

Evaluation of the California Communities Program Graduate Student Internship Program

Prepared by Danielle Monié
Graduate Student Researcher
Department of Human and Community Development, UC Davis

and

David Campbell
Director, California Communities Program
Cooperative Extension Specialist
Department of Human and Community Development, UC Davis

July 2009

Evaluation of the California Communities Program Internship Program

Executive Summary

The California Communities Program (CCP)—funded by the University of California’s Division of Agriculture and Natural Resources—promotes community development research and outreach aimed at strengthening the leadership capacities of local citizens; fortifying community self-governance; and enhancing local and regional economies. CCP accomplishes its community development mission through community education and research, workshops and trainings, evaluation of governance initiatives, publications on important community issues, and graduate student internships.

The following report summarizes findings from an evaluation of the CCP internship program that supports graduate students working on field projects in conjunction with county Cooperative Extension advisors. The purpose of the program is to catalyze short-term projects that reflect the CCP mission, provide graduate students with professional experience and skills, and develop campus-county linkages.

This evaluation of these internships and their outcomes is based on 20 interviews, 8 with former interns and 12 with Cooperative Extension advisors. It also draws on written documentation, in the form of final internship reports. The evaluation focuses on four areas: 1) community impacts; 2) learning outcomes for students; 3) lessons learned about creating successful internships; and 4) recommendations for improving the program.

Community Impacts

Many CCP intern projects were successful in creating positive community outcomes and in improving Cooperative Extension’s visibility and influence in the community. Examples include:

- In Santa Clara County, advisor Fe Moncloa and intern Aura de Mare created a Latina Teen Pregnancy Prevention Handbook. The Department of Public Health is now using it as a staff training tool, and it is also disseminated at statewide conferences.
- In Marin County, advisor Ellie Rilla and intern Pamela Vargas created a documentary entitled *The Hidden Bounty of Marin*. Designed to educate the community about the importance of supporting local sustainable food systems, the film is still screened throughout the region and used in classrooms with students of all ages.
- In Nevada County, advisor Roger Ingram and intern Chris Kerston designed a Nevada County Farm guide to promote local farms and ranches. The guide not only informed consumers and created interest in local food, but also helped build momentum around the need for an agriculture marketing program in Nevada County.
- In Butte County, advisor Glenn Nader and intern Annie Maddalena met cattle ranchers’ needs by analyzing variables in the beef market and recommending marketing

alternatives. These results were then published in trade magazines. The ranchers found the assistance so helpful that they maintained a relationship with Cooperative Extension for future projects.

- In Santa Barbara County advisor Michael Marzolla and intern Annie Yau worked on many aspects of the Latino Youth Capacity Building component of Agua Pura. Yau designed curriculum and workshops around watershed education and created a water and waste management photonovella (comic book) with input from the community. Public Housing continues to use these products as educational tools.

Intern Learning Experiences

All but one of the interns interviewed reported that the internship was a good learning experience. Many interns interviewed stated that the internship influenced their career outlook, especially in terms of type of work. Most interns viewed their supervisor as a mentor and said they benefited from the relationship. Among the chief benefits interns reported are:

- Acquiring job experience;
- Gaining or honing skills in interviewing, surveying, applied research and data analysis;
- Experience with creating a publication, especially editing and layout skills;
- Learning to be resourceful and proactive;
- Learning to interact and communicate professionally with people, both in person and over the phone; and
- Learning to be flexible.

Many interns reported that the internships they had was incredibly valuable, as they were able to gain hands-on experience in something they were already interested in. Two interns reported that observing their advisor “in action” gave them valuable insight into conflict resolution and how to interact with colleagues.

Lessons Learned About Creating Effective Internship Projects

Patterns found in the responses of advisors and interns pointed to several factors that are important in creating effective internships. Most advisors said that simple fact of having another person available to do work was crucial in allowing them to attempt more complex projects or to finish endeavors that had been put aside for lack of time. Effective internships require an open, well-managed and transparent relationship between the intern, the advisor, and the community. Among the lessons learned about creating effective internships were:

- Although clear deadlines are important, flexibility is also important; many things take longer than expected.
- The intern’s educational level is very important, both in terms of maturity and experience, and in terms of time available to devote to the project.
- Communities should be informed about the resources *and* limitations of the University/and or collaborating organizations, to avoid unrealistic expectations about what the internships can and cannot deliver.
- Advisors must be clear when instructing interns about their duties to avoid conflicting expectations; creating a work plan is especially helpful.

