

4-H Urban-Rural Exchange for a Sustainable Future

ABSTRACT:

As the effects of urbanization accelerate in many parts of the world, relationships between urban and rural communities are also changing. The results of these rapidly changing relationships impact mankind's desire to create a more sustainable world. It is increasingly clear that sustainability is complex and entails an array of interacting socioeconomic and ecological factors. As the building blocks of society, communities play an essential role in addressing the challenge of sustainability. Yet communities are complex and diverse systems with multiple stakeholders, and there are often many interpretations of sustainability and very different ideas about how best to achieve it.

Oregon is no exception. Oregon is a state of great economic, social and geographic diversity. While this diversity brings strength, it also challenges Oregonians to meet the needs of all communities. Nowhere is this divide more deeply felt than in the area of natural resource management. The divide is especially pronounced in regards to how Oregonians feel their natural resources should be managed. The 4-H Urban-Rural Exchange program is bridging this divide. Outcome evaluations indicated significant changes in urban and rural participants' attitude, knowledge and understanding of lifestyles and environmental management practices from both sides of the divide.

Keywords: urban-rural, environmental, sustainability, public policy

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Program of Distinction Category:

- Science, Engineering and Technology Literacy
 - Natural Resources Education
- Youth in Governance
 - Community Engagement
 - Youth Decision Making

Sources of Funding

- Program Fees
- Anonymous Donor (\$500)

Program Content

Knowledge and Research Base

Public Policy. As the effects of urbanization have accelerated in many parts of the world, new challenges and opportunities on the environment along urban-rural interfaces have emerged. The combination of expanding populations and shifting demographics during the 20th century has resulted in a radical re-shaping of both urban and rural landscapes. Some of the complex problems from the ongoing public policies debate around urban and rural interdependencies arise from the competition for resources. Livelihoods, land-use patterns and pressures on infrastructure and natural resource systems are some of the critical links, which tie urban and rural communities together. The growth of urban areas threatens agricultural production (Lockeretz, 1986). Cropland and other rural lands are being developed in organized rural subdivisions or isolated parcels, increasing the blending of rural and urban at the ill-defined urban-rural interface. As development spreads, it competes with agriculture for land. Conflicts such as pesticide use or invasive wildlife often arise when residential developments are located near agriculture. Today ranchers and farmers find that they are spending more and more time dealing with these resource and policy issues that have emerged at the urban/rural interface (Libby, 1998). Yet, while urban, suburban and exurban expansion creates competition for land use it also brings people closer to the agricultural industry, which produces their food. The disadvantages of competition

for land can be turned into advantages (Lockeretz, 1987). As urban areas grow, more people are looking at urban agriculture as a way to reestablish relationships between people and nature. An Ohio study found that that agriculture, even in high-growth areas, can adapt to compete with other uses for land (James & Blain, 2000).

It is widely recognized that broader public understanding of the contributions and constraints faced by these communities will positively impact federal and state policy and subsequently more likely contribute to their quality of life and sustainability. Objective information is critical to good policy making and to reducing misunderstandings between rural and urban citizens. In Oregon the need for objective information has been recognized as an area that needs to be addressed. A 1999 study found a "deep and widening chasm" between urban and rural Oregon that is "not so much rooted in fact as image and legend (Impressa, 1999)." Changing development patterns also influence local, state, and national views, the kind of governments elected, the way natural and financial resources are used and the development of transportation systems (Herbers, 1986). Urban/rural linkages are important for poverty alleviation and sustainable rural development and urbanization. Strong linkages can improve the living conditions and employment opportunities of both rural and urban populations (Tacoli, 1998a; Tacoli, 2003; Rosenthal, 2000). While these increasingly complex connections between urban and rural areas are beginning to be recognized they "still have a relatively limited impact on development policy and practices (Tacoli, 1998b)." Many policies that attempt to draw on urban-rural linkages are often unsuccessful because they fail to reflect the true circumstances of the people they are created to help. Citizen diplomacy initiatives and the grass-roots deliberation of issues are alternative methods that are proving useful in development of effective policy formation (Score, 1996).

