

# Hispanics' Knowledge of the Land-Grant Mission in the Mid-Atlantic

NACTA CONFERENCE  
July 1st, 2017

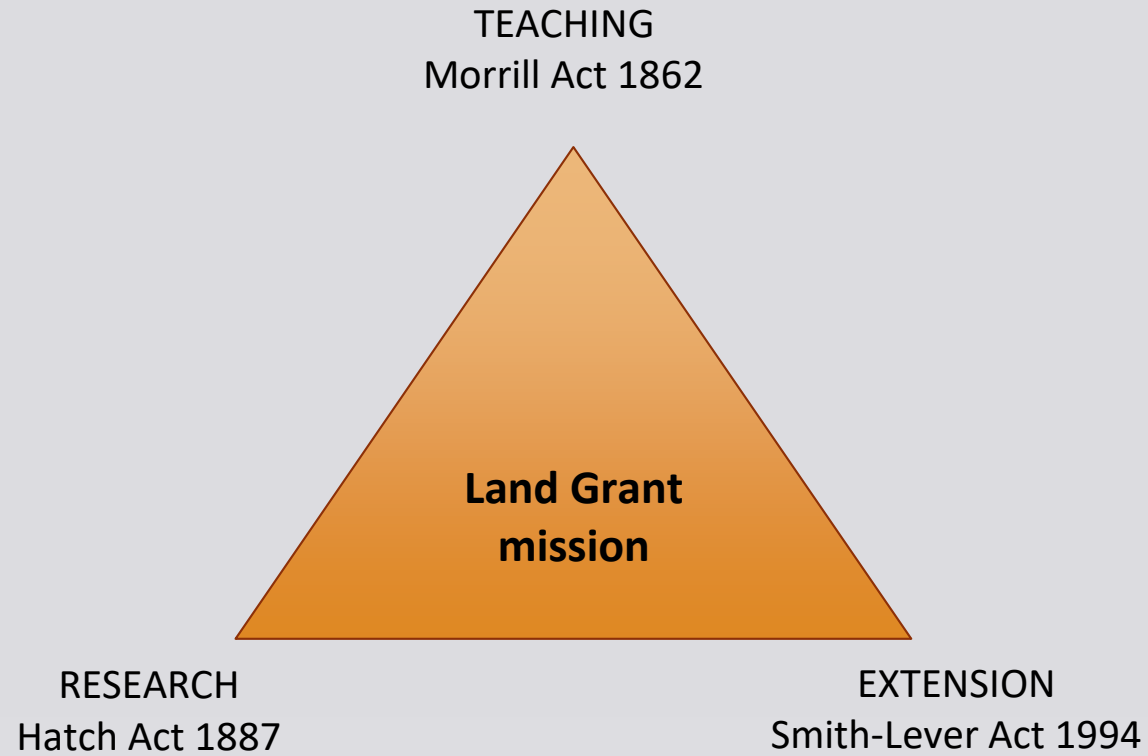
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# Land-Grant Mission





# Cooperative Agricultural Extension

*“Cooperative agricultural extension work shall consist of the development of **practical applications of research knowledge** and giving of instruction and practical demonstrations of existing or improved practices or technologies in agriculture, uses of solar energy with respect to agriculture, home economics, and rural energy, and subjects relating thereto **to persons not attending or resident in said colleges in the several communities**, and imparting information on said subjects through demonstrations, publications, and otherwise and for the necessary printing and distribution of information in connection with the foregoing; and this work shall be carried on in such manner as may be mutually agreed upon by the Secretary of Agriculture and the State agricultural college or colleges or Territory or possession receiving the benefits of this Act”*

*Smith-Lever Act SEC. 2. [7 U.S.C. 342]*

# Extension Programs Mid-Atlantic

## About Extension

Penn State Extension is an educational network that gives people in Pennsylvania's 67 counties access to the University's resources and expertise.

