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Big Skies, Bold Partnerships: Moving Mountains Together Proceedings of the 2017 CDS-NACDEP Conference

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Proceedings design and editing by Paul Lachapelle and Emilie Drishinski

Editors: Kris Hains, Brian Hains, Paul Lachapelle and Trudy Rice

Contact:

The Community Development Society

229 Gentry Hall

Columbia, MO 65211

www.comm-dev.org

The National Association of Community Development Extension Professionals

140 Island Way, Suite 316

Clearwater Beach, FL 33767 USA

www.nacdep.net

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Overview

These proceedings are the outcome of the 2017 Community Development Society / National Association of Community Development Extension Professionals Conference (CDS-NACDEP) that took place June 11-14 in Big Sky, Montana. Each of these abstracts underwent a double blind peer review in the winter of 2016-17 and lead authors were notified in the spring of 2017 regarding acceptance. This effort represents the first attempt by both of these organizations to provide a systematic and standardized opportunity for the review process as well as a formal documentation of the reviewed materials. Only Abstracts accepted as Session Presentations are provided here; no Poster Abstracts are detailed in this publication.

The abstracts are presented alphabetically by the first author's last name. The Abstract is presented verbatim as it was submitted by the authors. The compilers wish to recognize and acknowledge and many peer reviewers that provided their time and expertise for the review process as well as the many authors who contributed to this effort. We hope you enjoy these proceedings!

Kris Hains, *University of Kentucky*
Bryan Hains, *University of Kentucky*
Paul Lachapelle, *Montana State University*
Trudy Rice, *Kansas State University*
July 13, 2017

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The Role of NGOs in the Empowerment of Marginalized Communities in Nepal

Participatory development is widely seen as a potential means for empowerment of traditionally marginalized communities and democratization of the grassroots. Non-Governmental Organizations (NGOs) - one of the key players in development processes particularly in developing countries- have been instrumental to the institutionalization and practice of participatory development approaches. Both international development agencies such as the World Bank and the United Nations Development Program and critics of conventional centralized, 'top down' development approaches have equally valued and promoted NGOs as efficient instruments for poverty alleviation and for the empowerment of marginalised people through participatory 'bottom-up' development.

However, some scholars have scrutinized participatory approaches and the relationships of NGOs with marginalized communities in development practices. They have pointed out potential risks of strengthening unequal social relationships of power, despite their emphasis on empowerment and inclusion.

This paper explores how the interaction between marginalized communities and NGOs has influenced their inclusion and empowerment. It examines the case of a *Dalit* community which is one of the highly marginalized caste categories in Nepal. Positioned at the bottom of the hierarchical Hindu social organization, *Dalit* peoples are traditionally treated as 'untouchables' and excluded from socio-economic, political, cultural and administrative mainstream of the country. *Dalits* make up nearly 14 percent of total population and constitute the majority of landless laborers and menial workers in rural Nepal.

We unpack complex micro-politics of NGOs and *Dalit* community organizations in community development settings. Particular attention is given to the political implications of external assistance through NGOs to the community so as to examine whether the support fostered community solidarity and the agency of the *Dalits* at local level. The paper elucidates the extent to which externally funded activism fostered through NGOs contributes to the structural transformation of *Dalit* community.

The paper draws on interviews, observations and documentation collected and analysed for my Doctoral thesis. During February-July 2015, detailed personal interviews were conducted with 30 *Dalit* people selected by "snowball" sampling technique in a village of Nawalparasi District in South-Central Nepal. Two focus group discussions were also held with community leaders (7 men and 3 women) and with development workers and NGO executives (5 men and 2 women) working with the *Dalit* community.

The study showed that NGOs have increasingly adopted and promoted participatory approaches and invested resources for the socio-economic development of *Dalits*. However, the equity and empowerment implications of these efforts to the community were limited.

Collaboration of *Dalit* organizations with NGOs provided opportunities for them to access development resources, to engage in networks and to develop leadership. However, NGOs also contributed to the 'professionalization' of community organizations that valued leaders with professional or academic knowledge, rather than with indigenous wisdom. In several instances NGOs advocated on behalf of 'ignorant' *Dalit* peoples and displaced them from collective participation in social struggles against caste-based discrimination and oppression. Interactions of community groups with NGOs led to the co-option of community leaders with the elites turning them into local brokers - a different social category, rather than the active agents to encourage grassroots mobilization for social transformation. The brokers were blamed for capturing most of the benefits of development resources. The community had begun to seek external assistance even for solving minor development problems and to mobilize people for common cause.

These effects, though unintended, contributed to *Dalit* people seeking development aid as passive recipients that reduced dissenting voices against socioeconomic inequalities and discrimination, and weakened community solidarity and the agency. This reproduced unequal power relations and perpetuated the status quo.

The results indicate that in their efforts to empower marginalized people, NGOs promote neoliberal notions of empowerment that focus on individual capacities and needs. The poverty and voicelessness of the marginalized peoples are viewed as an issue of inadequate individual capacity rather than outcomes of a long socio-cultural and historical process of subordination that resulted in reduced power and limited access to resources and opportunities. The individualistic approaches undermine the potential for collective struggles of equity and justice. Local people are encouraged to focus on personal gains rather than the collective welfare. Development programs in neoliberal settings emphasize managerial and technical solutions for the problems of poverty and exclusion diverting attention from collective struggles against socio-cultural and political oppression. This becomes incentive for local leaders being co-opted with the existing power structures, deriving personal benefits rather than mobilizing active citizenry for social transformation. This in effect, limits the scope of community development to economic reductionism, ignoring complex socio-cultural and political barriers for empowerment of the marginalized peoples.

Anakwe, Adaobi

Wilson Majee, Matthew J. Thullen, Laurel Goodman

Community leadership development: Perspectives of graduates of a low-income leadership development program on family relations

Introduction. Community leadership development (CLD) programs are designed to build individual capacity to address challenges associated with poverty at a community-level (Apaliyah, Martin, Gasteyer, Keating, & Pigg, 2012; Pigg, Gasteyer, Martin, Apaliyah, & Keating, 2015). One potential benefit of CLD is that the skills learned in the program for effective, generative community-level engagement may transfer to social relationships not specifically targeted by the program. A primary concept used in CLD that this study underscores is the development of emotional intelligence among low-income program participants. Emotional intelligence (EI) is used in CLD to build interpersonal capacities of participants. Among low-income groups, the stress of living in poverty brings added risk of interpersonal conflict. Poverty negatively affects couples relationships by increasing couple conflict, hostility in couple interactions and reducing warm and supportive behaviors (Conger, Rueter, & Elder Jr, 1999; Conger, et al., 2002). Couple instability, in turn, can impair and disrupt good parenting practices (Chang, & Barrett, 2009; Mooney, Oliver, & Smith, 2009) and choke the motivation to engage in community activities. Because rural families are more likely to be at risk of poverty, which in turn can strain familial relations, programs like community leadership development that can enhance emotional intelligence and collaborative processes among participants may help improve family relations among low-income families.

Despite the considerable literature on benefits of CLD, there is a lack of research on how participants experience the programs and utilize learned skills in real life settings (Gilchrist, & Kyprianou, 2011; Burnage, 2018). No studies have explored the impact of CLD on family relationships. This research was part of a broader evaluation of a low-income CLD program that assessed the impact of a community leadership program on participants' leadership knowledge and skills, and community involvement. The evaluation assessed a) the impact of a community leadership program on participants' leadership knowledge and skills, b) barriers and facilitators to participation in leadership development programs, c) impact of learned skills on community involvement, and d) program curriculum development needs. Drawing mostly on qualitative data this paper explores how members of low-income communities experience and recognize changes in family relationships after participation in a CLD program. It reports on a secondary finding that emerged around impact of learned skills on community involvement.

Methods. Following ethical approval from the University of Missouri Institutional Review Board, mixed-methods data were collected from program graduates from five of the 18 community action agencies in the state of Missouri and one rural site in the state of Illinois. Semi-structured interviews were conducted with 55 CLD program graduates. Surveys were completed by 80 program graduates including the 55 who participated in interviews. All interviews were conducted and recorded by two researchers at places mutually agreed upon with participants. Content analysis and descriptive statistics were used to analyze the data

Findings. Three key themes emerged on graduates' perceptions of the impact of CLD programs: self-awareness and confidence; interpersonal skills, open communication and conflict resolution; and impacts on family relations. Participants reflected a core tenet of the SUL program by identifying the critical role of self-awareness as a trait leaders need for working with others. With improvements in self-confidence/awareness participants were also able to be more cognizant of their connectedness with others both in terms of their impact on others and how others impact them. Beyond the issue of self-others-awareness, data revealed improvements in family relationships as an additional benefit of CLD. Some graduates expressed specifically that the interpersonal perspective they developed in the program had empowered them to be better family members through improved listening, communication, and organizational skills.

Conclusion. Qualitative findings suggest that while CLD programs emphasize the enhancement of individual leadership skills, valuable secondary benefits on familial relations also occur. Quantitative analyses corroborated the perception of graduates on increased leadership development and the improvement in relational knowledge and skills. These findings imply that secondary benefits of leadership training, such as communication skills, knowledge, relationships, can strengthen individuals and improve familial experiences.

Anakwe, Adaobi

Wilson Majee, Karien Jooste, Lydia Aziato,

Keeping Pace: Understanding Youth Engagement in Rural America through Family Structure Lenses

Introduction. Changing family structure is a phenomenon that has become part of the societal fabric. With rapid shifts in the family economy, various family structures have continually emerged such as single parent, cohabiting and blended families. Factors including rural-urban migration, the great recession, lower fertility rates, marrying at older ages

and influx of women into professional employment have contributed to the emergence of new and more complex family types (Cherlin, Cumberworth, Morgan, & Wimer, 2013; Morgan, Cumberworth, & Wimer, 2012). And the more diverse the family, the more likely it is to predict poor relationships and inadequate support structures available for successful youth development (Benoit-Bryan, 2013; Brown, 2010). Understanding the impact these changes have on youth engagement is foundational to developing interventions that will encourage participation in community life.

In America, about 46 % of children are born into intact families i.e. involving a marriage between the heterosexual biological parents of the child (Pew Research Center, 2014). Several studies have shown that children from step, cohabiting and single-parent families are more likely to be disconnected than children from other family forms (Brown, 2010, Halpern-Meekin, & Tach, 2008; Mooney, Oliver, & Smith, 2009). Furthermore, as the family system collapses, youth emerging from these backgrounds are at higher risk of losing valuable inter and intrapersonal social skills (Burns, Collin, Blanchard, De-Freitas, & Lloyd, 2008; Fagan, 1995) thereby having tendencies of secluding themselves from responsible community associations.

Although research and interventions have focused on understanding and mitigating the growing trend of youth disengagement, little has been done to look at the upstream factors (family structural changes) promoting youth disconnectedness in rural communities. This paper reports on views of residents on youth engagement and family structure changes. It specifically aims at a) reporting community member's understanding of the role of family in youth engagement b) identifying current barriers to the inclusion of youth from non-intact families in community activities c) exploring the extent to which changing family structures impacts youth engagement and possible community-based interventions necessary to bootstrap youth engagement

Methods. This study was conducted in Mercer County as part of an on-going three-phased study being conducted in rural Western Cape, South Africa and rural Mid-Western, USA. Following ethical approvals, qualitative data were obtained by conducting in-depth semi-structured interviews with 16 community leaders in Mercer County. Open-ended questions were posed to explore participants' perceptions and experiences around the research topic (Firmin, 2013). During interviews, participant responses that required more information warranted probing questions from the researcher to elicit more in-depth responses. Interviews were transcribed verbatim by an experienced transcriber and the researchers used content analysis to analyze interview data. Data analysis and thematic coding were carried out independently, and one author coded all other interviews using Nvivo 11 software.

Findings. Following data analysis, three main themes around non-intact familial influences contributing to youth disengagement within the community emerged. These were summed up as a) community perceptions on family roles in youth development b) barriers to engaging youth from structurally diverse backgrounds and c) effects of changing family structures on youth engagement. Insights from the study suggest that even though rural communities recognize that youth from structurally diverse homes face situation-specific challenges that make it more difficult to engage in activities; they feel ill-equipped to effectively cater to the core needs of these youth. Consequently, managing disengagement among youth is challenging due to weak social support structures targeted towards youth involvement.

Conclusion. Family is foundational to youth development and changes to its structure can have serious implications for youth. While structural changes within the family of itself may not be a sufficient predictor of youth disengagement, understanding the pathways leading to youth disengagement through the lens of family disconnectedness is beneficial. More effort should therefore be invested in resource-deprived rural areas to create programs that provide avenues for parent-youth interactions.

Anakwe, Adaobi

Wilson Majee, Karien Jooste, Lydia Aziato,

Scars of disengagement: Perspectives on community leadership and youth engagement in rural South Africa

Introduction. Given the emerging global youth disengagement epidemic, anticipated population growth, and the threat of continued rural-urban migration among young adults, recent research has focused on community leadership development and the factors that influence youth engagement at the local level. Studying these practices and factors, especially in rural areas can inform the formulation and implementation of interventions that can bootstrap youth in these communities into mainstream social, learning and employment-related activities. Studies suggest that disengaged youth tend to be less self-reliant, lack sense of purpose, and indulge in activities that are detrimental to their health (Burd-Sharps & Lewis, 2012; Guillén, Roth, Alfaro, A. & Fernández, 2015). Resource-limited communities, particularly in rural communities with high levels of poverty, sparse and declining human population; lower education standards, as well as loss of jobs and economic opportunities (Duncan, 2012; Pigg, Gasteyer, Martin, Apaliyah, & Keating, 2015; Reid, 2010) tend to be disproportionately affected resulting in increased rural urban migration of predominantly young people and an expanded pool of disengaged youth among those that stay (Burd-Sharps and Lewis, 2012; The Economist, 2013). While

there are several interventions to youth disengagement, community leadership development (CLD) is one pathway commonly used to give people skills that allow them to become better contributing members of society (Blanchard, 2012; Pigg et al., 2015).

Drawing on qualitative data this paper explores experiences of rural South Africa communities on community leadership and youth engagement. This paper is part of an ongoing project being conducted in three phases (qualitative exploratory phase, quantitative phase, and intervention phase) in rural South Africa and rural Missouri, USA. It reports part of the findings from the first phase – the exploratory phase in rural South Africa. The paper specifically aims at a) assessing community member's understanding of community leadership, b) identifying current barriers and opportunities for the inclusion and advancement of youth in resource limited communities in leadership roles, and c) identifying potential interventions for promoting the involvement of community members in leadership roles.

Methods. Rural community members in the Western Cape Province of South Africa were the target population. Following ethical approval from the University of Missouri and the University of the Western Cape, qualitative data were collected from 21 community leaders in Genadendal using semi-structured individual interviews and field notes. Open-ended questions were posed to research participants in order to discover their experiences around the topic of interest (Firmin, 2013). All interviews were conducted by one researcher at places mutually agreed upon with participants and all interviews were audio-recorded. An experienced transcriber transcribed all the interviews verbatim. Researchers used content analysis to analyze interview data. First, two researchers compared five audio recordings to transcripts to ensure accuracy. Second, the two researchers analyzed the same five transcripts together and developed and compared codes and notes thereby formulating a general description of the research topic. Third, two of the authors independently coded the rest of the interviews using NVivo 11 software. From this immersion in the data, accurate concepts of what community members perceived as being significant and important emerged.

Findings. Data analysis revealed the following domains: conceptualizations of leadership, current youth behaviors, barriers to youth engagement, youth leadership opportunities and potential solutions. Participants indicated that most youth in their community were disengaged and that community leadership needed to play a more effective role in creating opportunities to engage the youth in leadership and health promoting behaviors. We found that though community leaders had varying views of 'leaders' they all felt community leadership can play an important role in preventing youth disengagement through ensuring that community programs are not only transparent and inclusive of those (the youth in particular) generally left out from the mainstream, but that they provide on-going support for the youth. This reinforces the idea that local leadership should be characterized by shared power and flexibility, allowing young people to have a voice in the allocation of community resources (Ahmad, Silong, & Abbasiyannejad. 2015). Community leaders also felt that evolving social norms, in particular the erosion of family values, was also contributing to the increase in youth disengagement.

Conclusion. Results from this in-depth qualitative study shed light on rural South Africa community members' conceptualization of community leadership and their understanding of the challenges their community faces in engaging younger adults in community activities. In order to prevent the costly scars of youth disengagement, collaboration among community organizations and with those outside should be the main tenet of any community initiative.

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Anderson, Jennifer

Community Foundation and Extension Building Capacity Together: One Community's Story

Introduction. Rural communities are catching on to the concept of philanthropy. While the opportunity to give to favorite charities or specific causes is not new, the notion of community-based giving is growing. Community giving is place-based. It encompasses funds that are created to solely benefit a geographical area and the people living there. An example of community philanthropy, community foundations are typically non-profit organizations that are formed to represent a specific geographic area. They develop or build endowments, much like a community savings account, where the earnings are invested back into the community or region through a granting process. Most importantly, they are overseen by a local board, and can attract both private and public donations. Community Foundations have three foundational goals: asset development, grant making and community leadership. Because community foundations provide a mechanism to secure and manage financial resources for the benefit of a community or geographic location, there is great potential to create and conduct community development efforts. In Montana, the Montana State University Extension Service has developed an extensive, mutually beneficial relationship with local community foundations. This session will showcase one specific example of this partnership and the outcomes and impacts that have been achieved.

Background. In 2007, an unknown family from Nebraska gave the little community of Forsyth, Montana the gift of lifetime: not just money, but an opportunity. "Swede", a long time bachelor cattle rancher who had recently passed away, left his estate up to his extended family in Nebraska. These folks saw an opportunity to honor their uncle by creating a forever legacy. Their gift, \$25,000, came with some small strings attached. The money was tied to a challenge for significantly more funding if the community could match it. In result, the local MSU Extension Agent led the development of the first planning group; which included developing fundraising strategies needed to secure the match as well as implementing the initial strategic planning along with board development. Today, almost 10 years later, the Community Foundation of Northern Rosebud County has generated a permanent endowment of \$400,000. The local Extension Office maintains a strong relationship with the community foundation and most importantly, the Foundation recently met the milestone of investing \$100,000 back into the communities of Northern Rosebud County through its strategic granting process.

Program Design and Description. In a time of crisis, rural Montana communities tend to rise to the occasion. People band together to help neighbors in need, support a specific cause like rebuilding the local swimming pool. Outside of these independent, one-time needs, rural communities are finding it more and more difficult to locate and secure the funding needed to carry out long term necessary community improvement projects. The continual need for funding to create and sustain a thriving community is more elusive. One potential solution that's gaining momentum throughout rural Montana is the development of local community foundations. These permanent endowments provide communities with the tools needed to create and conduct positive community development efforts. Throughout the development of the Community Foundation of Northern Rosebud County, Montana State University Extension has played an integral role. This session will take a more in-depth look at the successes and impacts associated with local, rural community foundation and the role the Extension Service has played throughout. The impact the community foundation is having on the community ten years in and how this partnership and effort could be expanded to other counties and states.

Results. Since its inception, the Community Foundation of Northern Rosebud County has impacted the region in a multitude of ways. The increase in financial capital is the most prevalent, however, further investigation and evaluation show additional positive impacts. The partnership between the local Extension Office and the community foundation has proven to be an extremely viable method for creating, conducting and funding positive community development in rural areas. Implications of the foundation on building community capacity will be discussed and recommendations will be offered regarding how community developers can work to implement similar programs in their regions.

Apaliyah, Godwin

Exploring ways of using Community Arts, Cultural and Heritage businesses to stimulate Rural Community Economic Development

Many rural communities face challenges including declining population, youth retention, and limited economic and social opportunities. Research has documented that rural communities have recognized that the way a community understands itself, celebrates itself, and expresses itself are major contributing factors to its ability to withstand some of the social, economic, and cultural winds of change and transition. Community arts, culture and creative activities can greatly affect the ability of rural communities not only to survive over time, but to thrive, helping to revitalize and diversify the

economic base. The purpose of this project was to examine the ways and means community arts, culture, and heritages are used as a rural social and economic development strategy to revitalize rural communities. A community implementation team was identified to plan and organize a community arts, culture and creative forum. The team identified 9 unique questions and invited key individuals and organizations in the community to attend the forum. Several arts groups including Creative Court House and Anima Viva Arts, as well as educational institutions, local businesses, elected officials and individuals who have interests in the steadily growing creative industry in the community participated in an arts, cultural and heritage forum. Results included a series of new cultural opportunities such as murals, community oriented walking tours of "art", community sculptures, community theater, sporting events "COLOR Downtown", and outreach to local businesses to sponsor different benches. The arts, culture and creative businesses are an opportunity to revitalize the community by attracting tourists and residents to the downtown.

Arseculeratne, Tania

Host Community Perceptions towards Refugees in North Dakota

The study explores perceptions held by North Dakota residents towards refugees and the perceived effects of refugee resettlement on North Dakota communities. An on-line petition was started in North Dakota against future resettlement of refugees. The petition gave signees the option to provide an explanation for supporting the petition. A content analysis of 730 petitioner comments is conducted to identify perceptions held by North Dakota residents towards refugees and the perceived effects of refugee resettlement on North Dakota communities. The analysis is shaped by the Intergroup Threat Theory (ITT). The North Dakota residents perceive refugees as a symbolic threat and a realist threat. The identified symbolic threats include threats directed towards residents' values, beliefs, and worldviews, and realistic threats include threats directed towards residents' resources and well-being. The identified perceived effects include socio-cultural and economic impacts such as change in sense of community, burden on resources, deprivation of resources, and threat to security.

Banyai, Cindy

Participatory Action Evaluation – Innovative ways to bring community voice to design and evaluation

Participatory action evaluation (PAE) applies participatory action research techniques and empowerment evaluation in the pursuit of evaluative data and capacity building. PAE uses non-traditional media such as participatory photography, participatory video, metaphor drawing, dramatic interpretation, or collaborative art in group projects with an evaluative objective. This qualitative approach to evaluation is a collaborative inquiry process implemented through the activities of a group and public exhibition. The presentation illustrates PAE implementation steps, highlights cases employing the method, and makes reference to the fundamental principles guiding the approach.

PAE incorporates ideas from participatory evaluation, empowerment evaluation, and action research. This combination provides for a useful management tool and a beneficial community intervention (Jackson and Kassam 1998: 9; Small 1995: 949).

PAE takes the same perspective as empowerment evaluation when it comes to implementation (Fetterman 2000: 37). In traditional evaluation there is typically an evaluation practitioner: an external expert that instructs and conducts the evaluation. In PAE, however, the convener organizes the evaluation and facilitates its process, acting when necessary as a 'critical friend' or providing technical guidance.

PAE groups move through cycles of action research (Heron and Reason 2006) to come to consensus on how to execute their particular evaluation project. The group decides upon their evaluation framework under their evaluation objective, chooses their preferred mode of communication (i.e. photography, video, logic modeling, dramatic interpretation), and use principles of action research to complete their project. When broader community capacity building is sought a public exhibition is held to continue the evaluation process. Exhibiting PAE outputs includes more participants in the evaluation and expands the community capacity building potential of the project through promoting dialogue between those that attend the exhibition and provides a forum through which the original group participants can demonstrate leadership (Bleiker and Kay, 2007, p. 157; Harper, 2001, p. 16).

The knowledge gained through PAE is not limited to narratives, descriptions or visuals of a particular situation, but includes learning on various levels. The interaction participants have allows for joint learning between them and an exchange of ideas in the re-casting of shared situations and events (Lykes 2006: 273; Mendis-Millard and Reed 2007: 550-551; Vernooy et al. 2003: 24), which provides depth to the evaluation and builds community capacity. Data gathered in PAE can be incorporated into traditional evaluation reports anecdotally, processed using statistical qualitative data analysis techniques, or add visual support to concepts not otherwise easily explained verbally.

PAE contributes to the understanding and contextualization of evaluation objectives and questions, whilst providing benefits and participation incentives to target groups. Data gathered through PAE supports themes found in other evaluation analyses allowing for triangulation and data reassurance. Aside from the supportive quality of this approach, it provides an opportunity to explore community voice and discover hidden truths.

This presentation demonstrates how practitioners can connect the community voice in practical ways to programs and planning through action research and empowerment evaluation. PAE seeks to reduce barriers to participation, including language and power discrepancies, in an attempt display the community perspective, tell their story, and build equitable communities.

Banyai, Cindy

Defining Community Development - Participatory discussion to enhance our field

In 2016 the Board of Directors of the Community Development Society (CDS) decided to join in solidarity with our global partners in community development, the International Association for Community Development (IACD), in supporting a definition of community development. Community development has been defined as "a practice-based profession and an academic discipline that promotes participative democracy, sustainable development, rights, economic opportunity, equality and social justice, through the organisation, education and empowerment of people within their communities, whether these be of locality, identity or interest, in urban and rural settings."

The CDS Board of Directors has accepted this definition to help progress the field and the scholarship, work, and messaging related to it. However, we firmly believe that this is just the first step. This session will be a working session where CDS and National Association of Community Development Extension Professionals (NACDEP) will be engaged in a process to reflect on and refine this global definition of community development.

This session will be facilitated by CDS Vice President of Operations, Cindy Banyai. The process will be focused on a friendly, yet critical, dialogue among practitioners and academics that will incorporate small group work and large group sharing, as well as visual and interactive activities to gather feedback. There will also be an opportunity for participants to weigh-in on the vision for CDS and other practical components of the organization. Data collected from this session will then be analyzed and reported back to the membership for further consideration.

Bengle, Tara

Liz Morrell, Janni Sorensen, Jose Gamez

The Ties that Bind: Connecting Small Scale Action Projects for Long Term Gains

This presentation shares the methods used during a seven-year community-university partnership in which we engaged a low-income neighborhood in multiple action research projects. This commitment eventually culminated with a \$600,000 investment by Mecklenburg County Park and Recreation to construct a new park that opened last year. The neighborhood, Reid Park, first identified the need for a new park in planning documents produced in 1995. An earlier small area plan (1991) documented concerns with the previous neighborhood park, which was described as "secluded and heavily wooded" with "trails and picnic shelters (that) are seldom used because of the park's seclusion and resident's concern with personal security." The deliberate connection of the action research projects, along with several other community building projects, helped direct attention to the inequality in park funding and engaged the neighborhood in developing their own plan for a new park, while organizing the community for action.

Our work with the Reid Park Neighborhood Association began in 2009 with the cross disciplinary Community Planning Workshop, a graduate level Master's course for students enrolled in either the Urban Design or Geography programs at UNC Charlotte. Faculty from the Charlotte Action Research (CHARP) and City.Building.Lab (CBL) collaborate to teach the course. CHARP originated in 2008 and is largely modeled after the East St. Louis Action Research Project. The organization is a partnership between Metropolitan Studies and Extended Academic Programs—the outreach and research arm of the university—and the Department of Geography and Earth Sciences. As a community-university partnership, CHARP integrates teaching, action, and research to push towards a larger agenda of spatial equality. CBL is the engagement branch of the School of Architecture in the College of Arts + Architecture. CBL's mission is to "think and do"—to pursue sustainable urban design strategies as agents of innovative inquiry and positive change. This enables the CBL to both advocate for the design of vital places and to demonstrate how to achieve sustainable cities and communities.

In this presentation, we explore the progression of several action research projects with a single partner over a seven-year period. Action research is a time consuming process that is meant to be responsive to the research needs of communities and organizations while also meeting the needs of research based academic institutions. A new park is an ambitious project that required thoughtful navigation around many of the challenges discussed in the literature (university schedule, funding, power, tenure demands, etc.). A second thread of the community-university partnership literature

research is focused on the outcomes enjoyed by university students and faculty, but minimal attention is given to the community benefits. We discuss our experiences navigating the challenges, but more importantly, we emphasize community benefits in an analysis of outcomes over this multi-year process. This research has implications both for community organizations and university researchers engaged in collaborative partnerships.

Beaulieu, Lionel

Indraneel Kumar

Promoting Regional Economic Innovation: Assessing the Pipeline of Talent Needed by Key

Introduction and Background: The Economic Development Administration, USDA Rural Development and other federal agencies have expanded their investments in regional innovation strategies, especially in rural, high poverty, and economically distressed areas of the country. While local and regional economic development organizations have taken notice, some have struggled in their ability to determine the competitive assets of their region relative to the nation as a whole. Given this challenge, the Purdue Center for Regional Development (PCRD) has developed a typology of 23 industry clusters – one that provides clarity in terms of the mix of industries and services that serve as the key drivers of a region's economy.

Purpose, Type of Analysis, and Implications: Our presentation will highlight PCRD's industry cluster typology and demonstrate its value in assisting regions to discover their current and emerging industry clusters. Furthermore, the PCRD team will unveil its on-going occupation cluster work, one that provides important insights into the education and skills requirements associated with a region's highly competitive industry clusters. By cross-linking industry clusters with occupational clusters, a region can secure more precise information on the talent base and needs of a region's workforce, one that goes beyond the simple use of educational attainment as the key metric of workforce talent (Nolan et al., 2011).

For purposes of this presentation, the authors will provide examples of key clusters that are dominant in different areas of the country (such as the Advance Materials Manufacturing Cluster and the Biomedical/Biotechnology Cluster) and demonstrate the diversity that exist among such clusters when the occupational composition of these clusters are explored. In other words, a biomedical/biotech cluster located in one region of the country may be dominated by high skilled workers while it might be dominated by middle skill workers were in located in a different part of the country. While they both have the same designation in terms of their industry cluster label, it is the occupation requirements of the cluster that may vary from region to region.

Equipped with this information, a region can make smart decisions as to the pertinent mix of occupations that can undergird the sustainability and growth of their key industry clusters. Furthermore, such analysis can prove fruitful in guiding the workforce development initiatives of community/technical colleges and the Workforce Innovation and Opportunity Boards, both whose responsibility is to address the talent needs of their regions.

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Beyea, Wayne

Myra Moss, Kara Salazar

Credentialing Local Planning Officials: Master Citizen Planner Program can work in your state

Introduction. In American democracy, planning and zoning decisions are largely conducted at the local level (Cullingworth & Caves, 2009). It is estimated that over 500,000 elected officials and a greater number of appointed officials nationwide are charged with making important land use decisions. Yet, it is common for planning officials to be appointed with no prior background and little understanding or training in land use.

Background Information. In response to this situation, adult education programs that train elected and appointed officials are gaining momentum, with five states mandating training for officials that serve on boards and commissions and dozens of other states providing basic training (Samson, 2008). In addition, the increasing complexity of local land use planning including topics such climate adaptation, resiliency planning and placemaking require the attention of volunteer planning officials that struggle just to meet the basic responsibilities of their appointed planning duties.

Program Design & Description. To address these concerns the USDA eXtension, Planning and Zoning Community of Practice, comprised of land use educators from land grants throughout the U.S., partnered with Michigan State University to launch the American Citizen Planner (ACP) program and the Master Citizen Planner credential. The Master Citizen Planner program is comprised of an online course (ACP 101, ACP 201) and online exam leading to the Master Citizen Planner Credential.

Results. Recent studies have documented the clear impact of continuing education among planning officials with Extension led training programs (Beyea et al, 2015). Graduates from the Michigan based program have demonstrated

their ability to facilitate and lead sustained planning efforts in their respective communities. Literature on sustained public participation in urban planning suggests it's important to involve stakeholders "early, often and be on-going." (Woondolleck and Yaffee, 2000, 103)

Conclusions/Implications for Practice. Overall, this session will highlight the trends and impacts of adult education programs for planning officials. The session will use the American Citizen Planner program as a model for state collaboration with an extension led training and credentialing program available nationally through eXtension, part of the national Cooperative Extension system. In addition, the session will highlight how one Extension Community of Practice is using online technology and cross-state collaboration to solve local problems.

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Bletscher, Caitlin

No Partnerships without Intersections: Addressing the importance of intersectionality of community development work through an Extension/refugee partnership case study

Introduction. Intersectionality was coined by Kimberle Crenshaw in 1989 as an "activity aimed at intersectionable, sustainable social justice outcomes" (Mann, 2012, p. 11). This approach acknowledges that gender, race, class, ethnicity, sexuality, and nationality form interdependent systems of power that continuously shape lives (Collins, 2006; McCall, 2005). Intersectionality rejects the narrow and separate categories and has instead voiced the need to analyze how categories intersect among one another symbolically and in practice (Hovorka, 2012). Moving forward, without looking through an intersectional lens, Cooperative Extension Services (CES) runs the risk of discriminating and creating power relations (whether intentionally or not) among the populations it seeks to serve.

Previous Literature. The need to address this theoretical perspective stems from the serious lack of literature of intersectionality within CES and the field of agriculture and natural resources. Some literature emphasizes this approach in consideration of community development initiatives by Extension and community development practitioners, with a significant highlight on gender. For example, Trauger and colleagues (2008) examined how intersectionality provides a lens for CES to develop educational programs for women in agriculture that meets their needs and appeals to them from relevant subject positions. They addressed how, at different times, women may prioritize different aspects of their identities in relation to others. These identities rarely remain fixed, shaped their engagement with agriculture, how they perceived themselves as women farmers and others, as well as defined women's positions in agriculture (Trauger, et al., 2008). Many other examples emphasize this lens in consideration of community development initiatives within the agricultural and natural resource industry.

Refugee Case Study. An intersectional theoretical framework was utilized during a mixed methods study that explored the social connectedness of Iraqi, Burmese, Congolese, and Somali refugees and their perceptions of well-being and belongingness in the state of Florida. The results of the study provided recommendations for CES professionals to develop more intercultural competency, create a foundation for how to increase access to educational and social resources; and establish a framework for better understanding refugee social and cultural identities among US host communities. Intersectionality was specifically addressed by taking into account and analyzing both systemic and individual indicators that lead to successful refugee integration and enhanced well-being into the United States. Addressed in this study were categories of age, gender, language, ethnicities, education, length of time in the US, housing structure, and access to and use of technology. Results of the study conclude that individual indicators on refugee well-being were involved in an interdependent, connected process.

Discussion and Recommendations. In this case study, by not considering the many identities of refugees, CES would not only discredit where refugees are placed in their social networks, but would also possibly lose opportunities to best address their needs as well as perpetuating oppressive systems. For example, the need arose to develop entrepreneurship and leadership training for female refugees. However, if existing Extension entrepreneurship programming were utilized with this population, without considering the vast role of refugee women, the program would be unsuccessful and could potentially continue to draw refugee women into further forms of oppression and isolation. Instead, not only must gender be taken into account, but also ethnicity, marital status, religion, age, and economic status. Accordingly, CES should target its programming to address the specific needs of women in their program, acknowledging the many identities they hold.

How? Considering the provided example, if CES decided to target young, refugee Iraqi Muslim women for entrepreneurship training, personnel should first create a safe space. Program gatherings could be held in a female Iraqi Muslim refugee's home, considering the overwhelming amount of discrimination and racism. Additionally, personnel should acknowledge their religious identity by wearing a burka or hijab to program meetings. Depending on marital status, different protocols should take place; results conclude that it would be offensive to meet with married Muslim women without their husband's knowledge, consent, and presence. Moreover, it becomes essential to consider the lack of access to resources that may prohibit participation and perpetuation isolation or oppression (transportation, day care services, employment, etc.).

Similar examples could be drawn across the various intersecting categories identified in this study. CES has voiced to serve "people throughout the country – to farmers and other residents of rural communities as well as people living in urban areas" (USDA, 2016, para. 1) – this audience is vast and diverse. However, without addressing the intersectionality of these populations, CES and community development practitioners run the risk of perpetuating social injustice among a group of individuals already vulnerable and marginalized by society.

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Borgman, Mariel

Kaitlin Wojciak, Garrett Ziegler

Making Michigan Recipes Work: Culinary Skills and Menu Planning Training for School Nutrition Professionals

Introduction. Developing robust community food systems calls for cross-sector partnerships and capacity-building within institutions that have significant buying power. K-12 schools serve millions of meals per day across Michigan, and thus have a significant economic impact when they switch to purchasing practices that support Michigan producers. This project addresses one set of barriers to increasing institutional foodservice procurement of Michigan produce: food safety, kitchen production, and menu planning skills. Michigan State University (MSU) Extension is the lead organization on this project, and worked in partnership with Michigan Farm to Institution Network through the MSU Center for Regional Food Systems, School Nutrition Association of Michigan, Michigan Department of Education, a variety of specialty crop stakeholders, state and regional agencies to develop and implement this training designed to increase institutional use of Michigan produce.

Background Information. Fresh produce usage and scratch cooking in institutional food programs has advanced over the last several years as a result of increased attention, promotion and education. The Michigan Farm to Institution Network, MSU Center for Regional Food Systems' Michigan Farm to School program, MSU Extension and several groups throughout the state have assisted in elevating awareness around increasing the use of Michigan foods in institutional foodservice programs. Despite the gains and enthusiasm, significant barriers to incorporating Michigan specialty crops into institutional menus and food programs remain, and actual sales of Michigan foods to institutions are not yet approaching potential sales. The Michigan Good Food Charter includes a goal that all Michigan institutions will source 20% of their products locally by the year 2020. The Making Michigan Recipes Work training equips school nutrition staff with the skills needed to increase local purchasing efforts to meet this statewide goal.

Program Design and Description. Funded through the USDA Specialty Crop Block Grant Program, an applied learning curriculum was delivered through a pilot of five regional trainings to help food service professionals increase knowledge and skills to handle and prepare whole, fresh, seasonal Michigan foods and ultimately increase institutional use of Michigan agricultural products. The curriculum features a variety of multimedia resources specific to Michigan, including videos, guides and tip sheets. These resources are publicly available online. The project's main goals are to increase the knowledge and skills of food service staff to use Michigan specialty crops and to increase the volume of specialty crops that institutions are purchasing. Both outcomes are to be measured with survey tools. Measures of project

success include a combination of the quantitative results of the survey and qualitative feedback from participants and specialty crop stakeholders about observed changes.

Results. Eighty-seven individuals attended the pilot trainings, and initial evaluation results show that participants increased their skills and plan to use the learned skills in their jobs. Analysis of the results from the first pilot training session revealed an average of 2.1 new pieces of information learned and an average of 3 new skills gained. Final results from the entire pilot phase will be available and shared during the conference.

Bowen, Becky

Susan Jakes, Stacey McCullough, Amanda Perez, Stephen Brown, Chance McDavid, Stephan Goetz

Introduction: Local food systems are an important area of study in community development. The Local Food Resource Mapping project involves a 2-part research study on the local food systems of six states. Presentation attendees will learn about the results of the study and further research plans in a few of the states and then participate in a brief dialogue about how this work and the understandings from the research might be useful in their community development work.

Background Information: USDA's Agricultural Marketing Service (AMS) is seeking to develop a web-enabled public directory and map to provide a comprehensive picture of the local food system in each state. Six states were selected to be part of a pilot project (Alaska, Arkansas, Arizona, Kentucky, Mississippi, and North Carolina), which was led by the Northeast Regional Center for Rural Development at Penn State University. The main goal of the 2016 Local Foods Resource Mapping Project (LFRM) was to equip novices in farming and local food marketing, as well as experienced farmers who seek to diversify their crops and marketing options, with the tools they need to more easily navigate the maze of existing information and resources as well as find the practical information they need to move ahead effectively in developing a sound business and marketing plan.

Output of the LFRM Project was determined by the six states as: "Providing user friendly data resources needed to guide investments that can strengthen a regional food system, including the types and levels of information emerging food system entrepreneurs will need to objectively identify the assets and challenges of a proposed food-related venture, the resources needed to launch such venture, and the likelihood of its long-term success."

Research Methods: Extension in each of the six states conducted the LFRM project on behalf of the Agricultural Marketing Service. This study was conducted in two parts. The first part of the study involved a focus group process. Each state was permitted to take a different approach to the focus group process and could hold as many focus groups as they determined appropriate to obtain the desired information. However, certain key questions were mandated for each state. The purpose of the focus group process was to determine the condition of the local food system in one or more regions in each state as well as provide feedback on the value of a series of maps of the region which locate local food assets and resources currently available in the region. The second part of the study involved the completion of an online questionnaire by producers, processors, institutional buyers, and other participants in the regional food systems identified by each state.

Suggested focus group participants included at least 2-3 producers (growers of perishable locally grown foods, horticulture, meat and dairy), and 1 representative from each of the following components of the regional food system:

- o Buyers – for profit (representing direct, intermediated, and institutional markets, including independent/small regional chains and large grocery chains, independent and chain restaurants)
- o Buyers – not for profit (including public school food service, public and private university food service, hospital/health care)
- o Technical assistance providers
- o "Systems people" (regional economic developers)
- o Transporters/Distributors/Warehousing/Cold Storage (including food hubs, co-packers)
- o Processors/Value-added Producers (focus on perishable items)
- o Actors or Individuals/Businesses involved in infrastructure development, marketing, branding
- o Food Waste Enterprises

Results and Conclusions: By identifying opportunities to fill gaps in infrastructure and solve related barriers, the information gathered through the LFRM project is intended to be used for purposes of:

- Market research
- Economic and business development
- Creating linkages between businesses
- Policy development
- Curriculum development

Potential food businesses, no matter where they fall in the local food system (production, processing, distribution, consumption, waste), as well as those who provide institutional support, will benefit from the LFRM Project because of its up-to-date collection of both perspective and data. Entrepreneurs and technical assistance providers who assess the viability of a proposed food venture or help design the business plan for such venture, as well as investors and lenders to the proposed venture, will also find the data useful.

Impacts of the focus groups to date include increased awareness of regional food system stakeholders; new partnerships among government agencies, NGOs, and Extension Community Development specialists; and strategy sessions surrounding entrepreneurial and small business opportunities within the regional food systems.

Bowen, Becky

Susan Jakes, Joanna Lelekacs, Duarte Morais

Fork2Farmer Building Synergistic Relationships between Chefs, Farmers, Extension, Tourism Marketing, and Economic Development

Introduction: In working with agritourism microentrepreneurs and celebrated farm to table chefs in our state, we have learned that many chefs care deeply about the welfare of the select farmers who supply them with fresh ingredients. They know that their restaurants' success, as well as the economic health of the community they serve, depends on the viability of the farms from whom they source. The "Fork2Farmer" project was born to examine and celebrate the mutually beneficial partnership between the chef and the farmer, as well as its impact on the community they both call home.

This presentation will introduce participants to the Fork2Farmer process, including how to engage chefs, farmers, Extension and tourism stakeholders to collaborate on critical marketing and training tools that improve the public's farm visit experience, increase farm visit and direct on farm sales revenue for participating farmers, and build the connection between agriculture and community development.

Background Information: The "Fork2Farmer" concept emerged from the cross-pollination of ideas between community economic development, local foods, and tourism Extension specialists in our state. Accepting that widespread public interest in local foods is undeniable, this university team also recognized, however, that the proportion of the population who visits farms for leisure is very small. The challenge, therefore, was how to capitalize on the public's support of local foods, as demonstrated by their patronage of farm to table restaurants, in such a way as would more directly benefit the farmers who supply those restaurants. Because our tourism Extension work with small farms across the state has revealed that many small farmers report high interest in receiving visitors as a strategy to earn additional income from the visit, marketing farm visits through farm to table restaurants seemed like the logical next step.

The Fork2Farmer project leverages the high visibility of celebrated chefs to raise public interest in visiting and buying products from local farmers. A key component of the project is documenting collaborative relationships between select chefs and the farmers who supply them. We create videos that highlight these relationships in order to increase public awareness of these vital connections and facilitate a direct market channel, and our tourism retailer partner encourages event partnerships between farmer and chef (e.g. farm visit followed by restaurant meal with farm partner products on the menu). In addition, the project catalyzes collaborative partnerships across various county sectors to enable small town development that is well aligned with the growing sustainable agriculture and local foods movement.

Program Design and Description: We are developing a docu-series consisting of a set of short (3-4 minute) professionally produced videos highlighting Fork2Farmer partnerships in locations across the state. The various stakeholders involved in this project (e.g., Tourism Extension, county tourism and visitors bureaus, tourism retailers) showcase these videos to the public in their own video channel, social media platforms, and website.

Integral to the success of this project is gaining local support for the effort. We require each county's tourism development authority to invest a minimum of \$2,000 in the project and to commit to active promotion of Fork2Farmer experiences.

The Fork2Farmer project aims to convert increased public interest in actual farm visits to on farm experiences and direct product sales by mentoring farmers on how to offer visits in partnership with restaurants and through tourism web-marketplaces. Currently we are partnering with a tourism retailer, People 1st Tourism, who sells agritourism experiences and planning events combining the farm experiences and restaurant meals. Fork2Farmer also plans to train farmers on how to sell experiences through this and other tourism retailers.

Results and Conclusions: In light of the encouraging early feedback from the pilot development of the project, we are now beginning to collect baseline data on the farmers' agritourism self-efficacy and on their revenues from farm visits and related direct product sales so that we can monitor project impact on these critical indicators. Early program impacts show increased partnership between tourism and Extension offices in pilot counties collaborating both to generate the necessary funds and involve small farms in the local food and tourism economies. Additionally, the creative process

curated by the Fork2Farmer lead team has unearthed unique angles on each of the featured partnerships that can be leveraged to build the community development narrative around a healthy farm to community relationship. In time, we expect that restaurant customers will see the value of making a short drive around the area not only to visit local farms, but also to eat a meal, etc. leaving behind additional economic benefits in the community.

Bowen Ellzey, Nancy

Eric Romich, David Civittolo

Energize Job Retention: Energy Management Strategies as a Component of Business Retention and Expansion Programs

Abstract: Business Retention and Expansion (BRE) programs are designed to engage local businesses and assess opportunities and challenges as a means of retaining and expanding existing businesses in a community. While most BRE programs today follow a similar process, they have evolved over time. According to Morse (1990), "unlike the informal, unstructured predecessor programs used by communities in the 1960s and 1970s, current R&E programs are more sophisticated and structured (p.545)." This evolution has continued through the 1990s and 2000s, as BRE programs continue to leverage new resources and strategies such as web based survey platforms that provide quicker data collection and analysis. Furthermore, through modern-day networking, local BRE programs are likely more connected than in the past and may be able to leverage new resources to establish collaborative efforts that provide critical training and technical assistance to address the ever-changing complex issues facing local businesses.

Energy is a complex, yet essential element to business attraction, development and growth. Many communities promote their existing utility infrastructure, capacity, reliability, and cost as a critical component to their business attraction strategies during the site selection process. While the practice of promoting a community's existing resources is widely used, fewer development practitioners offer tools to help businesses develop energy management strategies after they're located in the community.

This presentation builds upon previous BRE discussions (Morse, 1990; Smith, Morse and Lobao, 1992; Loveridge and Smith, 1992; and Davis, 2012) and outlines a process by which current business energy management strategies can be integrated into existing BRE programs to support local business development. First, we will illustrate energy trends and the drivers that influence energy cost as a growing concern for many businesses as a critical operating expense. Second, we will provide a summary of the BRE process and describe how a targeted approach to energy management education can support local objectives of business retention and growth. We will use a case study analysis to catalog three examples of energy management practices from diverse business sectors, with demonstrated success. Finally, we will provide recommendations for future data collection procedures using a basic BRE survey and suggest energy education strategies for future programs.

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Brown, Laura

The Connecticut Trail Census: piloting a statewide volunteer based data collection program on multi-use trails

Abstract: Like many states around the country, Connecticut faces serious transportation challenges. The state's road and rail infrastructure is aging and car based commute times are increasing. A recent report noted that each year, drivers spend up to one work-week just sitting in traffic, costing nearly \$1.6 billion in lost time and fuel. Answering a growing demand from the young workforce for alternatives to car based transportation as well as the potential improvements to public health and community quality of life, the state has vowed to invest billions of dollars in infrastructure, including \$100 million during the five-year ramp period on pedestrian and bicycle paths¹.

¹ LetsGoCT. Connecticut's Bold Vision for a Transportation Future. (2015). Retrieved November 15, 2016 at http://www.governor.ct.gov/malloy/lib/malloy/2015.02.18_CTDOT_30_YR_Vision.pdf

Many bicycle and pedestrian pathways already exist in the state of Connecticut and advocates at the local and state level promote these paths based on their purported transportation, economic or public health benefits. Experiences from other states, and Connecticut, have demonstrated potential for such benefits² but few trails in the state of Connecticut regularly collect data from trail users to justify the claims. The Connecticut Trail Census (CTTC) was developed as an answer to this data gap and is based on a pilot study conducted in 2016 on completed sections of the proposed Naugatuck Valley Greenway, a 44 mile multi-use trail³.

The Connecticut Trail Census (CTTC) is a statewide volunteer data collection program being piloted in 2017-2018 on twelve multi-use (bicycle/pedestrian trails) trails throughout the state of Connecticut. The goals of the Connecticut Trail Census are: to understand when, who, how, and why people make use of Connecticut's multi-use trails, to obtain multi-year information about trail use, user demographics, economic impacts, health impacts and trail amenities for identification of patterns and trends, to educate trail user groups, administrators, state and local government agencies, and the general public about trails and their impacts, to promote active citizen participation in monitoring and advocating for trails, and encourage sound trail building and maintenance programs based on data. The Census involves a trail user intercept survey as well as infrared user counts on twelve multi-use trail sites throughout the state of Connecticut.

The project is funded by the Department of Energy and Environmental Protection Recreational Trails Program and project partners include the University of Connecticut-Extension, the CT State Greenways Council and the Naugatuck Valley Council of Governments.