Youth Engagement. Since its inception, 4-H has placed emphasis on the importance of young people being engaged, well informed citizens. By connecting to their communities and leaders, youth understand their role in civic affairs and are able to expand their role in decision-making processes. The basic tenants of youth engagement is predicated on the notion that youth have assets and are therefore capable of making meaningful contributions to their organizations and communities (Eccles & Gootman, 2002). While there is recent widespread support for youth engagement in communities (Sherrod et al., 2002), scholars have called for more participatory approaches to Extension, citing failures of what is perceived as the top-down, one-size-fits-all technology-transfer model (Ison & Russell, 1999). The merging of community building and youth development has been at the core of recent youth engagement literature (Nitzberg, 2005; Kubisch, 2005; Cahn & Gray, 2005). Community building focuses on building the capacity and empowerment to identify opportunities for change within or outside of the community. However, emerging research on participatory approaches have also been identified as especially crucial in programs that require holistic approaches rather than changing a single technology at a time (e.g., sustainable agriculture) and where environmental and socio-economic conditions vary widely among sites (Roling & Wagemakers, 1998). Engaging youth in participatory research has great potential to

facilitate youth development, science literacy, community development, and community activism, all areas of interest for Extension (Krasny & Doyle, 2002).

It is clear, young people have the capability to make important contributions to the betterment of their communities through planning and discussion, presenting ideas, problem-solving, organizing groups, conducting research and evaluation, and working to develop new services (Adams & Ingham, 1998; Checkoway & Richards-Schuster, 2004; Checkoway et al., 2003; Driskell, 2002; Hart, 2002). Urban and rural youth and adults living together and working side by side is another model for engaging youth and adults. It is through this process that more people are now beginning to understand the importance of urban/rural interdependence for creating a more sustainable world. It is also helping bridge the urban/rural divide.

Needs Assessment

Issues and Situation. Oregon communities are among those that are rapidly changing and the urban/rural divide is especially pronounced in regards to how youth and adults feel their natural resources should be managed. Economically and socially, Oregon is an incredibly diverse collection of landscapes, economies, and communities. Forty-six percent of the total state population lives in the Portland metropolitan area (Oregon Office of Economic Analysis, 2000). The Portland metropolitan area drives the state's economy. Its taxes pay for most of the state's budget. Its size and wealth make it the most influential area in the region. Trade, transportation and utilities have surpassed the timber industry to become the state's number one employer (Oregon Employment Department, 2009). By contrast rural Oregon is still relatively wild and varied, and the population in many Eastern Oregon counties is dwindling. Eastern Oregon comprises over half the total land in Oregon but only 4.3% of the population, which makes it one of the remaining frontiers of the country (Oregon Office of Economic Analysis, 2000). As the region's economic underpinning erodes, the fissure between the state's most- and least-populated areas continues to widen. Nowhere is this divide more evident than when it comes to deciding how our natural resources are managed. Oregonian's views on the environment and natural resource management are as varied as the broader political landscape of Oregon. Despite these differences, all Oregonians share common needs and aspirations for a sustainable future. The 4-H Urban/Rural Exchange is one step toward recognizing our differences but more important - capitalizing and emphasizing our common needs and aspirations for healthy and sustainable communities, natural resources and wildlife.

This urban/rural divide and the issue of what role youth can and should have in expressing their opinions on natural resources management was vigorously debated in the media, within the state legislature, on web blogs, and in community meetings in the spring of 2005. After a group of Portland Sunnyside Environmental middle school youth, as part of a school project, testified at the state Fish and Wildlife hearings on the issue of the impact of wolves in Oregon, a flurry of media attention and legislative reaction began. Eastern Oregon ranchers and agriculture industry groups lodged angry complaints to their elected officials stating youth

should not be at these hearings and what the Portland middle school youth had to say should be discounted since it was biased and one sided. *USA Today* and several major Oregon newspapers wrote articles and editorials chastising the youth with headlines such as “Git along lil’ liberals” (Oregonian, 2005) and “Student testimony teaches a lesson in irresponsibility” (Capital Press, 2005). State Legislators wrote letters of complaints to Oregon school district officials. One state senator wrote “Urban Oregonians should not teach their children to celebrate the distress of their fellow citizens”.

