

An Analysis of African American Farmer Participation in Virginia Cooperative
Extension: An Emphasis on the Small Farm Outreach and Technical Assistance Program

Maurice D. Smith Jr.

Thesis submitted to the faculty of the
Virginia Polytechnic Institute and State University
In partial fulfillment of the requirements for the
degree of

MASTER OF SCIENCE in LIFE SCIENCES
In
Agriculture and Extension Education

Kimberly Niewolny

Donna M. Westfall-Rudd

Jewel E. Hairston

November 13, 2012

Blacksburg, Virginia

Keywords: Cooperative Extension, Adult Learning, Participation

Copyright © by Maurice D. Smith Jr. All rights reserved.

An Analysis of African American Farmer Participation in Virginia Cooperative Extension: An Emphasis on the Small Farm Outreach and Technical Assistance Program

Maurice D. Smith Jr.

ABSTRACT

This research study examined African American farmer participation in Virginia Cooperative Extension as a step toward fully understanding the role participation plays in supporting African American farmers as legitimate learners within the Cooperative Extension system. This study, therefore, focused on exploring participation in African American farmer programs through the single case of Virginia Cooperative Extension's Small Farm Outreach and Technical Assistance Program. This program, which is housed at Virginia State University, aims to support minority farmers who have limited access to benefits from USDA programs. Historically, limited resource farmers have been challenged to gain full access to programs offered by Cooperative Extension.

Using a qualitative case study design, individual interviews were conducted with African American farmers, extension specialists, small farm agents, and the program administrators. Two focus groups were conducted with the Small Farm Program agents and another with African American farmers that participated in the program. A review of the findings indicated that the Small Farm Outreach and Technical Assistance at Virginia State University provide various educational opportunities to African American farmers. The program provides one-on-one technical assistance, distribution of information, USDA loan application assistance, workshops and conferences, and networking. Participants stated that agents being "hands on" was a great way to talk and effectively provide assistance to them. The findings for the study characterized barriers relating from challenges in the program to communication between program and farmers. Family motivation, technology, and the USDA were other unknown barriers that were revealed in the study.

The data suggest improvements for the program; first, the involvement of more farmers in the program planning of educational opportunities at Virginia State University would increase participation. Second, the current evaluation of strategies should be continued as a method of usage. However, a pre and post survey should be conducted to analyze and discover farmer's usage in modern to traditional communication systems. Third, providing additional technological advancement training to agents, specialists, and director to be more advance in the new age, and lastly at conferences and/or workshops, construct more engaging informative discussions on adult learning and farm family motivation factors.

DEDICATION

“Even hope may seem but futile, when with troubles you're beset, but remember you are facing, just what other men have met. You may fail, but fall still fighting; don't give up, whate'er you do; Eyes front, head high to the finish. See it through.” Edgar A. Guest

I dedicate my thesis entitled “An Analysis of African American Farmer Participation in Virginia Cooperative Extension: An Emphasis on the Small Farm Outreach and Technical Assistance Program” to my mother, Dr. Christine E. Smith; father, Maurice D. Smith Sr.; sister, Traci S. Carter; brother-in-law, Cassein Carter; nephews, Shaun and Corey Carter; and in memory of my cousin, Tavonne S. Elliott. I would like to thank my family for their non-stop prayers and supporting me during my graduate studies.

Secondly, I dedicate my thesis to all of my extended family, fraternity brothers, and friends for their encouragement through my thesis journey. The Minorities in Agriculture Natural Resources and Related Sciences (M.A.N.R.R.S) organization also gets an extreme dedication towards this thesis. This research study would not have been conducted without the commitment and support from Virginia State University and the School of Agriculture.

ACKNOWLEDGEMENTS

"I Can Do All Things Through Christ Who Strengthens Me" Philippians 4:13

I would like to thank God who is number one in my life. I want to thank Dr. Jewel Hairston for providing leadership, mentorship, and showing me another sector of agriculture better known as "Extension."

Dr. Oluwarotimi Odeh at VSU, you provided me great exposure and hands on experience to be prepared for a Masters Degree program or the workforce in my undergrad studies. You are a great educator and advisor.

Dr. Rick Rudd, thank you for accepting me into the Agricultural Extension and Education Department and providing great leadership and teaching through the program.

Dr. Randy Grayson, thanks for recruiting me into the George Washington Carver scholarship program at Virginia Tech.

Dr. Kim Niewolny, thanks for serving as my advisor. Your academic leadership, encouragement, and patience are greatly appreciated. You are a true educator in the areas of Community Education and the beloved Epistemology.

Dr. Donna Westfall-Rudd, your acceptance for being my committee member. Your qualitative research expertise and program planning experience is appreciated. Thanks for your support and encouragement.

Ms. Keyana Ellis, for recruiting me to attend Virginia Tech and the Department of Agricultural and Extension Education. And always believing in me and providing in-depth leadership in watching me blossom into a young professional.

In addition, I want to thank Dr. Katie McKee and Ms. Wynette Richardson for editing my thesis.

TABLE OF CONTENTS

ABSTRACT.....ii.

DEDICATION.....iii.

ACKNOWLEDGEMENTS.....iv.

TABLE OF CONTENTS.....v.

LIST OF TABLES.....ix.

LIST OF FIGURES.....x.

CHAPTER 1:INTRODUCTION.....1

Introduction to the Problem.....1

Statement of the Problem.....3

Research Questions.....3

Methodology.....4

Theoretical Framework.....5

Significance of the Study.....5

Definition of Terms.....7

CHAPTER 2:REVIEW OF THE LITERATURE.....9

African American History in Virginia.....9

Cultural Foundations: Faith and Religion.....10

Civil Rights Movement: The Plight for African American Farmers.....12

Land Grant Story: Historical Formation.....18

Small Farm Outreach Training and Technical Assistance Program.....21

Virginia Cooperative Extension Program Areas.....24

Theoretical Framework.....25

Concept of Rural Development Participation.....	27
Summary.....	30
CHAPTER 3:METHODODOLOGY.....	32
A Priori Table.....	34
Research Design.....	35
Participants for the study.....	38
Data Collection.....	40
Data Analysis.....	41
Limitations.....	43
Summary.....	43
CHAPTER 4:FINDINGS.....	45
Summary of Category/Theme Schematic.....	45
Characteristics of Participants.....	47
Findings by Research Question.....	48
Research Question 1: What are the educational opportunities for African American farmers in the Small Farm Outreach and Technical Assistance Program?.....	48
Research Question 2: How are African American farmers gaining access to these educational opportunities?.....	53
Research Question 3: What are the barriers preventing African American farmers from participating in the Small Farm Outreach and Technical Assistance Program?.....	61
Research Question 4: How, if at all, are African American Farmers overcoming these barriers?.....	68
Summary.....	70

CHAPTER 5:DISCUSSION & CONCLUSION.....	72
Purpose and Research Questions.....	72
Discussion.....	73
Recommendations for Practice.....	81
Recommendations for Future Research.....	82
Summary.....	83
REFERENCES.....	84
APPENDIX A – Recruitment of Small Farm Specialists/Agents/Director.....	93
APPENDIX B-1 – Informed Consent for Participants (Interviews).....	94
APPENDIX B-2 – Informed Consent for Participants (Focus Groups).....	97
APPENDIX C – Interview Worksheet – Specialist/Agents/Director.....	100
APPENDIX D – Interview Questions and Procedure – Specialists/Agents/Director.....	101
APPENDIX E – Focus Group Worksheet –Agents.....	103
APPENDIX F – Focus Group Questions and Procedure - Agents.....	104
APPENDIX G – Interview Worksheet – Farmers.....	106
APPENDIX H – Interview Questions and Procedure – Farmers.....	107
APPENDIX I – Focus Group Worksheet – Farmers.....	109
APPENDIX J – Focus Group Questions and Procedure – Farmers.....	110
APPENDIX K – Recruitment of African American Farmers.....	112
APPENDIX L – Permission to use Table 1: A Typology of How People Participate in Development Programming.....	113
APPENDIX M - Permission to use Figure 1: VSU's Small Farm Outreach Programming Map.....	114
APPENDIX N – Permission to use Figure 2: The Chain of Response Model from Author.....	115

APPENDIX O – Permission to use Figure 2: The Chain of Response Model from
Publisher.....116

APPENDIX P – Institutional Review Board Approval.....117

LIST OF TABLES

TABLE 1: A Typology of How People Participate in Development Programming.....	26
TABLE 2: A Priori Table.....	34
TABLE 3: Category/Theme Schematic.....	46

LIST OF FIGURES

FIGURE 1: VSU's Small Farm Outreach Programming Map.....	24
FIGURE 2: The Chain of Response Model.....	29
FIGURE 3: Participant Concept Map.....	38

CHAPTER I

INTRODUCTION

Introduction of the Problem

Agriculture has truly played a major role in world history. The progress of agriculture has been a vital factor in worldwide socio-economic change. Historians have long argued that the development of agriculture made civilization possible. Innovative thinkers such Booker T. Washington and George Washington Carver were influential figures in the agricultural land-grant movement. In today's society, agricultural development and employment is at its greatest peak worldwide, because of the baby boomers that have moved through a life-cycle marked by peak earnings from employment, child duties, the changing of housing preferences, and retirement options (Cromartie, 2009).

The Cooperative Extension System is a publicly-funded, non-formal, educational system that links the education and research resources of the U.S. Department of Agriculture (USDA), Land Grant Universities, and county administrative units. Cooperative Extension intends to help people improve their lives through an educational process that uses scientific knowledge focused on issues and needs. "The mission of the Cooperative Extension system is the development of practical demonstrations of research knowledge or existing and improved practices and technologies and delivery of instruction in agriculture, home economics, and rural energy" (Seevers, Graham, & Conklin, 2007, p. 9).

While Cooperative Extension intends to deliver programming that is accessible and relevant to all races, colors, national origins, sexes, religions, ages, disabilities,

political beliefs, sexual orientations, and marital or family statuses, the USDA's Economic Research Service found that African American farmer participation was limited (Seevers, Graham, & Conklin, 2007). Programs such as the Beginning Farmer and Rancher Development Program (BFRDP) were developed through partnerships and collaborations lead by non-government and community-based organizations gaining priority over funding based on knowledge in agricultural outreach and training for new and beginning farmers (National Institute of Food and Agriculture, 2011). This program provides educational and technical assistance to beginning farmers on various topics including: production and management, business management, marketing strategies, land acquisition and transfer, and additional priority topics to enhance growth and sustainability of beginning farmers and rancher for the future. Through implementation of new programs like the BFRDP, there is still a lack of participation among African American farmers.

The importance of the issue of the lack of participation of African American farmers comes from USDA's Economic Research Service publication on "Participation in Conservation Programs by Targeted Farmers." USDA reviewed that targeted farmers of different races, including African Americans are involved in conservation programs. However, many African American farmers have not participated in USDA agricultural programs at the same rate as other farmers (Nickerson & Hand, 2009). The issues that come from that include: whether the financial benefits from enrolling exceed the costs, the type and severity of environmental problems they face, and whether they believe their chances of being accepted will offset the transaction costs of enrolling (Nickerson & Hand, 2009).

Statement of the Problem

In spite of funding limitations from federal and state governments, 1890 land grant universities have continued to help limited resource farmers reach economic, environmental, and social outcomes through Extension education (Westbrook, 2010). According to McCray (1994), African Americans are reported to be hard to reach because they view the Cooperative Extension system as something for other people. With that being said, the Cooperative Extension System should include the experiences and knowledge of African Americans to fully meet the mission and goals of Extension and the communities they serve (McCray, 1994). This study explored African American farmer participation in Virginia Cooperative Extension as a step toward fully understanding the role participation plays in supporting African American farmers as legitimate learners within the Cooperative Extension system. This study, therefore, focused on participation in African American farmer programs through the single case of Virginia Cooperative Extension's Small Farm Outreach and Technical Assistance Program (SFOTAP).

Research Questions

This study was guided by the following overarching questions on "participation":

1. What are the educational opportunities for African American farmers in the Small Farm Outreach and Technical Assistance Program?
2. How are African American farmers gaining access to these educational opportunities?
3. What are the barriers preventing African American farmers from participating in the Small Farm Outreach and Technical Assistance Program?

4. How, if at all, are African American Farmers overcoming these barriers?

Methodology

A qualitative, case study approach was selected to explore the educational opportunities and barriers of African American farmers that participated in the SFOTAP. A combination of interviews and focus groups were conducted with African American farmers, extension specialists, small farm agents, and administrative leadership within the program. The population for this study included at least 24 participants. Representatives from all regions from the program were included. The face-to-face interviews of 7 farmers were chosen among the selection of all the regions that represented the service areas within the program. Interviews with non-participating farmers were selected from recommendations from participating farmers and program staff. The length of each interview varied between 45 to 60 minutes. The researcher connected with the farmers and agents by describing his experiences in Virginia Agriculture and then asked the farmers to share their experience as well. As a result, most of the farmers were eager to share information about their experience in the Small Farm Outreach and Technical Assistance program at VSU.

Two focus groups were conducted with the SFOTAP agents and then another with African American farmers that participate in the program. The duration of the focus group sessions were approximately 90-120 minutes. The interviews and focus groups examined participants' thoughts and perceptions of the role of participation within the SFOTAP.

Theoretical Framework

Chapter two explored a review of literature including theories of how people participate in programs focused on adult learning and participation. Participation can be viewed as a way to enhance efficiency and getting people to be involved to support a new development (Pretty, 1995). The participation in organizations can shape social relationships and trust that are vital tools to a community. In this case study, the participants in the SFOTAP at Virginia State University included the farmers in the community, USDA, and Cooperative Extension personnel.

The SFOTAP provides opportunities for limited resource farmers and socially disadvantaged farmers to participate in programming offered. However, within any program providers of adult education need to be aware of who is participating, why they are participating, and what are the ways to increase participation (Merriam & Caffarella, 1999). A typology of participation in Chapter two is explained in detail of how people participate in development programs and projects (Pretty, 1995). Chapter two also described Patricia Cross' (1981), three barriers to adult learning which are: Situational, Institutional, and Dispositional. In addition, Cross (1981), Chain of Response Model explained participation in adult learning activities.

Significance of the Study

Agriculture faces the challenge of keeping pace with a rapidly increasing population with few reserves of potentially cultivable land. The Cooperative Extension Services provide a strong social dimension to their activities (Jones & Garforth, 1997). “The Cooperative Extension Service develops practical knowledge and gives instruction to improve practices in agriculture, home economics, and rural energy” (Seevers,

Graham, & Conklin, 2007, p. 9). Extension has also become recognized as an essential mechanism for delivering information and advice as an input into modern farming (Jones & Garforth, 1997). However, through Cooperative Extensions' program incentives, there has been funding limitations from federal and state governments; 1890 land grant universities have continued to help limited resource farmers reach economic, environmental, and social outcomes through Extension education (Westbrook, 2010).

Many African American farmers have not participated in USDA agricultural programs at the same rate as other farmers (Nickerson & Hand, 2009). According to McCray (1994), African Americans are reported to be hard to reach because they view the Cooperative Extension system as something for other people. In particular, socioeconomic guidance for farmers, which focuses both on means by which they might maintain their income levels from their resources and on the ways of assuring the longer term welfare of farmers and their families, is essential to programming for African American farmers. This study explored African American farmer participation in Virginia Cooperative Extension a step toward understanding the role participation plays in supporting African American farmers as legitimate learners within the Cooperative Extension system. This study, therefore, focused on the participation in African American farmer programs through the single case of Virginia Cooperative Extension's SFOTAP.

Definition of Terms

Adult learning refers to a process of negotiation, involving the construction and exchange of personally relevant and viable meanings. (Merriam & Caffarella, 1999, p. 262).

Beginning farmers and ranchers (BF) are those who materially and substantially participate in farm or ranch operations, but have not operated a farm or ranch for more than 10 consecutive years (Nickerson & Hand, 2009).

Community Development is a set of diverse objectives such as: solving problems, addressing inequalities of wealth and power, promoting democracy, and building a sense of community (Rubin & Rubin, 1992).

Cooperative Extension was designed as partnership between the land-grant universities and the U.S. Department of Agriculture (USDA). Extension is a cooperative undertaking, with the county, state, and federal partners operating interdependently, to provide funding, staffing, and programming (Ramussen, 1989).

Limited-resource farmers and ranchers (LR) are farmers who have earned less than \$105,000 in gross farm sales (adjusted for inflation) and had low household income in each of the last two years (Nickerson & Hand, 2009). Low household income means that the household was below the national poverty level for a family of four or was less than half the county median household income in the two previous years (Nickerson & Hand, 2009).

Participation is seen as developmental, educative, and integrative and as a way of protecting freedom (Roberts, 2004).

Socially Disadvantaged Farmers and Ranchers (SDA): a farm that is operated by a socially disadvantaged farmer or rancher if the principal operator is African American,

American Indian, Alaskan Native, Hispanic, Asian American, or Pacific Islanders (Nickerson & Hand, 2009).

Small Farm Outreach Training and Technical Assistance Program (SFOTAP): the Small Farm Outreach Training and Technical Assistance Program is a federal funded program that solely sponsored by USDA and administered through NIFA. The objective of the program is to provide an agricultural Extension Education service or help to the minority farmer, which would include females, African Americans, and other socially disadvantaged minority farmers (Hargrove, 2004).

CHAPTER 2

REVIEW OF THE LITERATURE

Cooperative Extension, and its diversity efforts, have had an influence on African Americans in agriculture. Extension's roots in production agricultural were mostly from the south. African Americans are one or two generations away from a southern background, but Extension had many problems promoting a multicultural setting. African Americans in the United States are very different than other groups. African Americans are diverse, but their strength is found in their own people. African American audiences are described as hard to reach (McCray, 1994). Chapter Two introduces a review of literature of the African American history in Virginia, cultural foundations of faith and religion, the civil rights movement, land grant story, current extension program areas, the participation efforts for farmers, the Small Farm Outreach and Technical Assistance Program, and the theoretical framework for the research study.

African American History in Virginia

The recorded history of the African American race started with John Rolfe's letter to the Sir Edwin Sandys, who was the treasurer of the Virginia Company (Writers' Program, 1940). The letter explained to join forces with the Dutch in search to find gold. The first Africans who entered the Jamestown area traveled on a slave trading ship with the Dutch. African Americans were called slaves and brought over on an expedition from the Dominican Republic to Virginia's James River and Chesapeake Bay in 1524. African Americans came to Virginia in 1619 from the West Indies. A year after they arrived in Virginia, their hopes were high and they found gold. Virginia planters wanted African Americans to work on their land through slave-trading agreements. In 1698 the

demand for African Americans was increased and trade was open to the public (Writers' Program, 1940).

In the 1600's, African Americans assembled their first community in America, and also accumulated property on Virginia soil. Planters started to free African Americans who embraced Christianity (Writers' Program, 1940). The African American perspective in Virginia comes from centuries of history including the civil war and civil rights eras. Historical accounts indicate that the underlying reason for the shrinking of the town limits were in reaction to the fear that African-Americans would control the voting outcome of local elections (Viget Lab, 2010). "From the shores of Virginia to the soil of freedom, brought the first black African Americans home, even from the sweat of their brows that they paid for their freedom in Virginia to the muscles used into the building, the work has been the heritage and hope that there will be a continuous of fair share of the fruits of the labors" (Writers' Program, 1940, p. 352). Furthermore, African Americans have played a major role in Virginia through creation of historic sites from schools, to libraries, and especially African American churches. "African Americans in Virginia were involved in the oldest African American churches in the country, schools that played vital roles for integration, homes of important African American leaders, and museums dedicated to interpreting African American experiences" (Edison-Swift, 2001, p. 1).

Cultural Foundations: Faith and Religion

The African American religion is a true tale of fusion. The majority of the faith and religious influences came from the West Coast of Africa. However, Islam was a powerful religion among African Americans during the start of slavery. Approximately

twenty percent of enslaved people practiced Islam and some retained elements of their practices and beliefs well into the nineteenth century (Kipp, 2005).