Unlike other trail research projects, the Connecticut Trail Census will employ a volunteer based data collection model. Volunteers recruited from trail advocacy and user groups from around the state will participate in training to learn to uniform methods for collecting intercept survey data and maintaining infrared counters. Intercept surveys were chosen because they have been shown to be a reliable research instrument for collecting information about trail use (Troped, Whitcomb, Hutto, Reed, & Hooker, 2009)⁴. Questions include user perceptions of the trail, trail use, health impacts, and expenditures related to the trail. The overall design of the survey and intercept methods were based on count and survey protocols developed by the National Bicycle and Pedestrian Data Project, a survey effort sponsored by the Institute of Transportation Engineers Pedestrian and Bicycle Council.

This presentation will provide an overview of the CTTC as a community and economic development initiative, reflections on the innovative volunteer based data collection format, and engage participants in a discussion about potential empirical research and uses of longitudinal trail user data. Because this project includes elements of volunteer management, public health, economic development and urban planning, the project structure and lessons learned may be valuable to a wide range of community development practitioners and researchers.

Burbaugh, Bradley

Eric Kaufman,

Leadership Development: An Exploration of Common and Influential Approaches

Introduction: Leadership development programs serve as a mechanism to develop the leadership capacity of individuals and communities (Van Velsor, McCauley, & Ruderman, 2010). The *development* of these individuals is influenced by the sources of learning embedded in the leadership program. These learning approaches differ in their potential contribution to development (Conger, 1992; Day, 2000). As such, considerable time has been devoted to understanding the outcomes of leadership development, but little time has been dedicated to understanding the influence of different learning approaches on program participants' development. The purpose of this study was to explore common leadership development approaches, the influence of each approach on development, and the intensity at which each approach was experienced by alumni from 15 statewide leadership development programs.

Literature Review: Conger (1992) categorizes leadership development into four primary approaches: conceptual understanding, personal growth, skill building, and feedback. Building on this work, Allen and Hartman (2008a, 2008b) identified the learning activities that best align with each approach (see Table 1). It is likely that most leadership development programs use multiple sources of learning and approaches to accomplish their objectives "because no single approach is appropriate at all times" (Allan & Hartman, 2008a, p. 85). Thus, understanding the efficacy of each approach can inform the development of future leadership programs.

² Brown, L. and J. McDonald. (2015). Literature Review on the Impacts of Multi-Use Trails. Accessible at <http://communities.extension.uconn.edu/2015/10/08/new-literature-review-of-economic-impact-of-multi-use-trails/>

³ Budris, A. M. Nielsen, F. Carstensen, P. Gunther, and L. Brown. (2016). Projecting the Economic Benefits of the Naugatuck River Greenway. Unpublished draft. Information available at <http://communities.extension.uconn.edu/trails/naugatuck-river-greenway-project/>

⁴ Troped, P. J., Whitcomb, H. A., Hutto, B., Reed, J. A., & Hooker, S. P. (2009). Reliability of a brief intercept survey for trail use behaviors. *Journal of Physical Activity & Health*, 6(6), 775-780.

Table 1

Leadership development approaches and corresponding sources of learning^{1,2}

Leadership Approach	Common Sources of Learning
Conceptual Understanding	Case studies Lectures Tours E-learning Classroom-based training Researching leadership topics Small group discussion
Feedback	360 Feedback Coaching Assessments and instruments Audio or video feedback
Personal Growth	Written reflections Group reflection Service learning Networking Team building activities
Skill Building	Ropes or team courses Icebreakers Games Role playing activities Group or individual presentations Group projects

¹Adapted from Conger (1992) and Allen & Hartman (2008a, 2008b, 2009).

²This is an abbreviated list of the 32 sources of learning.

Research Methods: This descriptive study, conducted in spring 2015, employed a survey research design. Alumni of 15 statewide leadership development programs were purposively selected for this study. Data collection procedures were guided by the *tailored design method* (Dillman, Smyth, & Christian, 2009). A researcher-developed survey was used to gather data electronically using Qualtrics™ and the response rate was 29% ($n = 231$). The questionnaire prompted respondents to select each source of learning ($n = 32$) they experienced, these sources were then grouped according to their corresponding approaches. Participants subsequently indicated how influential each approach was in their development using a five-point Likert scale (1 = "not at all influential" to 4 = "extremely influential"). Participants then reported the percentage of time devoted to each approach during their two-year program.

Results: The most common sources of learning were tours (99%), lectures (97%), networking (97%), small group discussion (97%), and team building activities (94%). The least common sources of learning were E-learning (18%), researching leadership topics (45%), audio or video feedback (46%) and coaching (48%).

The most influential approach was personal growth ($M = 3.01$, $SD = .84$), followed by skill building, conceptual understanding, and feedback ($M = 2.64$, $SD = .98$). The most amount of time was devoted to the conceptual understanding approach (55%), followed by personal growth (27%), skill building (23%), and feedback (20%) approaches.

Conclusions/Implications: The vast majority of leadership programs in this study use a combination of approaches to develop the leadership capacity of participants. A finding supported by Allen and Hartman (2008a) who concluded that each approach is essential for effective leadership development. In terms of practice it is likely that a variety of approaches yields the best results and addresses the needs of multiple learning modalities.

Personal growth and skill building were identified as the most influential developmental approaches. These approaches are characterized by collaborative learning, social interaction, and group work. Allen and Hartman (2009) also found a preference for these approaches among participants in a college-based leadership program. These approaches provide opportunities for program participants to develop skills that help them relate to others, build

commitments, and develop extended social networks, all of which have been described as important leadership skills (Day, 2000). As such, these approaches provide opportunities for participants to practice the real work of leaders.

The most amount of time in these programs is spent on one of the least influential approaches (e.g., conceptual understanding), and more time is spent on this approach than the two most influential approaches combined. In terms of practice, conceptual understanding was not efficacious. As such, the focus on this approach should be decreased and the focus on personal growth and skill building should be elevated.

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Burkhart-Kriesel, Cheryl

Peggy Schlechter

Don't Overlook the Obvious: Partnering for Exceptional Clientele Service

Introduction: If you work with people, service is a part of your job. They may be called clientele in the non-profit world or customers in the for-profit business sector but regardless of their titles they are an important aspect of the work environment. Service delivery is a topic often discussed in business but it can be overlooked by a wide range of non-profits. It is very easy for organizations to be consumed by what they delivering, the content or program, and overlook how the message is being delivered or the service component. Both are important and both must work together to reach the optimum result and ultimately, community vitality.

This presentation will highlight how faculty members from two Extension systems, South Dakota and Nebraska, partnered to create an educational opportunity focusing on improved internal service delivery within their organizations. Participants in the proposed 40 minute session will better understand the linkages between the employer's role in providing service tools and training to employees, service quality, and ultimately customer/clientele loyalty and employee productivity and retention. There will be an overview of the material that was presented and a discussion on why particular aspects of service delivery were highlighted. In addition, participants will experience a "show and tell" of service tools, some traditional and some technology based, that can be easily replicated across a variety of organizations.

Background Information: *Putting the Service-Profit Chain to Work* (Heskett, Jones, Loveman, Sasser Jr. & Schlesinger, 2000), clearly outlines the relationship between internal service quality, employee satisfaction, customer satisfaction/loyalty and employee productivity and retention. This model provided the overarching framework for the program that was slightly modified for the non-profit sector.

Extension has often looked at clientele satisfaction through the lens of meeting the content needs of the clientele. (Radhakrishna, 2002). Service quality is frequently defined as providing the most current and accurate information (Terry & Israel, 2004). Occasionally, as indicated in a review of Journal of Extension citations, the actual service delivery is also lifted up and acknowledged as an important factor. (Rennekamp, et. al, 2001; Anaza, et. al, 2012). It can appear that Extension systems, along with other non-profits, assume that current as well as new hires know how to deliver service to their audiences. But with changes in staffing patterns and the associated expanded roles and responsibilities within these new patterns, assumptions should not go unchecked.

Program Design & Description: The program was designed to look at service delivery from: 1) what an individual can bring to the delivery through their personal service actions and attitudes, and 2) what the larger organization can do to help foster consistency and teamwork (Farrell, & Perkins, 1995). One unique challenge was the need to provide clientele assistance and resources in so many areas – from agronomy to community development to livestock production to family financial management.

The program highlighted a variety of service techniques and processes that are often used in business and discussed ways that some of them could be expanded or modified to fit the non-profits. Instructors also incorporated elements from the Disney Quality Service Institute into the discussion to offer new insights.

Results: Within the two state region aspects of the program have been shared with a statewide group of county office managers, a select business office cohort, a statewide gathering of all Extension staff and faculty covering all subject matter areas, and a youth-focused group of Educators. With each entity the participants self-identified service behaviors they needed to strengthen, modify or add to more effectively meet the needs of the people they were serving. These behaviors were written down by the participants and later posted in their offices as reminders. In addition, participants were encouraged to take the discussion back to their local office settings and initiate changes in processes that would support their new service behaviors. Referral guides to subject matter questions and regional networking days to help faculty and staff improve their internal referrals have been discussed as part of this effort.

Conclusions/Implications & Recommendations for Practice: Service delivery is an important component in both the private for-profit business sector and public non-profit arena. Non-profits often assume they are delivering good service but that assumption may be unfounded. Institutional changes impact service delivery and increasing professional expectations can impact faculty and staff's motivation to deliver service. Training that includes candid conversations about how to deliver good clientele service are needed and easily implemented in organizations that acknowledge the continued need for both clientele loyalty and employee retention.

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Burney, Shaheer

Alison Davis

The Role of Local Governments in Entrepreneurial Development

Introduction: A robust entrepreneurial environment is vital for the development of an economy. Startups and small businesses constitute an astonishingly high proportion of total economic activity in the United States. In 2014, establishments with less than 20 employees comprised about 86% of total establishments in the United States⁵. Entrepreneurship also has potential to eliminate poverty as researchers have identified dissatisfaction with current standard of living as one of the motivations for starting a business. However, despite their efforts local governments in Kentucky have had mixed success in promoting entrepreneurship. One reason is the discrepancy in the perception of local governments' support for entrepreneurship between entrepreneurs and non-entrepreneurs. While the sentiment of the community may be overwhelmingly positive, it might be driven by residents with no prior entrepreneurship experience and no plan to initiate the startup process. As a result, government's efforts to promote entrepreneurship might be impaired by incomplete or inaccurate knowledge. Furthermore, a negative view of government support might discourage individuals with entrepreneurial intent from engaging in new venture creation. In this study, we provide evidence from Kentucky on perceptions of local government's support of entrepreneurship while emphasizing the differences between entrepreneurs and non-entrepreneurs.

Methodology: We estimate the following empirical model to explore the relationship specified above:

$$gov_{gi} = \delta entpr_i + \gamma urban_c + \tau X_i (+\omega E_i \text{ if } entpr = 1) + \varepsilon_{gi}$$

where gov_{gi} is a vector of three measures of government perception g for each individual i . The independent variables of interest are $entpr_i$ and $urban_c$ which are binary variables that measure whether respondent i is an entrepreneur and whether s/he lives in an urban county c , respectively. X_i is a vector of individual and household demographics that

⁵ United States Census Bureau. (2014). *County Business Patterns* [Data File]. Retrieved from <http://censtats.census.gov/cgi-bin/cbnpa/cbsect.pl>

include the respondent's gender, race, education, age, employment status, and household income. E_i is a vector of attributes of entrepreneurs which are included in the specification estimated for a restricted sample of entrepreneurs only.

Data: To estimate the model above, we utilize a novel dataset generated from the Kentucky Entrepreneurship Survey (KES), conducted specifically to analyze facets of entrepreneurship in the state. The survey sampled 12 rural mining counties, 56 rural farming counties, and 11 urban counties, all selected to obtain a representative sample of Kentucky's population. The survey collected information on the respondent's demographic, psychology, and external influences in unprecedented detail which allows us to provide a comprehensive view of individual perceptions of local government.

Results: The model is separately estimated for a full sample of 897 respondents, a subsample of 392 entrepreneurs, and a subsample of 446 rural residents. For the sake of brevity, we discuss only the general theme that emerges from the results. First, entrepreneurs seem to have less confidence in support of their local government relative to non-entrepreneurs. This is likely because entrepreneurs have more hands-on experience and better knowledge of local institutions than other residents. In addition, because they are more directly impacted by government policy they may require a higher level of support to sway their views from negative to positive. Second, urban residents consider their local governments to be more entrepreneur-friendly relative to rural residents, however, they also believe that their government prioritizes large businesses over small ones. This result is intuitive as governments of urban counties usually provide more support programs for entrepreneurs but also have a greater number of large businesses within their jurisdictions. Third, some demographics of the entrepreneur have a significant effect on perceptions of local government. In particular, gender, education level, age, and income consistently influence perception in all specifications while race and employment status exhibit virtually no effect.

Conclusion: We utilized a novel dataset to study individual perceptions of local government support for entrepreneurship in Kentucky. Our results show that individual perceptions are dependent on a number of factors including entrepreneurship experience, rural/urban status, and demographics. To promote entrepreneurship effectively governments must understand these nuanced differences in attributes of their residents instead of using broad-strokes measures to evaluate the support they provide. Variation in the perception of entrepreneurs and non-entrepreneurs shows a deep gap in the salience of support programs. This is important because encountering the insufficiency of local government's support might discourage potential entrepreneurs from the already daunting task of starting a business. In addition, policy should be designed in a way that appropriately targets the relevant demographics listed above. In conclusion, entrepreneurship is a multifaceted subject which can be a powerful tool for development if local governments implement policies that appeal to a diverse group of stakeholders.

Butler, Peter

Doug Arbogast, Michael Dougherty, Daniel Eades, Eve Faulkes

Trans-disciplinary Approach to Tourism and Community Planning- Tucker County, WV

Introduction: Current models of academic collaboration seek to implement trans-disciplinary (Aronson 2011 & Bergmann et al 2012) modes of inquiry. The concept of occupying collaborators' 'laboratories' is stressed in proposal development as a core outcome of fundable research (Committee 2004). Often this trans-disciplinary approach is tied to STEM (science, technology, engineering, math) projects though it is equally important to collaborative modes in community development. As a profession and discipline, the field of community development is necessarily collaborative. Cultivating relationships between practitioners, academics, community members, local officials, non-government organizations, etc. builds capacity to make progress towards identified goals and objectives. This project brings together a diverse array of disciplines and expertise to establish a robust approach to community development and planning with a focus on recreation and heritage tourism in rural West Virginia.

Context: Typical of many rural counties in West Virginia that were once dominated by extractive industries, Tucker County, WV is categorized as 'transitional' by the Appalachian Regional Commission (ARC 2016). The once thriving timber industry is stagnant and the coal and coking industries that built railways and communities to provide for commerce and housing left the area in the mid-twentieth century. A four-lane expressway, providing access from Washington, D.C. to Davis, WV has been completed and multiple public and private resorts currently serve the recreational tourist. Historic preservation and the transformation of remnant industrial landscapes for recreation and buildings for adaptive reuse is underway but the transition has been slow and is not fully supported by local citizens, absentee landowners, and second-homeowners. Over eighty percent of the land area of the county is under federal or state management with the largest portion within the Monongahela National Forest and much of the remaining private land is owned by industrial interests. A study by the National Park Service to investigate the feasibility of creating a new land management entity within the county did not gain traction. Within this complicated social, political, and environmental context fresh approaches to community development and planning through participative trans-disciplinary models are necessary.

Program Partners: The "Tucker County Cultural Tourism Planning" project includes faculty from multiple academic programs at West Virginia University (WVU) and the WVU Extension Service, specifically the Community Resource & Economic Development (CRED) team. CRED is dedicated to providing educational programs and technical assistance to strengthen the capacity of citizens and organizations throughout the state of West Virginia. By utilizing the latest research-based knowledge, strategies, and technology, CRED is capable of helping people understand community change and identify opportunities to improve their social and economic well-being. (CRED 2016) The core goal of the project is to build capacity within the Tucker County Cultural District Authority (TCCDA) with their primary partner- the Tucker Community Foundation (TCF) to forward coordination and progress in tourism and economic development.

Methods: A survey administered during the project identified themes and goals in cultural tourism development in the county. In defining 'cultural tourism' (McKercher & du Cros 2002) county residents cited a need for improvement of economic development opportunities and unified planning with a focus on heritage, art, music and outdoor recreation. The project team's composition allowed flexibility and diversity in addressing these needs. The extension economist worked to develop a small business survey; a tourism specialist worked to engage the primary client, TCCDA, in developing goals and objectives and identifying partnership opportunities with other groups; a planner worked to review and revise comprehensive planning documents for communities and the county; and design faculty facilitated visioning workshops (Condon 2008) and provided access to service-learning studio courses (Angotti, Doble & Horrigan, Eds. 2011) in developing graphic identity (Noble & Bestley 2005) for the county and workshop-identified site designs to enhance the visitor and resident experience.

Implications: The trans-disciplinary approach provides a scaffolding of outputs to the community. Outputs range from the quantitative economic modeling to social perspectives gained through resident and visitor surveys. Spatially-explicit mapping of assets through an online participatory geographic information system (GIS) (Elwood 2006) garners a mapping of county assets as identified by residents and informs site specific opportunities. Design workshops (Hester 2014) then serve to identify and visualize alternative futures for those sites in programming and character development that embody the layering of recreation and heritage resource management opportunities. As team members learn from the findings of fellow team members and actively participate within each's 'laboratory' what follows is a more profound understanding of the context for planning, and a more relevant and vigorous product, cultivating citizen control (Arnstein 1969) of the planning process.

Campbell, Dave

Can We Forge a "Community of the Problem" for Food Waste?

Can we forge a "community of the problem" for food waste? Before many public problems can be solved, there must be a "community of the problem": a group of people who have come to share a common understanding of what the problem is and what might be done about it. Building such a community is actually harder than it seems. For any given public problem, a wide range of problem definitions are plausible, and these may divide rather than unite a coalition committed to doing something. Likewise, there is a tendency to define problems exclusively in technical terms, forgetting the ways in which problems are inevitably linked to interests and to power. So, creating a community of the problem is a significant policy achievement, and while we don't often think of it this way, it is a kind of community development challenge.

Consider the efforts currently underway to add "food waste" to the list of policy issues needing addressed in the realm of food and agriculture. By some estimates, about 40% of all the food that is grown is wasted. Presumably, some of this food product is recoverable in the form of creating new markets for imperfect produce, new technologies for converting waste to energy, or new connections to food banks. Yet little is known about the actual extent of food waste that occurs on farms or in post-harvest, how this might vary across different crops, or the factors that drive decisions that result in food loss. As a result, many are calling for studies to more accurately quantify food loss. Such numbers will indeed help, but numbers alone will not tell us what we need to know to begin forging a community (or communities) of the problem.

Using a qualitative interviewing methodology, we have studied how California farmers (current N=12 with two dozen more interviews planned for January – June 2017) estimate food loss on their farms, along with their more general views on if and how food loss represents a problem to be solved. Their narratives illuminate some of the challenges facing policy formation in this field, including:

- High variability in on-farm food loss from crop to crop, field to field, year to year, driven by market fluctuations and unpredictable weather/pest/disease pressures;
- The strong role and control exerted by processing contracts and cosmetic standards, as these reflect retail and consumer standards and values;
- Different definitions of what counts as loss or waste (Is plowing under crops waste or soil improvement? Is animal feed use waste or creative byproduct?)

- Regional variations in food bank and gleaning infrastructures, cultural food preferences of food bank clients, and other factors that might impact food recovery networks.

How can this qualitative data, in concert with available quantitative data, help to identify where policy, market development, and community development efforts can be best targeted? We will share one potential strategy suggested by our research: work toward populating two matrices, one showing typically high, medium, and low levels of loss associated with different crops, and another showing which crops have the highest utility for food banks. (Other data overlays such as resource intensiveness might also be added.) Finding where loss is high and demand is potentially great can help find a sweet spot where policy and community development efforts are most likely to succeed. Qualitative interviews can then further identify challenges and opportunities within this now narrowed and better defined “community of the problem.”

Chase, Lisa

Florence Becot, Hans Estrin, Lauren Greco, Jane Kolodinsky, Erin Roche, Marilyn Sitaker, Diane Smith, and Julia Van Soleon Kim

Farm Fresh Food Boxes: Expanding Rural Economies through New Markets for Farmers and Retailers

Introduction: The Farm Fresh Food Boxes (FFFB) model represents a next innovation connecting farmers, retailers and consumers. This integrated research and extension project explores the impact on rural economies of an entrepreneurial food systems innovation and presents best practices for implementation.

Background Information: Increasing consumption of locally grown food improves rural economies by benefiting farmers and retailers, in addition to providing healthy options for rural consumers. Although rural communities may have nearby farms, in some places residents are unable to access local food. In other places, growth in farmers’ markets and CSA’s has flattened where saturation has been reached. The FFFB model enhances economic opportunity for entrepreneurs in rural agricultural communities by addressing a set of complex supply, demand, and distribution challenges faced by producers and retailers of fresh local foods, while overcoming challenges experienced by consumers. By linking farmers to rural consumers in retail sites, this model provides a new market channel to augment farmer incomes as well as opportunities to strengthen small retail stores by increasing foot traffic in the stores. It also addresses the need for an affordable, intermediate sales channel that can reach consumers who are unable to access healthy foods at local stores, and face barriers to participation in direct-to-consumer purchasing of local foods.

Program Design: The FFFB project is a multi-state integrated extension and research collaboration. The extension team is responsible for engaging farms and associated retail sites in three participating states: Vermont, Washington, and California. The research team conducts mixed-methods research on the economic impacts of FFFB on farmers, retailers and consumers. In the FFFB model, farms offer weekly boxes of fresh produce at retail sites that provide convenient access to consumers. Retail sites post flyers detailing the content and cost of FFFB from participating area farms. Customers pre-order advertised boxes at the retail site or online on a week-to-week basis for later pick-up. Box contents and flyers change throughout the season, to move product that is most abundant. FFFB provide a low-risk produce market channel for farmers in retail sites that would otherwise be unable to maintain produce sections due to low sales volume and lack of infrastructure (such as refrigerators) coupled with product perishability. In order to promote affordable healthy food from local farms, the selected retail site minimizes their profit margin on the FFFB and adds only a small mark-up fee to cover transaction costs. The retailer may benefit additionally from increased sales of other items and a boost in customer traffic and loyalty. Social benefits may include connections between farmers and retailers, and the re-establishment of retail sites as a community gathering place. Using surveys and interviews, the research team is collecting data to measure the benefits to farmers, retailers, and consumers.

Results: Preliminary data from a University of Vermont Extension pilot of this model resulted in measurable benefit to the partner farm, retail sites, and consumers. The Extension outcomes are to:

- a) Develop an innovative, low-risk market channel for farmers;
- b) Create opportunities for retail sites to provide local products at no-risk that will result in associated sales;
- c) Provide rural consumers with access to healthy foods at affordable prices in an accessible and convenient location, with little perceived risk;
- d) Determine best practices in the FFFB approach, and disseminate information widely to producers and retailers in rural communities.

The Research outcomes are to:

- a) Assess the market potential for the FFFB in rural communities in geographically diverse areas;
- b) Measure economic impact of FFFB project returns to farmers and retailers and the regional economy;
- c) Measure acceptability and use of FFFB among consumers;

- d) Compare benefits and barriers of FFFB project to farmers, retailers and consumers with the benefits and barriers of other direct sales approaches, specifically farmers' markets and traditional CSAs.

Research results, outcomes, and best practices from the current season will be compiled in time for the CDS/NACDEP Conference in June.

Implications and Recommendations for Practice: The Farm Fresh Food Boxes model has broad applicability as an innovative approach to bring more fresh local food to rural areas with limited access, while providing a new market for local agricultural producers and revitalizing local retailers. The extension and research team are working together to synthesize and disseminate best practices for farmers, retailers, and research/extension colleagues interested in working with rural communities to implement FFFB throughout the country. The transferability of the model will be discussed as well as lessons learned.

Cockerham, Cynthia

The Live Lively LaSalle! Alliance: A Bold Partnership for Creating Healthy Communities

Big Skies (Vision): LaSalle Parish, a small, rural parish in central Louisiana has spent the past five years strategically making the future brighter for its 15,000 residents in regards to reducing obesity and creating an environment that makes healthier life choices easier. According to the Better Policies for a Healthier America, Louisiana has the highest obesity rate in the nation. Sixty-seven percent of parish residents are either obese or overweight. The Live Lively LaSalle! Alliance was spearheaded by the LSU AgCenter and LaSalle Economic Development District to enhance the leadership capacity of individuals and community groups in making the place they call home more equitable to larger communities with regards to built environment for healthy living.

Bold Partnerships (Strategic Plan): This bold partnership represents the diverse interests and culture present in the parish and consists of local government, a federally recognized tribe, Louisiana State University, local schools, the economic development board, two rural hospitals, law enforcement and the faith based community. Historically, this group had never gathered together to work on any topic. Finding common ground began with the desire to take elements of smart growth planning from the Town of Jena's 20 year strategic plan, the Jena Vision, to all communities in the parish. The Jena Vision called for creating a more walkable community through the creation of a trail system that linked residential areas, the municipal park, downtown district and three adjacent schools. Jena, the parish seat, has 3,500 residents.

Moving Mountains Together (Public/Private Partnerships): The ability to "move mountains together" came in the form of the creation of a parish wide partnership, a master plan and leveraging public and private funds. The ten partner alliance that began in 2011 has grown to include 20 plus partners. The master plan that began with increasing built environment in public parks grew to address a more holistic approach including educational outreach in the areas of healthy eating, active and tobacco free living, alcohol abuse prevention, school and community gardens, farmers markets, healthy restaurants and vending and workplace wellness programs. This full range of action strategies will better ensure long-term sustainability. The target audience includes all parish residents from young children to the elderly that reside in the towns of Jena, Olla, Urania, Tullos and surrounding communities.

The sky became brighter with the leveraging of a \$1M matching grant from the Blue Cross Blue Shield of Louisiana Foundation in September 2012 and an additional \$600,000 from The Rapides Foundation from 2015-2019. Other funding sources have included the Louisiana Department of Transportation, Louisiana Recreational Trails Funds and others. The Live Lively LaSalle! Alliance is in its fifth year of implementation of this master plan. This bold partnership will continue its "big sky" approach to prevent chronic disease, strive for health equity and to implement integrated and layered solutions in order to "move mountains" that will affect generations to come. Their approach to this project definitely follows the Principles of Good Practice in the field of community development.

Through the increased team work and communication of this collaborative effort, more has been accomplished than the task of reducing obesity. As a result of this partnership, the strengthened communication has positioned the partners to positively affect economic development through additional initiatives such as certified industrial sites, becoming an ACT Work Ready Community, implementing a parish wide branding project, just to name a few. The economic base for this parish lies in the timber and oil and gas industry.

The momentum for improving not only the health status, but also the economic status of this parish by parish leadership is in a historical place. Under the guidance of the LSU AgCenter and the LaSalle Economic Development District, this community development project will reap unlimited benefits for the health and economic well-being of the individuals, families, businesses and communities in LaSalle Parish for generations to come. "LaSalle Parish, where trees grow and oil flows," is positioning itself to create a cultural shift towards healthier living and softening the environment for policy change. Some might compare that to "moving a mountain." The work continues, real behavioral change is slow, but possible with a "big sky" approach and bold partnerships to serve as the beacon.

Cruz-Porter, Annie

Diversifying rural housing: A deep dive into the potential role occupation clusters may have in shaping demand

Introduction of Problem: Rural communities have diverse community development needs and the rental market is frequently overlooked as a potential economic driver. This presentation highlights a primary data set which begins to shed light on the opportunities and challenges in providing affordable and more diverse housing in rural America which fulfills the demand generated by the occupation cluster. It is asserted that housing demand in rural areas is usually determined by two primary forces: household formation and household attrition (Pendall et al, 2016); however, this research offers an alternative view of how occupation clusters may serve as prominent drivers for both owner-occupied and rental housing in rural areas.

This research begins to tease out whether a rural, tech occupation cluster has the potential to generate demand for rental housing. Two recent surveys consisting of households and the workforce a rural, five county area in southwest central Indiana surrounding this a strong occupation cluster, captures the role of demographics, housing amenities, and assets in determining housing demand in a rural area. One of the counties surveyed in the geographic region ranks very high in location quotient of engineering occupation cluster. While this county is a clear outlier, it might serve as a test case to see how professionals might grow community amenities and features in these areas as a first step. Similarly, other areas of engineering concentrations emerge in the U.S., which dispels the myth that rural areas do not have knowledge intensive activities. Economic development professionals have not yet been able to connect or grow rural economies to these activities properly.

The contributions of this study are threefold. It will generate: 1) a discussion of the challenges facing the existing housing stock and opportunities to expand future supply; 2) developing the right mix of supply consisting of rentals and owner-occupied housing in rural areas to foster increased rural vitality; and 3) the role housing plays in serving as a workforce talent attractor in rural places.

Methodology: Two surveys were distributed to a rural, five county area (Martin, Daviess, Lawrence, Knox and Greene counties) in southwest central Indiana surrounding a Defense and Security occupation cluster. The survey sought to determine the demand for rental units to serve this cluster across a variety of price points, sizes, amenities, and community features. The first survey captured 717 households using a randomized CATI (computer-assisted telephone interview) technique. Based on 2015 population estimates for the five counties, the sample size reflects a 96% confidence level and a confidence interval of 4. Telephone numbers were stratified by county and proportionate to landline/cell phone usage in the state of Indiana. A second, duplicate web-based survey was distributed among the regional workforce via local economic development organizations. While not a scientifically representative method of data collection, it yielded 623 responses.

Results: At the time of this writing, the data is being analyzed. The results will be unveiled during the presentation.

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Darger, Michael

Brigid Tuck, John Bennett

Lessons Learned from a Generation of Volunteer-Driven BR&E Programming

Introduction: Hypothesis: *Business Retention and Expansion (BRE) can strengthen the economic and social fabrics of communities when led by a broad cross-section of community leaders and supported by educators who are familiar with BRE techniques.* This presentation will provide evidence to support this hypothesis from many years of BRE efforts in Minnesota facilitated by the University of Minnesota Extension's *BR&E Strategies Program*. Practitioner-scholars in Extension or other organizations can learn from Minnesota's long timeline with this community engagement approach to economic development.

Background Information: From the University of Minnesota's point of view here is a definition of Business Retention and Expansion: *BRE visitation is an intentional process in which communities organize individuals to visit local businesses to demonstrate appreciation and to survey them about their concerns and needs. The data is analyzed in order to respond both to individual business concerns as well as to address systemic issues affecting the community's prospects for keeping and developing the businesses already existing in their community.*

With 27 years of experience in facilitating community BRE work, focusing on applied research and action, the *BR&E Strategies Program* has learned a few things along the way. With a robust program website and an online course

on BRE, conference attendees can learn about our methods and build their skills elsewhere. This session will share some key findings from our research and evaluation on BRE program design.

Program Design & Description: Two program evaluation efforts will be presented. First, a major external program evaluation was conducted based on nine community BRE initiatives in the 1999-2006 timeframe by Linda Bosma, (see <http://www.extension.umn.edu/community/business-retention/research-development/docs/Bosma-report.pdf>). Several program improvements eventuated from this evaluation. Subsequently, these nine BREs' outcomes were compared to eleven other BREs in the same timeframe and then to 18 BREs that have happened in the post period (i.e. 2007-2016). Second, [ripple effect mapping](#) is an evaluation innovation that involves focus group discussions with BRE participants 2-3 years after a community enters the implementation phase of their BRE initiative. Through facilitated discussions, program outcome data is collected and "mapped" simultaneously with the participants. This technique has been in use since 2011 and results from at least six communities are now available for analysis.

Results: The data collected to date indicate BREs in the baseline period (1999—2006, N=20) had lower implementation average attainment (35%) compared to the post period (60%, N=18). Further, the percentage of communities that accomplished at least one of their implementation priorities was 55% in the baseline period vs. 89% in the post period.

Five themes have emerged from analysis of the BRE ripple effect mapping thus far: 1. stronger relationships, 2. connecting & collaborating amongst community members, 3. information sharing and new ideas, 4. supporting businesses, and 5. tangible actions observed (Yamoah & Darger, 2016 <http://www.extension.umn.edu/community/business-retention/research-development/docs/bre-results-in-six-communities.pdf>).

Conclusions/Implications & Recommendations for practice: A key lesson learned for our program was the value of a community "keeping the eyes on the prize". That is, focusing on what changes the community wants to see as a result of the applied research (i.e. its priority projects as identified through the community engaged BRE process), not the applied research itself. Revisiting those priorities is, in and of itself, a benefit we see from ripple effect mapping. We will discuss these conclusions and point participants to resources for learning more about our methods, findings, and continued research on community engaged BRE.

Darger, Michael

Brent Hales, Alan Barefield

Business Retention & Expansion (BRE): Trends, Findings and Research (from the special BRE issue of the CDS journal)

Introduction: Business retention and expansion (BRE) is widely adopted as an economic development practice. According to a 2014 ICMA survey 85% of American cities were using at least one BRE strategy (N=1174 cities of over 10,000 population). Two international associations (BREI and IEDC) promulgate BRE training. Thus, there is an opportunity to explore the collective impact of BRE and share what has been learned about this important component of community economic development. This session will explore trends, findings and research on BRE as reported in a special issue of *Community Development* 48(2). We invite scholars and practitioners to read the articles in advance of the conference and then come to Big Sky ready to discuss the findings and help us think about future research.

Background Information: A special BRE issue of *Community Development – Journal of the Community Development Society* 48(2) was published as the May, 2017 issue. The guest editors are: Michael Darger, Alan Barefield and Brent Hales. The special BRE issue is just in time for the joint CDS/NACDEP conference. BRE is an economic development practice that many NACDEPs and some CDS members are involved in. About ten or so members from the two organizations have been involved with creating the special issue. BREI, University of Minnesota, Ohio State University, and Mississippi State University sponsored this special issue. In-kind support was also received from the International Economic Development Council (IEDC), NACDEP and CDS.

Program Design & Description: A call for papers issued in late 2015 led to submissions of about 18 abstracts. Manuscripts were invited from about a dozen authors. The final volume features nine research articles about BRE. Authors include academic researchers, Extension professionals, consultants, and economic development professionals in the public and private sectors.

Results: We received papers on the overall patterns of practice of BRE across the North America including longitudinal BRE program case studies from state and provincial providers. The connections between BRE and entrepreneurship and cluster approaches to economic development are considered. Metrics and tools used in measuring BRE results are examined. Other articles include these innovative approaches

- using energy efficiency programming to retain existing businesses
- learning about manufacturer perspectives on transportation

- exploring methods for retaining baby boomer businesses through business succession strategies

But what did we not learn about from our list of topics? We received nothing on electronic surveying methods, qualitative methods in BRE, collective impact beyond the community level, benchmarking of BRE data, or using secondary data sources. Yet we know that practitioners are exploring innovations there.

Conclusions/Implications & Recommendations for practice: Clearly, BRE is a fixture within community economic development. However, that doesn't mean BRE practice is fixed. How economic development organizations (EDOs) engage with businesses is evolving. The perspectives offered by the researchers in the special issue offer a great deal of evidence and examples. A few debatable questions and implications occur for both pondering and for future research:

1. To what extent is BRE conducted by EDO professionals and what does this look like?
2. Should BRE be concerned more with collecting systemic data about businesses overall or developing relationships with individual businesses and responding to their concerns?
3. If BRE is about "what is", how does that connect with other fundamentals of economic development including business attraction, entrepreneurship, and business clusters?

Das, Anindita

Biswa Das

Economic and Fiscal Impacts of Refugees in Central Iowa

United States has the largest resettlement program in the world, accepting two-thirds (66,000) of the 98,000 refugees in the year 2013. However, the world is constantly witnessing ethnic and religious conflicts, many more people are getting displaced from their countries. Based on United Nations 2016 estimates, 65.3 million people around the world are fleeing from home due to conflict and persecution. Among them are nearly 21.3 million refugees. As a consequence, we continue to witness refugee arrivals that will likely continue to increase into the foreseeable future.

While the debate continues over whether or not and how many, if at all, refugees should be welcomed into the country, the fact is indisputable that refugees continue to live in U.S. as contributing members of society. They reside in all 50 states, work in industry and government, run businesses and hire, their children attend schools and colleges, and their families are an integral part of many communities across the country.

Conceptually it is possible to understand the social, economic and fiscal impacts the refugees have on our communities, however, estimating their economic contribution becomes challenging due to lack of meaningful data. There are only a few studies that can be accessed that have illustrated the economic impacts of refugee households: a study on Central Ohio, and another on three refugee camps in Rwanda. The proposed study is an effort to add to the extinct literature as well as better understand a critical section of our community. The objective of the proposed study is to (1) estimate the economic and fiscal impacts of the refugees in Central Iowa and (b) identify the complex social impacts.

This study implements the Input-Output models to understand the context of the ways refugees impact the local economy. Input-Output models are used for estimating economic and fiscal impacts are a contemporary inter-sectoral accounting of all major economic transactions in a study region, coupled with estimates of household-level demands for goods and services. They allow us to project what happens if sectoral output, government expenditure, or household consumption levels change.

Data used in this study was obtained from the Iowa Department of Human Services (DHS) for a Family Investment Program (FIP) or Refugee Cash Assistance (RCA) programs. Using household income data, the study examines the direct, indirect and induced impacts. When we sum all of these values together we get a total accounting of transactions that are potentially attributable to the rise in household spending. During the period 2006-2016, approximately 5,750 refugees had been hired for different types of jobs in the Polk County area. The median inflation-adjusted wages over 2006-2016 was \$8.80 per hour. In 2016, annual wages per refugee labor over the same time period is approximately \$19,000.

In addition, refugees also start their own businesses and create jobs. Given the secondary migration of refugees, it is crucial to use the net of all in-migration and out-migration to arrive at the number of refugees that are currently employed. The authors are working closely with state and local agencies to determine accurate estimates which will be used to arrive at total economic impacts. The study will use household expenditures in food, housing, transportation, healthcare, education etc. to assess the economic impacts. On the social impacts, the study will rely on interactions and interviews with local groups to provide a detailed understanding of how communities have been impacted due to refugee in-migration into the region.

Given that the study is being conducted for the first time in Iowa, we anticipate some findings to be aligned with studies in other states and some divergence because of local factors. In the social impact part, we expect to observe both, positive (including inclusion, and diversity) and negative aspects (including animosity and scepticism).

To conclude, the study is timely and will fill a gap in literature on a contemporary issue. In doing so, the study will expand the discussion on the variety of ways refugees contribute positively to communities. The study is being

conducted at the local level and hence practitioners will find the topic to be very relevant. With focus on communities, the study is expected to generate discussion at an extension centric forum like the NACDEP/CDS and add value to the session and the conference at large.

Dougherty, Michael

Kelly Nix

Community Development Cooperation and Coordination Efforts in West Virginia

Introduction: Community development is a daunting task. There are often too much to do for organizations working in a community. However, when multiple groups are present, even when there is sufficient work, tensions can often arise. One solution has been to create entities which have as coordination as one of their functions.

Background and Literature Review: The West Virginia Community Development Hub was established in 2009. Its mission is "Building Thriving Communities: We [the Hub] connect communities with the resources to grow in economic, civic and social health." As part of this, the Hub "helps communities set goals for their future" and "connects them to the rich resources needed to meet those goals." This approach is the outcome of several years of working throughout West Virginia and seeing communities fail to move forward, despite substantial investment and activity. The Hub created a community development model that involves coaching leaders and engaging citizens and "only works with involvement from all of the key players in a community and representatives of each sector – public, private and civil." Unsurprisingly, the Hub's board includes individuals from local government, state agencies, non-profits organizations, colleges and universities, and the private sector. Its activities have included helping create a local foods group, training individuals in grassroots advocacy activities, and providing direct staffing to communities seeking to revitalize themselves.

Likewise, West Virginia University (WVU) has created a coordinating entity to deal with large-scale community development-related projects. WVU realized the impact of collective and coordinated university action to assist communities when it became involved in recovery efforts after a fire devastated historic Harpers Ferry, W.Va. Faculty from multiple academic and outreach units participated in the effort. Afterwards, the university looked at its outreach models and re-energized the existing Center for Big Ideas. Headed by a senior associate vice president, the Center began to focus on community resiliency efforts. It also convened a conversation with key representatives of the WVU Extension Service, the Department of Public Administration, the Law School's Land Use and Sustainable Development Law Clinic, and the Northern West Virginia Brownfields Center to examine the university's response to large-impact situations. This has led to the formation of a multi-disciplinary team at the university to review and recommend enhancements related to community development outreach.

Additionally, other collaborations occur outside of these formal channels. There are development agencies for every county. There are 11 regional planning and development councils. There are numerous regional and statewide entities working in the community development arena. And other college and universities undertake outreach to places on these issues. (It is not even the only Extension Service working in the field as West Virginia State University has a Community and Agricultural Resource Development unit.) In each instance, some organization serves as the coordinating entity, often while also doing work associated with the particular project or program.

This cooperative and coordinated approach can result in efforts that are potentially broader in function than the community collaborations and wider in scope than the regional approaches which have been proposed as possible future models community development efforts.

Methodology and Expected Implications: This research examines in detail the West Virginia experience with respect to cooperation and coordination for community development work. It will provide examples where such efforts have worked well – and times where they could have worked better. This will involve several case studies and will include a description of such efforts, discussion of the parties involved, detailing of objectives, and delineation of results. Data will be both qualitative and quantitative in nature. It will be collected through a variety of means, such as key informant interviews, participant surveys, and secondary data review. The information will be combined to tell a story and offer insights and lessons learned regarding how entities undertaking community development activities in West Virginia have coordinated and combined their efforts.

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Dudley, Mary Jo

Immigrant Farmworkers: Approaches to Diminish Social, Geographic, Linguistic and Economic Isolation

Introduction: Agriculture is big business in New York State, generating billions of dollars each year. Increasingly, these farms rely on workers from Mexico and Guatemala, many of whom are believed to be unauthorized. The focus of this presentation is the work of the Cornell Farmworker Program (CFP) to improve workplace relations within this often tense space, where employers rely on a workforce that may not be properly documented, and workers are afraid to make waves for fear of reprisals.

Drawing from ethnographic research with immigrant farmworkers, this presentation identifies why workers migrate to the US, how they view their lives in the US, interactions with community members, and their plans for the future. By grounding our efforts in the realities of the living and working conditions of farmworkers, we have gained important insights into the challenges immigrant farmworkers experience. This presentation will describe collaborations with farmworkers to develop materials and activities that address their most pressing shared needs.

Challenges: Most farmworkers typically work six days per week, averaging 65 hours per week, and on their one off day need to accomplish all of the necessary household tasks such as laundry, grocery shopping and corresponding with family in their home countries. Most are not able to legally drive, and live out of range of bus services. Travel to town is frequently coordinated by employers on a biweekly basis. For those workers that coordinate their own transportation, they often hire out a ride (\$50-\$100 dollars for a round-trip ride) frequently from under-employed neighbors. Riding in a car, even as a passenger presents high risk for detention by the authorities, and farmworkers understandably try to minimize this risk. For the vast majority of unauthorized workers that accumulated significant debt in order to come to the US, deportation can have dramatic and irreversible impacts on their lives and their futures. The fear of leaving home, combined with long work hours and residence in rural locations contributes to farmworkers' further isolation. Consequently, many do not leave their place of employment for weeks at a time.

New York dramatically increased its immigration enforcement capacity after 9/11, and the northern border is strictly controlled by Immigration and Customs Enforcement (ICE) and the Customs and Border Protection (CBP). Most of the state falls within the Border Patrol's jurisdiction of all areas within 100 miles into the interior from the US international border and coasts, and a significant concentration of foreign born farmworkers live within CBP's jurisdiction. In our research, farmworkers highlight how challenges related to their unauthorized status permeate every aspect of their lives. As a result of the state's heavy immigration enforcement environment, any time an unauthorized worker leaves the farm, s/he runs the risk of deportation.

Actions: This presentation will examine how students, faculty and community members associated with the CFP have worked with typically low literacy Spanish-speaking immigrant farmworkers to increase their ability to navigate within this context. In light of heavy immigration enforcement in New York State, we engage farmworkers around topics that they themselves identify as important to their well-being and success as farm employees. Through Spanish language skits and role play activities, we share information about how to respond to police, and through bilingual workshops we provide guidance on assigning power of attorney and guardianship for U.S. born children. We also provide support during Mexican and Guatemalan Consular visits to rural communities, where foreign born workers can obtain and renew photo IDs (such as passports) issued by their home countries, which are required for the completion of legal documents. While these activities may alleviate some immediate stress for farmworkers, the large scale immigration reform required for a more profound improvement is yet to be seen in the U.S. Congress.

Improving workplace relations between farm owners and hired workers is another CFP priority. Plagued by chronic labor instability and shortages, over the last ten years New York State dairy farmers have transitioned from hiring local labor to a primarily Mexican and Guatemalan workforce. This transition has presented new challenges to farm employers, and creates a unique opening for the CFP to work with them to improve workplace and living conditions for their hired immigrant workers. While the CFP works in all commodity sectors, these observations draw primarily from my research on dairy farms as Director of the CFP.

Teaching Trust in Community

Introduction: Research repeatedly shows the positive impact of social capital contributing to rural communities making the most of opportunities and addressing challenges effectively (Agnitsch, Flora, and Ryan 2006; Flora 2016). Trust functions as a precursor to social capital while also acting as indicators of both bridging and bonding social capital. And yet, as Putnam argues, trust in communities has been on the decline (2001). My colleagues and I, as educators and community development practitioners, also hear requests for materials on building and maintaining trust within communities. What can community development workers do in response to help community members build trust?

Background Information: Researchers exploring trust have often focused on the contexts of organizations, primarily businesses, (Horsager 2012, Covey, Link, and Merrill 2012) or interpersonal romantic relationships (Gottman 2011). A gap exists in the literature regarding frameworks to understand and strategies to build trust among and between community members. Even when the literature suggests insights into building trust in communities, it is from the perspective of institutions looking to work with community members, rather than community members seeking to work with other community members (Sankaré, Bross, Brown, et al. 2015). In response, we developed a workshop module for community leaders to better understand trust and identify the specific actions that they can take to build trust given their context.

Program Design and Description: We built the workshop on two frameworks. The first draws from Reina and Reina's research into the three different kinds of trust: contractual, communication, and competence (2007). Knowing that trust is built or lost through three nuanced forms, participants can better diagnose which kinds of trust they feel are present (or not) in their community contexts and relationships. The second framework arises out of Gottman's research regarding *when* people in relationships build trust. His findings indicate the three most common places trust is gained or lost occur in everyday interactions, regrettable incidents, and conflict interactions (Gottman 2011). Blending the two frameworks, we create a three by three grid and invite participants to draw upon their community experiences to suggest actions most appropriate for building trust in the different spaces (e.g. – to build communication trust after a regrettable incident or to build competence trust in everyday interactions).

The workshop incorporates appropriate andragogy to increase adult learning and engagement by being applied, interactive, and responsive to their knowledge of the subject. The participant experience of the workshop starts with a game that provides people with a chance to be in a situation that tests their perception of trust of others. Reflection questions generate conversations and provide a common experience for everyone in the room. Participants also receive a diagnostic tool to assess their perceptions of the three different kinds of trust in a situation of their choosing. The final interactive activity with the three by three grid mixes trust-building actions from the literature with the wisdom of participants in the room to provide participants with a range of potential trust-building actions they can adopt. Participants then commit to the actions they feel are most appropriate to build trust.

Results: We have piloted this workshop two times and, by the time of the CDS and NACDEP Joint Conference in 2017, will have led it an additional three times. Early feedback from participants indicates that their understanding of trust and practical ways to build it have increased, especially in cases where trust had previously been broken. Participants also shared an unexpected benefit that experiencing the workshop with others provided a common language to better discuss trust among one another, reducing misunderstandings. We plan to do additional evaluation between now and the conference and will have more results to share at that point.

Conclusions/Implications & Recommendations for Practice: This conference presentation will emphasize the what and how of incorporating trust-building into community development work through the sharing of this trust workshop. Participants will learn the workshop's research base, experience the materials and activities that reinforce the learning, and receive practical tips for leading the workshop in different settings and communities. We know trust is essential to strong communities and community-led development efforts. Now we can provide local leaders the understanding and tools to build trust with purpose.

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Dyk, Patricia

Rachel Welborn, Laura Downey, Pamela Monroe, Crystal Tyler-Mackey, Sherry Worthy

Did the program make a difference? Capturing latent outcomes through Ripple Mapping

Introduction: As efforts to promote citizen engagement and action through dialogue increase, the need for a practical and valid way to capture resulting impacts becomes increasingly relevant. The organic nature of citizen-led initiatives makes this a particularly challenging area to assess non-obvious (latent) outcomes. Ripple Mapping (RM), an easy-to-use and cost-efficient method of evaluating participatory programs, was effectively used to visually diagram meaningful impacts of Turning the Tide on Poverty (Tide). This community development project was structured so that it could evolve and be sustained by local communities particularly where human and social capital were limited and once expert support was withdrawn.

