-Free and Fit	A cessation education curriculum developed for use at work sites and with small groups.	David Christy (702) 222-3130	Clark

Water, Horticulture, Economics and Environment
(Programs are listed in alphabetical order by title)

Beginning Desert Gardening	A six-session class targeting new residents. Classes include basis plant and soil science, growing vegetables, trees and shrubs, weed and pest control, and irrigation techniques. Classes are usually conducted each fall.	Alice Crites (702) 397-2604	Clark
Clark County Detention Center Inmate Training	Inmates of the Clark county Detention Center are trained in proper maintenance of public property.	Robert Morris (702) 222-3130	Clark
Commercial Water Conservation Program	This program is designed to educate commercial clientele in the Green Industry as well as those who have an interest in water conservation issues.	M. L. Robinson (702) 222-3130	Clark
Community Analysis and Economic Development	The Community Analysis and Economic Development education program is designed to guide communities through a defined process. This process has two purposes. First, to prepare the community with the appropriate tools and techniques to identify and address priority community issues. Second, to use these techniques to begin developing an overall community strategic plan with a mission, vision, goals, strategies, action plans, and assessment. The formal name for this program is "Focus on the Community."	Buddy Borden (702) 222-3130	Clark Lincoln Nye
Desert Bio-scape: A Sustainable Urban Environment	Residents learn what to do to create a living urban Desert Bio-scape that will benefit both human and animal life. This is a pilot program.	M. L. Robinson (702) 222-3130	Clark
Fecal Coliform Monitoring Program	A program designed to monitor and determine levels and possible sources of fecal coliform (indicator species of untreated wastewater).	Dale Devitt (702) 895-4699	Clark
Gardening Class	This class offers a general overview of soils, such as how to get good soil and what can be done to change the soil for better production. The class also includes an introduction to IPM—Pest Control the Natural Way.	Donald Holloway (775) 726-3109	Lincoln
Pest Control the Natural Way	A program designed to utilize environmentally friendly products to control insects, plant diseases and weeds. The program shows the positive correlation between pesticide use and cancer as well as introducing the concept of pesticide resistance. The basic goal of the program is to reduce the use of pesticides and to create a healthier environment for children and pets.	Robert Stauffer (702) 222-3130	Clark

Landscape Irrigation Water Quality	Landscape managers are taught how to properly use effluent water and other sources of poor quality irrigation water.	Robert Morris (702) 222-3130	Clark
Landscape Retrofit	An educational program that teaches the principles of retrofitting to a lower water use landscape. Homeowners are taught how to design their landscape to reduce water use. The elements of the design focus on water and energy conservation, improving the aesthetics of the property, proper plant selection, proper installation techniques, and irrigation.	Robert Morris (702) 222-3130	Clark
Master Gardener Prison Training Program	This programs trains prisoners of the Nevada Women's Correctional Facility in basic gardening and horticulture techniques.	M. L. Robinson (702) 222-3130	Clark
Soil and Range Management for Youth	This course covers basic soil concepts. The range segment of the course includes instruction on how to manage different types of ranges and identification of plant life located within the range type.	Donald Holloway (775) 726-3109	Lincoln
Target Impact Analysis (External and Internal)	This teaching program involves conducting target impact analysis for target industries or clientele and internal Cooperative Extension programming. This program involves more analytical methods that attempt to quantify current or potential impacts. Types of analyses include input-output analyses, feasibility analyses, etc.	Buddy Borden (702) 222-3130	Clark Lincoln Nye
Teaching Through Mass Media	The purpose of the Mass Media Outreach Program is to inform the residents and commercial horticulture professionals of Southern Nevada how to improve their quality of life by enhancing their urban landscapes at the least cost to our environment and our natural resources. Teaching is accomplished through dissemination of accurate and timely horticulture information to the general public through all forms of mass media.	Aggie Roberts Robert Morris (702) 222-3130	Clark
Wat-er our Chances	This is an in-school youth program that teaches water conservation. This program will be taught in the form of an educational packet that is being developed. It will be sent out to teachers in the Southern Nevada area. The packet will include all the information and curriculum needed for the teachers to present information on where we live, why we are a desert, and how we should save water. This information will also be available on Cooperative Extension's website.	M. L. Robinson (702) 222-3130	Clark

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**Dissertation Title: Cooperative Extension and the Practical Education Needs Of
Clark County Citizens**

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