Helps individuals, families, businesses, and communities throughout Pennsylvania with information and a broad range of educational programs designed to:

- Support productive, profitable, and competitive businesses and a strong agriculture and food system
- Strengthen families, children and youth, and the elderly
- Build caring, safe, and healthy communities
- Ensure the long-term vitality of Pennsylvania's natural resources
- Enable people to better understand and deal with complex public issues



Share

- Accessible to all
- Have been successful in reaching traditional clients
- Unique to the U.S. educational system

## Cooperative Extension



[njaes.rutgers.edu/extension100years](http://njaes.rutgers.edu/extension100years)

In 2014, we celebrated the 100th anniversary of the signing of the Smith-Lever Act of 1914, which officially created the national Cooperative Extension System. This national celebration highlighted Extension's past and focused on the contemporary application of Extension's transformational, educational programming into the future.

### Departments

- 4-H Youth Development
- Agriculture and Natural Resources
- Family and Community Health Sciences
- Office of Continuing Professional Education

### Mission

Rutgers New Jersey Agricultural Experiment Station (NJAES) Cooperative Extension helps the diverse population of New Jersey adapt to a rapidly changing society and improve their lives and communities through an educational process that uses science based knowledge. Through science-based educational programs, Rutgers Cooperative Extension truly enhances the quality of life for residents of New Jersey and brings the wealth of knowledge of the state university to local communities.

## About the University of Maryland Extension



University of Maryland Extension (UME) is a statewide, non-formal education system within the college of Agriculture and Natural Resources and the University of Maryland Eastern Shore.

UME educational programs and problem-solving assistance are available to citizens and are based on the research and experience of land grant universities such as the University of Maryland, College Park.

## About Virginia Cooperative Extension



A young family participates in the Gardens Growing Families program through Henrico County's Cooperative Extension office.

Virginia Cooperative Extension brings the resources of Virginia's land-grant universities, Virginia Tech and Virginia State University, to the people of the commonwealth.

Understanding that knowledge is power, we place that power in the hands of Virginians and help them learn how to use it to improve the quality of their lives. Our Extension agents and specialists form a network of educators whose classrooms are the communities, homes, and businesses of Virginia, where they bring research-based solutions to the problems facing Virginians today.

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### Facts

- » In 2011, more than 1 million Virginians participated in a program with funding from the state.
- » Using surface water, another 1 million Virginians with e...



Table 1

**Hispanic Farm Operators, 2007 and 2012**

	2007	2012	% change
<b>Hispanic farm operators</b>	<b>82,462</b>	<b>99,734</b>	<b>+21%*</b>
Total farm operators	3.3 million	3.2 million	-3%
Hispanics as % of total	2.5%	3.1%	
<b>Hispanic principal operators</b>	<b>55,570</b>	<b>67,000</b>	<b>+21%*</b>
Total principal operators	2.2 million	2.1 million	-4%*
Hispanics as % of total	2.5%	3.2%	