Ripple Mapping: RM is a technique to capture participant feedback and has been successfully adopted to evaluate the effects of a variety of community-based programs. RM is a program evaluation approach engaging 10-20 participants and stakeholders to discuss and map their insights together. Baker and Johannes (2013) share two successful employments of RM with outcomes that were not readily apparent. In a Maine project, RM uncovered a perceived increase in intentional youth community involvement leading to enhanced social skills, social support, healthy lifestyle choices, financial awareness, and public awareness. Then in a project in Kansas, RM participants revealed a perceived increase in youth involvement in communities, effective partnerships between youth and adults, and youth health promotion skills and interest.

Some approaches to RM incorporate the Community Capitals Framework (Flora & Flora, 2008) to encourage RM participants to consider effects of programming that were previously not considered (Baker & Johannes, 2013). Flora and Flora (2008) define community capitals as community resources that are invested by the community into creating new resources. They describe seven types of community capitals: natural, cultural, human, social, political, financial, and built. Approaches that include the Community Capitals Framework in RM begin by writing the name of the program under evaluation in the center of the map (Baker & Johannes, 2013). Then, the community capitals are written along the edges of the map. Participants are given descriptors of the seven capitals to facilitate their ability to categorize their comments into different types of community capitals. The visual mapping of outcomes assists the community members in seeing the contributions of the program, synergies that have developed, and to identify future actions for their community.

Tide Implementation of Ripple Mapping: Tide is a civic dialogue process engaging local residents from diverse backgrounds to explore poverty in their community and then take action on place-based concerns collectively identified. Tide was conducted in fifteen sites in eight Southern US states between 2009 and 2012. Cooperative Extension personnel played a key role in program development and implementation, notably training facilitators and being a resource to engage community residents' participation. Although economic revitalization, poverty amelioration, and structural racism were the conversation topics, fundamentally Tide was about stimulating community engagement so communities could identify issues they faced and develop solutions with a minimum of outside intervention and funding.

Tide evaluators examined whether RM was a useful tool in examining capacity-building and understanding what community capitals appear to be vital to sustaining community engagement efforts. Representatives from each community participating in RM identified multiple accomplishments documenting how the Tide initiative affected the participating communities' capitals. Many of the identified outcomes were not initially apparent to all participants. Through dialogue and categorization into the Community Capitals Framework, community members were encouraged and stimulated to pursue additional collaborative efforts that without this participatory process mostly likely lacked the spark to encourage future actions.

Implications & Recommendations for practice: This presentation will describe the RM process and using Tide as an exemplar, discuss challenges, utilities and recommendations for other community development professionals seeking to analyze project outcomes and document a dynamic process.

Methodologies employed in the identification of successful outcomes emanating from Turning the Tide on Poverty is a timely topic to focus on during this joint meeting of NACDEP and CDS. The role of Extension in this project is an

excellent exemplar to highlight the contributions of CES and to enhance tools available to community development Extension professionals. In addition, Tide embodies all five of the CDS Principles of Good Practice in that it was designed to engage under-represented groups in community engagement, trained citizens in the issues associated with poverty, enhanced the leadership capacity by training facilitators, and promoted action on place-based concerns collectively identified. RM was instrumental in codifying outcomes and stimulating sustained efforts for community development.

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Eades, Daniel

Liz Templin, Brigid Tuck

Economic Data in Community and Economic Development Programming – Needs, Uses, and Next Steps

As communities' access to data has increased, Extension's role is increasingly geared toward helping communities interpret data for use in decision-making. Extension professionals in many states are making this transition and there is a clear need to share the successes and failures. This session will provide an opportunity for Extension and other community development professionals to gather and discuss the use of economic data in programming. We invite our colleagues to an open exchange of ideas around data needs and best practices in using community economic data in programming. The past and planned activities of a newly formed community of practice will be shared and participants will be invited to continue the discussion via this forum.

In 2015, seven states across the Northeast and Northcentral regions participated in collaborative knowledge and program sharing funded by the Regional Centers for Rural Development. A key takeaway from these activities was the need for further discussion surrounding data access, interpretation, and presentation to community stakeholders. The discussion was expanded at NACDEP's 2016 annual meeting during a pre-conference workshop where Extension faculty from across the country came together to discuss how states are using data, the barriers and limitations to its use, and the needs of data users.

Notes from the pre-conference workshop indicate there is value in this type of session and opportunity for other states to learn from one another. For example, participants expressed common goals and outcomes for data based programs; appreciated that they were not alone in their challenges; and valued exposure to new data sources and methods of inquiry and reflection. Participants also expressed a desire for future opportunities to network, share knowledge, and engage in active conversations around data and methods of analysis and presentation.

The joint CDS/NACDEP conference provides an opportunity to broaden the circle once more and engage community and economic development practitioners that are actively using economic data in programming but may not be affiliated with Extension programs. Based on previous collaborations we expect that the discussion will cover a breadth of topics including public and private data sources; the benefits and barriers to using data tools and software including IMPLAN; tools and methods for analysis and presentation; and new ways of collecting, organizing, and presenting data such as the community capitals framework. Most importantly it will allow practitioners to network and connect with one another for future knowledge sharing.

Specifically, session attendees will:

- Get a brief overview of how colleagues are using data and program tools to engage traditional and non-traditional audiences in improved understanding of economic development opportunities.
- Have the opportunity to share their best practices and resources with other practitioners, potentially influencing programming in other states.
- Have the chance to help shape and influence the community of practice regarding the use of socio-economic data in Extension and other community development programming efforts.

Previous collaborations and opportunities for dialogue have spurred intense and stimulating conversations regarding the use of data in community programming. The exchange of ideas has raised awareness of the need for further collaboration. We feel confident this session will continue the discussion and encourage broader participation, communication, and collaboration around best practices in community and economic data analysis.

Fernando, Felix

Urban Renewal Through Farming: From an Abandoned Factory to an Urban Farm

In a city ranked as the 9th worst in the country in terms of food hardship, this study exemplifies the efforts of a collaborative project to address food issues and urban decay in Dayton, Ohio. The Urban Renewal Farm (TURF) is a

volunteer based collaborative project located in an abandoned factory, in a city with a legacy of manufacturing and subsequent industrial decline. Symptoms of the industrial decline are clearly evident in the neighborhood where TURF is located in terms of poverty, lack of food access, and high unemployment. Currently, TURF yields fresh produce for vulnerable populations in the city of Dayton and aims to expand operations to become an urban farm growing fresh produce throughout the year. The project is a collaboration of university extension, students and faculty, and community members to address several challenges faced by the neighborhood in an innovative and constructive manner through creating a self-sustaining urban farm, using the assets already available in the community.

Based on open-ended interviews with project volunteers, this study examines the contribution of the project towards alleviating food issues, addressing urban renewal, and engaging community members. The challenges and barriers facing the project and efforts to address them are presented and discussed.

Fine, Tim

Stephanie Ridl

Re-Tree Richland County

Introduction: Trees in urban settings have many community benefits; among them, providing shade and decreasing energy needs, enhancing wildlife habitat, adding beauty and aesthetic benefits, improving personal health, removing air pollution, reducing noise pollution, and as a source of community pride. In 2013 a study was conducted in Sidney, Montana to assess the diversity of tree species within the city limits. From this survey, it was found that nearly 60% of the trees were either a species of Elm (*Ulmus*) or a species of Ash (*Fraxinus*). These results proved to be problematic for two reasons. (1)-Dutch Elm disease has been Richland County for some time and many boulevard trees have been removed in an attempt to curb the spread of the disease, and (2)-although not found yet, the potential exists for the establishment of the Emerald Ash Borer in the county.

Background Information: Realizing that the potential exists to lose a large portion of the tree canopy, Stephanie Ridl, director of the Sidney Parks and Recreation department, began to research opportunities to provide homeowners trees who were forced to cut down trees on city boulevards.

Stephanie was able to secure funding from the Arbor Day Foundation and the Montana Department of Natural Resources (DNRC) in order to purchase replacement trees. It was decided that there needed to be an educational component that awardees must attend in order to receive the provided trees. The grants consisted of \$750 from the Arbor Day Foundation and \$2000 in from Montana Urban and Community Forestry Development Association (part of MT DNRC) which was matched by the City of Sidney and Richland County bringing the total to \$4750.

In 2014 the first Re-Tree Sidney workshop was held. Sidney residents who lost boulevard trees filled out an application requesting a tree and upon completion of the workshop and a site visit to the residence, were given a replacement tree. In the first year, 39 trees were distributed to community members. Additional funding in various amounts has been secured from these same sources each year since.

Program Design and Description: As mentioned above, the program was organized so residents would not be awarded one of the trees until certain qualifications were met. These qualifications consisted of;

- Completing a "Re-Tree" Richland County application
- Setting up a time for someone from the Sidney Tree Board to conduct a site visit
- Attend a workshop organized by Stephanie Ridl from the City of Sidney and Tim Fine from the Richland County Extension Office.

The workshops were designed so that, upon completion, "Re-Tree Richland County" Applicants would learn the proper techniques to take his or her tree home and successfully plant it, better-ensuring survival of the tree. Workshop topics focused on proper tree planting techniques; proper pruning techniques; insects and diseases of trees in Richland County; the possible threat of Emerald Ash Borer and what to look for; and general practices to promote overall tree health.

There was a concentrated effort to purchase a variety of different species of trees (with a focus on avoiding species in the *Ulmus* and *Fraxinus* family) with the end goal being to ensure a more diverse tree canopy in the future.

Results: Since the inception of the program, 175 trees of various varieties have been planted within Richland County and a vast majority of them are thriving. Residents who received trees are quick to contact Stephanie or Tim if they are concerned that their tree is not flourishing. Workshop attendance is open to anyone and more participants have attended workshops than there were available trees.

Conclusions/Recommendations for Practice: Richland County is located in Northeastern Montana which is a semi-arid region and receives less than 15 inches of rain in an average year. As such, citizens of the county believe that only certain species of trees will flourish. Research and time has shown that in a monoculture situation, one pest can devastate an entire population. This was proven when Dutch Elm Disease hit Richland County and should the Emerald Ash Borer migrate to the area, the effects will be just as devastating to the established canopy.

Communities who are in situations similar to Richland County would be well served by taking a look at the diversity of their canopy and implementing steps to ensure that, should a particular species face peril, there will be enough other species around to lessen the aesthetic and economic losses. Implications of this program on the community will be discussed as well as how the program could be replicated in other communities.

Fox, Julie

Entrepreneurial Networking Competencies: Contemporary Perspective on Social Capital

Introduction: As Extension continues to face complex challenges, a social capital perspective, entrepreneurial lens, and competency framework can strengthen research on strategic partnership development. While these constructs have been explored independently, the combination presents an integrated approach to foster relevant entrepreneurial networking in a unique and comprehensive way for community development Extension professionals.

Literature Review/Theoretical Framework: Social capital is critical to establishing and cultivating partnerships (Burt, 2000). Increasingly, organizations are using alliances and networks to access markets, information, technology, and other resources (Hitt, Ireland, Camp, & Sexton, 2002) that are important for innovation (Kale & Singh, 2000). Multi-stakeholder agendas create complexities for Extension professionals working with diverse public and private partners. A variety of literature addresses Extension competencies, which typically include some reference to interpersonal relationships, partnerships, or networking. To better understand social capital in Extension, the researcher investigated entrepreneurial networking competencies at the individual, team, and organizational levels. A competency is "a collection of related knowledge, skills, abilities, and other characteristics (KSAOs) working in concert to produce outstanding performance" (Weatherly, 2005). With an increasingly diverse constituency, new technologies, and changes in traditional funding sources, Extension, like other established organizations, has been exploring entrepreneurship theory and practice. Entrepreneurship is a universal construct that can be applied in public sector organizations (Morris & Kuratko, 2010).

Research Methods: The researcher began with a brief review of Extension competency contexts and then illustrated the nexus between social capital and entrepreneurial networking. To better understand practical application for local Extension leaders, a Competency Framework Development process was conducted with eXtension and EduWorks. Participants represented all Extension geographic regions, as designated by the Extension Committee on Organization and Policy (ECOP). The focus was specifically related to the urban context. However, findings were then analyzed as applied to established Extension competencies, social capital, and entrepreneurial networking.

Results: Practitioners articulated specific skills, knowledge, attitudes and beliefs related to internal and external entrepreneurial networks. Distinct social capital competencies apply, in varying degrees, to Extension professionals working with urban suburban and rural communities. The literature supported connections between social capital and entrepreneurial individuals, teams, and organizations.

Conclusion/Implications & Recommendations for Practice: Social capital, partnership development, and competency frameworks are not new to Extension. Findings from investigation into relevant entrepreneurial networking literature and the Competency Framework Development process provided further insight to design professional development options to improve essential competencies, entrepreneurial networks, and social capital impacts. There have always been elements of entrepreneurship in public sector organizations (Moore, 1995). Emerging findings provide a foundation to explore the extent to which the underlying concepts are similar and where they differ based on culture and context. Entrepreneurial networking and social capital competency research informs standard Extension competency constructs.

Community development professionals develop partnerships as part of local, state, national and international projects. The value of social capital is familiar. The entrepreneurial networking context and contemporary competency framework research shared in this presentation provide additional perspective and a basis for future exploration.

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Fortunato, Michael

Neil Davison, Ashley Ross

The Facilitated Rural/Urban Integrative Transformational System (FRUITS): An Innovative Systems Thinking Framework for Community Transformation Amidst Conflict

Abstract: This presentation introduces a new community-based model for community transformation, especially under conditions of local conflict: the Facilitated Rural/Urban Integrative Transformational System (FRUITS) Model. The FRUITS Model approaches community engagement as a meta-process for integrating citizen perspectives in developing alternative, self-adapting systems for natural resource management. The model builds upon the ideals of Wilkinsonian community development, citizen-expert models of co-creation, and deliberative democracy. The FRUITS Model recognizes that communities are often comprised of groups of socially-complex and fragmented stakeholders. This means that individuals within a community have different levels of knowledge and varying beliefs; therefore, the starting point for decisions being made by a community will be based on these disparate assumptions and worldviews. This diversity is not seen as an impediment; rather initial divergence may reveal alternative interpretations and information related to community natural resource management.

Community engagement creates a safe place to explore diversity in knowledge and values. Within this context the community may work together to:

- a) identify common threats and common values;
- b) co-create solutions with the aid of expert knowledge;
- c) build cohesion and continuity behind citizen action; and
- d) increase awareness of higher, system-level forces that influence group decisions.

The systems thinking approach promoted by this model involves reframing community conflict by moving from the part to the whole or from details to the bigger picture. Systems thinking also highlights nested relationships across time, space, and scale; connects resources and skills with emergent needs; and uses abstractions, often taken from case studies of experiences elsewhere, to exemplify emergent issues in a way that is removed from local context. Overall, systems thinking promotes a better understanding of universal threats and fundamental causes to natural resource conflicts. This improved understanding facilitates alignment of community values and enables communities to design solutions that are tailored to meet their needs and responsive to the dynamics of conflict within their group.

The FRUITS model is particularly useful when a crisis (especially a low-visibility crisis, like climate change or drought) is present. Moving a community from divergence on knowledge and values to a place where the systems contributing to and responding to the crisis may be explored, creates a foundation for collaboration and innovation. Furthermore, the model has considerable value as a method to reconstitute a sense of community among participants and empower community members to use the trust built through these relationships to work together to habitually seek solutions to ongoing problems.

This presentation will present not only the theoretical and conceptual ideas behind the FRUITS model, but will also present an example of how it was used to stimulate community engagement in a water-threatened region in the Murray-Darling Basin of Australia (New South Wales/Queensland). This case study will emphasize the ways in which the model was supported, and which areas require further research. Application of the model in a practical setting will be addressed, as well as how the FRUITS model can be used to advance a "science of practice" within the field of community development, and shape community development theory more generally.

Fredrickson, Brian

Bob Bertsch

A Call to Include Online Communities in Community Development

Introduction: The subject of developing effective online communities has been left largely to commerce and marketing. A cursory search for "online community development" yields a few results for online degree programs in community development, but mostly posts from online community platform companies and Internet marketers. It is time for us, as community development professionals, to incorporate online communities more fully into our thinking and action.

Background Information: The digital age has erased the barriers of traditional communities. Freed from the bounds of geography and synchronicity, millions of people participate in online communities to seek connection, improve their practice and even co-create.

Like traditional communities, online communities can develop the capacity for co-learning, co-creation and collective action. Online communities have some distinct advantages over many traditional communities. They often

achieve greater diversity which can result in innovation. Because they are not limited by synchronous interaction, collaborative work can take place over time and on each individual's own time.

Finally, online communities, when diverse and distributed, are much more resilient than traditional organizations. When people leave an online community, there is a larger possible pool of replacements to take on that person's role.

Program Design & Description: In this session we will share our experiences with building and participating in online communities in an effort to identify "good practices" associated with different kinds of online communities. We will lead a conversation about the risks and benefits of online communities for community development professionals and for those who participate in online communities. Finally, we will discuss a path forward for community development professionals who wish to become more knowledgeable of and involved in online communities.

Recommendations for practice: Online communities can increase the capacity for connection, learning and collective action across temporal and geographical boundaries. By developing our knowledge of online communities and using our existing expertise, community development professionals can make these communities more effective and increase the impact of our work.

Gaffey, Abigail

Jane Goeken and Diane Van Wyngarden

Tourism Training in Flyover Country: Partnering with Iowa's Tourism Regions to Create Welcoming Communities

No one wins an all-expense paid trip to Iowa with the same level of glee that a trip to Hawaii or Big Sky, Montana would elicit, but that doesn't mean that Iowa doesn't have a tourism industry. The U.S. Travel Association's 2015 Travel Economic Impact Model report shows that domestic travel spending in Iowa topped \$8 billion, \$1.2 billion of which was payroll to 66,500 employees in tourism-related industries. This tourism spending generated \$899.7 million in tax revenues for Federal, State and Local government entities. Therefore, it is not surprising that the State of Iowa would take an interest in developing this industry.

In 2015, Iowa State University Extension & Outreach was approached by the Central Iowa Tourism Region to develop a customer service/hospitality training for front-line workers in hotels, restaurants, downtown retail establishments, tourist attractions, gas stations and convenience stores. Ten central Iowa cities received the two-hour training workshops through funding from the Iowa Economic Development Authority's Travel Iowa Program. The workshops were so successful and so well-attended that the program has now been expanded to an additional 34 cities with the Western Iowa Tourism Region and the Eastern Iowa Tourism Association joining the program. While Iowans are the stuff of legend for their congeniality and politeness, so much so that "Iowa Nice" is a thing, we are a self-effacing people and visitors to our fair state, when asking what there is to do here, are likely to be told "Nothing." The training workshop teaches Iowa communities how to make a better first impression. Half of the training focuses on how communities market their attractions, how they map their points of interest, and how the appearance of their downtown storefronts can either attract tourists – or repel them! Instruction is given in how to develop Ambassador's Programs for front line staff to help them give referrals to visitors looking for unique tourism experiences, shopping opportunities, good restaurants, outdoor recreation, and places to stay. The workshop also discusses Fam Tours as a way to attract motor coach tours into their community by showcasing two to four hours worth of activities that can be experienced on a day trip.

If it is news to people outside of Iowa that Iowa is a tourist destination, that fact also comes as a surprise to individual Iowa businesses. The second half of the training focuses on how individual tourist-oriented businesses can improve their customer service and hospitality skills. This portion of the training covers issues such as communication, giving directions, resolution of complaints, handling negative online reviews, and examples of what other businesses do to go "above and beyond" for their customers. Checklists and handouts for the individual business-oriented portion of the training are designed to be taken back to the business and used as training materials for front-line staff unable to attend the in-person training.

All of the workshops are tailored to the individual communities using a pre-session Survey Monkey survey and customized presentations using actual local examples and statistics. Each session also includes a Best Practices showcase where local tourism officials share resources. The involvement of local Convention & Visitors Bureaus and Chambers of Commerce in this program has also helped solidify the idea that professional development opportunities are important. The workshops have been a cost-effective tool to enhance the tourism industry by providing opportunities for on-going education, network development, and dialogue among individual businesses that are often unrelated and lacking in a peer group.

The workshop sessions are delivered by an educational team of four Field Specialists in Iowa State University Outreach & Extension's Community Economic Development division. The curriculum was developed by ISUEO's Tourism

Specialist, Diane Van Wyngarden, who also runs the unit's Road Scholar program which has been recognized as one of the top programs of its kind in the country.

Garcia-Pabon, Jose

Why don't they come? Training needs and opportunities for professionals working with Latinos

Introduction: In Washington State, as in the rest of the country, the demographic change is driven to a large degree by the growth of the Latino population. This abstract for a presentation discusses the efforts of the Latino Community Studies and Outreach (LCSO) Program at Washington State University Extension (WSUE) to address this phenomenon.

Background: "I am at wit's end for why parents aren't coming" (participant's quote in a "working with Latinos" training). It is common knowledge that Latinos have increased rapidly in the last decades and may continue growing in the foreseeable future. Over 56 million Latinos lived in the US in 2015 up from 50 million in 2010 (US Census, 2015). In Washington State, close to 810 thousand Latinos were living in Washington in 2014 an increase of 55 thousand from 2010 (US Census, 2014). This growth in urban and rural communities presents an increasing challenge to Extension and other professionals to reach out to, and work with, Latino audiences. Therefore, there is a need for them to have the tools and skills to work with this segment of the population, connect with other like-minded people and potential partners, and receive support from their institutions.

Program design: The LCSO Program conducted a survey to better understand the cross-cultural training needs of WSUE professionals. The survey had the purpose to understand WSU Extension educators' knowledge about Latinos and what their trainings needs are to work with this audience. Despite the low response rate (24%), the survey points to what training WSU Extension faculty needs. The survey questionnaire was divided into two sections. The first section pertained to their *knowledge* on Latinos and the second related to the *support* they needed.

In response to the findings the LCSO Program implemented a one-day workshop titled "Why don't they come?... Increasing Latino participation in outreach programs". The purpose was to enable WSUE professionals to provide relevant and culturally appropriate services to the Latino population in the state. The training content included understanding of the of the Latino community cultural traits and values, an institutional and personal self-assessment, a panel discussion on best practices, case studies and developing a plan of an activity oriented to Latinos.

The workshop was so well received that the demand for another one made LCSO offer it again. The "Why don't they come? ..." workshop is now in its 6th year of being offered twice a year transcending Extension to train agencies and organizations.

Results: Participants were requested to fill out an evaluation designed to measure changes in knowledge, attitudes and actions. Among the almost 400 participants so far, about 80% filled out an evaluation at the end of each training session. The evaluation measured the *event outcomes* with questions related to the increase of their understanding, their confidence to recruit Latinos to their programs, their plans to use workshop discussions to solve challenges, what was missing, and additional assistance needed. The questionnaire also collected information about *participant reactions* in terms of whether their expectations were met, how the facilitator performed and if they would recommend the training.

Participants indicated increased knowledge, and readiness to reach out to Latinos as well as where more support is desired. Their reactions were very positive with 90+% indicating they would recommend the training to colleagues and other professionals. Figures, tables and charts will be presented at the conference.

Conclusions: Although most participants felt their experience with the workshops was very appreciated, this clearly is not enough. One deficiency in the growing cultural competence training opportunities is the gap between the use of the new skills and measuring the impact on the population served. These workshops helped the participants to increase their understanding of the Latino community and their preparedness to start new programs and activities, however, this would be incomplete if we do not know whether more Latinos are being recruited because of the workshops.

Further implications for Extension and Community Development include

- Some professionals should revisit their programming to reflect the demographic change,
- These workshops would help with compliance with the Civil Rights Act
- This training cannot be just a voluntary option for community development professionals, it should be a required professional development activity
- Cultural competence training need to be evaluated on the impact on their clients.
- Efforts to reach out and work with underserved communities need tangible institutional support
- Institutions should conduct periodic self-assessments to measure their cultural competency standing and progress

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Garkovich, Lori

Stop the Fracking Pipelines: Framing Social Action

It has been nearly three years since Williams and Boardwalk Pipeline Partners, Ltd. began its effort to build the Bluegrass Pipeline to carry Natural Gas Liquids (NGL), the viscous, volatile and toxic remains of fracking from the fields of Pennsylvania through Ohio and Kentucky and then onto the Gulf Coast. While this effort eventually failed (according to those who resisted the proposal) or was withdrawn for economic concerns (the company's explanation), the number of proposed and actual pipeline projects has increased. This paper will employ the concept of framing to explore how the pipeline projects related to fracking have been presented to the larger public by the companies and the protestors. Framing involves the framing of situations, attributes, choices, actions, issues, responsibility and news. While resistance to pipeline projects begins locally, the paper will examine how different types of social media have been used to share action strategies.

The paper will use reflective observation, analysis of websites and other social media, as well as news stories to reflect on what might be called a grassroots movement for sustainability.

Garrott, Jay

Jeff Barber

The Kitchen, Inc. Campus Redevelopment: A Public – Private Partnership in Community Planning

In the spring of 2016, The Kitchen, Inc. of Springfield, MO asked the Center for Community Studies to assist them in exploring strategies for the redevelopment of their property at the east gateway to the Commercial Street Historic District in the city center. This prime 3.5-acre site, which is the largest urban parcel to come on the market in the city center in many years, contains 8 historic and diverse structures that are important to the:

- Physical integrity of the Commercial Street Historic District's streetscape and character,
- Historic context of the city center,
- Benton / Commercial intersection; the Commercial Street Historic District's east gateway,
- And, transition between the urban corridor and surrounding historic neighborhoods.

The Kitchen, Inc. was founded in 1983 by Sister Lorraine Biebel as a shelter to provide food to the homeless. The Kitchen, Inc. has continued to grow through her vision and dedication and the work of the staff, Board of Trustees, and Foundation Board of Directors. After 33 years, The Kitchen, Inc. is establishing a new philosophical approach to how it provides services in Springfield. No longer will The Kitchen concentrate its facilities and services in one location near the city center, but rather distribute its facilities throughout the community. This divestiture of its holdings in the Commercial Street Historic District of the city center will have a profound impact upon the economic, social, cultural, historic, and infrastructure integrity of the city. The request for assistance from the Center by The Kitchen, Inc. was a realization that a community-wide vision for the redevelopment of the parcel was needed to generate broader awareness about the pros and cons of various development strategies.

As the Center for Community Studies' academic arm, the Community Studio of the school of architecture was tasked with organizing a consortium of community groups, planning and design professionals, city officials and planning staff, Commercial Street Historic District and Landmarks Board representatives, and experts from two universities to collaborate on this redevelopment study. In total The Kitchen, Inc. vision consortium consisted of 15 third year architecture students, 11 architects, 2 developers, 8 city planning and development staff, 7 Professors of Architecture, 1 Professor of Urban Sociology, 1 Professor of Theater, numerous community constituency leaders, a community development specialist and 75-100 participants from three surrounding neighborhoods and broader community. The intent of the community / university collaboration was not to choose a specific redevelopment plan, but rather to:

- Create a community-participatory planning process to explore the issues associated with the redevelopment of the properties,
- Examine the viability of alternative approaches,
- Invigorate the public discussion of the potential of The Kitchen, Inc. properties' and its surrounding Commercial Street context,
- And, document the findings in a graphic and written manner that may be used by the future redevelopment partnership.

The outcome of the community/universities visioning consortium was the organization and facilitation of a participatory planning and design process that involved a diverse array of professionals, governmental staff, interest groups, and laymen in the examination of redevelopment strategies to a complex community challenge. The active involvement of the public media throughout the process kept the broader community aware of the process and findings, while members of the consortium and surrounding neighborhoods were kept more fully involved via public forums, site tours, and graphic displays within the community. The architecture students were the principle developer of the alternative development strategies with the local developers, professionals, neighborhood business people, and residents providing ongoing critique of the work to assure that all points of view were properly considered. The strategies explored adhered to the historic guidelines and requirements for historic tax credits, navigated the building, zoning, planning codes and ordinances, and explored housing pattern diversity and development scale between the 4-story urban edge and the historic 2-story neighborhood with strong development guidelines and sense of character.

The development findings were presented to the public at four public forums, using 150 presentation boards, and a 235-page written and graphic report pertaining to the developed issues, concerns, and recommendations for the property. Since the completion of the study, these materials have been used by the community as part of their ongoing planning and passed along to several developers who have shown interest in acquiring The Kitchen, Inc. campus.

This case study presentation will explore the use of public—private collaborative planning strategies as a means for providing community planning education/empowerment, broadening the discourse in community development, and advocating for participatory-community visioning as a precursor to comprehensive planning.

Gauvin, Tony

The Relationship between Educational Attainment and Economic Development in Rural Maine

It is a commonly held belief that educating a workforce in a rural region can help attract new businesses and boost economic development. However, a recent demographic study done in Maine comparing three rural counties in Northern Maine to two urban counties in Central and Southern Maine showed an interesting anomaly. In the recent recession years of 2008-2010, the educational attainment percentages in the three rural counties went up and the same metrics decreased in the two urban counties. While the original study did not explore or present any conclusion about the anomaly, it did suggest that one possible reason for the corresponding numbers shift could be that recent rural graduates, who had left the rural regions for employment city after graduation, were returning home to live with their parents as a result of the contractions in urban economies. If this is so, then the relationship between educational attainment and economic growth could be that growing economies attract educated populations more so than educated populations help build growing economies; at least for rural Maine. This would mean an increase in educational attainment of economic region is a function of in-migration and out-migration due to changes in the economy and a purposeful response of any attempts of rural higher education build economies through workforce development.

To explore this phenomenon more closely and help build understanding of the relationship between educational attainment and economic development additional data on Maine college graduation numbers is being gathered along with survey data on post graduate residence and work locations. This data will be compared to Maine Bureau of Labor statistics and occupational outlook predictions for the five Maine counties. A simple analysis of the number of local graduates for each growing occupational grouping versus changes in local regional labor statistics for the matching occupations will help determine if changes are due to recent graduates entering the workforce or immigration (or outmigration). Correlation analysis will be performed for location of the educational facility, program of study, post graduate place of work, labor statistics for occupation matching to the programs of student, and occupational predictions for those same occupations. The goal is to discover which graduates (by program of study) are staying, which are leaving and why they are doing so. This analysis should help determine which programs of study are addressing local rural regional need and which programs of study are aligned with urban markets.

At the time of writing this abstract, data collection is still on going and analysis is very preliminary but it is hoped the phenomena can be explained by a temporal disconnect between what is being taught in the Institutes of Higher Education on Northern Maine and what the rural Maine economies require of college and vocational graduates. It is hoped that the results will help Rural Institutes of Higher Education align their curriculums with future regional rural needs as opposed to producing rural graduates for current urban economies. Clearly more primary data and analysis will be needed before any substantive conclusion about the role of Rural Higher Education in Economic Development is developed but an understanding of rural graduates and their places in rural or urban economic development is needed to help formulate that conclusion.

Gibson, Huston

Jessica Canfield, Anne Beamish

Understanding the Community Value of University Service-learning Engagement Projects

Introduction: As a land-grant institution, our university has a mission and tradition of working with communities across our state in a variety of ways. For assistance on specific projects, communities often contact university extension agents who may then reach out to teaching faculty to initiate student service-learning projects. Such projects, when aligned with student learning objectives, are thought to benefit both the students and the community. This model has worked for a number of collaborations between Kansas communities and students from our department, which includes programs in landscape architecture, regional & community planning, and community development. We have presented aspects of extension facilitated class projects related to community parks in Jetmore and Park City, KS at past CDS conferences. Most research on service-learning is from the student perspective, not the community, with a few exceptions. Our study deepens this discourse by exploring the perceived value of a university service-learning engagement project in a Kansas community.

Theoretical Framework: As teaching faculty, we (authors) regularly assess community engagement projects based on student learning outcomes and feedback we hear from participating students and communities, which tends to be positive. Though in this study, through narrative inquiry, we aim to explicitly and empirically assess how a community values a university-lead student service-learning engagement project.

Background: During the 2017 spring semester (beginning January 16 and concluding May 5) we will work with the City of Emporia, Kansas, to explore opportunities to re-design one of their larger, but underutilized, community parks so that it can better serve a growingly diverse population. This service-learning project came about through a past connection made from a former extension agent and from one of our department alumni, who is now a community development professional with Emporia and had previously engaged in a similar type project while in school.

For this service-learning community engagement project, students from two of our on-campus courses—one focused on community decision-making and engagement, and the other on site design—will collaborate with Emporia community members as part of their required coursework. To initiate the project, students from the community decision-making and engagement course will interact with community members via various means, but in particular will hold a public meeting focused on community members' wants/desires/concerns for the park re-visioning. Then, students in the site design course will use information collected from the community by the students in the decision-making and engagement class, along with historical and physical data from an analysis of the park's existing conditions, to develop several park design proposals. Student generated drawings will illustrate multiple potential future scenarios to community members. The designs are intended as ideas for discussion and to support possible fundraising efforts. Students from both courses will return to Emporia at the end of the semester to publically present their work, and to discuss with the community how they might pursue any desired options.

Research Methods: To assess the community value of the service-learning engagement project, we will use narrative inquiry, including a pre and post project questionnaire and focus interviews with community members. A pre-project questionnaire will be administered to willing community member participants in attendance at the initial public meeting. The questionnaire is intended to assess their hopes/desires and any concerns in regard to working with the university students (not about the outcome for the park per se, but the actual engagement process). Then, following the final community presentation, and unveiling of park design possibilities, community members in attendance will be asked to complete a reflective questionnaire, to assess opinions of the actual engagement process. Individuals who have participated in both questionnaires will be asked to participate in a focus interview, to provide a more nuanced narrative regarding their perceived value to the community from the university student service-learning engagement project. Additionally, throughout the project, our students will be required to engage in reflective journaling as means to document their experience in engaging with the community.

Implications: This is the first step of a larger study focused on community-engagement and service-learning. This aspect of the research focuses on the perceived community value, as well as the student experience. While the findings from this study are thought to be useful for teaching faculty considering the use of similar type projects, the larger aim is to be more specifically useful for community development professionals, working with communities in their state/region; for extension agents; and, the otherwise.

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Green, John

Elizabeth Sweeney, Leanne Avery

Community Development: The Community Development Society's Journal in the Past, Present, and Future

Community Development, an official peer-reviewed journal of the Community Development Society, is now in its 48th volume year. It has gone through many changes, including the number of issues per year, publishing arrangements, and integration of print and online dissemination. Furthermore, the range of topics and places studied have expanded. What has remained constant is the focus on connecting theoretically-informed and empirically-based scholarship with practice and policy to inform intentional social change efforts. This panel session will provide a review of the journal's history, assess its current status, and present a range of future opportunities. As part of this session, participants will be asked to engage in facilitated discussion of their interests and recommendations to continuously improve this unique publication.

Greene, Kate

Eve Picker, Mark Roderick

Crowdfunding for Real Estate Development: Shaping Cities with Locally Sourced Capital

Introduction: Think about your downtown. Imagine for a moment that you have the chance to turn an empty historic building into something wonderful that will transform your community. Now imagine that you don't have to win the lottery to make that happen.

Crowdfunding to support local real estate development is a form of impact investing – raising money to create a meaningful social impact alongside a financial return. It used to be that private real estate deals were all about who you knew and how much money you had but real estate crowdfunding has changed things in a big way. With the passage of the JOBS Act and the Security Exchange Commission's (SEC) recent Title III ruling, real estate investments aren't just for the super-rich anymore – now everyone can get in the game!

This presentation illustrates how community development service providers can work with communities to discuss using the power of locally sourced capital to create the world we want to live in.

Theoretical Framework/Background Information: Crowdfunding is a method of raising capital through the collective effort of friends, family, customers, and individual investors. This approach taps into the collective efforts of a large pool of individuals—primarily online via social media and crowdfunding platforms—leveraging their networks for greater reach and exposure.

Locals know their neighborhood better than anyone else, and they should be allowed to invest in it. Equity crowdfunding for real estate development gives folks the chance to actively participate in reshaping their neighborhoods while enjoying both social and financial returns. We all want our neighborhoods to be vibrant and healthy with strong businesses and improved infrastructure and the best way to see that kind of investment is by committing to the success of a development project or business. For example, saying in a survey that the community will support an ice cream store represents interest. *Investing* in the project or business that brings the ice cream shop to your community represents commitment. If you are invested in the success of a local project or small business, you will become a patron. If the ice cream shop does well, the business will stay in the building. If the business stays in the building, the project will be financially solvent, leading to longer and potentially greater returns for the investor, and will inspire other new development projects. If other development projects pop up, it will create more investment opportunities for residents, which will lead to more increased secondary revenues, and so forth. This type of social impact investment is cyclical and leads to redeveloped neighborhoods, increased property values, more businesses, a stronger tax base, better housing stock, and an improved quality of life.

Program Description: Small towns are often home to projects that struggle for funding because they're unique or sit in neighborhoods that banks view as risky for investment. The Street CRED program is designed to work directly with communities, educating investors and developers about crowdfunding opportunities, process, and impacts, creating pipelines of investment-ready properties, assisting developers in structuring deals around targeted investment-ready projects, and connecting properties with available/appropriate crowdfunding portals. This approach taps into a historically unidentified yet critical funding source.

Through structured engagement, sector experts explain the crowdfunding concept using case studies that demonstrate how it supports community social capital. Attendees are invited to play a game designed to inspire visions of redevelopment and reuse within the community, and, using play money, they are encouraged to "invest" in their favorite ideas. This interactive approach helps communities understand the principles behind the concept, the practice behind the model, and the prevalence of interest in multiple projects.

Conclusions/Implications & Recommendations for Practice: Crowdfunded real estate development embodies the idea that through creative partnerships, communities can selectively support redevelopment projects that are calculated to ensure growth and success. The Street CRED program creates an opportunity to change the development paradigm to inspire mutually beneficial change. Community sourced dollars represent interest, support, and commitment for the direction in which a specific project, or community as a whole is headed. This program can be replicated across the country as a model for accelerated, meaningful redevelopment at the community level.

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Gulick, Sharon

Richard Proffer, Dean Larkin

A Tale of Two Cities: Moving from Stagnation to Action

Introduction: In late 2011, the City of Doniphan, through the Ripley County Chamber of Commerce, contacted MU Extension for assistance in creating "a community wide awareness of the current and future demands made by a progressive business environment... and to establish a clear vision of our current standing and identify avenues of improvement that will benefit all aspects of our community." A tall order in the best of circumstances and, as we would learn, there were many unspoken challenges. Over 5+ years, we have partnered with this dedicated group of volunteers to move the community from stagnation and in-fighting to vibrant, functional team that is having significant impact on the community. This session will look at the city before and after engagement and discuss how MU Extension faculty helped the community create a new, vibrant future, what tools and approaches were used, and an honest look at what did and did not work and why.

Background Information: In 2011, Doniphan had no vision or plan for the future; key public and private organizations had limited interaction and no coordination of effort coupled with a lack of trust and communication and blaming each other for inaction while stifling any action. There was palatable stress between the organizations and the city was floundering economically. Community leaders expressed frustration that while recommendations had been made, neither the county nor the city had gotten involved in efforts to move the community forward and no real change was occurring. Many felt that the "good old boy" network was still solidly in place.

Program Design & Description: We started out with a traditional approach to community engagement and planning but when that failed miserably, our multi-disciplinary team got creative and developed a new approach, utilizing components of SET, Strategic Doing, Community Coaching, Community Capitals and Ripple Mapping. The change was immediate and the project was totally reinvigorated. Our team shifted from a "facilitator" role to a coach – e.g., we were frank with them on what we saw as weaknesses within the community and what we felt needed to happen. Over the course of two years the group met monthly to work on identifying assets, looking at barriers and creating specific goals with action steps and accountability. The community immediately related to the Community Capitals approach and was highly engaged with Ripple Mapping to track progress and it was especially helpful when about 3 years into the project enthusiasm started to wane and we used it to help them see the progress they had made.

Results: The community continues to meet and uses the tools we introduced; jobs and new business are being created; the community is one of the few bright spots economically in the region; and, perhaps most importantly, they are still meeting monthly, working together and cooperating to improve the community. There are stronger relationships with community organizations than before our engagement and open dialogue is the norm.

During the presentation we will provide quantitative and qualitative examples of community change and success. A few examples include: the local economy is outperforming the region in workforce participation, higher than average Median and Mean Income and a decline in the number of families in poverty; youth are coming back to the community to live; job fairs resulting in 30+ people being hired on the spot; new city boards being created; tourism efforts paying off;

voting in sales tax increase to save hospital; tourism signage installed; increased sales tax collection during tourism months; and, hotel bookings have increased, among other measures.

Conclusions/Implications & Recommendations for practice: Since 2011 the community has evolved into a very different place, one with goals, actions, cooperation and a vision of their future. This successful community engagement was due principally to Extension's partnership and commitment for the long term and our willingness to adapt and change our approach. The use of participatory approaches, such as Ripple Mapping and Community Capitals, along with committees reporting at each meeting, kept the group engaged. During the process we had stated expectations for the community's involvement and agreed to role and responsibilities. Honesty with the community was essential and we challenged them on long-held beliefs about the community. The commitment on the part of the citizens was essential – they understood that they had to do something and that the "old" approaches simply didn't work anymore. Many community members struggled to understand the demographic and economic data and we developed some easy ways to present and help them understand the data.

Hall, Tanya

At a Glance: Rural Indiana Housing Situation and Potential Solutions

Introduction of Problem: Housing conditions greatly impact the economic development potential in rural communities with small towns and micropolitan areas. Rural communities frequently identify job growth as a planning priority (Ziebarth, 2015). Within Indiana, civic and economic leaders are strongly concerned with the lack of quality options available to attract and retain a high quality workforce, which also has quality of life implications. The current situation in Indiana underscores a unique problem with its existing housing inventory – on the whole, it is in short supply and in poor condition. The Office of Community and Rural Affairs (OCRA) and a five county region in southwest central Indiana, in partnership with Purdue University, decided to conduct a series of housing studies to identify concerns and possible policy strategies which could be implemented throughout the state. These two research studies also captured the demand for quality housing, existing barriers affecting communities' ability to meet the hiring needs of existing businesses and the effects of housing in regards to the economic growth and vitality of Indiana's rural and micropolitan communities. This research highlights Indiana's rural and micropolitan communities' challenges in addressing housing. In order to meet the demand for market-rate, workforce housing, it requires a fundamental rethink in how rural places approach zoning and how communities may collaborate to develop effective incentives for developers.

Methodology: Two completely different strategies were used to conduct the research, of which will be briefly covered. One approach was a series of 12 focus groups within a mix of rural and rural/urban mix counties throughout Indiana. Information gathered included better understanding housing situation, challenges and potential solutions. The second approach entailed analyzing a survey of 660 respondent households in the region using the Computer Assisted Telephonic Interview (CATI) technique. In this case, a statistically accurate sample of the population was randomly selected from a combined landline and cell phone list to complete the survey. The results provide strong evidence based data on desired rural community features, in-demand owner-occupied and rental housing amenities, affordability, along with geographical preferences.

Results: This presentation delves into the research results showcasing the overarching needs across the state regarding housing and then begins to address the strategies which could be administered at the community level.

Challenges in housing resonated around a variety of focal areas. The top three challenges include:

- Problematic zoning issues and the need to identify a balance for effective zoning practices in regards to development for communities to adopt is crucial.
- Establish city and county ordinances for building inspections
- A lack of safety standards

Examples of preferred housing strategies include:

- Home buyer decision makers or the renter should be educated about the decision they are about to make. (effectively use energy i.e. air conditioning on full blast, but have windows open)
- Engaged landlords tire of repeatedly undertaking home improvement projects due to tenants lack of care/pride in rental. Develop a renter education system and a voucher system to assist tenants in owning their own home. Recommend best practices on how a community can match quality tenants with quality rentals.
- Create lasting incentives for developers to build market rate housing units, minimizing risk both at the state and county level to entice them to develop at the county level.

Conclusions/Implications & Recommendations for Practice: Across Indiana, housing is a challenge with many participants struggling to articulate what to do next or what would be the best next steps. Many communities emphasized the need for increased housing diversity, similar to those present in urban markets, yet affordable to working residents. Counties are in need of better enforcement tools to improve the quality of housing stock in addition to some assistance in identifying best practices in developing housing within their communities. Creation of incentives to lure developers out to

the non-urban markets would assist communities economically and from a quality of life perspective. Regardless of the tools that could be created as a result of this project, the stakeholders appreciated the chance to share their perspectives and concerns about housing to the state and look forward to opportunities for further action.

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Hamilton, Melissa

Montessa Young, Suzann Dolecheck, Gail Silkwood, Cindy Kinder

Blended Learning: Connecting Expertise and Building Networks in Rural Communities throughout Idaho.

Presentation Abstract: Extension Educators across all disciplines have been able to connect subject matter experts with rural communities through Blended Learning. This technique is the integration of virtual learning platforms and traditional classroom environments. The subject matter expertise in a single county educator is limited and Blending Learning incorporates technology for collaboration and sharing of content knowledge throughout the region and state. Extension Educators have the ability to enhance their county programming through collaboration with their colleagues, expert professionals, and campus through the adoption of Blended Learning.

Learning is an individual process and requires programming to appeal to multiple generational preferences and learning styles. According to Howard Gardner of Harvard, there are multiple forms of intelligence and the effectiveness of teaching methodology can be enhanced by embracing multiple teaching strategies. Blending Learning appeals to the auditory and visual learners, through the presentation of virtual and in person content knowledge. Kinesthetic Learning is incorporated into the programming through hands on activities and interpersonal relationships are formed through local discussion of the introduced content.

Online learning is one of the fastest growing trends in educational uses of technology. One in four traditional students now take at least one distance education course and 2.8 million students are taking online courses exclusively according to the 2015 Survey of Online Learning. Online classes are now offered by most public universities. Extension is following this trend by starting to use more online technology to reach audiences. eXtension's online course system continues to grow in both course number and participation. Courses are being taught by 489 Extension faculty representing 47 states or agencies. One of the challenges of this type of platform is the successful completion rate of enrolled learners. In massive online open courses the completion rate is a mere 6%, even for those that indicated they planned to complete according to Harvard. In order to engage the learner in their virtual classroom, additional components are needed.

Advances in communication technologies has changed the way we deliver instruction to learners in remote locations. Newer ways to blend traditional instruction with technology mediated instructional methods have emerged in an effort to meet the diverse need of learners. Learners report the lack of a sense of belonging or community during online learning. Researchers have found that this is one of the most important factors influencing learner satisfaction. Enhancing the learning experience through in person facilitated discussion and hands-on classroom activities increases the satisfaction rate over that of just online learning alone.

Brief Description of the Presentation: The presentation of this material will follow the format actually used in teaching the Extension Blended Learning technique in Idaho. We will alternate between live presentations, virtual presenters and hands-on activities. The participants will have a unique opportunity for analyzing how a Blended Learning class looks for the facilitator as well as the student. The Blended Learning technique has been utilized with youth, parents, other Extension faculty and farmers. Evaluation pieces have been collected for this programming and opportunities, successes, and challenges will be identified. The application of this technology to rural communities will be emphasized including demographics, internet connectivity, various technology platforms, and procedures for avoiding technical glitches. A guide to meeting management skills for this type of classroom environment will be provided to enable participants to successfully implement a blended learning class in their community.

Learning Objectives: All participants will experience a Blended Learning program post participation in this workshop. The participants will understand what virtual platforms are available, facilitator training, meeting management, and tools for trouble shooting technology. The presenters will share the application of this technique to multiple program areas including youth development, community development, and agriculture. This workshop will demonstrate the power of technology to increase collaboration among colleagues and strengthen connections with specialist and expertise on campus.

Hamilton, Melissa

Coalition Building for Regional Economic Development in Rural America

Introduction: Extension plays a role in bridging community resources and views of residents. Relationship building through planning is a critical ingredient to address successful community development strategies and create community “buy-in” to envisioning the future. UI Extension can help serve local communities by identifying assets, and gaps of service or human capital in the rural communities in which they reside. Through partnership building within and outside the county, the assets can be strengthened while the identified needs for technical expertise and assistance can be met.

The ability to collaborate on complex problems with unclear solutions is essential in today’s society. Through regional collaboration, the West Central Mountains (WCM) of Idaho have been recognized on a state and national level from the American Planning Association for their Economic Development plan. The WCM includes two counties and four incorporated towns including Cascade, Donnelly, McCall, and Meadows Valley. This plan was created and is currently being implemented through the America’s Best Communities (ABC) Contest.

Background Information: Rural American Communities have their challenges when it comes to supporting community infrastructure, amenities, diverse economies, inclusive housing stock, supportive health care, and education. While each community has its own specific challenges and culture there is an opportunity for small towns in rural America to come together as regions. An important step in strengthening regional partnerships and collaboration is the identification of fellow towns in a region as partners, rather than competitors for resources. Partnerships are formed through collaboration and they help to serve the community better by focusing and prioritizing efforts. Through Rural Capacity Building (RCB) the WCM has come together to address the similar challenges each community faces. “The ability of rural community to mobilize resources from within and to negotiate resources from beyond is an important step towards developing the skills and community structures necessary for RCB. Prioritization is also essential because rural communities do not usually have the resources at their disposal to address all the domains, unless assisted by an outside agent” (Aref, 1179). The WCM has demonstrated capacity for action and implementation. It is through RCB that rural regions create a greater impact with local efforts while also increasing their competitiveness for outside grants, assistance, and funding opportunities.