While rural Oregonians expressed anger and outrage, Portland students and teachers were left bewildered and hurt by the experience. 4-H faculty from urban and rural Oregon quickly organized a program to help diffuse this anger and hurt. A committee of teachers, school administrators, 4-H faculty and a rural county judge planned and organized the first urban/rural exchange in the Spring of 2005 for 24 urban youth and leaders and 11 rural Oregon host families. The emphasis on the program, however, was not to discuss or debate whether wolves should be reintroduced into Oregon, but to find a way for youth and adults to better understand the social, economic, and environmental conditions of both rural and urban Oregon and how these three realms are interdependent. The program has evolved into a sustainable educational program that is helping youth move toward a more sustainable future! This model is based the principles of a sustainable future that is 1) locally relevant and culturally appropriate; 2) deals with all three realms of sustainability - environment, society, and economy; 3) based on local needs, priorities, perceptions, and conditions, but recognizes that fulfilling local needs often has global effects and consequences; 4) addresses content, context, and pedagogy; 5) engages formal, non-formal, and informal education; 6) a life-long endeavor; and 7) accommodates the evolving nature of the concept of sustainability. Today the Oregon 4-H program helps bring rural and urban youth and adults together one community at a time. It is recognized that to increase the involvement of the public in our sustainable future, youth must become aware of the issues and be actively involved in some of the immediate solutions. Youth must also become involved in sustainability issues because the solutions to these problems are long-term and involve changing the ways that we think and live.

Goals and Objectives

The program has two goals: (1) To assist urban and rural youth and families gain a greater understanding of sustainable natural resources management from both an urban and rural perspective; and (2) To provide an opportunity for urban and rural youth to come together and work collaboratively to understand and respect the interdependence of rural and urban Oregon’s social, economic and environmental conditions. More specifically, the program aims to provide learning opportunities for urban and rural youth and families to live and work together in a one-on-one setting where they can learn to appreciate their similarities and differences. Youth have the opportunity to participate in family and community chores of their host family, attend the local school, participate in community events and interact with the local community. Through the participation in the chores of their host family (branding cattle, repairing fences, vaccinating animals, feeding

cows and livestock, working at the farmers market, taking recycling to the local recycle center, attending to the backyard garden, etc.) participants will gain greater understanding of how different communities are managing natural resources sustainably. One fifty-one urban youth, 16 urban 4-H leaders and 38 rural families have participated in the program.

Target Audience

Primary Audience. The two primary target audiences are 150 middle school youth and families from *central cities*, 50 *rural* youth 35 *rural* family members from towns under 10,000 people (see selection process under *Delivery Methods*).

Secondary Audience. The secondary audience in this program is the families and middle school classmates of the youth participants. As part of the requirements for this program, youth participants must share with their classmates and family what they learned in the program. Youth participants also attend and sometimes make presentations to their visiting host school.

Type of Program

Other. (The 4-H Urban-Rural Natural Resources Exchange program is a combination of an overnight experience and a 4-H School enrichment program. Students meet during school hours to receive training and education prior to their 5-day overnight experience. Following the experience, students meet with 4-H staff to prepare and deliver a program presentation to the rest of the school.)