The difficulty between religions practiced by African Americans in North America caused extreme death, and even family separation. Songs, rhythms, movements, and beliefs in the curative powers of roots and the efficacy of a world of spirits and ancestors did survive well into the nineteenth century (Kipp, 2005). The Europeans and Americans in that time period introduced and inspired African Americans to Christianity. By 1810, the slave trade to the United States came to an end. The slave population began to increase naturally, making way for the preservation and transmission of religious practices that were, by this time, truly "African-American" (Kipp, 2005).

The importance for religious participation is a major aspect for African Americans. African American religious intuitions are cohesive spiritual and social communities, which foster the religious and social well-being and integration of individuals and families (Taylor, Chatters, & Levin, 2004). The significance of the African American position through religion is through the variety of activities and events held. The importance of education may be reinforced by participation in church activities (Irvin, 2010). African Americans in the rural area or south have a higher attendance and participation in church activities than African Americans in urban areas in the south (Irvin, 2010). The church is a center point for many African Americans, a place to come together and share common interests.

Extension's mission to serve African Americans could be introduced further through the religion and church system. African American churches are notable for caring for the spiritual and physical well-being of their members. The majority of the

services in America for African Americans are provided through church sponsored outreach programs. A variety of services are provided that include limited to basic needs assistance, income maintenance programs, counseling and intervention for community members, education and awareness programs, and health related activities (Taylor, Chatters, & Levin, 2004). Through these services offered, African Americans connect to and trust the church.

With support from the churches and their members, community organizations such as Cooperative Extension and non-profit organizations are able to perform a number of important social and educational functions to address the issues and needs of African Americans. By working with African Americans and congregations, Extension's programming can increase participation through these coalitions that have enabled citizens to develop leadership skills, agricultural assistance, and solve community problems, which will strengthen democracy (Prins, & Ewert, 2002).

Civil Rights Movement: The Plight for African American Farmers

Dr. Martin Luther King Jr., a national icon for the advancement of the Civil Rights Movement, focused on many philosophical views, but most importantly, he championed for equality, peace and just laws for all. Dr. King's dream for equality has reached many social arenas; for example, the end of racial segregation, equal citizenship and job opportunities, and more access to education. The quest for equality still continues some 50 years after the civil rights movement, and the movement still exists since its major activity in the 1960-70's. For example, one sector within the civil rights movement that has not translated into equal rights is the plight for African American farmers.

African American farmers are still at a disadvantage and many of the same issues that existed in the past are still present.

Dr. King acknowledged the plight of the African American farmer in a letter published in "The Nation" on February 4, 1961. He said:

The Department of Agriculture—which doubtless considers civil-rights issues as remote from its purview—could fruitfully reappraise its present operations with a view to taking certain steps that require no new legislative powers. The department could be of tremendous assistance to African American farmers who are now denied credit simply because of their desire to exercise their citizenship rights. To wipe out this kind of discrimination would be to transform the lives of hundreds of thousands of African Americans on the land” (King, 1987, p. 85).

African American farmers in America had a major struggle to own their land and become their own operators as well. Civil rights and other barriers became a critical piece to the limitation and lack of opportunities to achieve independence (Reynolds & USDA, 2002). The lack of trust has hampered efforts to develop cooperative marketing programs and the advancement of African American farmers’ goals (Reynolds & USDA, 2002). In the present day, President Obama has pushed to rectify years of depression for African American farmers by the USDA in proposing that the government provide \$1.25 billion in settling discrimination claims. President Obama stated, “This agreement will provide overdue relief and justice to African-American farmers, and bring us closer to the ideals of freedom and equality that this country was founded on” (Evans, 2009, p. 1). Polarized views on this “modern day reparation” continue to threaten the quest for equal rights for the African American farmer.

According to the African American Odyssey, the post-war era marked a period of unprecedented energy against the second-class citizenship accorded to African Americans in many parts of the nation (African American Odyssey, 2010). Resistance to

racial segregation and discrimination with strategies such as civil disobedience, nonviolent resistance, marches, protests, boycotts, "freedom rides," and rallies received national attention as newspaper, radio, and television reporters and cameramen documented the struggle to end racial inequality. There were also continuing efforts to legally challenge segregation through the courts.

Success crowned the efforts of: the Brown decision in 1954, the Civil Rights Act of 1964, and the Voting Rights Act in 1965 helped bring about the demise of the entangling web of legislation that bound African American to second class citizenship (African American Odyssey, 2010). At that point, there was a lot of push to end all of the discrimination and push for more equal rights that would consist of education, employment, or even rural development. The African American struggle for civil rights also inspired other liberation and rights movements, including those of Native Americans, Latinos, and women, and African Americans have lent their support to liberation struggles in Africa. (African American Odyssey, 2010)

After the end of WWII in the 1940's, Americans entered a new era of more efficient agricultural practices and product research. The government offered compensation to people who served during the war, making amends for dishonoring Americans for their civil right. An important part of the social and economic development in the United States is farming as a family-owned and independent business (Reynolds, 2002). In developing this compensation, the plight of African American farmers was brought to the table.

Unfortunately, for many African American farmers it was a struggle to remain competitive in farming. Even though slavery had been abolished for decades, African

Americans were still treated as an inferior race around the country. These combining setbacks made it problematic for African American farmers to access opportunities and acquire and develop land for living and agricultural purposes. Some of the setbacks were associated among discrimination were compensations to African Americans but more importantly African American farmers.

The Civil Rights Movement made discrimination a pressing topic around the country, especially in the south. Many African American farmers wanted to ignore the movement because it indirectly created large professional gaps between African American and White farmers. They hoped that the social movement would soon end so they could have a better chance at creating better associations for African American farmers (Reynolds, 2002).

Acts of discrimination toward African American farmers consisted of the denial of loan applications where African American farmers did not take part on the county committees, which are the three-member panels that make decisions on farm loans in each county, run by the USDA (National Black Farmers Association, 2011). African American employees could not serve on boards, which made it difficult to assist African American farmers, since the farmers had trust issues. African Americans had no voice in USDA decisions and opportunities because they were not appointed to leadership roles.

Therefore, county bureaucrats rearranged federal programs to intimidate African American activists (Daniel, 2007). The bureaucrats made it difficult for African American farmers to vote, to send their children to White schools, and belong to the NAACP to name a few of the programs that African Americans were limited to. The difficulty was stemmed from the decision of the *Brown v. Board of Education* by

rearranging federal programs to intimidate African American farmers, which included the denial of home loans (Daniel, 2007).

These committees basically drove African American farmers off their land. Instead of attacking the civil rights at that point, they enforced laws; when they were investigated, many simply gave word to do better in regards to African American farmers (Daniel, 2007). Power to receive loans and acreage allotments was a challenge for African Americans. The evidence behind that comes from the Equal Opportunity in Farm Programs, where it revealed that white owners declined 28 percent and African American by 40 percent (Equal Opportunities in Farm Programs, 1965).

The enforcement of the Civil Rights in the 1950's and 60's removed many barriers of discrimination of farmers. However, increased technology has reduced the demand for all farmers in the agricultural production sector (Reynolds, 2002). As society and the structure of agricultural production changed, African American farmers attempted to create more stable opportunities for themselves by the development of cooperatives during the Civil Rights Movement. The purpose of establishing cooperatives for African American farmers were to create memberships that created strategies of purchasing and marketing agricultural crops and supplies to retain their ownership of land and keep them in the business of farming. However, the intersection of racial oppression, limited access to information, the advancement of technology, and demand for certain agricultural projects decreased the ability for African American owned farms to stay in operation (Reynolds, 2002).

The Equal Opportunities in Farm Programs (1965) discussed the problem of the African American farmer in America. The report also explained that due to the economic

and social history of the south, agriculture experienced many problems. Agriculture in the south was suffering and African American farmers were not benefiting. One major problem was many small farmers could not obtain the financial support required for the land and/or business expansion. This made it very hard to live and keep up the land for farming. (Equal Opportunities in Farm Programs, 1965)

The USDA developed programs to address the problems of agriculture and life of the African American farmer. Furthermore, agencies were created through USDA to assist and serve agriculture in America where the difficulties seem to be lingering (Equal Opportunities in Farm Programs, 1965). An important feature during the time of the decline in farm population was the need of manual labor on the large cotton farms (Equal Opportunities in Farm Programs, 1965).

Today many farm families are still not equipped with financial management to assist with their farm operation. Many farmers are socially disadvantaged, limited resourced, defined as a beginning farmer, or even represented as cliental that has not been reached by the USDA or Cooperative Extension. Despite federal and local efforts, African American farmers continue to experience hardships. Many African Americans in the southern counties, for example, have historically experienced poor service from USDA agencies than Whites, except in the counties that contained African American personnel (Equal Opportunities in Farm Programs, 1965). Additionally, African American farmers received unfair treatment from the local committees for loan assistance and farm help (Cowan & Feder, 2011). Many farmers further described themselves being denied of USDA farm loans, and that USDA was not responsive to discrimination complaints (Cowan & Feder, 2011).

Although different organizations and programs were established for African American farmers to create peace and fair treatment, there are still instances of discriminatory actions by USDA that caused the formation of Pigford case. The case of Pigford v. Glickman and African American farmer discrimination concerned the Civil Rights record of the USDA, and its denial of federal benefits to African American farmers (Daniel, 2007). The case revealed farm loans issues faced by African American farmers: “Although African-American farmers received some relief there may be some challenges within the USDA for administering effective, responsive, farmer-friendly farm loan programs in a number of targeted states and counties thus resulting in Pigford II complaints (formally known as In re Black Farmers Discrimination Litigation) (CRS report, 2011) as well as complaints from other minority groups” (Tyler & Moore, 2010, p. 50).

Land Grant Story: Historical Formation

Despite years of struggle for racial equality, Cooperative Extension has played a significant role in providing educational opportunities for African Americans. Cooperative Extension has specifically enabled people to improve their lives through an educational process that uses scientific knowledge focused on issues and needs. Some extension agents' responsibilities are: to determine program needs by monitoring trends and issues, to involve extension leadership councils and other leadership committees, to design programs to meet needs of target audiences, and to use appropriate technologies to plan and deliver programs through workshops, seminars, and conferences. The Cooperative Extension System began on the strength of groups working together to improve agricultural practices and life. In 1853, many farmers met in

churches and small schoolhouses to have lectures on agricultural information (Comer, 2006).

Seaman A. Knapp became a great leader due to his idea that African American farmers would not develop and implement different practices on their own properties and farms if they did not learn other approaches (Comer, 2006). This idea played a role in the creation of Cooperative Extension. Soon after that, the outreach component took effect as George Washington Carver started to educate African American farmers on new agricultural practices that would be centered on research at land grant institutions (Comer, 2006).

The Morrill Act of 1862 played an important role in the experience of African Americans in agriculture because it established a Land Grant Institution in each state. Land-grant universities are institutions of higher education in the United States designated by each state to receive the benefits of the Morrill Acts of 1862 and 1890 (Comer, 2006). The Morrill Act allowed the creation of Land Grant Universities and made it possible for Americans to learn subjects related to agriculture and mechanic arts and other subjects (Comer, 2006). This established Land Grant Colleges and Universities in 1890 for the agricultural training of African Americans.

African Americans' efforts for participation in Cooperative Extension began with agents during World War I. These agents increased food production through demonstrative work (Westbrook, 2010). For WWII, Extension increased the production of crops from machinery committees and the organization of war labor. After the war, many whites had believed that African Americans should continue in what they were doing because many did not participate in the war and the participation in the production

of food (Westbrook, 2010). The 1890 Cooperative Extension Program provided opportunities to African American farmers who had limited resources through being visible or participating in the community, providing leadership for small farm programs, developing credit, and collaborating with other agencies and organizations (Westbrook, 2010).

The Hampton Institute in Hampton, Virginia, was one of the first 1890 institutions to conduct Extension work and became a model for other 1890 institutions (Westbrook, 2010). The Hampton Institute's influence expanded beyond the Commonwealth of Virginia when Booker T. Washington accepted the leadership role at the Tuskegee Institute (Westbrook, 2010). Washington can be considered the "Father of the 1890 Extension program," because the Tuskegee Institute was instrumental in developing innovative outreach programs for oppressed farmers from clubs for farmers, conferences, and many other educational activities (Westbrook, 2010).

Tuskegee Institute work resulted in 1862 and 1890 land-grant institutions adopted similar programs for farmers in their localities (Westbrook, 2010). Through collaboration with the Cooperative Extension System, the United States Department of Agriculture developed a program called the Small Farmers' Outreach Training and Technical Assistance Program (SFOTAP) that was introduced in 1990 in the Farm Bill. The program was driven by the vision that Black Land Grant Institutions would set out the needs and issues of African American farmers faced through outreach and technical assistance (Hargrove, 2004).

Small Farm Outreach Training and Technical Assistance Program

The SFOTAP is a federally funded program that is solely sponsored by USDA and administered through NIFA in the 1990 Farm Bill. The objective of the program is to provide agricultural Extension service or help to the minority farmer, which would include females, African Americans, and socially disadvantaged minority farmers. Socially Disadvantaged Farmers and Ranchers (SDA) were described as a farm that is operated by a socially disadvantaged farmer or rancher if the principal operator is African American, American Indian, Alaskan Native, Hispanic, Asian American, or Pacific Islanders (Nickerson & Hand, 2009). This specific USDA program provides grants to institutions and schools that demonstrate experience in providing agricultural related service to socially disadvantaged family farmers and ranchers in the respective state or region (Hargrove, 2004).

This program was implemented because many minority farmers had limited access to benefits from USDA programs that were offered. Several factors prevented limited resource farmers from having full access to programs offered by Cooperative Extension. Those factors include such issues as racial discrimination in program application, limited availability of information, low amounts of educated target population from limited resources, and a lack of opportunities to improve education (Hargrove, 2004). Basically, African Americans were not receiving benefits from USDA programs.

The Agricultural Credit Act of 1987 required Farmers Home Administration to assist socially disadvantaged individuals by establishing an outreach program, making farm ownership loans and inventory farmland more available, while continuing to

provide technical assistance (Shea & Lyons, 1990). This program was implemented because many minority and socially disadvantaged farmers had limited access to the benefits USDA programs offered. Important factors that contributed to a lack of participation include: racial discrimination in the implementation of programs, through the lack knowledge, the lack of knowledge of the rules and information about the program, the lack of education, and the idea of raising a family in an environment that is not a vast amount of educational opportunities for African Americans (Hargrove, 2004).

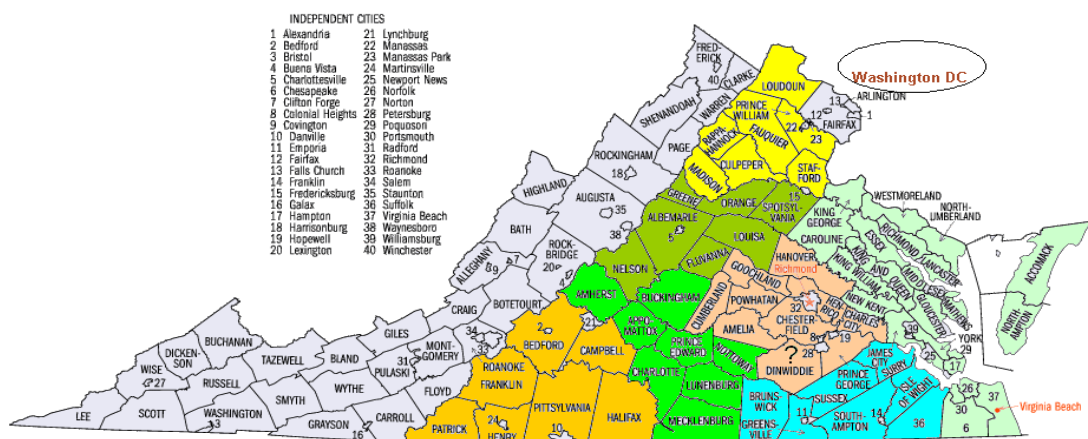
In search of help for minority farmers, the USDA developed programs to address the problems related to agriculture and farmer's lives. That is why agencies such as National Institute for Food and Agriculture (NIFA), Farm Service Agency (FSA), Rural Development (RD), Natural Resources Conservation Service (NRCS) were created through the USDA to assist and serve agriculturists in America where the difficulties seem to be lingering. An important feature during the time of the decline in farm population was the need for manual labor on the large cotton farms. Many farm families were not equipped for marketing what was grown on their farms or for financial management. The goal for these marketing or business programs is to become adequate and efficient with the family farms and better help the farmers by presenting them with opportunities and assistance (Equal Opportunities in Farm Programs, 1965).

The SFOTAP has participated in efforts made by the USDA to partner with Virginia Land Grant colleges and institutions. They have also had a great effect in the community with limited resource farmers. In Virginia, the program is federally funded and administered by Virginia State University. The goal of the program is to encourage and assist limited resource and socially disadvantaged producers and ranchers to own,

maintain, and operate farms and ranches independently, to participate in agricultural programs, and to improve their overall farm management skills (Virginia State University, 2011). The program provides a great range of opportunities from outreach and assistance, to production management, financial management, marketing, USDA programs, and other additional useful tools to increase farm profitability and promote sustainability (Virginia State University, 2011).

At Virginia State University (VSU), the program serves about 1,500 limited resource farmers (W. Crutchfield, personal communication, November 20, 2012). Many of the aforementioned farmers are minorities as well. VSU provides educational programming in 45 counties, attempting to help participant farmers acquire, manage, and dispose financial and production resources (W. Crutchfield, personal communication, November 20, 2012). The federal government has provided the bulk of the funding for this small-farm outreach program with supplemental funds provided by the Commonwealth of Virginia (Akobundu, Alwang, Essel, Norton, & Tegene, 2004). The program is evaluated on the impact it has on the incomes of limited resource participant farmers and socially disadvantaged farmers in Virginia. Currently, the program provides educational programming in approximately 45 Virginia counties. Below is a map of Virginia showing the counties that have the highest concentrations of limited-resource and socially disadvantaged farmers. The map is color coded highlighting the central, eastern, and northern counties that the program serves.

Figure 1: VSU's Small Farm Outreach Programming Map



Currently, the program provides educational programming in approximately 45 Virginia counties. These selected counties have the highest concentrations of limited-resource and socially-disadvantaged farmers in the state. Crutchfield, W. (2012) Used with permission of William Cruthfield, November 20, 2012.

Virginia Cooperative Extension Program Areas

Virginia Cooperative Extension (VCE) offers various programs to serve people through agriculture, family and consumer sciences, 4-H youth development, and community viability programming. Agriculture and Natural Resources (ANR) programs help sustain the profitability of agricultural and forestry production, which protects and enhances the quality of land and water resources. VCE helps the agriculture industry use the most current technology and management practices to develop strong businesses that prosper in today's economy. VCE delivers programs that help put research-based knowledge to work for Virginia's agriculture industry through assistance from Virginia Tech and Virginia State University (Virginia Cooperative Extension, 2010).

Virginia Cooperative Extension views the family unit as the cornerstone of a healthy community (Virginia Cooperative Extension, 2010). Extension professionals strive to improve the well being of Virginia families through programs that help

participants put research-based knowledge to work in their lives. 4-H is a community of young people across America who is learning leadership, citizenship, and life skills. 4-H is the largest comprehensive youth development program in the nation, and it educates young people, ages 5 to 18, through a variety of experiential learning methods that encourage hands-on active learning (Virginia Cooperative Extension, 2010). Community Viability programs are dedicated to strengthening communities and their economic viability by creating innovative programs that allow citizens and local governments to respond to local issues. VCE faculty can assess community needs, design a plan of action, and determine the appropriate delivery method suitable for various programs (Virginia Cooperative Extension, 2010).

Theoretical Framework

According to Roberts (2004) participation is seen as developmental, educative, and integrative and as a means of protecting freedom. Participation can also be viewed as a way to enhance efficiency and getting people to be involved to support a new development agenda that emphasizes the principles of sustainability (Pretty, 1995). The participation in organizations can shape social relationships and trust that are vital tools to a community. By only identifying their problems and opportunities, a community can become dependent on organizations for assistance and self-help. The practice of having citizens or individuals participating and learning how to help themselves is a vital tool in the enhancement of their well-being.