There are global studies that support the need to strengthen communities both rural and urban through capacity building. “Recent experience across Europe suggests that wider transformative effects are difficult to achieve without careful consideration of the partnership form and how it connects to the wider policy culture” (Healy, 1531). The ABC Steering Committee has diverse representation from the WCM including citizen’s at large, local government, and supporting organizations. Participants in this process have witnessed catalytic community development that has taken place from the power of working together! It is through collaboration that connections are strengthened and made, creating coalitions, partnerships, and networks increasing the capacity of any one individual or organization.

Program Design and Description: The McCall Chamber of Commerce began this project with their community development steering committee the summer of 2014. Entry into the first round of the contest awarded \$50,000 with \$15,000 local match to develop an economic development plan for the future. The next steps included a strategy for public outreach, information gathering, and development of the plan. The final plan was submitted and the WCM moved into the final round and was awarded \$100,000 to implement the identified short term goals. The project is currently in the implementation stage of the contest, however in April of 2017 the WCM will know if it has been selected as one of the three winners of the contest receiving one, two, or three million dollars to work towards improving the condition of the long term economic development strategy.

Results: The WCM Economic Development Plan has synthesized and organized the efforts of 13 organizations, four municipalities, two counties, and identified 21 short-term initiatives. The plan linked multiple agencies and organization’s efforts to address economic development challenges. UI Extension has contributed to the ABC plan through outreach and service programming related to regional planning, leadership development, strategic planning, food systems, community gardens, and sector development.

Conclusions/Implications & Recommendations for practice: With or without the final prize money this effort has been a success. Moving forward, there are clear short term goals that will help the region achieve long-term success, but the most valuable component of all is the continued effort of building and strengthening local community ties.

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Extension's role in leveraging students to add value to the University and better prepare graduates for the world

Introduction: Extension must meaningfully engage faculty and students in order to demonstrate value to the institution and thereby secure financial support. An Institution's upper Administration needs to see how Extension directly relates to academic programs, lest it will quickly be forgotten when it comes time to allocate resources.

That is why Extension Specialists at the University of New Hampshire play critical research and/or teaching roles within Departments. But there is much more that Extension can do to engage students that would not only galvanize Extension's importance to the broader institution, but also prepare graduates to become productive members of their communities and workplaces.

Background Information: The University of New Hampshire has approximately 16,000 undergraduate and graduate students on its two campuses. Of the near 4,000 that graduate each year, less than half choose to stay in the state after graduation. Students identify lack of work opportunities as a critical challenge. Yet, organizations and businesses across the state claim that they are looking for skilled workers and a large proportion of positions go unfilled. UNH Cooperative Extension can play a role in providing undergraduates with meaningful experiential learning opportunities—internships, fellowships, capstone projects, etc.—that would not only provide them with workforce skills, but would connect them with potential employers. Doing so would galvanize the Institution's role as a key player in workforce development.

Program Design and Description: Given the potential role that Extension can play in students' career success, UNH Cooperative Extension developed a system that engages students from across the institution in experiential learning outside of the classroom. Last year, UNH Extension engaged over 200 students from multiple academic programs—from Public Administration, to Community and Environmental Planning, Community Development, and Business—in hands-on experiences that put them in direct contact with communities, businesses, and organizations. There is recognition that there can't be just one venue or means of engaging students and that successful engagement necessitates a structure that gives students and Extension staff a range of options, from class projects/capstones, to internships and intensive fellowships. This workshop will outline the ways that UNH Cooperative Extension provides meaningful experiential learning opportunities to students.

One of the unique ways UNH Extension has engaged students is through partnering with the faculty member that manages the Planning Club, a group of students in the Community and Environmental Planning major. One project the students completed was a needs assessment for training needs of municipal boards in one county. Students gained experience interviewing municipal board members, and were able to present their results at the Undergraduate Research Conference, as well as help to inform our work. Another project we have recently worked on with the Planning Club is to adapt our First Impressions program to provide communities with a student's perspective on their downtown. First Impressions, a downtown assessment program that typically pairs two communities to swap and complete an assessment of the others' downtown, has been adapted to utilize a group of students to assess New Hampshire downtowns.

Results: Engaging with students has resulted in benefits for both Extension and students. Students are able to gain practical experience in the fields of Community and Economic Development, research, community assessment, community visioning. Students also gain an understanding of what Cooperative Extension is, and gain some knowledge about career opportunities in the field.

Extension has benefitted from connecting with students and faculty on campus, strengthening the relationship between Extension and campus faculty. Engaging students in our work has also led to the adaptation of our programs.

Conclusions/Implications/Recommendations: While engaging with university students is rewarding, there are challenges that need to be addressed in order for the program to be successful. In order to broaden the program to involve more Extension staff, incentives such as rewards in the promotion process and seed funding are necessary. In addition, Extension staff need to have attainable expectations for student projects, and the time and capacity to supervise students participating in internships or capstone experiences.

In order for the students to be successful and have a positive experience, it is necessary for them to have a good supervisor. In addition, their internship or experience with Extension should link back to their studies, and be meaningful work. Students also appreciate the opportunity to explore a range of issues/experiences.

Hansen, Debra

Monica Babine

"Big and Bold Partnership Results in National Broadband Project for WSU Extension"

Once thought to be a luxury, broadband is now believed to be a necessity; and while rural areas understand that need, they have some unique and daunting challenges. In recent years, significant investment has been made by private and public sector organizations to increase broadband awareness, access and adoption in the US. American Recovery and Reinvestment Act (ARRA) funds alone resulted in \$7.2 billion to improve availability and use of broadband. Even so, reports from the Federal Communications Commission, US Commerce National Telecommunications and Information Administration (NTIA), PEW Research Center, Extension faculty and others continue to highlight the need for additional work on broadband.

According to a report by over two federal dozen agencies that participated in the White House Broadband Opportunity Council (WH BOC), "Much of the easy work has been done – building out broadband infrastructure in more profitable areas of the country where the community capacity is strong and the business case is compelling; and encouraging broadband adoption and use among people who are already 'digitally ready.' The hard work that remains is reaching those communities where geography and economics work against deployment and reaching individuals who do not yet have the same opportunities to use broadband to meet personal and professional goals." (2015)

Dating back to the 1990s, WSU Extension has been a leader in telework and other digital technology initiatives but the lack of broadband access is a deal breaker for these opportunities as well as other economic, educational and social interactions in today's connected globe. WSU Extension Community and Economic Development professionals are committed to helping address these challenges and opportunities.

Like any economic development effort, increasing broadband access and use takes time; lots of time. Factor in small rural communities, dispersed populations, rugged terrain and fires that scorched the land and impacted the economic vitality as well as destroyed infrastructure, it is no wonder Stevens County Washington has been working on broadband for so long. But have no fear, the Stevens County Broadband Action Team (SC BAT) is up for the challenge. Led by WSU Extension, SC BAT is partnered with local elected officials, federal elected official staff, public agency representatives, business people, nonprofit leaders, libraries, the Spokane Tribe and others from all parts of the County. In recent years, when ARRA funding supported local broadband planning, WSU Extension was there; when the WH BOC published a request for comments, WSU Extension responded; and, when NTIA announced the Community Connectivity Initiative (CCI), a new resource to accelerate community broadband planning, action, and progress as well as advance broadband access, improve adoption, and strengthen policies to support increased broadband access and use, WSU Extension signed on as a collaborator. And, finally, when NTIA was ready for help with CCI development, WSU Extension, supporting the SC BAT, was selected of one of only a handful in the nation to help launch this initiative.

The NTIA CCI program was one of the 36 recommendations from the WH BOC and supported WSU Extension's input to the Council to provide greater assistance to communities, especially those with limited local broadband expertise and capacity. Partnering with a NTIA, WSU Extension and the SC BAT serve as co-designers and beta testers for the CCI. Working with the NTIA, presidential fellows, a national non-profit and the state; the SC BAT has taken bold steps to increase broadband access and use. Projects include hosting a tech expo to help local businesses and residents understand the importance of broadband and options available to them, creation of a new broadband mapping tool planned for use statewide and across the country as well as implementing CCI to develop a comprehensive broadband plan for the County. In addition to essential improvements needed for broadband in Stevens County, the plan helps ensure focused SC BAT efforts that will result in expanded local capacity to address sustainable infrastructure needs in the future.

The WSU Extension and SC BAT participation in NTIA's CCI will be shared to help others succeed in increasing broadband. Workshop attendees will learn about this new federal resource and have an opportunity to discuss it with Extension faculty and staff who have used it in the field. Lessons learned and best practices are customizable and replicable for Extension professionals interested in improving broadband access and use. Far beyond broadband assistance, the overall experience as a co-designer, beta tester working with NTIA on this project will also offer insights for future Extension efforts working in partnership with a federal agency.

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Higgins, Kristin

Reporters as partners in the public education process

Educator/Practitioner Presentation Proposal: Press releases and social media posts are the go-to methods of inviting the public to participate in most community development projects. But many communication efforts targeting the public include terminology that confuse the reader. Jargon slips into press releases and educational materials and are often repeated by reporters unfamiliar with the concepts.

While we have to work on our own communication skills, offering continuing education programs to local reporters can enhance community understanding of an issue. Media, including nontraditional news outlets, play an important role in the public education process. The public benefits when reporters have a solid grasp of the problem, the science and the policies.

This presentation will share the author's experience in creating a continuing education workshop for media about water pollution in the state. The author will discuss how Extension approached the media to participate and what activities were used to create connections at the state and local levels. The presentation will include lessons learned from a top-down invitation to the media and ideas for approaching news outlets as educational partners.

Hill, John

Kristina Ricketts, Bryan Hains

Bonding With Beats: Helping Individuals Connect in Order to Foster Positive Community Change

Introduction: The most recent statistics from the 2010 Stress in America Survey reveals that a majority of citizens are engaging in unhealthy behaviors, and it is affecting their physical health and emotional well-being (American Psychological Association, 2010). More specifically, the most common stress management techniques reported include: Millennials (20 percent) and Gen Xers (23 percent) are significantly more likely to drink alcohol to manage stress than Boomers and Matures, and Millennials (30 percent) and Gen Xers (31 percent) are more likely to eat to manage stress than Boomers and Matures (American Psychological Association, 2010). These statistics infer that current individual efforts are limited in their effectiveness at eliminating stress while maintaining physical and emotional health.

Bonding With Beats is an innovative alternative therapeutic program that challenges traditional behavioral modification efforts by focusing on building a supportive and therapeutic community utilizing drumming as the context. The program centers on developing coping skills associated emotional and social intelligence using drumming techniques and practices as its context. This is completed within a supportive peer community of practice. This programming focusses on the importance of music, drumming, and social capital to develop solidarity, and utilizes this prosocial mechanism as a community development tool.

Historically, music has been used to both manage and express emotions as a therapeutic intervention (Carmichael & Atchinson, 1997). Furthermore, music is thought to impact us whether intentionally or not, and invades our emotional territory (Yehuda, 2011). Lundqvist, Carlsson, Hilmersson, and Juslin (2008) investigated the ability of music to induce genuine emotions in individuals, and suggests that music is an elicitor of authentic emotion.

According to Kemper and Danhauer (2005) music (both played and listened to) can be beneficial in reducing stress, anxiety, and depression among other conditions. Carmichael and Atchinson (1997) revealed that music in play therapy among children (mostly from parental conflict and disruptive home life) resulted in an outlet for emotional expression, reduction in anxiety, and lowered aggressive behaviors after 8-10 sessions. Thus, it is hypothesized that music can be utilized as a reward for many distressful stimuli amongst individuals. It is conceivable that music both performed and listened to have the inherent abilities to evoke emotions, and allow for an expressive outlet for emotions.

Data supports the idea that drumming has specific therapeutic qualities. These qualities include: reduction of stress and tension, enhanced communication, group cohesion, and increased emotional processing (Blackett & Payne, 2005). This foundational research indicates that drumming among drug-addicted individuals may be therapeutically beneficial if used in conjunction with other therapeutic modalities. In addition, the non-verbal qualities, group cohesion, creativity, and communication may present a positive alternative group experience that is relished among participants (Blackett & Payne, 2005).

The increased emotional processing that occurs throughout a drumming session has been verified through individual participant accounts obtained by Moore and Ryan (2006). Moore and Ryan (2006) observed that individuals cherished the group cohesion that developed, along with a sense of pride as a community. For the purposes of this paper community is defined as, community of interest and the ability to relate to one another.

Solidarity: Recently, studies have shown that community music has enhanced social learning, community building, and cross-cultural empathy among adults. This unique and diverse approach is thought to be considered a tool to create a democratic learning environment. Furthermore, individuals who participated in community music reported that this tool was useful in helping them better understand themselves and the world around them (Olson, 2005). In addition,

studies revealed that drumming within a community music organization provided a way for repairing differences and building a sense of community within the group (Stone, 2005).

The idea of the drumming sessions as it relates to community is that it gives those individuals the power to define themselves, as opposed to being defined by others. The development of community is just as important as the individual because it is a positive response to the shared beliefs or emotions within a community (Bhattacharyya, 2004). Thus, solidarity encourages a safe and non-judgmental environment that empowers individuals to openly express emotional states in a percussive format.

Utilizing Prosocial Mechanisms as Community Development: Presenters will describe the innovative processes and struggles associated with developing and utilizing a prosocial coping mechanism as community development. We will discuss the idea of fostering positive community change by empowering individuals through active community participation. Finally, we will discuss the potential future community interventions that can be established to assist communities in developing social capital and solidarity among individuals through community interaction and participation.

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Horntvedt, Jody

Brian Fredrickson, Christy Kallevig

Cultivating Community Conversations for Change

Introduction: Cultivating Community Conversations for Change (C4) is a series of events (trainings, community conversations, and regional forum) designed to engage community members in conversations to deepen their knowledge of community demographics, identify strengths and opportunities, explore resources, and develop strategies for community change. Core to this program has been the training events which invited leadership program alumni from multiple counties to enhance their skills for extending invitations to new audiences, hosting conversations, and building the social fabric of community.

Background Information: The Red River Valley (RRV) Emerging Leadership Program (ELP) alumni were the primary audience for the C4 Program. The C4 Program was a good fit for the RRV-ELP which was established with the vision of creating and sustaining a network of rural leaders who take responsibility for maintaining and enhancing the quality of life for families and communities. Since its creation in 1985 the RRV-ELP has continued to expand beyond the primary training program (new participants each year) to include training and events to engage the 1,050 alumni from across a 19-county region. The C4 Program allowed a variety of ways for RRV-ELP alumni to become involved as design team members, participants, and county connectors to recruit our secondary audience.

Program Design & Description: The design for the C4 Program focused on engaging people in conversations around topics such as immigration, racism, and poverty to identify strategies for community change. The primary emphasis was building capacity in community leaders to focus on possibilities and find new patterns for organizing, innovating and interacting with people around some of the grand challenges in today's society. *Here's what we did as part of the C4 Program...*

OFFERED TRAINING SESSIONS. There was a series of three training sessions.

1. Training (Part 1)...a one-day session (offered to a core group of 4-6 county alumni teams) focused on deepening understanding of community through exploration of data and trends, and asset-based community development strategies, which resulted in plans for expanding community teams .
2. Training (Part 2)...a 3-hour webinar (offered to expanded community teams) focused on extending invitations (inviting) a diverse group of community members to take part in a series of study circle conversations.
3. Training (Part 3)...a one-day session (offered to study circle facilitators) focused on strengthening facilitation skills for hosting conversations and utilizing civic engagement approaches for taking action.

ENCOURAGED COMMUNITY CONVERSATIONS. Using skills and resources from their training, county alumni teams lead study circle conversations in their communities. Each county group convened small group conversations which were important to building trust and engagement (social capital) among individuals within the broader community as they discussed topics of interest. Community conversations focused on using an asset approach to enable them to become stronger and embrace change as they identified individual and collective strategies.

PLANNED A REGIONAL FORUM. Individuals who took part in community conversations were invited to attend a regional forum to gather, connect, and learn from others. Additional stakeholders from the region were also invited to this forum to learn from the conversations and consider ways in which they might duplicate this effort in their own communities.

Results: The C4 (Cultivating Community Conversations for Change) Program is currently designing an evaluation protocol to measure the degree to which the experience accomplished these goals:

- Connecting alumni of the RRV-ELP across cohorts to strengthen relationships within and across counties.
- Expanding knowledge and understanding for community leaders about methods to engage people in conversations that impact change.
- Building the capacity of community leaders to extend invitations to new audiences and convene conversations.
- Building the social fabric of communities in the multi-county region.
- Creating a "call to action" within communities around community-identified opportunities.
- Connecting community leaders to new resources to help them accomplish their personal/collective goals.

Conclusions/Implications & Recommendations for Practice: We want to be upfront with reviewers that this project is still in process as this abstract is being prepared. While it may seem premature to submit something for consideration before it is completed, we don't want another year to go by without showcasing a very promising project....especially given all the challenges for communities in today's society.

We are excited about how the C4 Program has launched and believe it will be a model for others to establish similar programs for building the capacity of community leaders to convene people, facilitate conversations, and inspire action on critical societal topics. We look forward to providing reflection on the development and recruitment processes as well as insights into possible improvements on the methods we chose to implement.

Hustedde, Ronald

Jayoung Koo, Richard Young

Radical Walking initiating Cultural Plan Development with North Limestone Neighborhood, Lexington, KY

Abstract: *Background:* *Radical Walking* is a tool to jolt people in examining their surroundings in a more creative way. Our bodies are great collective device as they provide us with the use of sight, sound, smell, taste and touch to help us understand space. Our bodies put things together in ways that no other device can. We can map sound-scapes or smell-scapes or taste-scapes that conventional maps can't capture. We can also map how emotions such as terror, pleasure, joy are related to space. This process helps us see our spaces from a more holistic perspective. For the most part, *Radical Walking* has been used in New York or large cities in Europe as part of development efforts. There are many versions of *Radical Walking* that can enliven community and economic development work by recognizing how our emotions and use of the five senses can provide new insights that cannot be captured through other tools. It emerged from the works of Guy Debord, a French geographer who claimed that we need to recapture our understanding of public spaces through sauntering or slow walking. He argues that we rely so much on public or private transportation that we do not pay attention to how our public spaces attract or repel us. Debord wanted to bring a sense of playfulness and creativity to the environment in which individuals would move from passive acceptance of their surroundings to move active involvement

Project Design: A multi-ethnic urban neighborhood organization discovered that people weren't interested in conventional meetings and turned to the writings of Guy Debord. The group collaborated with researchers to apply *Radical Walking* in their neighborhood that is situated in a contested area of the larger urban fabric where historical district and gentrification are imposing threats to their livelihood. Over the course of 9 months, more than 100 walkers

moved through the neighborhood in small groups. During the 90 minute walk, they used five senses: touch, smell, sight, hearing and tasting. The body has emotions associated with the senses. They were asked to note the emotions that are triggered as they used these senses in the neighborhood. Walkers represented the diversity of organizations and institutions in the area: artists, business people, faith-based institutions, middle school students, high school students, teachers, immigrant groups, city planners and others who have a stake in the neighborhood. The walks gave people a visceral understanding of the neighborhood and led to a greater awareness of public spaces and natural gathering spots. Participants shared insights and fresh ideas that others may or may not have.

After the walk, groups reflected on their experience through a survey instrument and structured dialogue. Groups debriefed about what they learned. The walks provided a visceral understanding of the neighborhood. University landscape architect students used the ideas from middle and high school students to develop visual plans for public spaces. The inputs from both adults and youth were reflected in a comprehensive cultural plan that the neighborhood organization finished. The process was energizing for all participants.

Outcomes from Radical Walking Approaches: Through Radical Walking, participants were excited to observe what may have been mundane during everyday activities that they took for granted. The research team evidenced concerns and suggestions for enhancing the neighborhood to support the culture and identity of the community. Furthermore, individuals and groups built a sense of delight and pleasure into data collection while also contrasting their data collection with each other for a more holistic maps. The walks provided a form of asset mapping and identified the strengths or assets of a neighborhood. The process also triggered discussions about additional data needs for cultural development and built insights for economic development such as culinary trails that are becoming a new form of taste-scape.

While the project gained successes, it was not without limitations and problems associated with *Radical Walking*. Participation rate and the number of representative groups could have been higher than what we anticipated. Logistical limitations existed regarding participation such as weather and seasonal work pattern. However, as an engagement tools, *Radical Walking* provides great potential for community capacity building and economic development efforts to enhance community vibrancy.

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Jacob, John

Steven Mikulencak

The CHARM Scenario Model: Putting the Power of Planning into the Peoples' Hands

The CHARM –weTable platform uses high-tech tools to put the power of community planning directly into citizens' hands, but in such a way that the technology is invisible. CHARM (Community Health and Resource Management) is a GIS-based, interactive, and collaborative mapping application that seeks to improve risk awareness and long-range community planning. The weTable is an inexpensive touch-table that enables a "convivial" planning environment.

Participatory land use planning is one of the most effective tools for risk mitigation, and a community vision is too important to leave to the experts alone. The CHARM platform is designed to foster community dialogue and a public vision informed by data and real-time analysis around these issues. Through a game-style, interactive process, stakeholders use CHARM to designate areas in their community for conservation or build-out by selecting from over a dozen land use options, or 'paints'. As these paints are added to or removed from the map, CHARM updates dozens of indicators and charts displaying impacts about the group's planning decisions. How many homes are we putting in harm's way? What costs are we incurring by encouraging growth here versus there? Are these areas vulnerable to sea level rise and storm surges? Planning scenarios are constrained using a target time-horizon and population estimates. The data used in the exercise is local, resulting in practical and meaningful conversations among stakeholders. Stakeholders do not need to have GIS skills to participate in the exercise and the interface is intended to push the presence of high-technology to the background.

The primary goal of CHARM is to provide the public with scientifically-accurate data products to inform long-term planning initiatives in communities. Research and data outputs are imported to the CHARM geodatabase as spatial data and tables. Planning indicators and assumptions based on the research (sea level rise scenarios, wildfire scenarios, etc.) are defined in advance and then used to update the platform and exercise for community workshops. Scores and ranking systems are identified to help participants measure their progress towards risk reduction and other resiliency based indicators. Indicators may include factors such as costs, risk, distance, significance, capacities, social characteristics, or any weighted mix of these factors.

For CHARM workshops, we identify and recruit diverse stakeholders in partnership with participating communities. Candidate opportunities may include updated comprehensive plans and land development codes, restoration planning, climate adaptation planning, and hazard mitigation planning.

The CHARM exercise has been imagined and designed from its inception as a collaborative problem-solving exercise for community planning, and the foremost consideration for this has been to support the twin pillars of dialogue and accurate data. The CHARM platform allows researchers a direct pathway to bring to bear on community planning the fruits of university research. This approach and the platform's functionality provide tremendous flexibility for structuring a CHARM planning exercise relevant to each community and its planning initiatives. For many participants this is the first time they are seeing these kinds of data specific to their community. The exercises are a crucible for collaboration, where through the sharing of concerns and listening to others, stakeholders are transforming how they view planning options and opportunities.

The data and mapping relationships in the CHARM are built on a systematic 2.5-acre gridded (non-raster) data armature. Each grid cell forms a unit of analysis, recording over 24 basic characteristics about that location (elevation, population, wetland acreages, etc.) along with dozens of additional attributes pulled from overlapping mapping layers housed in a geodatabase. The platform utilizes ESRI ARCGIS and CommunityViz, a third-party software ARCGIS plugin that enables dynamic and real-time updating of data as 'paints' are added to the map. This grid layer has been generated for the entire US Gulf Coast, and, depending on the exact location, may require some additional analysis for improving data currentness. For the FEMA CERC (Community Engagement and Risk Communication) Resiliency workshops held in 2016 along the Texas Coast, the CHARM platform includes over 32 mapping layers, 120 indicators, 60 charted outputs, and approximately 10 planning related variable assumptions. The exercises lasts several hours and includes several phases, from orientation to a final debrief. During the final debrief, each table is asked to share their scenario with the larger workshop and discuss trade-offs, strategies, and sticking points.

Galveston County Resiliency Workshop, Sept 2016

Aransas County Resiliency Workshop, March 2016.

Jakes, Susan
Cintia Aguilar

Integrating New Audiences = Empowering Communities

Workshop Abstract: What really works to increase the ethnic diversity and inclusion in local Extension Programming? This is a critical issue for community development, when we reach only traditional audiences we are not only missing a critical demographic in our communities, but we are failing to remain relevant as our communities change around us. North Carolina Cooperative Extension Service has made significant efforts to engage with new audiences, however, the growth of the total number of contacts reported related to race and ethnicity do not match the changing population demographics. Working beyond “programming as usual” requires innovation, personal growth and new partnerships. This session will highlight several facilitators and barriers to working with ethnically diverse audiences, highlight the recommendations resulting from a 2 day forum “Extension Engage”, share several program models that are having strong results, and discuss applications for other states also wanting to expand their reach.

The commonly perceived barriers to engaging with new groups usually focus on language and culture issues. While agent and specialists who speak other languages often also have particular interest in engaging with diverse communities, language is not a prerequisite for this work. In NC, we have found that hiring practices do have an impact on program audience, but often when local staff see the impact of working with new audiences, they become more comfortable thinking about how to do this work. There are also methods that help build relationships across ethnicities that can result in partnerships that bridge groups.

In NC, we are working to best increase resolve and capacity to work with new audiences. This is not something that happens quickly, but through intentional actions of administration, technical assistance, and support at all levels of the Extension system, we can expand our reach. To catalyze this work we are holding a 2 day forum in May 2017 to challenge us to put new resources, effort and passion into this work. We will bring recommendations that come from this 2 day dialogue to the NACDEP audience and facilitate a national discussion on what works; where, when, and how.

Lastly, this session will offer examples of successful integration of diverse community assets to engage more ethnically diverse groups and catalyze dialogue about how to empower communities by integrating new audiences. We have programs that function with varying funding, support and local capacity models. We will share these examples and dialogue about how elements from these models can be used across the country to build Extension’s capacity and determination to truly engage with new audiences.

Learning Objectives:

- To heighten level of awareness about the challenges and opportunities of integrating new audiences
- To increase knowledge of strategies for working effectively with new audiences.
- To increase comfort level in working effectively with new audiences

Jeanetta, Stephen

Building an Agenda for the Work of Governmental Public Health in Missouri

Introduction: Resources have been flat or declining to support core public health services. Federal funding comes primarily through the Center for Disease Control (CDC) and the Health Resources and Services Administration (HRSA) and has been flat or declining since 2005. According to a report published by the Robert Wood Johnson Foundation in April of 2013 called "Investing in America's health: A state-by-state look at public Health Funding and key Health Facts" (<http://healthyamericans.org/assets/files/TFAH2013InvstgAmrcsHlth05%20FINAL.pdf>) Missouri is ranked 43rd (\$16.91 per capita) in funding from the CDC and 31st (\$22.60 per capita) from HRSA. State funding in Missouri has also lagged, ranked 49th at \$6.08 per capita. Therefore, it is not surprising that Missouri also ranks low in many health outcomes. Diversity in terms of resources and capacity among local health agencies also complicates things. These differences, declining support from state and federal agencies and resource inequalities among local public health departments have made it difficult to effectively address local public health issues and communicate to a broader public the role of public health. Given these constraints, how do local public health agencies develop their capacities to meet the needs of their communities? What are the key services and capacities needed to effectively protect the public and build public trust? This paper explores a collaboration among state and local public health agencies to develop an agenda for governmental public health.

Program Design: The project was guided by the work of the National Public Health Leadership forum supported by the Robert Wood Johnson Foundation and facilitated by RESOLVE. They developed a minimum set of public health services that all public health agencies should be able to provide (<http://www.resolve.org/site-foundational-ph-services/>). These included Foundational Capacities (assessment, preparedness, communications, policy development, partnership development and organizational capacity) and Foundational Areas (communicable disease control, chronic disease and injury prevention, environmental public health, maternal/child/family health and access/linkage to clinical health care).

The Foundational Capacities and Foundational Areas provided the basis for the development of two assessment tools. The first was the foundational Capacities Survey, which measured the extent to which certain core capacities were local, state or joint responsibilities. Outcomes helped identify areas of agreement and clarify opportunities for collaboration. The second was the Foundational Areas Survey which assessed how well each local public health agency felt they were able to address the suite of core services included in the Foundational Areas report. In addition, findings were used to establish a regional and statewide baseline and develop benchmarks around how well the agencies felt they were able to provide services (direct and indirect) around the five foundational areas. Results were used to engage local public health departments in dialogues in each of 115 local agencies and at statewide events around three questions: Were the scores satisfactory? If not, what were some things that could be done to improve their ability to improve their capacity to provide those services? What kind of support would they need to actually implement their ideas? These sessions helped form an agenda around four primary themes. Outreach, Building Healthy Communities, Workforce Development and Data Use and Management.

Results: Several project emerged designed to improve the capacity of agencies that engage both local and state public health agencies. Agencies are exploring ways to better collaborate and share resources. There is a concerted effort to develop a unifying message for the public that helps people connect to the work of public health in their daily lives. Agencies are working to develop a career ladder for those who want to work in public health to reduce attrition and improve the capacity of agencies to provide services over time. The foundational Areas survey will allow us to measure the impact of these efforts to improve core capacities to address public health issues over time.

Conclusions: The use of the Foundational Capacities and the Foundational Areas to assess and monitor the ability of state and local health agencies provides an effective national standard for exploring how to use existing resources to build an effective state and local infrastructure for improving the capacity of agencies to better improve health outcomes. The self-assessment measures of the Foundational Areas survey provide an effective means of exploring issues and possibilities for improving capacities in ways that are easy to understand and benchmark. The process and the tools can easily be adapted for use by other public health agencies and communities as they work to improve their capacities and capabilities to provide core health services.

Jermalowicz-Jones, Jennifer

Evaluation of Riparian Community Capitals and their Relationship to Adaptive Lake Management Outcomes

Introduction: Protecting and enhancing water quality has become a significant global challenge. While much of the national and international media attention has tended to focus on impairment of large water basins, such as the concern about algae blooms in Lake Erie, Lake Okechobee, and the Chesapeake Bay, small inland lakes are increasingly suffering

from impairment as well. As opposed to larger basins (where addressing and mitigating system impairment often involves action over large geographic areas), smaller, inland lake systems are potentially more manageable, involving concerted action by lake riparians, often homeowners. For community development specialists, lake water quality may be viewed not only as an issue of environmental concern, but also as an issue with significant quality of life and economic implications. The water quality in an inland lake may be reasonably presumed to impact the amenity value of a key community asset. Not all lake associations take action when faced with impaired water and environmental quality.

Literature Review/Theoretical Framework: Among the key concerns for community development specialists working on lake water quality is where to focus efforts to improve local response. This paper grounds analysis of lake association action to protect and mitigate lake water quality impairment in the literature on community based natural resources management (CBNRM) and sustainable community development. Specifically, we use a holistic and systems based assessment (the community capitals framework or CCF) to identify the factors that lead to lake association action to address inland lake water quality impairment.

Michigan has over 11,000 lakes and many of them have water quality degradation, invasive species, or other environmental issues. Each year, millions of dollars are spent on best management practices (BMPs) to counter the negative impacts from environmental degradation. With decreasing state and federal government grant dollars for water pollution remediation, both the cost and the burden of action falls solely on waterfront riparians, who are assessed for such improvements. And, yet, the extent to which lake associations in Michigan respond to water quality and environmental concerns varies significantly.

Research Methods: Using CCF as an analytical framework, we developed proxy indicators to assess the stock of assets in each of the lake associations for all of the major capital categories (technical/built capital, natural capital, social capital, cultural capital, human capital, and political capital). The indicators were then measured through questions in a survey that was mailed to leaders of 60 randomly selected lake associations. The survey data was analyzed for each individual capital type. Since response time and other factors could confound impact on lake water quality and environmental integrity itself, we used a list of commonly implemented BMPs as the dependent variable.

Results: Our findings indicate that stocks of social and human capital were significantly associated with the implementation of BMPs. This finding matches much of the CBNRM and adaptive management literature. Conversely, the implementation of BMPs was inversely related to natural capital, possibly because pristine lakes are already unimpaired and therefore not in need of BMPs. Built/technical, financial, cultural, and political resources were found not to be significantly related to adoption of BMPs. There are relationships among the capitals themselves, and between the basic demographics of lakes, including percent of permanent residents, and the capitals and BMPs that need further exploration and analysis.

Conclusions/Implications & Recommendations for practice: The results indicate that even localized water quality and environmental concerns cannot be solved through financial and technical solutions alone. Instead, they must involve interventions that address human, social, and cultural development. These interventions may involve basic local leadership training, as well as helping community leaders with resources to develop communication and interaction tools that will greater engage lake association members, and other lake riparians. In almost all cases, good analysis of the causes of impairments can be essential in the recognition of a problem among the community, and discussion of steps that might be taken to address the problem. Our analysis indicates that there is a need for a community development approach to addressing lake water quality and environmental impairment. Technical resources alone are not enough to drive an improvement program from idea to implementation. The presentation will discuss implications for future research, outreach, engagement, and policy development.

Jones, Jessica

Carroll Welte, Phyllis Schoenholz

Nebraska Association of County Officials (NACO) Institute of Excellence: Developing Leaders and Communities

Introduction: County officials play an important role in development efforts in the communities and counties they serve. Because of this it is vital that they possess leadership skills, know what tools to use, and understand the current and future needs of their constituencies. The Nebraska Association of County Officials (NACO) and Nebraska Extension recognized that many elected officials enter office with little or no leadership experience or knowledge of county government. An opportunity for professional development was explored as a way for officials to gain the skills required, as a result the NACO Institute of Excellence was developed. The Institute of Excellence is a yearlong professional development program for county officials who desire to be better leaders for better governing.

Background Information: The NACO Institute of Excellence targets the professional development needs that county officials identified important to their work in a survey conducted by Extension in 2008. A steering committee with representation from NACO, Nebraska Extension and the University of Nebraska Omaha (UNO) was formed to frame the

program and curriculum. The Institute was developed to provide the leadership training, communication skills, and issue awareness needed for county officials to effectively manage and lead change.

The Institutes average between 40 and 50 participants each year and have graduated approximately 350 county officials. While the early Institutes were offered only to supervisors/commissioners, in 2011 all elected and appointed county officials were invited to participate. The 2016 Institute was expanded to include staff in tangential offices (i.e. Human Resources, Information Technology, Juvenile Diversion, etc.)

Program Design & Description: The program format provides alternative scheduling with four daylong in-person sessions spaced throughout the year and presented in two locations at opposite ends of the state plus a fifth in-person session that coincides with NACO's annual conference in December.

The sessions cover the following topics: understanding personality preference; communicating with people based on their personalities; generational differences in the workplace and community; understanding yourself as a leader and manager; managing conflict; managing effective meetings, parliamentary procedure, serving on boards; Nebraska's population and economic trends; strategies for re-election; communicating with legislators; leading with influence; and innovative thinking. The last session introduces an emerging problem in county government that officials solve using the concepts and skills learned throughout the year.

Sessions are taught by faculty from Nebraska Extension; University of Nebraska – Lincoln Department of Agricultural Leadership, Education, and Communications; UNO Center for Public Affairs Research; and NACO. Sessions include lectures interspersed with active and collaborative learning.

Results: Pre- and post-tests administered after each session presentation indicated significant changes in awareness and learning of 25 concepts and skills taught in the program. By far the behavior change most often cited deals with how officials communicate and manage staffs and constituents after graduating from the Institute of Excellence. By better understanding themselves, they became better at understanding the personalities, perceptions and needs of people they work with and serve. They report being better listeners and more willing to consider other viewpoints prior to making decisions. A few cited situations where they stepped out of their box to organize and lead efforts, including changing state statutes, to make county government more efficient. In 2016 officials were asked to assess their leadership behavior in a challenging situation using a self-efficacy scale for 19 leadership characteristics as a pre- and post- measurement of the Institute's effect on participants' self-confidence.

Conclusions/Implications & Recommendations for practice: Using the same format the Institute of Excellence could be expanded to additional advanced level(s) of training. However, that would necessitate additional curricula and teachers likely to be external to Extension and current Institute partners. Expanded learning could be accomplished by offering webinars about related leadership topics between sessions and assignments that put skills and concepts into practice.

Leadership is a lifelong journey that intersects people, family and community. While the context in which the journey takes place is important, what's more important is that the journey takes place and that it is used to make other people's lives better.

Kahl, Dan

Shannon Martin, Patricia Holmes

Skillful Intervention: The Promise of Community Coaching

Introduction: Community coaching is an emerging as a promising approach to working with community based coalitions as a self-help community development intervention. Community based coalitions that worked with coaches in the Communities Preventing Childhood Obesity project, a 5 year, 7 state project supported through USDA NIFA, demonstrated great progress when compared to comparable coalitions that did not receive coaching.

In our Community Coaching efforts, Coaches worked with volunteer community health coalitions. The coalitions were committed to taking on projects which would curb the rates of childhood obesity in their community.

The work of coalition coaching suggests that community change efforts may be more effective over the long-term when there is someone who helps to hold focus on coalition function, community communication, engagement, and progress assessment. A community coach can encourage broad engagement of the community which can bring energy to an effort, help the coalition explore collaborative partnerships, and encourage celebrations to maintain momentum toward meaningful change. We believe that the practice of effective community coaching has the ability to transform the way Cooperative Extension approaches community development and supports community change efforts.

This workshop will provide insight into the Community Coaching approach used in this study, and will discuss how coaching could be applied to many situations where Cooperative Extension is supporting self-help Community Development efforts.

Background Information: The Communities Preventing Childhood Obesity USDA NIFA grant involved 14 communities in seven states for a coached period of three years. During those years, community based coalitions addressing issues of community health and obesity prevention met and provided annual coalition self-assessments. Some coalition communities had coaches, others did not. At the conclusion of the grant process, evaluators led community ripple-mapping exercises to gauge community changes related to coalition activities during that time period.

Program Design & Description: Coaches working with community coalitions focused on two primary areas of intervention. First, coaches served as a process coach for coalition function. Helping the coalitions focus on communication, operations, and areas of functioning helped coalitions operate more effectively. Coalitions were asked to self-assess on their structure, relationships, processes and functioning and guided in reflection and identification of processes for improvement.

Second, the community coaches helped the coalition hold focus on their activities, communication and engagement of the public as they worked toward community change. The community coaching efforts helped the coalitions remain focused on goals, plan activities effectively, and aided in an evaluative reflection process with the coalitions.

Results: While the full results are still being readied for publish, this presentation will report on some of the preliminary success reported from coalitions working with community coaches. Community coaches from the initiative will share tools and processes utilized that the community coalitions found effective.

Conclusions/Implications & Recommendations for practice: The skills and processes utilized by community coalitions can be important tools that influence the success of any coalition, and in turn, increase the likelihood of the intended community change. Community coaching is an effective framework for skillful intervention with community groups, organizations and coalitions attempting community development.

Keating, Patricia

Mary Foell

Camp Downtown: A Bold Partnership of Businesses, Community Organizations, Schools, Extension, and Youth-Serving Agencies to Meet a Community Need

Introduction: The lack of affordable child care in Michigan City, Indiana, during the Spring Break school recess provided the backdrop for the creation of a new collaboration of community businesses, organizations, youth-serving agencies, and Purdue Extension. The successful "Camp Downtown" was implemented in April of 2016 and laid the groundwork for future projects in the city.

This session will demonstrate how collaborations and partnerships are essential in addressing community needs. It will also provide a model for relationship building, establishing trust, and ensuring buy-in from stakeholders in the future.

Background Information: Michigan City is a diverse, urban community with a high population of low-income families. Affordable child care is almost non-existent, especially for short breaks in the school calendar. The "Camp Downtown" collaboration provided a week-long program of fun and educational activities, thereby providing quality child care for children in grades K-8. In order to provide access for low-income families, costs were kept low. Through grant funds and in-kind donations, the entire camp was provided at a cost of \$25.00.

The program had additional benefits as well. According to the Afterschool Alliance, every \$1 invested in out-of-school programs saves \$9 by reducing crime and welfare costs, improving kids' performance at school, and increasing kids' earning potential. The program sought to engage youth with their surrounding community and provide educational opportunities to prevent at-risk behaviors.

Program Design & Description: Fifteen community organizations came together to provide a plethora of activities to keep children in grades K-8 engaged in a wide variety of positive experiences from 8:30 a.m. to 4:30 p.m. each day. On the elementary level, sessions focused on a daily theme: Monday was the Great Outdoors, Tuesday focused on the arts, Wednesday was Food & Nutrition, Thursday was STEM, and Friday was a day to explore businesses in the downtown area.

Middle School students (grades 7 and 8) participated in many of these activities as well, but the majority of their time was spent in career exploration and workforce development. These topics provided students with experiences in leadership, community service, entrepreneurship, and personal skill development.

A unique aspect of Camp Downtown was the involvement of local businesses. Business owners opened their doors to students on Friday for short tours and educational presentations. This provided a great connection between students and business owners in the community.

Results: One hundred and eighteen students participated in Camp Downtown 2016, providing quality child care for parents during a break from school. Assessments were given for four components of the program: Nutrition, Science, Real Colors, and the "Build Your Future" Curriculum.

On the elementary level, 63% of the students reported that they had a better understanding of what engineering is all about and 40% would consider a STEM-related career. 60% planned to make healthier choices each day and 73% learned and agreed to follow the four basic principles of safe food handling.

On the middle school level, 100% could identify their life skills, 70% had created a plan to pay for their post-secondary education, 90% felt prepared to interview for a job, 100% understood the importance of setting short-term, intermediate-term and long-term goals, and 90% understood what makes up a business plan and had started to create their own.

Conclusion/Implications & Recommendations for Practice: Purdue Extension reached out to a few youth-serving agencies in Michigan City to identify community needs. Through these conversations, a partnership evolved. The spirit of collaboration quickly spread throughout the community and soon everyone wanted to be involved. This project brought together organizations who had never worked together before and created a renewed sense of optimism for future projects.

Partners for Camp Downtown: Lead organizations: Purdue Extension, Safe Harbor After-School Program; Boys & Girls Club of Michigan City.

Other Partners: Lubeznik Center for the Arts; Michigan City Mainstreet Association; Salvation Army; LaPorte County YMCA; Moose Lodge; Michigan City Public Library; Boys Scouts; Young People's Theatre; FIRST Robotics; Michigan City Area Schools; AK Smith Career Center; Purdue Northwest TRIO Program; and numerous individuals who volunteered instruction time.

Klemme, Neil

Todd Johnson, Amy Nosal

Youth Engaged in Community Design: Design Wisconsin Team Engages Rural Youth in Community Development to Build Social Capital

Introduction: In 2016, Iron County Wisconsin was awarded a Wisconsin Coastal Management Program Grant to develop

"...a citizenry much more connected to and engaged in the appreciation and protection of the community's riverine resources. Towards that end, project outcomes include the development of new trailhead parks on the East and West branches of the Montreal River...to create the community and political enthusiasm and support for this broad aspiration, it is agreed that a visionary design for the trailheads and trail must be created."

-Wisconsin Coastal Management Program Grant Application 2016.

Background Information: Part of the grant proposal included a community design charrette in order to develop a shared vision for local trailhead designs. Charrette facilitators realized this opportunity as a way to engage and empower community youth.

Program Design and Description: On October 4-5, 2016, a multi-disciplinary team of University of Wisconsin-Extension educators along with 7 local high school students facilitated a day-long community charrette that generated a shared "vision sketch" that documents the community's hopes for their regional trail system. They collaboratively devoted their time and expertise to help the community of Hurley discover their shared trail assets and challenges thru the production of hand-drawn trailhead illustrations which were presented to the community October 5, 2016.

The Hurley youth selected to participate in the design charrette had previously conducted Youth First Impression Exchanges with multiple communities around Wisconsin, and had received training in Asset Based Community Development, critical thinking, and community design. They had also worked with the local 4-H Youth Development Educator to identify features of their community that they thought could be enhanced to create a more attractive community for both locals and area visitors.

Results: Post charrette evaluations showed that youth felt like their opinions were valued by adult members of the community. They also reported building new and stronger connections with community leaders. This follows other research data with the same group of youth who had previously participated in a social networking study that evaluated the level of connections between youth and adults within the community. Results support the inclusion of youth in community development initiatives as a means to build social capital. The grant workgroup has since utilized the enthusiasm generated by the charrette to further trail route efforts as outlined in proposal.

Conclusions/Implications & Recommendations for practice: Young people provide a fresh and unique perspective to community development efforts. Their inclusion in these initiatives creates an awareness of community needs and assets that aids youth in the development of a sense of place and empowerment to contribute to

community wellbeing. Young people, and adults relationships are strengthened, and communities are improved by building social capital between generations, which underscores the importance for communities to be inclusive of all voices when working to create a healthy thriving communities. Youth and adults have learned that they want similar things in their community. They begin to see things from other perspectives and value each other's opinions.

Kroll, Michele

Using Mobile Technology and Augmented Reality to Create Interactive Digital Tourism Opportunities

Introduction: Tourism is a booming industry that enables people to explore, experience, and enjoy destinations and cultures other than their own. As a traveler, augmented reality technology can be used for choosing destinations and activities before and while people travel, and ultimately experience traveling in a much more interactive and enriching way that will feel like a journey all its own. On the flip side, communities can use augmented reality apps to bring more people to their destination and provide interactive experiences in natural environmental and indoor settings.

Augmented reality (AR) technology is revolutionizing the traveler's experience. This technology makes it possible to layer digital enhancements over an existing reality or real life scenario. For tourism, this means that accessing information while you're there, navigating around your destination, translating written or spoken signs or conversations, and participating in interactive self-guided historical or nature tours can all be done simply through an app on mobile devices.

Background Information: Tourism is an integral part of our modern society. More than 1 billion people globally will travel and stay somewhere outside of their normal environment this year and numbers are set to rise. Benefiting social, economic and cultural sectors it is no surprise that nations are keen to capitalize. Augmented reality technology can be a valuable asset and help to realize new potential within the tourist industry.

Tourists travel for multiple reasons: recreation, leisure and business. The effect of people traveling is extensive across numerous different sectors and services, from transportation, hospitality and the entertainment sector. Tourism is accountable for 30% of the world's exports of services, 6% of overall exports of goods, and is the basis of the service culture in many societies. By encouraging tourism there is the potential to create a real positive economic impact, especially in rural areas that have much to offer.

Program Design & Description:

This presentation will provide:

Differences between augmented and virtual reality

Top rated apps for developing local tourism opportunities

Ways to use these apps in community development with an emphasis on rural communities

Attracting Millennials with technology brings in other generations

Best Practices and models from recent research to create interactive community tours

A guided tour for how to develop and assess a self-guided AR tour (I will use the app I created, an interactive farmer's market tour for smartphones, tablets or google glass.)

Results: By attending the presentation Extension professionals will have new technology tools to use for collaborating with local community groups to create local interactive self-guided tours that are easily accessible to promote tourism efforts.

Conclusions/Implications & Recommendations for Practice: The Farmer's Market app is currently in an initial pilot test phase. Collecting informatics, user interviews and other data collection methods will be reviewed as well as the next steps in this project. Implications and recommendations for this project will be included in the discussion as well as usability studies from a research project I'm currently involved with on campus.

Kures, Matthew

Brain Drain, Brain Gain or Somewhere in the Middle? "Rethinking" Talent Attraction and Retention from a Sticky State Perspective

Efforts to grow human capital stocks, particularly in the form of college graduates, have long been a hallmark of economic development strategies across a variety of geographic scales. Indeed, a wide body of literature documents the influence that human capital has on regional incomes, entrepreneurial intensities, productivity rates and innovation capacities (Carnevale & Rose, 2011; Abel, Dey & Gabe, 2011; Qian, Acs & Stough, 2013; Conroy, Kures & Deller, 2016). Furthermore, the yet unproven, but popular assertion that "jobs follow people" has encouraged regions to compete for college educated residents as a means of creating supply-side conditions for economic growth (Florida, 2002; Gottlieb, 2011). Human capital measures are also emphasized in economic benchmarking activities with the goal of describing a

region's comparative advantages relative to other locations that may also compete for industrial attraction or expansion prospects (Cortright & Mayer, 2004; Huggins & Izushi, 2009).

Policies aimed at increasing a region's level of college educated residents are often framed in terms of attracting and retaining talent. These exogenous and endogenous perspectives on human capital accumulation are driven by the popular perception that regions experience either "brain drain" or "brain gain." In other words, the migration decisions of college graduates (particularly young college graduates) have the potential to remove or introduce human capital from an area. The concepts of brain drain and brain gain can be considered across small and large geographic areas, but economic development professionals and elected officials frequently express concern at the state level. In particular, states that are losing college graduates through net migration may view these losses as a poor return on their investment in public higher education or as an erosion of their competitiveness relative to other states.

Despite brain drain concerns expressed at the state level, appropriate policy responses or interventions are problematic and not well-developed. Efforts to entice college graduates to relocate or remain in a state have experienced uneven success and are not uniform in their applicability across states (Groen, 2011; Gottlieb, 2011). A lack of appropriate policies to address brain drain at the state level may be partially rooted in well-established migration patterns of college graduates that have been persistent for decades (Goworowska and Gardner, 2012). Furthermore, the United States is facing a long-run decline in inter-state migration, or a growth in so-called secular rootedness, which may discourage the mobility of residents moving from one state to another (Fischer, 2002; Cooke, 2011; Kaplan & Schulhofer-Wohl, 2015).

