

***A Descriptive Summary of
Texas Cooperative Extension's
Natural Resources Leadership
Course***

**Report Prepared for the
Institute of Renewable Natural Resources**

June 2007

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Acknowledgement

Support for this research was provided by the Renewable Resources Extension Act.

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Introduction

This document provides a descriptive summary of the results obtained from a 2006 – 2007 evaluation of the Natural Resources Leadership Course (NRLC) for county Extension agents offered through the Institute for Renewable Natural Resources, Texas Cooperative Extension, the Texas A&M University System.

The primary purpose of this report is to stimulate and guide discussions regarding any revisions to the NRLC that may be needed. Minimal conclusions or inferences are made. Parties interested in statistical analyses and more detailed information should contact Dr. Gene L. Theodori at:

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Methodology

A mixed-methods approach (Tashakkori and Teddlie, 1998), using both qualitative and quantitative research techniques, was employed in this investigation to collect the empirical data.

Data for this evaluation were collected via the world-wide-web and on-line survey techniques. As a first step, a review of programs/curricula similar to the Natural Resources Leadership Course was conducted during the fall of 2006. The review was conducted by means of the world-wide-web. Particular attention was paid to the following types of web-sites: land-grant universities; cooperative Extension services; local, regional, state, and national natural resource-related agencies; the four regional rural development centers (i.e., Northeast Regional Center for Rural Development, Southern Rural Development Center, North Central Regional Center for Rural Development, and Western Rural Development Center), and related entities. Seven programs/curricula were identified and reviewed.

Next, following a modified tailored design method (Dillman, 2000), two on-line surveys were conducted during the spring of 2007. One survey was administered to a sample of Natural Resources Leadership Course graduates; a second survey was administered to selected Texas Cooperative Extension (TCE) personnel who have not completed the NRLC. Details for both surveys appear below.

Survey of NRLC Graduates (April 2, 2007 – May 2, 2007)

On April 2, 2007, an email invitation to participate in a brief survey on the Natural Resources Leadership Course was sent to a sample of 67 NRLC graduates.¹ All 67 graduates are currently employed with TCE.² After two additional email invitations to participate in the survey (the first follow-up occurred on April 13, 2007; the second took place on April 23, 2007), an 84% response rate was achieved. This resulted in 56 completed NRLC graduate surveys.

¹ The sample frame was constructed by Audrey Williamson, a graduate student in the Department of Agricultural Leadership, Education, and Communications, after consulting the staff in the Institute of Renewable Natural Resources.

² No attempt was made to survey NRLC graduates who have retired from TCE and/or no longer work for the agency.

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Survey of Selected TCE Personnel (April 10, 2007 – May 10, 2007)

On April 10, 2007, an email invitation to participate in a brief survey on the Natural Resources Leadership Course was sent to 654 Texas Cooperative Extension employees. These 654 TCE employees represent the population (minus the 67 NRLC graduates who were asked to participate in the other survey) of Regional Program Directors, District Extension Administrators, County Extension Agents, County Extension Directors, and Agriculture and Natural Resources Extension Specialists (Assistant Professors, Associate Professors, and Professors) and Extension Program Specialists (Extension Program Specialist I, Extension Program Specialist II, and Extension Program Specialist III).³ Nine emails bounced back due to bad addresses. After two additional email invitations to participate in the survey (the first follow-up occurred on April 17, 2007; the second happened on April 25, 2007), a 48% response rate was achieved. This resulted in 307 completed surveys.

³ The population number was current as of April 5, 2007.

Section I: Respondents' Characteristics

Prior to presenting the descriptive findings from the on-line surveys, a brief depiction of the respondents is provided.

NRLC Graduates' Characteristics

Of the 56 survey respondents, 49 individuals reported that they had completed the Natural Resources Leadership Course (see Table 1). Five persons stated that they had not completed the course; two individuals did not provide an answer.⁴

Table 1. Identified NRLC graduates who reported completion of the NRLC

	<i>Frequency</i>	<i>Valid Percent</i>
No	5	9.3
Yes	49	90.7
TOTAL	54	100.0
Missing	2	

As shown in Table 2, approximately 8 in 10 respondents (79.6%) were county Extension agents working in the area of agriculture and natural resources when they initially enrolled in the NRLC. The number of respondents who indicated being a FCS, 4H&YD, or CD CEA while enrolled in the NRLC was 2, 3, and 1, respectively. Of the four individuals who checked 'other,' two described themselves as natural resource CEAs, one reported being a marine CEA, and one indicated being an ANR program specialist at the time.

Table 2. Job title that best described respondent while enrolled in the NRLC

	<i>Frequency</i>	<i>Valid Percent</i>
County Extension Agent – ANR	39	79.6
County Extension Agent – FCS	2	4.1
County Extension Agent - 4H&YD	3	6.1
County Extension Agent – CD	1	2.0
Other	4	8.2
TOTAL	49	100.0
Missing	7	

⁴ The survey item asking whether or not the respondent had completed the NRLC served as a filter. The 5 respondents who checked 'no' were directed to a web page that thanked them for their time and effort. No attempt was made to verify whether or not the respondents did not, in fact, complete the NRLC. Those 5 respondents, plus the 2 who left this item blank, were excluded from further analyses.

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Selected TCE Personnel Characteristics

Of the 307 respondents to the survey of selected TCE employees, 287 noted that they had not completed the NRLC (see Table 3). Eleven respondents stated that they had, in fact, completed the NRLC.⁵ Those 11 individuals, plus the 9 who left this item blank, were excluded from further analyses.

Table 3. TCE employees who reported completion of the NRLC

	<i>Frequency</i>	<i>Valid Percent</i>
No	287	96.3
Yes	11	3.7
TOTAL	298	100.0
Missing	9	

The distribution of respondents by current job title is shown below in Table 4.

Table 4. Job title that best described respondent

	<i>Frequency</i>	<i>Valid Percent</i>
Regional Program Director - AG/NR	2	0.8
Regional Program Director – FCS	1	0.4
Regional Program Director - 4H&YD	2	0.8
District Extension Administrator	6	2.5
Assistant Professor & Extension Specialist	4	1.7
Associate Professor & Extension Specialist	13	5.4
Professor & Extension Specialist	29	12.1
Extension Program Specialist I	13	5.4
Extension Program Specialist II	3	1.3
Extension Program Specialist III	3	1.3
County Extension Director	5	2.1
County Extension Agent - AG/NR	73	30.4
County Extension Agent – FCS	51	21.3
County Extension Agent - 4H&YD	22	9.2
County Extension Agent – HORT	10	4.2
Other ^a	3	1.3
TOTAL	240	100.0
Missing	47	

^a Responses in the 'other' category included: Associate Head/EPL; natural resource CEA, and agriculture CEA.

⁵ The survey item asking whether or not the respondent had completed the NRLC served as a filter. The 11 respondents who checked 'yes' were directed to the last page of the survey where they were thanked for their time and effort. They could not complete the survey. No attempt was made to verify whether or not those respondents did, in fact, complete the NRLC.

Section II: Research Objectives

Research Objective 1: To empirically examine how the current Natural Resources Leadership Course compares to similar natural-resource programs and/or curricula offered by other agencies and universities throughout the United States.

The organizational format, topics, and purpose statements for seven natural resource programs/curricula are summarized below.⁶ The programs/curricula examined included:

- Florida Natural Resources Leadership Institute;
- Kansas Agriculture and Rural Leadership (KARL);
- Minnesota Agriculture and Rural Leadership (MARL);
- Nebraska LEAD (Leadership Education/Action Development) Program;
- North Carolina Natural Resources Leadership Institute;
- Philip Morris Agriculture Leadership Program (University of Kentucky);
and,
- Purdue Natural Resources Leadership Development Institute.

⁶ Thanks to Audrey Williamson for summarizing these 7 natural resource programs/curricula.

Florida Natural Resources Leadership Institute

<http://nrli.ifas.ufl.edu/index.html>

- 7 three-day seminars held over a one year period

Topics:

- Communication
- Conflict resolution
- Water quality
- Florida natural resource policy and structure
- Property rights and county comprehensive plans

The goal of the Florida Natural Resources Leadership Institute is to help rising leaders develop the skills to build consensus around contentious environmental issues and move beyond conflict to find resolution.

The Florida Natural Resources Leadership Institute focuses primarily on the actual content and application of strategies to improve the state of Florida in the area of natural resources (e.g., water quality and supply, coastal restoration, etc.). Participants are required to attend the seven seminars and, upon graduation, make a presentation on a specific topic of interest. The seminars are held throughout the state of Florida with each seminar relating to a different issue. Comparing the program to the NRLC, it focuses a lot on water issues and little on any type of actual leadership development. Due to the lack of content on the website and the inability to gain information from the Institute, this summary is based upon details that were found in the curriculum and program information sections of the website.

Kansas Agriculture and Rural Leadership (KARL)

<http://www.oznet.ksu.edu/karl/welcome.asp>

- 30 students who are either actively involved as operators of production agricultural units or from agribusiness, related organizations, and rural community leadership roles
- 12 seminars over a two year period
- Held throughout the country
- Seminars led by local professionals in various topics as well as selected speakers

Topics:

- Group Dynamics
- Leadership skills styles, perils and ethics
- Personal development: listening skills, writing skills, extemporaneous speaking skills
- Population trends
- Conflict management
- Negotiation skills
- Rural economic development
- Quality educational systems
- New trends in a production
- Water quality and quantity
- Food safety and diet issues
- Environment
- Agriculture's future - new paradigms
- International trade - import/export balance

*To ensure that the Kansas rural and agricultural community can keep pace with the rate of change, it is imperative we supply informed, decisive, communicative spokespersons to represent our industry and communities, keeping the public **factually** informed, as policies are formed and decisions are made.*

The KARL leadership program focuses not only on leadership skills development, but also uses those new skills to learn how to influence existing and new issues related to agriculture. The program begins with a seminar focusing on leadership and group dynamics. The members participate in trust building activities that including low ropes and high ropes challenge course elements, along with various reflection and processing techniques encouraging the participants to relate the skills they learned to their specific jobs and problems

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in their own communities. The program relates a lot of the information to the community and local level. They place emphasis on specific issues that are common in the state of Kansas, as well as certain problems that may pertain to a particular location. Discussion of the roles in the community with regard to education, economic growth, and local organizations allows the participants to think about their own area of development and relate the knowledge and information on a smaller scale. The members walk away with a deeper understanding of local, state, and national issues relating to agriculture, but are able to connect the information to their specific focus. The class tours successful agriculture businesses. Sites have included: Royal Farms Dairy, Sunflower power electric coop, and Tyson/IBP plant surrounding Garden City, Kansas. The program also uses one session to focus on communication through listening, writing, and speaking skills. The participants are given specific assignments to demonstrate their level of speaking, writing, and listening. Other topics for discussion include: economics and population trends specific to the state of Kansas, introduction to working with the legislature in creating bills and documents requiring governmental assistance, conflict management through the eyes of military programs, and a trip to Washington, D.C. to discuss national issues and the role of the USDA. In the second year of the program, rural economic development is the topic of discussion. Issues related to creating new economic opportunities and strategies, as well as new techniques to capitalize on economic growth are examined. Rural health care, with an emphasis on water quality and food safety issues, is also a topic of learning. At the graduation ceremony, the program concludes with a discussion of the information gained from the previous sessions. In comparison to the NRLC, the KARL leadership program offers development of individual leadership with a focus on, but not limited to, the agriculture setting. The program looks at leadership and agriculture trends in a variety of settings from the dairy industry to oil production.

Minnesota Agriculture and Rural Leadership (MARL)

<http://www.southwest.msus.edu/marl/>

- 30 participants
- 9 three-day sessions over a two year period
 - one week national study tour, and 2 week international tour

Topics:

- Personal skill building
- Communication
- State legislature
- Collective leadership
- National/federal policy
- Natural resources/environment
- Conflict management
- Community leadership
- Agriculture and rural Minnesota future
- International culture/trade/policy

To develop the skills of Minnesota agricultural and rural leaders so they may maximize their impact and effectiveness in local, state, national, and international arenas.

The MARL program begins with an overview of leadership development (skills, styles, etc.), emphasis on team building, and the importance of time management. Cooperative leadership, training in written communication, and the history of rural Minnesota are topics discussed in session two, while the focus on legislature and state agencies' role in agriculture become topics for discussion in session three. Other topics include: alternative crops, forest management, raising funds, and verbal communication. Rural industry and trade become the focus of session five, with discussions on mining, international conflict, and imports/exports. The first year also includes a one week trip to Washington D.C. to study the influence of Congress and the White House, as well as the role of the USDA. Year two shifts the focus to the community level with thinking and planning sessions for each individual to identify problems or issues that impact his/her specific location. The program also includes a discussion of agriculture's future and the new paradigms that need to be explored. The program concludes with a two week tour of an international location to talk about domestic and foreign policies, culture, customs, and agriculture. Following the international trip, the students participate in a graduation ceremony.