- Partner organizations often provide less assistance than originally assumed—it is important to communicate what specific contributions will be expected from them (e.g., how much support and guidance they are responsible for offering to interns, what kind of meeting space they will be expected to provide).
- Advisors need to do their homework in advance to ensure that the short time allotted to the internship is used efficiently—for example, by becoming alert to the possibility of conflicting community priorities or to the overlap between the intern project and the work of other community organizations.
- Effective internships need to be narrowly focused to allow the intern to realistically obtain positive impacts—vague or overly broad projects often lead to disappointment for all parties.
- The most successful projects were in collaboration with existing community groups that could entice local citizens, organizations and institutions to participate, and take control of the project after the internship.
- Effective projects delivered something tangible to communities, such as gardens, education courses, resource directories, research reports or publicity.
- Hiring interns who have the requisite skills and little need for training was a key to the success of the internships.

Recommendations to CCP

CCP is doing a relatively effective job of managing their internship program. However, a few changes might increase the program's impact. Among the recommended changes are:

1. Selecting the intern is often difficult. A list of possible interns, perhaps by interest or skill set, would be very helpful.
2. Potential advisors would benefit from timeline posted on CCP website including program criteria, annual cycle, information about final reports, and any changes.
3. Longer terms would be really beneficial, as often the projects are ongoing and can lose momentum when the intern leaves.
4. The program needs more advertising in general. Although current and past programs are on the CCP website, few people seem to be aware of this. One suggestion was to have a UC Delivers-type program just for internships, so that advisors can know about other programs happening throughout the state and that advisors who are interested in participating can know what kinds of programs are funded.
5. The application deadline should be timed to give advisors the highest possibility of obtaining qualified interns. Advisors should be able to apply, be accepted and go through official paperwork and hiring processes by the beginning of the quarter/semester in which the project is to be launched, as interns are much harder to find later in the quarter/semester.

Evaluation of the California Communities Program Internship Program

Summary of interview data

Methods

Data for this report were obtained primarily by phone interviews with eight former interns and twelve Cooperative Extension project advisors. Written reports were also used. Protocols for the interviews are in Appendix 1 and 2.

Because the previous evaluation was completed in 2002, we decided to focus on the most recent internships, selecting the years 2006-2007 and 2007-2008. One advisor, who had two internships, spoke about her 2005-2006 internship as well. There were 17 projects in the selected years and 14 advisors. One advisor was on sabbatical, and another had a project that had been postponed. We successfully interviewed the remaining 12 advisors who spoke about 14 projects (excluding those that had been postponed and including the one from 2005-2006). We attempted to contact the 14 interns mentioned by their advisors, successfully reaching eight. Feedback from two more interns was provided through final reports.

This report provides information on the experiences of advisors and interns, both personally and professionally. It also examines community outcomes associated with the internships and the role of the California Communities Program's (CCP) in facilitating effective internships.

Finding Out About the Internship Program

Advisors

Because CCP is now well established, most advisors have had internships in past years and are very familiar with the program. Only one advisor who was interviewed was new to the internship program, and he found out through email.

Interns

Most interns located the opportunity through personal contact with their eventual advisor or someone associated with the advisor. One intern found the opportunity through the school email listserv, another had a professor who recommended it, three answered job advertisements on monster.com and craigslist, and two were sought out specifically for their skills (GIS and filmmaking) without being previously known by their advisors.

Getting Started

Advisors: Attracting and Hiring Interns

Several advisors spoke about the difficulty in finding an appropriate intern. There was a consensus that projects ran more smoothly if the intern and advisor already had a relationship.

Some advisors were able to choose interns because they were already familiar with the intern's interests, and knew the project would be a good fit.

Other advisors, who did not have an intern in mind, had to rely on advertising through the internet, or recommendations by colleagues. The two cases in which interns were chosen upon recommendation were the only two in which advisors expressed disappointment or frustration over intern performance. The two instances in which interns were recruited based on their technical skill, which was needed specifically for the project, worked out well.

Interns: Initial Hopes and Expectations

Interns hoped for three main outcomes: 1) money and part-time work; 2) experience that would enhance their skills and expand their resume; and 3) the opportunity to work within their fields of interest. The need for money, which some but not all interns communicated, is self-explanatory.