Importantly, a lack of adequate state-level responses to brain drain may also stem from an insufficient framework for understanding the migration dynamics of college graduates. More specifically, policy analysts and elected officials often do not appreciate how nuances in gross migration, in-migration and out-migration rates affect overall net migration. Furthermore, many individuals concerned with brain drain policies may not be fully aware of structural or underlying factors that encourage (or discourage) the movement of college graduates to and from states.

To inform policy development related to the attraction and retention of college graduates, this session uses the State of Wisconsin as a case study for exploring brain drain policy in low mobility states. While Wisconsin has traditionally experienced a negative net migration of college graduates, the state's migration undercurrents are frequently misunderstood. Wisconsin is a remarkably "sticky state" or a state that has a high share of its college graduates that were also born in the state. The state's stickiness is a product of low out migration rates that fail to be offset by some of the lowest in-migration rates of any state in the nation. In recognizing these low mobility rates, this analysis argues that particular attention must be focused on how the state's industry structure, natural amenities, and urban-rural distribution affect the migration decisions of college graduates. In turn, suggested policies for addressing talent attraction and retention are based on these structural characteristics. The framework for analysis developed as part of this assessment may also be applicable in other Great Lakes states.

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Lamie, David

Michael Dougherty

Toward a Stronger Community Development Profession: Deliberately Defining Roles and Creating Synergies Between Community Development Professional Organizations

The National Association of Community Development Extension Professionals (NACDEP) is a Land Grant Extension-based organization (part of the Joint Council of Extension Programs). It serves an important purpose in helping to strengthen CD programming within that context. The actual focus of this work is simultaneously both enabled and constrained by several forces including the overarching higher education mission, the Land Grant University (LGU) system's needs for institutional maintenance including securing resources, the concomitant risk aversion of the leadership, and in some cases the need for Extension professionals to advance in an academic promotion and review system. This can manifest itself in a more traditional (or limited) focus in community development programming.

The Community Development Society (CDS) is an open membership organization composed of members associated with non-profit, government, and privately-funded organizations as well as higher education faculty and staff (including both LGU and non-LGU institutions). Its more eclectic membership base often find themselves responding to a wider variety of incentives and constraints, resulting in an organization needing to serve a broader array of professional development needs. Depending upon their funding situation, CDS members may find themselves playing roles in situations and on issues NACDEP members tend to avoid because of their unique prescribed role as non-biased providers of information.

But, members of both organizations likely agree upon the importance of their role in facilitating a community development process that generally reflects what CDS has enshrined in its Principles of Good Practice. Meanwhile, NACDEP focuses on development outcomes and outreach education and while much of the work done by its members follows the Principles of Good Practice, the organization has not officially endorsed them as their own.

Interestingly, both CDS and NACDEP appear to agree on the definition of "community development." CDS adopted the International Association for Community Development (IACD) definition at its 2016 conference and NACDEP is having similar discussions. There is a group of people who consistently hold dual membership – including organizational leadership and award honorees. These people likely belong to both because they derive something different from both organizations, though this would need to be confirmed through survey research. CDS offers NACDEP members – and all LGU CD practitioners -- with potential opportunities to partner. CDS might be able to help coalesce new constituencies that NACDEP members could then legitimately serve in the LGU tradition. NACDEP – and all LGU CD practitioners -- offers CDS members access to university resources and research to aid its programmatic activities. Meanwhile, NACDEP can potentially provide access to university resources and research on community development matters that CDS members from non-profit, government, and privately-funded organizations might not otherwise have.

This session will work from these basic ideas, provide additional insights from recent research on the scope, scale, and vitality of community development Extension programs across the country, and facilitate dialogue on how community development practitioner members from these organizations can work together across organizational boundaries, toward a shared mission of supporting community development practitioners in the important work that they do.

Lansford, Notie

Daniel Clark

Comparative Fiscal Analysis for Local Government Decision Makers

Introduction: Local government leaders must often deal with fiscal stress due to limited revenue and/or rising costs of providing public services. Demands by citizens plus state and federal mandates may exacerbate these stresses. Hence, local leaders seek meaningful assistance from a variety of sources. The authors/presenters have developed similar but distinctly different programs that provide the data and analysis needed by government officials to make informed decisions.

Program Description: A Local Government Center has created a website for citizens and government officials to access and visualize information about city and county governments. Information about the state's cities and counties can be viewed in various interactive formats: (1) Data Tables, (2) Comparisons across entities, (3) Trend Charts, (4) Data Maps, and (5) Local Government Review. This tool enables a city or county to sort data by key fiscal variable and readily

compare themselves with other municipalities with similar characteristics. Ready access to this information is a vital step to asking question such as: (1) how do we differ, (2) why do we differ, (3) what action can be taken to effect the preferred outcomes? Our presentation will show how to effectively meet these needs using these tools.

Another state's local government extension program has created periodic publications from an offline database in order to provide similar decision making tools to local leadership. For example, providing comparative analysis first by population size group, then by taxable valuation size group. This analysis displays statistical information about both key income streams and primary expenditure functions for multiple county government funds. Furthermore, the program offers local officials two types of custom reports. One is a twelve year financial trends report detailing key income and expenditure streams in both nominal and real dollars. The second report builds upon the first by adding a comparison of the same income and expenditure streams for similar sized counties. Both county officials and citizens use these reports for such things as adoption of new tax rates.

Implications: Community development practitioners in other states have found this type of analysis to be useful. One example is the interactive spreadsheet for county fiscal trends developed by Judy Stallmann in Missouri. Another set of examples is the database, fiscal trends, comparative analysis, and evaluation of fiscal health programs offered by John Leatherman and the Office of Local Government at Kansas State University (http://www.ksu-olg.info/lgp_fiscal_health.html). Still another extension program is the Michigan Local Government Benchmarking Consortium whose intended outcome is "the use of comparative performance information for purposes of accountability and performance improvement" (http://msue.anr.msu.edu/program/info/benchmarking_consortium#join). All these programs indicate the value of the programs. The goal of the proposed presentation is to show how to develop and use the effective fiscal analysis tools that have been developed.

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Leuci, Mary

Shelley Bush-Rowe, Sarah Cramer, Mark Stewart, Dr Ina Linville

Building Our Future Together: A Comprehensive Approach to Community Engagement and Data Analysis to Inform Strategic Direction

Communities face significant opportunities and challenges in their efforts to be healthy and vibrant. Since 2011, University of Missouri (MU) Extension has engaged over 1,000 county extension council members annually in meaningful dialogue around local aspects of specific key issues. The results have been used to set priorities locally, regionally, and statewide. However, this process posed several significant limitations, including:

- Lack of the voices of partners, others, and residents who may be unfamiliar with MU Extension, creating concerns about their buy-in and belief they are heard and uncertainty whether the data generated represented the communities in each region.
- Lack of local and state Extension faculty and staff voices who also have developed great knowledge and expertise of the issues.

With new leadership for MU and Lincoln University (LU) Extension plus MU's heightened emphasis on engagement, *Building Our Future Together* was officially launched in October 2016 to develop strategic directions for MU Extension and inform LU as well as UM's four campuses for engagement with communities and partnership with Extension. Three key facets of this comprehensive process for assessment of the state to identify needs and MU Extension's capacity to meet those needs include:

- Quantitative analysis and interpretation of existing data sets to inform issue and strategies;
- Qualitative engagement of the broad array of stakeholders and residents, faculty and staff in facilitated dialogue around key issues; and
- External review to determine strengths, impacts and recommendations for the future of MU Extension and Engagement.

The assessment process, expected to wind up around April 2017, will be followed by the reporting of findings and the start of a strategic development process. A brief draft report will be vetted widely next August, and launched by October 2017 MU Extension Summit.

Using *existing quantitative data analysis and mapping* to inform decision making entails making sense of the massive amount of data in a way that supports the organization moving forward. The analysis process will look at the ecosystem of data for the state (OSED, Community Commons, etc.), focusing on the areas of education, economy, and health. The process begins with discovery, looking at both the data and how we use it to tell the digital story of communities across the state, and involves connecting with stakeholders and a steering committee to frame these digital stories to help the university remain responsive to stakeholders by guiding the analysis and recommendation phases.

Community Conversations, based on the World Café and work of Purdue and North Dakota, will gather input from a representative cross-section of stakeholders through a series of 39 cafés from November through March: 8 among regional faculty and staff, 7 among Extension and other faculty and staff (5 campuses) and 24 community conversations across the state. Each conversation addresses the central question, "What are the crucial issues and challenges in our communities that deserve close attention in the next three to five years?" Additional rounds in the process will generate priorities, strategies and partners for this work. The team, with the expertise of a doctoral student, will code and analyze the data, identify themes and subthemes, and look for similarities and differences across the state and the three categories of participants.

A third-party *independent review* will engage a consulting firm to take a broad-based look at MU Extension and its impact, and identify strengths, opportunities and areas for improvement. A panel of external experts from other universities will also help shape the extension and engagement function to broaden opportunities in the framework of university engagement.

The co-leaders of each facet are meeting regularly and charged with the process of assimilation of the findings from all three processes and development of the draft strategies for moving forward

The presentation will provide an overview of the context and process. Special attention will be given to the quantitative data analysis/ digital storytelling and Community Conversations processes and analyses. Also, to be shared are the findings from the three facets, the process for integration, what has been learned, and opportunities for transference to other organizations and situations.

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Linscheid, Neil

The Ergonomics of Community Development Work: Fitting the work of community development to the worker

Introduction: This presentation is about making the work of community development better for the people doing the work. It examines the contributions that the discipline of Human Factors and Ergonomics (HFE) can make to the design of community development work. HFE methods and tools are most often utilized in high stress and high stakes work environments such as emergency rooms, aviation, and power plant operation. I argue that the stress, complexity, and stakes in community development work warrant the same care and design rigor as the previously mentioned work environments. Throughout this presentation I will summarize the relevant HFE approaches, suggest ways those approaches might apply to community development work, and recommend areas where future research is needed support community development workers.

Background Information: Extension professionals and community development professionals will likely only have minor exposure to the HFE field. HFE is commonly associated with design of physical products (chairs, computer mouse, keyboards, etc.), dashboards (aviation, automotive, computer based), and workstation design. However, HFE has many other subfields of scholarship that are especially applicable to community development work. This presentation offers insights from HFE subfields of cognitive ergonomics and organizational ergonomics that are less widely known. Specifically, HFE scholarship has been done to understand teamwork, task analysis and design, decision making, and the overall design of a human work systems. The International Ergonomics Association defines the field in the following way:

"Ergonomics (or human factors) is the scientific discipline concerned with the understanding of interactions among humans and other elements of a system, and the profession that applies theory, principles, data, and other methods to design in order to optimize human well-being and overall system performance." (IAE, 2016)

Literature Review: Researchers in the HFE field have not considered or addressed the work systems associated with community development work. Stevens (2016) has argued for the rich contributions HFE methods and knowledge can make toward the urban planning field. He suggests that task analysis methods, error prediction methods, accident analysis, teamwork assessment methods, and system analysis methods (p.449) can all be used to improve the work of urban design. This presentation seeks to fill a similar gap by offering the specific ways the HFE methods can be used to assist community development workers and design more effective community development programs.

A small set of work has been done to explore the task requirements for community development professionals. Most notably, Lackey & Pratuckchai (1991) assessed the key knowledge and skill requirements for community development work. They suggested a series of knowledge and skill areas as well as a series of specialty areas for community development professionals. Rubin (1988) documented the challenging task environment of economic development professionals. His conclusion was that the demands of the work system lead to predictable worker behaviors which don't always align with community needs. Rubin's work coined the phrase "shoot anything that flies, claim anything that falls" when describing economic development work.

Presentation Description and Findings: This presentation aims to bridge the gap between these two important disciplines that are both concerned with improving overall human well-being. The focus is on community development workers, but the research presented has broad applicability to other aspects of community development work.

The presentation proceeds as follows:

1. Explanation of Human Factors and Ergonomics and the HFE methods relevant to community development
2. Suggestions on how community development practitioners might apply the frameworks found in HFE to their work
3. Offer a set of HFE based design guidelines to assist community development workers and improve their work performance
4. Demonstrate how those design guidelines might modify an existing community development program
5. Highlight areas where additional research is needed

More research is needed to:

- Better understand the tasks and expectations of community development workers
- Assess and document the human capability limitations that might hinder workers from successfully completing their expected tasks while maintaining their own well-being and improve performance
- Redesign the tasks, technology, tools, work environments, and organizational demands to support worker success

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Lucente, Joseph

Sarah Orlando

A New Tool for Increasing Marina Resiliency to Coastal Storms in the Great Lakes

In the fall of 2012, marinas in the Great Lakes used to 3-to-5 foot waves in their harbors found themselves dealing with towering waves of up to 20 feet, and winds of over 60 miles per hour as a result of Hurricane Sandy. While there are tools and resources available to help marinas prepare for coastal storms, it is not known whether marina owners in the Great Lakes are aware of these resources or if they are able to implement these recommendations to improve their resiliency. Therefore, several of the vulnerabilities posed by coastal storms to Great Lakes marina operators are social challenges. The project, *Development of a Coastal Storm Preparation, Adaptation, and Response Tool for Great Lakes Marinas*, aimed to understand the needs, drivers, and barriers to preparing for extreme weather hazards, and resulted in a tool that will help marina owners now and in the future. This project utilized a series of focus groups conducted with marina operators in several Great Lake states. Major challenges expressed by focus group participants included damage from storms, waves, wind, and ice; difficulty removing debris; concern about lake levels and dredging; vessels abandoned by their owners; and regulations and legal issues associated with operating a marina. Participants noted that they would benefit from a compilation of resources as well as specific information on how to prepare for future conditions. We will provide additional details about the resiliency tool that was developed in direct response to challenges marina operators in the Great Lakes are facing to aid in hazard preparation. We will also explain how existing resources such as those from Sea Grant and the National Weather Service can help operators become more resilient in preparing for coastal storms. Outreach and education materials produced in direct response to needs expressed by marina owners will be showcased, and a new Preparation, Adaptation, and Response Tool (PART) for Great Lakes Marinas will be presented that can help operators become more resilient in preparing for coastal storms.

MacGillivray, Clare

Housing Rights in Practice

Introduction: When talking about the Universal Declaration of Human Rights at its launch in 1948, Eleanor Roosevelt stressed that human rights must have meaning in the 'small places, close to home'.

For one community in Edinburgh, Scotland this advice has been meaningful, for it was the poor condition of their homes which presented significant human rights issues. This abstract describes how the Housing Rights in Practice project is supporting the community of West Cromwell, Persevere and Citadel Courts in Edinburgh, Scotland to realize their right to adequate housing by using a human rights based approach in community development.

Background information: The Housing Rights in Practice project is an innovative partnership between Edinburgh Tenants Federation (ETF), the umbrella organization for tenants' groups⁶ in Edinburgh; the Scottish Human Rights Commission (SHRC), Scotland's national human rights institution; and Participation and the Practice of Rights (PPR), a leading human rights organization in Belfast, Northern Ireland.

A key part of *Scotland's National Action Plan on Human Rights*⁷, and the first of its kind in Scotland, the project has wider significance for community development practice because it uses international human rights standards along with participatory tools to empower local communities (the rights holders) to directly hold public bodies (the duty bearers) to account.

The community: West Cromwell, Persevere and Citadel Courts in Edinburgh is a vibrant community of 182 homes, first settled 900 years ago in the historic port of Leith, Edinburgh. A mixed tenure area of multiple deprivation,⁸ people live in high density, high-rise and maisonette housing. Residents experience inadequate housing conditions including dampness, poor heating, drainage issues, inadequate kitchens and bathrooms and pest infestations⁹.

The Housing Rights in Practice project seeks to advance the progressive realization of economic and social rights of residents in West Cromwell, Persevere and Citadel Courts through capacity building and participatory action research. In terms of international human rights standards, the project focuses particularly on the right to an adequate standard of housing¹⁰.

Program design and description: The project uses the PANEL principles of a human rights based approach (participation, accountability, non-discrimination, empowerment, and legality) and the FAIR process (developed by the Scottish Human Rights Commission). The FAIR process is a four-step program to practically apply a rights-based approach in community development work. The steps are: establishing the facts; analysis of the rights at stake; identification of the shared responsibilities for human rights issues and review of actions.

Using FAIR in practice: In West Cromwell, Persevere and Citadel Courts, residents experiencing inequalities and potential housing standard issues were trained to carry out participatory action research to gather evidence about their living conditions. This included the use of face-to-face interviews, a survey of all homes, storytelling, photography and film.

Sustained work took place with residents to frame their evidence in a human rights context, setting the national and international legal and policy context for the issues identified.

Using international human rights frameworks, residents developed benchmarks and indicators to set out how they would measure the progressive realization of rights, including establishing the responsibilities of duty bearers (in this case the Local Authority). Residents presented their evidence and human rights indicators to the Local Authority.

Community engagement and communication strategies were developed, and residents successfully engaged with officers from the Local Authority in negotiation and action planning meetings.

Actions are measured against human rights indicators, set by residents, and where there is a lack of progress, residents can use national and international accountability mechanisms such as political lobbying, media profiling, and involving the UN.

Results: Following the presentation of the baseline report in which residents' issues were framed against international human rights standards, regular meetings were set up with the Local Authority. These set out the improvements residents required the Local Authority to take to meet indicators set. Local Authority staff have had human rights training delivered by the Scottish Human Rights Commission. An action plan to address the condition of housing is being developed, with the Local Authority recently announcing multi-million-pound investment in homes, the first phase of which is to be completed by the end of the year. Residents have developed strong engagement with politicians at the local and national level, and with civic society, and are reporting increased skills and confidence because of tackling their housing conditions. Increased skills and confidence are also reported following learning sessions in research methodology, human rights, collective action, campaigning media work and group development.

Conclusions, implications, and recommendations for practice: Using a human rights based approach combines community development theory and practices with the human rights legal framework to operationally promote and protect human rights and address the inequalities that lie at the heart of social injustice. This transforms individuals and communities from being recipients of public services to rights holders. It enables duty bearers to positively transform practices.

6 Tenants' groups are independent community organizations set up in neighborhoods, which campaign to improve social housing and environmental conditions.

7 Scotland's National Action Plan for Human Rights 2013 - 2017 (SHRC: 2013). <http://www.snaprights.info/wp-content/uploads/2016/01/SNAPpdfWeb.pdf>

8 Scottish Index of Multiple Deprivation 2016 (Scottish Government: 2016), ranks the housing conditions in the area (Data Zone SO1008777) in the lowest decile for housing conditions in Scotland. <http://www.gov.scot/Topics/Rights/Statistics/SIMD>

9 A Human Rights Based Approach to Housing: West Cromwell, Persevere and Citadel Court Baseline Monitoring Report (WPC: 2016).

10 UN Covenant on Economic, Social and Cultural, General Comment 4 para 8(b). This is a component of the right to an adequate standard of living contained in the International Covenant on Economic, Social and Cultural Rights (ICESCR, Article 2).

It places citizens' rights at the very center of policy and practice, empowers communities to know and claim their rights, and increases the ability of organizations and public bodies to fulfill their human rights obligations. It creates accountability so citizens can seek remedies when their rights are violated.

There are challenges and tensions in using a rights-based approach for practitioners and communities, particularly if there is a strong and negative response from duty bearers. Transforming a dominant hegemony, with unequal power differentials can be a real struggle. If the approach is being used well, there may well be a strong reaction. Prepare for this by building resilience in partnerships; in individuals, communities, the organizations involved, and community developers. Have strong hearts, find allies, lead with confidence. Know this is a powerful tool for change. Be together on the journey.

Malone, Patricia

Catherine Emmanuelle

Building An Inclusive Leadership Program

Abstract: Leadership programs are a staple of community development educators and practitioners. Building resilience, "the ability to rebound from crisis and overcome life challenges," (Walsh, 2006, p.ix) is difficult to accomplish without developing effective leaders. How many of these modern leadership programs have focused on bringing the underrepresented to the learning circle? The demographics of the United States are changing. Fraga et al. (2012) point out that by 2050, 30% of the country's population will be Latino. (p. 29) Trempealeau County in western Wisconsin is at the leading edge of this change. While the majority of the county remains white, some communities have Latino populations that exceed 30% of their total population. According to the 2000-2010 Census, the nationwide rate of Latino population grew 43% while the rate of growth in Trempealeau County was 595%. Latinos are not just here for temporary jobs, they are an integral part of our communities. They have families, work, attend schools, and create businesses. Latinos are underrepresented in leadership roles throughout the county and nation. Traditional leadership programs have not adequately addressed the needs of the underrepresented. In order to build community partnerships that will move mountains, community development practitioners need to develop programs that build the leadership skills of the underrepresented.

Response: In an effort to resolve this issue locally, Malone and Emmanuelle developed a leadership program where the priority participants were Latina/os, adults under the age of 30, and women, who met for six four-hour sessions. Program objectives were:

- Develop multi-generation resilience within bicultural communities.
- Build cross-cultural civic "bridges."
- Develop inclusive democratic problem-solving skills.
- Expand capacity to address complex community issues.
- Increase participation from participants in community leadership positions.

We were committed to building a program that increased civic involvement and improved resilience. Not everyone wants to run for city council or Congress; however, communities have many opportunities for leadership. As Fraga et al. (2012) noted, "Greater civic involvement has also been found to heighten interpersonal trust and sense of efficacy, and to give people the sense that they can have an impact on social issues affecting them..." (p. 188). This project was considered a pilot. It was designed to maximize underrepresented participants, meet culturally diverse needs, and provide hands-on skills that could be practiced in multiple situations. The participants were also critical in modifying the program to meet current and future needs.

Outcomes: Bi-lingual promotion and recruitment efforts included community networking, outreach at public spaces and door-to-door canvassing of specific neighborhoods identified by Census maps. The program had 18 participants. Two of the participants were young, white women. Four of the participants were Latinos. The remaining 12 participants were Latinas. English language proficiencies were varied so interpreters were brought in so material could be taught in Spanish and English. Written materials also needed to be available in both languages. Program objectives were met by teaching skills, learning from community guest speakers, and utilizing the arts to foster group trust and creativity.

Participants were given a leadership "pre-test" in the form of making a mask that represented how they currently saw themselves as leaders. At the end of each session, participants were given the opportunity to make suggestions or ask questions. This information helped the educators prepare material for the next session. One of the major changes that needed to be made was cutting the amount of leadership information and skills in half. During each of the four-hour sessions, it was not possible to cover all the material we intended to cover when the class was being taught in English and Spanish.

At the final educational session, participants took a leadership "post-test" by creating another mask that represented how they saw themselves as leaders now that they had finished the program. They also developed leadership plans and provided written feedback on the program. The leadership plans will be used to conduct a follow-up

evaluation. These evaluations allow us to consider both short-term and long-term impacts of this leadership education effort.

Did this effort make a difference? Listen to the voices for yourself:

"...I have no reason to be silent. Or feel silenced. Or be silenced."

"I am the leader of my life and aspire to be the leader of a good cause. Without the language barrier and immigration status barrier, anything is possible."

These changes in such a short time suggest emerging leaders willing to take on the challenges of building stronger, more resilient and more inclusive communities – communities that can move mountains.

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Maltsberger, Beverly

Moving Mountains to Solve Community Water Quality and Quantity Issues: Creating a Bold Partnership - The Great Northwest Wholesale Water Commission

Introduction: The Great Northwest Wholesale Water Commission (GNWWC) was created to address continuing problems with water quality and quantity resulting from aging infrastructure and repeated drought in Northwest Missouri. Businesses were not considering this region as a location for new or expanding projects due to the lack of a dependable high quality water supply. Extension, along with other partners, helped address this critical problem and improve the region's economic development opportunities.

Background Information: Northwest Missouri communities depend heavily on surface water impoundments for community water supplies. During droughts, those water supplies become very vulnerable. Drought also makes them subject to varying degrees of water quality due to agricultural and other types of runoff entering the reservoirs. During drought years many communities face water restrictions and poor water quality. Maintaining strict water quality standards makes it very difficult for small outdated treatment plants to produce high quality water when the raw water is demanding more treatment. In addition, economic development opportunities for community growth were passing by these communities because they could not deliver dependable, high quality water.

There were many regional partners who came together to address the region's critical water quality and quantity problems. They realized that everyone had to work together as a region or slowly die-off one community at a time. Community competition and isolation had to end in order to solve the water shortage and water quality problems of the region. Partners included regional planning commissions, local county commissions, communities, rural water districts, Department of Natural Resources, Army Corps of Engineers, Extension, USDA-RD and a host of engineers and consultants who came to the table to develop the 12 county Water Partnership (2005) and later the Great Northwest Wholesale Water Commission (2009). Extension continues to be a critical partner in this process.

Program Design & Description: Early in the project, Extension provided training for Partnership board members and facilitated community discussions addressing water needs of communities. Later, Extension developed and delivered the first educational training workshops for members of the 83 water district boards. Nine hours of board training addressed the three major responsibilities of water district board members. Those are managerial, fiscal, and technical. Water district boards then developed bylaws, policies, fiscal plans, rate structures and long range plans for their districts. For many this was the first time they had developed written policies. Extension continues to serve in a support role and provide information and training as needed.

Today, the GNWWC has progressed to the point of finalizing construction plans for the 30-mile **transmission** line with towers and connects to three communities. Cities/districts maintain their own **distribution** systems. At least seven communities have made local distribution system improvements.

The water transmission line is critical to the health and well-being of approximately 12,000 residents in three communities. This project has been 12 years in the making; but, three communities will soon have a dependable source of high quality potable water to help them grow and survive. The commission has received a \$17.45 million loan and a \$5 million grant from USDA Rural Development to complete the project. This was one of the largest loans ever awarded to a water project in this state.

This transmission line implements the first critical step toward achieving a long-term goal of creating an interconnected water transmission grid across this 9-county region. Which will decrease the impacts of drought and keep high quality water flowing across the region.

Results:

- Membership of districts and communities on the Commission changed during the process.

- Seven communities made significant improvements to their individual water treatment systems; others replaced distribution lines-strengthening the overall ability to respond to drought and improve the economic outlook.
 - Trained Water District board members are more involved in their board roles and are making better informed decisions regarding their systems.
 - Water districts now have written bylaws, policies, operational guidelines, long range plans, and a better understanding of district finances.
- Conclusions/Implications & Recommendations for practice:
- Extension is well equipped to provide training and support for this type of project.
 - This project is repeatable in other areas where water access is an issue.
 - With proper planning and cooperation, transmission grids can connect larger areas of a region and reduce the impact of drought on a large scale.
 - Training for water commissions and water district board members is a critical component to future success.
 - Communities served by this water transmission line now have an opportunity for increased economic development.

Marko, Chris

John Van den Bergh

Building Financial Capacity with a New Way to Set Utility Rates

Abstract: Introduction: Many rural communities struggle with providing utility services. While grants are available to build infrastructure, the operation of the services must be funded locally. Boards are tasked with the difficult task of setting rates that are both politically feasible and financially prudent.

Background Information: Traditionally, utility rates for rural communities have been calculated by consultants and presented to the decision maker for approval and implementation. Often these reports are not understood and are shelved, only partially implemented, or accepted without enthusiasm or commitment. A new way using interactive modeling techniques engage the decision makers and the rate payers in developing a cooperative solution to the long term financial viability of the rural utility.

Program Design & Description: Through a multitude of contracts with state and federal agencies, RCAC is able to provide technical assistance to rural communities in the Western United States. This technical assistance includes rate studies and board training. Over the last five years, RCAC has developed an innovative process to help rural districts set rates. The data gathering phase of the rate study is usually the most time consuming. Data to be collected includes the budget, existing rates and historic sales data. For a rural utility or district to be sustainable, much time is spent on the gathering of information about their assets or equipment, including the current condition of the asset and the expected life remaining of the asset.

All the data is entered in one Excel model. All aspects of the data are linked. For example when the life expectancy of an asset is changed, the reserves are updated and the budget is updated. When water conservation measures are mandated, forecasted sales are updated and the revenue forecast in the budget is updated. When the probability of state or federal funding changes, the budget is automatically updated.

Once all the data is in the model, and before any report is produced, the model is presented to the system. First the model is presented to the manager and/or operator to ensure the accuracy of the input data and assumptions. Then the model is presented to the decision makers. With the guidance of the author, the model or simulator allows the decision makers to change the rates in any way they wish, and the simulator will instantly calculate the consequences of those rates: will the budget balance over the next five years? Only after the decision makers have "bought in" to the new rates, will the consultant write the report.

Results: Because the decision makers actually see the results of their rate selection, they most often select rates that are most appropriate for the long term sustainability of the utility. Since these deliberations are done in open meetings, the public sees the effort and thought the decision makers went through to come up with the rates, hence they are much more receptive to accepting substantial increases. Increases of 100% over five years are not unusual.

This practitioner oriented session will demonstrate a utility rate simulation model emphasizing how community engagement and decision maker input with reliable data and methods of analysis, can lead to increased support for developing financial capacity and sustainability for utilities and communities.

McKillip, Carrie

Project Rebound, Inc.: A Housing Initiative

Abstract: Galesburg, Illinois, like many mid-sized Midwestern communities, lost numerous manufacturing plants over the past three decades. While the Galesburg economy has stabilized, many of the community's current jobs are in service and small manufacturing entities, which pay a much lower rate than the union manufacturing jobs that left. As

the population has aged, there has also been an increase in healthcare and nursing facilities, which have a lower pay scale (lower than heavy manufacturing) for entry level workers. At the same time, many young people from the community chose to relocate for and after college, resulting in a declining population, an aging population, and a less skilled workforce.

While the population has declined and household income has decreased, Galesburg's housing stock has remained stagnant, and houses have been abandoned at an alarming rate. In Knox County, including the City of Galesburg, vacant housing units have risen from 7% of the housing stock in 2000 to 10.4% in 2013. These houses may be sold for delinquent taxes or are condemned and demolished by the City of Galesburg. Demolishing a home is costly to the city, wasteful, and removes property from the tax rolls. This cycle of neglect, deterioration, condemnation, and demolition began to erode neighborhoods, as well as the tax base. It was clear that an innovative approach was needed to refurbish aging housing which would remain affordable, and be available for purchase by the existing workforce in Galesburg.

Project Rebound, Inc. was born out of a Chamber of Commerce Task Force that recognized that young workers in the new economy were paying more in rent than they would be if they were making a house payment for a comparable property, and had a limited ability to save for a down payment. Many of the service and manufacturing sector workers had less than perfect credit, and were, therefore, perpetual renters. Coupled with the fact that Rural Development Loan funds are not available within the City of Galesburg (cities over 25,000 populations are not eligible), this left renters with no opportunity to purchase a home and become invested in the community. The task force recognized that to keep young workers in the community, they must find a way to support home ownership.

Project Rebound is comprised of bankers, contractors, realtors, city officials, and University Extension staff. This coalition developed an innovative program of matching renovated housing stock with home buyers who cannot qualify for traditional mortgages. By incorporating the diverse interests of several disciplines, cultures and community, the project encompasses the principles of good practice while assisting disadvantaged members of Galesburg. Many of the Project Rebound board and committee members are new to leadership roles in organizations, so the project is enhancing the leadership capacity within the community.

This presentation will outline the program's components, structure and processes to revitalize housing stock, anchor neighborhoods, and provide non-traditional mortgages for home buyers who cannot qualify for traditional financing. Attendees will see pictures and videos from actual project houses, understand the committee structure of the project, learn how the coalition was developed, and the opportunities to develop similar programs in their communities.

Moss, Myra

Building Collaborative Partnerships Around Critical Community/Stakeholder Issues: Watersheds, Agriculture, and a City's Source Water Quality

The ability to provide quality drinking water at a reasonable rate for citizens and businesses is an important responsibility for almost all cities, no matter their size. But even large cities are dependent upon the quality of source water flowing from surrounding watersheds into their reservoirs. Often the land uses in these watersheds, in particular agriculture and urban development, can produce runoff that impacts negatively on the quality of source water. To further complicate matters, these watersheds are frequently located outside of the city's jurisdiction, complicating issues of control and policy/regulation enforcement. The development of collaborative, mutually beneficial partnerships among often competing interests (rural-urban) is usually the only effective approach available to a city seeking to achieve their source water quality goals. But how does a city develop a collaborative environment with stakeholders in their watersheds when a lack of cooperation and awareness of each other's issues has been the norm?

In 2014 the City of XXXXXX initiated an update of their Watershed Management Plan. Of concern was the quality of source water flowing into city reservoirs from two predominantly agricultural watersheds north of the city's two reservoirs. Pesticides and fertilizers were increasingly showing up in the city's water, leading to higher treatment costs and occasional restrictions on public water usage. The city wanted to "get ahead" of potential problems, as occurred in the City of XXXXXX in 2014. Harmful algal blooms, resulting from the runoff of nutrients into the City's source water resources forced the shut down of XXXXXX treatment plant for a few weeks, leaving 400,000 residents without water. Many blamed agricultural producers in the watershed and their nutrient management practices. XXXXX, not wanting to lose public trust regarding their drinking water, preemptively hired an engineering firm to update their Watershed Management Plan to address critical source water quality issues. The Engineer then subcontracted with an interdisciplinary XXXXXX Extension Team to assist in research addressing the agricultural producers and rural stakeholders in the watersheds.

Extension's knowledge and experience with these rural interests was seen as a benefit to the Engineer and the City, both of whom had limited experience with these audiences.

The City, Engineer and Extension partnered together for two years in the development of key portions of the City of XXXXX Watershed Management Plan. Extension reached out to stakeholders to identify current farming practices and

concerns, and researched best management practices and cutting edge technologies that OSU Researchers thought had were effective and/or showed promise. Extension recommended strategies that increased mutual understanding between agricultural/rural stakeholders and the City and proposed initiatives that would bring about long-term collaborative relationships. A key strategy proposed by Extension was for the City to initiate the creation of an informal collaborative that would bring together agricultural stakeholders (professional organizations, governmental agencies, advocacy groups, and consultants) with City Department of Water and Watershed Management Section leadership. A first step in developing these relationships will be to have the City host a tour of their water facilities and dialogue with staff for agricultural stakeholders so that they could become aware of the City's issues and goals. Then, City staff would be invited to tour farms in the watershed to become aware of their concerns and challenges. It is likely that Extension will play an important role in moving this plan forward.

This project demonstrates Extension's strength in finding solutions to critical issues communities' face and bringing together diverse interests in collaborative relationships. Project partners were diverse, including City staff, private consultants, Extension, and researchers from XXXXX. Extension's role was to identify strategies that would reduce runoff and improve watersheds. They did this through:

- Outreach and Education: Extension identified nutrient management practices and developed potential strategies, based on collaborative models, to reduce impacts on source water quality. Extension reached out to agricultural stakeholders and to the City, helping each understand the other's concerns and identifying solutions that were acceptable to both.
- Research: Researchers at the University contributed cost-benefit data and research results for various existing and cutting-edge management practices to reduce runoff and improve water quality.

Extension's ability to integrate research, outreach and education as well as experience in building collaborations among often competing groups - presents a model that can be replicated in other cities.

Project outcomes include an enhanced awareness and understanding between the city and agricultural stakeholders regarding their unique concerns and challenges. Strategies include the creation of an agriculture-city collaborative to identify win-win scenarios that will simultaneously protect agricultural fiscal and environmental sustainability while improving the City's source water quality.

Mouillesseaux-Kunzman, Heidi

Robin Blakely-Armitage

The Connection Between Fiscal Stress and Community Vitality: Youth Attraction & Retention Efforts

Introduction: The ability to attract and retain educated young professionals is a key component of community sustainability. At the same time, a community's capacity for creating the conditions which attract and retain young, educated adults is tied to its fiscal resources. In this presentation, we will explore the connection between fiscal stress and youth retention and attraction, sharing early results of a research project and soliciting feedback from others interested in the relationship between fiscal stress and community sustainability from a youth retention and attraction perspective.

Lit Review/Theoretical Framework: Sustainable community development relies on several conditions, not the least of which is an active and engaged population. Youth retention and attraction is a concern for communities across the country. While the out-migration of youth is a common trend across the country, particularly in rural areas, the relatively lower rates of *in-migration* in many areas creates challenges for community development and vitality (Dietz, 2007). As communities age, their citizens' concern for the future is justified: the absence of younger generations stunts the expansion of social fabric and economic opportunity as the number of people available to fill jobs and engage in civic affairs declines (Carr and Kefalas, 2009). Researchers have identified several factors which influence young people's expectations about staying or, more often, returning to settle in the communities/regions in which they grew up (Brown, Sanders and Pfeffer, 2010; Schroeder 2014; McLaughlin, 2010; Petrin, Schafft and Meece, 2014; Winchester 2010). Several of these factors might be described as aspects of community vitality – community assets which contribute to the social, economic, an ecological well-being of a community, making it a desirable place in which to live and work. At the same time, many communities are experiencing severe fiscal stress, and lack the fiscal resources often required to create assets that contribute to community vitality, which, in turn, serve to attract and retain young, educated adults (Warner, 2014). In this way, one might think of fiscal stability as a necessary pre-cursor to community vitality and, in turn, youth retention and attraction, and workforce development. Our hypothesis is that fiscal stress precipitates a downward spiral that makes investments in youth retention and attraction, and, more broadly, in the human capital needed to create social and economic opportunity, much more difficult to commit to for many communities. This lack of investment over time serves to further undercut a community's ability to strengthen a key component of its population.

Research Methods: Background research via a literature review has already been conducted on young people's aspirations relative to where they see themselves settling and the community-level resources required to cultivate the assets and engagement activities that attract or retain young people. Case studies of three communities are being used to examine and analyze trends in municipal spending and population change (including age composition and other socio-economic characteristics) over time. Focus groups and interviews with decision makers in these communities are being used to understand how fiscal stress influences investments in community assets and resources that are known to support youth retention and attraction.

Results: Information gleaned through the case studies, focus groups, and interviews will be used to (1) inform understanding of relationships between fiscal stability and fiscal stress, local investments, and youth retention and attraction; and (2) build preliminary logic models for local community decision making aimed at enhancing community capacity through population stability and growth.

Conclusions/Implications & Recommendations for Practice: Results from our research with the three case communities as well as the preliminary logic models for local community decision makers will be shared with session participants, with the goal of aiding their efforts to inform local decision-makers. Audience members will be asked to provide feedback on the study, with the goal of helping us shape our ongoing research. The role of Extension educators and Community Developers in providing inputs to these locally-derived logic models will also be an important focal point for the discussion segment of our presentation.

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Mouillesseaux-Kunzman, Heidi

Andrew Fagan, Barbara Neal, and Lori Sonken

Our Farms, Our Stories: A Campus-Community Partnership for Engaged Student Learning and Research and Extension Stakeholder Needs Assessment Using the Community Capitals Framework

Introduction: To better understand and support an increasingly diversified regional farming industry and its contribution to broader community and economic development, Cornell Cooperative Extension -Tioga County (CCETC) partnered with faculty, students, and community partners to interview farmers and community leaders. The team utilized the Community Capitals Framework (CCF) both to identify community leaders and develop an interview guide. This presentation will address the campus-community partnership that was integral to this project, as well as the research methodology, process, outcomes and impacts for faculty, CCETC, community partners, and students. Participants will receive a copy of the interview guide to adapt for use in their own communities.

Background Information: In January 2016, a CCETC responded to a call for proposals from Cornell University's Office of Engagement Initiatives to address current and emergent needs of communities in partnership with faculty, students, and community partners. The funding opportunity is one of several supported by Engaged Cornell, a new initiative seeking to advance the university's mission of public engagement through community-engaged learning and research. CCETC saw an opportunity to better understand and address the challenges and opportunities facing farmers,

and was interested in doing so in the context of promoting community and economic development more generally within the county.

Traditionally the largest segment of Tioga County's agriculture industry, the number of dairy farms is decreasing at the same time smaller, more diversified farms are increasing. Through the *Our Farms, Our Stories* project, we sought to get a clearer picture of what type of farming is occurring, how the farms are doing, and the contributions farms make to overall quality of life in the county. Our goal was to use this information to do a better job planning and implementing programs to meet the needs of the farming community, while creating new working relationships benefiting the community more broadly. We also wanted to strengthen the relationship between consumers and farmers by improving the community's understanding of local farms and the interconnectedness between local food and social, economic, and environmental systems. From a research perspective, we sought to pilot the use of the CCF as a tool for Extension stakeholders' needs assessment and program development.

Program Design & Description: Guided by a team of faculty and Extension professionals, four students from four majors and two colleges, worked with community partners to: (1) identify potential interviewees, including farmers and community members reflecting the diversity of the ag industry and the agencies and organizations working to support the industry; (2) develop and implement an interview guide and questions designed to solicit responses revealing why farmers farm, the challenges and opportunities of doing so, and how their life and business intersects with (influences/is influenced by) the broader community and its development goals; (3) analyze and synthesize findings from the interviews; (4) develop and implement venues to communicate the findings.

Results: *Our Farms, Our Stories* has resulted in several positive outputs and outcomes. Products include (1) An interview guide based on the CCF designed to understand needs and opportunities to enhance the well-being of farmers/farm families, farms, and communities; (2) A report documenting the research findings; (3) Farm profiles, designed to increase general community awareness and understanding of farmers and farming; (4) a video documentary of farms. In terms of outcomes, the research report, profiles, and video are being shared widely to inform legislators, farm service providers, and community and economic development organizations, as well as state-level organic farm conference attendees, with students giving several of the presentations. *NY Agriculture in the Classroom* is considering adding the video to its curriculum. Students report increasing their understanding and appreciation of rural communities and the importance of farming therein, as well as opportunities within the agricultural industry sector to support community and economic development. Extension professionals value the opportunity to support student learning and will be building on research results to create new programs, including some in collaboration with other partners in community and economic development.

Conclusions/Implications & Recommendations for Practice: The CCF offers a valuable model for assessing Extension stakeholders' needs and opportunities, and in turn, program development. Our use of the framework with the farm community resulted in information of value to Extension and partners in the agricultural service sector as well as community and economic development agencies; this model could be adapted for use with other Extension stakeholders.

Community-engaged learning partnerships that include campus-based faculty, field-based Extension professionals, students, and community members offer rich shared-learning opportunities with benefits for all parties, particularly the students, Extension professionals and the communities they serve.

Narjes, Charlotte

Becky Vogt, Marilyn Schlake

Exploring Community Readiness to Build Capacity

Introduction: One community thrives and is innovative in addressing long term issues and situations. Another community does not. On the same token, Extension programs may be successful in one community and not in another one. What is the difference? And, what role can Extension play in helping a community address complex situations such as identifying new leaders, being competitive in a digital economy, creating healthy communities, attraction and retention of community members or populations. One key to success is community readiness.

In exploring community readiness, the team of extension professionals sought a common language/process to build internal capacity in looking at community readiness. To do this, the team is focusing on community readiness. Next, we explored community readiness theories and models including the Tri-Ethnic Center Community Readiness for Community Change model, Chazdon and Lott's community readiness model and the Centre for Innovative & Entrepreneurship Leadership Community Check-up. The dimensions of each theory/model were reviewed and ranked which led to a community readiness assessment tool being piloted in communities.

Identifying the Focus: An initial kick-off meeting was held providing a general understanding of community readiness theories and models. After the initial session two focused areas emerged - one around nutrition and the other general community vitality. The general community vitality assessment will be used to have a conversation with a

community when a specific issue or situation has not been identified other than a desire to move to action and increase vitality. The nutrition/healthy living focus emerged as practitioners moved from providing nutrition education to engaging communities in creating walkable communities and healthy retail alternatives. Consensus was built by clarifying the overall purpose.

Identifying the Dimensions of the Assessment: First, community readiness frameworks were reviewed and dimensions identified for each. For example, the Tri-Ethnic Center Community Readiness for Community Change model is one of the most recognized tools and has been adapted by many organizations focused on a specific issue. The Tri-Ethnic dimensions focus on efforts, community knowledge of efforts, leadership, community climate, community knowledge of the issue and resources. While the Chazdon and Lott's community readiness approach explored engagement rather than a specific issue and the dimensions included bonding networks, bridging networks, linking networks and leadership energy. Extension professionals prioritized the dimensions of all the frameworks that were explored by grappling on which dimensions would best meet the goals identified.

Dimensions were identified for general community vitality and nutrition/healthy living. The general community vitality dimensions identified are leadership energy, cooperative climate, civic engagement, inclusivity and strategic capacity. The health living dimensions are leadership energy, issue awareness, participation, inclusivity, resources and an entrepreneurial attitude. A community assessment tool has been developed for each focus areas: general community vitality and nutrition/healthy living.

Piloting the Process and Identifying Steps in Community: Using focus groups and individual interviews the general community vitality and nutrition/health living community readiness tools are being piloted in communities. Community members will provide feedback on each of the tools as well as make meaning of what the data shares about their community. The assessments will be revised as the process moves forward. In addition, conversations will be held with communities to determine next steps to move forward to strengthen a community's ability to move forward and address complex situations based off the assessment.

In addition to piloting in the communities, focus groups will be held with other service providers that are working to help communities forward.

Moving Forward: The process has engaged the community development practitioners. A common language and approach has been established. Piloting the process will provide further insight if the tools can help communities to move to action.

Questions to consider include:

- Does this learner engagement approach increase practitioners' ability to work in communities and increase a community's readiness to address complex situation and move forward?
- Should community members and other service providers in a community be part of conversation to revise a readiness tool that can be used in the community?
- Does this approach engage communities in conversation in how they can increase their readiness and begin to think about steps that can be taken to increase capacity in doing projects?

Community readiness is one key to success for communities to move forward. This unique approach to building internal capacity to understand readiness and then engaging communities in the process to determine their own readiness to lead to effective change.

Neiswender, Catherine

Paul Roback, Eric Biltonen, Christian Schmieder, Amulya Rao

Do as I do, not as I say: A qualitative analysis of Organizational Development educational programming by University of Wisconsin-Extension Community Development Educators

Introduction: Organizational Development is a foundational program and approach for Community Development Educators in the University of Wisconsin-Extension. Developing strong organizations is a foundation of community development in Wisconsin. Extension Educators across the state work with non-profits, community coalitions, local governments, and partnerships to create thriving communities. Using a variety of organizational development approaches, frameworks, tools, and facilitation skills, Extension educators play a unique role in supporting capacity building in, and decision-making of, organizations, governments and community agencies.

Organizational Development (OD) work aims at systemic change in the community, and acknowledges the systemic nature of organizations. Thus, a diversity of approaches, audiences and impacts is one core strength of Organizational Development work conducted by UW-Extension. This strength has historically led to a major weakness, namely a lack of a common understanding and shared language regarding what OD concretely entails. In order to gain an understanding of OD work that is grounded in the experiences and work realities of our educators, we decided to analyze data from our central data collection system that related to organizational development. A team of OD

practitioners in UW-Extension and evaluators collaborated to develop a data-driven model that would serve as a conceptual starting point for understanding how our Organizational Development work impacts communities in Wisconsin.

Methods: The focus of our applied and participatory research project is to measuring the impact of organizational development work among UW-Extension educators. Our team is comprised of UW-Extension County-based educators, administrators and evaluation specialists.

The team analyzed 78 'impact statements' focusing on organizational development and strategic planning provided by educators in the year 2015. Impact statements are written statements used by UW-Extension educators to capture the breadth of an educator's annual programming. Impact statements briefly describe the programming work, the change that happened, and the evidence that shows that change.

Using a multi-step thematic analysis (cf. Braun/Clarke 2006), we developed three core themes around organizational development namely, *systemic change*, *organizing organizations*, and *what organizations do*. The themes were created through analyzing and annotating data in multiple coding stages. The analysis showed that there is much inconsistency and ambiguity around describing organizational development in our institution. This fact is both the central finding of our inquiry, and posed the greatest challenge for the analysts. Due to the highly inconsistent data, we built multiple group review sessions into the analytic work flow. During several initial coding stages, the coding scheme was constantly modified. After the coding scheme solidified around three major themes, all data were re-coded using these themes. Throughout the process, the team utilized the Qualitative Data Analysis Software MAXQDA for dataset creation, queries, memoing and coding processes.

Results: Initial findings show that educators work with organizations on three general scales/levels: "What organizations do", "Organizing Organizations" and "Systemic Change". Each level is based on the boundedness of the work (scope and time), the nature of the work (working *for* vs *with* an organization), and the impact the work has. Community impacts at each level were identified and range from operational changes within the organization to policy decisions made in the community to longer-term systemic changes in the community.

Given the ambiguous and complex nature of the educator's impact statement descriptions, the team created a set of additional guidelines for the 2016 reporting year. An analysis of 2016 data will determine whether additional guidelines regarding how educators frame their work will remedy the fractured nature of the data. This analysis may give broader insights into how annual reporting systems can be iteratively improved in areas that lack consistent organizational language through ongoing and systematic qualitative data analysis.

Implications/Conclusions: This presentation will share our team's research methodology, findings, specific examples, and important implications of this research. We believe that our Organizational Development work in communities has a significant short and long-term impact across Wisconsin. This research has given us a more precise qualitative description of the scope of this impact. As UW-Extension undergoes extensive reorganization due to budget cuts, our institution needs to be able to communicate impact of this essential work and support local educators.

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Nesbitt, Becky

Partnering for Community Health

Introduction: Hospitals, health departments, and other community health organizations are charged with assessing and evaluating health and wellness needs and service gaps within their communities; however, the staff of these organizations often lack the skills and knowledge to be able to effectively launch a comprehensive community health assessment. Extension can step in and collaborate with these groups to help accomplish that goal.

