

FROM THE MINNESOTA PUBLIC TELEVISION SERIES

SURVIVE

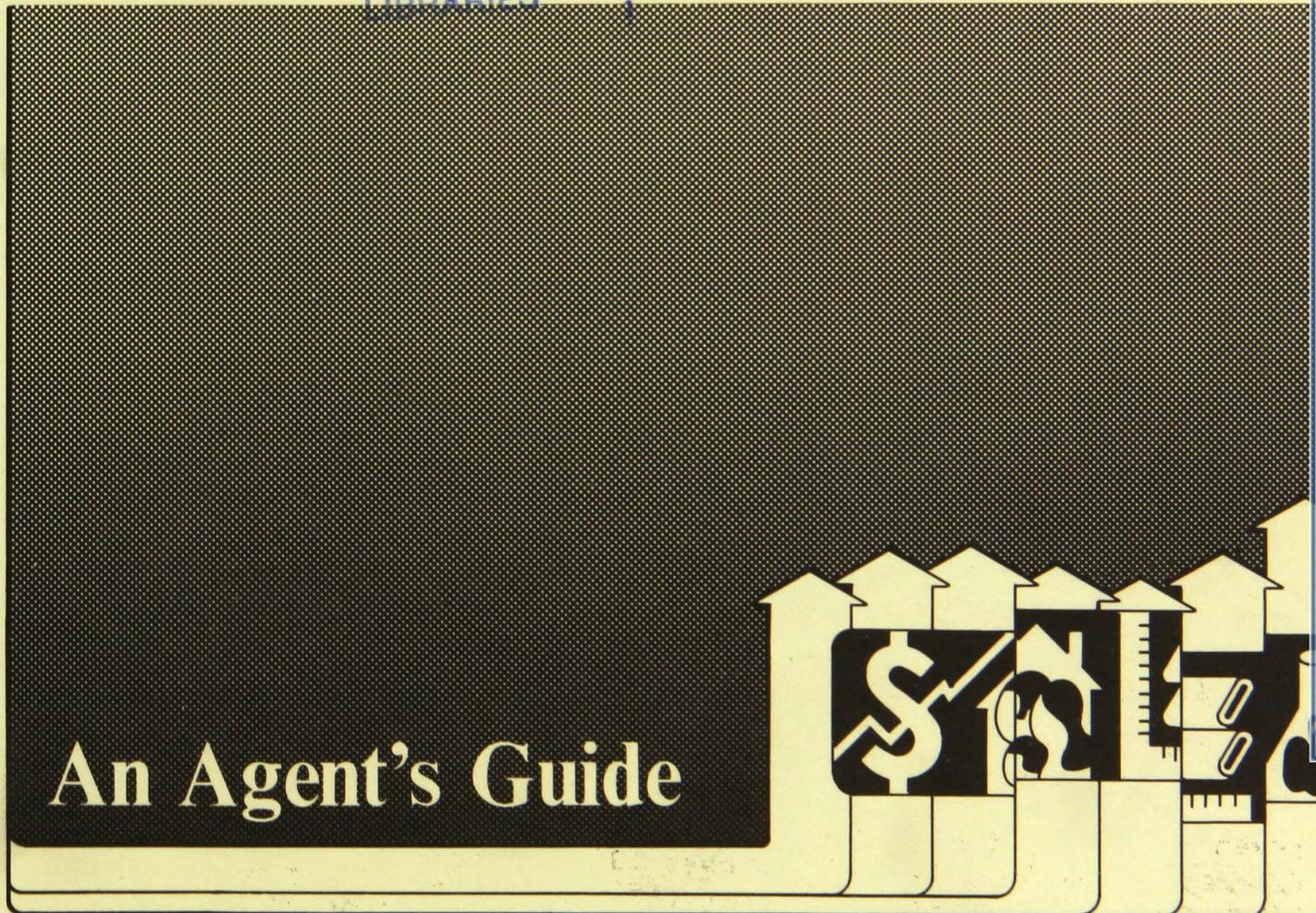


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An Agent's Guide

Extension Home Economics

in cooperation with

the Office of Library Development and Services,
Minnesota Community Education Association
and the Minnesota Information and Referral Alliance and Alliance

AN AGENT'S GUIDE TO

SURVIVE

A PUBLIC TELEVISION SERIES FOR
FAMILIES AND INDIVIDUALS IN NEED

September, 1985

Agricultural Extension Service
University of Minnesota

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INTRODUCTION TO SURVIVE

SURVIVAL

Survival. Is looking for a job when there are few options. Is trying to make ends meet at the end of the month. Is raising a family single-handedly. Is struggling to keep a farm or business afloat. Is wrestling with personal finances. Is deciding whether to stay put or move. Is returning to school to learn to read and write as an adult. Is fighting to meet your basic needs--food, clothing and shelter.

In Minnesota's changing economy many people have become survivors, most for the first time. This fall, Minnesota Public Television will explore these difficult times in an innovative 10-week project called SURVIVE.* Beginning September 21, 1985, and running for 10 weeks, the series will address the depth of human hardships caused by economic transition, and will provide information about short- and long-term assistance for those in need.

DESCRIPTION OF GUIDE

Because of your unique role as a family specialist in your county, you are qualified to address family issues raised by the SURVIVE series. You will take leadership in SURVIVE community outreach and in involving both 4-H and agriculture agents in your county. This guide describes the television series and recommends ways for you to incorporate the series into your ongoing Extension programs. It describes:

- The history and objectives of the series,
- The community outreach in partnership with other organizations,
- The public television broadcast schedule,
- The roles of the SURVIVE outreach partners and a plan of action,
- Program synopses,
- Audiences and programming issues for Extension Home Economics,
- Ongoing Extension programs that address SURVIVE issues,
- How to develop and maintain a task force,
- How to use television programs in Extension,
- How to work with a television station,
- How to promote the television series,
- Follow-up Extension programming,
- Evaluation procedures, and
- Support publications.

*(Not to be confused with Project Survive, a legislative appropriation to provide computers for farm management vocational instructors and county agents, to deliver farm financial management programs.)

USES OF THE GUIDE

The guide is designed to accompany both the SURVIVE Viewer's Guide, which includes resource materials and discussion questions, and the statewide directory of Minnesota mutual help groups.

You are encouraged to share this guide and accompanying materials with your SURVIVE community partners--libraries, community education, and information and referral servicers.

It is expected that you will work as a team to coordinate programming efforts in home economics, agriculture, and 4-H as SURVIVE issues are incorporated into ongoing programs. This guide should serve as a working document to assist in your planning.

THE SURVIVE PROJECT: HISTORY, PROGRAMS, AND OBJECTIVES*

HISTORY

Three years ago, when the impact of the economic recession and its aftermath began to be felt throughout the state, public television began exploring ways to develop programming that would help people understand what was happening. Then, the solution seemed obvious. If people were unemployed, the answer was to find jobs. Many stations around the country took this approach, only to discover that there weren't enough jobs to satisfy the numbers of people looking for meaningful work, that jobs paying minimum wage could not support a family, and that jobs are not always in the right location for people who need them.

In the following months, public television researchers dug deeper and learned that both this state and this nation face far more than a temporary slump in employment. They learned that we needed to redefine who were "the poor," for, indeed, there were many people who were in need but who didn't qualify for government programs. They learned about people who need retraining, but can't afford it even when there are programs for them. They learned that there are people who have led productive lives who cannot read or write well enough to fill out a job application. They learned the depth of the problems confronting families in rural Minnesota--those who have worked the land through farming, mining, and harvesting timber. They learned that official unemployment statistics have little to do with the realities of misery or poverty.

They learned there is no single answer; there are no easy solutions. But they also learned that there are people, working in communities across the state, looking for their way to make the situation better. Through providing support, offering information, and providing services, there are people helping in the short term to find long-term answers. They found that the answers are in awareness, understanding, and education. SURVIVE is Minnesota Public Television's effort to help Minnesota's people find the answers they need.

FORMAT, VIDEO LENGTH, AND COMPOSITION

The television series consists of 10 half-hour programs. The first half of each program profiles people who are dealing with issues in the program topic. The second half is a reaction panel comprised of both experts on the topic and those profiled in the program; the panel members discuss both issues and community resources. At the end of each program is a follow-up on the people profiled in order that the viewing audience can learn what happened to them. Following the follow-up are lists of credits of SURVIVE community outreach partners and phone numbers, other resources for help, and the SURVIVE hotline number.

*From program notes by Wendy Wiberg, Outreach Director, KTCA-TV, in cooperation with the Minnesota Public Television Association.

PROGRAMS

Ten areas of concern were chosen for this series. The common theme is the impact of economic change upon Minnesotans, and the issues are:

1. AT THE END OF THE MONTH (Emergency Services): A portrait of a hotel serving people who have nothing--no jobs, few skills, many problems, and no apparent way out.
2. A DEATH IN THE FAMILY (The Psychology of Unemployment): Psychologists say losing a job is like having a death in the family. Its effects are felt by the spouse, the children, and the friends of the unemployed person. It's a cycle that cannot be avoided, but understanding it can lessen the effects.
3. STARTING OVER (Dislocated Workers): Suddenly, a factory announces it's closing its doors forever, and, even before the doors are locked, the workers ask, "What now?"
4. HIGH STAKES (Farm Issues): Under a thin veneer of optimism, there's a feeling of impending doom in many rural towns dependent on farming. The family farm, once a way of life, may soon be a thing of the past.
5. LOOKING TOWARD THE FUTURE (Iron Range Region): Communities and individuals in this economically depressed area have begun the process of creating a future for the region and the people who remain there.
6. IN DEBT AND IN DOUBT (Debt and Credit Management): In an era when one is expected to spend a little more than one earns, keeping track of your money is very important--but most people don't know where to start.
7. AN OUNCE OF PREVENTION (Nutrition): When money runs low, people often first cut back on their food budget. But having enough food, and the right food, is as necessary as paying the rent. There are ways to stretch the food dollar.
8. A SECOND CHANCE (Literacy): As many as one out of five Minnesotans is illiterate, a problem that has devastating effects, not only on their ability to find work, but on their self-esteem as well.
9. AGAINST THE ODDS (Single Mothers): The largest group of poor people in Minnesota is comprised of single mothers and their children. The reasons for their poverty are many, and getting ahead is a difficult struggle against the odds.
10. HIGH RISK KIDS (Youth Employment): Often the best way to tackle a problem is to attack it early. Programs that help young people understand jobs, and help them get both skills and jobs, boost them out of the cycle of poverty before they are firmly entrenched.

SERIES OBJECTIVES

The series has several objectives. One objective is to present the problems in ways that allow people to identify with those profiled. It is a form of "support," letting viewers know they aren't alone if they are in need of help. The series also provides people who are unfamiliar with the issues an opportunity to see a new perspective. Second, the series demonstrates that it is okay to seek help. Third, the series directs people to help and information through community organizations.

SURVIVE OUTREACH: GETTING INVOLVED FOR YOUR COMMUNITY*

This series addresses many aspects of coping with drastic change and loss in Minnesota. The outreach project addresses the condition of being "information poor," which we all are at some time in our lives.

A statewide outreach effort has been launched to bring people closer to local sources of information and services related to the SURVIVE issues. Minnesota Public Television stations have joined with four statewide organizations to encourage community discussion and activities about how these issues are felt locally.

Local leadership is being directed by four "information" partners: the Minnesota Community Education Association; Minnesota libraries, through the Minnesota Department of Education's Office of Library Development and Services; the University of Minnesota's Agricultural Extension Service; and the Minnesota Information and Referral Alliance.