Nebraska LEAD (Leadership Education/Action Development) Program

<http://lead.unl.edu/>

- 30 students
- 12 three-day in state seminars over two years
 - 10 day U.S. study tour, 2 week international study tour
- Presenters are from cooperating colleges and universities, and from the public and private sector, including corporate executives, government officials, entrepreneurs, and prominent community leaders.

Topics:

- Interpersonal skill development
- Communications
- Sociology
- Education
- Public policy issues
- Macroeconomics
- Community development

*The Nebraska LEAD Program is designed to increase knowledge and understanding of **economics and social changes** affecting agriculture and rural areas. It strives to develop **problem solving, decision making and communication skills and abilities** that are necessary for agriculturalists to address today's complex problems. It also encourages practical application of leadership skills and abilities necessary to represent agriculture at all levels.*

The program uses the first year of meetings to discuss local, state, and national issues relating to agriculture by attending seminars located at several colleges and universities in the state of Nebraska. The first year concludes with a 10 day U.S. tour to three major cities to meet with various governmental representatives and business owners to see the social, political and economic conditions that exist in the U.S. The second year focuses on international issues such as: population expansion, increasing food deficiencies, international trade dependencies, and energy concerns. The final half of the program is located in an international location that is picked for specific agriculture production and development. The program provides for a wide range of topics and personal growth opportunities for those involved in agriculture (or agriculture-related businesses). Graduates are encouraged to go back to their hometowns and teach others what they learned.

North Carolina Natural Resources Leadership Institute

<http://www.ces.ncsu.edu/depts/agecon/nrli/>

- 25-30 participants
- 6 three-day sessions over an 18 month period in North Carolina and Washington D.C.
- Speakers include: Professionals from North Carolina State University (the College of Agriculture and Life Sciences, the College of Natural Resources, and Cooperative Extension) and from the School of Government's Public Dispute Resolution Program at the University of North Carolina - Chapel Hill

Topics:

- Leadership development
- Communication skills
- Conflict management
- Interest based and multi-party negotiation
- Public policy and decision making
- Interpersonal skill development
- Collaborative problem solving
- Critical thinking
- Facilitation and facilitative leadership
- Working with the media

The goal of the North Carolina Natural Resources Leadership Institute is to develop leaders who can build consensus around contentious issues and move beyond conflict to find solutions.

The Natural Resources Leadership Institute curriculum is centered on leadership and interpersonal development, collaborative problem solving, and group process theory. Instructors take those general concepts and apply them in the context of natural resources and environmental issues. The Institute uses materials from other leadership programs, including the Southern Rural Development Center and the Public Issues Education website. The program uses techniques to encourage creative thinking, but also the acceptance of other ideas and how to compromise in order to maximize the success and benefit of all those involved. Participants range from those elected into governmental offices to leaders of community organizations in North Carolina. The primary mission focuses on leadership development through the use of conflict management and communication.

Philip Morris Agriculture Leadership Program (University of Kentucky)

<http://www.uky.edu/Ag/PMALDP/>

- 10 three-day seminars over a two year period
 - one week study tour in Washington, D.C., and two week international tour
- 30 participants who are engaged in burley tobacco production
- Speakers consist of Extension specialists, alumni experts from previous courses, and other specialized professionals in the specific topics

Topics:

- Leadership development
- Public, agriculture, and tobacco policy
 - Evolution of agricultural policy
 - Changing demographics
 - How policy is made
- Conflict resolution
- State government in agricultural policy and economic development
- Globalization
 - International trade and agriculture

It is about participants needing to refine their communication skills, understand the issues involved in both rural and urban areas, understand the problems and issues in public policy, develop greater self awareness, expand their understanding of the global economy, and to establish a basis for lifelong learning and development.

The Philip Morris Agriculture Leadership Program uses leadership development, governmental policy, and technological advances to teach Kentucky tobacco producers additional skills needed to assume responsibilities in the growing industry. Leadership development seminars include activities and presentations to identify ways to be an effective leader, understand one's self, and look at major issues facing agriculture in the present day. Governmental sessions focus on the specifics of policy (how it is made, who makes it, evolution of agricultural policy, etc.), discussion of current tobacco issues, and new uses and developments for tobacco and biotechnology. Participants learn how to become a better manager, conflict resolution skills, and how to invest money to maximize production. The seminar on state government focuses on the role of lobbyists and provides an overview of the legislature, health care in rural areas, economic development, and the state budgeting process. Participants should understand the role of government in agriculture and acquire greater knowledge regarding

the overall process. The program also examines agriculture and tobacco production on a global setting. In a trip to Washington D.C., participants learn about food safety issues, risk management, migrant labor issues, and the future of agriculture policy. The main goal of the program is to identify general leadership strategies and techniques that can be molded and conformed to the tobacco sector of agriculture. Participants gain knowledge in all aspects of leadership development and agriculture production.

Purdue Natural Resources Leadership Development Institute:

<http://www.agriculture.purdue.edu/fnr/nrldi/index.html>

- 3 three-day sessions at various state parks over a three month period

Topics:

- Understanding self and others
- Controversial natural resource issues
- Communication
- Building influence
- Diffusing conflict
- Collaborative problem solving process, tools, and techniques
- Group dynamics
- Facilitation techniques
- Decision making
- Negotiation skills, tools, and techniques

The goal of the Natural Resources Leadership Institute is to develop leaders within the natural resources communities who can build collaborative relationships with others around contentious issues...NRLDI graduates will be more knowledgeable about how to work collaboratively with others, build consensus, and find sustainable solutions to complex environmental issues.

By using learning techniques and strategies on building relationships with others, solving problems, enhancing listening skills, influencing others, and understanding emotions, the program allows participants to gain a greater understanding of who they are and how that will affect their decisions. Participants learn about group dynamics, leadership, collaborative problem solving, facilitation, decision making, and negotiation and compromise. They learn how to devise agreements in various settings.

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Common themes among all programs (including the NRLC):

- Water quality/ management
- Conflict resolution
- Economic development

Common topics among researched programs (not found in NRLC):

- Leadership development
 - Communication skills
 - Listening skills
 - Writing skills
- Agriculture and public policy
 - Role of government
 - How policy is made
- International trade/agriculture
- Food safety
- Facilitation

Topics in NRLC not found in other programs:

- Youth and volunteer programming
- Nature tourism

Research Objective 2: To empirically examine the need for the course.

Data from only the survey of selected TCE personnel were used to empirically examine the need for the course. The results are shown in Tables 5, 6, and 7 below.

Almost 9 in 10 respondents (87.9%) believed that a need exists in TCE for a Natural Resources Leadership Course.

Table 5. Respondents' belief that there exists a need for a NRLC

	<i>Frequency</i>	<i>Valid Percent</i>
No	31	12.1
Yes	226	87.9
TOTAL	257	100.0
Missing	30	

Of the 226 respondents who believed that a need exists for a NRLC, 173 individuals provided a reason why they believed so. Their reasons are documented in Table 6.

Table 6. Why respondents believe there exists a need in TCE for a NRLC (n = 173)^a

A great professional development tool for those working in the NR field.
Agents need to keep themselves on the cutting edge of the issues.
Agriculture is the utilization of natural resource systems to produce commodities which maintain life. We need information to keep educating the public.
All leadership courses are valuable to those who understand the importance of personal/professional development.
Always a need for leaders in every field.
Any leadership expansion opportunity for staff will strengthen the program and provide for a better understanding of resource conservation.
As a County Extension Agent, Ag/NR, I receive much more ag training than NR. With the current trend toward more environmentally friendly public, staying on top of NR issues would be a welcome training activity.
Because of environmental concerns, water quality, etc.
Because of the importance of natural resources to Texas and TCE clientele. Also, CEAs come into Extension with varying backgrounds, many lacking training in natural resources.
Because of the importance of our natural resource base to our economy and the impact of a doubling of the state's population on the demand for natural resources.
Because of the influx of Urban people moving into rural areas. More and more of our resources are being destroyed.
Because of the need for educational programs for Best Management Practices for land owners on Land Uses....

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Because society in general depletes our natural resources with everyday living. For there to be resources for future generations it is important.
Because someone needs to lead the cause, our natural resources are rapidly being depleted.
Because there is no set program for Natural Resources and leadership is needed to improve this program.
Because this is a critical issue within the state.
Changing times & need to explore alternative income possibilities to the Ag sector.
Depending on what is taught in the course, this could be beneficial for all Texans as well as the county that you live in.
Don't know what the program is, as answered in question one, but any leadership course is a good idea.
Don't know.
Dynamic nature of population and natural resource change in the state; new technologies; use excellent resources from TAMU.
Educate Agents on the various Natural Resources Texas has to offer. Show the State's diversity in natural resources.
Employees need to know much more about what they are employed to achieve for TCE. Many newer employees have never had responsibility on a productive farm or ranch.
Extension agents should be the leaders in promoting wise use of natural resources, should understand our resources and protect them.
Extension is in the perfect position to lead communities in developing sustainably with existing natural resources. With many Extension personnel, including leadership staff, there is a strong need for training and application.
First I would like to know more about the course. Second, I believe our Natural Resources are extremely important to our clientele right now and TCE plays a viable role in the leadership of this.
For ag agents to properly answer client's questions regarding natural resource questions.
For agents to receive training that keeps them current.
For information to what is it.
Good for youth and adults to learn.
Good leadership at all levels is essential to the success of all organizations, and a good course might facilitate this.
Growing subject area that needs attention through additional programming.
Growing urban population.
I'm not sure why a leadership course for NR is specifically needed, but I think leadership training, done right, can be beneficial to many in Extension. I don't know any specifics about this course, but certainly think we need better awareness and leadership in the environment/renewable resources area.
I am familiar with the Natural Resources Leadership Institute that NC State Extension does (run by Steve Smutko). It is very successful and promotes valuable collaborations between industry, state agencies, and conservation groups within North Carolina. It also provides conflict resolution trainings and services within the State, and brings a lot of good recognition for Extension there in NC.
I am not completely sure what this is about but Natural Resources is a very important issue in Texas.
I am not even aware of this but anything would help clientele.
I am not sure.
I believe everyone needs to learn more about natural resources.

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I believe leadership training to be of value, especially as we consider leadership training for our agents that would later be likely to be considered for a mid manager position.
I believe that the TCE Natural Resources Leadership Course is a valuable component in the professional development of our agency agents and other personnel who have responsibilities for leading and creating county programming in a variety of natural resource topics which inter-relate to the prevailing agricultural industry of an area. As a specialist, I have served as a speaker and have been a discipline attendant at several of the classes from the Hill Country to East Texas. The training speakers and the on-the-ground training and tours have been an eye opener for many participants. The two years of classes have also opened the door to new resources that are available from both government and private industry that the agent did not know even existed. Because our agents get degrees in very defined areas of usually 2 or 3 areas of knowledge, the course provides a new and different look at the land complexity of Texas, and a look at where land management and issues of the day are taking the decisions of the landowner and manager. I can not think of another professional development course for TCE agents that is duplicated by the effort put forth in this class. This course is needed to expand the horizon and thinking of our County Extension Agents.
I believe that there is always a need for continued education and leadership in our areas.
I don't know about the course set up but the Leadership Course may provide the opportunity to form linkages across departments concerning Natural Resources.
I don't know anything about it. Based on my lack of knowledge about it I thought yes was a better answer than no.
I don't know anything about the Natural Resources Leadership Course, however, I strongly feel that we need to educate all residents of Texas about the importance of our natural resources so that fewer resources will be destroyed.
I feel that Natural Resources is an important topic in our counties and there needs to be some type of leadership course available for those who are interested.
I for one do not know anything about this.
I had to mark yes or no. I marked yes seeking to be helpful. I have never heard of the thing and no nothing about it. The input of this Horticulture agent may be of little value to you but I am cooperating.
I just want to know what the Natural Resources Leadership Course has to offer.
I know we have a real water shortage in this area that needs to be addressed.
I really don't know if there is a need or not. Leadership is always a valuable tool/skill.
I think it is important for extension employees and our clientele, because part of our job is being knowledgeable about Natural Resources.
I think it would be important for the Agricultural Agents to have training in Natural Resources pertaining to the area for which they live, so as to encourage the services of Extension to other entities and individuals.
I think that TCE personnel are leaders in the awareness of natural resources and feel that they will be on the forefront of educating our increasing urban audiences on the management necessary for sustainability.
If one exists it must be for a reason.
If TCE does not provide the course and/or information, some one else will and we will lose clientele.
Important for people to learn how to take care of natural resources for future generations.
In my area of expertise, I feel that Natural Resources (water excluded) are grossly overlooked.
In order to provide further training to personnel who work in that area of programming, to help address needs.

