

**University of Minnesota Extension Service**

2001-2004 Federal (AREERA) Plan of Work

March 8, 2001

St. Paul, Minnesota 55108

**GOAL 1. *An agricultural system that is highly competitive in the global economy.***

**Program 1. Farming For Tomorrow**

**Statement of issue:** Production agriculture plays a major role in the Minnesota economy. However, the “farmer of tomorrow” will operate very differently than the producer of the past and the present. The University of Minnesota has a strong research base in production agriculture and a commitment to production agricultural research that provides unmatched superiority for programming efforts.

Production agriculture programs are on-going throughout the state of Minnesota. However, these programs need to have a more systems approach that accounts for the current technology, financial, and social scenario in which producers find themselves. The new programs need to transform existing efforts into comprehensive programs that systematically address all of the needs of the producers. Although some development will be needed to keep our staff current on all of the complex issues that are involved in farming for tomorrow, the majority of the programming will be directly to producers.

**Geographic area to be served:** Agricultural production programs are requested in every region of Minnesota; however, specific programs will be tailored to needs in different regions.

**Performance goal:** The major objective of these producer programs will be to educate and influence producers to make decisions that will position their farm enterprises better economically and environmentally situated.

**Key program components:** Accomplishing this major objective will require more direct and interactive involvement with producers. Financial management topics will need to be addressed with real data. Production practices that include precision input management and possible use of biotechnology must be addressed and discussed with a strong research basis. Environmental issues that directly and indirectly affect producers and their relationship with public policy and regulations must also be included. One specific type of programming cannot supply all the information necessary for this effort, thus the use of several mediums for delivering information will be necessary.

- **Business Management and Marketing**

Expand:

FINPACK, Risk Management Library, Marketeer software, and other related products.

Farm business management association annual reports and related presentations and publications.

Farm machinery economic cost estimates and custom rate surveys.

Farmland sales transaction summaries and rental rate surveys.

Farm personnel management short course and farm labor law publication.

Continue:

Master Marketer Program and Outlook and marketing skills presentations.  
Facilitate evaluation of value-added business alternatives.

Develop:

Multi-day strategic planning workshops for farmers.

Web-based strategic management information for farm businesses.

- **Production Systems**

Expand:

Basic management of production system components, including economics, genetics, pests, nutrients, water, equipment, and labor.

New technologies, including general information on new technologies and evaluation of economic, environmental, and social impacts of adoption.

Alternative production systems, including new crops, new animal species, and new production methods.

Value-added processing and marketing.

Energy conservation and energy sources for agriculture.

Special programming to help beginning farmers (especially youth, but also less traditional new farmers such as adults making career changes, women, minorities, and new immigrants).

Basic production systems education for non-farm consumers.

- **Science and Technology**

Expand:

Area meetings to provide forums for discussion of science and technology.

Regional meetings for agricultural producers on new technologies to enhance their production and/or efficiencies.

Targeted programming for youth on the role of science in agricultural production and food systems.

General public awareness of technologies to help the public assess the benefits and risks of current science.

**Internal (within UM) and external (outside UM) linkages:** Programs in this effort will require the linkage of several internal and external groups. Numerous departments from several colleges will provide the required effort. External partners will include commodity groups, environment-related state and federal agencies, and private industries.

**Target audiences:** Producers will be the primary target audience with issues such as Pest Management, Precision Farming, Genetics, Production, Nutrient Management, Commodity Marketing, Profitability, Risk Management. Other audiences include agricultural advisors, processors and the public.

## Evaluation framework:

### 1. Inputs:

- a. **Research base:** The research base for this effort will be drawn from the Minnesota Agricultural Experiment Station as well as from experiment stations outside of Minnesota. Additional research will be obtained from academic departments within the College of Agriculture, Food, and Environmental Sciences (COAFES), as well as from academic departments within and outside of the University of Minnesota. Research information that is available from cooperating public and private agencies will also be incorporated.