GOALS OF OUTREACH

The goals of outreach are to determine what we can do to initiate local involvement around the series, how to promote all outreach partners during the project, and how to inform the public about the range of services provided within each community.

In response to the problems brought on by these difficult economic times, many organizations have already gathered together to find ways to approach solutions. In some cases, gathering for SURVIVE will be the first time people representing different groups will have been asked to work together. As a community leader, you have been selected to participate in the ground floor organization process, into which other community people can be included.

OUTREACH ACTIVITIES

Rights to the Television Series: Public Television is committed to providing as broad access to the series as possible. To that end, the series may be taped and used in non-profit, educational settings for nine months following broadcast. Because we hope the series will be used in group settings, you are encouraged to tape the programs when they are broadcast. Special provisions have also been made to allow for carriage on cable and commercial stations. Anyone wishing to make arrangements for broadcast on cable or commercial stations can contact Wendy Wibery at 612-646-4611. There will be no charge for carrying the series on other stations upon receiving permission.

*From program notes by Wendy Wibery, Outreach Director, KTCA-TV, in cooperation with the Minnesota Public Television Association.

Viewer's Guide: A viewer's guide, written by KTCA-TV and the Minnesota Department of Education, features contributed articles from 11 experts representing the SURVIVE issues. The guide was published by the Minneapolis Star and Tribune's Educational Services Department. Copies will be distributed through the public libraries in Minnesota. Orders for 100 or more copies can be placed by contacting the Educational Services Department at 612-372-4260. Each county Extension office will be provided one copy of the SURVIVE Viewer's Guide.

Promotional Materials: A poster was distributed at the kick-off sessions in August and will be available in the following weeks upon request. Logos and reproducible 8-1/2 x 11 inch black and white posters will also be available. Sample press releases, newsletter articles, and public service announcements were distributed at the kick-off sessions, and can also be obtained by contacting Wendy Wiberg at 612-646-4611. Information from this manual can be used in any manner for redistribution.

Outreach to the Religious Community: As we learned the facts and statistics about people facing hardships, we also learned about the deeply personal and emotional effect of those hardships. An interfaith group has prepared a sermon outline for Minnesota clergy to use the weekend before the series premieres. The outline will be sent to 3,000 churches and synagogues throughout the state.

Hotline: A statewide SURVIVE hotline, provided by the Minnesota Public Television Association, will be open during the series, from September 21 through November 30, to help link people with resources in their area. Anyone needing help can call 1-800-322-HELP (Greater Minnesota) or 642-1980 (Metro). Calls will be answered 24 hours per day and will be returned if no one is available. Hotline volunteers will be trained by First Call For Help in Minneapolis.

Statewide Directory of Mutual Help Groups: Working with the Minnesota Mutual Help Resource Center of the Amherst H. Wilder Foundation, county Extension agents and local public librarians gathered data on mutual help groups in their communities. This computer-based listing will be distributed to all county Extension offices, in order that you may link clientele to a mutual help group in your community.

Resource Materials in Libraries: The Agricultural Extension Service has assembled packets of information on nine topics related to the SURVIVE series. You may want to encourage your local libraries to order the packets to use as resource materials to be made available to the public. (See Appendix A.) Also, all 2,000 libraries in Minnesota, including public, school, academic, business, and specialty libraries, have been provided a SURVIVE manual that includes a bibliography of materials for display, including Extension materials, and suggested activities for each program.

Outreach to the Labor Community: The Minnesota AFL-CIO has endorsed the SURVIVE television series, and will send information on SURVIVE to each union steward and each of over 130 labor publications in the state.

Curriculum Materials for High School Social Studies Departments: The State Department of Education is identifying and developing materials on selected SURVIVE topics, such as job retraining and nutrition. These materials are intended for use in schools and library discussion groups. Contact Roger Wangen, Social Studies Specialist, Minnesota Department of Education at 296-4076.

Also, the National Issues Forum of the Domestic Policy Association provides discussion materials on domestic policy issues. These materials, which present key issues in a "pro and con" format, are used by 4-H and other youth leaders, libraries, social studies teachers, Leagues of Women Voters, American Association of University Women, and other professionals. Past issues addressing SURVIVE issues are available for \$1.50.

A development and review committee for these materials consists of county agents and representatives from libraries, public television, adult education, Chambers of Commerce, and University of Minnesota Management and Planning, among others.

This year's topics are Taxes: Who Should Pay and Why? and Welfare: Who Should Be Entitled to Public Help? Write the National Issues Forum, 5335 Far Hills Avenue, Suite 300, Dayton, Ohio 45429 or call 513-434-7300. Additional information on local activities and resources is available from Richard Dethmers, Director of Special Projects, State Planning Agency, at 296-3089.

ROLES OF OUTREACH PARTNERS

In developing a plan of action for SURVIVE outreach on a local basis, the SURVIVE partners identified delivery methods and resources for addressing SURVIVE issues in their communities. Each partner agreed to take leadership for some of these outreach efforts. The plan of action and corresponding roles of SURVIVE partners are outlined in the following chart.

THE SURVIVE OUTREACH PLAN OF ACTION

AND RULES OF THE PARTNERS

	Agricultural Extension Service	Community Education	Libraries	Information and Referral Alliance
1. Make the first call to the SURVIVE outreach partners.		X		
2. Make the first call if Community Education is not available in your area or they don't call.	X			
3. Form an ongoing community task force to address SURVIVE issues. Involve other key organizations or individuals.	X	X	X	X
4. Videotape the SURVIVE programs from the public television broadcasts. Provide the necessary equipment and a meeting space for viewing SURVIVE programs.		X	X	
5. Organize community viewing and discussion groups in a town meeting format.	X	X		
6. Work with the media in your community to generate public awareness of the SURVIVE series and the issues it addresses.	X	X	X	X
7. Promote the SURVIVE series and issues awareness to your clientele.	X	X	X	X
8. Provide ongoing educational programming and resources on SURVIVE issues.	X			
9. Promote the use of community resource files.			X	
10. Provide information and referral services.			X	X
11. Organize displays of material on SURVIVE issues.			X	
12. Coordinate the evaluation of SURVIVE outreach and IMPACT in your county.	X			
13. Participate in collecting data for the SURVIVE outreach evaluation.	X	X	X	X

MINNESOTA PUBLIC TELEVISION ASSOCIATION
FACT SHEET AND SURVIVE BROADCAST SCHEDULE

FACTS ON PUBLIC TELEVISION

The Minnesota Public Television Association consists of six independently-licensed, PBS-affiliated stations serving the state. The stations together serve over 95 percent of Minnesota households, with additional households viewing public television programming on cable stations.

Minnesota Public Television stations all have a strong commitment to community service and involvement. Programming for each of the stations is unique, reflecting regional support for education, the fine arts, economic development, and public affairs.

The first statewide outreach project undertaken by the Minnesota Public Television Association was CHEMICAL PEOPLE/MINNESOTA. The effort resulted in over 240,000 people attending over 500 town meetings over the three nights of the television programs in November, 1983. The volunteers who organized the town meetings were responsible for a tremendous increase in the amount of media and public attention paid to the issue of drug abuse prevention.

SURVIVE BROADCAST SCHEDULE

The SURVIVE series will premiere Saturday, September 21, 1985, and will be seen on all Minnesota Public Television stations. The times are listed below, as well as outreach contacts' names and telephone numbers:

KWCM-Appleton (Ch. 10) Pioneer Public Television

Saturday 3:30 p.m. on September 21 and
Saturday 5:00 p.m. thereafter/Wednesday 7:30 a.m.
Julie Joplin 612-289-2622

KSMQ-Austin (Ch. 15 and check listings) "Q-TV"

Tuesday 6:00 p.m. (starting September 24)/Thursday 6:00 p.m.
507-433-0642

KAWE-Bemidji (Ch.9)

Saturday 5:30 p.m./Sunday 11:00 a.m.
Ron Daugherty 218-751-3407

WDSE-Duluth (Ch. 8)

Saturday 2:00 p.m./Monday 7:00 a.m.
Jodi Norell 218-724-8568

KFME-Fargo/Grand Forks (Ch. 2/13) Prairie Public Television/Eastern

Saturday 6:00 p.m./no repeat Stations
Virginia Damback 701-241-6900

KTCA-Mpls/St. Paul (Ch. 2) Twin Cities Public Television

Saturday 5:00 p.m./Monday 7:00 a.m./Friday 3:00 p.m.
Wendy Wibery 612-646-4611

SYNOPSIS #1*

AT THE END OF THE MONTH (Emergency Services)

The first program of the season is about the problems facing the people at the bottom. People with few skills, no jobs, many problems, and not much hope.

It's a program that dashes stereotypes about who the poor, how good life on welfare must be, how people are on welfare because they "want to be that way."

And it's a program about holes in the safety net, a welfare system that just barely keeps people alive, that seems to insist that people pull themselves up by their bootstraps and at the same time punishes them for trying to pull themselves up.

AT THE END OF THE MONTH is a portrait of People Serving People, an organization based in the old Francis Drake Hotel in downtown Minneapolis. People Serving People has a contract with Hennepin County to provide food, shelter, and other services to people with no resources.

They're a diverse group. Some are the "true transients." Others are mentally retarded; some have chemical dependency problems. Most simply have no resources--the "new poor," the marginally-employed. The vast majority are white, male, and between the ages of 19 and 35.

And most are in deep despair. "I know what that despair is all about," says People Serving People's Housing Director, Allison Boisvert. "'How did I get here?' Never dreaming they would, you know."

The public welfare system seems never to provide quite enough. People receive food stamps and entitlement checks at the first of the month. By the end of the month, they have no money, no food, and often no place to sleep. And they end up at the Francis Drake.

For the young--and there are many of them--the American Dream has never existed. On their own, with no skills, trying to live on minimum wage at best. And there's fierce competition for minimum wage jobs, which leaves little for the young.

Some of the competition for the low-paying jobs comes from people who have migrated to the cities in search of work. Darlene McCullough sees many of these people in the free store in the Francis Drake. "Last week I must have had six men from the Iron Range, half a dozen from Seattle, some from Iowa where the meat packing plants were closed down. I see these men come in and crying because they miss their kids. Here you have a man, broke,

(continued)

*Synopses were written by Tom Meyer, SURVIVE producer, KTCA-TV.

the telephone shut off at home, hasn't got a dime, and what do you do? and where do you go? and what do you say? Because if he finds a job at four or five dollars an hour, and we get him a room, and as he makes a little money, he'll come off those free food stamps, and it'll be a year before he can get his wife and those kids here."

Life at the Francis Drake is one of despair, and of struggle. "We have guys here who are working all the time, always out there going to temporary labor services, punching it every day, trying to dig out, trying to dig out," says Boisvert.

"It's not going to get them out."