In terms of gaining experience, interns had varied expectations. Annie wanted to gain experience with data analysis. Aura wanted to gain applicable skills in qualitative research, including how to present it in an effective way. Luci hoped for practical knowledge of and experience in the Cooperative Extension Office and wanted to form relationships in preparation for graduate school.

Most interns applied to the position because it was in their field of interest. Angie had grown up involved in 4-H and was excited to contribute to that community by creating manuals. Chris, who had a background in marketing, wanted to learn more about the economic viability of ranching. Annie had grown up on a ranch and knew her career would be in that field; gaining experience with data analysis and market trends would be especially valuable. Basilia wanted to work with the Latino community and gain more experience working with people; performing a needs assessment was an effective way to accomplish this. Only one intern specifically mentioned applying only because it was a summer job that looked interesting (and was completely outside her field).

Project Types

Most internship projects were part of a larger initiative that existed before the intern arrived. For example, advisor Leigh Johnson has been working for many years on environmental issues related to boats, invasive species, and water quality. The internship fulfilled the economic survey component of that research, as Jennie compiled a database of marinas' economic resources. Advisor Michael Marzolla also has an ongoing Latino Youth Outreach component in his Agua Pura program. His intern Annie Yau, helped create, with input from the community, a photonovella, which helped to educate the community about water and waste management issues.

Projects spanned a range of issues and geographic regions. Economic development, agricultural sustainability, and community education and outreach were main (and overlapping) areas of project focus. Two projects focused on researching ways to improve Cooperative Extension itself. Both of the economic studies, excluding the Boating Community Project, related to

agricultural sustainability: “Improving the Economic Viability of Agriculture in Placer and Nevada Counties,” and “Beef Management Marketing Alternative.” Two of the education and outreach projects also contributed to agricultural sustainability: The film *The Hidden Bounty of Marin*, and the “Placer Ag Futures Project.” Three education and outreach projects focused on the Latino community: “Latina Teen Pregnancy Prevention Handbook,” a needs assessment of the Latino community in Humboldt County, and the Agua Pura Project with Latino Youth. Further education and outreach projects include the Disaster Preparation for Older Adults curriculum, the Santa Cruz County Community and Research Garden, the creation of two 4-H manuals in Humboldt County, and the creation of a youth asset mapping template in Kern County. The two projects that focused on Cooperative Extension were focused on increasing the effectiveness of cross-county advisors, and the creation of an intercultural communication skills assessment instrument.

Intern Duties

Almost all of the advisors had nothing but positive things to say about the work completed by their interns. Interns were able to complete databases and interviews and literature reviews that advisors simply do not have the time to do with such detail. Some common duties included:

- Research and creation of manuals, handbooks and curriculum;
- Data collection and analysis, both qualitative and quantitative;
- Needs assessment and evaluation;
- Creation of and updating databases; and
- Creation of outreach materials such as brochures and guides.

Other unique duties that required technical expertise:

- Creation of an online asset map template using GIS; and
- Documentary film work: setting up shots, editing footage, etc.

Working Relationships

Supervision

Most advisors reported that their interns were independent and able to work autonomously. Indeed, this ability was key to a successful internship experience. Only two advisors mentioned that their interns required more supervision than they thought should have been necessary.

Naturally, when interns and advisors worked in the same office space, interaction was much more frequent. When interns worked off-site or out-of-town, supervision was much more infrequent and often took the form of email messages and phone conversations. Sometimes this method of communication was not optimal (if interns had other jobs, communication took place in off-hours). Due to the nature of some projects, daily interaction was required; others only required a weekly check-in. The importance of intern selection must be stressed. Leigh Johnson was careful to hire high-level master’s students and indeed felt they were part of the team. She knew that tasks given to them would be completed diligently.

Seven of the eight interns interviewed felt that interaction was adequate and that their supervisors functioned as mentors. Some reported an appreciation of the balance between advisor availability and being able to work alone. Others specifically mentioned how much they learned from observing their advisor's interaction with others. The one intern who felt her advisor was unavailable is one of the two interns whose advisor thought needed too much reiteration of tasks.