### b. Financial resources needed and sources:

Internal Extension funding  
COAFES Departmental funding  
Other University funding  
Corporate funding  
User fees

### b. Estimates of time needed for this effort:

Professional campus faculty and staff: About 20 FTEs  
Professional Extension educators: About 40 FTEs  
Support staff: About 10 FTEs

### 2. Outputs:

Publications/media presentations by Extension staff  
Meetings, workshops, educational events, demonstrations by Extension  
Individual consultations by Extension staff  
Publications/media presentations by others (within and outside the  
University)  
Meetings, workshops, educational events, demonstrations by others

### 3. Outcome indicators:

- Extension effort made in terms of time invested by Extension and others to plan, deliver and evaluate programs
- Public interest as determined by attendance at meetings, workshops, events, and demonstrations
- Promotional effort as determined by publications and media presentations made
- Information transfer via consultations by Extension staff, website hits, etc.
- Knowledge gained by end-of-meeting evaluation forms

- Long-term changes in practices as determined by follow-up surveys with those attending meetings, events and workshops
- Causal connections between the program events and participant behaviors as reflected by comments, stories and anecdotes about change in awareness or behaviors that are traceable to this Extension effort

#### **4. Anticipated methods of collecting input, output, outcome information:**

- Survey of staff to determine input time, media efforts, and meetings conducted, participation levels, etc.
- Survey of partners (university departments, commodity groups, agencies, etc.) to determine efforts made
- Logs and organizational data on website hits, consultations, and outcome anecdotes
- Post-meeting evaluation surveys of program participants
- Follow-up surveys approximately 3-6 months following participation

**Expected program duration:** Long-term (5 years)

#### **Program 2. Bountiful Horticulture: Food Crops and Home Gardens**

**Statement of issues:** Consumer demand for horticultural crops has made them one of the fastest growing segments of US agriculture. Nutrition programs have created a greater demand for fruit and vegetable consumption for human health. Horticultural products, which include floral, nursery and vegetable crops, rank among the largest and fastest growing commodity groups in America.

**Geographic area to be served:** This program is in demand in all parts of Minnesota from rural, suburban, and urban citizens. Components of this program are applicable to and shared with several other states.

**Performance goals:** Programming for this topic is geared to food crop producers and home gardeners anywhere in the state. Therefore, basic educational information on all aspects of horticultural production is an objective. Awareness is also important because it relates to some of the philosophical issues related to producing homegrown foods and gardening as a highly popular hobby.

**Key program components:** Programming will be accomplished using a variety of methods. In addition to traditional in-person meetings and use of printed materials, web sites will be relied upon to transfer information and knowledge widely.

A core group of Extension staff around the state form the nucleus of expertise for this large program. They coordinate programming efforts for various regions, as well as recruit and supervise Master Gardeners and other volunteers that are essential to program

delivery. Staff development programs, regional conferences for the multitudes of horticultural professionals, and classroom courses will be key parts of this program.

Although much of this program has been conducted for several years, the breadth of the program has increased because of the rapidly growing numbers of people desiring horticultural information. This program will continue to utilize both train-the-trainer methods and direct delivery of information to end users. Our train-the-trainer programming will focus on Extension staff and Master Gardeners, as well as industry professionals. The most popular audience is the Minnesota gardeners that are interested in flower and vegetable gardening and lawn care and landscaping. A relatively new audience is emerging--youth in the state that are interested in gardening as a learning activity.

Program topics will also address environmental issues, such as nutrient runoff, water use efficiency, and water quality improvement; biodiversity; pest management and reduced pesticide usage; and remediation of contaminated soils. Activities within this program area will include Summer field days to explore research findings with the nursery, landscape, and turf industries; conferences/short course/classes; the Minnesota Turf Growers Conference; Shade Tree Short Course; public horticulture classes and workshops; Yard and Garden Line; Master Gardener Program; alternative food crops; small and hobby farms; specialty horticultural crops, such as herbs, small fruits, vegetables, and cut and dried flowers; web-based classes; and internal listserves for communications and teaching.

**Internal (within UM) and external (outside UM) linkages:** This is a major Extension effort that includes the cooperation of several departments within the College of Agricultural, Food, and Environmental Sciences at the University of Minnesota.

**Target audiences:** This program has at least four distinct audiences:

1. Home gardeners
2. Master Gardeners and other volunteers
3. Horticulture professionals
4. Youth

**Evaluation framework:**

**1. Inputs:**

- a. **Research base:** The research base for this effort will be drawn from the Minnesota Agricultural Experiment Station, as well as from experiment stations outside of Minnesota. Additional research information will be obtained from academic departments within COAFES, as well as from academic departments within and outside of the University of Minnesota. Research that is available from cooperating public and private agencies will also be incorporated.