IMPLICATIONS FOR EXTENSION

AT THE END OF THE MONTH (Emergency Services)

Audiences

Relocating workers
Dislocated workers (from Iron Range, farming, plant closings)
Workers in danger of dislocation (farmers, employees in dying industries, those in jobs being replaced by machines, workers in an oversupplied job classification, striking workers)
Transients
New Americans
New poor, old poor, marginally employed
Families of these workers
Elderly persons on fixed income
Mentally ill and homeless
Business and labor
Educators and school administrators
Local government officials
Religious leaders
Human service providers

Issues for Programming

Disenfranchisement from American Dream
Pride and reluctance to request help
Emergency services
Relocation
General assistance as last resort; inadequacy of general assistance funds
Low-paying jobs as inadequate to meet basic expenses, although those low wages mean loss of assistance
Anger about poverty
Difficulty in finding jobs without experience
Increasing spread between rich and poor; middle-class shifting both directions
Family separations and costs during job-hunt and relocation
Public housing and difficulty in accomplishing daily tasks (e.g., getting groceries without a car when store is a mile away and you have small children)
Dependence on system vs. independence
Youth jobs

SYNOPSIS #2

A DEATH IN THE FAMILY (The Psychology of Unemployment)

Psychologists have found similarities among situations in which people experience a loss: First they deny that it's happened, then they're bitter or angry; and then they become depressed. The final stage is accepting the situation.

Situations of loss are ranked; for many people, the loss of a job ranks right up with the loss of a parent or close friend, or a divorce.

In this society, people identify very strongly with their jobs. "You are what you do," says Betty Olson, an outplacement counselor, "so when that job is taken away from you, you aren't very valuable."

The four stages can't be avoided, but by recognizing what's going on, and taking some steps, including some early help--or even just talking to people--the cycle can be shortened. Until it's worked through, there won't be much progress in finding another job.

Betty Olson recommends a support group--people in similar situations you can talk with about what you're feeling--and a "goal partner"--someone you can talk with about your problems, and who knows you and can give advice.

People also must be aware that not only the unemployed person, but the spouse, goes through the same cycle of grief, and they aren't necessarily in the same place at the same time. The kids are affected; and friends--particularly those you made at your old job--don't know what to say.

There are ways of getting some help to get through this period, and there are also more optimistic ways of looking at the situation; "I tell many unemployed clients there's a Chinese symbol for crisis," says Dr. James McDonough, "that means both danger and opportunity." It's important that people take time, when they're out of work, to explore the possibilities. Often, they can make improvements over what they had in the past.

IMPLICATIONS FOR EXTENSION

A DEATH IN THE FAMILY (The Psychology of Unemployment)

Audiences

Those who have lost jobs or are in danger of losing jobs: farmers,
Iron Range workers, and workers in all fields
Families of the above
Employers
Job counselors
Youth-serving professionals and volunteer workers
Business and labor
Educators and school administrators
Local government officials
Religious leaders
Human service providers
Health care providers

Issues for Programming

Handling grief from loss
Lowered self-esteem
Handling depression and withdrawal
Effects on spouse, children, and extended family
Gaining control and looking on job loss as opportunity
Employer services (outplacement counseling, office, financial help)
Handling stress--emotional and physical
Man's career seen as woman's; spouse's return to work
Telling children (guilt, embarrassment, image, displaced roles) and
keeping them involved in working together
Relationships with others who have lost jobs
Loss of friendships; loneliness
Support groups
Job application and rejection
Job-hunt strategies
"Do it yourself" philosophy making it difficult to ask for support
Friendships outside of workplace

SYNOPSIS #3

STARTING OVER (Dislocated Workers)

It was supply and demand--specifically, less demand for glass containers--that forced Brockway, Incorporated of Pennsylvania to close one of its twelve plants. It chose the plant in Rosemount, Minnesota.

That closing affected 450 plant workers and their families. In some cases, it was devastating--both emotionally and economically. In this changing economy, plant closings are becoming more and more common, and some tough questions need answering, in Minnesota and across the country. Who is responsible for the workers' survival and retraining? Are the workers themselves to blame for not seeing the "writing on the wall"? In the free enterprise system, does the company owe them anything more than a contribution to their unemployment compensation? Should the burden of these displaced workers fall on the government--and therefore the taxpayers? Some people think so, and charge the state government with creating an inhospitable business environment to begin with.

What about older workers, nearing the end of their working years? Do we owe them special consideration and advantages? In STARTING OVER, we follow Scott and Amanda Murphy through the last two months of operation at the Brockway plant. They and other workers describe the despair and anger they feel at being "abandoned" by the company. We follow them to a job fair, where there are no jobs, and finally to retraining classes that follow the plant closing, where "retraining" means they are taught some techniques to get another job.

STARTING OVER puts a human face on the well-worn story of plant shutdowns, and challenges everyone to help find the answers to a situation riddled with questions.

IMPLICATIONS FOR EXTENSION

STARTING OVER (Dislocated Workers)

Audiences

Workers in dying industries or troubled companies
Employee victims of plant shutdowns or cutbacks
Their families
Community businesses and related industries
Managers of businesses that are closing or cutting back
Educators and school administrators
Local government officials
Religious leaders
Human service providers
Job placement services
Minnesota Department of Economic Development
Union members

Issues for Programming

Company handling of plant closings: timing of disclosure to employees, longevity of unemployment benefits, job fairs, obligations to provide counseling and retraining, relocation
Uncertainty of recall
Constraints in making decisions (bank obligations, home ties, families, time)
Security and loyalty to company
Feelings of being devalued, anger, loss of self-esteem
Changes of location, job/career, skills, family dynamics, assessments of selves as working people
Handling stress
Reduced income, subsistence, standard of living
Learning to market skills
Entire families working in same plant; all lost jobs at once
Community impact of dislocation

SYNOPSIS #4

HIGH STAKES (Farm Issues)

Asked what they like about farming, one of a group of high-school seniors replied, "It's a gamble. It's just like going to Vegas." "But every day?" the questioner asked. "Yep," he said, and the other students laughed in agreement.

Farming has always been a gamble; but for the past four or five years, the odds have been stacked against farmers.

Farming "boomed" in the late 1970s, and conventional wisdom--from farmers and the bankers who supported them--was that small farming operations needed to get bigger in order to be most profitable. So operations expanded. Farmers put up new buildings, bought more land, got new and larger equipment to work that land. Then prices fell--including land values--while the interest they were paying on the loans for the land and the equipment stayed high.

Without good prices for crops and livestock, paying back old loans is hard; without inflated land values, it's difficult to secure an operating loan. Bankers in rural communities are having to make hard choices about who stays in business and who doesn't. Four banks in southwestern Minnesota have already failed--too many loans to too many marginal farming operations--and other lenders have become more cautious.

Some figures: The Minnesota Department of Agriculture has predicted that 10 percent of the farms in Minnesota will go out of business in 1985, perhaps an equal number in 1986.

The average Minnesota farmer spends \$200,000 yearly on his or her operation. But in 1985, the average farm lost money; the year before, it had made \$10,000-\$15,000.

Those facts have had significant impact on towns which exist to serve farmers and those directly dependent on farming. Many small towns barely exist; others are struggling, and maybe some groceries and a post office, and a beer hall are all that are there.

Larger towns--becoming regional centers, pulling customers from perhaps one hundred miles away--are holding their own. Businesses probably will survive, but new businesses coming into these areas tend to be parts of national chain operations, with the capital behind them to withstand a couple years of a depressed economy.

There will always be a need for food, and a need for farmers; but there will almost surely be fewer farms, and fewer people will work the land. In the larger towns, businesses will survive, but, as one clothing store manager says, "We're getting few and far between." People are worried,

(continued)

wondering how much longer low prices and high interest rates will continue, wondering how long they can continue to farm. And they're trying not to spend any money they don't have to.

No one knows what the future will bring. The uncertainty, and the reluctance to admit that it may be time to reconsider lifestyles is adding to the problems. What becomes of a farmer after the farming is gone?

HIGH STAKES (Farm Issues)

Audiences

Farmers who are assessing their futures or who are leaving farming
Dislocated farmers and their families
Businesses in farming communities
Related businesses (e.g., real estate, feed suppliers, equipment
manufacturers, veterinarians)
Competitors for rural jobs
Service providers in community (e.g., bankers with farmers as clients,
community educators, human service providers)
Young people
Educators and school administrators
Youth-serving professionals and volunteer leaders
Youth groups
Metropolitan area population
Local, state, and federal policy makers
Religious leaders

Issues for Programming

Domestic education on international development, world trade, and
interdependence of people
Economic health of state, country, and world
Food and fiber industry and its relationship to families
Job competition
Dislocation and counseling services for farmers
Job retraining
Stress and burnout
Decision making
Changing a way of life
Political reform
Suicide
Migration

SYNOPSIS #5

LOOKING TOWARD THE FUTURE (Iron Range Region)

Like farming areas, the Iron Range is rural, and it's economically depressed. Like farming areas, its economy depends on what the land can produce.

There are some differences. Mine workers are skilled laborers: most made a good wage, most have been eligible for unemployment benefits, most have been victims of the on and off cycles of employment.

But the last time, the layoffs were for good. For a variety of reasons, American steel can't compete with foreign-made steel, and the demand for taconite is down. Those mines still operating are at less than half of capacity, and using probably only 25 to 40 percent of the workers they used five years ago. And the number of workers will continue to get smaller.

That leaves the Range with two options, and both are being exercised.

1. Relocation. Perhaps 10,000 workers have already left, looking for jobs elsewhere. Another 5,00 to 7,000 will probably have to move on before the situation on the Range can stabilize. Organizations have been created to help workers assess their skills, write resumes, and research job opportunities. They also provide some funds for job search and relocation.
2. Retention of existing business and the development of new business. One of the problems with relocation, of course, is that the skilled workers tend to be the ones who leave. As they leave, other local businesses suffer, and the possibilities of attracting additional, new businesses become smaller and smaller.

The town of Babbitt--built in 1951 by Reserve Mining to house its workers--is an example of a town making an effort to survive.

At its peak, perhaps 3,500 people lived there; in 30 years, it grew from 52 to 600 homes.

But in May, 1982, Reserve announced it was cutting back. The unemployment rate zoomed to 85 percent; houses went up for sale; people moved away.

Within two weeks of the Reserve announcement, city leaders brought a "Survival Skills" fair to Babbitt; they brought social services in on a weekly basis, so people wouldn't have to drive 60 miles each way to Virginia. They had a brain-storming session for ideas to keep the town going. With 37 community volunteers, Babbitt became a "Star City" in 4-1/2 months, instead of the usual 18. For their marketing plan for Babbitt, they received a state award.

(continued)

Last May, the unemployment rate had dropped to 41 percent; the population had dropped by more than one third, and more people were expected to leave Babbitt when school let out for the summer.

But the city has responded to the crisis, by creating funds to help local businesses, existing and new; and they're working to attract some major industries to the area, as well as tourists. They may not succeed, but they're not giving up.

IMPLICATIONS FOR EXTENSION

LOOKING TOWARD THE FUTURE (Iron Range Region)

Audience

Workers and families in economically depressed areas
Relocation services and job counselors
Business and labor in affected areas of state and metro areas
Educators and school administrators
Youth-serving professionals and volunteer leaders
Youth groups
Metropolitan area population
Local, state, and federal policy makers
Religious leaders
Human service providers
Minnesota Employment Security Commission
Economic Development Regions

Issues for Programming

Economic health of state
Job cutbacks, shutdowns, paycuts, shortened work weeks, layoffs
Loss of job seniority and consistent way of life, necessitating changed attitudes, way of life, work styles
Uncertainty, lost hope
Reduction of expenses
Ineligibility for food stamps even though paid taxes, worked hard, etc.
Loss of home and friends
Relocation as only option
Relationship of suicide, child abuse, incest, spouse abuse to unemployment
Job development, training, retraining
Isolation
Community revitalization; attraction of other businesses
Decision making

SYNOPSIS #6

IN DEBT AND IN DOUBT (Debt and Credit Management)

People know how much money they are bringing in, but usually have no idea where it's going out. For many it's the little things like extra trips to the grocery store or eating out. It all adds up. So do living expenses, insurance, and loan payments. We all have to live within a budget, no matter how much money we take home. A surprising number of people grow up with little parental guidance or education in organizing their finances.