The SFOTAP provide opportunities for limited resource farmers and socially disadvantaged farmers to participate in programming offered. However, within any program providers of adult education need to be aware of who is participating, why they

are participating, and what are the ways to increase participation (Merriam & Caffarella, 1999). Participation also has a way to present important decisions in power and decision (Pretty, 1995). A typology of participation explains how people participate in development programs and projects (Pretty, 1995). This may include manipulative, passive, consultation, material incentives, functional, interactive, or self mobilization.

Table 1: A Typology of How People Participate in Development Programming

Typology	Characteristics of Each Type
<i>1. Passive Participation</i>	People participate by being told what is going to happen or has already happened. It is a unilateral announcement by an administration or project management without any listening to people's responses. The information being shared belongs only to external professionals.
<i>2. Participation in Information Giving</i>	People participate by answering questions posed by extractive researchers using questionnaire surveys or similar approaches. People do not have the opportunity to influence proceedings, as the findings of the research are neither shared nor checked for accuracy.
<i>3. Participation by Consultation</i>	People participate by being consulted, and external agents listen to views. These external agents define both problems and solutions and may modify these in the light of people's responses. Such a consultative process does not concede any share in decision making, and professionals are under no obligation to take on board people's views.
<i>4. Participation for Material Incentive</i>	People participate by providing resources, for example labor, in return for food, cash, or other material incentives. Much on-farm research falls in this category, as farmers provide the fields but are not involved in the experimentation or the process of learning. It is very common to see this called participation, yet people have no stake in prolonging activities when the incentives end.
<i>5. Functional Participation</i>	People participate by forming groups to meet predetermined objectives related to the project, which can involve the development or promotion of externally initiated social organization. Such involvement does not tend to be at early stages of project cycles or planning, but rather after major decisions have been made. These instructions tend to be dependent on external initiators and facilitators, but may become self-dependent.
<i>6. Interactive Participation</i>	People participate in joint analysis, which leads to action plans and the formation of new local institutions or the strengthening of

	existing ones. It tends to involve interdisciplinary methodologies that seek multiple perspectives and make use of systemic and structured learning processes. These groups take control over local decisions, and so people have a stake in maintaining structures or practices.
7. <i>Self-Mobilization</i>	People participate by taking initiative independent of external institution to change systems. They develop contacts with external institutions for resources and technical advice they need, but retain control over how resources are used. Such self-initiated mobilization and collective action may or may not challenge existing inequitable distribution of wealth and power.

Pretty, J. (1995). Participatory learning for sustainable agriculture. *World Development*, 23(8), 1247-1263. (Pg. 1252) used with permission of Jules Pretty , February 21, 2012.

Concept of Rural Development Participation

According to Paul (1987), community participation is an active process by which the receivers of individual groups influence the direction of a development project. Participation includes a decision making process and an involvement of people. The consideration of the term participation and its application to rural and community development should be viewed as a general category (Cohen & Uphoff, 1977). In community development, participation can be the involvement in decision-making processes, creating programs, sharing of beliefs and values, and evaluation of different programs.

Rural development participation is viewed as an implementation of programs, determination of benefits to different participants, decision-making, and program evaluation (Cohen & Uphoff, 1977). The “who” in participation is classified as people in a community representing different backgrounds and various responsibilities such as: the local residents, leaders, and governmental personnel (Cohen & Uphoff, 1977). In this

case study, the participants in the SFOAP at Virginia State University include the farmers in the community, USDA, and Cooperative Extension personnel.

Cohen and Uphoff (1977) describe participation depending on where the initiative for participation comes from, the incentives and central components for participation that are involved, the structure for participation, and whether the channels for participation are direct or indirect, the duration and scope of participation expected, and how empowered participants are. Oakley (1991) identifies a common feature of participation which education is an objective of projects to assist people and engage communities to participate in programs that are extension driven assist in teaching the local people how to do something better. This involvement is a feature of participation. Oakley (1991) discussed critical issues of participation, which involve affiliation and understanding. Communication and understanding of the farmers involved could increase participation.

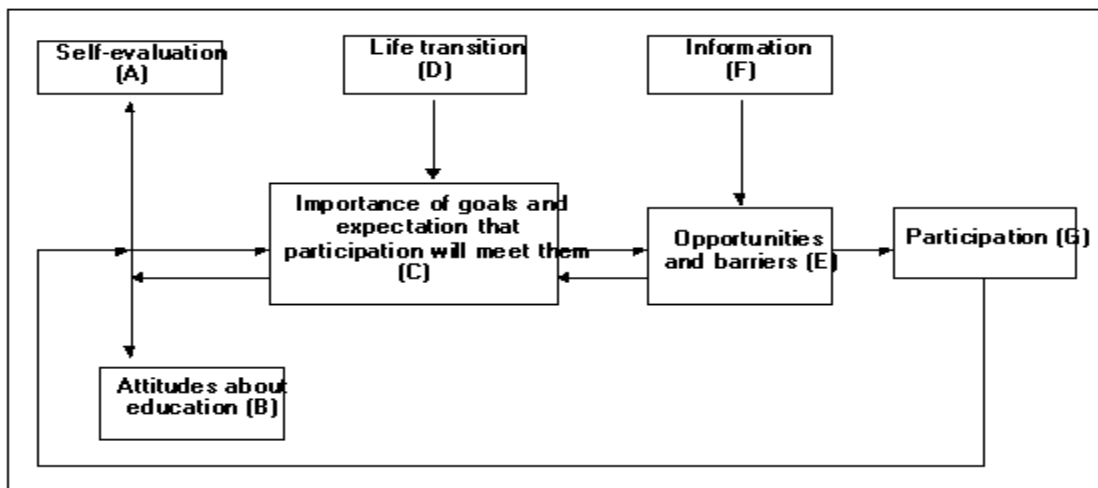
According to Patricia Cross (1981), barriers to adult learning were also a theoretical framework for this research study. Cross describes three barriers: Situational, Institutional, and Dispositional. Situational barriers arise from one's position in life at a given time (Cross, 1981). Responsibilities with family, age, transportation, or finances are examples of Situational barriers. Institutional barriers consist of practices that keep adults from participating in educational activities (Cross, 1981, p.98). Some examples of Institutional barriers are bad schedules, inaccessible locations, payments or fees, and workshops that do not meet the potential participants' needs. Finally, Dispositional barriers are related to a person's perceptions and outlooks (Cross, 1981). Some examples of Dispositional barriers include perceiving the existence of an age limit or feeling old,

lacking confidence in learning with others, disliking what is presented or the facilitator, and/or feeling ignored (Cross, 1981).

The Chain of Response Model can explain participation in adult learning activities. Participation in a learning activity, such as an organized class, is not the sum of actions by the participant, but a chain of an individual's responses to his or her surroundings (Cross, 1981; Merriam & Caffarella, 1999). The Chain of Response Model positions adult learning in a chain of responses from internal and external variables that will encourage and discourage participation (Cross, 1981). The model examines the psychological variables as determinants of participation (p. 125):

- self-evaluation;
- attitudes about education;
- the importance of goals and expectation that participation will meet goals;
- life transitions;
- opportunities and barriers;
- information; and
- participation

Figure 2: The Chain of Response Model



As cited in Merriam, S. B., & Caffarella, R. S. (1999). *Learning in adulthood*. San Francisco: Jossey-Bass Publishers. (p.68). Used with permission of K.Patricia Cross and John Wiley and Sons, Inc , February 2012.

Summary

This chapter reviewed and explored literature as to the importance of Cooperative Extension, the African American perspective, the African American farmer, and theoretical framework focused on adult learning and participation. Extension has also become recognized as an essential mechanism for delivering information and advice as an input into modern farming (Jones & Garforth, 1997). However, through Cooperative Extensions' program incentives there has been funding limitations from federal and state governments; 1890 land grant universities have continued to help limited resource farmers reach economic, environmental, and social outcomes through Extension education (Westbrook, 2010). Many African American farmers have not participated in USDA agricultural programs at the same rate as other farmers (Nickerson & Hand, 2009). According to McCray (1994), African Americans are reported to be hard to reach because they view the Cooperative Extension system as something for other people. In particular, socioeconomic guidance for farmers, which focuses both on means by which they might maintain their income levels from their resources and on the ways of assuring the longer term welfare of farmers and their families, is essential to programming for African American farmers.

The religion and faith of the African American farmer was also a key factor in understanding African American people and the faith community they are active in. African Americans trust the churches and feel very safe and secure about information they are gathering. African Americans value spiritual, physical, and mental health and

would want those specific programs to be held at their respective churches. Black pastors have appreciated of health research and programs being offered, but history has shown that many minorities in underserved areas are suspicious of the programs (Woodson, 2006). Cooperative Extension may use the churches and religious structures to reach potential participants. This led to the growth and completion of other health and nutrition programs to address life-threatening issues associated with the African American community (Woodson, 2006).

African American Farmers have a variety of problems with farming and/or community practices. The USDA provides opportunities that involve black farmers from federal government grants and other funding sources. Socially disadvantaged farmers are strengthened and empowered through active participation in programs. Education has been a major prize for the African American race, especially during the slavery period in our history. African Americans seem to be hard to reach because in many respects the Extension system is viewed as something for other people.

The SFOTAP provide opportunities for limited resource farmers and socially disadvantaged farmers to participate in programming offered. However, within any program providers of adult education need to be aware of who is participating, why they are participating, and what are the ways to increase participation (Merriam & Caffarella, 1999). The Cooperative Extension System should have strong participation from African Americans to fulfill its mission to improve their lives through an educational process that uses scientific knowledge focused on issues and needs (Virginia Cooperative Extension, 2010).

CHAPTER 3

METHODOLOGY

This study explored African American farmer participation in Virginia Cooperative Extension a step toward fully understanding the role participation plays in supporting African American farmers as legitimate learners within the Cooperative Extension system. This study, therefore, focused on participation in African American farmer programs through the single case of Virginia Cooperative Extension's SFOTAP. This chapter contains descriptions of the methodology, research design, participants, data collection, data analysis, and study limitations.

This study was guided by the following overarching questions on "participation":

1. What are the educational opportunities for African American farmers in the Small Farm Outreach and Technical Assistance Program?
2. How are African American farmers gaining access to these educational opportunities?
3. What are the barriers preventing African American farmers from participating in the Small Farm Outreach and Technical Assistance Program?
4. How, if at all, are African American Farmers overcoming these barriers?

A qualitative approach was selected to explore the educational opportunities and barriers of African American farmers that participated in the SFOTAP. "Qualitative research is an umbrella term covering an array of interpretive techniques which seek to describe, decode, translate, and otherwise come to terms with the meaning, not the frequency, of certain more or less naturally occurring phenomena in the social world" (Van Maanen, 1979, p.520). Qualitative research understands how people interpret their

experiences, how they construct their worlds, and what meaning they attribute to their experiences (Merriam, 2009).

Creswell (2007) described qualitative research as the study of research problems that focus on the meanings of groups or individuals as a social or human problem. Epistemology is explained as the philosophical explanation about the nature of learning (Schunks, 2012). The epistemological assumption with conducting qualitative research is focused on the researcher being connected to the participants in the study (Creswell, 2007). The interviews and focus groups led the researcher to reflect on his experiences working with Virginia State University School of Agriculture clientele as the position of Program Evaluation Technician.

The researcher gained valuable insight about: outlook on access to educational opportunities for farmers; (b) outlook on barriers within participation for farmers; (c) access to education opportunities; (d) barriers within participation. In addition, these assumptions provide detailed inquiry on a paradigm or worldview. Creswell (2007) discuss that a paradigm or worldview being simply a set of beliefs that guide action. The researcher in this study understood the nature of knowledge towards the study by the worldview of Social Constructivism.

Schunk (2012) explained constructivism as a psychological and philosophical perspective contending that individuals form or construct from their experiments about an object or thing. The researchers' view around Social Constructivism through examining African American farmer's participation in the small farm program through interaction in developing meanings of their experiences. Dialectical Constructivism derives from the interactions of people and their environments (Schunk, 2012).

A Priori Table

The *a priori* proposition in the below table was developed by the researcher to plan and develop the research questions and interview guide (See Appendix). Yin (2009) explains that a proposition is “an example of theoretical orientation guiding the case study analysis” (p. 130). This helped focus the researcher on specific data and organization of the study. The table below explains how the propositions are related to the interview guides for participants, supporting literature, and to the development of the research questions.

Table 2: A Priori Table

Proposition	Supporting Literature	Research Questions
<p>Individuals participation in a rural development process is essential to the implementation process of demonstrations and resources available for growth.</p>	<p>Merriam and Caffarella (1999) argue that program providers of adult education that need to be aware of who is participating, why they are participating, and what ways to increase participation.</p> <p>Participation also has a way to present important decisions in power and decision making for analysis (Pretty, 1995). A typology of participation explains how people participate in development program and projects (Pretty, 1995). This may include manipulative, passive, consultation, material incentives, functional, interactive, or self-mobilization.</p>	<ol style="list-style-type: none"> 1. What are the educational opportunities for African American Farmers in the Small Farm Outreach and Technical Assistance program? 2. How are African American farmers gaining access to these educational opportunities?
<p>African American farmers’ participation in extension programming is limited by barriers common to adult learning.</p> <p>Farmers can learn in a new innovative approach that is different from other adult learners that include the components of: relevant teaching, connecting farmers with experts, and honoring farmers’ values.</p>	<p>Cross (1981) described three barriers to adult learning - Situational, Institutional, and Dispositional. Situational barriers arise from one’s position in life at a given time (Cross, 1981). Responsibilities with family, age, transportation, or finances are examples of Situational barriers (Cross, 1981). Examples include: perceiving the existence of an age limit or feeling old, lacking confidence in learning with others, disliking what is presented or the facilitator, and/or feeling ignored (Cross, 1981).</p> <p>Extension professionals strongly agreed that beginning farmer education is directly involved in the development of programs (Nelson & Trede, 2004). Extension is no longer seen as the only source of information and education for farmers compared to another adult program (Franz, Piercy, Donaldson, Westbrook, & Richard, 2009).</p>	<ol style="list-style-type: none"> 3. What are the barriers preventing African American farmers from participating in the Small Farm Outreach and Technical Assistance program? 4. How, if at all, are African American farmers overcoming these barriers?

Research Design

Yin (2009) discussed research design as “a logical plan for getting from here to there, where here may be defined as the initial set of questions to be answered, and there

is some set of conclusions about these questions” (p.26). Those key elements include “a study’s questions, propositions, unit of analysis, logic linking the data to propositions, and criteria for interpreting the findings” (Yin, 2009, p. 27). This study used a case study research approach that is comprised of involving multiple sources of information including focus group interviews, and face-to-face interviews (Creswell, 2007). The importance of doing a case study is to obtain an in depth understanding of something (Bernard & Ryan, 2010). This could be a program, place, person, or even an organization. Life history can also be explored in the world of a case study.

Case studies are a decision or a set of decisions, whether they are taken to how they are implemented, and the ending conclusions (Yin, 2009). A case study method is used because the result is “a real-life phenomenon in depth” (Yin, 2009, p. 18). The logic of design helps to continue to differentiate case studies from other models. Phenomenon and context sometimes do not describe actual situations, which is why other components like data collection and data analysis are implemented towards a case study (Yin, 2009).

Qualitative research can be reviewed using criteria and tests towards determining logical assumptions. Yin (2009) proposed four criteria for judging the quality of research designs which includes: *Construct Validity*, *Internal Validity*, *External Validity*, and *Reliability*. *Construct Validity* is identifying precise working measures for the concepts being studied. People seem to think that case study researchers fail to develop an operational set of measures and judgments (Yin, 2009). *Construct Validity* also uses tactics such as the use of multiple sources of evidence, the establishment chain of evidence, and having key informants review draft of the report. This case study research

incorporated single sources of evidence. The evidence included in-depth interviews and focused interviews.

Internal Validity refers to a casual relationship that you can seek to establish, through conditions leading other conditions (Yin, 2009). When an investigator aims to explain how and why event “x” led to event “y”, it is a concern for explanatory case studies (Yin, 2009). If the investigator thinks it will be a “z” in the relationship, then the research design could fail and deal with a threat. The second concern is the problem of inference. When an event is not directly observed then it involves an inference. To achieve *Internal Validity*, one can use tactics such as pattern matching, explanation building, addressing rival explanations, and the use of logic models. This case study determined the relationship between African American farmers and their participation in the SFOTAP at VSU. Through interviews and focus groups, an explanation will be built upon through comments of agents, specialists, and African American farmers specific to this particular case.

External Validity is defining the area to which a study’s discoveries can be generalized. Yin (2009) explained that the external validity problem has been a major barrier in doing case studies due to critics stating that single cases offer poor basis for generalizing. “Qualitative generalization is a term that is used in a limited way in qualitative research, since the intent of this form if inquiry is not to generalize findings to people, sites, or places outside of the study” (Creswell, 2009, p.192). *External Validity* can be read using such strategies as the theory of single-case studies and the use of replication logic in multiple-case studies. This case study determined if African American farmers’ participation brings application towards other settings. Participation among

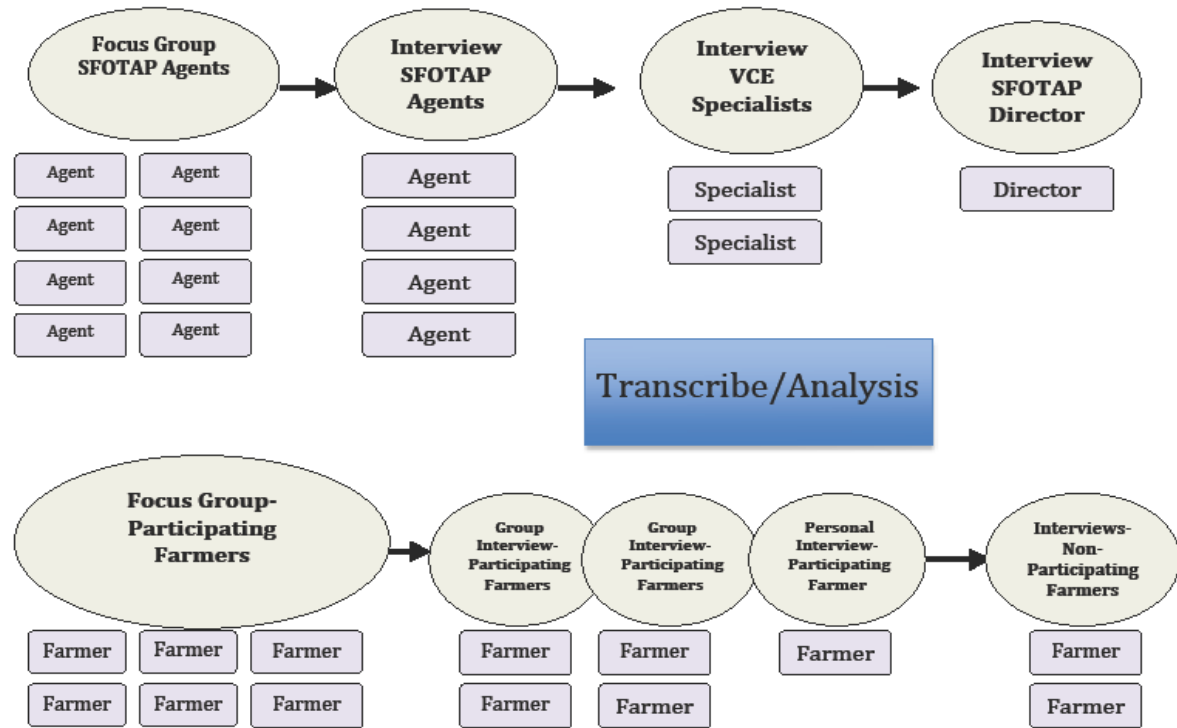
states varies through tactics and strategies of different SFOTAP. In this case study, generalization was derived from the findings of African American farmers participating in the SFOTAP at VSU.