In terms of outside support, most interns reported that they had very little or no support from other people (including faculty or community members). Of those who did report outside assistance, they mentioned their advisors from school and other Extension Office advisors, staff and interns. Pamela had help from the Novato Public Access television station when she was editing the film, Annie had assistance from Dr. Steve Blank in the Agricultural and Resource Economics Department at UC Davis when it came time to perform quantitative data analysis on trends in the beef industry, and Basilia had help from James Grieshop when developing the needs assessment survey.

Learning & Accomplishments

Advisors: Learning to Work with Interns

All advisors interviewed felt that their interns were valuable. They explained that interns brought enthusiasm, energy, technical expertise, and an ability to work. Most advisors said that simple fact of having another person available to do work was crucial in allowing them to attempt more complex projects or to finish endeavors that had been set aside for lack of time. At this stage in the internship program, most advisors have had several previous interns and know how to get the most out of the program. Alan Bower was new to the program when he hired Angie to create manuals for 4-H. He said that having an intern helped him learn mentoring skills, including giving enough guidance on tasks and communicating and working as a team.

For most, the benefits of having an intern far outweighed the disadvantages. Advisors mentioned that the quality of the intern significantly affects the success of the project. Independent and resourceful interns are vital. The only intern-advisor relationship where there was disappointment on both sides occurred when an intern was hired upon recommendation of colleagues, without having any previous relationship with the advisor. This advisor learned that however glowing a recommendation might be, it is important to go with your own feelings regarding whether the intern is the right fit for the project.

It is also important, many said, to know your needs before the project begins. Several reported creating a detailed work plan or task list at the beginning of the internship. This was extremely helpful for both the advisor and the intern in creating clear expectations and understanding from the start. Also important, however, was the ability to be flexible concerning the work plan.

One of the oft-mentioned drawbacks to having an intern is the erratic schedule of students. Academic work tends to take priority for most students, so it is critical to choose someone whose hours can accommodate project expectations. Similarly, because many positions were part time, several interns had other jobs to supplement income, further complicating task completion during regular work hours.

Interns: Accomplishments

All ten interns who provided feedback felt that they had completed the tasks asked of them. They each had something concrete that was created or updated and expanded, be it a webpage, manual, curriculum, database, economic survey, outreach materials, or film. Most interns worked on several different aspects of a project, and with such a limited amount of time, could only accomplish so much. Basilia felt frustrated, because although she completed the needs assessment for the Latino community in Humboldt County and created new relationships with community organizations, she was not able to see plans for a community garden come to fruition. Chris successfully created the Nevada County Farm Guide, thousands of which have now been distributed. However, he was also working on creating a program for students to intern on local farms, and this piece of the project was not completed by the time the internship ended. For the survey of cross-county advisor assignments, Lance was able to run the statistical analyses and create graphs of the results, but only had time to begin the extensive qualitative analysis.

Due to the scope and ongoing nature of some of the projects, and the time it takes from creation of a document to its actual distribution, some of the projects still require additional editing or analysis, but each advisor recognized the accomplishments of their interns and most felt that they had completed their internship as successfully as possible.

Interns: The Value of the Internship as a Learning Experience

All but one of interns said the internship was a good learning experience. Many mentioned that they were able to gain or hone skills in interviewing, surveying, applied research, and interpersonal communication. Each learned technical skills, and most learned other valuable skills like communication, resourcefulness, and flexibility. The intern who had a difficult experience said she learned that it is best to resolve issues early on in a relationship, otherwise they compound and can affect the project.

Several interns reported that the internship influenced their ideas about career. The two who worked on ranching projects have jobs in that field now. Pamela, who helped create the film about local food systems, learned so much about sustainability and organic farming that she not wants to continue making documentaries, but hopes that future films will focus on sustainability issues as well. While Basilia learned that personal expectations are not always realized, and that the community does not always participate as much as is hoped, she continues to do service work with the Latino community and would love to work for Cooperative Extension in the future.

When asked whether they would do anything differently, only two interns answered in the affirmative. Both responses were about time. One said that her school schedule made it difficult to contact people, as she was in classes during business hours. The other intern said he worked mostly from home, and while he appreciated his advisor's flexibility, he would have tried to find more time to be in the office. The intern who had a disappointing experience felt that she had done all she could to resolve the issues, and did not know what could have been done differently.