And what about saving? "We are not a society that saves money," says Carol Olson, financial counselor at Family Service of Greater St. Paul. "Most of the people I see have little or no savings and so any crisis--decrease in hours, added child care, loss of a job, even excessive car repair--create automatic crisis. There's no cushion to fall back on. Saving is not something people do, even people with good income. It seems no matter what's coming in, a good many people spend all of it."

Easy credit is one of our society's pitfalls in financial management. The greatest is credit cards. People have an average of six or seven active credit cards in their wallet, according to Dave Peterson of the American Credit Association. Collection for ten and a half billion dollars was turned over to their association nationally last year. That amount represented about 65 million accounts. The people who get hurt by the bills that aren't paid are those who do pay. Everybody in the consuming public is affected because the credit granter has to increase prices to offset the bad debt losses.

A sale is not a deal; paying the minimum installment on a credit card account is not wise if you can barely make ends meet.

People who cannot exercise restraint frequently end up facing a collector, someone trained to convince them they must pay their bills. This creates a tension that many people find frightening. Some people, in fact, believe there are debtors' prisons. These myths and other fears can prevent someone from seeking help even though there are many places that offer services.

A major goal in the financial family service organizations and In Debt and In Doubt is preventive therapy. To help people before they get into trouble. It's a kind of self-discipline process. The word "budget" is always a scary word. It sounds restricting, like a diet. Basically what you have to do is write it down. You have to start with pencil and paper. You have to write down your expenses. You have to write down how much money you have to work with. Spending is a constant decision-making process, whether you have a large or small income.

IMPLICATIONS FOR EXTENSION

IN DEBT AND IN DOUBT (Debt and Credit Management)

Audiences

Female-headed families
Young adults and young families
Singles and couples without savings or investments, or who are in debt
Youth-serving professionals and volunteer leaders
Family and financial counselors
Religious leaders
Educators and school administrators
Business and labor
Human service providers

Issues for Programming

Expectation that everyone can handle finances, with few having education to do so
Cutting back on expenses, but still unable to make ends meet
Establishing goals (once budget is developed)
Retaining allocation for things of value (e.g., supporting church)
Managing money--"how to"
Indicators of financial crisis; illness, divorce, and job loss often trigger crisis
Finances as secret and taboo--more so than sex
People not saving regardless of their income
Regaining control over finances; decision making
Voluntary simplicity in lifestyle
Spending without restraint creates tension
Couples operating from different values regarding money
Communication about values and goals (short- and long-term); how to use money to attain goals

SYNOPSIS #7

AN OUNCE OF PREVENTION (Nutrition)

When money is short, people look for ways to cut back. Some expenses are fixed--rent or house payments, car payments, insurance, other loans.

So they cut back in other places: entertainment, clothing--and often food. People buy less food, and cheaper food. They cut back on things like milk and eggs.

But that can lead to serious problems. According to Katherine Cairns, a Ramsey County nutritionist, "Six out of ten of the leading causes of death in the United States are related to nutrition. . . . Four of the five leading causes of adult death are related to diet."

Among single mothers, or pregnant women, the problem is especially serious. Low birthweight babies are particularly vulnerable to diseases. Between 1981 and 1983, Ramsey County's infant mortality rate increased from 10 to 12 per thousand births, and the number is still climbing.

In the 1960s, hunger in American was a priority problem. In the 1980s, that seems to have changed: more and more people are needing help as food programs--W.I.C., school lunches, school breakfasts, and food stamps--are being whittled down. In one recent month, sixty thousand Minnesotans depended on food shelves for at least some of their meals.

There are long waiting lists for many of the programs, and others continue to be cut. There are others that help people to help themselves. This program explores some ways that food programs help, some of the problems caused by poor diets, and some things that people can do for themselves (e.g., wise shopping) to help ease the problem.

IMPLICATIONS FOR EXTENSION

AN OUNCE OF PREVENTION (Nutrition)

Audience

Children and their parents
Female-headed families
Pregnant women
Health care providers
Dieticians and nutrition specialists
Educators and school administrators
Youth-serving professionals and volunteer leaders
Human service providers
Religious leaders
Local, state, and federal policy makers
Both those who are eligible for programs of support and those whose income can support nutritious diets
Elderly
Young people

Issues for Programming

Greater stigma of using food stamps and other programs in rural communities
Dignity
Cost of food vs. fixed cost of other needs (utilities, mortgage, etc.)
Eating nutritiously at less cost; meal planning
Lack of knowledge about the connection between diet and health
Effect of mother's prenatal diet on children's survival and health
Effect of diet on children's ability to learn and be alert at work
Menu planning, food preparation, and food preservation
Getting kids to eat
Not addressed:
Elderly, and others who live alone and are not stimulated to prepare nutritious meals
Reaching those who have enough money to eat well, but still do not eat nutritious diets
Food shelves
Effect of commercials on people's food choices

SYNOPSIS #8

A SECOND CHANCE (Literacy)

There are as many reasons why people are illiterate as there are illiterate people. Some have learning disabilities that weren't caught while they were young; some couldn't adapt to the school environment; some felt they were simply "slow learners," passed over by teachers who favored "brighter" students; others left school early because of problems at home.

There are estimates that one in every four Minnesota adults is functionally illiterate, that is, they cannot read and write well enough to do what they need to do in life. Whether we are literate or not, this is a problem that concerns all of us. If we can't read and write, our world is a very small place indeed, and every direction we turn presents another barrier. We are at the mercy of everyone and everything, virtually unemployable, and with very little control over our lives.

The economic costs of illiteracy are high--not only the costs of public assistance programs, but the waste and inefficiency of workers who cannot understand instructions. But, as Karen Ray says in A SECOND CHANCE, "The greatest loss is in potential, in that these people can't do what they want. And perhaps a little less in their ability to get along on a day-to-day basis."

Imagine going into a supermarket and choosing your food by looking at the pictures on the labels, having purchases rung up without knowing whether you're paying too much, and handing your checkbook over to the clerk to fill out the check for you. Being unable to read road signs, to vote, to read your child's report card. To have our ten-year old come home from school one day, announcing that he can read better than you can. This was the reality Leslie Mount knew. In this program, we meet Leslie and the other students in her Adult Basic Education class in east St. Paul. These people, now adults, were the kids at the back of every high school classroom in America, and the stories they tell of how things went wrong for them force viewers to take another look at the "dummies" in their class.

IMPLICATIONS FOR EXTENSION

A SECOND CHANGE (Literacy)

Audience

School-aged children and their parents
Illiterate youth and adults
Educators, school administrators, and potential lay tutors
Employers
Rural and urban populations
Industry workers in danger of losing jobs
Others in job transition
Elderly
Unemployed people
Human service providers

Issues for Programming

Rural areas' isolation and literacy programs that are far apart
geographically
Shame, fear, dependency
Handicaps in work; other limitations
On-the-job training
Others' perceptions of illiterate people
Various reasons for not learning to read the first time through school
(family problems, school failures, individuals' lack of motivation);
a second chance
Illiterate adults wanting to help own children
Loss of human potential
Lessons on getting along on daily basis
Empowering people to control their lives; build self-esteem
Opportunities for those who do not learn through traditional school
methods
Difficulty in finding options later in life and of taking advantage of
them (with jobs and children, e.g.); choices
Basic education no longer being optional as it was for parents
Community responsibility to develop lay tutorial programs
Prevalence of illiteracy
Impact of illiteracy on entire population--welfare, underemployment,
reduced options as technology requires literacy skills at all job
levels

SYNOPSIS #9

AGAINST THE ODDS (Single Mothers)

The largest group of poor people in this state is single mothers and their children. The reasons for their poverty are many, and the feminization of poverty is virtually an institution in this country.

In the United States, a woman earns, on average, 63 cents for each dollar earned by a man; In Minnesota, it's even worse--only 57 cents for each dollar a man earns.

And with children to support, women find themselves in desperate situations.

This program looks at two single mothers. One is 23, never married. The other, 53, going through a divorce.

Neither has skills that make them readily employable at a wage that could provide a decent living.

The younger woman, Wendy, works as a secretary. She's just turned down a 50 cents per hour raise, because if she took it, she'd lose her daycare subsidy: To take the raise would cost her another \$200 a month, and she's barely scraping by as it is. Still, she thinks it's better than welfare. "It's very disgraceful going into a grocery store with food stamps and the looks people give you, the comments you get from people. . . . I hated being on AFDC, I hated it more than anything, and I couldn't wait to get off it."

She got off, but at a cost: the benefits a single mother on AFDC in Hennepin County gets for one child equal \$814 a month; to leave welfare and break even, that woman must find a job that pays \$6 an hour--70 cents more than the average wage of a woman working full-time in this state.

The older woman, Jean, has a bachelor's degree in horticulture, but finds that jobs in that field won't pay enough to support her. And it's been years since she's held a job--her husband was in a high tax bracket, and didn't want her to earn any money. "So I might as well not get a job, do volunteer work, or just bum around. And that's what I did."

But now she needs to go back to work, and isn't sure what to do.

This program examines some of the problems of these two groups of single mothers, and, in Jean's case, shows some organizations which can help displaced homemakers get back on their feet.

IMPLICATIONS FOR EXTENSION

AGAINST THE ODDS (Single Mothers)

Audiences

Married couples
Young men and women
Families
Teen and other young unmarried mothers
Displaced homemakers
Homemakers
Local, state, and federal policy makers
Human service providers
Religious leaders
Educators and school administrators
Business and labor
Youth-serving professionals and volunteer leaders

Issues for Programming

Pride in asking for help
Job searches for displaced homemakers
Working vs. public assistance
World as hostile to women in general, especially working mothers
Entry level clerical and retail sales as low paying jobs but available for workers
No room in budget for savings, major events (e.g., change of season with children needing school clothes) resulting in major setback
Low self-esteem and confidence
Loss of spouse/partner resulting in grief along with financial problems
Lack of knowledge of skills for first job in years
Ill children with no medical allowance for health care or home care while mother works
Daycare problems and costs (e.g., one mother refused a pay raise at work because it made her ineligible for subsidized daycare; partially subsidized daycare had a waiting list and could not take her child)
Children left home alone
Education and role models needed to break the cycle of poverty
Women needing their own goals, rather than living through a man
Stress of effective solo parenting
Family stresses resulting from separations and financial pinch
Physical endurance of mother
Father's responsibilities

SYNOPSIS #10

HIGH RISK KIDS (Youth Employment)

Only half of the black teenagers in the state of Minnesota who want a job can find one. For American Indian teenagers, it's a shocking one in four. Teenagers from racial or ethnic minority and low income families are in trouble. They are at a crossroads. Many are the children of families that are abusing public assistance. Without opportunities to achieve and succeed in the workplace, they will become another generation of defeated and dangerous adults without hope.

The problem of teenage unemployment has a lot to do with the attitudes adults have toward young people. We are often frightened of these children in the process of becoming adults; we don't understand them, we don't identify with them, they seem to intimidate us, or we just don't like them. And for their own part, they become mistrustful and angry if the adult world promises them an opportunity to experience and know success and refuses to deliver it.