Background Information: The Highland County Community Action Organization (HCCAO) worked with Ohio State University Extension, Community Development (OSUE CD) to conduct a comprehensive community health assessment in Highland County, Ohio. Together the Highland County Health Collaborative (comprised of community health and education professionals) and OSUE CD developed questionnaires to survey residents and health professionals about their practices, perceptions, and concerns related to health, wellness, and health care in the county.

Each of the partners working on the survey development and implementation brought a unique expertise to the project. The health care providers offered knowledge for the medical and health care questions. Representatives from the social service and educational organizations shared ideas that helped inform questions related to lifestyles and demographics. Each of these groups also provided ready access to potential survey respondents. Community leaders provided insight from their perspective, guiding questions about access to health services. OSUE CD designed the methodology, structured the assessment, provided data analysis and additional research, and drafted the report and presentation shared with the community. By partnering, the representatives in this group provided the information needed understand, implement, analyze, and present the community health report.

Program Design & Description: The Highland County Health Collaborative and OSUE CD designed two web-based surveys to gather a sampling of health-related information. The general public was directed to the residents of Highland County, and asked respondents to share their perceptions, attitudes, behaviors, and experiences related to health care, health practices, health issues, diagnosed diseases, and lifestyle choices.

Health professionals working in Highland County completed another web-based survey focused on their perceptions about the health and behaviors of the general county population as well as questions about the health concerns of their clients/patients.

Several sets of secondary research (U.S. Census, Vital Statistics, Ohio Department of Jobs and Family Services, etc.) were compared to the information collected, providing comparisons for trending and data analysis to allow for a more complete picture of how the survey sample compares to statistics collected from regional and state sources.

In addition to gathering information from the two surveys, a primary goal of the project was to build partnerships among health care providers, community organizations, and social service agencies to identify and address the health care needs and service gaps in Highland County.

Results: Following completion of the surveys, a report was shared with the Health Collaborative, community leaders and the general public in April 2016.

The general public survey was completed by 433 Highland County residents; the survey of county health professionals was completed by 114 individuals. The assessment revealed that the top health concern of both residents and health professionals is illegal drug use. In fact, more than 70% of the residents responded that they personally know someone who takes an illegal drug. The 2016 Highland County Health Report, which examines other health concerns such as cancer, heart disease, and obesity, is used by health providers and social service agencies to help set priorities for partnership and outreach to address these issues. A full copy of the report can be viewed at

go.osu.edu/communityhealth.

Conclusions/Implication & Recommendations for Practice: The partnership created for this project allowed the team to explore and apply the best thought and practices to each critical step in the process. The expertise related to health, wellness and lifestyle choices allowed the group to better focus on relevant questions for the specified community. As a regional community development educator, the OSU Extension professional is not based in the county that was the subject of this study. The insight and assistance from the partnering organizations allowed the OSUE CD educator to tap into relevant professionals for collaboration and to effectively access a representative sample of the population.

Extension can bring skills to communities, especially rural communities that may not be readily available otherwise. In addition to structuring a research study, Extension professionals have the ability to effectively analyze and compare data, evaluate and share scholarly studies, and develop and share professional reports and presentations.

Nwude, Angela

Daniel Rainey

Examining the Racial Disparities in Mass Incarceration from the Intersectionality of Race, Poverty and Trauma and the Implications for Community's Socio-economic Mobility: A Call for Action through Community Organizing

Introduction: The United States is a global leader on many fronts, including its exceptional record of incarceration rate. Over the past three decades, the country's prison population has increased by more than 700 percent (Mauer, 2004). The US now houses more than one-fifth of the world's incarcerated population. With over two million individuals currently incarcerated, and well over half a million prisoners released each year (Dolan & Carr, 2015), racial disparities are evident, and have deepened along with this rising number of incarceration. African American men experience a uniquely high rate of incarceration, and the collateral effects are largely concentrated in their communities. Mass incarceration thus deepens disadvantages and forecloses socio-economic mobility for the most marginal in the society (Western & Pettit, 2010). Although current research on incarceration has sought to explain why huge racial disparities exist within the criminal justice system. Till date, not much has been done to critically examine how communities may be mobilized to reduce the disproportionate impacts of incarceration, thus enhancing upward socio-economic mobility, at both micro (individual) and macro (community) levels. This reveals a gap in existing studies and forms the basis of this study.

Statement of the Problem: The collateral consequences of incarceration, and living in communities from which many of the incarcerated come from and return to, do have detrimental effects which are visited upon the reentering individual, on their families, and on the communities at large. As social control, social ties, safety, and economic resources are strained in communities with high rates of incarceration and reentry, those communities are less able to provide supportive environments for those leaving prison, leading to greater reintegration difficulties at the individual level, hence recidivism (Clear & Rose, 2003). In turn, as individuals leaving prison have trouble finding employment and avoiding crime, the social, economic and institutional foundations of their communities are further weakened (Roberts, 2004).

Hence, the impact of incarceration on communities and the impact of communities on the incarcerated or ex-convicts together create a vicious cycle of decline and economic marginalization in the communities most affected by high rates of incarceration (Bobo & Thompson, 2010). These mutually reinforcing processes are a potentially important avenue through which mass incarceration has affected minority communities, thus calls for communal action through community organizing.

An Emerging Theoretical Framework for Alleviating the Impacts of Incarceration on Community's socio-economic Mobility: From a general and fundamental perspective, community organizing describes a process that seeks to build powerful, purposeful, and well-coordinated activity within a group of people with declared commonalities, with an aim to address a given problem (Brady, 2012). To this end Rothman's framework for community organizing serves as a potent tool that utilizes an inclusive, participatory and result oriented approach involving different sectors of the community working together towards a common goal (Pilsuk, McAllister, & Rothman, 1996). It consists of three intersecting models namely; community development, social action and social planning. These models can be viewed and utilized as a nonlinear multifaceted scheme with two main objectives, namely resource provision and community transformation (Hale, 2014). While resource provision will seek to ensure that a community is provided with adequate resources to combat crime, promote successful reentry of ex-convicts and reduce recidivism, community transformation will aim to ensure that the rights and liberties of these marginalized individuals are attained, through implementation of policies that create more robust efforts to support affected individuals social, economic, and political reintegration. Furthermore, the successful implementation of community institutions and leaders will help to curb the cycle of young men getting brought into the judicial system and attainment of greater educational and economic opportunities for themselves and the community.

Conclusion: Individuals who are incarcerated are members of families, communities and other social networks, needless to say that incarceration presents a challenge that affects not just the individual or their family but the society at large. Hence, to reverse the tide of mass incarceration and its impacts on communities, a transformative culture and communal response is necessary. Rothman's framework for community organizing presents an evidence based conceptual organizing strategies, and has been inextricably linked to attaining social change in the United States. Therefore, building off existing literature and established theoretical frameworks, this study shall go beyond examining the racial disparities in incarceration and its implications, to exploring how communities may organize, using Rothman's framework, to alleviate the collateral consequences of incarceration, consequently improving their socio- economic condition at both micro and macro levels.

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Oberbroeckling, Sandra

Jon Wolseth, Julia Badenhope

Engaging Diverse Populations in Community Development Programs

Since the 2000 census, the Latino population in {state} has increased by 116.6%, making up 5.7% of the state's total population, and Latino population in {state} is projected to more than double to 12.9% by 2050 (Iowa State Data Center, 2016). Nationwide, the Latino population in 2014 made up 17.4% of the total population (Pew Research Center, 2015). A considerable number Latino immigrants settle in small, rural communities, creating a significant shift from an aging, primarily white population to a younger, more diverse population.

The {state}'s Living Roadways Community Visioning is a transportation enhancement program that provides planning and landscape design assistance to small, rural communities. The program empowers local leaders through a planning process that encourages civic engagement and results in an enhancement plan reflecting the community's values and identity. In light of current population trends, the growing Latino population in these communities needs to be incorporated into the Community Visioning Program participatory planning process.

This paper documents the techniques employed to engage the Latino population in the community of {town}, where 20% of the total population is Latino. Past engagement strategies in communities with significant Latino populations were unsuccessful because certain cultural characteristics were not taken into consideration. For example, Latino residents in client communities were reluctant to complete transportation surveys, despite the fact that the surveys were translated into Spanish. Furthermore, the Latino population did not attend public meeting conducted at traditional locations such as city hall.

In light of the low response rates among Latino residents using traditional engagement techniques, in 2016 the Community Visioning research team developed a methodology for the city of {city} that would be more amenable to the cultural mores of the Latino population. The research team conducted focus groups with Latino youth and adults to learn about transportation assets, barriers, and behaviors within this population. The focus groups were conducted at La Luz Hispana, a local organization that caters to the needs of Latino residents. Nearly 50 Latino residents participated in focus groups, which were facilitated by Spanish-speaking community development specialists. In addition, the design team rented a booth at the Gran Festival, an annual event celebrating the Latino community in {town}.

The results of employing these culture-specific engagement techniques reinforce what the literature has posited—that is, that vulnerable populations are most effectively engaged by people they can trust in environments with

which they are familiar (Sarkission and Hurford, 2010). This process also reveals several factors necessary to successful multi-cultural collaboration, such as the need for a "catalyst" between the local Latino community and the Spanish-speaking facilitators. The use of aerial maps for focus group mapping workshops allowed participants to address specific issues related to place attachment; however, without a local catalyst to bridge the gap between the facilitators and resident participants, local residents would not have completely understood or accepted the data presented by focus-group facilitators.

In the case of {town}, the design team was able to present a concept proposal that addressed the needs of both the "mainstream" population and the immigrant population by engaging the local Latino population through local cultural connections and activities. From this case study the research team realized the importance of the focus group assessment but also the need for additional culture-specific means of engaging minority populations in the United States.

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Okantey, George

Mhotep Adisa, Lashawnada Crowe-Storm

Gentrification: The Good, The Bad, and the Ugly

Introduction: Gentrification is the social, cultural, and economic "upgrading" of a neighborhood. Proponents of gentrification contend that it increases safety, raises real estate values, creates jobs and makes neighborhoods appealing. To opponents, gentrification squashes neighborhood institutions and causes tenants who cannot afford to keep up with rising rents to relocate. Most practitioners agree that placemaking is vital to economic development. The questions and criticisms include whether current processes used help communities develop and sustain their local economies. Controversy exists between public spaces and gentrification because of the displacement that occurs when existing residents can no longer afford their housing or neighborhood amenities due to the area's increasing affluence. Clearly, at any stage of the process, residents, tenants, and businesses alike could become victims of gentrification, and they are often forced to look elsewhere for housing and basic services.

Background: The quality of Life (QOL) planning in Indianapolis involves the creation of neighborhood plans representing community concerns, challenges and opportunities. It is a revitalization effort that seeks to decrease unemployment and poverty, reduce the amount of abandoned and vacant homes and storefronts, and spur community development and neighborhood engagement. Eight neighborhoods have created QOL plans and identified actions on community building, beautification and infrastructure, crime and safety, workforce development, health and nutrition, business development and housing. The benefits of these plans include gaining agreement on community improvements, positioning the community to leverage private and government funding and continue to work collaboratively to achieve goals outlined in their quality of life plans. Some communities have reported gains. However, there has not been a mechanism to evaluate and report progress on how this capital focus developments have affected Indianapolis neighborhoods. Purdue Extension collaborated with The Kheprw Institute and Polis Center to engage a community conversation series about these well-founded economic models have affected urban residents.

Program design and description: The convening partners agreed that it is difficult to engage an honest conversation about gentrification because it is stuck in issues of class, politics, race, and human impact. We met, discussed and designed a community conversation process called Gentrify: The Good, The Bad, The Ugly to learn, improve and create new pathways for community economic development in Indianapolis. We organized a structured community forum to confront, discuss and resolve the impact and ramifications of gentrification and displacement.

The following sessions which attracted about twenty-five participants at each session occurred. The forums started with ten minutes perspectives by subject matter experts followed by structured break-out sessions and plenary discussions.

1. Energy and public health to discuss the Flint water crises.
2. Miseducation: American Dream or Nightmares?
3. Race, Class, and Power.
4. Defining gentrification.
5. Culture Wars
6. People, Property and Profit
7. Equitable Development vs. Economic Development
8. Solutions to Neighborhood Change
9. From the Ground, Up: A People-Centered Approach to Community

Results: The conversations were informative, authentic, spirited and critical. Social capital was increased for all the QOL communities that attended. The forums discussions and actions achieved from these sessions engaged a wide and diverse representation of constituents who normally do not see things the same way. Our success could be attributed to the structured conversation, the safe environment created and the purpose and outcomes set at the beginning of each forum.

The series culminated in a workshop "From the Ground Up: A People-Centered Approach to Community Development" where people broke out into workgroups around topics selected by the audience.

Conclusions/recommendations for practice: What learned that in our capitalistic society gentrification is not going anywhere. However, we gained consensus that balanced community development provides promise and it is sustainable. Data collected from the forums indicate that practitioners need to move from privately led gentrification to people-centered development by creating places that benefit everyone and that connects to existing residents instead of dividing, alienating or displacing them. Also, placemaking should be about inclusion and shared community ownership that involves helping communities define priorities that enable them to take ownership of their public spaces. We will share evaluation data about participants' recommendations about renting to low-income residents including ways to support local businesses during the stressful times of gentrification. We will also share data and creative thinking around decriminalization of people of color when new residents come into the neighborhood. Other issues that we will share for practice are a focus on education, health, public health and the safety net that culminates into a people-centered community development focus and practice.

Okantey, George

Steve Cain

Strategic Conversations with Extension Directors Yields Increased Commitment to Disaster Education

The Extension Disaster Education Network (EDEN) is a collaborative multi-state effort by Extension Services to improve disasters education. The mission of this network is to reduce the impact of disasters through research-based education. The work of EDEN is carried out through interdisciplinary and multi-state research and education programs that address issues related to disaster mitigation, preparation, response, and recovery. The network has sustained partnerships with federal, state and local agencies and other organizations to anticipate future disaster education needs and actions. EDEN is supported in three ways:

- FTE support at land grants and sea grant institutions,
- A USDA National Institute of Food and Agriculture grant to Purdue University, and
- NIFA Special Needs grants to various institutions.

Purdue provides subcontracted management for developing and delivering educational materials, communications support, and hosting the National EDEN website.

The network has developed programs such as the Ready Business and Family Preparedness Programs. There have been successes but much more needs to be done, given the current opportunities related to research partnerships, increasing disaster education competency, building resilient and sustainable communities, and the increased instances of disasters that are attributed to climate change.

Given the issues, EDEN leadership engage our team in leading them through a planning process to seek new directions and create new pathways to address these emerging opportunities.

In September of 2015, fifteen Extension directors and specialists representing EDEN assembled in Indianapolis to design their 2020 strategic plan. The meeting focused on system-wide sharing of resources, branding EDEN with

Extension, multi-state and regional organizational structures and collaborating with others to share science-based research on mitigating and adapting to climate change.

The purpose of the strategy meeting was to assess the value of EDEN to the Cooperative Extension Service, seek recommendations, analyze strategic direction and support from Extension leadership, and to chart a course for the future.

We conducted a survey of Extension directors, program leaders, and state delegates before the strategic planning workshop. Forty-seven directors and 65 delegates participated from the 1862 land grant systems. Eight directors and three delegates from 1980, and two delegates from Sea Grant. 55 directors and 70 delegates completed the survey. Three facilitation processes were used. First, the survey analysis and then Strengths, Opportunities, Aspirations and Results (SOAR) to collect baseline data. We followed this with a consensus workshop where participants wrote individual ideas, brainstormed with a small group and then a plenary session to discuss ranked recommendations for actions. Approximately 40 minutes were allocated to each of the four strategic goals developed for discussion and action.

The strategic actions developed include a plan for federal and private resource development, creating a national system to build capacity spearheaded by regional centers and regional leadership, defining an organized process to recruit delegates and creating an endowment to support an executive director.

Strategic directions included specific actions to educate program leaders, directors and delegates on how to increase institutional support and engagement across CES program areas and communicating impact by posting reports at landgrantimpacts.org. The group committed to increasing program area representation and to identifying core competencies to improve professional development for delegates.

The group also agreed to create a logic model on how to engage educators and institutions that have Extension functions. There was an agreement to promote and market Strengthening Community Agrosecurity Preparedness (S-CAP), deliver Ready Business, commit to increased state matching of Smith-Lever funds, increase communication capacity and develop a business model. The group agreed that there is an international role for Extension in disaster education. Since the strategy meeting, EDEN has created Community Planning and Capacity Building work teams to build relationships with community organizations and to collaborate on seeking funding to support their work in communities. EDEN is engaged with the National Security Council on resilience and has created new partnerships with The Foundations on Food and Agriculture, Emergency Management Institution, Office of Homeland Security and Emergency Coordination, and have been invited to address issues on disaster by the President's National Security Council. We will share the 2015-2020 strategic system-wide goals reached including supporting documents and decision-making maps at the joint CDS and NACDEP Conference in Big Skies, Montana.

Osborne, Amanda

Using Farmers' Markets as a Tool for Economic Development: Increasing Healthy Food Access While Benefiting Small to Mid-Sized Farms

Introduction: Since 2011, Ohio State University Extension in Cuyahoga County (OSUE) and the Cleveland-Cuyahoga County Food Policy Coalition have partnered with key organizations in Cleveland to implement two robust healthy food access programs developed strategically around farmers' markets. By incentivizing SNAP (Supplemental Nutrition Assistance Program) recipients to use their EBT (Electronic Benefits Transfer) at farmers' markets, close to half a million dollars has been funneled into the pockets of small to mid-sized farmers. Farmers' markets in Cuyahoga County have served as a tool to increase food security, as well as a tool for economic development as they also serve as a launch pad for small business development through increased direct-to-consumer marketing opportunities.

Background Information: Cleveland, Ohio has the largest network of farmers' markets in the state of Ohio, as well as one of the largest networks of farmers' markets in the country. In Cuyahoga County, farmers' markets have served as unique community solutions to food insecurity for many communities that have been designated as food deserts by the USDA. Almost all farmers' markets within Cuyahoga County accept EBT, helping to promote equitable healthy food access for all residents. By choosing to accept EBT, farmers' markets help farmers diversify their revenue streams and increase sales by expanding their customer base. By accepting EBT, farmers' markets help to funnel federal benefit dollars directly into the pockets of small to mid-sized farmers, benefiting the local economy.

Program Design & Description: OSUE manages the SNAP Incentive programming and Fruit and Vegetable Prescription programming in Cuyahoga County. The SNAP Incentive program, known as Produce Perks, provides a free matching dollar for every one dollar spent using EBT at participating farmers' markets, incentivizing SNAP recipients to use their benefits at a farmers' market by doubling their purchasing power. The free matching dollars provided can only be used on fresh fruits and vegetables. The Fruit and Vegetable Prescription programming, known as Produce Prescription, provides low-income new or expectant mother and individuals experiencing hypertension with free vouchers that can be redeemed for fresh fruits and vegetables at a participating farmers' market. By implementing these two programs at farmers' markets only and restricting item eligibility to fruits and vegetables, these programs provide a direct economic benefit to small to mid-sized farms.

Results: Over 30 farmers' markets within Cuyahoga County currently accept EBT. Since 2011, close to half a million dollars has been spent at farmers' markets through the SNAP Incentive programming and Fruit and Vegetable Prescription programming managed by OSUE. Many farmers' and farm stand owners have reported increase sales through program participation, and all market managers have reported the program being very significant to overall market sales. The work in Cuyahoga County described above has gained local, state, and national recognition. OSUE serves as the Northeast Ohio Regional Lead for the development of a Statewide SNAP Incentive program to help increase revenue for more farmers across the state, as well continue to increase healthy food access for low-income communities.

Conclusions/Implications & Recommendations for practice: Programs that are developed to increase food security can also be designed to play a strong economic development role within local food systems, helping to create more sustainable food systems. OSUE provides education and training for new and existing markets on accepting EBT and managing incentive programs, and has a variety of documents and training manuals that can be shared. Key lessons learned since 2011 involve managing critical issues, such as low capacity, high market staff turnover, and poor data collection. Recommendations for how to secure programmatic funding and long term programmatic sustainability will be provided. Finally, OSUE, in partnership with a variety of organizations, employs an extensive marketing campaign to help SNAP recipients learn how to utilize their EBT at farmers' markets, which will be outlined in the presentation.

Overholser, Lisa

Star Stories: Programmatic Reflections on a Campus - Extension Collaboration

This presentation will provide programmatic reflections and progress notes of "Star Stories: Citizen Science, Storytelling, and Astronomy Education", a collaborative University of Missouri Campus-Extension research project. "Star Stories" is designed to utilize a rare total solar eclipse that will pass through Missouri (and other parts of the U.S.) on August 21, 2017 in an effort to better understand the efficacy and impact of citizen science and storytelling as a method of more representative and diverse astronomy educational practice in Missouri. Major activities of the project include a national science storytelling podcast; a screening and post-screening panel discussion with the director and subjects of "Black Sun", a documentary by cultural astronomer Jarita Holbrook from University of Western Cape, South Africa tracing the experiences of African-American 2012 solar-eclipse chasers in Japan; a week-long summer science storytelling camp focusing on the solar eclipse for high-school youth in Missouri from underrepresented groups in the sciences; post-eclipse participation by these youth tellers at the Mastodon Fair (a science and art fair) and at the 2018 St. Louis Storytelling Festival; and the creation of a short documentary digital story by MU Digital Storytelling students about eclipse preparations, experiences, and impact of amateur scientists and astronomers that will be shown at the 2018 St. Louis Storytelling Festival.

Generally speaking, the role of Extension on a university campus is to extend the knowledge and results of campus-based research into the larger community, providing reliable, relevant education beyond the so-called Ivory Tower. While this is a successful model of University-based collaboration, it also implies a collaboration whose benefits and outcomes primarily move one way, from campus outwards to the larger community. This serves to maintain a traditionally centralized diffusion of knowledge and power structure. But the premise of our collaborative research project is that the benefits and outcomes of campus and community partnerships move in both directions. "Star Stories" subverts the more traditional Campus-Extension partnership in how it approaches a rare astronomical phenomenon, by both centralizing the role of citizen science and highlighting the narratives and experiences of socio-cultural groups who have historically been excluded from one of the most rigorous of academic disciplines – astronomy. We believe that this type of two-way collaboration yields a far more comprehensive knowledge base that greatly benefits both community AND campus, particularly in how astronomy is understood and taught on college campuses.

As an Extension Community Arts Specialist and Director of the St. Louis Storytelling Festival, I will first present an overview of the project, including a discussion of the origins of the collaboration, and theoretical considerations that framed the project. I will then provide progress notes and mid-project reflections from both the Extension side (as summarized by myself) and from the campus side (as summarized by Angela Speck, Director of Astronomy and Principal Project Researcher). The ultimate goal of the presentation is to reflect on the nature of collaborative research in a Campus – Extension research project.

Parker, Kris

Carmen DeRusha, Tamara Benjamin, Michael Wilcox, Colleen Kelly, Mark Lundy, Fernando Rodriquez Camayo

Asking Stakeholders How They Would Spend Aid Money: Facilitating a Gathering of the Value Chain in Colombia's Cacao for Peace Project

Introduction: As part of a larger research project funded by USAID and USDA, Purdue University and the International Center for Tropical Agriculture (CIAT) partnered to propose an innovative alternative for addressing some of the challenges in the emerging Colombian cacao sector in achieving its development goals. Bringing stakeholders from across the value chain together in a facilitated workshop for two days, the partners sought to engage the sector in building trust, collecting and sharing information broadly, creating a shared vision for the sector in reducing poverty and promoting peace, and identifying key strategies and actions to begin to achieve the vision.

Background Information: The Cacao for Peace project funded through USAID and managed by USDA in Colombia has a mission of building peace in rural regions through the growth of the cacao sector. Prior funding had supported various research projects as well as efforts to boost production or improve processing, distribution, and marketing. Purdue and CIAT were invited to complete a supply chain analysis with recommendations for future funding. The facilitated workshop was a part of this larger research effort. An initial report of the supply chain analysis was presented at the workshop for further comment and review. The final report will then include stakeholder input, representing a more complete picture of the situation and with more stakeholder ownership of the results.

Program Design & Description: The facilitated workshop of the Cacao for Peace project took place over two full days in October, 2016. The preparation was critical, primarily in ensuring that different voices and interests were represented in the process. Many in-country and international partners gave input into the invitation list. The 37 participants included small and large producers and marketers, niche and conventional producers and marketers, processors, association representatives, nongovernmental and governmental agencies, educational partners, and more. Concerns about the influence of certain partners who benefit from the status quo were taken into account in the planning and design.

Two experienced facilitators, who were not involved in other aspects of the project, led the group through many kinds of activities and discussions over the two days utilizing facilitation techniques and tools that are not uncommon in Extension but were less familiar to some of the Colombian participants. Some of the tools included ground rules, small group discussions, creating a visual representations of a vision, asset mapping, establishing a criterion grid, sticky dot prioritization, rotating flip charts and more. The facilitation was done entirely in Spanish, the common language of the participants. The main questions advanced from one to the next:

- How can the cacao sector build peace and prosperity in Colombia?
- What does an ideal cacao sector look like?
- What assets are available?
- What is working well in the sector? What needs improvement?
- What does the data say?
- What strategies should the sector pursue?

Results: Thirty-seven participants from 30 different entities attended the facilitated workshop, along with nine international partners who attended but did not participate in all the activities. The participants landed on three main areas of focus for potential future growth:

- Increasing and improving production
- Understanding, improving, and responding to market opportunities
- Institutionalization of the cacao sector

Conclusions/Implications & Recommendations for practice: Facilitation can help create buy-in when there is dis-alignment within a loosely-affiliated group that shares some common economic and, or, socio-political goals. Much of the planning and design conversations centered around ways to structure the gathering to prevent potential power plays, ensure inclusive participation, and manage conflict in a productive way. Certain techniques proved effective at accomplishing all of these.

While our planning team had an ambitious vision for what the group could accomplish in two days, the reality of the participants' relationships to each other, their depth of understanding of some of the issues affecting the sector, and our commitment to a facilitated process, led us to adapt and pull back on some of what we were able to accomplish together. The value of facilitation is that it tracks the pace of the group and adjusts as the process in conversation with the group. In complex situations, this can help the group to take ownership of the process as well as the outcomes of it.

Pawar, Dattatraya

Community Development in India: A Quest for Appropriate Strategy

Introduction: Community development, as a concept and practice emerged in the United State to denote activities undertaken by the people in the local group to promote common specialized interest. However, community development in India implies rural development activities undertaken by the government to reach people in villages, make effective use of local initiative and resources to increase agricultural production and thereby promote better standard of living for the rural poor.

Implications of the term rural development have undergone various changes till 1947. Initially it was perceived as comprehensive development. Later its scope was limited to agricultural development and subsequently as economic development. However, since 1970's it is viewed as direct assault on poverty. Thus rural development at present implies poverty alleviation.

Background: For almost two centuries India was under the British exploitative rule. The British brought about ruin of the vibrant Indian economy. India became a passive agent of industrial capitalism, suffering all its ills and hardly any of its advantages. India inherited at the time of independence stagnant, backward, depleted and dependent agrarian economy. More than 80% population was illiterate and lived in the rural area. Revival of agriculture and improve the lot of the rural poor were the priorities of the Government of India.

Description: The pilot projects in Etawah district of Uttar Pradesh were launched in 1948 with financial and technical assistance provided by Ford Foundation. It experimented the 'American Model' of community development successfully. Enthused by its success, community development and National Extension Service program was launched in 1952. However for want of resources and peoples active participation this strategy of comprehensive development failed, and was replaced by the strategy of sectoral agricultural development. This strategy was successful to the extent of boosting agricultural production and brimful about Green Revolution. However it failed to provide benefits of development to the rural poor. In 1970 emphasized was on the development of the 'target groups' i.e. the rural poor and score of programs were launched for their wellbeing. The failure of this strategy led to assault on poverty through Integrated Rural Development Programme (IRDP) in 1980 's. Realization of its limitation in late 1990's led to shift in emphasizes from individual to group. In the Swarna Jayanti Gram Swarozgar Yojna (SGSY). The group centric strategy encouraged formation of Self Help Groups (SHGS) by the rural poor. This current strategy seems to work with the active involvement of the government agencies, NGO's and the financial institutions.

Results: The Self Help Groups (SHG) strategy has potential for poverty alleviation. However the extent of mobilization of the rural poor is inadequate. The government officials are indifferent. The NGO's are selective and the financial institutions are stingy in releasing funds. As a result its success is limited.

Recommendations:

1. Spread of literacy and creating of development awareness among the rural poor.
2. Imparting skill training and monitoring by development agencies.
3. Eliminations of procedural delays.
4. Enhancing flow of funds.
5. Involvement of private sector and partnership with voluntary sectors.

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Peabody, Mary

Technology and Community: Looking beyond communities of place

Introduction: As community development professionals we are charged with bringing groups together for many reasons. Often the language we use, and that of our programs, presumes that communities of place are somehow "more" and "greater than" the many virtual communities we belong to in our personal and professional lives. But is that the case? I propose that we, as professionals, need to consider virtual communities with the same care and respect that we treat our brick and mortar communities. In the same way that we use the context of our programs as platforms to teach skills like effective communication, civil discourse, process, and conflict management could we perhaps model, and teach, these same skills in our virtual learning communities? This is particularly true as the number and power of social networks continue to grow and as our citizens become increasingly dependent on mobile devices. By bringing our collective skills

and talents in community development to these virtual communities we will be doing a great service to the populations we work with in both online and face-to-face settings.

Background: For over a decade I have been delivering online education and training to groups as part of my extension work. Evaluations have shown there is no substantial disadvantage to the online environment and that, in many instances, the learning is improved. That is not to say that the online environment is without challenges but, the challenges of a face-to-face environment, while different, often equal those of the online opportunities. Building on this base of online education experience I have been curious about whether the results would also be positive if we shifted from formal online teaching (one-to-many) to a more peer-to-peer learning model (many-to-many). In other words, can virtual learning networks of peers work in the same way as the traditional face-to-face models? And, is it possible that technology can be used to enhance the outcomes?

Program Design: As part of a team tasked with improving the programming available to women farmers and ranchers throughout the country we are presented with an opportunity to test the online environment for peer-to-peer learning networks. The participants are educators, technical assistance providers and outreach professionals interested in improving their programs for beginning farm and ranch women. These individuals are a diverse group which should provide us with some insight into how

Our plan is to convene the group for four monthly peer learning sessions where members select the topic, develop some learning objectives, identify the lead presenters and then moderate the discussion for that particular topic. We will also provide a website for supplemental resources, readings, journaling activities and action planning.

At the close of the four-month pilot we will evaluate the level and quality of participation. In addition to looking at how well they engaged with the content delivered we will have the opportunity to assess how the virtual environment contributed to, or detracted from, the experience. The participants will be asked to share their experience with the online format and the degree to which they felt the environment provided a safe learning environment to explore new ideas. We will be following up with this group over time to assess how they are putting their learning into practice.

Implications and Recommendations: Since this is an emerging project we do not have conclusions to share at this time but we expect we will have much to share with our community development colleagues. Documenting our experience, providing lessons learned and recommendations for future work will be the bulk of this presentation. We look forward to a rich interactive session where we collectively explore how technology can be integrated into our community development work, what the challenges and pitfalls might look like, and what the future holds for our profession.

Perez, Amanda Philyaw

Martha Phillips, Elaine Prewitt, and Kevin Ryan

Designing a Community Food System Development Framework for Change

Introduction: Communities across the country are beginning to create healthier food systems by developing farmers markets, community gardens, farm to school programs, food hubs and other related efforts. While important contributors to improving the community food system, most groups are unaware of the range of possible development approaches that could be implemented to create thriving local and community food systems.

Background: Researchers, practitioners, Extension educators and non-governmental organizations have worked to develop tools, models and frameworks to depict the emerging local and community food systems development work. Most tools that address this topic focus on single ideas such as a farm to school planning guide or a farmer's market manager toolkit. Most food system models or frameworks depict the local food value chain, but do not provide practical information for implementing practices. This narrow focus may lead communities to have gaps in the implementation of food project ideas.

Program Design: To address this issue, a Community Food System Development Framework for Change was produced to provide an overview of the areas of community food system development across the domains of production, coordination, markets and consumption by highlighting practices across each domain. This framework also provides a means of assessing existing efforts and planning for specific community food system changes across each supporting domain. This framework was designed and validated with six groups of people (3 – 8 members each) in communities across Arkansas (rural, suburban, and urban) and with a group of 7 county extension agents to provide feedback on the utility and understandability of the tool.

Communities participated in an initial meeting to discuss how to review the framework and a follow-up meeting was held within one month of the first meeting to review the framework components and collect feedback. The follow-up meetings were recorded and transcribed.

Qualitative analysis using constant comparison was used to develop codes and themes for framework changes.

Results: Commonly made suggestions informed the design of an updated framework. Most participants suggested reducing the reading level of the framework to make it accessible to a more diverse audience and to depict

some of the scientific information in graphic form. A Community Food System Development Model of the food system context and areas of development was originally presented in text format, but was redesigned into a graphic per request of the participants. The original framework included a four-step process, but this was expanded to have five steps for community food system development per discussion with the communities. Framework updates were made based on the feedback provided by the participating community and extension participants. A final framework provides a context for communities to examine domains, methods and practices for fostering the growth of their local food economies.

Conclusions and Recommendations for Practice: The final Community Food System Development Framework for Change builds on the body work in the current scientific literature and areas of practice for community, local and regional food systems development. This framework incorporates the value chain model, areas for development, the socioecological context, assessment measures, and a planning process. This framework aims to offer a composite approach to supporting community food systems development and is intended to be broadly disseminated to encourage food system planning groups to think more dynamically about how to tackle the issues with limited access to healthy food in the places we live, learn, work and play.

Phillips, Rhonda

Joseph Sirgy, Mark Peterson

Bold Partnerships and Big Sky Thinking: Community Well-Being and Community Development, A Session by CDS and the International Society for Quality-of-Life Studies, ISQOLS

We propose this session as a bit of a departure from a regular session. We would like to have conversation about community well-being (CWB) and its implications for community development, and vice-versa. Well-being and quality of life are often presented in a broader context ranging from business applications to health of individuals and entire communities. The International Society for Quality-of-Life Studies, ISQOLS, is an interdisciplinary group of scholars from the world over. The current ISQOLS president (who is also a member of CDS), along with its former executive director and founding member will be the session presenters.

Is community well-being a new way to consider broader implications that relate to community development? As an emerging area of study, now is the time to explore these potential intersections around theory and practice. This may be the next “big” thing for community development, and fits within the theme of both bold partnerships and big thinking. There is research and application emerging rapidly that presents community well-being as a broad framework for considering issues typically embedded with community development – participation, equity, and sustainability, to name a few. To wit, here are two definitions of community well-being: (community well-being can be thought of as encompassing) “the broad range of economic, social, environmental, cultural and governance goals and priorities identified as of greatest importance by a particular community, population group or society” (Cox et al., 2010:72). “The concept of community well-being is focused on understanding the contribution of a community in maintaining itself and fulfilling the various needs of local residents” (Haworth and Hart 2007:95).

Typically, a number of comprehensive or holistic definitions are included across a range of community factors, such as physical, social, cultural, environmental, psychological, and political. Cities and regions may consider community well-being to include these factors in the context of particular population groups, such as the well-being of children, for example (Lee et al., 2015). Because community development often centers on capacity building and taking action to foster improvement, there needs to be deeper understanding of its interests, research, and applications by those concerned with community well-being.

This session will provide a joint presentation on the interface between the two areas, and then open up for discussion, ideas, and implications for both areas of study. The intent of the session is to introduce community well-being to CDS members who may not be as familiar with its dimensions, as well as explore it in more depth with those members who are already incorporating it and quality of life into their research and applications. Further, an exploration of bold partnerships between CDS and ISQOLS will be encouraged.

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Phillips, Rhonda

Belgin Ucar Kocaoglu

Return from Representative Democracy to Direct Public Participation

This paper presents a review of direct participation, using the case of Turkey. It presents an analysis of the country's direct participation methods and processes, as measured against domains of "inform, consult, involve, collaborate and empowerment." Each of these domains is inherent in community development ethos. The paper begins with a review of the importance of public participation in communities, and the relevance to community development in particular. It presents the case of Turkey, which provides a context to investigate public participation via a strong lens of community development theory and practice.

The debate whether *direct participation* or *representative participation is more effective* is among the issues continuously discussed in the literature on participation. For years, it has been thought that representative democracy is the preferred solution and work has been carried out for development of structures and mechanisms in this regard. Direct public participation has significant benefits such as providing training and education for citizens, increasing the quality of decisions made by government in cooperation with those affected from the decisions, increasing accountability of elected officials, government transparency and increasing its legitimacy, providing rooms for emerging of new leaders, ensuring increased effectiveness of implementation of policies, developing justice and fairness, and increasing trust and understanding between citizens and public institutions (Lukensmeyer and Wendy, 2013:3; Nabatchi, et al., 2014; OECD, 2001). Robert (2008:13-14) pointed some dilemma of direct public participation such as 'size, excluded and oppressed groups, common good, time and crisis'. These deadlocks threat both developed and developing countries.

In addition, developing countries, as stated by Denhart et al (2009), have to fight some inherent problems related with public participation such as poverty, lack of democratic culture and civil society, and lack of institutional infrastructure at the same time. Increase of direct public participation practice does not mean that such practice replace representative democracy (OECD, 2001: 19). Fung (2006: 66) has stated that the direct public participation mechanism is a supplementary to political representation rather than a substitute of it, and they could give better results when used together. The levels of public participation proposed by the International Association for Public Participation, IAP2, are analysed at the level of local governments in Turkey in this framework. It is particularly relevant to look at participation in the context of community development.

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Procter, David

Dan Kahl, Kathryn Draeger, Kara Lubischer

Community & Economic Development

Introduction: USDA estimates that 8% of rural Americans live in food deserts – census tracts where significant poverty and a lack of access exist. Rural grocery stores stand as an important bulwark against food deserts and the health-related disease associated with those food deserts. Research indicates that the presence of rural, independently-owned grocery stores is inversely related to obesity and that these stores offer the most healthful food options at a lower cost than other rural food retail. Research points out that these rural grocery stores can also be distribution points for locally-sourced foods. Unfortunately, rural grocery stores continue to struggle to survive which means families in rural food deserts often have to drive many miles to get to a full-service grocery store or turn to alternate food outlets such as convenience stores, gas stations, dollar stores, or corner stores that supply high priced, nutritionally diminished foods. Thus, many community development professionals are working on ways to strengthen these rural anchor businesses and expand access to healthy foods.

Background: There is a growing cohort of community development professionals working in the rural food access sector. University faculty and Extension educators are working in multiple states on a variety of strategies to address rural food deserts, expand access to healthy foods, and also build sustainable local economies.

Program Design and Description: This educator / practitioner presentation features strategies community development professionals from universities are pursuing to strengthen rural healthy food access. The four presentations will include:

1. Dan Kahl and UK Extension - *Supporting the Health of Kentucky SNAP-Ed Participants through Engagement in Reshaping Local Policy, Systems and the Environment*. Understanding the food environment in which citizens operate is a critical first step to expanding access to healthy foods. Kahl will highlight a community assessment effort he and his team are doing to understand the food access environment in rural Kentucky as well as the challenges rural citizens face in accessing healthy programs.
2. Kathy Draeger and U of MN Extension – *Testing a Farm to Rural Grocery to Wholesale Backhaul and Supply Chain Model for Locally Grown Food*. Addressing the challenges facing rural food retailers is important when working to provide access to healthy foods. One of the most significant challenges facing rural grocery stores is getting healthful foods delivered to their business. Draeger will discuss an innovative food distribution model to increase locally grown foods in rural grocery stores.
3. Kara Lubischer and U. of MO Extension – *Stock Healthy, Shop Healthy: A community-based program to improve community access to healthy affordable foods*. Kara Lubischer will highlight a national, comprehensive model of increasing access to healthy foods that involves engaging small food retailers and community members, while addressing supply and demand at the same time.
4. David Procter and K-State – *Healthy Food First: Creating and Testing a University Technical Assistance Center and Learning Collaborative for Strengthening Rural Healthy Food Access*. Procter will highlight an initiative at K-State to establish an evidence-based technical assistance and university research laboratory to not only increase Kansans' access to healthy foods, but also provide assistance and research to energize and sustain our Kansas retail food operations.

Conclusions/Implications and Recommendations for Practice: Four community development professionals from four universities will highlight a variety of work they and their teams are conducting around rural healthy food access. The four presentations will provide:

1. Insight and understanding into the challenges rural communities and citizens face in obtaining healthful foods,
2. An exemplar of how community food assessments can be done,
3. An innovative model for addressing the rural food distribution challenge,
4. A national model and informational resource for how to build demand for healthy foods among rural citizens while increasing the supply at local community stores, ,
5. A model for how universities might establish a research lab and technical assistance center to assist rural grocery owners, rural citizen leaders, and rural healthy food access stakeholders in expanding access to healthy foods and strengthening local economies

Raison, Brian

Kyle Patrick Williams, Elizabeth Gregory North

Bold Partnering: Join a National Network on Leadership Programming

Introduction: Would you like to be better connected with colleagues across the country who are working on leadership programming? In October 2016, we deployed the national eXtension system to launch a new participatory knowledge network of innovative people, programs, and resources focused on developing high quality leadership in the individuals, organizations, and communities we serve. Come join our roundtable seminar to meet, share, and brainstorm ideas for leadership initiatives and working groups that will ultimately benefit our community development leadership work across the nation... and with CDS colleagues... across the world.

Background Information: The national eXtension network is designed to bring together faculty and staff from the Land Grant Universities around the country. It also includes researchers, academics, government, non-governmental organizations, community organizers, non-profits and for-profit entities. This network provides a unique online meeting place for these individuals to share information and learn from one another.

Many of us are working on leadership. We share a common interest in developing, supporting and sustaining individual, organizational, and community leadership programming. But doing so requires multi-disciplinary and multi-stakeholder engagement. Information about best practices, models, successes, and results from pilot projects are needed.

The main goal of this new network is to provide resources, collaboration opportunities, and collegial interaction to build or improve leadership programs. Participants in this session will begin that process. They will also learn how to log in and participate in this online community.

Program Design & Description: Our nascent eXtension leadership network presently consists of five (5) thematic working groups focused on:

1. Intersections of Leadership Theory & Practice: Are we teaching deeper theory to underpin our practical programming? Can we engage at a deeper level?
2. Leadership program delivery: New approaches? Online? Audiences? Groups?
3. Internal leadership development: Professional development for Extension educators. Foundations of practice components.
4. Cultural competencies / diversity: How might leadership programming intersect here?
5. Evaluation & Follow-up: How do we know we engaged clients at higher learning/cognition levels (Fink/Bloom/etc). Are there assignments?

Results / Implications: Participants in the seminar will:

- meet other leadership practitioners, educators and researchers;
- learn the basics of how to connect via eXtension platform;
- generate discussion on opportunities for the network (topical areas) upon which to focus or direct sub-teams. (e.g., leadership in the food system)

Reed, Mandie

Chief Joseph Park Playground Renovation - empowering emerging leaders through community development

Introduction: Engaging youth in outdoor extra-curricular activities is critical in numerous ways; through the development of social skills, physical benefits, mental development, and self-confidence. Perhaps most importantly, social benefits are linked to increased awareness and understanding of their role as community members. This session is a case study of implementing a large project in a rural community working with groups of emerging leaders and city government. The Chief Joseph Playground renovation project was a large, community-wide effort to enhance our park. The project was successful in addressing all the identified needs for improving safety and accessibility, and improving the outdoor play options for children of all ages and abilities. The project also brought many groups from within the community together and empowered a new group of emerging leaders to take an active and positive role in our community.

This session will highlight the process and techniques used to facilitate and plan the process, build community between the groups, and successfully implement the project. It will highlight the significant successes of the project. Also, obstacles and difficulties faced during project design and implementation will be discussed as well as strategies to overcome identified hurdles.

Background: Wheatland County is a small, frontier county located in Central Montana with a population of under 1200 people. Once a thriving railroad town, the community has endured significant decline over the last 30 years. Chief Joseph Park is a gem in the middle of the community, but the newest playground equipment was over 20 years old and the area did not meet the needs of young families.

The Harlowton Mom's Group is a grass roots group, formed totally organically. It is group of moms who began meeting to mentor, share ideas, and fellowship. The group is very inclusive and connects moms from all aspects of the community to resources and support. This group is particularly effective in building community and supporting its members.

Wheatland County Extension facilitated the planning process with the Mom's Group and the City of Harlowton to develop and implement the playground renovation project. The process has taken just over two years and has grown from addressing a few simple safety concerns and adding one piece of equipment to a comprehensive playground renovation that has seen tremendous support community wide.

Program Design: Wheatland County Extension utilized an appreciative inquiry process while planning to ensure that the unique features of the park that were valued by the community remained, while opening the doors for creative brainstorming. This process was much less tedious and helped keep the Mom's Group engaged in the long, two-year process of planning, grant writing, and implementation.

Facilitation was also critical to the success of the project. The logistics of planning and implementing a project of this scale was a new experience for many members of the planning group. It was critical to ensure the intent of the project was feasible and fell within the guidelines of the City. The fluid nature of the Mom's Group proved to be a challenge. Deliberate and ongoing communication was required to ensure that all parties remained engaged and working toward a common goal.

Results:

- The community has successfully implemented a \$200,000.00 playground renovation project that meets the identified needs while maintaining community relationships.
- The process developed and engaged new community members and young families in a very visible and needed community development project.
- New leaders emerged who are willing to engage in community projects and take a leadership role.
- Community relationships were developed because this was a project that engaged every aspect of the community.

Implications of the project will be discussed related to how the program built community capacity. A series of recommendations will also be offered regarding how other communities could design and implement programs in other similar contexts.

Reori, Marlene

Debra Hansen, Lorie Higgins, Rebecca Sero

Identify your target impact area in community capacity building work

Introduction: Community capacity building (CCB) lies at the heart of community development work. Often CCB is hard to separate from the practice and process of community development itself, as both capacity building work and the practice of community development are interrelated and complimentary (Noya et al. 2009). Community Capacity has been defined as: *"... the interaction of human, organizational, and social capital existing within a given community that can be leveraged to solve collective problems and improve or maintain the well-being of a given community"* (Chaskin et. al. 2001, p. 4.). Quite simply, community capacity building implies developing the capability of a community to take action on issues of concern. Phillips and Pittman (2009) outline a "community development chain" (p.7) whereby the process of community development is capacity building, and building community capacity leads to community development outcomes.

Background Information: The relationship between capacity building and community development processes and outcomes is cyclical, multi-layered and spans across different levels of agency and dimension. Given the complexity of CCB, it is challenging to assess as well as measure when community capacity has been built among individuals, organizations and networks which comprise the dimensions of CCB and integrated with the community capitals framework (social, human and political/cultural capital). As practitioners and community development professionals, we "know" when we see community capacity built as a result of specific strategies in our communities. As evidence, we often cite the number of participants in a leadership development program or the projects undertaken by a community group. However, as a profession, it would be valuable to develop a user-friendly and theory grounded framework of CCB, for community members, practitioners, and researchers. This would allow us to systematically assess when community development professionals are hitting the target impact area of CCB work. Our growing network of practitioners and researchers have enhanced the understanding and empirical measurements over the last 20 years regarding methods from which to measure and empirically demonstrate when community capacity has been built. We know it when we see it, but how can we more effectively convey the impact of CCB among professionals and with our stakeholders and decision makers? How can we speak a common language to guide our work and practice?

Session Presentation: Given the increasing use of info-graphics to effectively convey complex knowledge, data and ideas (Niebaum, et.al., 2015), a one-page graphic framework grounded in the theory and practice of community development will be presented. This draft info-graphic includes the following as targeted impacts across the three community dimensions of individuals, organizations and networks:

- Four components of CCB, including Sense of Community, Commitment to Community, Ability to Solve Problems and Access to Resources
- Indicators of CCB, such as Strong Network Connections and individuals with Leadership Skills
- Strategies for building capacity, including Community Organizing and Leadership Development, Organizational Development and Collaborations

The model is grounded in the Community Capitals Framework, focusing on the capitals most related to capacity building: Social, Human, Cultural and Political (Emery and Flora, 2006) and their measureable impact within the three dimensions of community capacity.

The info-graphic will be shared with participants to explore how it can be used to assess impact. The framework may be used as a tool for community development professionals to track their impact and share results with community members, as well as administrators and decision makers. In a guided discussion format, session presenters will briefly review the background theory of community capacity building and share the latest trends in the research, as well as components of CCB, identified strategies and desired outcomes.

The framework will be shared with session participants to gather feedback and insight to “ground-truth” the concept. The session will be highly interactive and include a review of the model and indicators; followed by participants “test-driving” the model as it applies within their own work. Finally, presenters and participants will engage in a guided discussion to assess the overall model and gather input to help refine and improve upon the framework.

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Ricketts, Kristina

Bryan Hains

Shifting the Land-Grant Paradigm: Community Innovation Lab as a 21st Century Social Science Experiment Station

Introduction: Throughout history there has been motivation to enhance the quality of life of American citizens through research at Land Grant Universities. The Hatch Act of 1887 allocated federal funds to state land-grant colleges to create a series of agricultural experiment stations – their purpose, to educate agricultural producers about the latest innovations through the Cooperative Extension Service. Many would argue that the Morrill Land-Grant College Act of 1862 as well as the Hatch Act of 1887 were legislation that changed the course of higher education in the United States (Herrn & Edwards, 2002; Simon, 1963). While this was a monumental innovation for its time, it was limited to agrarian content and practice, and often devoid of the social and motivational needs of rural America – meaning it left out the “people”. It wasn’t until 1925 that the Purnell Act was passed which allowed agricultural experiment station directors to shift money to sociological and economic development. This shift was and continues to be a debated component of agricultural experiment stations regarding rural community research (Larson, Moe & Zimmerman, 2003).