Reliability refers to the proof of processes within the study that can be repeated with the same results (Yin, 2009). If an investigator in the future decides to follow exact procedures and conducted the same case study, then the arrival setting should be the same findings and conclusions. Creswell (2009) discusses qualitative reliability as the researcher's approach being consistent in different projects and other researchers.

Having detailed procedures and databases are always helpful (Creswell, 2009). Some procedures can include checking transcripts to make sure no mistakes, making sure no drift in the definition of codes, and even cross checking codes developed by different researchers comparing results (Creswell, 2009). To reach, reliability the researcher used tactics such as the use of case study protocol and developing a case study database. In this case study, field notes and high quality recordings of interviews with transcripts were specifically used. After the face-to-face interviews and focus groups, coding was done to label significant segments of data and summarization.

Participants for the Study

Figure 3: Participant Concept Map



The population for this study included at least 24 participants. The recruitment of 8 SFOTAP agents, 2 Extension Specialists at VSU, SFOTAP leadership, and 13 African American farmers were selected to participate. The SFOTAP administrative staff included in this study was chosen from their work experience in the program. The farmers were selected in the respective regions the program serves, and all regions from the program were included. The participants were chosen from a list provided by the SFOTAP agents. The face-to-face interviews of farmers were chosen among the selection of all the regions that represented the service areas within the program. Interviews with non-participating farmers were selected from recommendations from participating

farmers and program staff. Interviews are a social process that allows a researcher to ask people questions and gather answers (Bernard & Ryan, 2010). Face-to-Face interviews were used because you can clarify questions as you conduct the interview (Bernard & Ryan, 2010).

Two focus groups were conducted with the SFOTAP agents and then another with African American farmers that participate in the program. The SFOTAP agents assisted the researcher in identifying farmers to participate in the focus group. Focus groups are group interviews that discuss how people feel about a certain topic or situation. The researcher used focus groups to interact one on one with the participants, accuracy in collecting data than just one person, and you gaining fast results.

Letters were sent to farmers, agents, and Extension personnel that explained the purpose of the study and the requested participation (see Appendix). Phone and email was used to contact participants and alert them to extension's upcoming workshops and conferences, which was the driving force to schedule individual interviews and the focus group. The specialists and agents were selected to participate in this study by the following criteria: (a) be an agent/specialist who works with the SFOTAP at Virginia State University, (b) knowledge and experience working with new and beginning African American farmers. The farmers were selected to participate in this study using the following criteria: (a) African American, (b) be a new and beginning farmer or current farmer (see definition on page 8), (c) reside and farm in the central or eastern region in the state, (d) and participate or has participated in the Small Farm Outreach Training and Technical Assistance Program (SFOPAT) at Virginia State University.

Data Collection

Purposeful sampling was used in this qualitative study. This sampling means the inquirer selects the individuals and places for the study because they can decisively inform an understanding of the research problem and central occurrence in the study (Creswell, 2007). Purposeful sampling also includes sampling strategies in qualitative inquiry to further describe reasons for selecting specific participants, events, or processes (Rossman & Rallis, 2012). In this research study, Snowball/Chain Sampling was used to identify participants from the interest of clientele and program staff of the program (Creswell, 2007).

Interviews are a social process that allows a researcher to ask people questions and gather answers (Bernard & Ryan, 2010). “A structured interview is conducted face-to face or can be self-administered questionnaires, telephone interviews, or done over the web” (Bernard & Ryan, 2010, p. 45). Structuring interviews are described as a meeting that allows the researcher to become more familiar with the participant. This specific meeting is important in providing information before the data-gathering interview with regards to confidentiality and informed consent. Face-to-Face interviews are useful because you can clarify questions as you conduct the interview (Bernard & Ryan, 2010).

“A focus group is a special type of group in terms of purpose, size, composition, and procedures” (Krueger & Casey, 2000, p.4). Focus groups are group interviews that discuss how people feel about a certain topic or situation. Focus groups usually involve five to ten people, but the size could range from as few as four to twelve individuals (Krueger & Casey, 2000). Rossman & Rallis (2012) explains that “the goal of focus group interviewing is for the group to generate new understandings or explanations as individuals react and respond to what others say” (p. 198). Focus groups also are a way

to gather and listen to gain vital information. Langford and McDonagh (2003) explained that focus groups can be used for research purposes towards collection of research methods. Some advantages to use focus groups are researchers can interact one on one with the participants, there are more accurate in collecting data than just one person, and you can gain fast results.

The interviews and focus group in this study asked for demographics regarding age, gender, primary occupation, and educational level of each participant. An interview guide was used (see Appendix) with at least 10 questions that address the research questions for the SFOTAP director at Virginia State University, and the respective agents that work within the program. The interviews and focus groups accessed the thoughts and feelings/behaviors of the farmers and specialists/agents. The qualitative interviewing process was highly structured and questions were determined ahead of time (Merriam, 2009, p. 90). Certain questions as to experience, opinion, feeling, knowledge, sensory, and background were asked. The focus group for the African American farmers and specialists/agents consisted of 10 questions based on the research questions.

Data Analysis

Rubin and Rubin (2005) explained data analysis as “the process of moving from raw interviews to evidence-based interpretations that are the foundation for published reports” (p.201). A whole text analysis of the transcript was completed based on the analytical procedure developed (Corbin & Strauss, 2008). The 45-60 minutes of the audio recorded interview was transcribed into written form and used for the data analysis. Participants’ identity, and that of any individuals who were mentioned, was kept confidential at all times and was known only to the principal investigator. Once the audio recording was transcribed, pseudonyms (i.e., common names) were used in place of

participants' name and for the names of any other individuals. The specialists, agents, and director were replaced with "program staff" for confidentiality. Following every interview and focus group, detailed transcripts were assigned to identify each response by participants. The transcript was reviewed to allow the reader to focus on material that pertained to the phenomenon. Using a line-by-line approach excerpt of relevant material related to the research question was drawn from the transcript. Excerpt is a passage or unit taken from a sentence to be used for this analysis.

The use of analytic tools was used. Analytic tools are described as "mental strategies that researchers use when coding" (Corbin & Strauss, 2008, p. 58). Coding is the formal depiction of analytic thinking and derives and develops concepts from data (Corbin & Strauss, 2008). A code is a word or short phrase that captures and signals what is going on in a piece of data (Rossman & Rallis, 2012). Codes were written and presented in the margins of the transcript. The coding process required the researcher to slow down and engage in extended reflection.

The computer software program Atlas ti© was used to assist with coding and analyzing excerpts from the transcripts. Atlas ti© is a windows-based program that enables organization text, audio, visual data files, and assistance with coding and memos (Creswell, 2007). The priori table was used during the coding process to determine if the questions are being answered. Memos were written at various stages of the whole text analysis as codes and categories are being developed. Memos are important in containing ideas on what themes and concepts to include in the final analysis (Rubin & Rubin, 2005). Themes from codes were formed to analyze and build categories or axial coding. Axial coding involves crosscutting or relating concepts to each other" (Corbin & Strauss,

2008, p. 195). The codes were placed on a large table and then sorted and grouped together to determine themes and subthemes.

Limitations

Limitations are circumstances that limit the possibility of the study or affect the outcome. The population of this study limited the amount of detailed description from farmers' experience and perception that could be only applied to the SFOATP. That is, the results of this study are not generalizable to similar programs. Second, if there were an increased number of participants in the study, more data and feedback would have enhanced results. For example, having a greater representation from all respective regions of the African American farmer population would have assisted to explore the educational opportunities and barriers. The study was also limited by farmers' availability to participate in the focus group due to time and other obligations. In addition, personal reasons from farmers' to not participate in the study could have been a factor of non-participation in the study.

Summary

This study explored African American farmer participation in Virginia Cooperative Extension as a step toward more fully understanding the role participation plays in supporting African American farmers as legitimate learners within the Cooperative Extension system. This study, therefore, focuses on participation in African American farmer programs through the single case of Virginia Cooperative Extension's SFOTAP. Chapter 3 contained descriptions of the research design, methodology, participants, data collection, data analysis, and limitations. To accomplish the study, analyzing individual interviews, and focus groups were conducted. Interview guides (see Appendix) will be developed and aligned with the research questions. Utilizing

extension's expertise, interview questions will be developed and reviewed by graduate committee. Qualitative research design was used to examine farmers' perceptions to barriers to obtain results from African American Farmers that VCE serves in Virginia.

CHAPTER 4

FINDINGS

This research study examined African American farmer participation in Virginia Cooperative Extension as a step toward fully understanding the role participation plays in supporting African American farmers as legitimate learners within the Cooperative Extension system. This study, therefore, focused on participation in African American farmer programs through the single case of Virginia Cooperative Extension's SFOTAP. Chapter 4 provides a detailed discussion of these phenomena experienced by small farm program staff and African American farmers in Virginia.

From August 2012 to September 2012, seven individual interviews were conducted with the SFOTAP Staff at Virginia State University. The extension specialists are campus based and outreach within the community and the agents work with the program. One focus group was conducted with eight of the agents that were involved in the program. The location for the focus group was at a central location held on the campus of Virginia State University. The individual interviews with the agents, specialists, and director was conducted at locations provided by program staff. One focus group was conducted with six participating farmers representing northern, central, and eastern areas in Virginia. The farmer focus group session was conducted following two group interviews with participating farmers in the program, one individual interview, and two interviews with non-participating farmers.

Summary of Category/Theme Schematic

In this study, all of the themes and subthemes were developed during the research and were taken from the interviews and focus group worksheets. The outlook on access

to educational opportunities was derived from program staff responses. The sub themes included qualities and characteristics of the SFOTAP and relationships developed between farmers and program staff. The outlook on barriers within participation for farmers was also derived from program staff. Sub-themes that were included consisted of different ways of farmers’ participation in the SFOTAP, communication between the agents and farmers, and the barriers to participate in educational programs offered. The African American farmers’ perceptions and experiences in the study lead to the themes of access to educational opportunities and barriers within participation. Various subthemes of qualities, external organizations, challenges, and dispositional barriers were drawn upon the responses. The table below classifies the summary of the themes and subthemes in the study.

Table 3: Category/Theme Schematic

⇒ Theme
⇒ Sub-theme
Outlook on Access to Educational opportunities
Qualities and characteristics of program
Relationships developed between farmers and program staff
Outlook on Barriers within participation for farmers
Different avenues through participation in program
Communication between agents and farmers
Barriers to participate in educational programs offered
Access to Educational Opportunities
Qualities and Characteristics of program staff
Participation in the small farm program
External Organizations collaboration with small farm program
Barriers within Participation
Challenges to participate in the small farm program

Dispositional barriers to participate
Changes made after participating in the small farm program

Characteristics of Participants

The specialists, agents, and director of the SFOTAP at Virginia State University had many years of experience that varied from 35 days to 23 years working within the program. The locations in Virginia the program staff served were from the northern, central, and eastern regions. Primary responsibilities by the program staff were working with growers and agricultural professional in Virginia to better serve small farmers issues such as: farm planning, land acquisition, USDA assistance, and even crop reviews. The majority of the agents’ primary clientele were small and or beginning farmers and landowners with less than 30 acres who have no or limited farming experience.

The African American program participants in this study had a substantial variety of farming experience and other employment. Occupations were described as a farmer, retired military, driver, accounting clerk, and physician. Educational level was another factor used to describe participants in the program. While educational attainment levels varied from less than grade school education to the completion of a doctorate degree, a majority of the participants at least completed some college.

The age of the participants ranged from the forties 45-54. The majority (n=8) of the farmers that participated were over the age of 55, which were marked as other by the participants. Gender information of the participants was comprised as 6 males and 5 females between the individual interviews and focus group. The African American farmers represented in the study farmed and resided in the northern, central, and eastern counties in Virginia that the SFOTAP serves.

Findings by Research Question

The individual interviews were conducted using an interview guide (see Appendix D and H). For the focus group, another interview guide (see Appendix F and J) was generated.

The following research questions were addressed:

1. What are the educational opportunities for African American farmers in the Small Farm Outreach and Technical Assistance Program?
2. How are African American farmers gaining access to these educational opportunities?
3. What are the barriers preventing African American farmers from participating in the Small Farm Outreach and Technical Assistance Program?
4. How, if at all, are African American Farmers overcoming these barriers?

Descriptive synopses of the findings including participant quotations are connected to the research questions that follow.

Research Question 1

What are the educational opportunities for African American farmers in the Small Farm Outreach and Technical Assistance Program?

The SFOTAP has participated in efforts made by USDA to partner with Virginia Land Grant colleges and institutions. They have also had a great effect in the community with limited resource farmers. In Virginia, the program is federally funded and administered by Virginia State University. The goal of the program is to encourage and assist limited resource and socially disadvantaged producers and ranchers to own, maintain, and operate farms and ranches independently, to participate in agricultural programs, and to improve their overall farm management skills (Virginia State

University, 2011). The program provides a great range of opportunities from outreach and assistance, to production management, financial management, marketing, USDA programs, and other additional useful tools to increase farm profitability and promote sustainability (Virginia State University, 2011).

A review of the findings indicated that the SFOTAP at Virginia State University described various educational opportunities to African American farmers. The program offers: (a) providing one-on-one technical assistance, (b) the distribution of technical information, USDA loan application assistance, (c) training workshops and conferences, and (d) informal networking. This section provides a detail description and explanation of each of the above educational opportunities.

Technical Assistance

According to the 2007 Census of Agriculture, Virginia State University's SFOTAP program has provided technical assistance to approximately 1,500 limited resource farmers to improve farm production and marketing, write business and marketing plans, and apply for USDA farm programs (W. Crutchfield, personal communication, November 20, 2012; National Institute of Food and Agriculture, 2012). Throughout the program, 182 Virginia farm businesses saved \$139,150 and 175 earned a combined \$151,400 (National Institute of Food and Agriculture, 2012). Technical assistance was provided to the farmers primarily through one-on-one consultation with the agent and specialist. VSU has taken the lead in providing the technical assistance to many small scale and limited resource farmers on meat goat production and marketing, which was one, the quickest agricultural enterprises in the United States (National

Institute of Food and Agriculture, 2012). A farmer and program staff described this educational opportunity as:

I have been to Virginia State to some of the outreach programs, like seminars with tree farming, row crops, and fruits and vegetables. Marketing farming as far as them selling stuff for roadside markets that type thing. They have been instrumental in informing us on different programs and different changes that come down from DC you know with the farm plan and programs. (Bill)

As I said, these people are amazed to find out that there is somebody that is willing to come out to their house and show them what to do and sit down with them; somebody that has some experience in farming, [someone that] has experience with the programs available to them and can take that one-on-one time. (Program Staff)

Areas of record keeping and analysis, financial and marketing are taken place to successfully help clientele. Risk management assistance is used to educate farmers on management tactics and strategies that will reduce or prevent some of the many risks they may face. The specific areas focused are: production, marketing, financial, legal, and human resources. To further illustrate the point another farmer replied:

Jerry has been a tremendous resource; everyone here has at some point or another. I mean in terms of the greenhouses I've worked with Jerry... I've got berries, blackberries growing and blueberries. I literally have been exposed to all that I can handle at this point... I really would have to say that I have found Virginia State to be invaluable in terms of my farming experience. (John)

Distributing information

Another primary educational opportunity of the SFOTAP was the distributing of information to African American farmers. The importance of passing of information is a way the program can get informative news, events, and educational documents out to clientele. According to the program staff:

From the aspect of knowledge, African-Americans do not realize the help

that is available to them in the area of financial support, as well as [other] information... I found a problem, that a lot of African-Americans just don't know what's available to them, and that they are surprised to know the opportunities. (Program Staff)

Therefore, the program was engaged in a collaborative effort to get valuable information to African American farmers. The program collaborates with USDA agencies (National Institute of Food and Agriculture, Farm Service Agency, Natural Resources Conservation Service, Risk Management, and Rural Development) to inform African Americans about the opportunities available through USDA. The program utilized field days, workshops, conferences, tours, and one-on-one visits, as well as brochures, factsheets, publications, group meetings, web sites, local radio, and television stations to distribute information. To further explain the point a farmer replied:

Mr. Steve, I have known him ever since, well he goes back to my grandfather really. He helped my grandfather out with some things, and I aware of what's going on ...what is available for black farmers. (Joe)

USDA Loan Application Assistance

In addition, to technical assistance and distributing information, the SFOTAP also assists African American farmers in applying for loans. This helps the African American farmer prepare their application for Farm Service Agency (FSA), Farm Credit, guaranteed loans, ownership and operating loans for the farm. One of the program staff stated:

As the program expanded [with an] increase in number of participants, I think I'm not only just dealing with farm records but [I] assimilate and get USDA information out to the farmers. We actually do farm plans where we go in with a number of new farmers to beginner farmers and sit down and look at their total acreage and see what can be done with the farm land. (Program Staff)

The procedure of assisting a farmer in applying for and receiving a loan involves

many different stages. The program helps the farmer meet the requirements, to complete the forms to submit the loan application. The agents, director, and specialists serve as a linkage between the African American farmer and the farmers' local FSA office or any other lender that they would be applying to. One of the program staff replied:

And in reference to the USDA programs, I find that a lot of the farmers are turned off by paperwork. The ream of paperwork they have to go through just to see if they're eligible to apply, this is a turn off. And what I've tried to do is to say, "ok I've been there done that, have gone through the paperwork so I will help you"...And I will give you some guidance in getting your package together before you go sit down in front of a loan person. That's been a way in which I have to lend some support. (Program Staff)

Workshops and Conferences

The SFOTAP at VSU provides information, technical assistance, and loan application advice to African Americans but also provides educational outreach events such as farm demonstrations, field days, conferences and workshops. Some of the annual events include Commercial Vegetable Production, Aquaculture field day, Small Farm Family Conference, Agri-Tourism field day, Agriculture field day, Meat Goat field day, the Virginia Biological Farming conference, and the USDA Small Farm Outreach conference. Two farmers stated:

We've gone to numerous conferences there; lots of the field days, too. We participated in the field days as observers and also as purveyors and providers of the goat meat for the cooking contests. I've been to several different field days for specific production models, like berry production, greenhouse production, small animals, and sheep and goats... I attended different conferences both at Virginia State and at Virginia Tech down in Blacksburg over the years. (Brian)

I was coming in at such a foundational level, you know, that I was able to find all the information that I needed for what I was trying to do at such a basic level. Because someone who is leaving another profession and trying to learn how to farm, I could not have done it without Virginia State University. I've been coming to the workshops and professional

education programs here ever since I purchased the farm and that's every bit of 15 years, if not a little bit longer. I have found it a tremendous resource. (Linda)

Networking

The program also offers networking opportunities for African American farmers. The events that Virginia State University's SFOTAP and VCE implements and assists farmers to network with other farmers on opportunities within the program and additional ways to better help their operation. To further illustrate the point a program staff replied:

I think it's provided quite a few opportunities, not only with these agent visits out in the field, but they get the opportunity to come to the University... and the field days and network[ing] opportunities. I just had one of my clients tell me that she attended one of the field days, and she was able to connect with some people that she wouldn't ordinarily have connected with. So I think that's instrumental. (Program Staff)

Research Question 2

How are African American farmers gaining access to these educational opportunities?

A review of the findings indicated that there were various ways in which African American farmers gain access to educational opportunities offered by the SFOTAP at Virginia State University. One of the main opportunities was the qualities, characteristics and relationships built towards the African Americans farmers and program staff. The findings for the study characterized access to the educational opportunities relaying from: (a) qualities and characteristics, (b) relationships built, (c) involvement in the program, (d) participation, and (e) external organizations.

Qualities and Characteristics

The findings revealed that the agents in the program provide a variety of qualities and characteristics towards working with and recruiting African American

farmers to participate and gain access to the educational opportunities offered. The accessibility of the program staff in meeting and working with the farmers in the locality they reside was reported a great feature. Participants also mentioned agents being “hands on” as a way towards adult learning in the program. One farmer mentioned:

I found them to be hands on, you know, not coming from the elbow. They are academic, and although some are USDA professionally retired, they know the hands on talk. They will come down and put their hands to things. (John)

The program staff described the access to the educational program having ethnicity being a factor since the majority of the agents were African American providing a sense of trust among the clientele that they serve. In addition, agents have the opportunity to work flexible hours throughout the week to meet the farmers’ needs. One of the program staff replied:

When I go out and meet a person for the first time, I have a package of information that I give them. It is based on their educational level, as well as farming experience. And we have that flexibility as to where we start people. We have some people in the program that started a year ago and because of their experience and educational level, they are where the normal farmer that started in the program would have been in five years. (Program Staff)

The findings also revealed the outreach among communities in Virginia. The SFOTAP at VSU has advertised and recruited in many ways into communities that their clientele reside in. Outreach materials were placed throughout the communities’ local stores, extension offices, and various small business and banks that farmers may utilize.