For the young people in HIGH RISK KIDS, a job is more than a way to fill extra time. Many of them must work. Their income is needed to ease the burden on overburdened parents. A job gives them a sense of importance and belonging, and a chance to contribute to the world, to fit in somewhere.

Billy Wilky is such a young man. He comes from a broken home in the south Minneapolis Indian community, and his childhood was spent bouncing from one school to the next, with occasional stops in the juvenile justice system. When no public school would take him, he was placed in The City, an alternative school where he found people who cared, and was put in touch with Dick Mamon, who gave him a chance to combine his street skills and his hustling skills and run a legitimate business for kids like himself in Minneapolis. Billy's story is one of progress and setbacks. We'll explore his struggle and those of other young people in HIGH RISK KIDS, and talk with the adults who work with them to help them break out of multi-generational poverty.

IMPLICATIONS FOR EXTENSION

HIGH RISK KIDS (Youth Employment)

Audience

Kids at risk
Teens and their parents
Potential employers--business and labor
Educators and school administrators
Local, state, and federal policy makers
Human service providers
Law enforcement officials
Religious leaders
Youth-serving professionals and volunteer leaders

Issues for Programming

Loss of kids' potential is a tragedy that cannot be measured in dollars
Kids need to be accepted and feel they can contribute
Kids often feel helpless and powerless
They see material success only in crime
In inner city, lack of money, opportunity, and hope, especially among
Blacks and Indians
High risk kids are racially or economically disadvantaged or both
Poverty and juvenile crime do not go hand-in-hand
Anger and pain responses of youth, parents, and community
Neglect of kids by families, school system, employers, institutions
Society does not value poor people
Treatment programs do not deal with unemployment
Two to three generations of welfare--do not know what work is
Having talent is different from putting talent to use
Service-creating jobs (e.g., Skywalkers Mail Service allows kids to
work and to see how other businesses operate)
Times are different--pace is faster, success and failure come faster,
need more help
Family attitude toward work

HOW SURVIVE ISSUES FIT INTO ONGOING EXTENSION PROGRAMMING

The issues for Extension programming from all 10 in the SURVIVE TV series have been categorized by some central themes for your reference. The following chart shows these themes of issues for programming, listed by television program. It also depicts the Extension Home Economics New Initiatives that relate to each television program. Further, it provides examples of ongoing programming in each Extension program area, to illustrate the relationship of the television series to county work in each area.

Examples of programs are provided for each program area, to facilitate your working with agriculture and 4-H agents in addressing SURVIVE issues in your county and to integrate programming where feasible. Creative and ongoing programs similar to Project Support efforts would also support the SURVIVE series. Some program examples are equally representative of several of the SURVIVE shows. It is not necessary at this point to develop new programming on SURVIVE issues, but rather to refocus some programs to incorporate SURVIVE themes.

The following chart should provide a handy checklist to aid in using the SURVIVE TV series as a tool in ongoing programming for all program areas. The information presented in the television series will also serve as in-service training to enhance your sensitivity to client needs in program development and delivery.

SURVIVE Series	Some Central Themes of Issues	Examples of Current Extension Programs	New Initiatives Extension Home Economics
1. AT THE END OF THE MONTH (Emergency Services)	<ul style="list-style-type: none"> ● Poverty, assistance, and youth ● Job loss, relocation, decisions, retraining ● Income loss, money management ● Emotions, stress ● Youth 	<ul style="list-style-type: none"> ● Keeping Healthy During Stressful Times (4-H) ● Community Economic Development ● Fact sheets on stress, depression, and suicide ● Living Resourcefully (HE) ● Living on Reduced Income (HE) ● Relocation Modules (HE) ● Balance Your Budget (HE) 	<ul style="list-style-type: none"> ● Family Economic Stability and Security ● The Family Strengths and Social Environment ● Energy and Environment ● Volunteer/Leadership Development
2. A DEATH IN THE FAMILY (The Psychology of Unemployment)	<ul style="list-style-type: none"> ● Income loss, money management ● Job loss, relocation, decisions, retraining ● Emotions, stress ● Youth 	<ul style="list-style-type: none"> ● Volunteer Budget Consultants (HE) ● Family Mediation (4-H) ● You're the Boss! Modules (4-H) ● Support groups (HE) ● Grief and loss workshops (HE) ● Helping Others Deal with Change, workshop for helping professionals (HE) ● Folders and fact sheets on change, stress, crisis, ambiguity, denial (HE) 	<ul style="list-style-type: none"> ● Family Economic Stability and Security ● The Family Strengths and Social Environment ● Energy and Environment
3. STARTING OVER (Dislocated Workers)	<ul style="list-style-type: none"> ● Job loss, relocation, decisions, retraining ● Income loss, money management ● Emotions, stress ● Youth 	<ul style="list-style-type: none"> ● Social Management Modules (4-H) ● You're In Charge: Self-Management Modules (4-H) ● Relocation Modules (HE) ● Family Matters (HE) ● How to Help Your Child Choose a Career (4-H) ● Home-Based Business (HE and CNRD) 	<ul style="list-style-type: none"> ● Family Economic Stability and Security ● The Family Strengths and Social Environment ● Energy and Environment

SURVIVE Series	Some Central Themes of Issues	Examples of Current Extension Programs	New Initiatives Extension Home Economics
4. HIGH STAKES (Farm Issues)	<ul style="list-style-type: none"> ● Job loss, relocation, decisions, retraining ● Emotions, stress ● Income loss, money management ● Youth 	<ul style="list-style-type: none"> ● Profitability in Agriculture (Farm Financial Management, Marketing Management) (Ag) ● Farm Mediation (4-H) ● Impact of Farm Crisis on Youth (slide-tape) (4-H) ● Employment Opportunities for Family Farmers ● Farm Family Forum ● Rural Values In a Changing World workshops ● Living Resourcefully (HE) 	<ul style="list-style-type: none"> ● Family Economic Stability and Security ● The Family Strengths and Social Environment
5. LOOKING TOWARD THE FUTURE (Iron Range Region)	<ul style="list-style-type: none"> ● Job loss, relocation, decisions, retraining ● Emotions, stress ● Income loss, money management ● Youth 	<ul style="list-style-type: none"> ● Small Business Management (CNRD) ● Learn to Earn (4-H) ● Relocation Modules (HE) ● Helping Others Deal with Change, workshop for helping professionals (HE) ● Home-Based Business (HE and CNRD) ● Community Economic Development ● Living Resourcefully 	<ul style="list-style-type: none"> ● Family Economic Stability and Security ● The Family Strengths and Social Environment

SURVIVE Series	Some Central Themes of Issues	Examples of Current Extension Programs	New Initiatives Extension Home Economics
6. IN DEBT AND IN DOUBT (Debt and Credit Management)	<ul style="list-style-type: none"> ● Job loss, relocation, decisions, retraining ● Emotions, stress ● Income loss, money management ● Poverty, assistance, and youth ● Youth 	<ul style="list-style-type: none"> ● Living Resourcefully (HE) ● Life Management Modules (4-H) ● Energy Consultants (HE) ● Reducing Energy Dollars (HE) ● Financial Management (Getting Control of Your Finances, Balance Your Budget, Sensible Kids) (HE) ● Master Gardeners (AG) ● Money Management home study courses (HE) ● Volunteer Budget Consultants (HE) 	<ul style="list-style-type: none"> ● Family Economic Stability and Security ● The Family Strengths and Social Environment ● Volunteer/Leadership Development
7. AN OUNCE OF PREVENTION (Nutrition)	<ul style="list-style-type: none"> ● Nutrition ● Youth ● Income loss, money management ● Poverty, assistance, and youth ● Emotions, stress 	<ul style="list-style-type: none"> ● Coordination with other nutrition-related agencies ● Reducing Stress Through Nutrition (4-H) ● Food and Nutrition Project (4-H) ● Community Economic Development ● Expanded Food and Nutrition Education Program (EFNEP) (HE) ● Stretching the Grocery Store Dollar (HE) ● Eating Healthfully on Limited Resources (HE) ● Volunteer Food Preservation Consultants (HE) ● Eating Disorders Workshop (HE) ● Nutrition Misinformation Workshop (HE) ● Weight Control Workshop (HE) ● Wellness and Living Healthfully Workshop (HE) ● Living Resourcefully (HE) 	<ul style="list-style-type: none"> ● Food, Nutrition and Health ● Family Economic Stability and Security ● The Family Strengths and Social Environment ● Volunteer/Leadership Development

SURVIVE Series	Some Central Themes of Issues	Examples of Current Extension Programs	New Initiatives Extension Home Economics
8. A SECOND CHANCE (Literacy)	<ul style="list-style-type: none"> ● Literacy ● Job loss, relocation, decisions, retraining ● Emotions, stress ● Youth 	<ul style="list-style-type: none"> ● Community Economic Development ● Referrals to agencies ● Promotion of library and community education programs ● Basic family living skills (HE) 	<ul style="list-style-type: none"> ● Family Economic Stability and Security ● The Family Strengths and Social Environment ● Volunteer/Leadership Development
9. AGAINST THE ODDS (Single Mothers)	<ul style="list-style-type: none"> ● Emotions, stress ● Poverty, assistance, and youth ● Job loss, relocation, decisions, retraining ● Income loss, money management ● Youth 	<ul style="list-style-type: none"> ● Identification of single parents as new target audience ● Parenting (HE) ● Young Family Newsletter (HE) ● Living Resourcefully (HE) ● Child Development Project (4-H) 	<ul style="list-style-type: none"> ● Family Economic Stability and Security ● The Family Strengths and Social Environment ● Volunteer/Leadership Development
10. HIGH RISK KIDS (Youth Unemployment)	<ul style="list-style-type: none"> ● Youth ● Poverty, assistance, and youth ● Job loss, relocation, decisions, retraining ● Literacy ● Emotions, stress ● Income loss, money management 	<ul style="list-style-type: none"> ● Learn to Earn (4-H) ● Life Management Modules (4-H) ● Building Self-Esteem (4-H) ● Teens in Distress (4-H) ● Choices/Challenges (4-H and HE) 	<ul style="list-style-type: none"> ● Family Economic Stability and Security ● The Family Strengths and Social Environment ● Volunteer/Leadership Development

FOLLOW-UP EXTENSION PROGRAMMING*

A primary goal of the SURVIVE television project is to let people know that there are resources in the community to help them deal effectively with their problems. Awareness, however, is just a first step. An equally important step is for Extension to build upon this awareness by incorporating the SURVIVE TV series or SURVIVE issues into ongoing programming.

Within each district, follow-up Extension programming will be the responsibility of district program leaders working with county agents. Here are some ideas on how to get the TV audience involved in these programs:

1. During the television presentation, make sure that references are made to Extension, the other outreach partners, and community agencies. Include an address and telephone number that people can contact for more information--flashed on the screen for emphasis.
2. Have materials available to send out to viewers who make queries after the programs are aired, for example, the packets of Extension publications available from local libraries, the financial management home study courses, and the viewer's guide.
3. Work with study groups to assess the local need for the type of support discussed in the programs--financial counseling, shared housing referrals, listening groups for the unemployed, and so on.
4. Develop study groups or classes focusing on specific issues raised by the TV programs. Work with all other agencies and community groups in setting up these groups. Try to get the mechanism for some of these groups started before the TV programs are aired, so that you can make an announcement about them on the television show.
5. Use the same resources mentioned in the section "How to Promote the TV Series"--posters, news releases, and community calendars--this time to publicize the follow-up programming rather than the television shows.
6. Arrange for local broadcast of the four-part LIVING RESOURCEFULLY television series, to follow SURVIVE broadcast series.
7. Make home study packets available to local libraries, to include materials assembled for home study group topics relating to the SURVIVE issues (e.g., budgeting).