Project Results and Impacts

Because this evaluation is a sample of the most recent internship projects, many advisors said that while community impacts are difficult measure at this time, the potential for future impacts is great. Further, some of the selected internships were of an in-office nature, creating educational and outreach documents, rather than interacting with community organizations themselves, so some interns did not have the opportunity to establish community relationships. Those projects that did have interns interact with the community mentioned greater visibility for Cooperative Extension. Even though it is too early for many of the projects to show positive impacts, almost every project was considered a complete success. Three major elements appear to promote project success. These elements are selection of an effective intern, community/stakeholder input, and creation of a tangible product.

Success Element #1: The Best Intern for the Job

As is discussed throughout this evaluation, the competency and maturity of the intern is crucial, not only for a mutually satisfying working relationship, but also because it is integral to the project's successful completion.

Case Study 1

One of the more successful intern/advisor pairings was that of advisor Leigh Johnson and intern Jennie Daniels on "Sustainable Economic Development for California's Coastal Boating Community." Although Jennie was recruited through an online jobsite and had no previous knowledge of the field, she had great communication skills in English and Spanish—a prerequisite for the job. Similarly Jennie had only good things to say about Johnson, calling her an excellent communicator who gave clear instructions outlined in a work plan. She was good about giving feedback and always available for questions. Jennie also learned from Leigh by observing her interaction with colleagues. Too, Johnson viewed Jennie as part of the team, rather than someone who needed daily supervision to stay on track. Clearly, communication skills are key.

Over the years, Johnson has learned what to look for when selecting interns. Says Johnson, "It's important, if you want someone's full attention, to choose somebody who's either well along in their degree, or is on summer break, so they are not too distracted" by or involved in classes, homework and midterms. It is key to ascertain whether they have the time and maturity necessary for the kind of work expected of them. Johnson made sure to hire at the graduate level because graduate students are attuned to the kind of research the project required. Johnson concludes, "If you hire well, interns can provide a tremendous amount of assistance."

Success Element #2: Community/Stakeholder Input

Another ingredient for success for many of these programs was input directly from community members or stakeholders. Assessing the interests and needs of the community is the only sure way to create a relevant and useful project.

Case Study 2

In Santa Cruz County, the Youth garden located near the UCCE Watsonville office seemed to be underutilized. UCCE academics and staff had the idea to expand the garden to include research and education. But how would the community respond? Advisor Lynn Schmitt-McQuitty hired intern Rachel to determine the community's needs and interest toward the garden. Rachel developed survey instruments and interviewed key local stakeholders. These stakeholders were connected to programs that encourage healthy eating and agricultural education. The interviewees discussed how their organizations would use the garden as a resource and how the garden could become part of the culture of the community. This data helped guide the modification of the garden to best meet the needs of the community. Had this needs assessment not occurred, and the UCCE office gone ahead without community collaboration, the garden may not have been what the community needed and consequently, may not have garnered such widespread support.

Successful Element #3: Creation of a Tangible Product

Those projects that produced a product for the community could more readily acknowledge positive impacts. Certainly other projects, such as needs assessments and economic studies have the potential for great impacts, whether they help create services for a specific population, or influence state policy. However, these impacts take years to develop, and although the potential is there, no one can know the eventual outcome. It is simply easier to see results when something tangible is created for the community.

Case Study 3

One of the most successful examples of the creation of a tangible product is the production of the documentary short film, *The Hidden Bounty of Marin*. In Marin County, advisor Ellie Rilla hired Novato Public Access Television intern Pamela to help make the film. Pamela was able to complete all phases of the film during her internship, from setting up the shots to sound and editing. Following the internship, another educational component was added in the form of classroom discussion guides, appropriate for elementary through college students. The film has had several public showings throughout the Bay Area and has educated the public on the importance of local and sustainable food systems. The film is available to view online and is featured on the website GrownInMarin.org. An elementary school teacher is quoted on the website as saying, "The movie is the next best thing to going to the farms and meeting the farmers personally!" Creating such a film gives communities insight into their own food systems, and the film medium lends itself to presenting farmers' stories to public audiences.

As these three case studies illustrate, selection of the intern is hugely important, as is community input and creation of a tangible product. However, it must be reiterated that not every project had direct community interaction or a product that was physically produced for the community, yet all but one internship were considered successful.

