In 2004, Minnesota Extension shifted from a county based delivery model to a regional/county model (based on club theory). This evolving delivery system encourages much greater regionalization/specialization of Extension field staff. Does the new delivery system increase collaboration between campus specialists and field educators? Does this result in improved program quality, more scholarship, and/or greater public support? These questions are explored here using data from a 2009 survey of Minnesota state extension specialists.

As shown above, regionalization was the tip of the iceberg and complimented by seven other major policies. Details are in “The Minnesota Response” Chapters 3 to 9.

There are more opportunities for Regional Educators and State Specialists.

State Specialists see more collaboration from Regional Educators on various programming aspects.

Conclusions: Regionalization and Specialization of Field Staff Appears to Result in:

- Higher quality programming – (10*)
- More evaluation and scholarship (11*)
- Greater access to specialists (12*)
- Stronger public support for Extension (13*)

Details on the survey questions are in:


Future Multi-state Research Planned

Researchers interested in participating in a national study of the consequences of specialization and regionalization of Extension field staff can contact:

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