*Adapted, in part, from Living Resourcefully Planning and Promotion Guide for Extension Agents, Agricultural Extension Service, University of Minnesota.

8. Provide viewer's guides to ongoing groups you work with. Orders for 100 or more copies can be placed by contacting the Minneapolis Star and Tribune's Educational Services Department at 612-372-4260.
9. Follow the TV program with a live or taped Extension wrap-around. Use other community resource people to assist on the panel.
10. Following the TV series, have a call-in program on local radio. Radio stations often run an "open mike" type of program and seek guests for these programs.
11. Prepare a series of newspaper articles, preferably with illustrations, for papers to use.
12. Make videotapes available in other community sites (e.g., for educational programming in hospital rooms).
13. Ask trained volunteers, supplemented with professionals, to handle discussions in public meeting places.

HOW TO DEVELOP AND MAINTAIN A TASK FORCE*

Many counties have developed task forces to support their Project Support programming and outreach on issues such as structural unemployment, economic development, and small business development. If your county has a task force in place, consider forming subgroups to address the issues in the SURVIVE television series.

In all cases, an existing task force should be expanded to include Extension's SURVIVE partners--the local libraries, community education staff, and information and referral sources--who have committed themselves to understanding SURVIVE issues and to working with their local communities on identifying resources and helping people.

Task force members can provide a useful link with Extension program advisory groups in developing programs to meet the needs of families in the community.

PURPOSES OF A TASK FORCE

If your county does not have a task force, SURVIVE would provide the basis for starting one. A task force serves several purposes:

1. Developing accurate data on the county, in terms of unemployment, income levels, resources, assistance, dislocations and relocations in work, and people's needs.
2. Developing and distributing a directory of resources. The Project Support hotline uses a directory of statewide and county resources, including copies of county Extension resource directories. You will also have the computerized directory of mutual help groups compiled by the Wilder Foundation. Project SURVIVE's hotline will use Information and Referral resource lists.
3. Helping all service agencies to maximize their outreach and services. Human service organizations, including Extension, are experiencing staff cutbacks, staff burnout, and reduced resources for materials. Working in cooperation reduces duplication of effort on everyone's part.
4. Learning about the county from one another. Distressed people are often selective about who they share information with. Human service professionals, therefore, often do not know the middle-class or farm families who are under stress or in crisis, for they are not typical clients. Similarly, clergymen are often

*Adapted, in part, from The Chemical People, Minnesota: Task Force Planning Guide by Richard Neunen, Director, Minnesota Institute, Minnesota Prevention Resource Center, 1983.

the last to know of problems in a family. A task force sharing data can more effectively meet the needs of all sectors of a community, identifying those with recent needs for help before they become chronic users of systems of assistance.

5. Organizing town meetings and other public forums for discussion of SURVIVE issues at the local level. The task force can divide the work of:
 - Promotion and publicity (handling the distribution of posters, news articles, TV and radio announcements and other community outreach efforts);
 - Town meeting agendas (organizing the discussion portion of each town meeting, including the involvement of outside speakers or panel presentations);
 - Meeting site logistics (handling the physical arrangements for the meetings, including television monitors, meeting space, refreshments, parking, etc.); and
 - Community support (organizing fundraising, endorsements, and other kinds of local support).
6. Providing ongoing dialogue and attention to community needs. The task force should be formed of committed individuals, who are willing to join forces on a long-term basis to enhance everyone's individual effort in increasing community awareness of SURVIVE issues; identify resources for those in need; and enable community members to obtain the help they require.

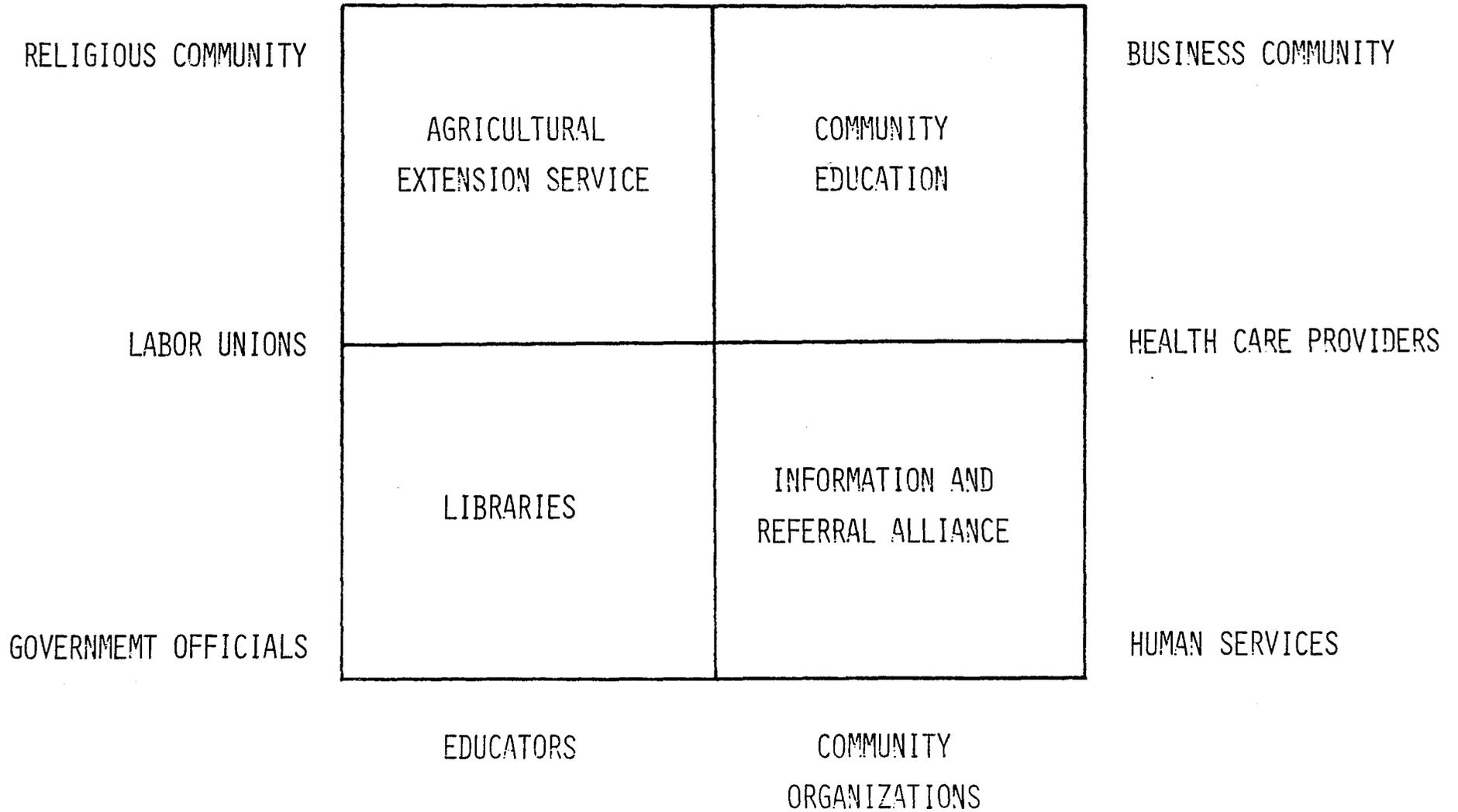
WHO SHOULD BE ON A SURVIVE TASK FORCE?

Again, if your county has a Project Support task force, expand that membership to include the SURVIVE partners in your community: library representatives, community education personnel, and information and referral staff.

Usually a group of six to ten people works best as a steering committee. The planning committee can divide tasks and share responsibilities, and the involvement of various groups and organizations helps to set the tone for a community-wide SURVIVE outreach.

In addition to the six to ten people on the steering committee, you may have many more volunteers and interested people willing to help in special ways. Some names for your planning committee will come immediately to mind. However, it is good to consider the job ahead and recruit people who are committed to the issues and capable of getting things done. The following chart depicts SURVIVE outreach partners and other key groups to be represented on a task force. Other suggestions for assembling a committee follow.

THE SURVIVE TASK FORCE



Youth. Problems of unemployment and poverty are also problems of youth. It is important to include youth in planning or in the decisions. It's helpful to have at least two young people on a planning committee. Ideally, they should be selected by their peers or chosen for their role as a peer leaders.

Parents. Although any committee of professionals will include a number of parents, it's good to have one or more members who are interested in SURVIVE exclusively as a parent. Teen parents, parents of teens, and single parents would be excellent choices. Parent members will ensure that the town meetings and other SURVIVE programs address their needs and concerns.

School Representatives. In many communities, it's likely that town meetings will be held in school buildings. Regardless of what arrangements you make, it's important to have the participation and support of your local school district. Ideally, representatives from the elementary, junior, and senior high schools will participate in the planning.

Business Leaders. Leaders in the local business community or Chamber of Commerce can offer valuable help to a town meeting project or ongoing work on SURVIVE issues. They can open doors to others in the community whose support is needed. Business people are also experienced managers and can be helpful planning an event such as a town meeting.

Labor and Union Representatives. Laborers are a valuable asset to a task force and will be able to relate specifically to the impact on labor of the issues in the television series.

Human Service Professionals. It is essential to have the involvement of local human service providers, to ensure that the project is working to enhance services already available in the community. This person or these persons might be family counselors, job placement counselors, psychologists at community mental health centers, financial counselors, therapists in private practice, or school psychologists.

Community Action Representatives. These representatives are important in identifying community resources and supporting their work. Consider planners or workers in a furniture and clothing recycling center; and support agencies such as food shelves, shelters, and job placement centers. Church members who support families in need would also be good choices.

Publicists. Someone on your planning committee should know something about media. Whether it's the editor of a local newspaper or a broadcaster, involving a local publicist will help you in getting the word out about SURVIVE and outreach activities.

Religious Organization Members. Churches and synagogues are an important part of our communities, and groups such as Young Life have a long history of concern for youth. Consider having a member of the local clergy involved on the planning committee. In addition, some congregations may decide to hold their own town meetings.

Elected Officials. Involve a school board member, county Extension committee member, town council member, member of the county board of commissioners, mayor, judge, law enforcement official, or state legislator whose perspective on the issues and increased understanding will help in formulating policy.

"Name" People. Depending on your community, there may be a local celebrity or distinguished individual whose involvement in the project would add credibility to your efforts.

People Who Have Received Community Services. A worker who lost a job, a farmer considering leaving farming, a single mother, a displaced homemaker, a person supported by general assistance--all would make excellent choices to serve on the task force. Representation by those whose needs the SURVIVE task force is attempting to meet is critical.

These are suggestions. The local PTA, civic clubs and social organizations, and physicians or other health care professionals would all contribute well to SURVIVE outreach efforts.

COMMUNITY SUPPORT

The most important reason for the community task force is to bring together a variety of ideas, opinions, and experiences. To be successful, you'll need the support of all segments within the community--parents, young people, business and religious leaders, educators, youth leaders, law enforcement officers, and human service professionals. A task force with representatives from each of these groups assures that the actions you take will have the support of the community. In keeping with the partnership to address local SURVIVE issues, the task force should include you or a colleague to represent the Agricultural Extension Service, community education, libraries, and information and referral services in your community.