CCP's Role: Praise and Suggestions

Advisors Perspective

When asked for suggestions on how to improve the CCP intern program, many advisors had nothing but high praise. They appreciated Dave Campbell's flexible, hands off style and that the funds do not have an expiration date because this allows programs to be more thoughtful and to ensure they are benefiting the community. Most found the money to be adequate, although one advisor said more funds would enable interns to attend conferences. Another expressed a hope for expansion, so that he could have an intern every year.

In terms of things that could be improved, several advisors would appreciate help selecting an intern, be it through a list or personal assistance. Others mentioned that the timeline is awkward, and suggested that the call for proposals should be in the summer, so that interns can be selected at the beginning of the school year. This timeline should be posted on the website and include information about internship criteria, the annual cycle, and any changes that occur. Some wanted longer terms, as projects usually take longer than one internship to complete. Another advisor would like to see a sample of projects sent by email, to gain an understanding of the kinds of projects that are funded. This idea also came up when someone suggested a UC Delivers-type site just for internships. Although current and past internships are listed by title on the CCP website, few seem to be aware of this, or just want more information. Another advisor suggested a gathering of all the interns, so that they have a chance to meet, perhaps as a workshop to write about the internship.

Interns Perspectives

When asked whether they knew that their internship was funded by CCP, six out of eight interns interviewed answered yes. Although one did not know until well into her internship, most were informed during the application and interview process.

Most interns could not think of any ways that CCP could improve, as their internships went smoothly. One intern pointed out that she would not have known about the position if she had not already known her advisor and suggested more publicity. Upon asking for additional thoughts, many interns expressed how much they enjoyed and learned from the internship. They emphasized the importance of having these real-world, hands-on opportunities available.

Appendix 1. Interview Schedule: Interns

- 1) How did you find out about the position and why did you apply?
- 2) What did you hope to gain from the internship?
- 3) Tell me about the project and what kind of work you did? How difficult or easy was it?
- 4) Do you think the project reached its goals? Were you able to accomplish your piece of the project? If not, why not?
- 5) Can you tell me about your relationship with the advisor/supervisor?
 - Was it very interactive or hands-off? (Supportive, neglectful or anything in-between)
 - How much face-to-face time did you have with your supervisor? Was that adequate?
 - Did you consider your supervisor a mentor? If so, tell about the kind of mentoring that took place and what you learned? If not, was this your choice or would you have liked your supervisor to provide more mentoring?
- 6) What did you gain from the internship? What did you learn, if anything?
 - New skills?
 - Wisdom about community development?
 - Influencing ideas about career goals? Have you thought about working for extension?
 - Have you learned any personal/professional skills, knowledge that has been incorporated into your life?
- 7) Is there anything that you would have done differently?
- 8) Can you offer any suggestions about how the program might be improved? Were there any difficulties you encountered that could be handled in a better manner?
- 9) Did you have relationships with anyone else on campus (especially faculty) that gave you support or advice about your work duties, etc.?
- 10) Did you know that the position was funded by CCP?
- 11) Anything else?

Thank you

Appendix 2. Interview Schedule: Advisors

Background Section

- 1) How did you hear about CCP and the internship program? How did the idea for the project come about?

Student Section

- 2) Who was your intern and how were they chosen?
- 3) What work did they do?
- 4) How much time did supervising the intern require?
- 5) Did the student have access to key campus or community resources?

Project Section

- 6) Did the internship impact relationships with community organizations or decision makers? Which ones?
 - Were there products/services produced for them, and if so, what were they?
 - Did the work impact particular community decisions or issues? How?
- 7) What were the results of the project? Successes? Failures? Unanticipated consequences?
- 8) Is there any lasting impact of the project? Are the relationships within the community still sustained? By whom?

Reflection Section

- 9) The next set of questions concerns your thoughts and reflections about what you learned on the project.
 - a) Did the project change the way you think about your work as an advisor? (i.e., new roles, clients, programs, interests)
 - b) Did you discover any needs you have for any kinds of training and support?
 - c) Did you learn anything about managing or mentoring volunteers?
 - d) Any other ways that the internship affected your work as an Advisor?
- 10) What were the main benefits to you of having an intern?
- 11) Were there any drawbacks to having an intern?
- 12) Is there anything you can suggest to improve CCP's internship program?