*Source: USDA NASS, 2012 Census of Agriculture.*

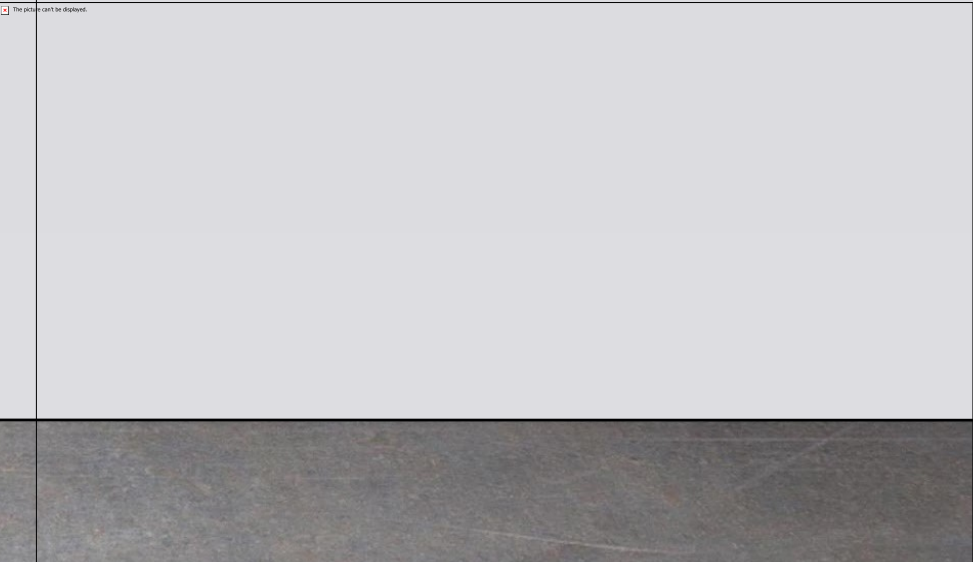
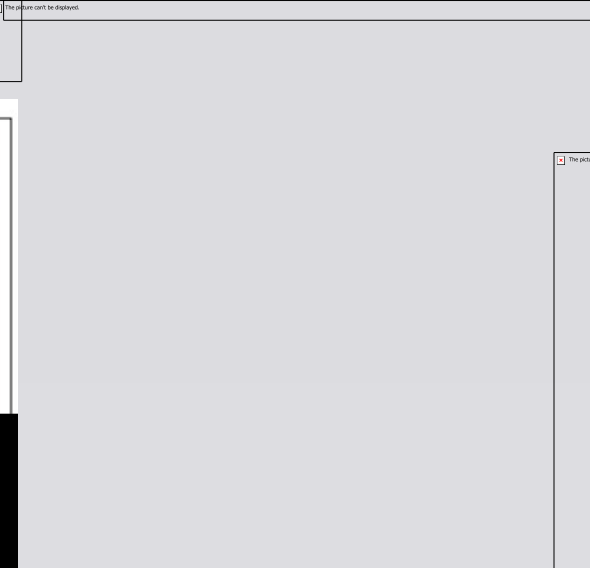
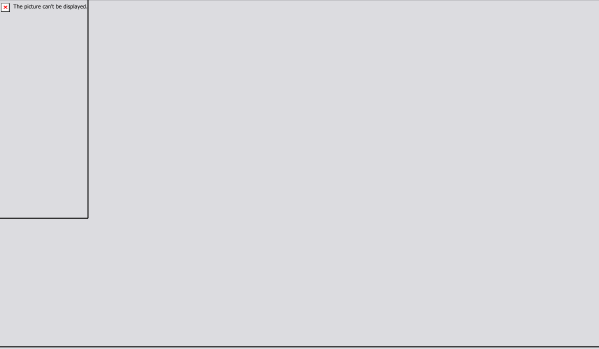
- **Pennsylvania: 652 Hispanic farmers, representing a 24% increase.**



## Problem Statement

- Increase of Hispanics: impact for agricultural workers and operators in the U.S.
- Training is vital
  - Agricultural regulations, food security, and safety procedures, innovative technologies
- Extension programs must be culturally responsive and new models for systemic change should be explored

# Penn State Extension, Approaches





# Pilot Study

## 2017 Mid-Atlantic Fruit and Vegetable Convention

- Hershey, PA. February 2017
- Spanish-speaking session


## Survey instrument adapted and translated into Spanish (Abrams et. al, 2010)

- Knowledge, perception, aspiration, and utilization of land-grant institutions
- 23 multiple choice (Yes/No and Likert-type) questions
- 4 open-ended questions that requested short answers
- 8 demographic questions



Distribution of pilot study respondents by State.