In today’s society there is a need for research that focuses on the more “human” side of society (Frederickson, 2016) – research that examines and explores social science innovations in community education and consumer agriculture. This demand has pressed us for a new type of experiment station – a model with a more socially-based focus. These new “social science experiment stations” would undertake research within community focusing on the social side of society – the “fundamentals” of interaction between individuals, groups, and systems. With this focus, these experiment stations would contribute basic research to the idea of living with others in a progressive society. Fast-forward to 2014... researchers at a southern land-grant university establish the Community Innovation Lab (CIL).

Purpose & Objectives: The purpose of this presentation is to present an innovative perspective on research and education for the 21st Century. The Community Innovation Lab’s purpose is to explore, examine and apply educational innovations within local communities and relay the information to local, national and international communities.

Methods: In September 2014, three researchers at a southern land-grant university created the Community Innovation Lab. Within this lab, faculty undertake innovative research and educational projects that contribute to the body of knowledge within the field of community education.

CIL’s mission states: “Members of the Community Innovation Lab (CIL) seek to cultivate, apply and reflect on innovations associated with community learning and development within communities of place, practice and interest.” (Hains, 2016) The lab is comprised of several individuals, including the director, co-founders, and lab associates and fellows. Two groups that play an important role in the lab are the CIL Fellows program and the International Consortium of Community Innovation. The scope of these groups is extremely different – the Fellows program is based in the (city)-community while the Consortium operates at an international level – but both share the purpose to make connections that assist in exploring, examining and applying educational innovations within their respective communities.

Results & Products: Members and associates of the Community Innovation Lab push the envelope of research in communities of place, place and interest in an effort to analyze what is “innovative”, ideally leading to the betterment of communities. Over the last two years, specific examples include: unique applications and evaluations of community education programming, novel approaches toward enhancing cultural dynamics within the context of consumer agriculture, and pioneering advances toward international community education. As part of their mission, CIL researchers

encourage reflection on educational experimentation including the documentation of successes, failures, and lessons learned, furthering the body of knowledge within the social sciences. During their presentation, CIL co-founders will discuss challenges and implications of developing a social science lab, and the role the lab plays domestically and internationally within higher education for the 21st Century.

Conclusions & Implications: The Community Innovation Lab was created to fill a void – to execute exploratory research that informs and enhances knowledge within the field of community education. Basic research and programming of this type can help to broaden the perspective within community education across the United States. In addition, through shifting educational and practical application within community education and Extension, we can encourage change towards more relevant educational practices, ultimately leading to the betterment of communities. Overwhelmingly, the major implication of this innovation is the paradigm-shift for those associated with the land-grant system, the Cooperative Extension system, and the general agriculture community. As community educators, aren't we at a point to appreciate the need to understand our human-ness?

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Rossi, Jairus

The Local Food System Vitality Index: A Tool for Identifying Development Opportunities within the Food System

Abstract: Local food systems (LFS) are composed of geographically distinct characteristics, stakeholders, and histories. To expand development opportunities for producers and consumers, it is critical to understand how different stakeholders value distinct aspects of their LFS. In this presentation, we discuss the development of a Local Food System Vitality Index. This index is designed to allow residents to rapidly assess the functionality of 20 different characteristics of their LFS through a survey instrument. Because we focus on how residents perceive and value components of their LFS (e.g. farmers market quality, food education opportunities, local food labels, etc.), our index approach provides rapid, yet detailed information on what aspects of the LFS may benefit from social or financial investment.

In this presentation, we discuss the development of this index and present data from our pilot surveys in Lexington, KY and in other locations across the US. We will demonstrate how this tool allows a local food coordinator, academic researcher, extension agent, or community development professional to generate a locally unique portrait of their LFS. From this initial index data, we then propose scenarios for how this information may be used to initiate more detailed inquiries into a LFS and/or to guide the investment of resources into specific aspects of the food system. We conclude with a discussion on how this index can be quickly modified to identify the local food priorities of different consumer segments within and between places.

Rios, Michael

Bryan Hains, Kristina Ricketts

Designing the Spaces of Community Development Governance: A Case Study of the California Department of Housing and Community

Abstract: Many methods and techniques have been developed to involve different social groups in community participation (Sanoff 2000). However, despite best practices, continuing education among planning and community development professions has not kept pace with the increased social and cultural diversity in a number of regions throughout the United States. And while diversity is a growing focus in planning discourse (Sandercock 1998), it is not part of mainstream community development practice. Given these concerns, a dynamically changing public sphere provides an opportunity for additional training in social and cultural inclusion as it relates to community development practice in light of the recent 2015 Affirmatively Furthering Fair Housing ruling by the U.S. Supreme Court. This is important inasmuch as many community development professionals are responsible for policy planning and implementation, community assessments related to reducing segregation, and ensuring greater citizen participation, especially among low-income communities and communities of color.

Drawing together research evaluating the effectiveness of cross-cultural engagement with respect to community development (Rios 2013), planning scholarship on cultural competency (Agyeman and Erickson 2012, Rios 2015), and interdisciplinary research on cross-cultural communication (Jackson 1999; Ting-Toomey 1999), the proposed paper presents the results of a six-month intensive training program focused on fair housing for the California Department of Housing and Community Development (HCD). A multidisciplinary team of community development educators facilitated workshops and coached participants to enhance their cultural competency as they developed a set of actions and policies for HCD and other state agencies' work around fair housing and access to opportunity. An initial series of workshops highlighted cultural dynamics and implicit bias in interpersonal, professional, and community settings; as well as historical and contemporary understandings of fair housing. Using a prototyping methodology, these were then followed by the development of specific project interventions related to HCD's policies, programs, and practices. Finally, participants learned about and applied cross-cultural facilitation techniques with respect to proposed projects.

Overall, the curriculum aimed to teach individuals how to:

- Identify individual bias in personal and interpersonal settings
- Increase further understanding and respect for social and cultural differences
- Use effective cross-cultural communication and facilitation techniques in diverse social and cultural settings
- Incorporate the intent of the Affirmatively Furthering Fair Housing (AFFH) ruling into the HCD policies and practices

Specific learning outcomes included:

- Ability to assess personal, interpersonal, and group dynamics in culturally diverse settings
- Communication skills in cross-cultural engagement and facilitation
- Analytic skills in community assessments using mapping technologies
- Designing action plans for policy and practice interventions

The proposed paper evaluates these outcomes based on mixed methods of data collection, including:

- An Intercultural Development Inventory (IDI), an instrument that measures how people experience and engage cultural difference. The IDI is a 50-item self-assessment with five-point Likert scale.
- Collection of individual and group documents such as cognitive maps, individual curriculum journals, and self-assessments.
- Participant observations of curriculum modules, workshops, and in-class presentations.
- Video documentation of select in-class presentations and exercises.
- Retrospective evaluation at end of program.

The significance of the paper to the field of community development includes greater attention to implicit bias and cultural competency in professional and community settings; governance and capacity building within state agencies; and transdisciplinary approaches to curriculum design and educational delivery.

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Romich, Eric

David Civittolo, Nancy Bowen

Maximizing the Gains of Old and New Energy Development for America's Rural Communities

Introduction: The recent technological advancement in horizontal hydraulic fracturing has unlocked oil and gas resources from shale formations once thought to be uneconomical to recover. In 2015, natural gas production from U.S. shale gas formations accounted for 37.4 billion cubic feet per day, which was roughly 50 percent of total U.S. natural gas production. Meanwhile, the 2015 production from tight oil was 4.89 million barrels per day, or 52 percent of total U.S. crude oil production. Projecting forward, the U.S. Energy Information Administration's Annual Energy Outlook 2016 report estimates tight oil production in the U.S. could reach 7.08 million barrels per day, and shale gas production is expected to reach 79 billion cubic feet per day in 2040 (USDOE/EIA, 2016). While the oil and gas industry is experiencing

an increase in short-term economic activity, many coal communities face problems associated with a downsizing of the industry, as natural gas replaces coal.

Background Information: The communities most affected by this wave of energy development are those who are resource rich and exposed to long-term economic fluctuations experienced by natural resource dependent economies. Energy based economies often experience a boom-bust cycle that follows the rise and fall of energy prices. A high performing energy sector often crowds out other sectors from additional growth, promoting a highly specialized regional economy that is dependent on the performance of the energy sector. This contributes to the volatility of the local economy, by limiting economic diversification thereby affecting long-term economic growth. There is an urgent need for high-quality research to identify these impacts, especially research that considers the entire nation and produces comparable estimates across the three main fossil-fuel groupings that are most affected by the energy revolution.

Program Design & Description: To address these challenges a multidisciplinary team of Ohio State University faculty from the Department of Agricultural, Environment, and Development Economics, Department of Extension, and the School of Environment and Natural Resources received funding from the USDA Agriculture and Food Research Initiative. The project titled "Maximizing the Gains of Old and New Energy Development for America's Rural Communities" included a research and outreach component. The research component of this project fills this void by identifying how new shale based economic development impacts affected communities across the nation and explores ways to avoid the resource curse.

This research considers key economic metrics and nationwide data at the county level. What makes this economic model unique is the combination of variables including community size, time frame, energy resource potential, economic sector, geography, historical intensity of energy infrastructure, and a host of other demographic and educational attainment variables. The Extension component of the project used research findings to develop materials to inform the public, key stakeholders, and policymakers of the economic impacts of this energy revolution and identify ways to maximize their community's prosperity.

Results: Extension has a growing responsibility to provide research-based data to stakeholders about opportunities and challenges facing their communities. This research helps estimate the likelihood of a natural resource curse and identifies ways to avoid the curse while maximizing community prosperity. For example, a sample of the research results show that in non-metro counties, energy sector multiplier effect on total county employment first increases for up to a 6-year period and then decline for 10-year time frame. The model also observed positive spillovers to the non-traded goods sector, while traded goods spillovers were small or negative (Tsvetkova and Partridge, 2016). This presentation will provide participants an overview of why the economic model is unique compared to previous research and a summary of the results. We will also share the Extension Outreach and Education materials which includes a Journal article, six-part fact sheet series, short videos, case studies, and policy briefs.

Conclusion: This session will introduce new research that assesses the likelihood of a natural resource curse, helps identify ways to engage local stakeholders and avoid the curse while maximizing prosperity and sustainable growth from the new energy revolution. Extension outreach materials are available and have broad application in County Extension offices throughout the nation to support policymakers and local stakeholders understanding of the tradeoffs from new energy development.

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Ryser, Laura

Integrating Food Systems Work with Public Health Priorities through Coalition Building and Participatory Leadership

Introduction: Community development and coalition building are synonymous processes whereby people come together to take collective action to design solutions to common problems. Tackling problems such as childhood obesity or the decline in the production of local food as an individual organization will rarely achieve measurable results. There are so many partners to work with as a food system practitioner that momentum can be lost amidst meetings, emails, and understanding what everyone else in a region is working on.

To address the need for collaboration, I worked with the Kitsap Public Health District to create a healthy eating, active living coalition of organizations and agencies in Kitsap County whose missions are related to building health in the community. This coalition is in its first year and we are already seeing progress in helping align priorities, strategies, and project work.

Background: For two decades, many agencies and organizations in Kitsap County have been working to create health in the community yet there has never been a framework to align work across silos of public health, economic development, mental health, and physical education. In 2016, I worked with the Kitsap Public Health District to identify key partners to come together and align our work around health eating, active living.

We brought together partners to the table, including the YMCA, the Suquamish Tribe, Peninsula Community Health Services, Harrison Medical Center, Washington State University and the Kitsap Regional Library. We formed the HEAL (healthy eating, active living) coalition; researched priorities and strategies; identified and contacted stakeholders; conducted key informant interviews; identified top priorities, and executed a stakeholder engagement event.

Program Design & Description: This coalition is unique from other collaborative efforts in that we have utilized participatory leadership methods for each meeting and have been able to work with a core group of partners to design the vision, mission and goal of building a collaborative framework to align the work of every agency and organization dedicated to building health in Kitsap County.

The HEAL Coalition spent the first three months engaged in participatory leadership methods to share and understand each partner's work and the nature of the work the coalition would be doing. We developed a plan of work outlined in two phases, described below.

Phase 1 involved identifying ten key priorities within food policy and chronic disease prevention frameworks and then we conducted key informant interviews with external stakeholders for input on the priorities and ideas on how to get there. Phase 2 involved the formation of formal workgroups to work on strategies to address the priorities identified by the coalition and reinforced by external stakeholders.

These priorities were presented at the annual Kitsap County Health Priorities summit as an opportunity to engage additional stakeholders including Mayors, County Commissioners, agency heads, and private businesses. The Coalition also arranged a keynote speaker with a healthy eating, active living focus at the summit to frame the reporting of key priorities.

Results: In under a year, the HEAL coalition has aligned the priorities and strategies of 25 agencies and community groups who share a mission for increasing health in the community. As a result, the coalition was approached by Kitsap Strong, an organization made up of 15 partners working to improve the well-being and educational attainment of Kitsap residents, to nest our work within their framework. The HEAL coalition has not lost any authority or decision making but gained a larger group of partners, including the United Way, the Navy, Kitsap Mental Health Services, an Apostolic Church, Kitsap Community Resources, and many more. The HEAL coalition now serves on the leadership team of Kitsap Strong and Kitsap Strong is fundraising for the HEAL coalition.

Recommendations for Practice: Focus on creating a framework to align your work with community partners outside of food system focus areas such as farming communities and food value-chains. Opportunities exist for food system practitioners to connect with obesity and chronic disease prevention and many other community partnerships dedicated to health. Such partnerships can lead to more secure sources of funding. Seek out these partners and explore how a coalition and participatory leadership methods might work to integrate food systems into the larger effort to increase the health of your community.

Salazar, Kara

Angela Tilton, Lenny Farlee, Elizabeth Jackson, Daniel Walker, Steven Yoder

Conservation through Community Leadership: Empowering community leaders to manage our shared natural resources

Introduction and Background: Natural resource management and land use planning decisions made by conservation professionals, government and community leaders, and private landowners impact the quality of Indiana's environment. Purdue Extension's Conservation through Community Leadership program is expanding capacity to develop and deliver statewide natural resource programs and enhance decision making for implementation efforts at the community level. Natural resource challenges cross all disciplines and audience groups that Extension serves. This new Indiana-based curriculum and training program was developed using best practices from leadership training programs coupled with a community development framework to support and facilitate community decision making, leadership development, and action planning to address complex natural resource management and land use planning issues.

Program Design & Description: Conservation through Community Leadership (CCL) is designed for public agency staff, nongovernmental organizations, and those serving on boards and commissions with emphasis on natural resources management, conservation, agriculture and land use. The program is conducted as both a natural resources focused community action planning program and a train-the-trainer workshop concentrating on leadership development and skill building for implementing community-based action planning programs. The community action planning curriculum supports a series of six planning sessions around a natural resource or land use planning issue. Community groups

identify issues of concern and a program track of either land use planning at a hydrologic unit code (HUC) 12 watershed scale or invasive species management via an initial scoping session and needs assessments. The result is a local or regional action plan and strategies for implementation projects for use with watershed plans, comprehensive plan updates, invasive species council guidelines and planning commission recommendations. Through the course of the meetings, participants: increase their understanding of assessing ecosystem health and natural resource management options; apply decision-support tools to make decisions and take actions on ecosystem health; and form diverse community partnerships to create and implement land use and/or natural resource management action plans. To further refine skills and support the implementation of local efforts, the CCL program additionally offers a series of training modules emphasizing skill development. Topical areas include working with boards and commissions, running effective meetings, and introductory facilitation. Participants attending the train-the-trainer programs demonstrate increased skills in designing and facilitating stakeholder strategic planning and decision-making processes; utilizing decision support tools and/or natural resource management practices in their continued planning and implementation efforts; and managing meetings, working with boards and volunteers, and communicating with others.

Recommendations for practice: The new Conservation through Community Leadership program is supporting the development of high quality natural resource and land use action plans that reflect local values and diverse perspectives. Unique programmatic features include community readiness assessments to begin the process of connecting stakeholders to the action planning process, identifying issues of importance and measuring where stakeholder groups are in relationship to addressing and enacting change on issues of interest. Additionally, the program employs the PESTLE (political, economic, social, technological, legal and environmental) framework to guide the analysis of issues and selection of appropriate implementation strategies. The framework further serves as guidance for stakeholder participation through the planning process to ensure the representation of diverse perspectives. Instrumental to the successful creation and implementation of local plans and program efforts are the strong partnerships between campus-based facilitators supporting the process and local leadership teams. This presentation will provide an overview of the program content and facilitation processes, including lessons learned from pilot communities.

Sero, Rebecca

Paul Lachapelle, Debra Hansen

Using an Innovative Approach to Examine Community Work: Case Studies of Qualitative Indicators

Introduction: One of the primary goals of Extension is to engage communities in a way that advances their economic well-being and improves the quality of life for those who reside within their borders. During the 2016 NACDEP Conference, the Western Region members of the Community Resource and Economic Development (CRED) Team presented a newly developed approach to evaluate community work. Innovative in its multi-method approach, the Western Region discussed how it was exploring ways to use qualitative methods to measure impact.

Having generated interest within the NACDEP community, this presentation functions as a follow-up. The initial presentation was theoretical in nature, while this one will be focused on sharing results from two community case studies where the qualitative indicators were used to measure community success and engagement.

Background Information & Theoretical Framework:

Community development practitioners work alongside people in communities to help build relationships with key people and organizations and to identify common concerns.

- Community Development Exchange

Given its centrality to communities throughout the United States, Extension is in an ideal position to provide community and economic development work in a successful and sustainable way (Bowen-Ellzey, et al, 2013). There are many ways to measure the work being done within this arena. For example, the National CRED Indicators Team has historically focused on developing and then using a set of quantitative indicators. These might include the number of community agencies assisted by Extension or the number of businesses created in the community within the previous year (Southern Rural Development Center, 2016). Others have used their own community assessments (Fisher, et al, 2006), a modified Human Development Index (Estrada, 2005), or the Community Capitals (Emery and Flora, 2006). This work is intended to bring some standardization to the assessment and evaluation of community development work in a way that is both qualitative and quantitative.

The qualitative indicators were based in part on the concept that all aspects of a community are interrelated (Hancock, 2009). The development process of the indicators was also influenced by two theoretical perspectives. This included Durkheim's Sociological Theory, which was used to reflect on how community elements influence behavior and consciousness (Portes and Sensenbrenner, 1993). Additionally, Community Development Theory was used to explore how communities are complex & dynamic systems (Woolcock and Narayan, 2000).

To form the basis of the actual indicators, two primary frameworks were utilized. The first is the widely respected Community Capitals Framework (Emery and Flora, 2006), utilized to understand what makes a community successful and thriving. The second framework, located within the civic engagement arena, is framed as one that allows change to be measured through social impact indicators (Animating Democracy). Five Conceptual Categories were adapted from this framework:

- Increase knowledge & awareness
- Grow behavior & participation
- Foster discourse
- Build capacity
- Impact systems, policies, & conditions

Blending the Community Capitals with these Conceptual Categories resulted in a set of indicators per category that could be used to qualitatively measure, and therefore better understand, the impact Extension is having on the communities with which it works.

Evaluation Method: Moving beyond the theoretical into practice, this presentation will focus more specifically on findings from case studies that are being conducted within two communities. Pilot testing the indicators is critical to understanding whether they have practical, "real world" applicability. The communities selected for the case studies have worked with Extension faculty on community and economic development focused work. They were chosen to reflect common community development work that an Extension professional might do. The data collection, in progress now, involves completing multiple types of qualitative data collection, including Ripple Effects Mapping (Hansen, et al, 2012) and key informant interviews. Once the pilot testing has concluded (scheduled completion is early 2017), the results will be coded and analyzed using the qualitative indicators. In the end, this work will be used to help strengthen and refine the final set of qualitative indicators.

Conclusions & Implications for Practice: These newly developed qualitative indicators are intended to be used as part of a multi-method evaluation of Extension's community development work; a way to capture the outcomes that reflect the numbers. The presentation will discuss the successes and lessons learned from the pilot testing in the case study communities, as well as share how other Extension professionals can use these indicators to measure the impact of their own work. Attendees will leave with a set of qualitative indicators, as well as recommendations for use.

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Sero, Rebecca

Charlie French, Scott Chazdon

A Powerful Tool for Understanding Community Development Efforts

Relationship building is a key component of community development work. As Extension Educators and Practitioners, we are frequently tasked with bringing people together. The Community Capitals Framework, often used to understand what makes a community thrive, (Emery and Flora, 2006), contains seven total capitals. Of these seven, four* are relational based:

1. Human*

2. Social*
3. Cultural*
4. Political*
5. Built
6. Natural
7. Financial

Research has demonstrated that community members cooperating and collaborating together will build human, social, cultural, and political capital within a community (Fritz, et al, 2007). However, as we work within communities, how do we know if our efforts at relationship building are successful? Social Network Analysis, the tool at the center of this presentation, can be used to measure the effectiveness of that relationship building.

The unique benefit of Social Network Analysis (SNA) is that it allows for the examination of “relational data” in a way that many other analysis techniques do not (Scott, 2013). It does this by providing a visualization of relationships among groups, coalitions, community members, organizations, and so forth. SNA also allows networks and relationships to be quantified.

Evaluation Design: There are a myriad of ways in which Social Network Analysis can be utilized by Extension Educators and Practitioners. As Haythornthwaite (1996) discussed, a close connection between network members can result in an open exchange of information among the members. This suggests that it can be beneficial for Extension faculty to foster relationships during our community development work. SNA can then be used to help show the strength of these built relationships, as well as the weaknesses. This tool can also reveal positions within a network, which shows who “controls, facilitates, or inhibits the flow of information” (Haythornthwaite, 1996).

Although its use amongst Extension networks is not as widespread as some other analysis techniques, Social Network Analysis has been successfully used within Extension. For example, Lubell, et al (2014), used SNA to examine the “network structure of local agricultural knowledge systems.” Another Extension program used SNA to better understand its own outreach within the community (Bartholomay, 2011). These types of projects, plus others, have demonstrated how beneficial SNA can be when it comes to understanding networks and relationships. Other uses include:

- Understanding the role and span of boundaries within a knowledge network.
- Obtaining awareness of governance and decision-making structures
- Identifying weaknesses within a network, such as overreliance on one individual to be the network weaver

Results

Social Network Analysis has been successfully utilized by the presenters to measure their own Extension efforts, thus enabling specific examples to be shared with attendees. One of these examples is focused on relationships and issues in rural community development, which will allow attendees to view an application of SNA in the community development arena. During this particular project, Extension was tasked with analyzing the state’s network of rural community development organizations. The intent was to examine and describe the organizational networks that address rural policy issues, as well as to identify existing gaps. During the project, both regional network and issue network data were collected, therefore allowing multiple levels of analysis to occur. After collecting the data, Extension used SNA to answer such questions as:

1. What are the organizational assets available in each region of the state to strengthen the rural voice?
2. How robust are the statewide rural policy and practice networks?
3. Who are identified as the best connected organizations statewide?
4. How robust are policy and practice networks in specific issue areas, such as energy or economic development?

The maps that were created during the Social Network Analysis will be displayed, providing a visualization to the SNA process. And finally, before ending the session, attendees will have the opportunity to learn about an online data visualization platform they can use to help organize and map the relationships in their work.

Conclusions & Implications for Practice

Social Network Analysis has the power to help Extension Educators and Practitioners within the community development arena to better understand and visualize the relationships developed through their work. This presentation, through the use of both theory and examples, will provide an overview of SNA and help demonstrate how attendees can take steps to map and examine their own community relationships.

Shenk, Linda

Caroline Krejci, Michael Dorneich, Ulrike Passe, Wanyu Huang, Jacklin Stonewall

When the Humanities Partner with Engineering and Design for Community Capacity-Building: Co-Designing a Community's Story of Weatherization Using Agent-Based Modeling

As city officials and urban neighborhood organizations work to create more equitable and resilient cities, they recognize the value of two crucial, yet potentially competing, approaches—data-driven decision support tools (associated with city government) and community-driven engagement. University researchers are developing complex, coupled, thermal-physical-behavioral computational models that can assist cities in devising forward-thinking policies to prepare for a changing climate, but these findings may privilege aggregated data from participants willing to engage in data-collection—participants often not from low-income, resource-burdened populations. Without advocacy participation, the voices of these marginalized populations may remain silenced because these residents, as community developers know well, are the most overlooked in the decision-making process and the most difficult to engage in data collection (see, for example: Cahuas, Wakefield, & Peng, 2015; Connelly & Richardson, 2008; Howarth et al., 2016; Kemmis, McTaggart, & Nixon, 2014).

Our interdisciplinary research team has received internal funding from our land-grant university to develop participatory action research (PAR) methods that place the needs, values, and capacity-building of marginalized communities at the center of our project's urban data-driven science. In our presentation, two members of our research team—one from the humanities (English) and one from industrial engineering will share how our research team is co-producing a simulation tool using agent-based modeling (ABM) with residents in three low-income neighborhoods in Des Moines, Iowa. ABM—a computer simulation technique that simulates the behavior and social interactions of autonomous individuals (agents)—can be used as the basis for a decision-support tool to test a variety of “what-if” scenarios of interest for a sociotechnical system, such as a city or neighborhood. Once it has been fully developed and validated, our model will enable city planners and neighborhood leaders to assess potential paths for expanding community capacity, using existing neighborhood resources and support from the city.

Our approach to integrating ABM with community engagement is new; we are developing a methodology to involve residents as co-producers of the ABM through the empowering methods of action projects and storytelling. In recent years, researchers have drawn increasingly upon the knowledge of stakeholders. For example, Krejci et al. (2016b) used data from semi-structured interviews to develop an empirically-informed ABM of a Des Moines food hub's operations to support the long-term success of the food hub and its participants. Other projects have developed ABMs for use as participatory mechanisms, but our work involves resident stakeholders as co-producers of the ABM—its visuals, its questions, and, in part, its outcomes.

Our pilot project involves developing an ABM regarding residential building weatherization—an issue both the City of Des Moines and the revitalization group Viva East Bank! have identified as a crucial element of community resilience in the three participating neighborhoods. Significantly, weatherization programs tend to fall short of needed success because, according to recent research (Friege et al. 2016), social interactions serve as one of the most crucial factors in motivating residents to weatherize their homes. Thus weatherization and community connectedness (which ABMs are able to capture) are linked enterprises.

In our presentation, we will share how we are developing an engagement process that uses an ABM not only as a decision-making tool but also as a process that empowers and motivates residents to share and shape a community action story of weatherization. We will share the following:

- How we initiated this process by engaging the youth in these communities, who are passionate about finding ways to strengthen social connections in their community
- The prototype ABM we developed to demonstrate to the youth the power of social interaction and strong communities in improving household energy efficiency and comfort via weatherization
- The storytelling prompts we are using to structure the ABM—prompts that consider how residents act to maintain energy efficiency and comfort in their homes, what factors drive their weatherization-related decisions, what resources they turn to for advice and support. This input creates an empirically valid model for capturing weatherization behaviors (Krejci et al., 2016a).
- Our process of including these aspects of storytelling and resident feedback sessions within action projects where community capacity-building and social cohesion are already goals.

As central outcomes, this co-produced ABM will serve as a key component in a larger, integrated thermal-physical-behavioral computational decision-making tool for city officials and neighborhood organizations. Through its very process of creation, it also serves as an “enactive” mechanism for all stakeholders to explore ways to write a new community story of weatherization.

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Shideler, Dave

Sharon Gulick, Richard Proffer, Michael Wilcox

Practicing What We Preach: Building Partnerships with External Organizations

Introduction: It is common to hear Community Development Extension Educators talk about the merits of collaboration and partnership when facilitating a strategic planning, or other community development, processes. Often, these are the solutions suggested when a community faces resource constraints or needs a new path forward to address community issues. It is one thing to identify opportunities for collaboration, but it's another, often more difficult, task to unleash the potential such collaboration brings. Maybe this is why Extension often struggles to form partnerships with external organizations.

In today's era of fiscal conservatism at the Federal level (and in some states), increased performance scrutiny, declining economic importance of commercial agriculture, and increasing adoption of asset-based economic development strategies, Extension has needed to evolve as an organization to identify new sources of revenue, develop evaluation tools, and create new programs for a more urban society. Just like in the communities in which we work, one solution is to consider partnerships and collaborations.

Program Design & Description: A number of Extension organizations across the country have developed partnerships with their state's Small Business Development Centers (e.g., Oklahoma State, Purdue, Missouri, Clemson, Wisconsin, Ohio State and Utah State). This partnership may be natural due to a common emphasis on entrepreneurship and/or economic development across the two organizations. Similarly, the two organizations might target a common audience such as small, Main Street businesses in rural communities. Or, maybe the partnership is more of a pragmatic one: the Small Business Administration provides a matching grant for each SBDC, which creates an opportunity to leverage existing capacity at the land grant university.

In this session, the partnerships that land grant universities have with the Small Business Development Centers in their states will be used as case studies to identify:

- Characteristics of desirable partnerships generically
- Motivations for Extension/SBDC partnerships (Strengths & Opportunities associated with these partnerships)
- Outcomes associated with Extension/SBDC partnerships (Aspirations & Results associated with these partnerships)
- Lessons learned/Steps forward to realizing the full potential of Extension/SBDC partnerships

The session will involve brief introductions to each state's partnership (additional states will be invited to participate), followed by an overview of strategic partnerships, and then a frank discussion about how to implement such partnerships while maximizing benefits to all parties. Individuals representing the SBDC-side of the partnership will also participate in the session (most likely via Skype or other online platform).

Conclusions/Implications: At the conclusion of the session, participants will have learned about a possible partner organization for Extension in his/her state, ideas for operationalizing and maximizing the partnership, and be encouraged/inspired to pursue other partnerships in advancing Extension's mission.

Sigle, Nadine

Sheryl Carson

Engaging Communities through Leadership Training

Introduction: Community boards are finding it increasingly difficult to find qualified members to serve. As seasoned board members transition out of leadership, new members are needed to step into these positions, often without experience or perhaps the qualifications. To address these issues, the program "Board Leadership Series" was developed. Impact data collected from past participants has shown that board members are becoming more attuned to differences in age groups and how they work together, planning for the future through strategic planning, and more organized and prepared to serve as a board member.

Background Information: The "Board Leadership Series" was patterned from programs offered in Missouri and Wisconsin. Pieces from both programs as well as other sources were used to develop the program in Kansas. The target audience for Board Leadership Series is any public board, large or small, government, private or non-profit. Examples may include fair boards, township boards, rural water districts, community foundations, civic organizations, school boards, church boards, city council, county commissions, extension councils, recreations councils, etc.

Program Design & Description: Board Leadership Series is a four session workshop offered through video conferencing. Each session is two hours in length and held from 6:00 – 8:00 pm. Host sites provide refreshments or a light meal prior to the start of the session. Sessions are taught by a team of extension professionals with knowledge in the subject matter area. Session topics include: Basic Board Leadership and Effective Meetings; Fundraising and Management; Understanding Fellow Board Members & Conflict Management; and Strategic Planning and Legal/Ethical Issues.

The delivery method is through Zoom Conferencing which allows locations from across the state to participate at same time. Each session uses a variety of teaching methods which includes power points, group discussions, role playing and question and answer sessions. It is designed to meet the learning styles of a variety of learners. Also through the use of Zoom, a question may be asked at one location and be answered by the presenter at another. The program is considered both high tech and high touch. The technology allows us to access multiple sites increasing our reach and the local site provides the discussion needed to further explore the topics.

With each session a pre and post evaluation is conducted to determine knowledge gained. A six month follow-up is also conducted to determine practices adopted.

Results: As a result of taking this workshop participants understand their roles and responsibilities of serving on a board; know what their tasks are as a member of a board; can identify ways to support teamwork on a board; understand what an agenda is and why it is important; know what parliamentary procedure is and why it is important to use it; and feel prepared to help their board have more effective meetings.

Some practices that have been adopted include using strategic planning to plan for the future; listening and watching others reactions before making a decision; being more tolerant of different age groups and their methods of working; preparing better agendas and running meetings more efficiently.

Another outcome was the increased visibility of the extension service across the state. It has resulted in stronger relationships/partnerships with community and economic development organizations. There have been cases where extension was asked to assist with strategic planning and facilitating public meetings on controversial issues.

Conclusions/Implication & Recommendations for practice: The Board Leadership Series is a successful program because the information is in high demand and presented in a variety of and easy to understand formats. Materials are kept fresh and updated as the need arises. Promotion of the program by highly visible public professionals and past participants has worked well to attract participants for future classes.

The series would be easy to replicate in other states. Curriculum would be shared upon request. With the basic outline of each session, others could tailor the program to fits the needs within their state.

Smith, Dakota

Moving Mountains Together: Bridging the Gap Between LGBTQ Cultural Understanding and Transforming Social Capital

Introduction: The Community Development Society's Principles of Good Practice reflect the organization's dedication to active and representative participation, community engagement, and authentic inclusion of diverse interests and cultures. There is also an acknowledged commitment towards sustainable and focused action towards building capacities and social capital which is reflective of the UN Development Goals.

The language and culture around sexual orientation and sexual identity have changed drastically over the past decade, and need to be better understood by community developers and policy makers. As a consequence, there are

discrepancies between community developer's theoretical understanding in how to be better "allies" or change-makers, and the daily application of this process.

Traditionally data collection around LGBTQ community needs is limited and is largely estimated due to social stigma around revealing minority status, or outright hostility from professionals and researchers (Harvey 2014). This results in limited representation and disparities in access to services and policy. This presentation will explore innovative and sustainable approaches which are being taken to counteract resistance to LGBTQ community capacity building. Conflict and opposition to LGBTQ focused policy is to be expected, but these opinions are increasingly being bridged as new information develops around how initiatives based on inclusion help to strengthen social capital and are positively correlated with increased economic development (Badgett 2014).

The presentation will provide insights and tools on how to break our frames of thinking and challenge our perspectives around privilege in the pursuit of representative community organizing, and let solutions arise organically through cultural facilitation. By allowing historically marginalized communities to "educate the educators" on the issues, we can recognize these groups as valuable stakeholders. By building on more inclusive forms of social capital, we can create new avenues and opportunities for them to practice leadership.

This interactive discussion will use an effective methodology conducted by the Office Of LGBTQ Resources of a southern Land Grant University. CDS participants will discover practical applications and strategies that are currently being used to transform policy, healthcare, and university settings. We will also be examining how to "create and hold space" for historically marginalized communities.

Project Description: This audience focused discussion is an evolution of the 2016 CDS Workshop "Allied-ness": Tangible Space versus Holding Space In Reducing Inequalities and Sustainable Capacity Building. We will expand on the skill sets about building "allied-ness" and transform them into making key changes on a national landscape. Discussion will be centered around approaches that have been used to constructively address resistance to LGBTQ initiatives, bridge cross-generational understanding of its importance, and address missing fundamentals in how community development practitioners relate to underrepresented communities.

Methods: This workshop will include a facilitated capacity and skills building session centered around understanding how to show up as an ally, how to transform resistance to LGBTQ initiatives, and successful strategies in University and Healthcare systems for advocating LGBTQ inclusion. It will also include live dialogue from the Director of the LGBTQ Resource Center of a southern Land Grant University. This will be an exercise in not only understanding how to "move the needle" nationally, but how to implement tactics on a local level immediately.

Historical examples from both the US and abroad will be used to demonstrate how the LGBTQ movement has been able to gather momentum and utilize key stakeholders themselves to transform the political and social arena, and bring LGBTQ rights to the forefront of social moment discussions of the present. This discussion will not only be an educational experience for practitioners, but will promote honest dialogue as we discuss CDS participants' individual successes and struggles both in interacting with historically marginalized communities, and advocating for inclusion in their own work. This workshop will be geared toward both urban and rural participants, extension staff and local change-makers.

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Smith, Sheri

Errol Williams

Measuring Success: When the food desert map does not tell full story

The Environmental Planning Agency (EPA) publicizes a food dessert map that has kicked discussion on food desserts, food insecurity and related topics into high gear in urban communities. Food Desserts is a term that is used to encapsulate the real or perceived relationship between health inequalities, differential access to food retail, food in/security and social inclusion. This term has aided ongoing discussions in child obesity and social determinates to health. Over time the literature has addressed description, development factor, the choice versus access debate and effects of living in a food desert. On the ground, efforts to address food desserts have included a variety of efforts including the resurgence of urban farms/gardens and farmer's markets and restoring. Among the variety of literature that exists and the numerous cases studies that can be found, one of the challenges is how to accurately measure success. More specifically, in historically disadvantage urban communities, how can we ascertain if the positive numbers or the removal of the term 'food desert' is not, instead, a change in demography?

Non-profits, the city council and the local university attempted to address the food dessert issue, or designation, in Houston's Third Ward. Initially the focus was to make fresh produce available to residents through urban gardens and

to host local farmer's markets. Efforts then expanded to re-storing and the introduction of urban agriculture policies at the state level to support the economic development side of urban agriculture. The result: a decrease in the number of communities designated as a food desert. This should have indicated that the community had met its goal. However, reports from homeowner's associations, elementary school administrators and community center staff told a different story. The efforts were not meeting the produce needs of the community. While the USDA map told one story, the community was still living in a food dessert. There was a disconnect. The focus of this paper looks how success was evaluated, the missteps in that evaluation and the current efforts to address the food dessert issues in one part of urban Houston.

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Staton, Carrie

Integrating Follett: Creative Transformation of Brownfields through Circular Response

Introduction: This presentation will explore applied research on a model of collaboration in capacity-building and community development and how that implementation compares to the administrative theory, particularly related to group dynamics, of administrative theorist Mary Parker Follett. Using funding from a private foundation focused on community capacity-building, practitioners at a land-grant university applied existing community development research and Follett's administrative theory to develop the West Virginia Redevelopment Collaborative (WVRC) Model.

The WVRC assembles multi-disciplinary teams of redevelopment experts who help communities harness their human, social, and financial capital to capture the maximum economic, environmental, and social benefit from the remediation and adaptive re-use of former industrial properties. The model applies the Follettian principles of integration and circular response to form a collaboration of experts and community members which has proven to develop lasting change in the face of obstacles previously perceived as insurmountable.

This presentation illustrates how multi-disciplinary collaboration can increase the likelihood of community development success while building local community capacity to sustain future projects. The process of putting the Redevelopment Collaborative into practice resulted in replicable strategies for overcoming universal community-led development obstacles. This session will provide a step by step guide to implementing the Redevelopment Collaborative

Model successfully by harnessing human, social, and financial capital; discuss how the partnerships developed through the model have followed Follett's circular response approach; and explore ways the Model can be used on community development projects outside of brownfield redevelopment.

Theoretical Framework/Background Information: The Redevelopment Collaborative approach embraces the importance of diverse perspectives, of "coming into contact with a wide range of experiences," (Follett, 1998, p. 193). This allows for the implementation of what Follett calls interrelation, through circular response – team members and community stakeholders relating to and influencing one another at the same time that they are relating to and influencing the surrounding community. Brownfield sites offer a finite example on which this model of interrelation can be proven. By embracing this notion, the WVRC develops lasting change in the face of obstacles previously perceived by the community as insurmountable, helping projects succeed where others predict that this is impossible. Through the facilitation of genuine discussion, the incorporation of diverse modes of thinking and experience, and the creation of multi-disciplinary technical assistance teams, NBAC offers community groups the "opportunity for constant and regular intercourse" (Follett, 1998, p. 192), helping them to "discover the methods by which the best we have can be brought to the surface" (Follett, 1998, p. 203).

Program Description: In West Virginia, many resources are available for communities working on redevelopment projects. Unfortunately, many communities are unaware of these resources or how to identify them. Often, service providers working in redevelopment are not aware of other resources available to assist in planning, assessment, and redevelopment. The West Virginia Redevelopment Collaborative implements a collaborative approach to redevelopment using Brownfields Redevelopment Teams composed of experts from the public, private, nonprofit, and academic sectors, to help communities capture the maximum benefit from the adaptive re-use of strategically located properties. Through collaborative efforts, redevelopment projects receive new life, create momentum, and replace blighted community eyesores with vibrant hubs of activity and renewal.

Conclusions/Implications & Recommendations for Practice: The WVRC focuses its work on brownfields, properties defined by the US Environmental Protection Agency as those that "the expansion, redevelopment, or reuse of which may be complicated by the presence or potential presence of a hazardous substance, pollutant, or contaminant." However, this approach can be applied to a broad range of community development projects, as the key component are the relationships between stakeholders and the community at large. This presentation will further explore the potential for broader implementation throughout community development practice.

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Supron, Kathryn

Basil Safi, Sarah Dayton, Kate Supron, Judith Appleton, Rebeca Stoltzfus, Christopher Watkins

An Engaged University's Strategy to Support Student Learning that Benefits Communities through Partnership with a Statewide Cooperative Extension System

Introduction: Engaged University, administered through the Office of Engagement Initiatives (OEI), is a new and evolving university initiative that is establishing community engagement in teaching, learning, and research as a hallmark of the University experience. With its placement throughout the state, University Cooperative Extension (UCE) creates linkages between university research and communities statewide that provide numerous opportunities to advance service-learning partnerships. Through a strategic partnership between OEI and UCE, the University is investing in innovative mechanisms to facilitate community-engaged research, teaching, and learning that benefit communities statewide.

During the first two years of OEI's partnership with UCE, the University has made progress towards the re-envisioning of its public engagement mission - to place students at the center of this engagement. These advancements

have been achieved by further integrating student participation into UCE's tradition of campus-county connections, while supporting the development of expanded UCE-faculty partnerships. These approaches have increased the reach and impact of the UCE system at the University and in communities throughout the state.

Background Information: As a decentralized UCE system with 57 associations across the state, extension offices have traditionally served communities through the dissemination of research-based knowledge generated by the University's Colleges of Agriculture and Life Sciences and Human Ecology. Connections are being made to expand these campus-community connections within the extension system, through facilitating interaction between faculty and students across the University's nine Colleges/Schools and county associations.

The OEI and UCE partnership maximizes engaged learning and community impact through undergraduate and graduate-level community-engaged research, and the development of community-engaged curricula. OEI and UCE have developed a number campus-wide strategies to:

- Strengthen and support existing relationships between university faculty/ students and communities statewide
- Support reciprocity in sharing experience and knowledge between communities and the university
- Create opportunities for Community-University partnership involving disciplines and colleges across the campus
- Grow opportunities for students to engage with Communities statewide

Program Design & Description: These early achievements have been realized through a campus-wide strategy that maximizes community impact through student and faculty engagement, partnerships, and the establishment of university support structures.

From a student and faculty engagement standpoint, OEI has aligned community engagement with coursework and research through new Engaged University Grants that facilitate faculty partnership with the extension system. These resources, combined with UCE's existing investment in association-based student internships and ongoing faculty relationships, have developed a supportive environment for these impactful partnerships to develop.

As the University transforms public engagement for its stakeholders, the organizational and leadership structures of engagement have been revised. Under the University's new Engaged ethos and leadership of the Vice Provost, OEI is facilitating the coordination, assessment, support, and development of these many community-engagement efforts and networking closely with established entities like UCE to implement this shared vision. As part of this approach, OEI and UCE established a liaison position to integrate high quality student participation within the extension system and to streamline processes to facilitate this involvement. Embedded within UCE's central administration office on campus, this OEI liaison plays a critical role in opening doors to additional association-faculty collaboration.

Results: Of the 52 Engaged University grants, 10 projects partner with associations. These curriculum and research grants address issues of food systems, history, public health, aging, and environmental sustainability, drawing undergraduates from across the majors of city and regional planning, communication, agriculture, and developmental sociology, and faculty from non-traditional disciplines within the Colleges of Arts & Sciences and Architecture, Art, & Planning.

Conversations with stakeholders about the OEI process yielded a recommendation to better assist in relationship development between extension and campus partners. While the Engaged University grants take advantage of natural campus-extension synergies, the OEI-UCE liaison has proved extremely effective in recruiting new players into these extension partnerships.

Conclusions/Implications & Recommendations for practice: Building on the successes and lessons from the first two years, the University has focused activities on strengthening relationships needed for reciprocally beneficial service-learning partnerships between extension offices and campus faculty. By soliciting project ideas from associations, recruiting faculty, and supporting partnership meetings, the University is promoting associations as community hubs for further student and faculty engagement, positioning associations to facilitate campus-community connections beyond those traditional to extension. Over the coming year, OEI and UCE will investigate other national models to expand the role of extension in fostering community-engaged opportunities. Meanwhile, exposing students to this valuable community development work increases their understanding of the land-grant mission, supports extension with a variety of disciplinary inputs, and may diversify the pool of graduates entering into extension careers.

Talmage, Craig

Holly Figueroa, Wendy Wolfersteig

Cultivating a Culture of Health in the Southwest: Linking Access and Social Determinants to Quality of Life amongst Diverse Communities

Introduction: Even with advances in modern medicine and science, communities remain underprepared or unable to achieve positive health outcomes for all their citizens. Such achievement requires a built and sustained culture of health to raise quality of life, which is highly influenced by social determinants and access issues. Additionally, the Patient

Protection and Affordable Care Act (ACA) has been influential on both individuals and communities, but its impact has not been addressed regarding its links social determinants, access, and quality of life.

Current Study: This presentation focuses on how individuals and families can build and sustain a culture of health within their communities of place, identity, and status. Results are shared from a large-scale community health needs assessment necessitated by the ACA and conducted in Maricopa County, Arizona.

This presentation primarily focuses on improving knowledge regarding the following objectives/topics: (1) Social Determinants of Health; (2) Access to Health Services; and, (3) Health-Related Quality of Life & Well-Being. Three secondary foci are (1) Lesbian, Gay, Bisexual, and Transgender Health; (2) Disability and Health; and, (3) Older Adults.

Research Methods: Thirty-six focus groups were conducted with approximately ten to twelve persons (who were 18 and older) per group (n = 367). Researchers from a variety of disciplines in coordination with stakeholders developed the focus groups, which aimed to be directive yet also conversational. Focus groups lasted 90 minutes.

Purposive sampling was used to reach the diverse populations. The populations of place included persons from different parts of the county. Some populations of identity were those who identified as LGBT or ethnic minority. Some populations of status were older adults, Spanish-speaking persons, physically limited persons, or persons of low socioeconomic status. Focus groups were recorded via audio- and video-recording devices and note-takers. This approach was innovative in how it matched participants' answers. It allowed researchers to analyze themes amongst many characteristics (e.g., insurance), rather than being limited to analyses based solely on the characteristic(s) by which the groups were stratified (e.g., race).

Results: Focusing on subgroups with the County, views of the cultural, social and economic factors impacting the health care system emerge, as do specific insights on implementation impacts of the ACA. While being able to have insurance was now a positive factor for many, not surprisingly, cost was still a large barrier in affording insurance and obtaining health care services. Other structural and functional aspects of the health care system, including location and cultural competence of providers, health literacy, distrust and dissatisfaction were all discussed as factors impacting quality of health care for many. These and other factors were recommended to be highly considered in developing local health care services that improve quality of life for all individuals and their communities. This presentation will drill down further into the intricacies and stories of shared around these themes.

Conclusion: This presentation is strongly fits with the theme because it looks at the big issues in community health today. Lessons learned and practitioner notes will be shared in order to further cultivate a culture of health in our communities.

Templin, Liz

Scott Chazdon

Community Role in Rural Business Succession

Introduction: A Baby Boomer business owner will be turning 65 years old every 57 seconds over the next 17 years. Rural areas are concerned about who will buy these businesses and ask what role communities can play in business transition.

Literature Review: Existing literature focuses on business sellers; no literature exists on the community role in facilitating business succession. Therefore, an advisory group of small business and economic development experts (e.g. Federal Reserve Bank, banker, business valuation professionals, chamber of commerce, small business development center, business broke, etc.) added to the business succession literature revealing a top 10 list of issues:

Barriers to the succession of ownership:

1. Owners overestimate the value of their business (Ip & Jacobs, 2006).
2. Owners are unwilling to widely communicate that their business is for sale due to fear of negative impacts on customers and suppliers, as well as of losing key employees
3. Owners are unaware of the variety of ownership options, limiting the number of potential buyers (Cooper & Simecek, 2014).
4. Owners often lack records to demonstrate business profitability to buyers or banks.
5. Owners are sometimes unable to communicate the existence and value of intangible assets like the reputation of the business (Durst & Gueldenberg, 2010).
6. Rural communities often lack intermediaries between the seller and the buyer.
7. Buyers are often unable to secure financing (Ip & Jacobs, 2006).

Barriers to the transition of leadership:

8. Retiring owner remain overly involved in the business (Grundstrom, Oberg, & Ronnback, 2012).
9. Retiring owners exit the business sooner than desirable for adequate transition of leadership. (Cooper & Simecek, 2014).
10. Retiring owners often possess social capital (connections, relationships, and trust) in communities and industries that

does not transfer to the new owner. (Steier, 2001).