As you will have noticed by now, task force members also comprise a large part of the audiences for the town meeting, SURVIVE television series, and other SURVIVE outreach efforts. The best way to ensure that audience needs will be met is to involve audience members in planning.

Another way to gain community support is to secure endorsement by your county board to proclaim a SURVIVE month. This might be best accomplished by showing a SURVIVE video segment to the county board and raising provocative community questions.

HOW TO USE THE TELEVISION SERIES*

The television series can be used in several ways. The primary use is through the mass media--via public, commercial, or cable television. But it can also be used as part of Extension's educational programming.

The first order of business is to develop a plan for using the series and coordinating the television programming. Since the stations on which these programs will air often cover several counties, it may be helpful for the district program leader to work closely with you in choosing a television station and in delegating responsibilities among the agents involved.

MASS MEDIA: COMMERCIAL, PUBLIC, OR CABLE TELEVISION

Broadcasts During Town Meetings

An ideal way to use the SURVIVE series is to plan discussion groups in a town meeting format around the scheduled public television broadcasts. If another viewing time would be more convenient than the broadcast schedule in your area or if no public television station exists in your area, be certain that one of your outreach partners will videotape the series for use in an educational meeting and call Wendy Wiberg (612-646-4611) for a broadcast quality tape for use on commercial or cable TV stations. Focus your efforts on commercial television stations because they will reach the largest number of people. Cable is another possibility, but has a smaller audience that does not comprise the target groups we are trying to reach.

Who Does What

Your first task will be to get a TV station to air the program. You will also need to negotiate with the station as to who provides what. Some of the responsibilities are obviously the station's: a studio, a television crew, and a specific time. Others are optional. For example, who will host the program?

Try to get the station to provide as much as possible. Ask for a recognizable local TV personality to serve as host--someone who has production know-how and who can help attract more viewers. Likewise, the station can greatly enhance the quality of the programs by the use of graphics, sets, lighting, and music.

Another important consideration is the panel discussion. Recommendations for the types of panelists (resource persons) for each segment are discussed later. But you need to decide whose responsibility it is to choose the guest panelists.

*Adapted, in part, from Living Resourcefully Planning and Promotion Guide for Extension Agents, HE-MI-2472, Agricultural Extension Service, University of Minnesota.

Most commercial television stations have more resources than cable TV. So if you plan to show the programs on cable TV, be prepared to assume more of the responsibility for production. Cable television stations will expect you to do just about everything--host the program, select the panel, lead the panel discussion, take charge of promotion, and even operate the camera.

AGENT-DIRECTED EDUCATIONAL PROGRAMMING

Another way to use the SURVIVE programs is as a focus for a series of meetings, workshops, seminars, or other educational programs. These groups could meet to watch the programs together during the scheduled public television broadcasts or during commercial or cable program broadcasts you arrange. But also, since you have access to the video cassette and discussion questions (in the accompanying viewer's guide), you can "produce" your own program in any convenient meeting place.

Equipment Needed

All you need is a video cassette player and a television monitor, and your library or community education partner to videotape the series from the public TV broadcasts. Be sure the public television broadcasts are videotaped in the size that fits your video cassette player. (Two inch is used by television stations, 3/4 inch fits all 3/4 inch video cassette players, and 1/2 inch fits all VHS video cassette players.)

Remember that a television screen is smaller than a screen used with a projector, so that you need to consider the size of the television screen in determining how large the viewing group will be. A large television set or several conveniently spaced television monitors will enable you to have a larger group. A rule of thumb is 25 people per television monitor.

Format

If the discussion group is small, you may need only a single group leader. If it's a large group, you may want a panel of two or three experts to react to the televised portions and to answer questions from the audience. Suggested resource panelists are included in this guide.

The format of these discussion programs could be: (1) introduction by the leader; (2) viewing of the first SURVIVE segment; (3) panel and group discussion (suggested discussion questions provided in the viewer's guide); (4) viewing of the second SURVIVE segment; (5) panel and group discussion; and (6) information on follow-up activities, including the Extension publications in the packets available from libraries. In setting up this type of program, try to allow as much time as possible for audience participation. Set time limits for the panel's reaction comments so that there will be ample time for a give-and-take between the panel and the audience.

Audiences

Extension home study groups may be an excellent audience for this program. Other groups that might be interested include churches, neighborhood associations, libraries, social service agencies, financial institutions, service clubs, chambers of commerce, labor unions, and employers. Other ideas for programming and series follow-up are described in the section "Follow-Up Extension Programming."

HOW TO WORK WITH A TELEVISION STATION*

It is essential to be well prepared before contacting a commercial or cable television station about using the SURVIVE series. You have to know your material, have a clear idea of what Extension can contribute and what you want the station to do, and be able to negotiate in a cooperative manner with the station. Here are the recommended steps for "selling" the project to a TV station.

1. Obtain broadcast quality tapes for commercial or cable broadcast by calling Wendy Wiberg at 612-646-4611. Preview all parts of the videotape so that you know what each program contains.

2. Review all the materials in this guide and the viewer's guide. Familiarize yourself with the discussion questions. Also read Extension publications in the library packets.

3. Telephone the station to arrange for a meeting to discuss the project. Ask for the public affairs director, if the station has someone in that capacity. Otherwise, speak to the programming director. If you don't know the appropriate contact person, request that information in your call to the station.

Find out what size video cassette to bring with you to the meeting. If there is more than one station in your locality, begin with the one with the largest target audience. It's a good idea to work with only one station at a time. If your efforts with the first station don't succeed, then go on to the next one.

4. Follow your telephone conversation with a letter.

5. If the station uses a different size video cassette for previewing from the one you have, order the appropriate size from Wendy Wiberg at 612-646-4611.

6. Prepare a list of names of resource people in your community who would be good persons for the panel discussion. Below are some suggestions for the types of people to consider. Consider using yourself or another Extension agent as a panel member. The resource panel should consist of no more than three people, including the Extension agent. Try to find individuals who possess several of the characteristics.

*Adapted, in part, from Living Resourcefully Planning and Promotion Guide for Extension Agents, HE-MI-2472, Agricultural Extension Service, University of Minnesota.

Depending on the topic of the television program, select from the following examples:

a. County Agents

- (1) County agent who understands the way that the economy influences the family or how specific families are managing with reduced income;
- (2) Agent who understands the availability of housing for the community and the concerns of the residents of the community;
- (3) Agent who can discuss the types and importance of resources to families;
- (4) Agent who can address the importance of communication in the family; or
- (5) Area agent, Community Natural Resource Development, to discuss how families benefit from local resources.

b. Human Service Providers

- (1) Social service worker or not-for-profit financial counselor;
- (2) Community action agency personnel to discuss resources available to low-income residents;
- (3) Family social service agency professional to discuss what housing means to many families and types of adjustments that families make in order to make the housing situation suitable;
- (4) Human service professional who understands the concerns of and counsels displaced homemakers and other single mothers;
- (5) Psychologist or psychiatric social worker from community mental health center;
- (6) Counselor from Family Services (e.g., Lutheran, Catholic, other);
- (7) Family counselor or therapist (could be located at high schools, colleges, or AVTIs);
- (8) Career change or job placement counselor, especially one experienced in job dislocation and relocation; or
- (9) Clergy or parish workers who understand the role of communication within the family, and are experienced in dealing with stress and crisis.

c. Other Providers of Assistance

- (1) Regional development planner who could discuss the current housing stock in the community and the resources and constraints in available housing;
- (2) People who work in support agencies, such as food shelves, job placement, shelters, church groups working with families in the community;
- (3) Person who helped to organize a community recycling center for used clothing, toys, furniture, etc.;
- (4) Counselor from a vocational or community college who can address self-development and how to acquire or use human skills in home production; or
- (5) Representative from a club or cooperative that shares, barter, or engages in group purchases.

d. Clients/Community Residents

- (1) A person who has experienced loss or reduction of income. This could be a family type shown in the SURVIVE television series or a different type (e.g., older person, business person, laborer, displaced homemaker, single parent) depending on your area; or
- (2) Person who has just used a community resource to get help with an issue addressed in the series--job change, relocation, emergency service needs, farm decision making, financial management, basic skills tutoring, or nutrition planning.

7. Prepare a "wish list"--that is, all the things you can think of that would enhance the program. This includes ideas about both the production of the program and its promotion. Involve the TV station as much as possible. When you sit down to plan, the station may feel that some of your ideas are not feasible. But it doesn't hurt to ask. Some possibilities for your "wish list" follow:

- A host who is familiar to the television audience, for example, the local news anchor.
- Lively graphics, music, and sets.
- A prominent place on the television schedule. Aside from prime time, the best time for reaching a large audience is directly following the late news. Try to avoid the "graveyard" hours--Sunday morning and afternoon. In scheduling this series, keep in mind the probable times that your viewing audience will be at home.
- A studio audience or a call-in program during which viewers can ask questions.

- A telephone number to call for more information, flashed on the screen during the program. The mechanism for setting up a telephone answering system must be worked out in advance with your district program leader and county colleagues. You will need to decide such things as: what phone number to use; who will answer the telephone; whether there will be a taped message; and what information will be given over the telephone--for example, how to obtain publications.
- PSAs (public service announcements)--to be aired at various times during the days or nights preceding the programs. Television stations throughout the state have been provided with a variety of Agricultural Extension Service PSAs, some of which deal with the subject of "living resourcefully." Although these PSAs don't refer specifically to the SURVIVE television series, they could be used in conjunction with the programs as a way of indirectly promoting them.
- Spot announcements or promotional voiceovers--used at the end of programs to describe an upcoming program. Or, better yet, have the anchor "plug" the program during the news program.
- Newspaper advertisements, listings in the TV section of the newspaper, TV Guide listings. These listings should include a brief descriptive paragraph.
- News releases--one for each of the 10 programs. The television station's public relations department may be better equipped than your office for the task of sending out news releases. Be sure that the University of Minnesota Agricultural Extension Service receives credit in any news releases that the station produces.
- Information pertaining to the TV ratings. Several times a year most stations have a "ratings sweep," that is, a time when a rating service (such as Nielson) measures the size and demographics of the viewing audience. If the SURVIVE television series is timed to coincide with the ratings sweep, you would have extra data about the viewers.

8. Make copies of some of the materials provided in this manual. The television station will want to see at least program synopses and the history and objectives of the series.

9. For your meeting with the station representative, bring along the following items: (1) videotape, (2) materials in #8, (3) suggestions for resource people, (4) your "wish list," (5) logos, and (6) the reproducible 8-1/2 x 11 inch poster.

10. When you meet with the station representative, make sure that the station agrees to these important items:

- a. The station will provide free air time.

- b. Whenever the program is aired, appropriate credit must be given to the University of Minnesota Agricultural Extension Service and the other cooperating outreach partners at the beginning or end of the program.

11. Work out details of how the station will handle the subject matter of each program. During the program, reference should be made to Extension publications, available from libraries in packets, as sources of additional information for interested viewers.

12. After you have completed your negotiation with the station, draw up a letter of agreement, which can serve as your contract. Include all the items you have negotiated. It may be desirable to have both parties sign it.

13. Order the two-inch videotape that the station will use for broadcasting by calling Wendy Wiberg, 612-646-4611, and make sure the station gets it in time.

HOW TO PROMOTE THE TV SERIES*

You may wish only to plan your programming around the public television broadcasts. In counties in which public television is not available or the public broadcast is scheduled during times of low audience, it may be desirable to schedule the SURVIVE series on commercial and cable stations, in addition to using the series in your own ongoing Extension programs.