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Introduces CEAs to the resource and the issues, and encourages development of functional program plans addressing related issues. Additionally, course improves the core group of knowledgeable agents capable of addressing issues of importance in their county/area.
Issues dictate a need as we become more aware of the impact man has on earth's environment.
It is a diminishing resource and we need to be good stewards.
It is a great opportunity for professional development and an opportunity for agents to complete advance degree credit.
It is a program we all need to be conscious of and provide information to our residents.
It is always appropriate to extend training opportunities that provide individuals with an opportunity to gain knowledge.
It is important for some areas.
It is important for us training the clientele in our counties to understand the Natural Resources and be able to explain them and their uses to them.
It sounds like an important topic.
It sounds like a course that would be beneficial to County Extension Agents.
Leaders in the area of Natural Resources could only enhance TCE.
Leadership development and enhancement is necessary in all programs in order to be successful.
Leadership is always an important skill to learn whatever category or capacity it is in.
Learning about and implementing any natural resource conservation techniques and issues is a necessity.
Many of our agents work in rural areas and having excellent leadership skills is necessary in working with groups and organizations interested in natural resource management and/or conservation and/or preservation.
Many of our duties and clientele require a knowledge base in Natural Resources.
Many people are assigned to Natural Resources and need to know what is included and what is expected.
Many questions and concerns regarding natural resources come to our county offices every week. Leadership education in this area would improve Extension's ability to have a positive impact in this field of study.
More people are asking for information on sustainable or low input situations.
Most agents are not aware of the many programming possibilities in Natural Resources and/or the large role economically that Natural Resources are starting to play in the State of Texas.
Natural Resource Agents and Agriculture Agents need to be prepared to support the natural resource interests of our customers and citizens.
Natural Resource education will be an important in future Extension Education.
Natural resource issues are of utmost importance in a rapidly growing state like Texas. TCE employees need to be aware of the social, political, and environmental issues associated with natural resources and natural resource development.
Natural Resource Leadership should be a part of TCE's offered public services. TCE employees should take part in these current issues.
Natural resources and natural resource management is and will continue to be an expanding area of clientele interest and demand for much of the state.
Natural resources are a vital part of each community and there needs to be "someone" fairly knowledgeable of it and the possibilities that exist.
Natural resources are the key to agriculture production and the beauty of Texas.
Natural resources are vital to our society and survival.

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Natural Resources area is so broad that requires focusing in very specific areas for a more efficient program delivery. Also with all new trends on science its important to refit Natural Resources for the new challenging demands.
Natural resources is part of our job description.
Need for leaders who can and are willing to understand and seek scientific based information and lead accordingly rather than based decisions on anecdotal evidences, and who can effectively communicate that to others.
Not enough understanding of big picture natural resource issues amongst agents and leadership.
Not sure - honestly I have never heard of it - need more info!
Not sure what it is but think we do need leadership training.
Not sure what the course would entail. I checked the mid-range on interest because I'm overwhelmed already with stuff Extension demands I do (other than my basic county work with clients). Sorry!
Not what the course is all about, but I would like some information on it because natural resources, i.e., soils, plants, etc... is a major portion of the subject matter that I teach to my clientele.
Our ag coworkers probably have a strong background in the science of natural resources but those of us who do not might benefit from learning the science which affects the recommendations which we make.
Our citizens need to know about Natural Resources and the Leadership Course can assist with this learning process.
Our natural resources are finite, as a state lead agency for educating the citizens of Texas, we should be first and foremost educated. We all need to learn more about the environment and how best to educate the general public. We need more courses that helps us in our daily routines.
Our natural resources are going away.
Our producers here in my county believe in conservation of soil, water and our game bird populations.
Our resources are very important. With more & more people on the earth it is of top priority to preserve it.
Personally, this is not my area of interest or training. However, I believe such a course would be very appropriate for county extension agents who work in the area of natural resources, in particular those agents working in urban areas.
Preserving our natural resources is an important subject.
Prevailing natural resource illiteracy. Misconceptions regarding what constitutes sound natural resource management. Objective information needed to counter some "environmentalist" agendas which may hinder scientifically-based management goals and objectives.
Probably for those interested in Natural Resources and for those we serve with questions about Natural Resources. Our Offices get several questions pertaining to Natural Resources--just not on my side.
Professional development for employees is always a need. It also provides an opportunity for the students to gain credit towards advanced degrees.
Professional Development Training for CEAs.
Prudent land stewardship is a skill that is in much need as our clientele (and TCE educators) grow further from an agrarian background.
Public demand for conservation of all natural resources, renewable and nonrenewable. TCE is in an excellent position to assist property owners in making environmentally sound decisions.
Research based information needs to be disseminated to off-set so much "junk science" that is out there.
Since part of Extensions job is to serve as an educator all courses are beneficial to our clientele.

NRLC Descriptive Summary

So that agents can help the citizens in the county they work.
Some staff members need to understand and address this issue.
Sounds like it has pertinent information that can be utilized to bring back knowledge and spread to clientele.
Stay abreast of emerging NR issues.
TCE has always had the reputation of providing educational programs while building leaders. Therefore the TCE N/R Leadership Course as a tool which co-insides with our objective.
TCE is a good resource of knowledge. I'm sure what is taught is viable.
TCE should be positioned to be a leader in natural resources and non-renewables.
Texas has many natural resources and we are TCE and a leader in education. It would benefit the people of Texas if we had a course like this one.
The demand we as agents have from clientele related to natural resources creates a need for professional development opportunities in this area. There are not enough opportunities available to meet this need.
The entire Ag and Natural Resources faculty needs to understand the big picture of Natural Resources in Texas.
The increase in population is increasing demands and effects on the environment.
The issues relating to Natural Resources in Texas continue to grow and affect more communities.
The management of natural resources by our clientele will to a large extent govern the quality of life in Texas in the future, from soil conservation, water quality, wildlife habitat and landscape preservation. It is our obligation to "pass it on".
The need to train/learn across disciplines is critical to good management and policy development. It helps greatly in directing clients to appropriate resources.
There are many programs in Extension that focus on Natural Resources and a program can help to educate the employees on the topic.
There is a desperate need for education about conservation of natural resources, renewable and non-renewable. A good fit for Extension.
There is a need to have TCE staff trained to provide leadership to a broad clientele related to protection and use of our resources.
There is always a need for continuing education and leadership courses.
There is always knowledge to be gained in regards to natural resources and it would be useful in performing job duties.
There is always room for more quality leadership and natural resources management is one area that deserves attention.
There needs to be credible, qualified staff to lead activities in this area.
This course provides an excellent way to train agents in this subject matter area.
This course provides an opportunity to train the future Extension leaders; provided the participants are selected properly and they implement what they learn. I'm concerned that, because of the turnover rate of CEAs, they program isn't as effective as it can be. I also think that TCE's contribution, monetary and physical visibility, to the success of this program is woefully small.
This is a growing area of interest in the state and we need to be leaders in this area. This would position extension to be a lead education source in the future.
This is an area of great interest to our clientele. It is important to have knowledgeable persons available to answer questions and guide learning opportunities.
This is an important component of Texas agriculture and educating the general public.
This is part of what we do.

NRLC Descriptive Summary

This sector is becoming increasingly important.
Those with extra training will be able to speak out on issues in a more influential way.
Through our programming, we need to become more aware of our natural resources and how we can promote their conservation, preservation and positive uses in our counties to our clientele. We all need to further our leadership skills and development. From the name, it sounds like something worthwhile for agents to participate in, as well as volunteers and clientele.
To better prepare our Agents to work with the clientele that requires that sort of information. Our demographics are changing, and land ownership is changing to a more urbanized client with less experience in land management.
To create greater awareness of what the public need to do to preserve and conserve the states natural resources by having people specially trained as spokespersons and leaders.
To empower people with knowledge and skills on issues related to conservation of natural resources.
To further develop the skills and knowledge of the individuals that are showing promise in the area of Natural Resources.
To further educate agents.
To help tell others what the course is and what it pertains to.
To learn what it is
To make others aware of the need to take better care of our natural resources - water, air, soil, etc.
To meet the needs of interested people.
To provide more education to the clientele.
To raise awareness for natural resource issues across the state and promote leadership roles and activities for making a difference.
To use information gained to assist clientele.
Traditional agriculture is changing in today's society. Using natural resources wisely, including water, raising game and gathering income based on hunting leases are quickly becoming the face of agriculture in many areas.
Train agents and community leaders in this subject matter.
Training is always needed to keep in the forefront of leadership. I just don't know what this program offers.
Training is important in all areas.
We've got everything else, why not.
We are in a leadership position for Natural Resource management in this community.
We are in a society that needs leadership related to our natural resources, usages and alternatives.
We are wasting natural resources and need more leaders to teach how to preserve these resources.
We can always learn more about natural resources and should pay attention to that area.
We have constant inquiries to conservation and natural resource management as well as issues arising with both surface and ground water, and fuels.
We have to do all we can to conserve natural resources.
We live in a world that really needs to be conscious of our resources.
We need more people that have a desire to be more knowledgeable about natural resources and train them so that they or we can pass this valuable information on to clientele and be leaders in the protection and promotion of natural resources.

NRLC Descriptive Summary

We need TCE to be in a leadership role when it come to Natural Resources and therefore we need as many people trained as possible.
We should be leaders in this area.
We tend to leave conservation to other government entities such as the NRCS.
Where ever there is a high demand.
With the emphasis today on the conservation of our natural resources, I believe it would be good for natural resource agents to receive or go through a natural resources leadership course.
With the rising cost of energy, more and more people, businesses, etc. are asking questions regarding bio-diesel, ethanol, solar power, wind power, etc. I assume a course like this will assist county agents in being able to develop programming efforts to answer these questions.
Within any field, a pool of leaders is important to the development of the field. Furthermore it is important to build capacity within the NR field and the ability of those that work in the NR field, earn a living from natural resources, or depend on natural resources as a conscious part of livelihood (not the recreational user per se).

^a Responses have been edited for spelling; content is original.

Twenty of the 31 individuals who did not believe that there exists a need in TCE for a NRLC provided a reason why. Their reasons are presented in Table 7.

Table 7. Why respondents believe there does not exist a need in TCE for a NRLC (n = 20)^a

Do not know enough about it to comment positively.
Don't know anything about it.
Don't know any thing about it.
Given the fact I have never heard of it and the fact that you have provided absolutely no information about the course prior to this survey, I have no grounds to judge if it is needed. Your survey asked for a Yes or No response. Given the lack of information about the course, I have answered NO.
I believe we could be spending more resources (that are already tight) on more beneficial programs rather than trying to through a special name around a basically irrelevant program.
I do not have enough information to make a good decision. I do not think there should be training for training's sake.
I don't know anything about it.
I have never heard of it before.
I have no idea what it is. We spend too much time being trained how to be county agents and not being county agents.
I have no idea what this course covers so it is hard to say if we need it or not.
I have no idea what this course would involve or why it would be needed.
I really don't know if one is needed or not; however, since I have NO idea of what it is and am an FCS agent I don't want to take a chance on resources going to something which would be a LOW priority for the clientele I serve.
If I knew what it was about I could determine better if there exists a need. It would help if I knew at the start of this survey what this course entails.
N/A
Not familiar with the concept therefore no need.

NRLC Descriptive Summary

Not sure what this involves.

Since I have no idea what it entails, I don't know if it is duplicating efforts (SALE-LE).

Too many activities presently.

Too many tasks already, not enough time to commit.

You provide only a yes or no response--I don't really know what NRLC is or what it could or could not mean to me, so the answer is "NO".

^a Responses have been edited for spelling; content is original.

Research Objective 3: To empirically examine the stated objectives of the course.

Data from both the survey of NRLC graduates and the survey of selected TCE personnel were used to empirically examine the stated objectives of the course. Presently, the stated objectives of the NRLC are as follows:

1. To acquaint TCE agents with Texas natural resource conservation issues and opportunities for Texas citizens to benefit from the utilization of natural resources;
2. To help TCE agents understand the natural resource regulatory environment and the role and methods of extension education in that environment;
3. To introduce TCE agents to concepts and methods of management, conservation, and utilization of natural resources, including their integration with existing land uses;
4. Enhance TCE agents' ability to educate decision makers regarding the management of Texas' natural resources; and,
5. To help TCE agents implement county-level natural resource extension programming.