Follow-up Section

- 13) Have you written a UC Delivers Story about this project?
 - If no, have you written anything else about the project?
 - If we have no record of a formal report: You could write your final report in the form of a UC Delivers Story and send us a copy or alert us when it is posted online.
- 14) Are there any pictures or other artifacts from the internship that we might use on our website?
- 15) Can you give me contact information for your student intern? If not, can you direct me to anyone who can?
- 16) Anything else that you want to add?

Thank you for your time.

Appendix 3. List of CCP Internship Projects 2002-2009 (alphabetically by advisor)

Advisor	Program Name	Year	County
Barrett, Gloria	"Caregiver Training Program"	2002-03	Sacramento
Barrett, Gloria	"Healthy Homes"	2004-05	Sacramento
Barrett, Gloria	"Disaster Preparation for Older Adults"	2006-07	Sacramento
Barry, Sheila	"'Keeping Our Landscapes Working'- Developing Opportunities for Marketing Livestock Products from the Bay Area's Open Spaces"	2002-03	Santa Clara
Borba, John	"Mapping Available Assets for Youth in Kern County"	2007-08	Kern
Bower, Alan	"Humboldt/Del Norte County 4-H Outreach, Capacity Building and Creation of Informational Documents"	2007-08	Humboldt/ Del Norte
Clinehens, Brad	"A Rural Economic Data Bank for Informed Local Decision-Making"	2003-04	Inyo/Mono
Dasher, Steven H.	"Military Mentors for Youth Development"	2008-09	San Diego
Dasher, Steven H. & Bell, Carl	"Fire Recovery and Community Mobilization Partnership"	2004-05	San Diego
Dasher, Steven H. & Manglallan, Sue	"Community Conversations in Youth/Adult Partnerships"	2001-02	San Diego
Desmond, Dan	"Capacity Building in the South Lake Tahoe Latino Community Assessment & Leadership"	2002-03	El Dorado

Desmond, Dan	"Community Mapping & Capacity Building with El Dorado County Youth"	2004-05	El Dorado
Desmond, Dan	"The Growing Connection: Cultivating Food, Connecting Minds, Harvesting Hope"	2005-06	El Dorado
Donohue, Susan	"Identifying the Barriers and Benefits of Using Locally Produced Fresh Produce in Schools"	2004-05	Butte
Elkins, Rachel	"Development of a Workshop Series Curriculum for Local Agricultural Producer and Marketers on Business Fundamentals and Product/Marketing Alternatives"	2002-03	Lake
Elkins, Rachel	"Development of Agricultural Tourism Workshop Series for Local Agricultural Producers and Marketers"	2005-06	Lake
Enfield, Richard	"Exploration of Home-Based Food Microprocessing in CA"	2008-09	San Luis Obispo
Fake, Cindy	"Development of a Train-the-Trainer Curriculum for Community Education in Sustainable Resource Practices"	2001-02	Placer/Nevada
Fake, Cindy	"Placer Ag Futures Project"	2007-08	Placer/Nevada
Faran-Ramirez, Lucretia	"Community Nutrition Education and Mobilization (CNAM) for Parents of Preschoolers"	2005-06	Alameda
Ganthavorn, Chutima	"Corona-Norco Community Children and Weight Coalition"	2002-03	Riverside

Ganthavorn, Chutima	"Planning Health Education for the Hmong and Laotian Community in Rural Riverside County"	2004-05	Riverside
George, Holly	"Building Capacity - Improving Coordination and Connecting the People"	2005-06	Plumas/Sierra
Giraud, Deborah	"Humboldt County Extension Programming - Hispanic Outreach"	2005-06	Humboldt/ Del Norte
Giraud, Deborah	"Report on Hispanic Outreach Efforts for UC Cooperative Extension of Humboldt County, California"	2007-08	Humboldt/ Del Norte
Go, Charles G.	"Best Practices for Outreach and Retention of Middle School Youth in After-School Programs"	2001-02	Alameda
Go, Charles G.	"Alameda County Minors in Prostitution: Pilot Incidence and Coordination Project"	2004-05	Alameda
Go, Charles G.	"Getting Out of 'The Life': A Preliminary Qualitative Study to Inform the Local Community and Effect Public Policy"	2005-06	Alameda
Go, Charles G.	"Why Boys/Young Men in Alameda County are At-Risk: The need for gender specific services"	2007-08	Alameda
Horney, Mark	"Invasive Weeds Archive and Mapping System"	2001-02	Colusa, Glen, Tehama
Ingram, Roger	"Improving the Economic Viability of Agriculture in Placer and Nevada Counties"	2006-07	Placer/Nevada