Delivery Methods

Rural and urban families in 4 regions of the state are participating in this program with plans it to expand to additional counties. One hundred and fifty one urban youth and 16 urban parents, teachers, and leaders have spent 5 days living and working side-by-side with 38 rural Oregon families to discover scientific processes, observe nature and learn how ranchers and farmers are managing their land. Youth interested in participating in the exchange, whether urban or rural complete a 4-page application, get approval from both their teacher and parents and commit to making a presentation about what they learned to the entire school when they return home. A committee of parents, teachers, students, and 4-H staff review and select the top applicants. Applicants are selected on the quality of their application and whether this is an opportunity they might not otherwise experience. Each year applicants are turned away due to limited space. Scholarships are provided for youth with limited finances. The host families likewise complete an application. The application includes background information about the family and their lifestyle. Each adult member of the family undergoes a criminal background check before hosting youth in their home. Families are selected for their ability to provide a quality educational experience for their visiting youth. To prepare youth for their experience urban youth meet with 4-H staff at least four times prior to their exchange. In addition Portland parents and youth attend a mandatory one-hour program orientation. A 5-lesson curriculum includes modules focused on: 1) cultural values and stereotypes; 2) balancing social, economic and environmental needs of

communities; 3) interdependencies of urban and rural communities; 4) measuring carbon footprints; and 5) leadership for taking action. They are also assigned readings about the communities they will visit and participate in discussions around issues in agriculture, wildlife, and natural resource management. Youth are assigned in groups of two to a rural Oregon family. Urban youth live and work alongside their host rural family and participate in all aspects of rural ranch and farm life including daily chores. One day of the week students attend the local rural school. Urban students share with their rural classmates information about their school system back home and discuss differences and similarities of their schools. Urban students also visit local state and national parks and meet with the local natural resource professionals.

The Rural to Urban Exchange is an exchange program in which rural youth participate in a 5-day exchange with an urban family. Rural youth live their host urban family and participate in all aspects of urban life including riding the local light rail system and local bike trails, walking to school and touring the local neighborhoods, farmers markets, community gardens, recycling centers and parks. Rural students also attend school for one day in Portland. Nine urban to rural exchanges and three rural to urban exchanges have been conducted since the program began 4 years ago. At the beginning of each exchange a potluck dinner and orientation is hosted by the local 4-H program to help the youth and host families get to know each other and learn the program expectations. At the conclusion of the 5-day program, a closing program is held to help the families and youth debrief the experience and say final good-byes. A team of youth, teachers and parents serve as an advisory committee to the program. This committee helps determine program goals and direction, select exchange dates, youth selection policies, and program expansion. Plans are currently underway to expand the membership of committee members to include a larger variety of stakeholders including representatives from the agriculture industry, environmental justice groups, and sustainable development organizations.

The 4-H Urban/Rural Exchange is an innovative program in that it addresses a critical issue facing Oregon. Using youth as a catalyst for change, it provides a venue for rural Oregon rural families to share their stories, their lifestyle, their beliefs and their practices for managing the land for the next generation. It also provides urban youth who are too often exposed to viewpoints and opinions of many hundreds of environmental groups and agencies a first-hand experience on the land. This program is not unlike the early beginnings of 4-H. During the agriculture revolution 4-H clubs were established as a way to get reluctant farmers to try new agriculture practices. Today during the green revolution, 4-H youth are bringing their reluctant parents together around the issue of sustainability. As a result of this program, over 30 urban families involved in this program have formed their own beef cooperative with participating 4-H rural ranch families. Furthermore, over 40% of the urban youth indicated they already visited or have future plans to visit their rural host family with their own family in the summer. Several rural 4-H youth have returned with their families to visit their urban family.

Curricula and Educational Materials

A number of scholarly products have been developed for this program:

- 1) *Two National awards*: the U.S. Forest Service 2007 National Excellence in Rangeland Management Award and the 2007 National 4-H Association of Extension Agents Excellence in Urban Programs;
- 2) *National and Regional Presentations*: Results of this program have been presented as a peer reviewed presentation 2006 and 2009 NAE4HA National Conference, the 2006 Urban Ecology and Conservation Symposium, and the 2009 North American Association of Environmental Educators, the 2009 National Association of Agriculture Agents;
- 3) *Media*: The program has been featured in several magazines and Oregon newspapers and a 30-minute documentary about the program is scheduled to be aired on Oregon Public TV in October 2009. Plans are also underway to submit results of this program to national journals for publication.
- 4) *Printed Products*: The program has also created many print products including a 4-H Urban/Rural Exchange website, PowerPoint Presentations, a five-lesson curriculum for youth on "Building Bridges across the Urban/Rural Divide," and a project management manual. The curriculum lessons are taught in-class to the students prior to their 5-day trip. The 50 minute lessons include: culture and values; guiding principles for sustainable development; the dynamic balance (the relationship between economies, environmental fairness and social justice); measuring your carbon footprint; and leadership for taking action. The lessons are interactive and include a mix of experiential activities, case studies, discussions and reflection.
- 5) *Credit Course*: A three-credit college course "Linking Social and Ecological Sustainable Systems along the Urban/Rural Interface" based on this program has also been developed and was taught in Argentina in Spring 2009 to US college students participating in a Study Abroad program.

Teamwork and Collaboration

The 4-H Urban/Rural Exchange initially began as a response to the sharp negative media coverage of urban youth testifying at the Fish and Wildlife Hearings. Today the program enjoys the support and collaboration of rural 4-H youth and families. Currently 4-H faculty from four counties participate in the program and coordinate the program logistics and education programming. They in turn work with 7 school districts, principals and teachers to coordinate the program. Local businesses and organizations support the program with donations for transportation, food, and youth scholarships.

Program Evaluation

Methods

The purpose of the exchange is to provide information and experiences for urban and rural youth and families on natural resources management from an urban and rural perspective. Through this exchange, youth and families will work together to bridge greater understanding between urban and rural Oregonians. The purpose of the evaluation project was to assess the effectiveness of the 4-H Urban/Rural Exchange to bring about changes in knowledge, attitudes and beliefs among urban and rural youth and adults. Participants in this evaluation were approximately 167 middle school youth and adults and 38 host families. **1) Youth and Leaders**

Evaluations: The Principal Investigator distributed parent information letters about the survey to parents of each participating youth and then distributed and collected the youth and leader evaluations and the informed consent letters; and 2) **Host Family Evaluations:** At the conclusion of the exchange, the co-Principal Investigator distributed and collected surveys and the informed consent to family member participants.

Process Evaluation

The summative evaluation sought input from adult leaders, teachers and students to assess the 4-H Urban/Rural Natural Resources Exchange Program in several key areas: 1) number of youth and family participants; 2) change in attitudes regarding urban/rural sustainable natural resources management, and urban/rural lifestyles, beliefs and practices 3) the experience of participating in the exchange; and 4) how they have changed as a result of the experience. At the end of the exchange, families, student and adult participants were asked to reflect on their experience. A pre/post self-report assessment of attitude change was included. One hundred and nineteen urban youth and adults (71% response rate) and 43 rural Oregon family members (74% response rate) responded to the survey. Contentious social issues threatened to close the program down after the first year. Issues around hunting, use of ATVs on farms and ranches, guns in the home, riding city buses to school without parental supervision, and school dress are just some of the issues that came up and were addressed before parents and school administrators would continue to support the program. While the program has been very successful in getting a number of urban youth to rural Oregon, an ongoing issue that will be addressed by the advisory committee is to identify strategies for increasing the number of rural youth and families that visit urban areas.

Outcome Evaluation

The evaluations indicated clearly that there were significant changes reported in the Portland participants' attitudes (see appendix A). The biggest self-reported change among Portland youth is a greater understanding and appreciation of ranchers and rural lifestyles. They also reported significant changes in understanding of the need to work together for maintaining a healthy environment. Changes in attitude from the rural families were also reported. However, the changes in rural family members were not as significant and in five areas there was no or very little change. Where they did report changes in attitude or awareness was a better understanding the lifestyle of urban youths and an understanding and appreciation of how urban youth are involved and understand natural resource management. They also reported changes in their belief that urban residents are open to hearing all sides of the issues in managing natural resources. Data from these evaluations will be used to strengthen the program in the area of rural understanding of urban issues. Information will also be shared with local rural leaders in an effort to expand the program into new rural communities.