Survey of NRLC Graduates

In the survey of NRLC graduates, respondents were asked to rate their level of satisfaction with the course objectives. Respondents were not provided with a list of course objectives; they had to rely on memory. As shown in Table 8, roughly 9 in 10 respondents (89.2%) reported being very satisfied or somewhat satisfied with the objectives of the NRLC.

NRLC Descriptive Summary

Table 8. Level of satisfaction with course objectives^a

	<i>Frequency</i>	<i>Valid Percent</i>
Very satisfied	28	60.9
Somewhat satisfied	13	28.3
Neither satisfied nor dissatisfied	3	6.5
Somewhat dissatisfied	1	2.2
Very dissatisfied	1	2.2
TOTAL	46	100.0
Missing	3	

NRLC graduates were then asked to indicate their level of agreement with five statements regarding the NRLC. The statements were the five objectives of the NRLC (slightly modified into the past tense). Possible response categories for each statement consisted of 'strongly agree,' 'agree,' 'neither agree nor disagree,' 'disagree,' 'strongly disagree,' and 'don't know.' Respondents' levels of agreement with each statement (i.e., stated objective of the NRLC) are shown in Tables 9 through 13. Mean scores, which can be used for comparative purposes, were also calculated. The mean scores are noted in Tables 9 through 13.

Table 9. Level of agreement with the statement “the NRLC has acquainted me with Texas natural resource conservation issues and opportunities for Texas citizens to benefit from the utilization of natural resources” (objective 1)^a

	<i>Frequency</i>	<i>Valid Percent</i>
Strongly agree	19	45.2
Agree	22	52.4
Neither agree nor disagree	1	2.4
TOTAL	42	100.0
Missing	7	

Mean^a	1.4286
Std. Deviation	.54740

^a Mean score was calculated by treating the ordinal response categories as intervals. Responses were coded as follows: 2 = strongly agree; 1 = agree; 0 = neither agree nor disagree.

NRLC Descriptive Summary

Table 10. Level of agreement with the statement “the NRLC has helped me understand the natural resource regulatory environment and the role and methods of extension education in that environment” (objective 2)^a

	<i>Frequency</i>	<i>Valid Percent</i>
Strongly agree	19	45.2
Agree	22	52.4
Neither agree nor disagree	1	2.4
TOTAL	42	100.0
Missing	7	

Mean ^a	1.4286
Std. Deviation	.54740

^a Mean score was calculated by treating the ordinal response categories as intervals. Responses were coded as follows: 2 = strongly agree; 1 = agree; 0 = neither agree nor disagree.

Table 11. Level of agreement with the statement “the NRLC has introduced me to concepts and methods of management, conservation, and utilization of natural resources, including their integration with existing land uses” (objective 3)^a

	<i>Frequency</i>	<i>Valid Percent</i>
Strongly agree	18	42.9
Agree	22	52.4
Neither agree nor disagree	2	4.8
TOTAL	42	100.0
Missing	7	

Mean ^a	1.3810
Std. Deviation	.58236

^a Mean score was calculated by treating the ordinal response categories as intervals. Responses were coded as follows: 2 = strongly agree; 1 = agree; 0 = neither agree nor disagree.

Table 12. Level of agreement with the statement “the NRLC has enhanced my ability to educate decision makers regarding the management of Texas’ natural resources” (objective 4)^a

	<i>Frequency</i>	<i>Valid Percent</i>
Strongly agree	16	38.1
Agree	24	57.1
Neither agree nor disagree	2	4.8
TOTAL	42	100.0
Missing	7	

Mean ^a	1.3333
Std. Deviation	.57027

^a Mean score was calculated by treating the ordinal response categories as intervals. Responses were coded as follows: 2 = strongly agree; 1 = agree; 0 = neither agree nor disagree.

NRLC Descriptive Summary

Table 13. Level of agreement with the statement “the NRLC has helped me implement county-level natural resource extension programming” (objective 5)^a

	<i>Frequency</i>	<i>Valid Percent</i>
Strongly agree	20	47.6
Agree	17	40.5
Neither agree nor disagree	5	11.9
TOTAL	42	100.0
Missing	7	
Mean^a	1.3571	
Std. Deviation	.69217	

^a Mean score was calculated by treating the ordinal response categories as intervals. Responses were coded as follows: 2 = strongly agree; 1 = agree; 0 = neither agree nor disagree.

As reflected in the Tables, no respondent expressed disagreement with any of the statements. In fact, the overwhelming majority of respondents either strongly agreed or agreed with each statement. The item that garnered the largest number of neutral responses was the statement which is reflective of objective 5. Five of the 42 respondents (11.9%) indicated that they neither agreed nor disagreed that the NRLC has helped them implement county-level natural resource extension programming.

Survey of Selected TCE Personnel

In the survey of selected TCE personnel, respondents were instructed to check or type the best answer that described their views on several items that dealt with the stated objectives of the NRLC.

The first five items focused on the degree to which respondents believed each objective was (a) measurable, (b) attainable, (c) results-focused, (d) timely, (e) relevant for AG/NR CEAs, (f) relevant for FCS CEAs, (g) relevant for 4H&YD CEAs, and (h) relevant for HORT CEAs. Response categories included: ‘completely,’ ‘mostly,’ ‘somewhat,’ ‘not at all,’ and ‘don’t know.’ Results are shown in Tables 14 through 18.

NRLC Descriptive Summary

Table 14. Respondents' perspectives on objective 1 (to acquaint TCE agents with Texas natural resource conservation issues and opportunities for Texas citizens to benefit from the utilization of natural resources)

<i>Degree to which objective 1 is:</i>	<i>Completely</i>	<i>Mostly</i>	<i>Somewhat</i>	<i>Not at all</i>	<i>Don't know</i>	<i>TOTAL</i>
	%	%	%	%	%	%
Measurable	25.0	34.7	29.4	0.8	10.1	100.0
Attainable	29.4	42.7	20.2	0.0	7.7	100.0
Results-focused	15.2	34.4	32.4	4.1	13.9	100.0
Timely	36.9	26.2	20.9	3.7	12.3	100.0
Relevant for AG/NR CEAs	58.0	27.2	9.2	0.8	4.8	100.0
Relevant for FCS CEAs	8.9	16.2	44.9	19.0	10.9	100.0
Relevant for 4H&YD CEAs	20.0	28.6	37.6	4.9	9.0	100.0
Relevant for HORT CEAs	44.8	31.0	14.1	2.0	8.1	100.0

Table 15. Respondents' perspectives on objective 2 (to help TCE agents understand the natural resource regulatory environment and the role and methods of extension education in that environment)

<i>Degree to which objective 2 is:</i>	<i>Completely</i>	<i>Mostly</i>	<i>Somewhat</i>	<i>Not at all</i>	<i>Don't know</i>	<i>TOTAL</i>
	%	%	%	%	%	%
Measurable	25.6	29.8	33.9	1.2	9.5	100.0
Attainable	23.5	42.0	25.1	0.4	9.1	100.0
Results-focused	18.4	37.7	28.5	3.8	11.7	100.0
Timely	30.5	30.5	23.0	2.9	13.0	100.0
Relevant for AG/NR CEAs	58.0	29.2	7.8	0.8	4.1	100.0
Relevant for FCS CEAs	9.0	16.4	41.0	20.9	12.7	100.0
Relevant for 4H&YD CEAs	16.2	24.5	39.8	8.3	11.2	100.0
Relevant for HORT CEAs	40.3	30.7	16.0	3.8	9.2	100.0

NRLC Descriptive Summary

Table 16. Respondents' perspectives on objective 3 (to introduce TCE agents to concepts and methods of management, conservation, and utilization of natural resources, including their integration with existing land uses)

<i>Degree to which objective 3 is:</i>	<i>Completely</i>	<i>Mostly</i>	<i>Somewhat</i>	<i>Not at all</i>	<i>Don't know</i>	<i>TOTAL</i>
	%	%	%	%	%	%
Measurable	30.6	34.9	26.3	0.9	7.3	100.0
Attainable	28.0	45.3	19.0	0.4	7.3	100.0
Results-focused	24.6	39.7	23.7	3.0	9.1	100.0
Timely	40.4	28.3	18.7	3.0	9.6	100.0
Relevant for AG/NR CEAs	67.7	20.0	6.8	0.4	5.1	100.0
Relevant for FCS CEAs	7.7	13.2	41.5	24.8	12.8	100.0
Relevant for 4H&YD CEAs	15.2	27.7	40.3	6.5	10.4	100.0
Relevant for HORT CEAs	43.0	27.6	18.4	3.1	7.9	100.0

Table 17. Respondents' perspectives on objective 4 (enhance TCE agents' ability to educate decision makers regarding the management of Texas' natural resources)

<i>Degree to which objective 4 is:</i>	<i>Completely</i>	<i>Mostly</i>	<i>Somewhat</i>	<i>Not at all</i>	<i>Don't know</i>	<i>TOTAL</i>
	%	%	%	%	%	%
Measurable	20.9	29.1	36.5	5.2	8.3	100.0
Attainable	17.0	39.7	33.2	2.2	7.9	100.0
Results-focused	22.8	36.4	28.1	5.3	7.5	100.0
Timely	35.2	27.8	22.6	3.5	10.9	100.0
Relevant for AG/NR CEAs	59.1	25.9	10.3	0.9	3.9	100.0
Relevant for FCS CEAs	8.3	16.5	36.1	26.1	13.0	100.0
Relevant for 4H&YD CEAs	13.6	25.9	38.2	11.8	10.5	100.0
Relevant for HORT CEAs	40.0	26.7	22.7	3.1	7.6	100.0

NRLC Descriptive Summary

Table 18. Respondents' perspectives on objective 5 (to help TCE agents implement county-level natural resource extension programming)

<i>Degree to which objective 5 is:</i>	<i>Completely</i>	<i>Mostly</i>	<i>Somewhat</i>	<i>Not at all</i>	<i>Don't know</i>	<i>TOTAL</i>
	%	%	%	%	%	%
Measurable	39.8	30.5	20.8	0.0	8.8	100.0
Attainable	29.3	37.1	25.3	0.4	7.9	100.0
Results-focused	33.3	36.0	20.4	0.4	9.8	100.0
Timely	34.5	31.4	20.4	1.8	11.9	100.0
Relevant for AG/NR CEAs	62.1	22.9	10.1	0.9	4.0	100.0
Relevant for FCS CEAs	8.0	12.8	39.8	28.3	11.1	100.0
Relevant for 4H&YD CEAs	15.7	27.4	40.8	7.2	9.0	100.0
Relevant for HORT CEAs	45.0	23.9	19.4	5.0	6.8	100.0

The next several items dealt with the possible addition, deletion, or modification of one or more objectives. Respondents were first asked whether or not they would recommend the addition of one or more objectives to the NRLC. As shown in Table 19, approximately one fifth of the respondents (20.2%) would recommend the addition of one or more objectives.

Table 19. Recommend the addition of one or more objectives to the NRLC

	<i>Frequency</i>	<i>Valid Percent</i>
No	182	79.8
Yes	46	20.2
TOTAL	228	100.0
Missing	59	

NRLC Descriptive Summary

Those respondents who answered 'yes' were asked to state the proposed objective(s) that they would add. All usable responses are listed in Table 20.

Table 20. Proposed objective(s) that respondents would add^a (n = 17)

1. Development of a leadership module. Although the course is currently called a leadership course, it in fact does little to hone leadership skills. 2. Training relative to the use of technology to increase the effectiveness of TCE in number of Texans trained and educated regarding the wise use of natural resources.
A strong youth component that could tie in programs through 4-H like the Junior Master Gardener program and also utilization of Master Gardener volunteers as trainers.
Be visionary of upcoming issues.
Better understand human impacts on the environment Better understand sustainable practice, in both urban and rural settings.
Develop Evaluation Instruments pertaining Natural Resources Program tailored to specific topics and sites.
Diversification of land uses and legal ramifications/liabilities.
Don't know what to add, there wasn't a place to check "Don't Know", or I would have done that.
Enhance the agents' conflict resolution skills Enhance the agents' group facilitation skills.
Help agents assess the natural resources within their county to include those most common (hunting, fishing, etc.) as well as those less-known (birding, hiking, biking, etc). Some agents may not be aware of opportunities available to them or their clientele.
I am in the Soil and Crop Sciences Department. A large part of what we do is conservation of natural resources (soils and waters), yet we are not a part of the Center for Natural Resources. If these key elements are missing from the course, it is incomplete.
Integrating program for elementary school students.
Packaging/reporting results.
Small landowners will be the key audience to focus on due to the increase in land sales.
To enable CEAs with the Total Resource Management approach to natural resource stewardship for more holistic management recommendations that incorporated livestock production, wildlife considerations, financial management and economics.
To include natural resource objectives in programming.
To provide on-line self-guided study materials needed to meet program goals/objectives.
Water conservation Pine trees Fish Cattle Wildlife.