In any case, after you have arranged the television schedule for the SURVIVE series, your next job is to get people to watch it. Although the TV station may do some publicity, you'll be responsible for much of the promotion that reaches the target audience.

Whenever you promote the television programs, also mention the packets of library materials and explain how to obtain them.

PROMOTIONAL IDEAS

Here are some ideas for promoting the television series.

1. Send news releases to newspapers, community shoppers, radio stations, and organizations that publish newsletters (including your own county Extension newsletter). Producing and distributing news releases will require coordination among district program leaders and county agents.

In some cases, the television station will write news releases, but you may wish to supplement this effort with additional releases. For example, the station may mail just one release announcing the entire series. But you can augment that by sending one release for each of the 10 programs, timed to the scheduled showing on television.

2. List the programs in community calendars published in newspapers, on radio, and on cable television.
3. Use posters to announce the television series. One of the challenges in promoting this series is to reach people who do not know about Extension or about the resources available in their community. So think about places where those people go and might see your poster: unemployment offices, thrift shops, laundromats, bowling alleys, local bars, clinics, banks, churches, shopping centers, municipal and county government offices, food stamp offices, other welfare agencies, vocational schools, adult learning centers, and so on.

*Adapted, in part, from Living Resourcefully Planning and Promotion Guide for Extension Agents, HE-MI-2472, Agricultural Extension Service, University of Minnesota.

The poster can be used as a traditional poster or as a leaflet to be mailed or handed out.

4. If you have a weekly newspaper column or radio program, mention the television series each time it is to be aired and encourage your readers or listeners to spread the word.
5. Place an ad in the classified ad section of the newspaper or in a community advertiser. Perhaps you can have these ads printed without charge, as a public service by the publication.
6. Enlist the help of other agencies. Use the "Tom Sawyer" approach: get others to do some of the work. For example:
 - Ask city or county officials to declare a SURVIVE month or similar promotion coordinated with the television showing.
 - Seek the cooperation of school boards, PTAs, and other community groups. Ask them to use their resources to help promote the project.
 - Arrange for a local financial institution to underwrite the expenses of producing and mailing the posters or leaflets.
 - Ask local utilities, banks, or departments of social services to enclose information about the program in their mailings to customers.

TIMING

An important part of promotional work is proper timing. Many of the ideas listed here will take time to plan and implement. Coordinating across counties and districts, getting other agencies involved, negotiating with television stations, and attending to many small details--all of these take time. Work out a timetable so that all promotional efforts are coordinated with the television showings. You want to build up the public's anticipation, but not too far ahead of time. And, of course, you don't want to be too late.

SURVIVE EVALUATION

You will administer the evaluation of SURVIVE outreach. You will both participate in the evaluation and serve as a data collection point from your county SURVIVE partners.

The evaluation will consist of two parts--statistical data and measurement of learning and attitude change. Both parts will use instruments to be distributed to agents at the onset of the SURVIVE series. The data must be collected and returned to the state Extension Home Economics office two weeks after the public broadcast of the final program in the SURVIVE television series.

PART I: STATISTICAL DATA

Each of the outreach partners will be asked to record:

- The number of program participants by county; and
- Client contacts, meetings, task force participation, and publicity.

Narrative data will also be requested on:

- Stories of people helped, and
- How the partners worked together.

PART II: MEASUREMENT OF LEARNING AND ATTITUDE CHANGE

A 20 percent sample of counties will be selected for pre-SURVIVE tests of clients in those counties. These tests will measure attitude and knowledge change as a result of viewing the SURVIVE television series and participating in community outreach activities.

The same information will be asked of selected Extension clientele who participate in SURVIVE programming.

APPENDIX A

ORDER FORM, LIBRARY PACKETS

EXTENSION MATERIALS

AND

LIST OF MATERIALS IN LIBRARY PACKETS BY TOPIC

HIGH STAKES--THE RURAL CRISIS (HE-PC-2752)

<u>Publication Title</u>	<u>Number</u>
Legal Fact Sheets	AG-ED-2668
Managing Your Farm Financial Future	AG-ED-1329
Part-Time or Small Farms	AG-BU-1507
Tax Planning When Buying or Selling a Farm	AG-FO-2554
Farm Business Arrangements--Which One For You	AG-BU-1338
The Farm Corporation	AG-BU-1874
Self-Help Relief From Mortgage Foreclosure	CD-BU-2437

GOOD NUTRITION ON A TIGHT BUDGET (HE-PC-2753)

<u>Publication Title</u>	<u>Number</u>
Food Sources for Calcium	HE-FS-1553
Food Sources for Iron	HE-FS-1552
Ideas for Better Eating	HE-BU-0422
Nutrition for Family Meals	HE-BU-1672
To Help You Go and Grow	HE-FO-1575
Dry Beans and Peas	HE-FO-1271
Dry Milk in Every Meal	HE-FO-1253
Making Baby Food at Home	HE-FO-1295
Eggs	HE-FO-1268

COPING WITH STRESS AND CHANGE (HE-PC-2754)

<u>Publication Title</u>	<u>Number</u>
Ambiguity--A Factor In Family Stress	HE-FS-2469
Change, Crisis and Loss In Our Lives	HE-FO-2466
Denial: A Coping Mechanism That Can Cause Even More Stress	HE-FS-2470
Family Communication In Time of Stress	HE-FS-2465
Helping Persons Cope With Change, Crisis and Loss	HE-FO-2467

DEBT AND CREDIT MANAGEMENT (HE-PC-2755)

<u>Publication Title</u>	<u>Number</u>
Balance Your Budget--Four Lessons	HE-FO-2428 through 2431
Financial Management Throughout Your Life	HE-BU-0438
Getting Control of Your Finances--Six Lessons	HE-FO-2422 through 2427
Living Resourcefully With Reduced Income	HE-BU-2475
Plan For Retirement	HE-BU-0522
Should You Use Credit?	HE-FO-1264

SPENDING YOUR FOOD DOLLAR WISELY (HE-PC-2756)

<u>Publication Title</u>	<u>Number</u>
Food Storage and Waste--A View From the Garbage Can	HE-MI-2365
Generic Labels	HE-MI-2288
More For Your Food Dollars	HE-F0-1272
More For Your Fruit and Vegetable Dollars	HE-F0-1274
More For Your Meat Dollars	HE-F0-1273
Shopping Basics For Family Meals	HE-BU-1674
Shopping Challenge	HE-MI-1676
Tools for Food Cost Comparison	HE-FS-1094

PARENTING AND FAMILY LIFE (HE-PC-2757)

<u>Publication Title</u>	<u>Number</u>
Building Family Strengths	HE-FO-2468
Celebrating Family Life	HE-FO-0724
Children and the Santa Myth	HE-FS-1062
Children and their Heroes	HE-FS-1061
Children and their Parents	HE-FS-1058
Consistency in Child Discipline	HE-FS-1060
Do You Expect Too Much?	HE-FS-1050
Handling Misbehavior	HE-FS-1054
The Importance of Play	HE-FS-1048
Mealtime--Happy or Hectic	HE-FS-1052
Naughty Child or Annoying Behavior	HE-FS-1051
Parental Influence and the Child	HE-FS-1049
Setting the Stage for Discipline	HE-FS-1053
Television and Children	HE-FS-1055
Young Child and a Growing Self	HE-FS-1056
Young Child and His Grandparents	HE-FS-1059
Young Child and Other Children	HE-FS-1057
Money in Your Children's Hands (without leader materials)	HE-BU-0544

CONSUMER ISSUES--YOUR RIGHTS (HE-PC-2758)

<u>Publication Title</u>	<u>Number</u>
Consumerism--Advertising Contracts and Warranties	HE-F0-0785
Consumerism--How the Consumer Got Involved and Concerns Today	HE-F0-0782
Consumerism--Minnesota Laws for Protection	HE-F0-0783
Consumerism--Two Prevalent Con Games	HE-FS-0784
Consumerism--Where to Complain and How to Get Results	HE-F0-0728

SAVING MONEY ON HOME ENERGY COSTS (HE-PC-2759)

<u>Publication Title</u>	<u>Number</u>
Consumer Appliances: Energy Labeling and Consumption	HE-F0-0789
Economics of Saving Energy	HE-F0-1938
Energy-Wise Interiors	HE-BU-0418
First Things First--What to Do Before Investing in Home Insulation	HE-F0-0684
Fuel Prices and Heating Cost in Minnesota	HE-F0-1860
Hints for Conserving Home Energy	HE-F0-0414
Hot Water and Your Home Energy Budget	HE-F0-0685
Insulation--R-Value and Fuel Savings	HE-F0-1857
Tips for Draft Guards	HE-FS-0421

STARTING AND OPERATING A HOME-BASED BUSINESS (HE-PC-2760)

<u>Publication Title</u>	<u>Number</u>
Federal and State Regulations	HE-FS-2517
Marketing Crafts--How and Where To Sell	HE-F0-2229
Marketing Crafts--How to Keep Records	HE-F0-2231
Marketing Crafts--How to Price and Protect Your Work	HE-F0-2230
Marketing Crafts--How to Promote Your Product and Yourself	HE-F0-2232
Marketing Factors	HE-FS-2514
Minnesota Licenses and Regulations	HE-FS-2516
Pricing Products and Services	HE-FS-2515

APPENDIX B

OTHER RESOURCES

Other sources of information for community partners in SURVIVE follow:

1. The list of the Extension Home Economics Network of Agencies and organizations, is provided on pages 50-60 in the 1984 Situation Statement, Home Economics, Agricultural Extension Service, University of Minnesota. The list includes federal and state agencies of Minnesota; organizations; professional associations; University of Minnesota Colleges, departments, and campuses; Minnesota colleges, universities, and vocational-technical institutes; out-of-state colleges and universities; and industries and businesses.
2. DIAL is the University of Minnesota information system on audiotapes. Dial 612-373-1857 for information on academics, health care, student services, and the university community. Tapes on SURVIVE topics include career opportunities, counseling, financial aid, unemployment compensation, nutrition, child care, and services for women.
3. ANSWER-U is a consumer information data base sponsored by the Agricultural Extension Service. Designed for use by county Extension agents and home economists, and their secretarial support staff and trained volunteer telephone teachers, the ANSWER-U computer data base provides county Extension units with reliable research-based information and quick access to answers for commonly-asked and difficult-to-answer questions.
4. TELETIP tapes, an Agricultural Extension Service information source, can be accessed by calling 612-379-6989. Among the many tapes that deal with SURVIVE issues are those on stress, nutrition, day care, job loss, and living on reduced income.
5. The Agricultural Extension Service notebook, Project Support: Educational Aid to Minnesota's Farm Families, was distributed to each county agent in November, 1984. It includes resources on decision making and problem solving, financial management, community systems, stress management, family systems and youth, news media, and district plans.
6. The Project Support Hotline, a free information and referral service for farm families, is provided by the Agricultural Extension Service. Call 1-800-843-4334 for answers to questions about farm and family financial planning, farm loan planning, family stress management, borrower and lender rights, farm couple support groups, and community networks.

7. Fall training for Extension agents in home economics will focus on topics for Extension Home Economics to address in public policy education. Peer trainers in each district will work with you to develop processes for public policy education, will present a model for that education, and will encourage you to become involved. Many issues in the SURVIVE series may be topics to consider addressing in public policy education.

APPENDIX C

SURVIVE CONTRIBUTORS

County Extension agents and their SURVIVE partners will want to thank community representatives of contributors to the series.

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