Relationships Built

According to the participants of this study, African Americans’ participation was relevant due to built relationships with the agent and specialist. Two of the farmer

participants commented on their experiences with the program staff that presented them access to educational opportunities:

I may be reading about something or I want to know something, but Brad was the one person I could call who would deliver. He was the one person on this campus for twenty years who has hooked me up with a lot of my crazy ideas, [He] helped me to realize, “hey this would work.”; But even more than that he would hook me up and say, “I heard that this person is doing this and this person is doing this.” Then several days he just took me to say, “Hey I’m going out to this part of the State, come and see what these people are doing.” Brad has been the one reason I continue to be connected to this University. (Mary)

Now I see that those program staff that I’m working with, they both see the problems that had occurred in the past. They’re working to change that and have asked me to participate in these programs to help facilitate that, because you know, Tim knows my record. I’m farming and he’s been to my farm back in the years where I’ve turned a couple of million dollars a year...And that’s why I’m here. I’m here to help this program. (Robert)
The comments given above by the participants characterized a relationship that

progressed throughout participation in the program. The agents in the program factored in that the farmers are not clients anymore from the working relationships and more like friends. From this exposure, agents utilize that relationship with the farmer into potential sites for field days or even bringing in more farmers to see what could be accomplished through hard work and assistance through the program. One of the program staff replied:

It’s rewarding that the information you give a person, and you see later where that has actually matured and developed. You know I think that’s the reward that a lot of the staff people get or when, for instance, in one of the conferences that we’ve had, I had one of my famers to make a statement in his presentation that he said I think he feels that the farmers are also here. Say because he isn’t always checking on me to see if certain practices are carried out, you know in that sense. And you’ll be surprised how much information they would share with you once they feel that what you’re doing is confidential and that your interest is in them is genuine. (Program Staff)

In addition, the specialists also provide on-on-one interaction with farmers. It was revealed that the specialists go beyond the formal relationship with the farmer into a

personal relationship. This brings a positive working environment for the specialist to visit the farmer and invite them to any programs offered and processes of being the right situation. The program brings farmers to opportunities to learn and experience something new and exciting in terms of marketing and production. One of the program staff replied:

I think it's unique because our crops are extremely niche. So, that really creates buzz, and it's very attractive to any farmers. When it's beyond traditional every day crops, they immediately respond to them. I think that has been our advantage in comparison to other programs. And then, our approach is to be able to really work with them through the process in terms of not only teaching them how to grow crops but what would you do after we grow that crop. (Program Staff)

The findings of this study also revealed that the African Americans within the program gain access through networking and meeting other farmers. Many farmers attend workshops and conferences through conversation from another farmer at a conference, field day, and/or workshop. In addition, many of the farmers meet together several times a year to enhance their operations and maintain the relationship with another farmer that may be growing or producing the same niche crop. However, through this networking and relationship building, many African American farmers have been plagued with hardships of competition. One of the program staff mentioned:

It's a close-knit group. We tend to work well together. I think there is some competitiveness there, and that is something that we are going to try and work to break down. We need to work more together instead of competing against one another. (Program Staff)

Involvement in the program

The African American farmers that participate in the program gain access to educational programs also through the involvement in the program. According to Roberts (2004), participation is seen as developmental, educative, and integrative and as a means of protecting freedom. Participation can also be viewed as a way to enhance

efficiency and getting people to be involved to support a new development (Pretty, 1995). The participation in organizations can shape social relationships and trust that are vital to a community. Many farmers use networking, farm demonstrations with their specific agent, and assisting with the planning of the educational programs and/or events.

It has been a constant collaborative effort to involve the African American farmer in the planning of conferences and programs offered through the SFOTAP at VSU. The African American farmers participate by consultation. This is understood as people participating by consultation, and external agents listening to views to define solutions and problems to modify (Pretty, 1995). Participating in the involvement of planning a program utilizes what the farmer actually needs and wants to learn to better their operation. This will result in marketing and food safety information that will help farmers market their products directly to retail outlets.

The program brings annual events, such as the Small Farm Family Conference and the Virginia Association Biological Farming Conference (VABF), which allows participation of not only African American farmers but also minority farmers to assist in the program planning and involvement in the event. The events focal point is based on organic production, business management practices, and marketing. The SFOTAP also allowed local farmers to participate in farm demonstrations on their site and provide insight on planting a specific crop to better help the program and the farmers operation.

Two farmers stated that:

I've been doing things the time I could. I think the first time they approached me was to ask me to plant a butter bean patch for them... I'm doing that for them right now. (Richard)

We all participate in a lot of programs. We ... got a cover crop. We've got about three programs. We got wildlife, a wildflower pollinator crop

that we put in; it's a collaborative effort, so we are kind of like a demonstration farm. (Anderson)

Participation

African American farmers also gain access to educational programs through the small farm program by partaking in the program. Oakley (1991) identifies a common feature of participation which education is an objective of projects to assist people and engage communities to participate. Farmers who participate in programs that are extension driven assist in teaching the local people how to do something better. This brings access to more educational opportunities through participating in programs and events that are already offered. Appearances in field days, conferences and workshops, and working with the respective agent and specialist that can assist, participation is evident. One farmer replied:

For me, I try to participate, you know, not on the farm, because there's still a lot of things that I don't know, but what I like to see is a black farmer profit more from this agricultural industry, and that's something that I haven't seen in 30 years. There was a gentleman here who did a study; I think it was in 1978, on how you can make \$100,000 tending this land. Somewhere between then and now, it just disappears. But you know, I'm here now with the program staff to show that these black farmers can be profitable, expand the profits and that there's so much to be made in agriculture, not only personal income but jobs, other opportunities, you know, that we're just not even touching it....(Wayne)

Program participation also involves the input in evaluation. According to Pretty (1995), participation in information giving is a way people can participate in developmental programs and projects. This typology is described as people participating by answering questions posed by extractive researches using questionnaire surveys or similar approaches (Pretty, 1995). The African American farmers gain access to educational opportunities through filling out evaluations at various workshops and

conferences in understanding how they can better help the program through responses and possible opportunities in the future. One farmer replied:

Every evaluation, from every workshop we have, there's always an evaluation that gives us the opportunity to address any concerns that we've had, whether it's something that we want to see more of, but we don't really know beforehand, you know because you've got to have something to work with, opportunity afterwards, always, you know to address your concerns.....(Susan)

External Organizations

The SFOTAP collaborates with VCE, community-based organizations, and other agricultural agencies to gain access to educational opportunities for African American farmers. According to Pretty (1995), Functional participation is described as people participating by forming groups to meet predetermined objectives related to the project. This type of participation relates to the subtheme because the formation of these external groups provides a relationship through the university and the small farm program. This collaboration provides farmers more access to educational opportunities to other organizations that promote educational and technical assistance. It is also a recruiting tool that the specialists and agents use to increase their clientele and improve the programs and opportunities that are currently available. A few of the program staff described their experience as:

I find that one other source of recruiting or finding people is contacting church leaders. Church community is key to finding people and most of us small farmers are church going people. And that's a good source to find prospective people that can help. (Program Staff)

I like to tap into your community leaders, pastors. I like to tap into [local businesses]. It is a little bit of a grass roots effort but your local seeds and feed store, your local store. You'd be surprised, you know, build a relationship with whoever is responsible for that, like the manager, and how they can send out a lot of information for you. Chamber of Commerce... this is one of the best organizations that I've worked with.

Whenever you have a program you know, they'll be willing to send it on down. (Program Staff)

So we were looking at what information could help them actually generate more income off of that farm. If I look at what we do now, it's basically open to whatever a small landowner needs. We try to provide that information. Some of that information is just on a USDA program, trying to encourage them to use those programs. Sometimes it's basically just referral, where a farmer doesn't know where to go to get certain information they may need or certain services they need because at one time a lot of small farmers whether they were white or black really didn't use the local agencies in their area. They just didn't go in and request it. I think we built that bridge between USDA and the small landowner. It is to get them to go there and utilize programs that are available to them. (Program Staff)

According to the participants of this study, the USDA has also played a major role in African American farmers gaining access to educational programs. In searching for help for minority farmers, the USDA developed programs to address the problems related agriculture and farmer's lives. That is why agencies such as National Institute for Food and Agriculture (NIFA), Farm Service Agency (FSA), Rural Development (RD), Natural Resources Conservation Service (NRCS) were created through the USDA to assist and serve agriculturists in America where the difficulties seem to be lingering. Many farmers benefited because they became aware of USDA programs that are available to them in their specific operation. One of the farmers characterized their experience as:

They would get up and make presentations at conferences, and we would have USDA and NCRS people there. It helped me get to know [that] this is racial and it's political, when coming up here. I've learned what is available, where I can go and find out good information, where I could go and get it. (Norman)

Another farmer commented on gaining access to the educational opportunities through the external organizations:

We have found out about different conservation programs and cost sharing programs, and we've enrolled in those and have been able to use them; so

yes we've learned and benefited from FSA programs that we've learned about from the outreach programs. They're good at resourcing information. I think that is one of the most valuable things they do.
(Larry)

Research Question 3

What are the barriers preventing African American farmers from participating in the Small Farm Outreach and Technical Assistance Program?

Rural development participation can be viewed as an implementation of programs, determination of benefits to different participants, decision-making, and program evaluation (Cohen & Uphoff, 1977). Through the SFOTAP there are many ways to participate, which includes program evaluation. However, the SFOTAP at VSU, many farmers felt that their voice is not heard enough through the implementation of the program and the result of that causes challenges and a non-willingness to participate. The findings for this study also revealed barriers in preventing African American farmers from participating in the SFOTAP at VSU. The findings for the study characterized barriers such as: (a) challenges in the program, (b) communication between program and farmers, (c) and other unknown barriers to participate.

Challenges in the program

According to the participants of this study, it was revealed that challenges were involved in the program as a result to African Americans to participate. One common challenge was the time of the educational opportunity and the information about the event in advance to participate. One of the farmers characterized their experience as:

Well for the conferences, I make the time. These field days, I don't really have the time because I work 24/7. Usually field days fall on when I just cannot get away from work and sometimes I have not been aware of time or dates in advance to take time off. Sometimes they will send me a letter

of a field day, I think they just sent one out really. It is a little bit short notice. Something like that I need at least a month ahead of time to plan.
(Joe)

Another farmer that was classified as a non-participant classified their experience to be the same. They did not have enough time to participate because of work and other duties with the family. The farmer also mentioned age as a factor not to participate. The farmer replied:

When getting older, I guess you know as you get a certain age, the interest change and energy level change.... Things begin to go to another dimension. And it's a good day for younger people to come along in a way approaching 60 certain things are just not as important. You kind of fade away from it, and don't have the drive and tenacity to continue with the programs and the marketing, which is very important. The operations and farming entails a lot in modern farming. And it just comes a time when you know that you diminishing your efforts and that's pretty much where I am right now. (Logan)

To further explore the time issue another of the program staff mentioned:

Maybe find the time off to come to the workshops they need to come to; transportation to and from and believe it or not some of these small African-American farmers are on a small budget just like a lot of us. And money, gas is a factor now. You just can't jump on board from Williamsburg to Petersburg, for example, and not have \$20 to \$25 in gas to come and go. (Program Staff)

According to Patricia Cross (1981), barriers to adult learning consist of three barriers: Situational, Institutional, and Dispositional. Situational barriers arise from one's position in life at a given time (Cross, 1981). Responsibilities with family, age, transportation, or finances are examples of Situational barriers. Institutional barriers consist of practices that keep out adults from participating in educational activities (Cross, 1981, p.98). Some examples of Institutional barriers are: bad schedules, inaccessible locations, payments or fees, and workshops that don't meet the potential

participants' needs. Finally, Dispositional barriers are related to a person's perceptions and outlook (Cross, 1981). Some examples of Dispositional barriers are: perceiving the existence of an age limit or feeling old, lacking confidence in learning with others, disliking what is presented or the facilitator, and/or feeling ignored (Cross, 1981).

Another challenge in the program is a dispositional barrier that involves farmers being intimidated of leadership and administration through the University at educational events. One of the program staff responded:

I think that we as a University, both Virginia Tech and Virginia State, we need to take our programs to the community. Why is it that we couldn't do this in the various areas of the state, have a mini field day or something in some of these communities? Recruit some of these farmers, like Jason talked about the leaders in the community. If you had a field day at that person's farm, then some of those ten farmers I was telling you about, they would go there. You know we have a lot of people with that educational level; they feel intimidated by academia. And to say that you're going to college, you know, you're going to Virginia State University, they may not speak English very well. They're scared of being embarrassed to say something wrong, somebody is going to laugh at them. They believe somebody is going to laugh at their shoes not being right, or that [their] truck is smoking. Those things are real, and they are out there. Everybody can't come to campus dressed nice and looking nice and their truck is less than ten years old or whatever. (Program Staff)

Another of the program staff commented on barriers to participating in the educational opportunities through the small farm program:

It's not many now. I just know that I have some farmers in my five county area. It's probably twenty of them that are pretty good producers, but they're shy and they just don't do the public at all. And they look forward to me visiting. One- on- one visits, and some of them even have been emailing. (Program Staff)

Another challenge with the program that was discovered was the present location of some educational opportunities. Majority of the field days, workshops, and conferences are held at Virginia State University or on Randolph Farm. Many farmers

felt like this should be moved around to communities to the field in a locality of farmers that participate. One of the program staff mentioned:

And people's feelings are sensitive to a lot of that. I think that's one of the major barriers we have, even at Virginia State. I think we need to do a better job of taking our programs to the field versus always asking people to come here to campus. (Program Staff)

Communication between program and farmers

Communication is the key to having successful programs and participation. The staff of the SFOTAP revealed that the barrier sometimes comes from the individual person not trusting the person they are working with. Although agents and administration go as much too visiting external organizations and churches to recruit and assist the African American farmer, participation is still at a low rate. One of the program staff responded:

I think it's more than they don't want to participate. It goes back to – I have quite a few farmers tell me, you know, once they trust you they'll open up to you and they'll say maybe their experience is bad – they had a bad experience and unfortunately they don't want to move on from that; they're just stuck. (Program Staff)

A review of the findings revealed that communication between the program and farmers showed situations of potential barriers not created by VSU but filtered down in the state of Virginia. The participant viewed their experience explaining that the leadership and staff of the program held information and did not pass the word along. A farmer replied:

I think it's going to be a barrier created by others that will kind of trickle down into State; and I say that because on March 3, they will begin again where they're asking us for, you know minority participation like what we hear from then and why are you not participating in the program, what's the reason; and a lot of people voiced out opinions in that first meeting, but everything that they stated in that first meeting; it was already there, but State didn't know it; so it was a barrier for everybody that was in that

meeting; but it wasn't one that Virginia State created, it was one that Virginia Tech created and one of the program staff was on one of the committees and he was standing there, you know, he knew about the program but did not share it with you all, with us in the meetings, so like I said, the barrier that's created by State or by USDA. (Wayne)

This barrier of information was apparent in the interview and with strong ties towards agents and the farmers they work with, emphasis on certain farmers has been noticed.

One farmer mentioned:

I've been the recipient of some awesome favors from Alternative Ag specialists and small outreach agents, to the point that I probably got a lot more than other people get. Sometimes I wonder do I have anything to show for it other than some of the experience, which isn't worth a lot, but we need to find a way to make the distribution of what's done fair and equitable. It shouldn't matter who you know. If you come through that door and you're eligible, you should be able to get what you want. (Fred)

Farmers also mentioned the promoting of the program is apparent but not fast enough. The findings discovered that farmers did not have time to plan to attend events and educational opportunities due to late notice and mailings from the SFOTAP administration. One farmer described this barrier:

Only barrier I see is to get the word out and what's available. By the time I find out, it is too late. This program has been already done. I'm waiting and waiting and don't hear one way or another. I would think a phone call don't cost that much. (Joe)

Dispositional & Situational barriers

In addition, farmers also have a barrier of continuing to farm and seek out information and educational opportunities by the love and support of the family. In order to want to continue with the assistance, it was revealed that age and non-motivation from the family results in lack of participation from the farmer. This motivated factor can be described as a situational barrier. Situational barriers arise from one's position in life at a

given time (Cross, 1981). Responsibilities with family, age, transportation, or finances are examples of Situational barriers. One of the program staff revealed:

A lot of times you get the minority blacks that can't afford outside help. Whatever that agriculture project may be, and if they get the family out here, the wife is out there with the kids and all; the pitching and working, they sort of motivate each other. There were problems there, they weren't getting any help. And they aren't interested so they are just going to give up too. So you get that family motivation in there, chances are it has a high chance of working. (Program Staff)

In addition to family, motivation was a technological barrier that was apparent in one of the interviews. The participant described their experience being a hard way to access information on the Internet for a workshop, farm visit, or anything that could help them better their operation was difficult due to being in rural and urban areas living. Limited connectivity to the Internet placed a factor in the lack participation of an educational opportunity. A farmer mentioned their experience:

Yea, for me, I take most of my farm email and get online. But I can go in my bedroom, sit in my bedroom with my smart phone and get online. If I had a laptop, I couldn't. I got a hot spot, broadband, its connectivity, Verizon. It's the best out there and it's old; so I can't transact business with the internet connection. But they're supposed to be bringing broadband through or something; you know they're supposed to be wiring us all up they say real soon, but that's hindered me a lot; it's been a hindrance. (Susan)

In searching for the respective help for African American farmers, the USDA developed programs to address the problems of agriculture and life. That is why agencies such as National Institute for Food and Agriculture (NIFA), Farm Service Agency (FSA), Rural Development (RD), Natural Resources Conservation Service (NRCS) were created through the USDA to assist and serve farmers in America where the difficulties seem to be lingering. However, according to the participants of this study, the USDA has also played a major barrier in African American farmers participating in the SFOTAP. The

SFOTAP was implemented because many minority and socially disadvantaged farmers had limited access to the benefits USDA programs offered. One of the program staff revealed:

That's the issue we get faced with all the time. And I think a lot of it is because some of the USDA sponsor programs were under funded. And what happened is that they announced them with very good intentions to do this and then we go out to our clientele that you meet a lot of times one-on-one. We all have clientele that will never come to a meeting, but they still depend on us. Just some of them prefer to stay on the farm, but when we encourage them to go and sign up for these various programs that the FSA office, they go and do it then get the letter saying you didn't qualify or whatever. Well you've lost them forever participating in another USDA program again, because most of them won't go back and reapply. (Program Staff)

Another one of the program staff commented on the barrier by USDA. He described the experience:

And in reference to the USDA programs, I find that a lot of the farmers are turned off by paperwork. The ream of paperwork they have to go through just to see if they're eligible to apply, this is a turn off. (Program Staff)

Many of the participants expressed their experience as it relate to USDA and the relationship they had with them. As one farmer described their situation:

Sure, the problem is they're loans and you have to pay these loans back and all the time they're using computer modules that don't reflect the real world; so the computer spits out a budget based on what the computer knows and nobody else in that office has any specific information as it relates to, say goat farming or whatever it is, except for what they've learned from a computer module. They really haven't actually done it on a day to day basis. Things happen and the economy and the weather and the cost of feed goes up, that affect the farmers' bottom line. That's not reflected in those computer modules; so then it makes for the farmer to have the added pressure and issues in having to pay it back. (Bill)

Research Question 4

How, if at all, are African American Farmers overcoming these barriers?