Communication to Stakeholders

Each year a 10-12 page program summary report with evaluation results is produced and shared with stakeholders and is posted on the program website. The

program has also been shared with state and national lawmakers. One rural lawmaker credited a Portland youth from Sunnyside School with changing his vote to support the newly passed “No Child Left Inside” legislation. This middle school student lobbyist used the 4-H Urban/Rural program as an example of how getting kids outside in meaningful experiences is helping youth better understand and appreciate the natural world. Likewise follow up media press releases were also positive: “City Kids, Ranchers try Wolf Détente” (Cockle, 2006A), “Bridging the Urban/Rural Divide” (Mallory, 2006), “A Mile in their Boots” (Ferren, 2006), and “Overcoming the Urban/Rural Divide” (Cockle, 2006B). This exchange program has demonstrated that when people can come together, share with each other, listen to each other and learn from each other that they find they have more in common than they realize. Misperceptions on both sides can only hinder that dialogue.

Evidence of Sustainability

While the program is seeking additional funding the program is largely self-sustaining through program fees. The fees cover the cost of transportation, promotional materials and supplies. Program fees also help subsidize scholarships. Host families provide the lodging and food for the visiting youth. Additional funding is being sought to further develop, enhance and print the educational curriculum for this program and to hire a part-time statewide coordinator to further develop and enhance the advisory committee and the statewide partnerships.

Replicability

The 4-H Urban/Rural Exchange for a Sustainable Future program model can easily be replicated in other counties and states. The program management materials can be adapted and revised to meet the 4-H state or local guidelines. Curriculum lessons, power point presentations, and promotional materials are also available for duplication and/or revision and will be available online to 4-H faculty in counties across the US. Local 4-H faculty already have the networks for recruiting local partners, host families and local youth.

Rationale and Importance of Program

Land Grant Universities and Institutions have the opportunity, capacity and obligation to help understand the response to the rapidly changing urban/rural interface. The policy environment for farming and urbanizing society is likely to become more contentious and success in reinventing the land grants depends on how structure and good intentions are reflected in the academic culture (Libby, 2001). Yet, we live in a diverse, global society. To successfully work together we must understand and respect these differences. Whether it is cultural, economic or geographic diversity, we can more effectively approach others when we take the time to recognize and learn about their viewpoints and expectations. However, one must engage more deeply than simply listening to a presentation, reading a book or article or watching a movie. It will require rolling up our sleeves and working side by side with each other. Through this experiential learning process urban and rural youth and adults now come together to share expectations and knowledge to solve our environmental, economic and social problems for a more sustainable world. Preparing our youth of today for a sustainable future will also require recognition

that reorienting our current delivery methods and curriculum is part of this journey. Tomorrow's leaders need to understand how to make decisions and choose actions that maintain the balance of nature's cycles, consider global needs, and consider all cost impacts for building a healthy future for their communities and the planet.

Appendix A: References

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Appendix B: Written Evaluation Comments

Rural Family Comment Highlights:

"I must admit that I have felt that if all the country west of the Cascades dropped into the ocean, it would not be a great loss - Cougars and wolves have been forced on us because of their ignorance - I now have hope that maybe something can be made thru learning about our life style."

"We must continue to bring more young people to our area. We must also be ready to participate in attending classes in their school and speaking with all the students."

"Knowing that the kids who were here might think a little different about how their future votes may affect the people living in our area is important."

"I have more hope for the future from the west side of the mountains."

"I enjoyed the ability to come together, share, listen and learn from each other."

"To know that the Portland school is doing a good job in being willing to take time to come, work, see, and become us. We in turn can try to put ourselves in their world."

"We enjoyed the opportunity to talk one on one. Hear their views - to see how eager they were to learn - to see the better understanding of the students and watch them change."