Research Methods: The Success Case Method (Brinkerhoff, 2002) was used to yield both quantitative and qualitative data on the ways in which business owners overcame barriers to business succession and retention.

Infogroup identified 403 business in rural Minnesota cities under 7,500 population that had transferred ownership between 2008-2012 that were still in business in 2016. The entire list of 403 businesses was surveyed using the Dillman method (Dillman, Smyth & Christian, 2014).

Of the 118 respondent who met the criteria, 65 were willing to be interviewed. Following Patton's notion of "purposeful sampling" (Patton, 2015), information-rich cases were strategically selected to best illuminate the challenges of rural business succession. The seven interviews conducted in 2016 uncovered that new owners had previous business experience but still desired mentorship. In 2017, research will continue using the Brinkerhoff method to interview 20-30 additional new owners from the 2016 survey to better understand the strengths of their previous business experience and the goals they desire from mentorships.

Results: Top purchasing issues identified as very or moderately difficult were obtaining financing (33%) and obtaining accurate sales and profitability records from previous owners (25%)

The top operating issues identified as very or moderately challenging were employee issues (34%), cash flow (33%), and problems with the building or property (26%)

Conclusions and Recommendations: Key study findings and recommendations are below.

1. Barriers to the transition of ownership exist for both sellers and buyers. Recommendations for communities:
 - Encourage owners to obtain a professional valuation.
 - Offer succession planning workshops
 - Promote the importance of maintaining accurate financial records,
 - Identify intermediaries to help market businesses for sale
 - Work with bank officials to identify ways of increasing their Community Reinvestment Act rating through the funding of local business options.
2. Barriers exist to the successful transfer of leadership from owner buyer. Recommendation for communities: Develop or obtain a leadership transition guide for retiring owners and buyers.
3. New owners overcame barriers by using an average of 3.8 resources. Recommendations for communities:
 - Identify resources available to sellers and buyers.
 - Connect sellers and buyers to resources through a resource directory, personal contact with an economic development professional, or a cross-referencing process between available resources.
4. Communities and community development professionals can support small business succession. Recommendations for communities:
 - Build awareness of business retention strategy among community leaders
 - Identify a local champion to initiate community efforts.
 - Partner with regional and state organizations that can provide assistance to buyers.

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Thares, Paul

Oil and Gas Energy Development Impacts on Community Development

Introduction: Oil and gas are still the king as we move towards sustainable renewable energy development. The Bakken and other shale oil and gas formations (Wolfcamp) within the U. S. are still viable sources for energy development as long as the prices for extraction remain moderate. The oil and gas is in the ground and technology is developed, i.e. fracking, CO2 injection, and new technology is being developed, more wells per pad, to extract both at reasonable costs. Because of this there will be local communities within these energy development regions that will be impacted. These impacts will be asymmetrical and unique in numerous ways.

Background Information: The new technology hydraulic fracking became a game changer in the oil and gas industry and gave oil exploration new life in the U. S. It created new positive economic activity in energy development regions. However, these positive energy impacts can create boom and bust cycles, which is a short-term spike of intense economic development activity followed by an economic decline, as the energy resources are depleted and or prices of the commodity stagnate or fall.

During the boom phase the influx of people and machinery can create huge long lasting impacts on unprepared communities. These impacts occur to infrastructure, housing and public service among others. The bust cycle can be even more devastating leaving communities and regions holding the bag of underutilized assets that they are still paying for as energy development dissipates.

Program Design & Description: The proposed topical discussion is important effort to help build awareness, knowledge and capacity in the area of oil and gas energy development and the impacts it has on community development. The discussion will encompass:

- The Space Side – The well field and pipeline activity.
- The Demographic Side –Increased population that brings increased demands, such as, more and other types of services.
- Other potential impacts from oil and gas development

Conclusion/Implications: These are real impacts, both positive and negative, on local governments and their residents from oil and gas development. These impacts must be recognized and it must be understood that the impacts extend well beyond the traditional issues that local governments are familiar and to which existing land use regulations are geared.

This is because the industry itself is a complex and intertwined set of activities that impact land use, infrastructure, the size and type of workforce and the duration of the impact themselves. For example, some activities of oil and gas development may last one construction season, while others may have a life of 40 years or more.

Remember it is the oil and gas development that brings the people and it is the local leadership that determines the futures of the communities affected by this development.

Being proactive and prepared is the best situation for communities within energy development regions and communities.

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Tootle, Deborah

Jon Wolseth, Lisa Bates, Glennnda Bivens, Jennifer Drinkwater, Brian Perry

Community Revitalization in a Forgotten Place

Introduction and Background: In early 2016, a small rustbelt city reached out to our university for assistance in the economic revitalization of one of the older and more neglected commercial and residential districts in the city. It has become one of the "forgotten places" (Markusen, 2004). The ethnically/racially diverse and culturally rich neighborhoods surrounding the District have experienced long-term disinvestment, which has led to general distrust of the city and its leadership. Today the District is considered an undesirable business and residential area because of its appearance, crime rates, run-down housing and lack of access to grocery stores and other amenities. Because of the complexity of what the city was asking, and the learning opportunities associated with this type of project, our university decided to address this request from a combined outreach and research approach. We chose this approach because we needed to first develop an understanding of community conditions and dynamics that would either contribute to or block community and economic revitalization processes.

Program Design and Description: We are proposing an interactive presentation that will focus on the applied research and outreach efforts associated with this on-going project and engage participants in a discussion about the process and our findings. We begin by quickly setting the stage with a brief overview of the District, the request from the city, and our reaction to the request. We will then move into the heart of the presentation. This project is a complex, multi-year process, embracing multiple non-land grant partners and consisting of at least three stages corresponding to the "where are they now, where do they want to be and how are they going to get there" community development framework (Ayres, 1990). Because of the comprehensive nature of the project, in this presentation we focus on just three elements of the project: organization of the project and methodology, some of the more interesting findings and outcomes to date, and emerging conundrums and implications for practice.

Organization of the Project and Methodology: In this section we describe how and why we pulled together an interdisciplinary core research and outreach team, consisting of faculty and extension specialists from sociology, anthropology, art, design and education backgrounds. We discuss the challenging process of building and maintaining partnerships (with the City, among ourselves, with other partners, and with community stakeholders), and the development of a common agenda based on proposed short, medium and long term community impacts. Although we are using multiple research and outreach methodologies (e.g., document study, guided conversations, geographic mapping, nonprofit management, microloan programs, business development education, and community design studios) for this presentation we will focus on just a few of the more innovative qualitative research and outreach processes we are using, such as the fact-finding community engagement process, District and neighborhood mapping, and community design studios in which we engage our Design students and District stakeholders.

Findings and Outcomes: We will discuss some of the more interesting research findings and outreach outcomes to date. The findings we present will include visual analyses on the distribution of businesses, residential properties and ownership of rental housing in the district. We will also discuss what we have learned about working and living conditions in the district, including relationships with landlords (Desmond, 2012) and the consequences of the erosion of sense of place (Markusen, 2004) and what business owners, social services, workers and residents are beginning to tell us about the District, what they need from the city and how stakeholders would like to see the District in the future.

Implications for Practice: At this point in the presentation, we would like to engage the session participants in a short facilitated discussion. As this project is evolving, we are finding ourselves struggling with an increasing number of conflicts and ethical issues, such as how we reconcile our responsibilities as university educators and researchers with the needs of partners (Kania and Kramer, 2011), and how our work might affect the people living and working in the District (Logan and Molotch, 1987). We will ask participants for feedback on how they have addressed similar conundrums in their work. This feedback will not only help us address some of these issues in this project and others on "forgotten places", but will provide a richer, more thoughtful experience for session participants. Observations from non-university community development practitioners will be particularly useful.

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Tootle, Deborah

Allison Nichols, Scott Chazdon, Deborah Tootle, Walt Whitmer

The Collective Impact Framework and Its Use in Community Economic Development Programs

Introduction and Background: Since the introduction of the Collective Impact framework in the Stanford Social Innovation Review (Kania and Kramer, 2011) a wide range of foundations, service organizations, government agencies and community-based coalitions have embraced the unique opportunities the model presents. According to the Collaboration for Impact “the Collective Impact approach is premised on the belief that no single policy, government department, organization or program can tackle or solve the increasingly complex social problems we face as a society. The approach calls for multiple organizations or entities from different sectors to abandon their own agenda in favor of a common agenda, shared measurement and alignment of effort.” Since the Kania and Kramer model first appeared, there have been a number of “evolutions” as countless early adopter philanthropies and community organizations embraced the framework and then struggled to make it work for them as originally conceived. Interestingly, although philanthropy and community organizations readily accepted the Collective Impact framework, community development educators in Cooperative Extension have never fully adopted the approach. We see this as an opportunity for community development practitioners from a variety of backgrounds to discuss the feasibility of using the framework and some of its adaptations in our collective work, especially as we are seeing more partnerships and collaborations among the diverse community development organizations.

Workshop Plan: This interactive workshop will examine the five components of the Collective Impact Framework in terms of its use with community development programs – as well as the opportunities to use the framework as a guide for evaluating collaborative efforts. These components include: 1) all participants have a common agenda for change including a shared understanding of the problem and a joint approach to solving it through agreed upon actions; 2) collecting data and measuring results consistently across all the participants ensures shared measurement for alignment and accountability; 3) a plan of action that outlines and coordinates mutually reinforcing activities for each participant should be created; 4) open and continuous communication is needed across the many players to build trust, assure mutual objectives, and create common motivation; 5) a backbone organization(s) with staff and specific set of skills to serve the entire initiative and coordinate participating organizations and agencies (Kania and Kramer, 2011).

After explaining the Collective Impact Framework, presenters will discuss their experiences with using the framework in their work as community development professionals. Presenters will then illustrate whether and how they have helped groups organize around a common agenda, collect data and measure results consistently across groups, plan action outlines and coordinate joint activities. Participants in the session will be particularly interested in hearing examples of collaborators creating a separate organization to coordinate a new organization.

Following the explanation and examples of the Collective Impact Framework in action, presenters will engage session participants in a facilitated process designed to elicit feedback on five topics relating to the framework: 1) benefits to using the framework; 2) challenges to using the framework; 3) recommendations for adapting the framework to our work as community developers; 4) tools and resources community development professionals need to implement the framework.; and 5) challenges and opportunities for evaluation of collaborative work (e.g., providing a guide for Ripple Effects Mapping)

Implications: The feedback on the use and the potential use of the Collective Impact Framework will be useful to a wide array of community development practitioners. After the conference, the presenters will produce a white paper with recommendations based on the work of the small groups. The white paper will be distributed to all participants in the session and through other outlets as appropriate.

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Turner, Steve

An Observation about Rural Community Development from a Business Management Perspective

Introduction: Often, outside perspectives can provide impetus for expanding traditional approaches to situations and challenges. In 2005, the “Denver team” examined Extension’s role in community development and surmised a need for developing core competencies, common frameworks, and a foundation of practice. This work served as a framework to guide community development education and was readily adopted by many NACDEP members. Another perspective lies in the business management world as presented by Jim Collins in his book, *Good to Great*, where the transition of a

business from "good" to "great" is investigated with the goal of discovering the crucial factors in that transition. A hypothesis is proposed that the principles of *Good to Great* may be applied to community development.

Background Information: In 2005, a Community Development Foundation of Practice (FOP) was developed by a team of University community development specialists to assist in the development of core competencies for effective Extension work in community development. In addition, a common foundation was proposed that incorporated the Community Capitals Model developed by Cornelia Flora and the Layer Cake Model of Mark Peterson. The Foundation of Practice consisted of three major components: (1) Understanding Communities and their Dynamics, (2) Developing Successful Community Initiatives, (3) Areas of Specialization and Emphasis. Limited space prevents a detailed exploration of the three components and their specific entities but the use of this framework still guide Extension education efforts in 2016.

Program Design & Description: An auxiliary perspective to complement the above FOP can be drawn from managerial research. A team of researchers examined cumulative stock returns from the universe of companies that appeared on the Fortune 500 in the years 1965 to 1995 to find the following pattern: 15 year cumulative stock returns at or below the general stock market, punctuated by a transition point, then cumulative returns at least three times the market over the next 15 years. The eleven companies found to exhibit this pattern were then investigated for revealing and explanatory characteristics. Leadership was the most telling finding and all eleven companies had "Level 5" leadership. These leaders were driven by a desire to build the company, ambitious but humble, and data and future oriented. They also planned for their succession. The next discovery was the important question was who, not what? That is, get the right people on the bus and wrong people off the bus. The next important characteristic was discipline thinking and action. Disciplined thinking was crystalized in the Hedgehog Concept which combines passion, economic energy, and a recognition and desire to be the best. Disciplined action results in consistent progress and then a transition occurs where extraordinary growth takes place (the flywheel effect). The application of these ideas to community development is not exactly direct but the principles do lend themselves to an observation about community development in the broadest sense.

Results: An application of the "Good to Great" principles to community development could refocus attention to the development of human capital and infrastructure and the realization that people drive community growth with a heavy dose of economic energy. Another important result is the application of the flywheel effect to the stages of community development. A hypothesis is proposed that vibrant rural communities exhibit similar characteristics of the good to great companies.

Conclusions/Implications & Recommendations for Practice: Extension is a player in assisting communities to better understand the community development process and how key components must be in place for growth. The FOP materials developed by the Denver team have been a valuable resource and still remain a primary tool in developing core competencies for Extension professionals. Additional insight may be gained by examining community growth through alternative lenses. The principles from *Good to Great* applied to community development could be tested empirically using various dependent variables as the measure of success.

- Learning Objectives – By participating in this session, participants will:
- Reexamine the Foundation of Practice core competencies
- Present the principles of *Good to Great* companies
- Present a framework for applying *Good to Great* principles to community and economic development.

Abstract: Some complementary principles from business management research could add flavor to the Foundation of Practice materials used to develop core competencies for Extension professionals. The integration exists with human capital, disciplined thinking, and disciplined action. Another complement is the stress on the Hedgehog concept which aligns well with the FOP component of developing successful community initiatives.

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Twelvetreets, Alan

Community Development, Social Action and Social Planning - Revisited

ABSTRACT: Introduction: The standard model of what, in the US, is mostly called community organization (CO), and, in the UK, 'community work', is based on a 'generic' worker operating (often as part of a team) in a geographical community where he or she mobilises local people for (broadly speaking) self-help or pressure group work. A further dimension of the model is where the CO personnel work directly with service providers and/or set up programmes

themselves. This basic model was described and promulgated in the 1970s by Jack Rothman, though many other writers, in different countries, have dealt with similar themes in different ways. And Rothman has subsequently amplified his model into nine dimensions.

With some exceptions, CO is mostly dependent, in the long term, on governmental funding, though more so in the UK than in the US. In the present political environment, especially after the election of the new US President in 2016, the environment for CO may become more negative. Consequently, community organizers will need to become more skilled at adapting to changing situations and still find ways of undertaking 'empowerment' work.

Challenges and opportunities: One major theme of social regeneration programmes in both the US and the UK over the last 30 years has been 'partnership working', and its close sibling 'citizen/service user participation'. Consequently, service planners are now, virtually everywhere, required both to involve their consumers (especially in self-advocacy) and to create/support partnerships (for crime prevention, urban renewal, economic development, and others). Additionally, staff working in relation to (inter alia) older people; ethnic minorities; women; climate change; community health; and tenant/housing issues need CO skills. Having said this, such staff are mostly not called, nor do they think of themselves as community organizers – moreover, arguably, they usually do not have the absolutely vital CO skills for their work.

Broad content of seminar: The presenter will introduce a model of community organization which relates to the tripartite model described above (community development, social action and social planning). However, this model will be overlain with a 'specialist' community organisation model, related to specialist areas of intervention, such as those indicated above. The differences and similarities between the two kinds of model will be explored via group discussion, and the presenter will pose questions such as: whether these forms of intervention can still be called 'community organization'; whether, in the current climate they offer a way forward for 'social justice' workers; and whether education/training programmes for staff operating in such specialist fields need CO training.

The presenter's new book (5th edition), entitled COMMUNITY DEVELOPMENT, SOCIAL ACTION AND SOCIAL PLANNING will be launched at this seminar, and copies will be available at a significantly reduced price. It covers:

- Theories of community work/organization, drawing on North American and European sources
- Evaluation
- Personal/professional development, and survival
- Setting up, working with and withdrawing from community organizations
- Community action (including half a chapter on 'broad based organizing', post Alinsky)
- Social planning approaches, including project development
- Managing staff
- Facilitating partnerships
- Specialist community work, with for example, disabled people, ethnic minorities or in relation to health or economic development
- Community work in difficult situations (for instance, violence between communities of different religious persuasions)
- The contribution of community work to the physical regeneration of neighborhoods.

Vaneekhaute, Lieselotte

Tom Vanwing, Pieter Meurs, Wolfgang Jacquet

Community Resilience of the Paramaca Maroon community in Suriname: The Role of Traditional Stories for the Tribe's Social Memory

Abstract: Introduction: Since the nineteenth century, Paramaca Maroons have been living in the East of Suriname (Lenoir, 1973). Suriname Maroons are Africans, who were shipped over during the seventeenth century to Suriname to work as slaves on plantations. However, they escaped from slavery and after their loway (running away from plantations), they settled themselves in the jungle and built up, independently from the nation state, vital and vibrant tribes (Scholtens, 1994). In contrast with five other Suriname Maroon-tribes, little to no literature has been written about the Paramaca Maroon-tribe. Due to this scarcity, we collected traditional stories of the loway and the settlement of the Paramaca Maroon-tribe in the Suriname jungle.

This study is conducted in the framework of a participatory research on community resilience in the context of a large-scale gold mining operation. Newmont Overseas Exploration Limited (Newmont) is for 75% owner of a large-scale 'open-pit' mine in the vicinity of the dwelling places of the Paramaca Maroon-tribe (ERM, 2013).

In this article, emphasis will be placed on the importance of traditional stories to the social memory of a local tribal community and on how a community's social memory helps shape resilience pathways 'on the ground'.

Theoretical Framework: Community resilience refers to the ability of a community to withstand exogenous disruptions as a result of environmental, social and economic change (Berkes & Ross, 2013). Generally, the theory on community resilience states that a community needs three components to be resilient: (1) community resources, (2) community capacity and (3) community action (Magis, 2010). In addition, Folke (2006) and Wilson (2015) highlight the importance of social memory in building community resilience. The concept of social memory refers to community interpretations of information and reflections of previous experiences (Wilson, 2015). Similar to Wilson (2015) Goodman et al. (1998) argues that communities who have access to, or knowledge of, historical information have a greater capacity to effect change than communities who have not. In other words, communities with a strong social memory are more able to respond to changes in a resilient way. We suggest that local traditional stories, which are orally transmitted over generations, contain valuable traditional knowledge, values and worldviews and, are consequently inseparable from their collective memory.

Research Method: During our data collection phase in October 2016, we decided in dialogue with a key figure of the Paramaca Maroon-tribe to collect stories of three matriclans about the loway and the settlement of the tribe in the Suriname jungle. During the conversation, the key figure expressed a concern; he was concerned that in some time traditional stories of the tribe would disappear. Therefore, he argued that it was important to – for the first time – write these stories down. We conducted five in-depth interviews with knowledgeable members of three matriclans of the Paramaca Maroon-tribe. Several interviews were conducted in the tribal language by a local interpreter familiar with the local context.

Results: Due to limited space, we cannot elaborate on the detailed content of the traditional stories. However, in general, we acquired insights into the stories about the loway and the settlement of the tribe; how the various matriclans showed resiliency towards the colonists, other Maroon-tribes and the natural environment. Furthermore, we acquired insights into the Paramaca Maroon-tribe as a social, cultural and political system. Important for this study are the insights into their social structure, power relations between the different matriclans, power relations between the Paramaca Maroon-tribe and other Suriname Maroon-tribes, which are today still existing and, influences their resilience. Furthermore, we gained some insights into their worldviews; how they look back on slavery and, the colonial days. Finally, we acquired some insights into their values, beliefs and ideals.

Conclusions/Implications & Recommendations for practice: The conclusion of this study is twofold. At the one hand, we acquired information about how the Paramaca Maroon-tribe kept strong in the past in the face of adversity (e.g. slavery, loway); in other words how they showed resiliency in the past. Furthermore, the traditional stories contain much information about their tribe as a social, political and cultural system, which is valuable for us to understand better how the community's structures enable or restrict their resiliency.

However, at the other hand, we can only make suggestions about the importance of traditional stories in shaping community resilience. Consequently, further research is recommended; at the one hand historical research on the Paramaca Maroon-tribe, at the other hand, empirical research on the importance of a community's social memory (e.g. traditional stories) for shaping community resilience.

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Walk, Michelle

Dru Montri

Growing Farmers Markets in Michigan through Partnerships

When talking about placemaking and sense of place within communities, farmers markets are often held up as an example of a social gathering place that builds community. Michigan has more than doubled the number of farmers markets since 2006, resulting in well over 300 farmers markets in 2016, and one of the highest farmers market SNAP utilization rates in the country. Several partners in Michigan have worked together to promote each others programs, develop new programs and provide the support necessary for new markets to emerge and for new and existing markets to grow and thrive. Two of the primary partners have been the Michigan Farmers Market Association (MIFMA) and Michigan State University Extension (MSUE). Other partners include Fair Food Network, Michigan Agritourism Association, Michigan Department of Agriculture and Rural Development, and a variety of other statewide, regional and local organizations, without whose support the growth we've seen may not have been possible or at least not as easy.

These partnerships have resulted in a variety of trainings for vendors and market managers as well as programs for shoppers that are now being expanded and replicated in other states. MIFMA's Market Manager Certification program provides leadership skills and professional development in topics essential to market management. In 2017 this program will also be presented in Illinois and Indiana. MSUE Educators assist with the planning and facilitating of this program. MSUE Educators provide a variety of workshops to vendors prior to and during market season on topics including cottage food law, food safety, and marketing. In addition MSUE Nutrition Educators provide a variety of programs at markets to improve shopping experiences for those new to the market and those utilizing EBT (food stamps) and other incentive programs. MSUE educators also provide resources for the public and vendors on utilization and storage of products that can be purchased at the market. Lastly, in recent years representatives of the different partners have been invited to present at statewide meetings of the Michigan Municipal League and the Michigan Townships Association to discuss the benefits of farmers markets to a community, share results of these programs and help answer questions as to why municipalities should support the development and operation of farmers markets in their communities.

The growth of farmers markets in Michigan have provided business opportunities for vendors, access to fresh, healthy food for low-income residents, and an economic boost to many of the communities that host a farmers market. This presentation will share information about the partnerships and programs that are supporting the growth and success of farmers markets in Michigan as well as results of the pilot farmers market economic impact analysis conducted at 7 markets in 2016.

Walzer, Norman

Andy Blanke

Attracting Millennials to Micropolitan Areas

Rural areas especially in the Midwest, are undergoing a transformation involving long-term changes including population declines and stagnant economies. Continued employment cutbacks with mechanization of agriculture and loss of manufacturing employment due to competition from automation and off-shore competition do not paint an especially bright future for development. Compounding these issues is the growing share of rural residents in the 65 year and older population cohorts. Continued aging of the population threatens the future workforce numbers in these areas making them less competitive in attracting businesses with quality jobs. Employment growth may be in lower paying service industries involved with care for a growing number of elderly residents. The rural areas that will prosper need a vibrant younger and well-educated population that revitalizes local schools and other institutions needed for long term prosperity in rural areas.

Concern about these adverse trends has stimulated considerable research on migration patterns of young adults and the Millennial Generation not only in the U.S. but in other countries along two main research lines. The first involves the draw of large urban centers for the Millennial Generation and their preferences for central cities compared with suburbs. One implication is that nonmetro areas will be net losers further limiting their development potential.

A second line of research involves identifying attractions of nonmetro areas to young adults, especially those past traditional college age and launching their careers. Winchester (2015) reported a rural rebound "Brain Gain" between 2000 and 2010 in counties with recreational facilities among other characteristics. Less than expected growth in cohorts between 20 years and 35 years and higher growth in other cohorts are reported. More research on this topic is needed given the need for rural areas to rebuild their work forces with younger residents.

The current research uses a multivariate analysis to identify characteristics and policies associated with in-migration or outmigration of the 25 to 44-year population cohort in 850 micropolitan Midwestern counties. The dependent variable is percentage change by age cohort with independent variables including a variety to traits thought to be attractive to young adults. Counties with net in-migration are examined separately from those experiencing outmigration.

Amenities, quality of housing, employment opportunities, educational levels, and small businesses are positively associated with in-migration while slow employment growth, poor amenities, few small businesses, and lower wages are associated with outmigration. These findings can help policymakers identify incentives to lure Millennials to rural areas. States such as Kansas, Minnesota, South Dakota, and Wisconsin, already have programs underway.

The analysis closes with a more detailed examination of programs designed to lure young adults and which seem to be working. Participants in this session will better understand what micropolitan counties can do to attract Millennial age groups from both a research perspective as well as policies successful in the past.

Welborn, Rachel

Paul Lachapelle, Leslie King

Uniting Extension to Foster Community Unity

Introduction: The need for civil dialogue in communities around complex, highly emotional issues is evident given recent tragedies. Through a charge from the Extension Committee on Organization and Policy (ECOP), a Rapid Response Team led a charge to identify and help organize Extension resources in a meaningful way in order to build capacity to respond effectively. Next steps to effectively responding to the findings will be discussed.

Background Information: In recent months, the nation has experienced many tragedies resulting from complex roots of racial tension, equity, diversity, with multifaceted socio-economic and historical foundations. Reconciliation in the midst of so much hurt and frustration is a daunting task requiring resources and partners to connect and work together in new ways. But what is the value Extension can bring to the community healing process? What unique skills does the Land-Grant System possess that can restore or establish a quality of life shared by all community members? And how do we, as a system, prepare to employ our best resources, taking our place in the circle of partners needed to bring about a new environment, one that embraces peaceful discourse, honors and values all residents, and seeks to find solutions to community challenges that promote the welfare of all?

In response to a charge from the Extension Committee on Organization and Policy (ECOP), the governing group for the national Cooperative Extension System, a Rapid Response Team on Civil Discourse was established to pursue answers to these questions through a thorough exploration of existing resources, development of a competency framework for Extension staff, and generation of a strategic plan for future work. While the story and its related work are far from over, new insights are emerging as the Land Grant System prepares to join hands alongside other community members throughout the nation to promote peace.

Program Design & Description: In September 2016, ECOP charged a small team with key steps needed in order to evaluate Extension's current capacity to contribute to civil discourse, and to make recommendations on future steps to strengthen its work in this arena. The following outlines the specific tasks given to the team:

- Make a public invitation to additional Extension staff and others who may want to be involved in the RRT (consider the ECOP Monday Minute as well as national Extension professional associations as a communication mediums); Identify other groups/organizations that might be worthy partners.
- Organize and add to the Civil Discourse information and resources already collected.
- Identify existing competency frameworks.
- Work with eXtension and provide a nationally accessible website and populate it with information (curricula, programs, models, examples, expertise, etc.) related to Civil Discourse.
- Organize and conduct a national webinar for Extension Directors and Administrators and other personnel that summarizes the need for Civil Discourse, provides an overview of resources available, and demonstrates a few examples of successful programming.
- Identify other needed strategies – for example, if a funding opportunity arises for a longer-term effort, provide a recommendation of next steps or recommendations for training at a future Urban or other conferences.

Engaging in the use of new technologies to help facilitate engagement, the core team undertook the six month challenge.

Results: Through the engagement of Extension professionals nationwide as well as key partners, a web-based resource site is now constructed, competencies are identified, and a path to professional development opportunities is paved.

Conclusions/Implications & Recommendations for Practice: Extension has a tremendous opportunity to join hands in promoting civil dialogue around tough issues in communities. Embedded and trusted, Extension's standing in communities may, in fact, be a perfect position from which to work effectively with partners. Participants in this session are invited to explore the tools developed and engage in dialogue on how to advance Extension's role in promoting civil dialogue throughout the nation.

Learning Objectives – By participating in this session, participants will:

- Understand the basic framework of the charge to the national Rapid Response Team on Civil Discourse

- Examine resources currently available to Land-Grant professionals
- Explore and provide input on next steps recommendations

Whitacre, Brian

Sharon Strover, Colin Rhinesmith

Rural Library Hotspot Lending Programs: Addressing the Challenges of Connectivity for Rural Communities

Introduction: A recent effort gaining momentum across the country is 'hotspot lending' programs in libraries. These programs allow library constituents to check out a wireless hotspot device, essentially providing free home (or road) Internet access for the length of the loan period. The hotspots use a local cellular network and can connect multiple devices simultaneously (tablets, phones, laptops). The largest such program was in New York, where the public library system provided 10,000 devices to people without home broadband service in 2015-2016. They are becoming increasingly popular in metropolitan areas such as Portland, Kansas City, Chicago and Tulsa; however, there are opportunities for community impact in rural locations as well.

Rural library hotspot lending programs are still in their infancy. As such, the knowledge base about what works (and what doesn't) – and about what such a program might mean for the local community – is still under development. This research describes the work of a recent project assessing 24 rural libraries with hotspot lending programs, with a focus on how Internet use changes among participating patrons and what broader community outcomes occurred as a result of improved connectivity.

Literature Review / Theoretical Framework: Libraries in rural areas are uniquely positioned to impact the digital environment of the communities they serve. Rural areas still lag behind in terms of access to broadband infrastructure (Whitacre et al, 2015; Strover, 2014), and libraries have become central institutions for serving communities that either lack Internet access altogether or lack *affordable* Internet access (Whitacre and Rhinesmith, 2015). A recent study reports that 43.4% of all U.S. libraries are rural and small (Swan et al., 2013), suggesting that there are many opportunities for starting this type of hotspot lending program, particularly since most of them provide computers, Internet access, and often wi-fi access. A research base must be built for identifying what works and what the expected benefits might be.

Research Methods: As part of a current Institute of Museum and Library Services (IMLS) grant focused on exploring rural library hotspot lending programs that took place in Kansas and Maine, a team of researchers conducted site visits to 24 rural libraries (18 in Kansas, 6 in Maine) that were selected to partner with the New York Public Library during its implementation of the hotspot program. Kansas libraries loaned out devices during 2015 when they were paid for by an external grant; a subset chose to continue their programs during 2016 after the grant ended and they were required to pay for monthly data costs themselves. The Maine libraries loaned for a period of two years.

The primary goals of this research are to (1) gather information about how to successfully operate a library hotspot program in a rural area, including issues about cost, working with Internet providers, helping users with the devices, etc. and (2) address how such a program might impact economic and community development opportunities in their service areas. The site visits to each location included conversations with library personnel and local community stakeholders (elected officials, school or business representatives, Internet providers). Focus groups with actual users of the devices were also held in 8-10 locations.

Results: The results of our research have been compiled into a booklet on "Starting a Mobile Hotspot Lending Program" that can be distributed to interested libraries. The booklet contains information on what exactly a hotspot is, questions to consider when starting a program, the importance of data limitations and speeds offered by the provider, ideas for community outreach efforts that promote the program, and costs / ideas for funding.

We also have qualitative and quantitative results from our interviews and focus groups that will be summarized to offer insight into how the devices were actually used and the potential community-level economic and civic impacts.

Conclusions / Implications & Recommendations for practice: This research will interest extension professionals who encounter problems with broadband access or affordability in the rural locations they serve. These problems are real in every state (Whitacre et al., 2013), and implementing a library hotspot lending program is an innovative and potentially cost-effective approach to remediating the issue. Local libraries are a relatively untapped resource for most community development professionals. Approaching them with a useful programmatic idea – based on research-based findings from prior efforts – would be a good way to start a conversation.

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White, Shannon

Ariah Graham, Jamie Yunker, Patricia Dyk.

Student Engagement at the National Level

Introduction: As the Community Development field grows at an exponential rate, the values are more then ever, affixed around participation and growth. The need for an array of graduates with differentiating knowledge bases in crucial to that growth and development. Graduate level programs allow students to explore the realms of youth, food sustainability and inequalities, tourism, agriculture, rural development, farming, or a number of different possibilities. However, with all these varying interests, what direction does the field of community development go in from the perspective of graduate students, using a lens that may have an Extension focus?

Purpose & Methodology: The purpose of this round table discussion is to address the following questions from the graduate student's perspective and to build a framework for a graduate student position on both the CDS and NACCDP Board of Directors. Questions with be asked and responses analyzed using the Situated Learning Theory; the understanding of how individuals gain professional skills, encompassing research, and how those skills lead to membership in a community of practice (Lave & Wenger, 1990):

1. What are the various definitions of community?
2. How do you define the field of Community Development?
3. What skills do you possess and how do you plan to put them into practice?
4. What do you believe are the fundamentals of Community Development for a graduate student?

Discussion: With the growing number of higher education programs across the United States, the professional reach of those in the programs grows as well. In order to determine the role and responsibilities of the student-elect position, there first must be an understanding of the role professional organizations in the development of graduate students needs to be determined and addressed. Organizing platforms for graduate students to share their research, network, and gain insight from their peers, could be a responsibility of the student-elect position, along with voicing the ideas and concerns of students to the board. For example, currently on the CDS website, under the Professional Development tab, the options listed are CDS Journal, Vanguard, Journal Submissions, CDS Practice, Case Studies, and Books "Community Development Society, 2013). Ideally, there would be a tab dedicated to the development of resources for graduate students, and even perspective undergraduate students. However, in order to properly address what information should be available, the ways in which we further engage graduate students needs to be understood.

Conclusion and Implications: Work that engages student is built around four goals: success, curiosity, originality, and satisfying relationships (Strong, Silver, and Robinson, 1995). As the Community Development Society, the ability to foster all four goals for students starts with understanding their needs and figuring out how as a professional organization we can aid in their development. Success can come the opportunity to share research with peers, curiosity can stem from the stimulation of learning new things, originality, from innovation through collaboration, and the need to satisfy relationships comes from building networks through engagement. The implications of this meeting, and meetings alike, could see the future engagement of graduate students, and potentially undergraduate students, from the Community Development field increase.

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Whitmer, Walt

Paloma Frumento, Ted Alter, and Bill Shuffstall

Community Engagement and Community-Led Action in Australian Natural Resource Management: Lessons Learned From an International Partnership

Introduction: Beginning in 2012, Penn State University entered into a multi-year partnership with the University of New England (UNE) in Australia to develop a multi-faceted research, training, and community engagement project to foster increased capacity for collective action around invasive species management. The project was funded through the Australian Invasive Animals Cooperative Research Centre (IA CRC) – a multi-year government, industry, and academic partnership.

Background: The IA CRC addresses invasive species including rabbits, wild dogs and foxes, feral pigs, carp, and others. The combined costs of these species with respect to agricultural productivity, environmental impact, and public health cannot be understated. There is a growing recognition that technical approaches alone are insufficient for managing these species, and that innovative and sustainable strategies can only be generated through collaboration – between academic disciplines, technical experts and with people and communities dealing with the issue on the ground. The project adopted a trans-disciplinary, action-research based approach to examining the human and institutional dimensions of invasive animal management. While there were four main components to the overall program (collective action, communications and behavior change, institutional analysis, and an integration program), the focus of this presentation is on the collective action component.

Program Design and Description: The primary objective of the 'collective action' program was to create an effective system to support ongoing community-led invasive animal control at a landscape scale, spanning private and public tenures that would be sustainable beyond the life of the IA CRC. Two critical dimensions of this system were: (1) building and supporting a cohort of community engagement practitioners, broadly defined as professionals who interface with communities to address invasive species and other natural resource management issues as part of their work with government, industry, or other organizations; and (2) developing an online 'toolbox' and set of online learning modules which practitioners and community members can draw upon.

Building and supporting a cohort of engagement practitioners was achieved in part through two 'masterclasses'. The first, a three-week long intensive short course held at Penn State University in 2013, brought together 15 practitioners from across Australia. Grounded in Socratic dialogue, the structure of the course challenged participants to collectively reflect on their approaches to engagement and to co-create new knowledge and paths forward. The result was a paradigm shift in thinking and practice, not only for participants, but also within the organizations they represented. Members of this cohort then helped to convene a week-long masterclass for over 30 practitioners held at the Muresk Institute, in Western Australia, in 2016.

The other important aspect of this project, the Muresk masterclass, and subsequent trainings has been the development of an online Engagement Toolbox and an interactive, three-module, 20-hour online course designed to provide practitioners with easily accessible tools and information related to community engagement concepts, principles, and considerations. Topics areas include building trust, facilitation tools, strategy development, goal identification, measurement and evaluation and many others. The Toolkit provided an on-demand set of tools and readings to more than 400 practitioners. The online course allowed us the opportunity to design the Muresk masterclasses and others workshops around a 'flipped classroom' model where face-to-face time could be dedicated almost exclusively to the exploration and discussion of key concepts as they relate to participants' work, experiences, values, and community contexts.

Results and Lessons Learned: While it is beyond the scope of this presentation to address the broad range of qualitative and quantitative data and impacts generated throughout this project, several key lessons highlight the benefits and challenges of such a comprehensive project. We will explore, as outlined above, two critical dimensions of the project (1) lessons learned regarding the importance and methods of supporting a cohort of community engagement practitioners; and (2) insights into the effectiveness, development, use, and modifications to the online 'toolbox' and online learning modules. In addition to providing a brief summary of insights related to each of these, we will engage participants in exploring the relevance and importance of these issues in their work.

Conclusions and Recommendations: Fostering community-led action requires evidence-based strategies for community engagement and the effective facilitation of community process. Community members, practitioners, researchers, and policy-makers all have a vital stake and role in ensuring that community-led, context-specific processes are at the heart of efforts to catalyze collective decision-making and action. The lessons learned and strategies developed during this important partnership project offer a unique look at several of these key considerations.

Wilcox Jr, Michael

Kara Salazar, Melinda Appold, Lisa Graves, Jayoung Koo, Melissa Maulding, Donna Vandergraff, Daniel Walker and Steve Yoder

Enhancing the Value of Public

Purdue Extension's Enhancing the Value of Public Spaces program introduced a unique curriculum that intensively utilizes the community capitals framework and the appreciative inquiry process to create a comprehensive action plan leading to higher quality public spaces that improve a community's quality of place. Since its initial deployment in 2014, the *Enhancing* program has been conducted across Indiana in five pilot communities and fully executed in ten communities. The program can be broadly applied. Plans have addressed pocket park implementation, educational facility enhancement, Main Street planning and development, comprehensive planning, web site design, parks and recreation master planning, and other focuses. The variety in applications is a testament to the inherent agile nature of the curriculum design. However, two key components were missing from the curriculum. First, a community design element was intentionally left out of the curriculum as it was beyond the scope of the initial effort. Second, while the interaction between public spaces and health was highlighted through the inclusion of human capital in the curriculum, a growing body of research has identified a link between the built/natural environment and outcomes in mental, physical and environmental health.

The new *Enhancing the Value of Public Spaces: Health, Wellness and Envisioning the Built Environment* program builds on the existing Purdue Extension Community Development Signature Program to expand education and implementation efforts linking public spaces with environmental and health and wellness benefits. The new curriculum modules include applications of community design coupled with information, case studies, and strategies to enhance health and wellness through public spaces improvements and community-based programs.

Program Design & Description: An integrated team consisting primarily of Extension professionals from Health and Human Sciences, Community Development and Agriculture and Natural Resources identified a sustainable way to enhance the quality of life in Indiana using a science-driven, participatory approach. The Indiana-based curriculum is designed for use by decision makers and local leaders with oversight and management of community public spaces (e.g., parks boards, plan commission members, nonprofit organizations, elected officials). The program combines data collection and analysis with inclusive, facilitated public deliberation to guide the design of a high-quality action plan that can result in sustainable and impactful improvements for public spaces. The *Enhancing* program consists of:

- 1) Indiana-based curriculum with data resources, worksheets and outlines to complete a high quality public spaces action plan;
- 2) A five-hour community workshop to bring together key stakeholders and decision makers to provide input into crafting the high quality action plan using the hybrid Community Capitals (CC) / Policy, Systems, and Environment (PSE) frameworks coupled with the Appreciative Inquiry process. Collaborative activities are employed to allow participants to explore best practices for improving public spaces with emphasis on forming partnerships to achieve community goals;
- 3) Working group meetings consisting of a group of 8-16 people, typically identified during the workshop, structured to craft public spaces goals with the Purdue facilitators.

Implementation of the new *Enhancing* program has leveraged the hiring of numerous Community Wellness Coordinators by the Purdue Extension Nutrition Education Program (NEP). This NEP program provides limited resource communities and schools with the resources to assess the health status of their community organizations and environments. The staff work with communities to interpret community statistics and needs assessment data and build strategic plans to move community and school environments in a positive direction toward obesity prevention. The implementation projects focus on environmental approaches to evaluate the community policies, systems and environments. In addition to the NEP staff working across the state, *Enhancing* also capitalizes on Extension Educators who are actively involved with local health coalitions in their communities, through the work of the Community Health Coalition Capacity Building Team. Extension Educators and Community Wellness Coordinators are now working with local community health coalitions to deliver the *Enhancing* curriculum to meet the goals and action plans of their coalitions related to public spaces and health.

Recommendations for practice: The new *Enhancing* program engages participants in analyzing current community assets and identifying strategies to guide PSE changes relevant to promoting healthy communities through high value public spaces. Key to the success of the program has been the internal partnering across Extension program areas facilitated by the successful dovetailing of frameworks that undergird each: CC and PSE. This presentation seeks to inform practitioners about the program content and processes employed to successfully deliver the *Enhancing* program. We also explore how the CC and PSE frameworks can effectively complement and support cross-program area collaboration as well as strengthen community-level implementation and evaluation.

Williams, Duane

Hannah Swanbom

Community Leadership—What's HOPE got to do with it?

As communities pursue their development activities, a compelling question frequently emerges: What are key elements which seem to foster success and sustainability? While every community is unique and conditions change over time, research has identified some common factors for success. Several important characteristics are identified in the seminal works, *Community Building: What Makes It Work* (Mattessich and Monsey, 1997) and *Clues to Rural Community Survival* (Luther and Wall, 1987). Both of these studies agree that community leadership is an important ingredient for community development success. In Wyoming, recent reports such as *Tour 23: Reach Out, Listen and Report Back* (Shilling, 2015) by the Wyoming Business Alliance and *Celebrating Fifteen Years of Community Assessments* (Porter, 2015) by the Wyoming Rural Development Council, also note the importance of leadership. Looking specifically at community economic development, leadership and civic development are considered the foundation of the "Economic Development Building Blocks" according to the Wyoming Economic Development Association.

The importance of community leadership is also clearly reflected in the work of Wyoming's local, county and state leadership development programs. For more than 15 years, Leadership Wyoming, the state's premier business leadership development program, has emphasized public service (trusteeship) and local civic involvement with its more than 600 graduates. EVOLVE, the University of Wyoming Extension's county leadership development program works with local residents to build an educational experience to enhance their community's leadership capacity. Numerous chamber leadership programs also aspire to grow and enhance their emerging and existing community leaders. All of these programs strive to help participants acquire and enhance the traits followers seek in their leaders.

Recent survey and analysis by the Gallup Organization, as reported in *Strengths Based Leadership* (Rath and Conchie, 2008), identified four key needs that followers want from their leaders. Hope is one of those key needs. The research and writing of Shane Lopez, a Gallup Senior Scientist, describes the psychology of hope and provides a strategy for *Making Hope Happen* (Lopez, 2013). Community leadership which fosters hope can help develop and enhance the human and social capital critical for community development success. Such capacity can accomplish amazing feats, such as the call of the conference theme of "Moving Mountains Together."

This educational program will provide an interactive learning experience designed to explain and foster the trait of HOPE for community leadership. Utilizing the work of Lopez, the program will examine the relationship of leadership and hope. Participants will have an opportunity to complete a self-assessment of their current level of hope. The course will explore the message of hope and why hope matters. It will show a strategy for building hope. Another self-assessment will allow participants to evaluate their traits for implementing this strategy. They will also have an opportunity to practice this strategy as they implement the steps for pursuing an individual goal. With this knowledge participants will discuss how to use this HOPE strategy to strengthen leadership and further community development activities. Lastly, the participants will review how the elements of building hope relate to the clues for community success and sustainability. The scope and learning objectives of the course will be modified to match the time available for the training.

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Wolff, Claire

Neighborhood College Leadership Program: Using an Asset Based Community Development Framework to Empower Community Leaders through Training and Micro Grants

In order to create strong communities, citizens must have a respected voice in decision-making and avenues to meaningfully participate in improving their neighborhoods. The University of Missouri Extension and local place-based social service agency Grace Hill Settlement House partnered to develop the Neighborhood College Leadership Program (NCLP) in 2015 to empower residents of North St. Louis to become informed change-agents in their neighborhoods. NCLP

provides residents with training on community organizing and local government process, convenes residents from a common region to strengthen the social fabric of the community, and offers resources for action through a micro-grants for graduates who have ideas for projects in their neighborhood.

Background Information: North St. Louis has experienced decades of devastating depopulation and disinvestment. The population in the zip code where Grace Hill Settlement House is located has declined dramatically. From 2006 to 2010 alone, the population of 63107 dropped by 20.7%. This zip code also holds one of the highest poverty rates in the city with 40% of its residents living below poverty line and the median income hovering around \$23,000. Only 58% of the residents in this zip code have obtained their High School diploma or GED (Walker, 2012). However, the neighborhood boasts some of the most dedicated and passionate residents in the region and strong organizational assets devoted to improving the quality of life for residents in the area.

Program Design & Description: The University of Missouri Extension designed Neighborhood College Leadership Program curriculum using evidence-based research from universities and institutions around the country. Cohorts of approximately 15-20 residents from the zip code 63107 attend 6 classes per session (Introduction to Leadership, Building Your Block, Tools for Your Toolkit, STL 101, Community Organizing, Impact Workshop) and sessions are held 4 times a year. The program is free to participants and also provides dinner, bus passes, and free childcare.

Post-graduation, residents have the opportunity to apply for a micro grant of \$250 to \$400 that can be used for a project in their neighborhood.

Results: Since the inaugural cohort in July 2015, NLCP has graduated over 150 residents and expanded to a second zip code: 63111. NLCP has awarded 16 micro grants to date, directly to residents, for projects including National Night Out community-building events, neighborhood clean ups, a little free library, a youth baseball team, murals on cement planter/road blocks, a picnic table in a community garden and a mentorship group for teen girls.

Other program success indicators show residents taking on more political and institutional leadership. Examples from the past year include:

- A resident elected to be her ward committeewoman
- A resident currently running for alderwoman
- A resident founded a neighborhood association
- A resident appointed to a resident steering committee for the National Geospatial Agency relocation project
- Conclusions/Implications & Recommendations for Practice: The MU Extension/Grace Hill Settlement House partnership developed a model that successfully inspires individual leadership and community action. The unique component of micro grants produced an additional motivator for action but also a deepened mutual respect and trust between organizations, institutions and residents.

To date, micro-grants have exclusively been used for programmatic actions but could be expanded to include policy-related initiatives (bus tickets to travel to the capitol for an advocacy day, a scholarship to attend a workshop about running for office, etc.). More evaluation and time will be needed to see what long-term effects the NLCP has on measurably improving quality of life outcomes for all residents in the zip code.

References:

Walker, P. R. (2012, October 1). City of St. Louis Community Health Assessment. Retrieved November 11, 2016, from <https://www.stlouis-mo.gov/government/departments/health/documents/upload/City-of-St-Louis-Community-Health-Assessment-2012-3-2.pdf>

Zurcher, Micky

Gary Goreham

Nature vs. Technology: Which is more appealing to youth ages 11-14?

Youth extension educators seek resources and opportunities to increase youth community capacity by establishing hands-on programs. Recent studies show playtime for youth has shifted from playing outdoors to being connected to a screen-based device. Today's society has created a culture consumed with computers, the Internet, Twitter, Instagram and many other social media "apps" and video games. Research and discussion with area teachers has shown class field trips to be nearly obsolete. One way to combat the decrease in field trips is to provide an opportunity for youth to explore and engage in their natural resources through the office of the cooperative extension service. Focusing on social, human, and natural capital, a new extension program was designed to deepen youth playtime capacity with the outdoors.

This presentation details a new program, created in 2014, that coincides with the state's Teacher Convention. The program advertised as an outdoor skills day, collaborates with the local National Wildlife Refuge. The area youth extension office, National Wildlife Refuge staff, and the county employee expert on Global Positioning System (GPS) and mapping, partner to create this once a year experience for youth ages 11-14. Through a series of activities planned and designed to create an experience outside, youth register through the county extension office.

Immediately upon arrival at the site location, youth are greeted by Refuge staff and given a history presentation on the National Wildlife Refuge system. Working closely with the Family and Consumer Science Extension agent, youth are shown food safety and knife safety skills before creating their hobo lunch. Snacks are provided as the group tours the Refuge Dam, exploring some of the areas built capital. Building on social and human capital, the youth are put into teams of two. The following activity, described as one of the favorites among participants, is the GPS Hike. Youth create a friendly competitive game as they hike while looking for hidden treasures. Hobo lunch is then served down by the river followed by an afternoon of fishing, survival activities, and what to do once you catch a fish. Evaluations from the 2014 and 2015 outings were favorable and successful. Youth exploration of their natural capital was trumped by their connection to electronic devices.

This session will discuss how youth programming and youth engagement is important to community. Discussing the long and short term community benefits will allow for participants to interact, provide feedback and recommendations.