Barriers common to adult learning limits African American farmers' participation in extension programming. Situational, Institutional, and Dispositional barriers were apparent in the study. The findings for this study revealed barriers in preventing African American farmers from participating in the SFOTAP at VSU. The findings for the study characterized barriers relating from: challenges in the program, communication between program and farmers, family motivation, technological, and USDA barriers.

The lack of trust has hampered efforts to develop cooperative marketing programs and the advancement of African American farmers' goals (Reynolds & USDA, 2002). The fact there is still a trust factor in African American farming still have of the administration and denial from USDA agencies cause major barriers on participating in the SFOTAP. In the present day, President Obama has pushed to rectify years of depression for African American farmers by the USDA in proposing that the government provide \$1.25 billion in settling discrimination claims. Obama stated, "This agreement will provide overdue relief and justice to African-American farmers, and bring us closer to the ideals of freedom and equality that this country was founded on" (Evans, 2009, p. 1). Polarized views on this "modern day reparation" continue to threaten the quest for equal rights for the African American farmer. The SFOTAP at VSU revealed assisting farmers overcame from the barriers that are currently present. One agent mentioned:

Some of that information is just on a USDA program, trying to encourage them to use those programs. Sometimes it's basically just referral; where a farmer doesn't know where to go to get certain information they may need or certain services they need; because at one time a lot of small farmers whether they were white or black really

didn't use the local agencies in their area. They just didn't go in and request it. I think we built that bridge between USDA and the small landowner; it's to get them to go there and utilize programs that are available to them. (Program Staff)

According to the participants of this study it was revealed that challenges were involved in the program as a barrier. Time was a major factor and the lack of promoting information in a fast and reliable way. The SFOTAP at VSU has made a vital effort to better these challenges through better communication and building on relationships in the program to make the opportunities better for the African American farmer. One of the program staff characterized their experience:

The biggest one is the availability and time to do that one-on-one. It's not just the big meetings where people come and they attend. That's important, and they are very eager to do that. But without the ability to specifically focus on the minority farmer and hold their hand, really, you've got to go by and say, "here are a world of possibilities that you can take advantage of." (Program Staff)

A farmer commended on how they are overcoming the barriers to participate:

I try to look at the big picture. I guess that's the way I'm wired, the way I was raised; [I] try to make it easier or better for the next guy. One thing we're lacking in is the crunching of numbers. We need to not be able to just do it in the technical skills and experience and all of that. We need to be able to have a business on paper that's lucrative, successful. The numbers are the bottom line and we need to work on that. Another problem, I keep hearing everybody talk [about] is to be marketable. I think everybody can grow here with the Virginia State helping us and the experience we got, we can produce. The thing is once we produce it, where do we take it and get paid for it? That is the big issue. (Wayne)

Despite the barriers to participate for this farmer, the findings showed that in order to better help the African American farmer to participate is to help the next farmer with other matters or questions they may have, in order to better utilize the resources available. Another farmer described their experience:

It's a lot of barriers, a lot to learn. But also I'm a council member for an organization in Virginia; Billy is actually my cousin on my father's side, and we're looking at doing a collaborative effort for our organization together in the eastern counties. We probably own thousands of acres and collaboratively work together to produce and market different products; and just as a collaborative effort to work together, we're exploring that and moving more toward that every year. (Fred)

The findings showed that it is hard for African Americans to participate in the SFOTAP but revealed that with collaboration and partnership the farmers are overcoming these barriers. VSU's SFOTAP has been helpful in discovering more on how to better serve their clientele and produce more niche crops.

Summary

Chapter four described the research findings, categories, and themes related to African American farmer participation in Virginia Cooperative Extension with an emphasis on the SFOTAP. Interviews and focus groups were analyzed and the findings were summarized to explore African American farmer participation in Virginia Cooperative Extension as step toward more fully understanding the role participation plays in supporting African American farmers as legitimate learners within the Cooperative Extension system. The findings were generated through individual interviews, group interviews, and two focus groups with African American farmers and program staff. The interviews were conducted using a 10-question interview guide. Participant anonymity and confidentiality were maintained throughout the study.

The researcher gained valuable insight about: outlook on access to educational opportunities for farmers; (b) outlook on barriers within participation for farmers; (c) access to education opportunities; (d) barriers within participation. Appearances at field days, conferences and workshops and working with the respective agent and specialist

that can assist, participation is evident in the mixture. In addition, the participants confirmed trust was major factor in them participating an educational opportunity or event held at VSU. Furthermore, the SFOTAP program at VSU enhanced program success by involving farmers in a program plan farm demonstrations, and help recruiting other farmers.

CHAPTER 5

DISCUSSION AND CONCLUSION

This research study focused specifically on participation in African American farmer programs through the single case of Virginia Cooperative Extension's SFOTAP. This particular chapter is organized into three sections. Section one provides a summary of the research study that includes: purpose, research questions, significance of study, and methodology. The discussion of the research findings is presented in section two. Recommendations for practice and future research are presented in section three.

Purpose and Research Questions

This research study examined African American farmer participation in Virginia Cooperative Extension as step toward fully understanding the role participation plays in supporting African American farmers as legitimate learners within the Cooperative Extension system. This study, therefore, focused on participation in African American farmer programs through the single case of Virginia Cooperative Extension's Small Farm Outreach Training and Technical Assistance Program (SFOTAP). To accomplish this, the following research questions were explored:

1. What are the educational opportunities for African American farmers in the Small Farm Outreach and Technical Assistance Program?
2. How are African American farmers gaining access to these educational opportunities?
3. What are the barriers preventing African American farmers from participating in the Small Farm Outreach and Technical Assistance Program?
4. How, if at all, are African American Farmers overcoming these barriers?

Discussion

The Small Farm Outreach Training and Technical Assistance Program (SFOTAP) is a federal funded program that solely sponsored by USDA and administered through NIFA. The objective of the program is to provide an Agricultural Extension Education service or help to the minority farmer, which would include females, African Americans, and other socially disadvantaged minority farmers. This specific agency through USDA provides grants to institutions and schools that demonstrate experience in providing agricultural related service to socially disadvantaged family farmers and ranchers in the respective state or region (Hargrove, 2004).

At Virginia State University (VSU), the program serves approximately 1,500 limited resource farmers (W. Crutchfield, personal communication, November 20, 2012). Many of these farmers are minority as well. VSU provides educational programming in 45 counties, attempting to help participant farmers acquire, manage, and dispose of financial and production resources (Akobundu, Alwang, Essel, Norton, & Tegene, 2004; W. Crutchfield, personal communication, November 20, 2012). The goal of the program is to encourage and assist limited resource and socially disadvantaged producers and ranchers to own, maintain, and operate farms and ranches independently, to participate in agricultural programs, and to improve their overall farm management skills (Virginia State University, 2011). The SFOTAP program at Virginia State University has various educational opportunities to African American farmers such as: (a) providing one-on-one technical assistance, (b) distributing information, USDA loan application assistance, (c) workshops and conferences, and (d) networking.

The farmers that participated in the program were aware of the educational opportunities, applied great participation, and mentioned seminars such as row crops and marketing were effective and helped their farm operation. The technical assistance provided by the agents and other staff of the program are evident and the act of distributing information. Many of the agents were able to respond to African American farmers by the passing of information but mentioned that farmers do not know what is available to them and surprised by what they learn. It was also revealed that the SFOTAP collaborates with other USDA agencies (NIFA, FSA, NRCS, RMA, and RD) to assist African Americans with the educational opportunities available.

The educational opportunities were discussed in the focus groups and individual interviews. The farmers that participate in these educational opportunities gained access to other new information and networking ventures with staff from the program, external organizations, and other farmers. The program has been in a great effort to provide assistance and information to African American farmers, but has not put more emphasis on bringing more African American farmers in to the planning process of all educational programs offered by the program.

Farmers learned about educational opportunities through agents in the program continually through the years from their parents and grandparents through the relationships that were created. In addition to technical assistance and distributing information, the SFOTAP also assists African American farmers in applying for loans. SFOTAP agents assist farmers in applying and receiving a loan from FSA or any other organization. The linkage between the agent, farmer, and FSA particularly is increased

since the relationship of the agent and farmer is apparent, and makes the loan application easier and more direct.

The SFOTAP at VSU provides information, technical assistance, and loan application advice to African Americans but also provides educational outreach events such as farm demonstrations, field days, conferences and workshops. Farmers who participated in specific workshops and conference found it a great start in some were starting at an entry level and helpful in the process. Through the conferences, workshops, field days, and farm demonstrations African American farmers gained networking opportunities with local government, USDA, external organizations, and other farmers that have similar interests and operation.

The agents and specialists participating in this research study used farmers for planning of farm demonstrations. However, there was little conversation on other opportunities to include African Americans more in the program planning process. According to Merriam and Caffarella (1999), within any program providers of adult education need to be aware of who is participating, why they are participating, and what are the ways to increase participation. This statement supports providing farmers the opportunity to address their needs and become part of the planning process.

One of the main opportunities was the qualities, characteristics and relationships built towards the African Americans farmers and agents in the program. The findings for the study characterized access to the educational opportunities relating from: (a) qualities and characteristics, (b) relationships built, (c) involvement in the program, (d) participation, and (e) external organizations. Participants mentioned that the qualities and characteristics of the program and staff were neutral in terms of the accessibility of agents

in the program meeting and working with the farmers in the locality they reside was reported a great feature.

The SFOTAP provides assistance to African American farmers in the locality they reside and provides flexible work hours through the week. However, participation was not mentioned as a great impact on weekends. Outreach materials from the small farm outreach program revealed to be distributed through local extension offices, banks, and small business through the area. Among the access to educational opportunities, there were still many farmers not receiving the information at an earlier to participate in a specific event.

Participants stated that agents being “hands on” was a great way to talk and effectively provide assistance to them. The agents in the study mentioned that ethnicity of agents being majority African American plays a great factor on African American farmers trusting them and wanting to participate. The relationships built from the program were revealed from participants in the study. Many farmers mentioned one-one help from agents and specialists, and the agents experience in agriculture that have to assist them in their operation.

The findings supported the work of Pretty (1995), who reported participation can also be viewed as a way to enhance efficiency and getting people to be involved to support a new development. The participation in organizations can shape social relationships and trust that are vital to a community. Participants in the study discussed little about participating in the planning of educational opportunities but utilized the opportunities to gain access more.

In addition, findings from this study support the work of Pretty (1995), who discovered a typology of participation explains how people participate in development programs and projects. It was discovered that African American farmers participate by consultation. This is understood as people participating by being consulted and external agents listening to views to define solutions and problems to modify (Pretty, 1995).

Participating in the involvement of planning a program utilizes what the farmer actually needs and wants to learn to better their operation. This will result in marketing and food safety information that will help farmers market their products directly to retail outlets.

Participants stated that they participate and gain access to educational opportunities by evaluation. The finding supports another statement by Pretty (1995), who mentioned in the typology that participation in information giving is a way people can participate in developmental programs and projects. This typology is described as people participating by answering questions posed by extractive researches using questionnaire surveys or similar approaches.

The SFOTAP collaborates with VCE, community-based organizations, and other agricultural agencies to gain access to educational opportunities for African American farmers. The partnerships through the relationships being built from the SFOTAP, the African American farmers, and the external organizations provides more access to educational opportunities that promote more awareness and technical assistance. This statement supports Pretty (1995), who discussed functional participation as people participating by forming groups to meet predetermined objectives related to a project.

The findings for the study characterized barriers relating from: (a) challenges in the program, (b) communication between program and farmers, (c) and other unknown

barriers to participate. Farmers indicated age as a factor not to participate in educational opportunities offered by the program. Maturing/ageing and working part time jobs made it difficult for farmers to participate. The time and location of educational opportunity events was also known as a challenge to participate. This supports the work of Cross (1981), who discussed barriers to adult learning coming from three barriers of: Situational, Institutional, and Dispositional.

Situational barriers arise from one's position in life at a given time (Cross, 1981). Responsibilities with family, age, transportation, or finances are examples of Situational barriers. Institutional barriers consist of practices that keep out adults from participating in educational activities (Cross, 1981, p.98). Some examples of Institutional barriers are: bad schedules, inaccessible locations, payments or fees, and workshops that don't meet the potential participants' needs. Finally, Dispositional barriers are related to a person's perceptions and outlook (Cross, 1981). Some examples of Dispositional barriers are: perceiving the existence of an age limit or feeling old, lacking confidence in learning with others, disliking what is presented or the facilitator, and/or feeling ignored (Cross, 1981).

Participants discussed challenges of intimidation of leadership and administration at educational opportunity events. Farmers are scared and even embarrassed to say something wrong or to speak to officials at those events. This statement is related to a dispositional barrier that involves a person's perception and outlook (Cross, 1981). According to Cross (1981), dispositional barriers are perceiving the existence of an age limit or feeling old, lacking confidence in learning with others, disliking what is presented or the facilitator, and/or feeling ignored. Location was also a reason African

American farmers choose not to participate in educational opportunities. Many farmers felt like this should be moved around to communities to the field in a locality of farmers that participate.

The staff of the SFOTAP revealed that the barrier sometimes came from the individual person and having a trust factor with the person they are working or being assisted by. Participants viewed their experience explaining that leadership and staff of the program held information for them to participate. They also mentioned getting late notices and mailings on the day of the event. Findings revealed that some farmers get better treatment than some others because of the strong ties with one another. This statement is also supported by information from Cross (1981), who discussed dispositional barriers involving a personal outlook and perception.

Findings from this research study also revealed a barrier of African American farmers continuing to farm and seek out information and educational opportunities by the love and support of the family. This motivated factor can be described as a situational barrier. Situational barriers arise from one's position in life at a given time (Cross, 1981). Another barrier that was revealed was a technological barrier and placed a hard way for farmers to receive news and updates on upcoming educational barriers. Participants also mentioned the USDA as a barrier not to participate in the program. In addressing the situation, farmers get turned off by all of the documentation provided. The denial of applications was also mentioned as a barrier not to participate in opportunities through the program.

Findings from this research study revealed there were barriers to African Americans participating in educational opportunities. The findings for the study

characterized barriers relating from challenges in the program, and communication between program and farmers; also, family motivation, technological, and USDA were considered barriers. The SFOTAP at VSU has made a vital effort to better these challenges through better communication and building on relationships in the program to make the opportunities better for the African American farmer. Agents indicated that availability and time was a major factor to overcome the barrier to provide more one-on-one assistance to African American farmers.

In addition, USDA barriers were revealed from some participants regarding participating in the SFOTAP. This statement was apparent in the findings and the program and staff indicated building a bridge between USDA and the farmer. Participants also indicated that utilizing from resources available and working together can assist all African American farmers from barriers preventing them to participate.

To effectively understand if African American farmers are receiving the information or participating not only in the SFOTAP, but what is their involvement in their local extension offices programs and events in their communities to access the information? Participants revealed that the USDA has been a barrier to participate in program from being denied or having some acts of discrimination from local FSA offices. All external organizations should implement and collaborate with each other to create educational diversity and inclusion programs and events. This will build the barrier of farmers feeling a certain way and create a coalition of agencies and organizations in Virginia. Although, there is the Virginia Beginning Farmer and Rancher coalition project, a cultural educational program would maximize more participation on issues

approaching not only African American farmers but also minority and limited resource farmers the SFOTAP serves.

Recommendations for Practice

This research study gave the small farm agents, director, specialists, and African American farmers the opportunity to voice their detailed description and insight about the SFOTAP. With that being said, the first suggestion would be the involvement of more farmers in the program planning of educational opportunities at Virginia State University would increase participation. Farmers that are involved in a participatory planning process in a leadership committee role are more likely to want to engage more and recruit other farmers to participate in what's established.

Second suggestion would be the current evaluation of strategies should be continued as a method of usage. However, a pre and post survey should be conducted to analyze and discover farmer's use of modern to traditional communication systems. This will find out the bases of how the farmer communicates the best to relay the educational opportunities that are available through the SFOTAP; increase more focus groups and farmer discussion on topics arising. More face- to-face interviews and surveys could be conducted to better the program. Students from VSU could assist in the collection of data and get hands on experience with farmers to understand experiential learning at its best.

Third, provide additional technological advancement training to agents, specialists, and director to be more technology savvy. Setting program-planning models for the Small farm program to address all needs the African American farmer will be effective in documentation of accomplishments in the program. At conferences and/or workshops, construct more engaging informative discussions on adult learning and farm

family motivation factors. The assistance and collaboration of Virginia Tech's College of Agriculture and Life Sciences could be a great feature towards assisting in the incentives of extension. Changing the flow a little bit at the educational opportunities will engage the farmer and their families to want to farm and ways to further their operation. Utilizing partnerships and external organizations closer and the Virginia Beginning Farmer and Rancher Coalition's Curriculum for workshop implementation would be an addition. Locating more educational opportunities in localities and communities that farmers reside in will promote more participation among farmers since many work part time jobs.

Recommendations for Future Research

This study could benefit by in-depth information from a larger number of African American farmers. The researcher would have been able to develop a larger sample of the participants to explore their views and experiences as it relates to the SFOTAP. Additionally, this study would have been more detailed by conducting a mixed method approach and including more African American farmers in Virginia that participate in the program. Many farmers would have had the opportunity to share more detailed information by survey, focus groups, and one-on-one interviews.

Future research could address the needs of African American farmers in the SFOTAP and more closely continue to focus on participation; including other ethnic groups in the state of Virginia that would enhance the study. In addition, researching about farmers' use of modern to traditional communication systems could also enhance the program. Future findings of how farmers communicate would be effective in reaching clientele since more new and beginning farmers are being established. Furthermore, identifying and remaining cognizant of socially disadvantaged, minority, or

limited resource farmers' cognitive strategies and processes would be effective. Future research of how a farmer learns is important in the implementation process to better assist program staff serving clientele in Virginia.

Summary

In spite of funding limitations from federal and state governments, 1890 land grant universities have continued to help limited resource farmers reach economic, environmental, and social outcomes through Extension education (Westbrook, 2010). According to McCray (1994), African Americans are reported to be hard to reach because they view the Cooperative Extension system as something for other people. That said, the Cooperative Extension System should include the experiences and knowledge of African Americans to fully meet the mission and goals of Extension and the communities they serve (McCray, 1994).

The SFOTAP provide opportunities for limited resource farmers and socially disadvantaged farmers to participate in programming offered. The SFOTAP staff has built relationships, which have provided African American farmers to participate because of trust and friendship. Furthermore, the SFOTAP must continue to promote and provide technical assistance and increase resources for African American farmers to participate.

REFERENCES

- Akobundu, E., Alwang, J., Essel, A., Norton, G. W., & Tegene, A. (2004). Does extension work? Impacts of a program to assist limited-resource farmers in Virginia. *Review of Agricultural Economics*, 26(3), 361-372. doi:10.1111/j.1467-9353.2004.00185.x
- African American Odyssey. (2010). *The Civil Rights Era Pt. 1*. Retrieved December 10, 2010 from <http://memory.loc.gov/ammem/aahtml/exhibit/aopart9.html>
- Bernard, H.R., & Ryan, G.W. (2010). *Analyzing qualitative data: Systematic approaches*. Thousand Oaks, CA: Sage Publications.
- Cohen, J. M., & Uphoff, N. T. (1977). *Rural development participation: Concepts and measures for project design, implementation and evaluation*. Ithaca, N. Y: Rural Development Committee, Center for International Studies, Cornell University.
- Colonial Williamsburg. (2010). Religion in Early Virginia. *The Colonial Williamsburg Foundation*. Retrieved December 12, 2010 from <http://www.history.org/Almanack/life/religion/religionva.cfm>
- Comer, M., Campell, T., Edwards, K., Hillison, J., (2006). Cooperative Extension and the 1890 Land-Grant Institution: The Real Story. *Journal of Extension*, Retrieved September 3, 2010, from <http://www.joe.org/joe/2006june/a4.php>
- Corbin, J. M., Strauss, A. L. (2008). *Basics of qualitative research: Techniques and procedures for developing grounded theory*. Los Angeles, Calif: Sage Publications.