**b. Financial resources needed and sources:**

Internal Extension funding  
COAFES Departmental funding  
Other University funding  
Corporate funding  
User fees

**c. Estimates of time needed for this effort:**

Professional campus staff: About 10 FTEs  
Professional Extension educators: About 15 FTEs  
Support staff: About 4 FTEs  
Volunteers: About 2,400 Master Gardeners

**2. Outputs:**

Publications/media presentations by Extension staff  
Meetings, workshops, educational events, demonstrations  
Individual consultations by Extension staff  
Publications/media presentations by others (within and outside of the University)  
Meetings, workshops, educational events, demonstrations by others

**3. Outcome indicators:**

- Extension effort made in terms of time invested by Extension and others to plan, deliver and evaluate programs
- Public interest as determined by attendance at meetings, workshops, events, demonstrations
- Promotional effort as determined by publications and media presentations made
- Information transfer via consultations by Extension staff, website hits, etc.
- Knowledge gained by end-of-meeting evaluation forms
- Long-term changes in practices as determined by follow-up surveys with those attending meetings, events and workshops
- Causal connections between the program events and participant behaviors as reflected by comments, stories and anecdotes about change in awareness or behaviors that are traceable to this extension effort

**1. Anticipated methods of collecting input, output, outcome information:**

- Surveys of staff to determine input time, media efforts and meetings conducted, participation levels, etc.
- Logs and organizational data on website hits, consultations, and outcome anecdotes
- Surveys of Master Gardeners to determine efforts made
- Post-meeting evaluation surveys of program participants
- Follow-up surveys approximately 3-6 months following participation

**Expected program duration:** Long-term (5–10 years). Evolution in emphasis as youth programming increases.



**GOAL 2. *A safe and secure food and fiber system.***

**Program:** Food Safety: Producer to Consumer

**Statement of issue:** Biotechnology and food safety is an important issue for all consumers. Food safety starts long before the grocery store—beginning with growing crops and livestock on the farm, proceeding to processing and packaging industries, and ending with items sold in food stores, restaurants, and other venues. Biotechnology and its influence on food safety is integral to every step along the way from the farm to the consumer.

**Geographic area to be served:** This is a program that is very important and has strong demand statewide. In addition, Minnesota is part of a North Central multi-state project on biotechnology education that includes some food safety components.

**Performance goal:** The ultimate goal is for producers and consumers to have knowledge of food safety issues, especially about the issue of biotechnology in relation to food production and processing. The ultimate outcome will be for the general public to be able to make appropriate decisions regarding their food and the policies affecting their food supply.

**Key program components:** This program is in an initial stage of development, so most of the programming will be new. We plan to develop a comprehensive educational program on this issue for the Extension staff that will be conducting local programs, so much of our initial effort will be focused on train-the-trainer activities. Most of our Extension staff currently do not feel comfortable conducting programs on this topic due to lack of in-depth knowledge. We also plan to develop programs that target producers and consumers for delivery in local communities to achieve the awareness objective.

Major staff development programs will be organized and conducted to increase the competencies and comfort level of our staff with the biotechnology and food safety issue. In addition, during 2000-2001, selected staff will initiate local pilot programming to begin creating greater necessary awareness of this issue. Internal and external electronic communication methods will also be used to create public awareness and provide education on this topic.

Programming will be specifically designed for producer and consumer audiences. Food safety sessions and workshops will be developed for delivery to a number of specific audiences throughout Minnesota, i.e., producers and consumers; government agency staff; and the media. Topics that will be covered include HACCP, sanitation, GMP training, Minnesota Food Manager Certification for Retail, 4H/youth general food safety, and product development projects for entrepreneurs. New processing technologies (e.g., irradiation) will be included in GMO workshops for processors and consumers and entrepreneurial workshops. In addition, “one-on-one” consultations will be provided for food processors to help them implement new technologies or new products in their business. There are many food system related programs being conducted throughout the

University and the State of Minnesota. Priority will be given to the following identified needs:

1. Collaboration among the various departments within the University and the external partners who provide food systems programming.
2. An effective communication system that would allow all the partners involved in this issue to be aware/have access to what each is doing to meet the needs of Minnesotans for safe food systems.
3. The ability to react quickly when “hot topics” emerge, i.e., “who” to contact to get information or get a program in place quickly to address the topic or issue.

**Internal (within UM) and external (outside UM) linkages:** This is a major Extension effort that involves the cooperation of several University Of Minnesota colleges and their faculty members. Faculty will continue to work with food processors, as well as explore possibilities for additional program cooperation.