^a Responses have been edited for spelling; content is original.

NRLC Descriptive Summary

Next, respondents were asked whether or not they would recommend the deletion of one or more of the stated NRLC objectives. As revealed in Table 21, nine percent (n = 20) would recommend the deletion of one or more objectives.

Table 21. Recommend the deletion of one or more of the stated NRLC objectives

	<i>Frequency</i>	<i>Valid Percent</i>
No	202	91.0
Yes	20	9.0
TOTAL	222	100.0
Missing	65	

Those respondents who answered 'yes' were asked to state the proposed objective(s) that they would delete. All usable responses are listed in Table 22.

Table 22. Objective(s) that respondents would delete^a (n = 14)

1 & 2.
All.
Educating decision makers.
Enhance agents' ability to affect decision makers ... this is beyond the scope of agents/specialists and needs to be done by gov'tal liaison faculty.
It seems too much and too complicated. Maybe not delete, but re-write.
Objective 5.
Regulations -- already covered by other USDA agencies.
Regulatory aspects.
The issue of education of elected officials.
The last objective listed in the proposed objectives.
The making agents understand your concepts we know what you do were not dumb, lets just learn how we can work together and not have this course be a belittling thing to agents.
The one that I marked "don't know" on almost every question.
There's too many and their too detailed. They need to be short but precise.
Using agents to inform decision makers...

^a Responses have been edited for spelling; content is original.

NRLC Descriptive Summary

Lastly, respondents were asked whether or not they would recommend that one or more of the stated NRLC objectives be changed (or reworded). As shown in Table 23, 19 out of 222 respondents (8.6%) would recommend that one or more of the current objectives be modified.

Table 23. Recommend that one or more of the stated NRLC objectives be changed (or reworded)

	<i>Frequency</i>	<i>Valid Percent</i>
No	203	91.4
Yes	19	8.6
TOTAL	222	100.0
Missing	65	

Those respondents who answered 'yes' were asked to state the changed (or reworded) objective(s). All usable responses are listed in Table 24.

Table 24. Changed (or reworded) objectives^a (n = 6)

Include the dynamics of change.
Not sure on particulars, but think it all needs to be easier to understand.
Regulatory aspects.
They should include the time that they should be completed by.
Understand is not a valid objective word. It is not measurable.
Utilization of natural resources presumes they should be used. Perhaps you should say conservation or utilization.

^a Responses have been edited for spelling; content is original.

Research Objective 4: To empirically examine the way in which the course is currently delivered/offered (i.e., the number of workshops held throughout the year, the format of the course, etc.).

Data from both the survey of NRLC graduates and the survey of selected TCE personnel were used to empirically examine research objective 4. Presently, the course format consists of four workshops over a 24-month period. Each workshop is three days long.

Survey of NRLC Graduates

In the survey of NRLC graduates, respondents were asked to rate their level of satisfaction with the format of the course. Slightly more than three quarters of the NRLC graduates (76.1%) reported being very satisfied with the current course format (see Table 25).

Table 25. Level of satisfaction with format of the course (i.e., 4 workshops over a 2 year period)^a

	<i>Frequency</i>	<i>Valid Percent</i>
Very satisfied	35	76.1
Somewhat satisfied	8	17.4
Neither satisfied nor dissatisfied	1	2.2
Somewhat dissatisfied	1	2.2
Very dissatisfied	1	2.2
TOTAL	46	100.0
Missing	3	

Survey of Selected TCE Personnel

In the survey of selected TCE personnel, respondents had a chance to share their views on the current format of the NRLC. Respondents were asked whether they thought that the organizers of the NRLC should keep the course format the same or change it in the future. As shown in Table 26, just over one half of the respondents (56.7%) were not sure. Of those individuals who offered an opinion on the matter, 22.7% believed that the organizers should keep the format the same, while slightly fewer (20.6%) called for a change in the format.

NRLC Descriptive Summary

Table 26. Respondents' views of whether organizers of the NRLC should keep the format the same (i.e., 4 workshops over a 2 year period) or change it

	<i>Frequency</i>	<i>Valid Percent</i>
Keep the format the same	54	22.7
Change the format	49	20.6
Don't know	135	56.7
TOTAL	238	100.0
Missing	49	

The respondents who believed that there needs to be a change in the course format were asked to state their proposed change(s) for the way in which the NRLC might be offered. All usable responses are listed in Table 27.

Table 27. Proposed change(s) for the way in which the NRLC might be offered^a (n = 45)

1 or 2 days at a time, not 3.
2 day format, increase the number of sessions needed.
3 days consecutively is sometimes difficult for agents to get away from the county or their families for that many days at one time and then you have to do that four times over the two years plus all the other trainings we have to go seems like a long time and some of the RPDs don't like agents to be out of the counties for that many days at one time.
Accelerate and increase the training with TV course sessions, written assignments, communications training, addition of communications specialists and water specialists to each District, and agent's masters degrees in relevant natural resource coursework. Offer training in how agents can become aware of and transmit to their communities the breadth of TAMUS expertise and assistance.
Again, offer the materials online to promote self-guided study.
Any training that takes two years is not realistic in today's society, maybe break it into optional sections that match the objectives. Agents are out of the county enough as it is.
Change to one day each session.
Compressing the timeline might be helpful to accelerate learning and application of the knowledge into a viable program plan. Follow up with support to insure plan development, implementation, and evaluation.
Condense it if possible.
Even though you have it over a 2 year period, having 3 days to commit is very difficult for people today. Have a one day meetings and two TTVN's spread out.
Finish it in one year.
Four, two day events over the two years.
Have all meetings in the Fall. Livestock shows and Spring 4-H activities keep MANY AG/NR and 4-H agents busy. Two sessions each year.
I am not familiar with the course. However, that seems like a lot of time devoted to something that would only be one part of overall programming issues. I think it needs to be shortened.
I suggest some type of intermediate program i.e., quarterly such as a phone call, web cast, video where each participant gives a pre written summary of activities 1-2 minutes. Courses could overlap by a year and second year students could serve as mentors for 1st year students.
I would eliminate the NRLC completely.

NRLC Descriptive Summary

It is difficult to put together a consistent program with such long periods between trainings. It just seems the training should be given within a shorter period of time. I am probably wrong.
It should be offered in a manner that facilitates active learning with varying locations, delivery strategies, etc.
Keep the basic material the same but add new material for agents have already attended but don't make them attend the whole time. Give them days to select.
Less time.
Maybe change from 4 workshops to 2.
More one or two days is better than 3. It is hard for an agent to be out of the office for 3 days.
Not knowing the content, it is hard to make a recommendation. My only concern is that three days worth of training twice a year is a major commitment for CEAs with all of the other trainings and duties required.
One face to face training to begin the program, utilize the centra or web based course format, then finish with a short face to face.
One year.
People with a family (small children) cannot be gone three days at a time, 4 times over 2 years.
Reduce the amount of "windshield" time in order better utilize the time spent in each session.
Same number of meetings, same length, but completed in one year or less.
Sessions too long and too far apart.
Shorten.
Shorten program where possible; 4-three day sessions is a lot of time.
Shorten the time commitment.
Shorter.
Shorter time and number of sessions. Utilize Centra trainings.
Shorter time span than 2 years so programs/curriculum learned and implemented quickly.
Target to your specific TCE agents.
That is too long of a period for producers to keep interest in my area.
That is too many days out of the office and with travel costs they way they are, there should be an alternative.
The time of the trainings should be shorter.
The workshops should not last longer than one day. These workshops are too long and that will negatively affect attendance. You want people to attend, right?
Three day sessions are too long. Shorter sessions are more practical.
Three days is a long time to be out of the office at once being that so many other programs pull us out of the office. I would incorporate more distance learning into the schedule.
Too long. Agents are busy and do not have tons of time to be in trainings for days.
Two years is too long to get something into action. Maybe meet two or three times yearly for 4.5 days and get the ball rolling sooner.
You are offering 12 days worth of meetings. The current system may limit agents that do not want to spend two nights away. Offering 6 trainings will bring the group together more often and one night stays are often more acceptable.

^a Responses have been edited for spelling; content is original.

Research Objective 5: To empirically examine the application process and selection of course participants.

Data from both the survey of NRLC graduates and the survey of selected TCE personnel were used to empirically examine the application process and selection of course participants. At present, the application criteria are as follows:

- Must be a AG/NR or FCS agent with preferably a minimum of 3 years of experience as an agent in Texas and/or other states;
- Agent must agree to attend all 4 workshops;
- Agent must provide all transportation to workshops;
- Agent is expected to develop an Action Plan as to how he/she will incorporate what he/she learned at the end of the course into county programming; and,
- Agent must write a letter as to why he/she feels that he/she needs the course.

Survey of NRLC Graduates

In the survey of NRLC graduates, respondents were asked to rate their level of satisfaction with the application and selection process of course participants. Respondents were not provided with a list of application and selection criteria; they had to rely on memory. As shown in Table 28, the vast majority of NRLC graduates (82.6%) were satisfied with the application and selection process. Two respondents (4.3%) reported being very dissatisfied with the process.

NRLC Descriptive Summary

Table 28. Level of satisfaction with the application and selection process of course participants^a

	<i>Frequency</i>	<i>Valid Percent</i>
Very satisfied	30	65.2
Somewhat satisfied	8	17.4
Neither satisfied nor dissatisfied	5	10.9
Somewhat dissatisfied	0	0.0
Very dissatisfied	2	4.3
Don't know	1	2.2
TOTAL	46	100.0
Missing	3	

Survey of Selected TCE Personnel

In the survey of selected TCE personnel, respondents had a chance to share their views on the current NRLC application and selection process. Respondents were asked to indicate the extent to which they agreed or disagreed with the application criteria. The results are shown in Tables 29 through 33. Mean scores, which can be used for comparative purposes, were also calculated. The mean scores are noted in Table 29 through 33.

Table 29. Level of agreement with NRLC application criterion that participant must be an AG/NR or FCS agent with preferably a minimum of three years experience as an agent in Texas and/or other states^a

	<i>Frequency</i>	<i>Valid Percent</i>
Strongly agree	20	8.6
Agree	86	36.9
Neither agree nor disagree	37	15.9
Disagree	54	23.2
Strongly disagree	17	7.3
Don't know	19	8.2
TOTAL	233	100.0
Missing	54	

Mean	3.1776
Std. Deviation	1.14910

^a Mean score was calculated by treating the ordinal response categories as intervals. Responses were coded as follows: 5 = strongly agree; 4 = agree; 3 = neither agree nor disagree; 2 = disagree; 1 = strongly disagree.

NRLC Descriptive Summary

Table 30. Level of agreement with NRLC application criterion that participating agent must agree to attend all four workshops^a

	<i>Frequency</i>	<i>Valid Percent</i>
Strongly agree	71	30.5
Agree	90	38.6
Neither agree nor disagree	32	13.7
Disagree	26	11.2
Strongly disagree	2	0.9
Don't know	12	5.2
TOTAL	233	100.0
Missing	54	

Mean	3.9140
Std. Deviation	1.00762

^a Mean score was calculated by treating the ordinal response categories as intervals. Responses were coded as follows: 5 = strongly agree; 4 = agree; 3 = neither agree nor disagree; 2 = disagree; 1 = strongly disagree.

Table 31. Level of agreement with NRLC application criterion that participating agent must provide all transportation to workshops^a

	<i>Frequency</i>	<i>Valid Percent</i>
Strongly agree	10	4.3
Agree	49	21.2
Neither agree nor disagree	70	30.3
Disagree	63	27.3
Strongly disagree	27	11.7
Don't know	12	5.2
TOTAL	231	100.0
Missing	56	

Mean	2.7808
Std. Deviation	1.06977

^a Mean score was calculated by treating the ordinal response categories as intervals. Responses were coded as follows: 5 = strongly agree; 4 = agree; 3 = neither agree nor disagree; 2 = disagree; 1 = strongly disagree.