- Cowan, T. & Feder, J. (2011). *The Pigford Cases: The USDA Settlement of Discrimination Suits by Black Farmers*. Congressional Research Service. CRS Report for Congress
- Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches*. Los Angeles: Sage.
- Creswell, J. W. (2007). *Qualitative inquiry & research design: Choosing among five approaches*. Thousand Oaks: Sage Publications.
- Creswell, J. W. (2003). *Research design: Qualitative, quantitative, and mixed method approaches*. Thousand Oaks, Calif: Sage Publications.
- Cromartie, J., Nelson, P. (2009). *Baby Boom Migration and Its Impact on Rural America*, ERR- 79, U.S. Dept. of Agri., Econ. Res. Serv. Retrieved February 23, 2011, from <http://www.ers.usda.gov/Publications/ERR79/ERR79.pdf>
- Cross, K. P. (1981). *Adults as learners: Increasing participation and facilitating learning*. San Francisco: Jossey-Bass.
- Crutchfield, W. (2012). Personal Communication: Phone Call, November 20, 2012.
- Daniel, P. (2007). African American Farmers and Civil Rights. *Journal of Southern History*, 73(1), 3-38. Retrieved from EBSCOhost.
- Delker, P. V. "Governmental Roles in Lifelong Learning" *Journal of Research and Development in Education*, Summer 1974, 7 (4), 24-33.
- Denzin, N. K. (1978). *The research act: A theoretical introduction to sociological methods* (2nd ed.). New York: McGraw Hill.
- Economic Research Service. (2007). *America's diverse family farms* (Economic Bulletin 26). Washington DC: United States Department of Agriculture.

- Edison-Swift, A. (2001). ON THE TRAIL: Discovering African American History in Virginia. *Humanities*, 22(6), 39.
- Equal Opportunity in Farm Programs: An Appraisal of Services Rendered by Agencies of the United States Department of Agriculture. *A Report of the United States Commission on Civil Rights, 1965*. Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402, Commission on Civil Rights, Washington, DC: 141.
- Evans, B. (2009). Obama to Propose \$1.25 Billion for Black Farmers. The State of Black America. from, http://www.Blackamericaweb.com/?q=articles/news/the_state_of_Black_america_news/9148
- Ficara, J. F., & Williams, J. (2006). *Black farmers in America*. Lexington, KY: University Press of Kentucky.
- Franz, N., Piercy, F., Donaldson, J., Westbrook, J., Richard, R. (2009). How Farmers Learn: Improving Sustainable Agricultural Education Executive Summary/Research Brief. Virginia Cooperative Extension.
- Gilbert, C., & Eli, Q. (2000). *Homecoming: The story of African-American farmers*. Boston: Beacon Press.
- Green, G.P., & Haines, A. (2011). *Asset building and community development*. Thousand Oaks, CA: Sage Publications.
- Hargis, P., Horan, P., (1997). The Low Country Advantage for African Americans in Georgia. *Journal of Interdisciplinary History*, Retrieved from <http://www.jstor.org/stable/206164>

- Hargrove, T., Jones, B., (2004). A Qualitative Case Study Analysis of the Small Farmers Outreach Training and Technical Assistance Program from 1994-2001: Implications for African American Farmers. *Journal of Extension*, from <http://pubs.aged.tamu.edu/jae/pdf/Vol45/45-02-072.pdf>
- Hoy, W. K. (2010). *Quantitative research in education: A primer*. Los Angeles: Sage Publications.
- Irvin, M., Farmer, T., Leung, M., Thompson, J., & Hutchins, B. (2010). School, community, and church activities: Relationship to academic achievement of low-income African American early adolescents in the rural Deep South. *Journal of Research in Rural Education*, 25(4), 1-21. Retrieved from <http://jrre.psu.edu/articles/25-4.pdf>
- Jones, G., Garforth, C., (1997). Chapter 1: The History, Development, and Future of Agricultural Extension. *Improving Agriculture Extension: A Reference Manual. FAO Corporate Document Repository*. Natural Resource Management & Environment Department. Retrieved from <http://www.fao.org/docrep/W5830E/w5830e03.htm>
- Kipp, L., (2005). African American Christianity, Pt.1: To the Civil War. *The National Humanities Center*. Retrieved December 12, 2010 from <http://nationalhumanitiescenter.org/tserve/nineteen/nkeyinfo/aareligion.htm>
- Krueger, R. A., & Casey, M. A. (2000). *Focus groups: A practical guide for applied research*. Thousand Oaks, Calif: Sage Publications.
- Kumba, F., (2003). Famer Participation in Agricultural Research & Extension Service in Namibia. *Journal of International Agricultural and Extension Education* 10,3.

- Langford, J. D., & McDonagh, D. (2003). *Focus groups: Supporting effective product development*. New York: Taylor & Francis.
- McCray, J., (1994). Challenges to Diversity from an African-American Perspective. *Journal of Extension*, from <http://www.joe.org/joe/1994june/a3.php>
- Merriam, S. B., & Merriam, S. B. (2009). *Qualitative research: A guide to design and implementation*. San Francisco: Jossey-Bass.
- Merriam, S. B., & Caffarella, R. S. (1999). *Learning in adulthood*. San Francisco: Jossey-Bass Publishers.
- Morrill Land Grant Colleges Act. In *Wikipedia, The Free Encyclopedia.*, from http://en.wikipedia.org/wiki/Morrill_Land-Grant_Colleges_Act#References
- National Institute of Food and Agriculture. (2011). *Beginning Farmer and Rancher Development Program*. Program Synopsis. http://www.nifa.usda.gov/funding/bfrdp/bfrdp_synopsis.html
- National Institute of Food and Agriculture. (2012). *Small Farm Program Coordinators*. Small and Family Farms. http://www.nifa.usda.gov/nea/ag_systems/part/smallfarms_part_coordinators.html#va
- Nelson, D., & Trede, L. (2004). Educational Needs of Beginning Farmers as Perceived by Iowa Extension Professional Staff
- Nickerson, C., & M. Hand. (2009). *Participation in Conservation Programs by Targeted Farmers: Beginning, Limited-Resource, and Socially Disadvantaged Operators' Enrollment Trends*, Economic Information Bulletin No. 62, U.S. Dept. of Agriculture, Economic Research Service.

- Oakley, P. (1991). The concept of participation in development. *Landscape and Urban Planning*, 20(1-3), 115-122. doi:10.1016/0169-2046(91)90100-Z
- Patton, M. Q. (2002). *Qualitative research and evaluation methods*. Thousand Oaks, CA: Sage Publications.
- Paul, S. (1987). Community Participation in Development projects. World Bank Discussion Paper, No 6, 35pp.
- Pretty, J. (1995). Participatory learning for sustainable agriculture. *World Development*, 23(8), 1247-1263.
- Prins, E., Ewert, D.M. (2002). Challenges Cooperative Extension and faith-based organizations: Building social capital. *Journal of Extension*, Retrieved April 27, 2011, from <http://www.joe.org/joe/2002june/comm2.php>
- Reid, D. A. (2007). *Reaping a greater harvest: African Americans, the extension service, and rural reform in Jim Crow Texas*. College Station, TX: Texas A & M University Press.
- Reynolds, B. J., & United States. Rural Business/Cooperative Service. (2002). *Black farmers in America, 1865-2000: The pursuit of independent farming and the role of cooperatives*. Washington, D.C: U.S. Dept. of Agriculture, Rural Business-Cooperative Service.
- Roberts, N. (2004). Public deliberation in an age of direct citizen participation. *American review of Public Administration*, 34, 315-353.
- Rossmann, G. B., & Rallis, S. F. (2012). *Learning in the field: An introduction to qualitative research*. Thousand Oaks, Calif: SAGE.

- Rubin, H. J., & Rubin, I. S. (1992). *Community organizing and development* (2nd ed.). Boston: Allyn & Bacon.
- Rubin, H. J., & Rubin, I. (2005). *Qualitative interviewing: The art of hearing data*. Thousand Oaks, Calif. ; London: SAGE.
- Schunk, D. H. (2012). *Learning theories: An educational perspective*. Boston: Pearson.
- Seevers, B., Graham, D., & Conklin, N. (2007). *Education through Cooperative Extension* (2nd ed). Available from: Curriculum Materials Service, 1114 Chambers Road, Columbus, OH 43212-1702.
- Shea, A., & Lyons, L. (1990). Small farm training and technical assistance project with Virginia State University and Farmers Home Administration/USDA. *Proceedings of the 47th Annual Professional Agricultural Workers Conference* (pp. 69-72). Tuskegee, AL: Tuskegee University.
- Strand, K. J. (2000). Community-based research as pedagogy. *Michigan Journal of Community Service Learning*, 7, 85-96.
- Taylor, R. J., Chatters, L. M., & Levin, J. S. (2004). *Religion in the lives of African Americans: Social, psychological, and health perspectives*. Thousand Oaks, CA: Sage Publications.
- Thomas, R. M. (2003). *Blending qualitative & quantitative research methods in theses and dissertations*. Thousand Oaks, CA: Corwin Press.
- Thomsen, D. C. (2008). Community-based research: facilitating sustainability learning. *Australasian Journal of Environmental Management*, 15(4), 222-230.

- Tyler, S. & Moore, E. (2010). The Plight of African-American Farmers in the context of USDA Farm Loan Programs. Michigan State University. CARRS. The MANRRS Network. 48-50
- Van Maanen, J. (1979). Reclaiming qualitative methods for organizational research: A preface. *Administrative Science Quarterly*, 24(4), 520-526.
- Viget Labs., (2010). The History of Tinner Hill. *Tinner Hill Heritage Foundation*. Retrieved December 12, 2010 from <http://www.tinnerhill.org/history/>
- Virginia Cooperative Extension. (2011). *Mission and Vision*. Retrieved September 7, 2010, from <http://www.ext.vt.edu/about/mission.html>
- Virginia Cooperative Extension. (2011). *Program Areas*. Retrieved December 14, 2010, from <http://www.ext.vt.edu/programs/index.html>
- Virginia Main Street Communities. (2010). Agriculture and Industry. *National Park Service*. Retrieved December 8, 2010 from <http://www.nps.gov/nr/travel/VAmainstreet/agriculture.htm>
- Westbrook, J. R. (2010). *Enhancing limited-resource farmers' economic, environmental, and social outcomes through extension education*. Blacksburg, VA: University Libraries, Virginia Polytechnic Institute and State University.
- Wood, S., Gilbert, J., (2000). Returning African American Farmers to the Land: Recent Trends and a Policy Rationale. *Review of Black Political Economy*
- Woodson, J., Calhoun, M., (2006). Techniques for Establishing Educational Programs through the African American Faith Community. *Journal of Extension*, from <http://www.joe.org/joe/2006february/tt3.php>
- Writers' Program. (1940). *The Negro in Virginia*. New York: Hastings House.

Yin, R. K. (2009). *Case study research: Design and methods*. Thousand Oaks: Sage Publications.

APPENDIX A

Recruitment of Small Farm Specialists/Agents/Director

Dear Specialists/Agents/Director,

I'm Maurice Smith Jr, a graduate student at Virginia Tech in the Department of Agricultural and Extension Education. I am conducting my Master's Thesis research on an analysis of African American Farmer participation in the Small Farm Outreach and Technical Assistance program at Virginia State University.

This study aims to explore African American farmer participation in Virginia Cooperative Extension as step toward more fully understanding the role participation plays in supporting African American farmers as legitimate learners within the Cooperative Extension system. This study, therefore, focuses on participation in African American farmer programs through the single case of Virginia Cooperative Extension's Small Farm Outreach and Technical Assistance Program.

You were selected to participate in this study because you work with the Small Farm Outreach and Technical Assistance Program at Virginia State University, your knowledge and experience working with African American farmers is important and valuable. The researcher will use focus groups and one-on-one interviews to collect data. Names will not be associated with the study. Your participation in this study is voluntary and you may withdraw from the study at any time.

Your participation in this study is greatly appreciated and will contribute to my understanding of how African American farmers participate in the Small Farm program at VSU. If you are willing to participate in this study, please confirm by signing the enclosed consent form. If you have any questions concerning this study, please feel free to call Maurice Smith Jr. at (804) 216-0529, or my academic advisor Dr. Kim Niewolny at (540) 231- 5784. Again we would like to thank you in advance for your time and cooperation.

Sincerely,

Maurice D. Smith Jr.

APPENDIX B-1(Interviews)

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY Informed Consent for Participants in Research Projects Involving Human Subjects

Title of Research Project: An Analysis of African American Farmer Participation in Virginia Cooperative Extension: An Emphasis on the Small Farm Outreach and Technical Assistance Program

Investigator: Maurice Smith Jr. (Co-PI), Graduate Research Assistant Department of Agriculture & Extension Education, Virginia Tech

Advisor: Dr. Kim Niewolny (PI), Faculty

I. Purpose of this Research/Project

This study aims to explore African American farmer participation in Virginia Cooperative Extension as step toward more fully understanding the role participation plays in supporting African American farmers as legitimate learners within the Cooperative Extension system. This study, therefore, focuses on participation in African American farmer programs through the single case of Virginia Cooperative Extension's Small Farm Outreach and Technical Assistance Program.

II. Procedures

Individual interviews will be conducted with African American farmers that participate in the Small Farm Outreach and Technical Assistance Program at Virginia State University. The duration of each interview will vary between 45 and 60 minutes depending on the participant's interest in sharing their experiences. The interviewee will select a location for the interview that is conducive to sharing experiences and audio recording.

III. Risks

The risks are minimal since participant names or other identifying information will not be used in any documents.

IV. Extent of Anonymity and Confidentiality

Your identity, and that of any individuals who you mention, will be kept confidential at all times and will be known only to the principal investigator. The above-mentioned interview will be audio recorded and later transcribed by the principal investigator. When the audio recording is transcribed, pseudonyms (i.e., false names) will be used for my name and for the names of any other individuals who I mention. Any details in the audio recording that could potentially identify me or anyone who I mention will also be altered

during the transcription process. After the transcribing is complete, the principal investigator will store the audio recording securely. This audio recording, all paper and electronic copies of the interview transcript, and this consent form will be erased or shredded promptly after the above-mentioned course has been completed. It is possible that the Institutional Review Board (IRB) at Virginia Tech will view this study's collected data for auditing purposes. The IRB is responsible for overseeing the protection of human subjects who are involved in research.

V. Compensation

There is no compensation for participating in this study.

VI. Freedom to Withdraw

There is no penalty if you decide to withdraw from participating in this study. If you decide to give permission today, and then decide to withdraw at a later date, you must let me know. My phone number is (804) 216-0529 or msmith09@vt.edu. If you do not want to talk to me about this research study, you may contact Dr. Kim Niewolny at (540) 231-5784 or niewolny@vt.edu. You may contact Dr. David Moore, the chair of the Virginia Tech IRB at (540) 231-4991 or moored@vt.edu if you have questions about your rights as participant in this project.

VIII. Subject's Permission

I have read and understand the *Consent Form* and the conditions of this study. I have also had all of my questions answered. I hereby acknowledge the above and give my voluntary consent:

_____ Date _____
Subject signature

_____ Date _____
Witness (Optional except for certain classes of subjects)

Should I have any pertinent questions about this research or its conduct, and research subjects' rights, and whom to contact in the event of a research-related injury to the subject, I may contact:

_____ Maurice Smith Jr. _____
Investigator(s)

804-216-0529/msmith09@vt.edu
Telephone/e-mail

_____ Kim Niewolny _____
Faculty Advisor

540-231-5784/niewolny@vt.edu
Telephone/e-mail

_____ Rick Rudd _____
Departmental Reviewer/Department Head

540-231-6836/rrudd@vt.edu
Telephone/e-mail

David M. Moore
Chair, Virginia Tech Institutional Review
Board for the Protection of Human Subjects
Office of Research Compliance
2000 Kraft Drive, Suite 2000 (0497)
Blacksburg, VA 24060

540-231-4991/moored@vt.edu
Telephone/e-mail

APPENDIX B-2 (Focus Groups)

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY Informed Consent for Participants in Research Projects Involving Human Subjects

Title of Research Project: An Analysis of African American Farmer Participation in Virginia Cooperative Extension: An Emphasis on the Small Farm Outreach and Technical Assistance Program

Investigator: Maurice Smith Jr. (Co-PI), Graduate Research Assistant Department of Agriculture & Extension Education, Virginia Tech

Advisor: Dr. Kim Niewolny (PI), Faculty

I. Purpose of this Research/Project

This study aims to explore African American farmer participation in Virginia Cooperative Extension as step toward more fully understanding the role participation plays in supporting African American farmers as legitimate learners within the Cooperative Extension system. This study, therefore, focuses on participation in African American farmer programs through the single case of Virginia Cooperative Extension's Small Farm Outreach and Technical Assistance Program.

II. Procedures

Focus groups will be conducted with the specialists and agents with the Small Farm Outreach and Technical Assistance Program at Virginia State University. All interviews and focus groups will be audio recorded. The duration of the focus group will vary between 90 and 120 minutes depending on participants' interest in sharing their experience. Focus Group sessions will be conducted at the L. Douglas Wilder Building at Virginia State University or at a location closer to the participant.

III. Risks

The risks are minimal since participant names or other identifying information will not be used in any documents.

IV. Extent of Anonymity and Confidentiality

Your identity, and that of any individuals who you mention, will be kept confidential at all times and will be known only to the principal investigator. The above-mentioned interview will be audio recorded and later transcribed by the principal investigator. When the audio recording is transcribed, pseudonyms (i.e., false names) will be used for my name and for the names of any other individuals who I mention. Any details in the audio recording that could potentially identify me or anyone who I mention will also be altered

during the transcription process. After the transcribing is complete, the principal investigator will store the audio recording securely. This audio recording, all paper and electronic copies of the interview transcript, and this consent form will be erased or shredded promptly after the above-mentioned course has been completed. It is possible that the Institutional Review Board (IRB) at Virginia Tech will view this study's collected data for auditing purposes. The IRB is responsible for overseeing the protection of human subjects who are involved in research.

V. Compensation

There is no compensation for participating in this study.

VI. Freedom to Withdraw

There is no penalty if you decide to withdraw from participating in this study. If you decide to give permission today, and then decide to withdraw at a later date, you must let me know. My phone number is (804) 216-0529 or msmith09@vt.edu. If you do not want to talk to me about this research study, you may contact Dr. Kim Niewolny at (540) 231-5784 or niewolny@vt.edu. You may contact Dr. David Moore, the chair of the Virginia Tech IRB at (540) 231-4991 or moored@vt.edu if you have questions about your rights as participant in this project.

VIII. Subject's Permission

I have read and understand the *Consent Form* and the conditions of this study. I have also had all of my questions answered. I hereby acknowledge the above and give my voluntary consent:

_____ Date _____
Subject signature

_____ Date _____
Witness (Optional except for certain classes of subjects)

Should I have any pertinent questions about this research or its conduct, and research subjects' rights, and whom to contact in the event of a research-related injury to the subject, I may contact:

_____ Maurice Smith Jr. _____
Investigator(s)

804-216-0529/msmith09@vt.edu
Telephone/e-mail

_____ Kim Niewolny _____
Faculty Advisor

540-231-5784/niewolny@vt.edu
Telephone/e-mail

_____ Rick Rudd _____
Departmental Reviewer/Department Head

540-231-6836/rrudd@vt.edu
Telephone/e-mail

David M. Moore
Chair, Virginia Tech Institutional Review
Board for the Protection of Human Subjects
Office of Research Compliance
2000 Kraft Drive, Suite 2000 (0497)
Blacksburg, VA 24060

540-231-4991/moored@vt.edu
Telephone/e-mail

APPENDIX C

Interview Worksheet – Specialists/Agents/Director

Thank you for your participation in my master's thesis research. Before we begin, please take a few moments to answer the following questions.

1. In what county or counties do you work in?
2. Briefly describe your role within the Virginia State University Small Farm Outreach and Technical Assistance Program?
3. How long have you been employed with VSU's Small Farm Outreach and Technical Assistance Program?
4. What are your primary responsibilities?
5. Who are your primary clientele?