"I enjoyed the opportunity to educate the students on issues that affect my lifestyle without having to leave my ranch unattended and travel to do it."

"I enjoyed putting "faces" and "lives" to the assumptions that are made. Educating through real life situations-vs-textbook or "hear-say."

"I enjoyed The opportunity to Educate the students on issues that affect my lifestyle without having to leave my ranch unattended and travel to do it."

Urban Participant Comment Highlights:

"I don't think I think that differently now than before, in the sense I still hold certain beliefs, think in certain ways, and approach the world based on those. But the quality of that approach has been transformed by the trust and conviviality that was fostered by people intent on meeting each other as persons."

"I enjoyed the sense of true meeting and learning, free of dispute and judgment."

"I used to think we at Portland Sunnyside Environmental School were environmentalists. We are NOTHING compared to these ranch families. They are the true environmentalists."

"The most important thing I learned is that the families have a lot more to live through than we do and I think it's important to know."

"I am more aware of where my meat comes from. When I see a ranch I acknowledge their work as ranchers."

"I see our differences and similarities now."

"I understand their lifestyle better and how hard they have to work."

"Farmers do a lot for the environment."

"I learned that the stereotypes are not true at all!"

"I learned about the hard work that ranchers do."

"I enjoyed getting to know the ranch families and ranch life, up close and personal."

"I learned that ranchers are just like us and are just as, if not more, concerned (sic) about the environment as us."

"Ranchers/rural folks and city folks have many of the same hopes, dreams and values."

"I understand why the ranchers felt so insulted by students testifying. I have more of a cultural awareness. I want to learn more about ranch life and other ways of life in Oregon."

APPENDIX C: URBAN EXCHANGE EVALUATION RESULTS



Oregon State University
Urban Participant Evaluation Results
4-H Urban-Rural Natural Resources Exchange

Scale: 1-5 with 1-“Not true!” and 5= “Very True!”
The following results are from the responses of 113 urban participants

	BEFORE this exchange					AFTER this exchange				
	1	2	3	4	5	1	2	3	5	5
1. I know about the lifestyle, beliefs and ways of living of rural Eastern Oregonian and ranchers.	7.3%	43.6%	37.3%	8.2%	5.5%	0	1.8%	2.7%	44.1%	53.2%
2. I would recommend that all middle school students participate in this exchange to have a better understanding and respect for Eastern Oregonians.	4.7%	9.3%	37.4%	27.1%	21.5%	2.7%	1.8%	3.6%	18.9%	73.0%
3. I believe it’s important to understand different perspectives of rural Oregon if we want to make our state stronger.	0.9	10.0	24.5	28.2	37.3	0	0.9	3.6	27.7	69.8
4. I understand the beliefs and practices of ranchers and Eastern Oregonians regarding natural resources management such as wildlife, land, water and air	22.4%	42.6%	19.4%	13%	4.6%	0.9%	4.5%	5.4%	55.9%	36.9%
5. I believe everyone has an impact on the quality of our air, land and water by our actions each day.	0.9%	3.7%	14.7%	28.4%	52.3%	0	0.9%	2.7%	21.4%	75%
6. I can list at least two ways that ranchers and rural Eastern Oregonians have made Oregon strong.	17.8%	32.7%	30.8%	12.1%	7.5%	0.9%	2.7%	12.7%	33.6%	50.9%
7. I am aware of stereotypes about rural Oregonians and ranchers.	6.7%	21.9%	24.8%	25.7%	22.9%	2.8%	1.9%	13.1%	32.7%	52.3%