NRLC Descriptive Summary

Table 32. Level of agreement with NRLC application criterion that participating agent is expected to develop an action plan as to how he/she will incorporate what he/she learned at the end of the course into county programming^a

	<i>Frequency</i>	<i>Valid Percent</i>
Strongly agree	30	12.9
Agree	94	40.3
Neither agree nor disagree	60	25.8
Disagree	31	13.3
Strongly disagree	6	2.6
Don't know	12	5.2
TOTAL	233	100.0
Missing	54	

Mean	3.5023
Std. Deviation	0.98454

^a Mean score was calculated by treating the ordinal response categories as intervals. Responses were coded as follows: 5 = strongly agree; 4 = agree; 3 = neither agree nor disagree; 2 = disagree; 1 = strongly disagree.

Table 33. Level of agreement with NRLC application criterion that participating agent must write a letter as to why he/she feels that he/she needs the course^a

	<i>Frequency</i>	<i>Valid Percent</i>
Strongly agree	24	10.3
Agree	79	33.9
Neither agree nor disagree	65	27.9
Disagree	45	19.3
Strongly disagree	7	3.0
Don't know	13	5.6
TOTAL	233	100.0
Missing	54	

Mean	3.3091
Std. Deviation	1.01806

^a Mean score was calculated by treating the ordinal response categories as intervals. Responses were coded as follows: 5 = strongly agree; 4 = agree; 3 = neither agree nor disagree; 2 = disagree; 1 = strongly disagree.

NRLC Descriptive Summary

Respondents were then asked whether or not they would recommend that one or more of the stated NRLC application criteria be changed. As shown in Table 34, 39% of the respondents (n = 87) stated that they would recommend changing one or more of the criteria.

Table 34. Recommend that one or more of the stated application criteria be changed

	<i>Frequency</i>	<i>Valid Percent</i>
No	136	61.0
Yes	87	39.0
TOTAL	223	100.0
Missing	64	

Those respondents who answered 'yes' were asked to state their proposed change(s) to the application criteria. All usable responses are listed in Table 35.

Table 35. Proposed change(s) to the application criteria^a (n = 74)

4-H Agents should also qualify.
4-H and Horticulture agents should be offered the opportunity. It is professional development which they may use throughout their careers. I do not see the purpose in writing a letter. Generally, it's after a training that we fully understand its value. You don't know what you don't know until you learn it...
A letter why isn't really relevant, everyone needs this. 4-H agents should be included. Making a plan isn't necessary since most information provided will enhance programming not create a new area.
Action plan - maybe that could be changed some.....the work the agent does is reflected in their POW, why re write it?
Action Plan requirement. Requirement of agent stating the need for the course.
Add Hort agents.
Add specialists and 4-H agents to those who can attend.
Addition of 4-H agent with three years experience.
Ag only pay transportation.
AG/NR and FCS are not the only agents in the county. In fact, I believe that Hort agents and 4-H agents have much more need for this effort than FCS agents. This should be based on clientele needs from the county that were determined by future forums, etc. and not just on the title held by the agent. Our programs and training should be based on client or county issues/need.
Agents already have multiple reports and plans to complete on a monthly and annual basis, that by making another plan seems to add another dimension of paperwork to keep up with for the agent.
Agents have enough to do without being required to do additional stuff. Agents that want to go and utilize the info will.
Agents should be able to identify the value of this training to the people in their community to a greater level than just awareness. There should existence a difference between local need and agent competency. You don't want agents there that could teach the course either, unless they are teaching!

NRLC Descriptive Summary

Agents should not be required to write a plan on how they plan to implement what they have learned.
Allow the attendance of other types of CEAs such as Marine, Hort., IPM, or 4-H.
Course sounds applicable to agents who have been employed under 3 years.
Do not think that a minimum should be placed on service prior to acceptance into the program.
Drop the letter.
FCS agents do not have natural resource program responsibilities. Writing a letter. Is that helpful?
FCS may not be the best target audience, what about 4-H, a lot of good agents that could implement this program may not have been in the county that long and may not be able to provide the travel.
Financial assistance is needed to attend. Having to develop another plan is too much work.
Horticulture Agents should be included.
I am not sure if agents would write a letter stating why they need to go to a training unless it and travel expenses might be paid for by same account. Agents have varying travel budgets set aside by their county. Agents with small travel budgets have to limit the trainings, stockshows, meetings etc. that they attend due to limited funds. Agents with bigger travel budgets can afford to attend more trainings or go to more meetings etc. This is why it is good to offer trainings that agents can turn in for reimbursement out of some other account besides their county travel budget if you want more agents to attend.
I believe a letter would not be useful. If an agent wants to incorporate the course into programming, signing up for the commitment involved in the course is reason enough to let them in.
I can't remember them all now and the language is no longer shown. Requiring the agents to attend all four workshops, write an action plan and a letter all dissuade attendance. You want agents to attend, right? They're already overbooked.
I don't know how to do it, but I would like to initiate a process that minimizes the inclusion of agents that will stay with TCE.
I don't think that having 3 years experience is needed. This course can shape and benefit agents right away. Experience could be a way to give priority but should not prevent acceptance.
I think all cost should be provided.
I think that you should not exclude 4-H agents who have the 3 years of experience, as who better to work with youth to teach fact-based, non-biased information about natural resources (and to counter some of the misinformation that our youth gets in the media and in the schools).
I would ask why limit it to certain agent types? Let anyone who wishes to apply do so and base selection process on respective agent application and intended use.
I would include 4-H Agents.
I would suggest letters of recommendations/nomination to the academy. It might be worth discussing the years as an agent criteria. I'm thinking 5 years is more realistic. In the first 2 years agents are just learning how to work in extension, in years 3-4 they are beginning their educational programming in a more independent manner, in years 5-7 is when they are ready to hone in on a particular area where program like this would help build their capacity to succeed.
If I understand it, agents are required to shoulder all the training expense. If possible, it would be helpful to supplement a part of the travel expense....providing funds are available.
If this is going to be required training, why not for all agents?
In my years of Extension, I have noted that excellent 4-H agents become excellent agents for AG/NR and FCS. Why do we wait to train the agent working in the 4-H arena to change focus and move into a different type of position?? The information in the course can also be used by the 4-H agent in the youth program. The knowledge of the youth program is not that much different than what is taught in the adult audience program.

NRLC Descriptive Summary

Inclusion of 4-H and Youth Development Agents, since they work with 4-H'ers in Soil Science projects.
It is difficult to require a person to attend all sessions. Perhaps they could pick the sessions most applicable to their situation.
It should allow anyone who is interested and willing to work.
Just need application.
Keep it open to anyone. If it is truly a leadership course you want all people that are interested able to attend. Also, get rid of the letter requirement. Again, if the person wants to attend a letter should not be the determining factor.
Limit to Ag, NR, and /or Horticulture Agents.
May be difficult to attend all 3 day trainings. Time is very hard to come by these days.
Must be an FCS or AGR agent. This course would be far more beneficial to a 4-H YD agent than an FCS agent.
New agents could benefit just as much as experienced agents.
No app letter, allow Hort and 4-H Agents to attend.
No letter for application, one year service, travel paid by TAMU if county does not and a simplified plan of application - agents have too much paperwork now.
No need to write a letter. May not attend all 4 sessions.
Not requiring to attend all events.
Not sure FCS agents should be required to attend nor be required to do programming in the subject matter.
Offer travel incentive so counties are not having to foot the bill for this course.
Participation should not be limited to Ag and FCS agents.
Pay for their transportation.
Re-evaluate your objectives. Should you restrict enrollment to those with "free" time? You would be wise to assist individual CEAs with the decision to, or not to, participate by surveying county clientele.
Remove the preference for minimum of 3 years experience.
Required trainings are becoming popular but they create a hardship for agents in rural areas with small populations. Why would an agent even if they are very interested in the subject matter and would like to implement at least part of the training materials in their county attend a training that is only going to add to the numerous requirements we already must meet?
Requiring agent to include action plan. Most agents already have full "schedules" dictated by local needs. Information provided will certainly improve agents ability to assist local clientele, but requiring an action plan may not be necessary.
Set up each course as a training unit covering specific information. If the participant can't attend one workshop they would still benefit from the other three they attend.
Should be open to all CEAs.
Should be open to anyone who wants/needs the training and there should not be a required letter.
Should include CEA-HORT and not CEA-FCS.
State assist with travel and motel cost. No need for a letter, agents just need to submit name if they desire this training.
The opportunity should not be limited to only Ag/NR and FCS but also to Hort. and 4-H & Youth if interested in attending. Qualifying scholarships for participation should include travel as well if at all possible.
The years of service of an agent.

NRLC Descriptive Summary

There is no reason to ask agents to prepare a letter as to why they need the training - if they commit to coming to the 4 courses - they are obviously "bought in".
They should not have to use the information given because some of it may be useless in their county or already be implemented.
Time of service. What does it matter if they are new? They could use programming ideas more than anyone.
Training is the base for the development and practice of new knowledge. If an agent does not get trained early on his courier any time lost will be detrimental to get involved in the Natural Resources area.
Transportation be covered by Extension.
Transportation to workshops should be paid for by TCE. More than AG/NR or FCS agents should be allowed to participate.
Why did we not include the HORT or 4-H agents in needing or signing up for the course? It should be a required training program for agents listed as Natural Resources.....not all agents are AG/NR combined.
Why just AG/NR and FCS? CEA 4-H agents do a lot of Natural resource programs with youth. If we want to change the views of our clientele then the youth are better place to start as most older clientele have set ways.
Why write a letter? Isn't application process enough documentation that the agent wants to attend?
Would allow 4-H agents to attend. The 4-H Agents are the educators of our future conservationists.
Writing a letter.

^a Responses have been edited for spelling; content is original.

Research Objective 6: To empirically examine the course topics and the associated modules for each topical area.

Data from both the survey of NRLC graduates and the survey of selected TCE personnel were used to empirically examine research objective 6. In the past, the topics covered at each workshop varied by need, location, and availability of speakers.

Survey of NRLC Graduates

In the survey of NRLC graduates, respondents were asked to rate their level of satisfaction with the course topics and associated modules. As shown in Table 36, one respondent expressed dissatisfaction with the course topics and associated modules. The remaining 44 respondents were indifferent or satisfied with the NRLC topics and modules.

Table 36. Level of satisfaction with course topics and associated modules

	<i>Frequency</i>	<i>Valid Percent</i>
Very satisfied	26	57.8
Somewhat satisfied	16	35.6
Neither satisfied nor dissatisfied	2	4.4
Somewhat dissatisfied	0	0.0
Very dissatisfied	1	2.2
TOTAL	45	100.0
Missing	4	

Survey of Selected TCE Personnel

In the survey of selected TCE personnel, respondents were instructed to list the five topics that they believed **must** be addressed in any course on natural resources. Results are presented in Table 37.

Table 37. Five topics that any course on natural resources MUST address^a (n = 131)

(1) Effects of population growth on natural resources and quality of life; (2) Water resource issues of the state and regions; (3) Basic ecology (4) How natural resource utilization or over-utilization affects the regional and state economy; and (5) What sustainable natural resource management is and some methods of achieving it.
1) Assessing natural resources in the county 2) Working with landowners to understand the value of the resources to the community and their business 3) Building management plans for natural resources with landowners 4) Use-management of natural resources (includes use by landowner and use by others) 5) Rules, Regulations, and legal issues regarding natural resources in Texas.
1) Reduce, recycle, reuse 2) economic impact of natural resources 3) basic environmental science 4) rational management 5) practical application, examples, ready-to-implement ideas or projects.