APPENDIX D

Interview Questions and Procedure for Specialists/Agents/Director

Share Consent Form

Researcher: “Thank you for agreeing to take part in my master’s thesis research analyzing how African American farmers participate in VSU’s Small Farm Outreach and Technical Assistance Program. I’m Maurice Smith Jr. and will be asking questions and taking notes. I have a few questions to ask in order to further explore your insights and experiences as an agent or specialist that works with new African American farmers in your Small Farm program. This interview session will be audio recorded if you agree. Your answers are confidential and a pseudonym will be used to mask any identifiers. You may withdraw at any time, for any reason. Your opinions are very important to me; and if you agree to sign the consent form, we will start with our questions.

Questions:

Part I. Agent Start-up Topics

1. Please describe your role within the Virginia State University Small Farm Outreach and Technical Assistance Program?
 - A. How long have you been employed with VSU’s Small Farm Outreach and Technical Assistance Program?
 - B. What are your responsibilities?
 - C. Describe your typical day/week of work in the program?

Part II. Outlook on access to Educational Opportunities for farmers

2. How has this program provided opportunities for African American Beginning farmers?
 - A. Gaining Access
 - B. How do you recruit farmers?
 - C. How do they react to you?
3. What qualities and characteristics does the VSU Small Farm Outreach and Technical Assistance Program possess that help farmers reach program participation?
 - A. Trustworthiness
 - B. Adult Education experience
 - C. Adult education programming

- D. Collaboration
 - E. Understanding farm operations
 - F. Build and establish relationships
 - G. Involve farmers in program planning
 - H. Diverse agricultural knowledge
 - I. People Skills
 - J. Caring
4. Describe the relationships developed within the community of farmers?

Part III. Outlook on Barriers within Participation for farmers

5. What do you believe African American Farmers do differently in their practice as a result of participating in the program?
- A. Networking
 - B. Stabilization
 - C. Attitudes
 - D. Perceptions
 - E. Knowledge
 - F. Skills
 - G. Behavior
 - H. Policies
 - I. Other Suggestions
6. How has your communication with the farmers influenced them to participate in the program?
7. What are the barriers for African American Farmer to participate in this program?
8. What other comments do you have that relate to VSU's Small Farm program for African American Farmers?

APPENDIX E

Focus Group Worksheet – Agents

Thank you for your participation in my master's thesis research. Before we begin, please take a few moments to answer the following questions.

1. In what county or counties do you work in?
2. Briefly describe your role within the Virginia State University Small Farm Outreach and Technical Assistance Program?
3. How long have you been employed with VSU's Small Farm Outreach and Technical Assistance Program?
4. What are your primary responsibilities?
5. Who are your primary clientele?

APPENDIX F

Focus Group Questions and Procedure for Agents

Share Consent Form

Researcher: “Thank you for agreeing to take part in my master’s thesis research analyzing how African American farmers participate in VSU’s Small Farm Outreach and Technical Assistance Program. I’m Maurice Smith Jr. and will be asking questions and taking notes. I have a few questions to ask in order to further explore your insights and experiences as an agent or specialist that works with new African American farmers in your Small Farm program. This focus group session will be audio recorded if you agree. Your answers are confidential and a pseudonym will be used to mask any identifiers. You may withdraw at any time, for any reason. Your opinions are very important to me; and if you agree to sign the consent form, we will start with our questions.

Questions:

Part I. Agent Start-up Topics

1. Please describe your role within the Virginia State University Small Farm Outreach and Technical Assistance Program?
 - D. How long have you been employed with VSU’s Small Farm Outreach and Technical Assistance Program?
 - E. What are your responsibilities?
 - F. Describe your typical day/week of work in the program?

Part II. Outlook on access to Educational Opportunities for farmers

2. How has this program provided opportunities for African American Beginning farmers?
 - D. Gaining Access
 - E. How do you recruit farmers?
 - F. How do they react to you?
3. What qualities and characteristics does the VSU Small Farm Outreach and Technical Assistance Program possess that help farmers reach program participation?
 - K. Trustworthiness
 - L. Adult Education experience
 - M. Adult education programming

- N. Collaboration
 - O. Understanding farm operations
 - P. Build and establish relationships
 - Q. Involve farmers in program planning
 - R. Diverse agricultural knowledge
 - S. People Skills
 - T. Caring
4. Describe the relationships developed within the community of farmers?

Part III. Outlook on Barriers within Participation for farmers

5. What do you believe African American Farmers do differently in their practice as a result of participating in the program?
- J. Networking
 - K. Stabilization
 - L. Attitudes
 - M. Perceptions
 - N. Knowledge
 - O. Skills
 - P. Behavior
 - Q. Policies
 - R. Other Suggestions
6. How has your communication with the farmers influenced them to participate in the program?
7. What are the barriers for African American Farmer to participate in this program?
8. What other comments do you have that relate to VSU's Small Farm program for African American Farmers?

APPENDIX G

Interview Worksheet – Farmers

Thank you for your participation in my master's thesis research. Before we begin, please take a few moments to answer the following questions.

1. Gender – Male or Female – (Please Circle)
2. What age category best describes you? (Please Circle)
 - A. 0-24
 - B. 25-34
 - C. 35-44
 - D. 45-54
 - E. Other
3. What is your primary occupation?
4. What is the highest grade in school you have completed? (Please Circle)
 - A. No school
 - B. Grades 1-11
 - C. High School
 - D. Vocational/Technical
 - E. Some College
 - F. College degree
 - G. Post Graduate
 - H. Masters
 - I. Doctorate
 - J. Other

APPENDIX H

Interview Questions and Procedure - Farmers

Share Consent Form

Researcher: “Thank you for agreeing to take part in my master’s thesis research analyzing how African American farmers participate in VSU’s Small Farm Outreach and Technical Assistance Program. I’m Maurice Smith Jr. and will be asking questions and taking notes. I have a few questions to ask in order to further explore your insights and experiences as a new African American farmer in the Small Farm program. This interview session will be audio recorded if you agree. Your answers are confidential and a pseudonym will be used to mask any identifiers. You may withdraw at any time, for any reason. Your opinions are very important to me; and if you agree to sign the consent form, we will start with our questions.

Questions:

Part I. African American Farmer Start-up Topic

1. Please describe with me your farming experience and operation
 - A. Years of Farming experience
 - B. Type of operation
 - C. Length of involvement with VSU Small Farm Outreach and Technical Assistance Program?
2. What Extension programs at VSU have you participated in to assist you with your operation?

Part II. Access to Educational Opportunities

3. What qualities and characteristics do the VSU Small Farm Agents possess that encourage you to participate in programs?
4. How do the Small Farm Outreach and Technical Assistance Program involve you in the planning of the educational opportunities?
5. Have you participated in the Small Farm Program? What ways have you participated?
6. Has participation in the Small farm program, linked you to USDA resources? If so, how have those resources impacted you?

Part III. Barriers within Participation

7. What challenges have you experienced in the program?
8. Do you perceive any barriers from participating in VCE programs or the Small Farm Outreach and Technical Assistance Program?
9. What changes did you make after participating in the programs offered?
10. Is there any other information or comments you would like to share related to VSU's Small Farm program?

APPENDIX I

Focus Group Worksheet – Farmers

Thank you for your participation in my master's thesis research. Before we begin, please take a few moments to answer the following questions.

1. Gender – Male or Female – (Please Circle)
2. What age category best describes you? (Please Circle)
 - F. 0-24
 - G. 25-34
 - H. 35-44
 - I. 45-54
 - J. Other
3. What is your primary occupation?
4. What is the highest grade in school you have completed? (Please Circle)
 - K. No school
 - L. Grades 1-11
 - M. High School
 - N. Vocational/Technical
 - O. Some College
 - P. College degree
 - Q. Post Graduate
 - R. Masters
 - S. Doctorate
 - T. Other

APPENDIX J

Focus Group Questions and Procedure - Farmers

Share Consent Form

Researcher: “Thank you for agreeing to take part in my master’s thesis research analyzing how African American farmers participate in VSU’s Small Farm Outreach and Technical Assistance Program. I’m Maurice Smith Jr. and will be asking questions and taking notes. I have a few questions to ask in order to further explore your insights and experiences as a new African American farmer in the Small Farm program. This focus group session will be audio recorded if you agree. Your answers are confidential and a pseudonym will be used to mask any identifiers. You may withdraw at any time, for any reason. Your opinions are very important to me; and if you agree to sign the consent form, we will start with our questions.

Questions:

Part I. African American Farmer Start-up Topic

1. Please describe with me your farming experience and operation
 - D. Years of Farming experience
 - E. Type of operation
 - F. Length of involvement with VSU Small Farm Outreach and Technical Assistance Program?
2. What Extension programs at VSU have you participated in to assist you with your operation?

Part II. Access to Educational Opportunities

3. What qualities and characteristics do the VSU Small Farm Agents possess that encourage you to participate in programs?
4. How do the Small Farm Outreach and Technical Assistance Program involve you in the planning of the educational opportunities?
5. Have you participated in the Small Farm Program? What ways have you participated?
6. Has participation in the Small farm program, linked you to USDA resources? If so, how have those resources impacted you?

Part III. Barriers within Participation

7. What challenges have you experienced in the program?
8. Do you perceive any barriers from participating in VCE programs or the Small Farm Outreach and Technical Assistance Program?
9. What changes did you make after participating in the programs offered?
10. Is there any other information or comments you would like to share related to VSU's Small Farm program?

APPENDIX K

Recruitment of African American Farmers

Dear African American Farmer,

I'm Maurice Smith Jr., a graduate student at Virginia Tech in the Department of Agricultural and Extension Education. I am conducting my Master's Thesis research on an analysis of African American Farmer participation in the Small Farm Outreach and Technical Assistance program at Virginia State University.

This study aims to explore African American farmer participation in Virginia Cooperative Extension as a step toward more fully understanding the role participation plays in supporting African American farmers as legitimate learners within the Cooperative Extension system. This study, therefore, focuses on participation in African American farmer programs through the single case of Virginia Cooperative Extension's Small Farm Outreach and Technical Assistance Program.

You were selected to participate in this study because have been identified as a African American farmer, that resides and farm in any region in the state that the program serves, and you have participated in the Small Farm Outreach and Technical Assistance Program at Virginia State University. The researcher will use focus groups and one-on-one interviews to collect data. Names will not be associated with the study. Your participation in this study is voluntary and you may with draw from the study at any time.

Your participation in this study is greatly appreciated and will contribute to my understanding of how African American farmers participate in the Small Farm program at VSU. If you are willing to participate in this study, please confirm by signing the enclosed consent form. If you have any questions concerning this study, please feel free to call Maurice Smith Jr. at (804) 216-0529, or my academic advisor, Dr. Kim Niewolny, at (540) 231- 5784. Again we would like to thank you in advance for your time and cooperation.

Sincerely,

Maurice D. Smith Jr.

APPENDIX L

Permission to use Table 1: A Typology of How people Participate in Development Programming

Tuesday, February 21, 2012 9:37:02 PM Eastern Standard Time

Subject: RE: Permission To Use Table- Virginia Tech: Maurice D. Smith Jr.

Date: Tuesday, February 21, 2012 3:13:33 PM Eastern Standard Time

From: Pretty, Jules N

To: Smith, Maurice

CC: Niewolny, Kim

Dear Maurice

Many thanks for your message - and yes of course! Please go ahead

You didn't need to ask, but it reflects well on you that you did! Good luck with your thesis

with best wishes

Jules Pretty

Professor Jules Pretty OBE | Deputy Vice-Chancellor | University of Essex | Colchester CO4 3SQ, UK
+44-1206-874889 | Web: www.essex.ac.uk/nyc/sustainability | www.julespretty.com | Chief Editor, Int Journ Agric Sust (IJAS) www.earthscan.co.uk/journals/IJAS | Green exercise: www.greenexercise.org

2011 Book: [This Luminous Coast](#)

Blog: *Nature Notes* on [Facebook](#)  or on [website here](#).

Sec: Christina Squibb
01206-872436; caghili@essex.ac.uk

-----Original Message-----

From: Smith, Maurice [mailto:msmith09@exchange.vt.edu]

Sent: 21 February 2012 20:03

To: Pretty, Jules N

Cc: Niewolny, Kim

Subject: Permission To Use Table- Virginia Tech: Maurice D. Smith Jr.

Goodafternoon,

My name is Maurice D. Smith Jr. and I'm a masters student in the Department of Agriculture and Extension Education at Virginia Tech. I am requesting permission to use the of a typology of participation: how people participate in development programs and projects on pg.1252 in the article "Participatory Learning For Sustainable Agriculture" in my thesis.

Your timely response and assistance are greatly appreciated.

The complete reference is: Pretty, J. (1995). Participatory learning for sustainable agriculture. *World Development*, 23(8), 1247-1263.

Maurice D. Smith Jr.
Graduate Research Assistant
Department of Agriculture & Extension Education Virginia Tech 2270 Litton-Reaves (0343) Blacksburg, VA 24061
Cell: 804-216-0529
Fax: 540-231-3824

APPENDIX M

Permission to use Figure 1: VSU's Small Farm Outreach Programming Map

From: [Smith, Maurice](#)
To: [Maurice Smith](#)
Subject: FW: Maurice Smith - NEW MAP & INFO ON SFOTAP
Date: Wednesday, January 16, 2013 1:57:32 PM
Importance: High

From: Maurice Smith <msmith09@exchange.vt.edu<<mailto:msmith09@exchange.vt.edu>>>
Date: Mon, 19 Nov 2012 19:54:54 -0500
To: "William A. Crutchfield" <wcrutchfield@vsu.edu<<mailto:wcrutchfield@vsu.edu>>>
Cc: "Jewel E. Hairston" <jhairston@vsu.edu<<mailto:jhairston@vsu.edu>>>
Subject: Maurice Smith - NEW MAP & INFO ON SFOTAP

Good evening Mr. Crutchfield,

Hope all is well. I am doing some editing of my thesis and need some information from you. Do you have the updated information on the Small Farm Outreach and Technical Assistance program as far as a new map of the counties served in Virginia, the total clientele, and additional information about the program ?

Thanks and hope to hear from you soon.

Thanks,

Maurice Smith Jr.
msmith09@vt.edu<<mailto:msmith09@vt.edu>>
804-216-0529

APPENDIX N

Permission to use Figure 2: The Chain of Response Model from Author

Wednesday, February 29, 2012 6:50:44 PM Eastern Standard Time

Subject: Re: Permission To Use Model - Virginia Tech: Maurice D. Smith Jr.
Date: Wednesday, February 29, 2012 4:02:51 PM Eastern Standard Time
From: K. Patricia Cross
To: Smith, Maurice

I'm honored. Permission granted!

Good luck--
Pat Cross

K. Patricia Cross
David Gardner Professor of Higher Education, Emerita
University of California, Berkeley

Goodafternoon Dr. Cross,

My name is Maurice D. Smith Jr. and I'm a masters student in the Department of Agriculture and Extension Education at Virginia Tech. I am requesting permission to reproduce your Chain of Response Model on pg. 68 in the 2nd. Edition "Learning in Adulthood" in my theoretical framework section of my thesis. Your timely response and assistance are greatly appreciated.

The complete reference is: Merriam, S. B., & Caffarella, R. S. (1999). Learning in adulthood. San Francisco: Jossey-Bass Publishers.

Maurice D. Smith Jr.

Graduate Research Assistant

Department of Agriculture & Extension Education

Virginia Tech

2270 Litton-Reaves (0343) Blacksburg, VA 24061

Cell: 804-216-0529

Fax: 540-231-3824

Email: msmith09@vt.edu<<mailto:msmith09@vt.edu>>

APPENDIX O

Permission to use Figure 2: The Chain of Response Model from Publisher

Campbell, Brenton - Hoboken

From: Goldweber, Paulette - Hoboken on behalf of Permissions - US
Sent: Tuesday, February 21, 2012 4:14 PM
To: Campbell, Brenton - Hoboken
Subject: FW: Republication/Electronic Request Form

Categories: Permissions

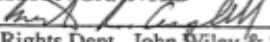
Thesis.

-----Original Message-----

From: PermissionsUS@wiley.com on www.wiley.com [<mailto:webmaster@wiley.com>]
Sent: Tuesday, February 21, 2012 3:54 PM
To: Permissions - US
Subject: Republication/Electronic Request Form

A01_First_Name: Maurice
A02_Last_Name: Smith
A03_Company_Name: Virginia Tech
A04_Address: 2270 Litton-Reaves(0343)
A05_City: Blacksburg
A06_State: Virginia
A07_Zip: 24061
A08_Country: United States
A09_Contact_Phone_Number: 804-216-0529
A10_Fax: 540-231-3824
A11_Emails: msmith09@vt.edu
A12_Reference:
A13_Book_Title: Learning in Adulthood
A40_Book_or_Journal: Book
A14_Book_Author: Sharan B. Merriam
A15_Book_ISBN: 0787910430
A16_Journal_Month:
A17_Journal_Year:
A18_Journal_Volume:
A19_Journal_Issue_Number:
A20_Copy_Pages: pg. 68- Chain of response model
A21_Maximum_Copies: 1
A22_Your_Publisher: Virginia Tech
A23_Your_Title: Thesis
A24_Publication_Date:
A25_Format: print
A41_Ebook_Reader_Type:
A26_If_WWW_URL:
A27_If_WWW_From_Adopted_Book:
A28_If_WWW_Password_Access:
A45_WWW_Users:
A29_If_WWW_Material_Posted_From:
A30_If_WWW_Material_Posted_To:
A42_If_Intranet_URL:
A32_If_Intranet_From_Adopted_Book:
A33_If_Intranet_Password_Access:
A48_Intranet_Users:
A34_If_Intranet_Material_Posted_From:

PERMISSION GRANTED

BY: 
Global Rights Dept., John Wiley & Sons, Inc.

NOTE: No rights are granted to use content that appears in the work with credit to another source

APPENDIX P

Institutional Review Board Approval



Office of Research Compliance
Institutional Review Board
2000 Kraft Drive, Suite 2000 (0497)
Blacksburg, VA 24060
540/231-4606 Fax 540/231-0959
email irb@vt.edu
website <http://www.irb.vt.edu>

MEMORANDUM

DATE: May 17, 2012
TO: Kim Niewolny, Maurice Devoe Smith Jr
FROM: Virginia Tech Institutional Review Board (FWA00000572, expires May 31, 2014)
PROTOCOL TITLE: An Analysis of African American Farmer Participation in Virginia Cooperative Extension: An Emphasis on the Small Farm Outreach and Technical Assistance Program
IRB NUMBER: 12-440

Effective May 17, 2012, the Virginia Tech Institutional Review Board (IRB) Administrator, Carmen T Green, approved the New Application request for the above-mentioned research protocol.

This approval provides permission to begin the human subject activities outlined in the IRB-approved protocol and supporting documents.

Plans to deviate from the approved protocol and/or supporting documents must be submitted to the IRB as an amendment request and approved by the IRB prior to the implementation of any changes, regardless of how minor, except where necessary to eliminate apparent immediate hazards to the subjects. Report promptly to the IRB any injuries or other unanticipated or adverse events involving risks or harms to human research subjects or others.

All investigators (listed above) are required to comply with the researcher requirements outlined at:

<http://www.irb.vt.edu/pages/responsibilities.htm>

(Please review responsibilities before the commencement of your research.)

PROTOCOL INFORMATION:

Approved As: Expedited, under 45 CFR 46.110 category(ies) 6,7
Protocol Approval Date: May 17, 2012
Protocol Expiration Date: May 16, 2013
Continuing Review Due Date*: May 2, 2013

*Date a Continuing Review application is due to the IRB office if human subject activities covered under this protocol, including data analysis, are to continue beyond the Protocol Expiration Date.

FEDERALLY FUNDED RESEARCH REQUIREMENTS:

Per federal regulations, 45 CFR 46.103(f), the IRB is required to compare all federally funded grant proposals/work statements to the IRB protocol(s) which cover the human research activities included in the proposal / work statement before funds are released. Note that this requirement does not apply to Exempt and Interim IRB protocols, or grants for which VT is not the primary awardee.

The table on the following page indicates whether grant proposals are related to this IRB protocol, and which of the listed proposals, if any, have been compared to this IRB protocol, if required.

Invent the Future

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY
An equal opportunity, affirmative action institution