4-H Urban/Rural Natural Resources Exchange

	BEFORE					AFTER				
	1	2	3	4	5	1	2	3	5	
8. I believe most ranchers have a respect and understanding of how to best manage their natural resources	7.4%	23.1%	33.3%	28.7%	9.3%	2.7%	0.9%	9.0%	34.2%	55.9%
9. I am aware of how the actions of Portlanders impact Eastern Oregonians with respect to natural resource management.	13.9%	23.1%	36.1%	21.3%	6.5%	1.8%	1.8%	9.9%	44.1%	44.1%
10. I am aware of how ranchers in rural Oregon and people in Portland are dependent on each other in order to best manage our natural resources	13.1%	18.7%	39.3%	24.3%	5.6%	0.9%	0.9%	4.5%	50.9%	44.5%
11. I am aware of commonalities Portlanders and rancher have in managing their natural resources	17.1%	28.6%	34.3%	16.2%	4.8%	0	7.5	7.5%	47.7%	39.3%

15. How well prepared do you feel						
	not prepared at all	somewhat unprepared	somewhat prepared	well prepared	really prepared	Response Count
... to understand and learn about Oregon ranches and ranchers lifestyles?	0.0% (0)	1.9% (2)	11.2% (12)	50.5% (54)	36.4% (39)	107
... to take action in your own life to help improve the quality of our air, land and water to be a good steward of our natural resources?	0.9% (1)	0.9% (1)	14.0% (15)	49.5% (53)	34.6% (37)	107
... to help other understand the importance of understanding and respecting both an urban and rural Oregon perspective for managing our natural resources?	0.9% (1)	1.9% (2)	15.1% (16)	42.5% (45)	39.6% (42)	106
	<i>answered question</i>					108
	<i>skipped question</i>					5

APPENDIX D: RURAL FAMILY EXCHANGE RESULTS



Oregon State University
Rural Family Staff Evaluation Results

Scale: 1-5 with 1-“Not true!” and 5= “Very True!”
The following results are from the responses of 43 rural participants

	BEFORE this exchange					AFTER this exchange				
	1	2	3	4	5	1	2	3	5	5
12. I know about the lifestyle, beliefs and ways of Portland youth.	12.2%	14.6%	53.7%	7.3%	12.2%	0	9.8%	29.3%	43.9%	17.1%
13. I would recommend that more Portland middle school students participate in this exchange to have a better understanding and respect for Eastern Oregonians	0	2.4%	17.1%	19.5%	61%	0	2.3%	2.3%	11.6%	83.7%
14. I believe it’s important to understand different perspectives of rural and urban Oregon if we want to make our state stronger.	0	2.4%	9.5%	19.0%	69%	0	0	2.4%	21.4%	78.6%
15. I believe everyone has an impact on the quality of our air, land and water by our actions each day.	0	0	16.7%	2.4%	61.9%	0	0	11.9%	19.0%	69%
16. I am aware of stereotypes about Portland urban youth.	12.5%	10%	17.5%	32.5%	27.5%	9.8%	4.9%	22%	46.3%	17.1%
17. I believe most Portlanders have a respect and understanding of how to best manage <i>urban</i> natural resources.	31.05	21.4%	31.0%	11.9%	4.8%	18.6 [^]	9.3%	37.2%	20.9%	14.0%
18. I am aware of how the actions of Eastern Oregonians impact Portlanders with respect to natural resource management.	15.4%	9.5%	23.8%	23.8%	31.0%	7.0% ⁵	4.7%	27.9%	18.6 [^]	41.9%

	BEFORE					AFTER				
	1	2	3	4	5	1	2	3	5	
19. I am aware of how Ranchers in Eastern Oregon and people in Portland are dependent on each other in order to best manage our natural resources.	11.9%	9.5%	23.8%	23.8%	31.0%	7.0%	4.7%	27.9%	18.6%	41.9%
20. I believe most Portlanders are open to hearing all sides of natural resource issues.	23.8%	45.2%	19.0%	7.1%	4.8%	14.3%	19.0%	31.0%	26.2%	9.5%
21. I am aware of the commonalities Portlanders and ranchers have in managing their natural resources.	23.8%	23.8%	21.4%	28.6%	2.4%	16.3%	11.6%	25.6%	34.9%	11.6%
22. I believe most Portland youth understand where their natural resources and food come from	23.8%	45.2%	19%	7.1%	4.8%	14.3%	19%	31%	26.2%	9.5%