NRLC Descriptive Summary

<p>1) Social Issues related to land use values, i.e., research and methods used, what A&M can do 2) Regulatory Overview, i.e., what agencies do what 3) Case studies of positive economic impact of good wildlife/natural resource management 4) Basics of ecology, plant and animal id methods 5) Overview of cost share and funding programs.</p>
<p>1. Environmental issues 2. water, air, runoff quality 3. citizen responsibilities 4. educational programming 5. youth programs.</p>
<p>1. Home use of pesticides and fertilizers 2. Home use of solvents, paints, petroleum products et cetera 3. Recycling--recycling--recycling (paper, plastic, metals, yard trash, et cetera) 4. The differences between conservation and preservation 5. Water use efficiency in agriculture and the home.</p>
<p>1. Identification of important issues within each region of the state. 2. How to address those issues. 3. How various natural resource components are a part of the larger ecosystem. 4. How to build collaborations and coalitions. 5. Leadership development skills.</p>
<p>1. Laws and Policies 2. Emerging Issues (Global Warming, water conservation, etc) 3. Management Tools (Brush Control, Wildlife Management, etc) 4. Ecotourism 5. Sustainability and conservation focused management.</p>
<p>1. Terms and definitions 2. History of issues and contemporary concerns 3. Laws and legalities (national, state, local and personal) 4. Working with different groups (government, non profit, private/independent) 5. Reliable research and forecasts for the future</p>
<p>1. What are the "natural resources" of Texas. 2. Since the two land types of Texas are "forestland" and "rangeland", both land types need to be included in course of 2 years. 3. What are the natural resource issues of the day?? 4. Who is leading the way in making policy changes in Texas and who is doing the teaching on natural resource issues outside of TCE? 5. What are examples of excellent county programs on natural resource issues from anywhere in the state?? Share the successful work and efforts of other counties and programs that are meeting our educational programming objectives. Work to eliminate having to re-invent the wheel on various natural resource training topic areas. Spell out examples in the natural resource curriculum where TCE programs can be joined with the efforts of other agencies.</p>
<p>1 Water conservation/use 2 home landscape natural resource management to deal with urban home issues 3 management of fertilizer and pesticide application/use 4 teaching children about the importance of natural resources 5 building community collaborations to preserve natural resources.</p>
<p>Ag Policy Leadership U.S. Trade Commodity Pricing Markets for both Crops and Livestock.</p>
<p>Air pollution water pollution litter.</p>
<p>All aspects of water. Nutrient management in production agriculture. "Green" management....maintaining heavily forested areas Air pollution....burning or any material outdoors Combining or developing a plan with all the above.</p>
<p>Balance between tourism development and natural resources Impact of population change on natural resources Community input in planning Importance of research Grant funding sources.</p>
<p>Biodiversity sustainability conservation management principles policy and politics that influence conservation implementation.</p>
<p>BMPs related to soil conservation, water quality, wildlife management, range management.</p>
<p>Brush Sculpting, Range care, seeding etc. Water conservation, usage, etc. Bobwhite Quail Decline-(management, habitat etc.) White Tail Deer.</p>
<p>Conservation, working with other ag. enterprises, how this can help the people of Texas, marketing, how this can help the individuals.</p>
<p>Conservation critical issues trends ideas on how to address problems.</p>
<p>Conservation drought management rainwater harvesting.</p>
<p>Conservation Resources for programming Curricula available Programming ideas Networking.</p>
<p>Conservation, best management practices, potential county programming, program evaluation, potential resources.</p>
<p>Conservation, utilization, regulations.</p>

NRLC Descriptive Summary

Cost-benefit analysis Externalities Public goods.
Domestic water usage. I think most ag producers recognize water as a limited resource, but I think we've done a terrible job communicating water conservation in towns.
Don't know enough about the program to respond.
Drought management water conservation deer habitat management quail habitat management beef cattle management.
Energy conservation Water conservation Wildlife habitat.
Environmental stewardship water conservation plant i.d. management of grasslands, timber, range, etc... wildlife management.
Environment trends Water resources Green Space.
Goals and Objectives Biological Processes Alternatives Economics Progress Indicators.
Ground water management. Fertilizer vs. Organic.
Groundwater resources soil erosion soil fertility surface water supply development protection of land use rights.
Home & Lawn water conservation Using native plants in the home landscape to conserve water Planting and preserving a backyard garden Planting and using herbs in your daily food preparation Recycling.
Home water conservation, xeriscape, prevention of land erosion, brush control, wind energy.
I am probably not the best one to identify the exact topics. The objectives certainly look acceptable.
I am sure that your department is better qualified to determine this than I am.
I do not feel that I am qualified at this time to comment.
I do not have a clue.
I do not see the need for this course so do not see the need for 5 topics.
I don't know.
I have no idea?????
I know nothing about this course and its objectives and the questions asked are irrelevant as I don't know what this is about, what it offers, etc.
Identify most abundant natural resources in the state. Economic impact of states natural resources. Why natural resources should be preserved and conserved. How natural resources benefit the communities/state. How society benefits from natural resources.
Impact of urbanization history of conservation efforts ways everyone can make an impact encouraging wildlife discouraging damaging wildlife.
Land fragmentation, brush encroachment, water quantity/quality, importance of wildlife, importance of appropriate stocking rate for livestock.
Land, plants, air, water, and people.
Leasing of land, water, game hunting/fishing, native habitat, small acreage versus large acreage.
List not exhaustive: 1) Wildlife X Livestock Interactions 2) Wildlife Damage Management 3) Wildlife Over-abundance Issues (e.g. White-tailed Deer 4) Rangeland Monitoring (vegetation/forage inventory in relation to species of interest, including wildlife and livestock) 5) Habitat needs of individual species of interest in various eco-regions of the state. IE, travel objectives should include exposure to all of the diverse regions of Texas, as much as possible. [I suspect that such may already be the case].
Materials available Tools available Opportunities to develop new skills Funding opportunities and grant writing Exposure to successful programs.
Nature tourism Hunting enterprises Hunter relationships Innovative hunting opportunities Utilizing existing opportunities.
New landowner education Holistic resource management Diversity Don't Know Don't Know.

NRLC Descriptive Summary

No comment.
Not Qualified to make suggestions.
Organic or low input ag production methods--including growing market potential. sustainable urban planning.
Population trends & resulting demand on various resources technology for implementing/measuring NR conservation quantifying trade-offs long-term consequences.
Programming in Extension Ways to report How is this relevant to what we do? How does this help the agent?
Range management wildlife management water GIS/GSP applications.
Regulation Land Use Conservation Endangered Species Low Impact Development.
Renewable Natural Resources Diversity in Texas Conservation of Natural Resources Programming Efforts as a result of the course Texas Economic Impact to our Natural Resources.
Renewable Resources Water Recycling Alternative Fuels.
Resources with contacts Hands on or on site demos How to initiate process or improve natural resource management on the county level What is natural resources? Provide quick references or County notebook containing info learned.
Soil Conservation Wildlife Conservation Water Conservation.
Soil erosion fertilizers(natural like clovers for nitrogen and winter grazing) conservation of natural resources management.
Soil, Land management, water conservation, wind erosion, and erosion.
Stewardship Conservation vs. Preservation Ecosystem interrelation water conservation watershed management.
Strategic planning Ecologic principals Economics / Marketing Land Fragmentation. Importance of ag (esp large ranches) to preserving large in-tact ecosystems Water issues.
Stewardship responsibility impact environmental friendly impact of political indiscretion on the environmental issues.
Tax payer Rights. Private property rights.
TCEQ - Recycling and Composting Pesticide Safety Education Soils Wildlife Conservation issues I don't know because I am not familiar with the course.
Timber/Logging Water Conservation Drought Issues Oil & Gas Issues Soil Conservation.
Trends in Natural resources, Mediate and immediate changes and actions, evaluate impact of actions, responsibility.
Types of natural resources available in TX. Methods of conservation of NR. Appropriate audiences for NR education by TCE. Current status of major natural resources in TX. Explanation of the entire NR continuum.
URBAN issues!!!!!!!
Water-Quality and conservation principles Value and importance of nature tourism as alternative Range/habitat management principles How to inventory resources to create a plan.
Water & It's Quality Wildlife Habitats Rivers and the Ocean Native Grasses and Trees.
Water conservation.
Water conservation & management Water reuse and conservation land resources evaluation and management.
Water conservation (landscape and ranch) promoting wildlife on your ranch-marketing.
Water conservation alternative fuels eco tourism n/r conservation in general.
Water conservation and use. Land conservation management. Conservation Management Development. Wildlife conservation management. Forestry Management.
Water conservation Forest management Erosion Positive effects of horticulture Land management.

NRLC Descriptive Summary

Water conservation Rainfall capture for landscape irrigation. Landscaping with reduced reliance on irrigation, including use of native species. Maintaining biodiversity throughout the state (encouraging communities, government entities, landowners to set aside space and preserve habitats for all species). Land use restrictions on landowners to prevent vulgar conspicuous consumption of NR.
Water conservation Rangeland health Fragmentation of landscapes and detrimental consequences Approaches to organizing landowners with common natural resources goals to cooperatively manage landscapes Dealing with greedy realtors and land developers responsible for fragmentation of landscapes and degradation of rangeland communities and wildlife habitat.
Water conservation reduction in pollution by homeowners.
Water conservation saving energy.
Water conservation soil conservation energy management living with drought reduce, reuse, recycle how to help your community.
Water conservation Soil erosion Rangeland issues Rural-Urban interface issues Leadership.
Water conservation Soil erosion Protection of underground water quality.
Water Conservation Water quality erosion biodiversity soil/geological info.
Water Conservation Wildlife Fish Waste Water Collection of Trash.
Water Conservation, Groundwater, Healthy ecosystems, Revegetation/wetland restoration, species management.
Water conservation, livestock/wildlife interaction, using pesticides safely, habitats, conservation principles w/ regard to livestock.
Water conservation, youth education programs, how to attain adult audiences, small land conservation, land fragmentation. Am not a natural resource agent, so do not feel fully comfortable or capable answering this question.
Water Energy (for example: specifically things like coal plants vs. wind energy) Wildlife Management Small acreage resource mgmt.
Water Energy land use Invasive Plants.
Water in the future Conservation of natural resources Erosion.
Water issues, impact on natural resources as it relates to urban/suburban sprawl, homeowner impact on natural resources, landowner rights vs. protected species.
Water light- i.e., pollution, effecting migratory and nocturnal soil contamination urban sprawl renewable – forest.
Water management, money management, time management, crop management, runoff etc.
Water Management, Range Management, Wildlife Management, Agencies in Texas and their role with Natural Resource Mgmt.
Water public lands private lands erosion \$ incentives.
Water Quality and Conservation Soil Basic and Conservation Urban Wildlife Land Stewardship Train the Trainer How to develop Evaluation Instruments.
Water Quality BMPs Nutrient/Waste Management Soil loss/land management Assistance programs.
Water quality habitat conservation.
Water Quality Proper grazing Stream and Riparian Health Best Management Practices Economics.
Water quality water conservation composting brush management xeriscape.
Water Quality Water Conservation Stewardship Wildlife Habitat Management Ad Volorum Tax Issues.
Water Quality Water rights Fertility Grazing Management Alternative Crops.
Water Recycling Conservation Restoration Preserving.

NRLC Descriptive Summary

Water Resource Inventory (surface waters and groundwater); Introduction to Soil Surveys, and a History of Soil Management Techniques and their impacts on Current Soil Health/Condition; How to Perform a Resource Inventory; Production row-crop agriculture and wildlife population dynamics; Noxious weed identification, biology, impacts on local ecologies, and control strategies; Impact of Climate change on production systems, and predictable and measurable effects on native wildlife population dynamics.
Water resource management, land restoration, wildlife habitats, use of native and well adapted plants, invasive species.
Water resources, Alternative agriculture and use practices, land utility and remediation, habitat fragmentation and urbanization, regulatory law.
Water soil conservation wildlife conservation.
Water soils waste disposal.
Water use in Texas Land Fragmentation Conservation Planning Land Use and Wildlife Management Agro or Eco-tourism.
Water utilization pesticide use erosion invasive plant species native plants & animals.
Water wildlife global warming environmental research home (inner city) environments.
Water wildlife soil aesthetics plant life.
Water, electricity, optional power, targeting youth of all ages and speaking to groups about the issues.
Water, Land, Recycling, Composting, Air Quality.
Water, pesticide, herbicides, minerals, vegetation.
Water, soil, air, plants, wildlife.
Water, waste management, composting, land use, land owner rights.
Wildlife issues, water, brush control, fire, and land management.
Wildlife management---is already being done. Wind power--is already being done by other groups such as energy companies. Biodiesel? ??
Wildlife soil oil/gas/minerals/coal- wise uses and remediation of sites affected by these native plants water.
Wildlife, non-traditional land uses, legal considerations, habitat, rain.
Wildlife, WATER, land management, oil and gas.
Wind energy conservation erosion control farming practices pest control.

^a Responses have been edited for spelling; content is original.

Research Objective 7: To empirically examine the extent to which NRLC graduates have incorporated what they learned in the course into county programming.

Data from only the survey of NRLC graduates were used to empirically examine research objective 7. The results are shown in Tables 38 and 39.

All but one NRLC graduate has incorporated information learned in the course into county programming (see Table 38).

Table 38. Incorporated any of the information learned in the NRLC into county programming

	<i>Frequency</i>	<i>Valid Percent</i>
No	1	2.4
Yes	41	97.6
TOTAL	42	100.0
Missing	7	

Those respondents who answered ‘yes’ were asked to provide a brief description of what was incorporated into their county programming. All usable responses are listed in Table 39.