Johnson, Leigh	"Sustainable Economic Development for California's Coastal Boating Community"	2006-07	San Diego
Johnson, Leigh	"Increasing Effectiveness of UCCE's Cross County Advisors in Surveying California's Communities"	2007-08	San Diego
Kocher, Susie	"Landscape Restoration After the Angora Fire in South Lake Tahoe, CA"	2008-09	El Dorado
Lamp, Cathi	"Development of Two School-based Fruit and Vegetable Stands in Rural Tulare County"	2008-09	Tulare
Larson, Stephanie	"Assessing Community Impact of a Non-lethal Predation Management Program in Marin County"	2001-02	Marin
Larson, Stephanie	"Development of an Economic Plan for Producing, Processing and Distributing Locally Produced Grass Fed Beef"	2003-04	Sonoma
Mahacek, Richard L.	"Mapping Youth Resource Assets in Merced County"	2005-06	Merced
Marzolla, A. Michael	"Agua Pura: Developing Authentic Assessment Tools to Monitor Program Effectiveness"	2002-03	Santa Barbara

Marzolla, A. Michael	"Community Engagement, Leadership Development and Capacity Building for Latino Youth: Agua Pura Los Pescadores Salmon & Steelhead Curriculum Project"	2004-05	Santa Barbara
Marzolla, A. Michael	"Community Engagement, Leadership Development and Capacity Building for Latino Youth: Agua Pura Los Pescadores Salmon & Steelhead Curriculum Project"	2007-08	Santa Barbara
Metz, Diane	"Assessing Food Security in Solano County"	2002-03	Solano
Moncloa, Fe	"Best Practices in Latino Teen Pregnancy Prevention, A Practitioners Handbook"	2004-05	Santa Clara
Moncloa, Fe	"BRIDGES: Building Relationships that are Intercultural and Diverse, Generating Excellence and Synergy"	2006-07	Santa Clara
Murdock, Shelley	"The Role of Young People in Community Decision-Making"	2001-02	Contra Costa
Murdock, Shelley	"Youth Commission Leadership Program: Building Infrastructure"	2008-09	Contra Costa
Murray, Mike	"Developing an Expanded Workforce Capacity in the Community"	2001-02	Colusa, Glen, Tehama
Nader, Glenn	"Beef Management Marketing Alternatives"	2007-08	Butte

Norton, Jay	"Tuolumne County Agriculture and Conservation Inventory"	2003-04	Tuolumne
Paterson, Carole	"Engaging Rural Youth in Civic Governance and Decision-Making"	2003-04	Solano
Pomeroy, Carrie	"Marine Extension Program"	2005-06	Ventura
Rilla, Ellie	"Assessing UCCE Programming & Community Impact"	2004-05	Marin
Rilla, Ellie	"THE HIDDEN BOUNTY OF MARIN: Bringing West Marin's Agriculture "Over the Hill" to Educate the Public about the Importance of Buying and Supporting a Local Food System"	2006-07	Marin
Rilla, Ellie	"Providing Value-added Economic Opportunities Agricultural and Nature-based Tourism to California Farmers and Ranchers"	2008-09	Marin
Rodrigues, Kim	"Integrating Stakeholders into Environmental Monitoring of TMDLs"	2004-05	North Coast and Mountain Region
Salmon, Terrell P.	"Fire History, Fuel Break, Fire Road Mapping and Database Project"	postponed	San Diego
Schmitt-McQuitty, Lynn	"Mapping the Community Assets for Youth Development in Seaside, Monterey County"	2005-06	Monterey
Smith, Dorothy	"Voices for Families"	2003-04	Amador
Surls, Rachel	"Teen Leadership Institute Program Evaluation"	2005-06	Los Angeles

Swanson, Fred H.	"Leveraging of UC Expertise and Expanding the High School Outreach Program"	2008-09	ANR Kearney Research and Extension
Tourte, Laura	"Santa Cruz County Community and Research Garden"	2006-07	Santa Cruz
Tourte, Laura	"Santa Cruz County Community and Research Garden-Phase II"	postponed	Santa Cruz