N=24



## Pilot Study Objectives

1. Assess current knowledge and perceptions of LG education and extension services
2. Assess Hispanics' aspirations about utilization of education and extension services



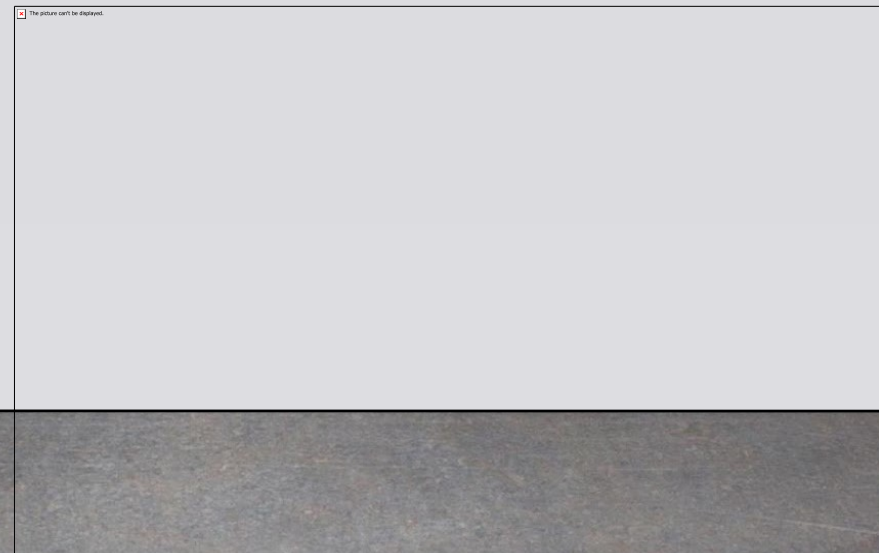
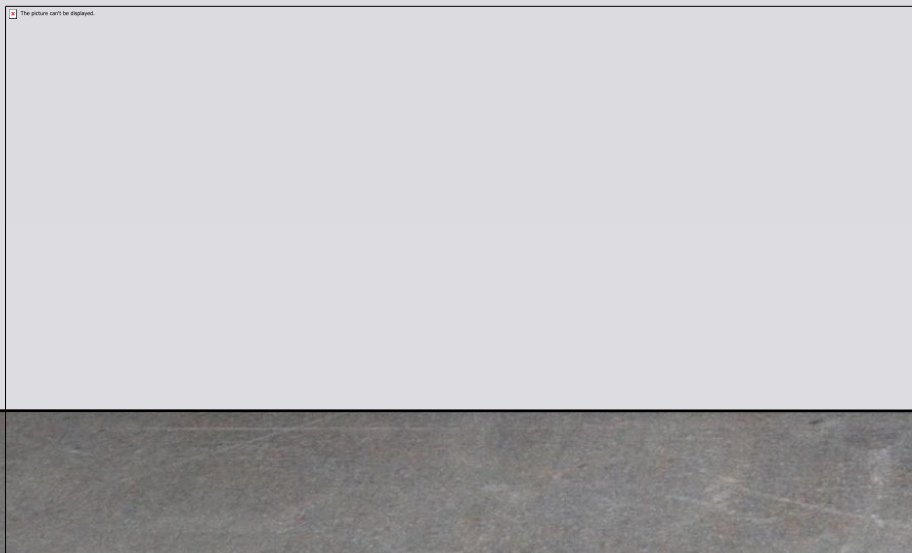
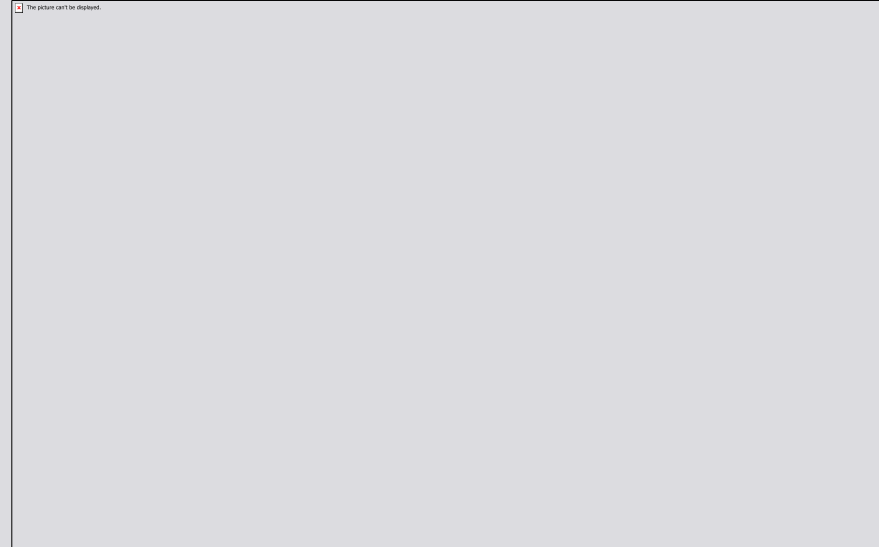
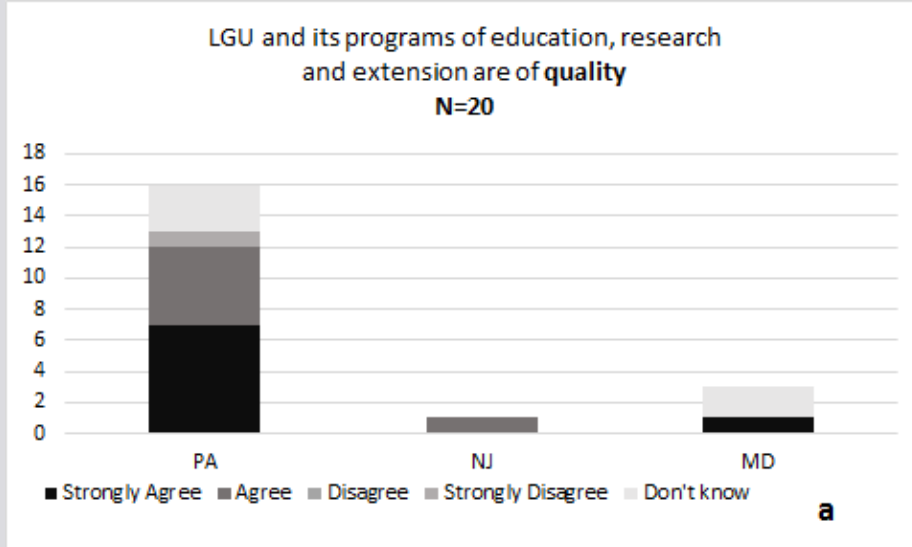
# Pilot Study Findings

## Knowledge



# Pilot Study Findings

## Perceptions





# Pilot Study Findings

## Aspirations

When asked if they would like their kids to choose an **agricultural career**, all the people that reported to have kids (**N=13**) responded **“YES”**

*“I would like that the kids continue with what one does, but with more education”*

*“Yes because it is very important to learn and know about what we eat every day, for the good of our health”*

*“I would like to because everything related to the environment is very nice”*

*“Yes I would like to because it would benefit the environment, animals, insects, people, etc.”*



# Conclusions and Discussions

- Surveyed Spanish-speaking population is **not familiar** with the land-grant concept and mission
- Findings suggest that land-grant universities in the Mid-Atlantic are facing **challenges communicating** the land-grant mission to Hispanic populations.
- There is **positive perception** of LG institutions, and **interest** in participating in further extension events
- Unanimous **interest to engage their kids into agricultural careers**
  - Recommended to explore the barriers of Hispanic youth entering into agricultural education in Pennsylvania, assuming that they have their parents support.
  - Farner et al, 2006 in a 4-H study for Hispanic children indicate that kids are a good way to reach for this population. These strategies could be explored.



**THANK YOU!**