Table 39. Brief descriptions of what was incorporated in county programming^a (n = 35)

A regional wildlife program area committee has been developed through the Blackland Income Growth (BIG) program. I serve as co-chair and we have addressed issues such as landowner liability, lease agreements, wildlife tax valuation, ecotourism, wildlife and natural resource issues related to wildlife, etc. This is an annual event that covers numerous counties.
Advised a variety of clientele on issues relating to natural resources and conservation.
Being a natural resource agent at the time and an ANR agent afterwards, it greatly enhanced my understanding of the issues and allowed me to incorporate many of those issues into my programming efforts. They were put into my Plan of Work at the time. I can't give you specifics this far out. (Water issues, hunting leases, etc).
Brush control programs, regional wildlife program.
Community Development.
Dealing with water issues with the Groundwater Conservation Districts.
Developed a Wildlife Management Association and they have become an extremely important and progressive group of landowners. Over 100,000 acres of land in Bee County is part of the association, the association was formed in 2004.
Ecotourism programming and wildlife management field days and demonstrations.
Have held programs on Landowner's Rights, as far as oil and gas leases and mineral rights, also on rights of landowners on water rights and water conservation districts.
I have a much larger number of options for landowners seeking to benefit from the land they have just acquired.

NRLC Descriptive Summary

<p>I have approached area chamber of commerce to help enhance wildlife issues in our county. I have put on some dove management programs to help producers increase profits. I have also held programs on water management for homeowners and lawns.</p>
<p>I have encouraged farmers and ranchers to pursue ways of generating additional income from their property by looking into natural resources leases such as hunting, fishing, and other forms of recreation such as camping, bird watching, ETC.</p>
<p>I have incorporated numerous concepts and methods of management, conservation, and utilization of natural resources I learned in the NRLC into my educational programs in Dallas County. I have addresses and continue to address the following topics in detail at landowner workshops and master naturalist trainings; land fragmentation, ecotourism tax valuation, water quality & quantity issues, sustainability, economic development and conservation of all natural resources.</p>
<p>I have taken what I learned and tried to implement it into my yearly program plans. Natural resource management and what I learned in the Natural Resource Leadership Course can be incorporated into a number of my base programming efforts.</p>
<p>I used information gained from the NRLC to host a successful rangeland water harvesting field day for high school aged youth. Partners included the local school system, NRCS, an RC&D and several ranchers.</p>
<p>I worked with the water district to set up plans to monitor wells in Terry county as the water level has continually dropped. We wanted to make producers more aware of the declining water table and conduct programs that emphasize ways to use less water. The statistics were presented at the Annual Ag Conference held in January each year.</p>
<p>In Hall County we have used the information to work on getting into an underground water district.</p>
<p>Incorporated hunting opportunities for disabled persons. Wildlife and fisheries programming for 4-H/youth audiences.</p>
<p>Information regarding natural resource conflict resolution.</p>
<p>Introduced Nature Tourism ideas to local land managers. Assisted land owners with wildlife tax exemption.</p>
<p>Natural resource conservation, wildlife habitat, water conservation in youth programs.</p>
<p>Nature tourism education, tax valuation planning, alternative resource systems, water quality and quantity education, conflict resolution, etc, etc.</p>
<p>Nature tourism. Ecotourism. Master Naturalist courses.</p>
<p>New Landowner Outcome Program.</p>
<p>Outdoor Education Program.</p>
<p>Rural land management, demographics and their affect on rural Texas, Agri-Tourism opportunities.</p>
<p>Small acreage landowner programs. Alternative agricultural income.</p>
<p>The use of Nature Tourism at the county level has been encouraged for landowners to consider. Land management issues have been discussed with and for landowners to considering utilizing the best management practices for best results.</p>
<p>Through our 4-H in the classroom with the teacher we are using more information on forestry usage in everyday life, we also hosted a Water Conservation day at a local school using information gained through the NRLC. Also in adult programming we have used the information gained through NRLC about water usage and land fragmentation to the local elected officials.</p>
<p>Used the information to help our camping program for youth, the develop land use planning with clients and to train Extension agents on the subjects.</p>
<p>Water conservation practices, Nature tourism.</p>
<p>Water rights, trends in land use.</p>

NRLC Descriptive Summary

We have included a variety of wildlife management issues into our county level programs. Have worked with conservation organizations and gov't offices to provide educational programs and utilized informational topics in newsletter info to promote management and conservation of resources.

We have started an environmental Education Camp for 4th grade kids in a urban sitting. We have also received a grant (30,000.00) through Texas Parks and Wildlife using the curriculum developed while taking the NRL Course.

Wildlife management, Wildlife Tax exemptions, Conservation practices, partnerships with state organizations, Nature tourism opportunities, water quality & quantity issues.

^a Responses have been edited for spelling; content is original.

References

Dillman, D. A. 2000. *Mail and Internet Surveys: The Tailored Design Method*. New York: John Wiley & Sons.

Tashakkori, A. and C. Teddlie. 1998. *Mixed Methodology: Combining Qualitative and Quantitative Approaches*. Thousand Oaks, CA: Sage.

APPENDIX A

Things NRLC Graduates Liked MOST About the NRLC^a (n = 39)

Being able to see other parts of the state and seeing their issues.
Being exposed to the wide range of natural resources in Texas.
Broadening agricultural insight on issues in other areas of the state and tours.
Course schedule over 2 years , travel to different regions of the state, the speakers generally knew Extension agents and got to the point in their discussions quickly and clearly, refreshments, meals and accommodations were good.
Exposure to natural resource issues not faced by my clientele.
Field Trips.
Field trips and hands on learning aspect. Not all classroom lecture.
Getting to experience the diverse state of Texas.
Getting to see different areas of the state.
Going to different places around the state and looking at different habitat.
Going to the different regions of the state.
Great field trips and a chance to see what other parts of the state of Texas are doing.
I enjoyed seeing the sites and locations which we toured during this class. It was useful to have the program information presented on location and in context with the message delivered.
I enjoyed visiting different regions of Texas and learning about how they operate their farm and ranch properties.
I liked the time spent in the field working and talking to the land users and managers to get their unbiased perspectives. Those personal anecdotes seem to have made a lasting impression on most of us.
Interaction with agents across the state and learning about natural resources across the state.
Knowledgeable speakers that spoke of issues affecting all Texans.
New areas of the state that I was not familiar with and the way agriculture and natural resources work together to provide a way of life for producers in Texas.
Seeing a variety of Texas locales. Meeting agents from other parts of the state and hearing their perspectives on issues in their areas. Realizing that N/R issues, although geographically removed, are not that much different that my portion of the state.
Seeing all the places around the state and getting information to bring back to implement in my county.
Seeing and learning about other parts of the state.
The broad scope of topics covered.
The course afforded me the opportunity to observe and gather research based information (the tools) I needed to educate urban clientele on natural resource issues which affects all Texans quality of life.
The diversity of the course. Going from South Texas to Central Texas to East Texas gave us good information which is very helpful for County Extension Agents.
The meals were excellent as were facilities to stay, but the ability to gather a vast amount of natural resources information in such a quick time is very important. I liked the format of the course as it best suited my schedule.
The opportunity to get to know fellow agents from across the state and to be involved in out doors types of activities in different parts of the state.

NRLC Descriptive Summary

The opportunity to meet and visit with others and learn from their experiences - and also seeing other parts of the state.
The opportunity to see and understand Natural Resource uses' management and issues in other areas of the state besides my own.
The opportunity to see what issues face other agent in other regions of the state, and to incorporate and be aware of these challenges.
The opportunity to understand the variety of land resources in Texas. The Land Fragmentation and land laws with adults groups. The Water Usage and conservation, and Natural Resources usages with the youth groups.
The placement of trainings across a wide variety of Texas terrain.
The sharing of ideas across the state.
The tour of NR production in other parts of the state. And the Graduate credits.
The tours and meeting the people involved. Getting to know specialist better.
The wide array of topics and locations. I was able to see that issues and challenges that affect the East Texas Timber business are similar to those that affect the Coastal Shrimp business as well as the West Texas Cattle business. Very good to expand knowledge and get a different perspective on the challenges of the different industries.
Trips to different parts of the State.
Variation in the different parts of state visited to see the complexity of natural resource within the state. I feel that this is the seller and the strength of the program letting us see the different areas of state and to interact with the people of those areas and visit with them.
Visiting and learning about other important natural resource areas in the state and time with coworkers.
Visiting the King Ranch and seeing a really diverse operation.

^a Responses have been edited for spelling; content is original.

APPENDIX B

Things NRLC Graduates Liked LEAST About the NRLC^a (n = 35)

A good bit of the program info was not directly relevant, such as marine or piney woods, BUT I did gain valuable knowledge that could be transferred to my region of the state.
Amount of class time.
As best as I can remember, I had problems with travel reimbursement paper work.
Classroom time was important but at times too long. Field trips and hands on learning most effective.
Evening lectures in a classroom setting.
Focus too much on rangeland issues. Very little was relevant to Agents in East Texas. The program needs to be a little more well rounded. Although I did enjoy each place, but very few times I could implement what I learned in situations at home.
Having to write the plans.
I already knew much of the information.
I believe if you look back at evaluations there were some speakers and some stops that were not very interesting and/ or productive to anyone attending the course.
I liked it all.
I liked it all!
I wish more information that pertained to my part of the state were included.
In some cases we didn't have enough time to address the as in depth as I would have liked.
Lengthy teachings on policy.
Liked it all.
N/A
No dislikes.
Not much, one of the best experiences that I have had in Extension in 20 years.
Nothing negative comes to mind.
Nothing was about the Panhandle area or South Plains area of Texas and the issues that we face here.
Nothing.
Some of it was repetitive and some was boring.
Some of the speakers could have been more interesting and too heavy of meals in the afternoons with little planned physical activity to burn off the caloric intake.
Some of the topics did not relate to my role as an educator in the county I'm located but were interesting in knowing more about them. The Sam Rayburn Dam facility and tour should be highly evaluated as being removed from the agenda.
That is a hard question because I enjoyed every session.
That we didn't get to stay at the Temple Inland Conference Center. That we did not get to go to Big Bend and went to Clark Springs, after we were just in Kerrville. Yeah, I'm still mad about it!
The amount of information was almost overwhelming. I would like to have left with some definite written training guides to implement in my county.
The amount of time it took over two years.
The level in which some of the topics were covered. At times I felt the presentations were too basic and more appropriate for the general public, not college educated professionals.

NRLC Descriptive Summary

Additionally, as an adult learner the amount of time spent sitting and being talked too detracted from the over all learning experience. I personally would have liked to see more engagement of the audience.

The long rides from one activity to another one.

This was a very beneficial course. I could not find anything that I enjoyed the least.

To this date all I have is positive memories about each course. I may have had a few "positive criticisms" on the eval sheet during the course but all I remember most is the great food, those land fragmentation slides progressing over time, the deer studies and how to make land more useful and the talks on how to make your land profitable with ecotourism. Of course the forestry industry was unlike anything I have ever learned about.

Travel and not holding a educational program in the panhandle as it may be the most diversified part of the state when it comes to wildlife.

While the exposure to new natural resource issues was very interesting, much of it cannot be incorporated into my educational programming as it does not fit my county.

Writing the essay about the course.

^a Responses have been edited for spelling; content is original.

APPENDIX C

NRLC Graduates' Suggestions for Improving the NRLC^a (n = 29)

Adding a location in the Panhandle area or South Plains area.
As much hands on as possible with a minimum classroom instruction.
Continue it and plan a number 2 course for those who have already taken it.
Continue the graduate credits.
Continue the program! Would like to see a select few speakers stay on topic and truly have a firm understanding of what CEAs do and how the information he/she presents can help.
Continue to have good speakers at each session.
Continue variety of quality, relevant tours and professional development in other areas of the state and getting quality speakers from Extension and partnering agencies.
Don't have any. The timing of the meetings was close to perfect and the environments was great.
Great course that I hope continues.
Have another one for the graduates.
I hope it continues!
I thought the whole process was very good.
I would incorporate more on-the-ground and face-to-face time with managers/land users after providing a short overview of the situation to the attendees.
I would like training on the pesticide uses to be in trainings such as this. It would also be nice to have more trainings such as this. I would also restrict this to ag agents as much as possible.
It has done me a lot of good. Keep enabling agents who work with landowners to help them see opportunities for their land.
Keep offering the diversity of programming that was offered in the program.
Look through evaluations and replace speakers and stops that were not favorable.
Make it 4 trainings in one year.
Maybe give past participants opportunity to have input and assistance in setting up agendas and trips for the future classes it would be a shame to discontinue the course.
More free time.
More field work.
N/A
None.
NONE, it was great.
Target younger Agents.
The La Copita visit was boring and did not provide a whole lot of information.
This program should be continued to be offered to more agents.
Utilize four different regions in the state.
While at a particular region of the state, provide ideas for developing programming to fit clientele of those agents from that region.

^a Responses have been edited for spelling; content is original.