**Target audiences:** There are two primary audiences: (1) Food processors and (2) the general public.

**Evaluation framework:**

**1. Inputs:**

**a. Research base:** The research needed for this initiative derives from technical sources, as well as from the social science literature on persuasion and decision-making. The technical literature helps ground the program on defensible research results in the fields of biotechnology, nutrition, and related disciplines. This technical research is available from Minnesota Agricultural Experiment Station projects and relevant departments at the University of Minnesota. The information is then transferred to target audiences. Social science research helps determine the degree to which the target audiences find the information credible, useful, and suitable for adoption.

**b. Financial resources needed and sources:**

Resources will be primarily internal from Extension and the University of Minnesota. Some resources will be obtained from user fees. External resources will be used with caution so that information is not considered tainted by corporate sponsorship or other special interests.

**c. Estimates of time (hours) needed for this effort:**

Professional campus staff: About 5 FTEs  
Professional Extension educators: About 15 FTEs  
Support staff: About 4 FTEs

## **2. Outputs:**

- Curricula to be presented by specialists to educators to target audiences
- Media campaign plan to coordinate teaching, PSAs, media, and other outreach efforts to create awareness
- Publications
- Open meetings and classes presented by Extension educators for producers, manufacturers, processors and consumers

## **3. Outcome indicators:**

- Extension effort made in terms of time invested by Extension and others to plan, deliver and evaluate programs
- Public interest as determined by attendance at meetings, workshops, events, demonstrations
- Promotional effort as determined by publications and media presentations made
- Information transfer via consultations by Extension staff
- Knowledge gained by end-of-meeting evaluation forms
- Long-term changes in practices as determined by follow-up surveys with those attending meetings, events and workshops
- Causal connections between the program events and participant behaviors as reflected by comments, stories and anecdotes about change in awareness or behaviors that are traceable to this Extension effort

## **4. Anticipated methods of collecting input, output, outcome information:**

- Surveys of staff to determine input time, media efforts, and meetings conducted, participation levels, etc.
- Surveys of specialists and relevant campus staff to determine curriculum content and media efforts.
- Logs and organizational data on website hits, consultations, and outcome anecdotes
- Post-meeting evaluation surveys of program participants
- Follow-up surveys approximately 3-6 months following participation

**Expected program duration:** Long-term (5 years)

**GOAL 4. *An agricultural system that protects natural resources and the environment.***

**Program 1. Economic Opportunity From Natural Resources**

**Statement of issues:**

Productivity

1. An increasingly diverse suburban and urban population with minimal life experience on the land is less aware of the relationship between their often conflicting demands for products from the land, recreational use of the land, and environmental quality. This lack of understanding is causing confusion in investment priorities and policies for renewable resources management, protection and use.
2. The productivity of forestland will continue to be important to Minnesota's economy. Aspen comprises more than 35 % of forest type by acreage and more than 30 % of total growing stock by volume. The demand for pulpwood is expected to outstrip supply sometime during the next 10 years. Shifts in federal policy toward management for more diverse uses of forests and natural resources is reducing the volume of timber available from public lands. This shift will emphasize the need to intensify management on private lands. This intensification will include management of some lands for hybrid poplar.
5. There is increasing curiosity and concern about the use and ramifications of biotechnology in food and fiber production systems. Hybrid poplar is one species where research has been conducted on genetically modified trees for herbicide resistance. Although these seedlings are not currently available for use in agroforestry, how the public and growers will react to them may affect the management of this specie.

Mining

6. A shortage of aggregate rock for concrete construction will result in land use conflicts in suburban areas where the resource is available but not conveniently accessible.

Public Awareness and Impacts of Consumption

7. The increasingly global nature of commerce and competitiveness in agriculture and natural resource management will require re-thinking our markets, our investments, and management of our food and fiber systems. Global realities call for global knowledge and action. Minnesotans must learn to be active, effective citizens of a global economy and society.

Business Profitability

8. Both small and large natural resource based businesses operate in Minnesota. These businesses support local economies in both rural and urban Minnesota.

**Geographic area to be served:** Statewide with potential to partner with Wisconsin

**Performance goals:** Outcomes to be measured:

Primary and secondary processors will

- Improve manufacturing efficiency and value added recovery
- Improve marketing position and strategy
- Improve manufacturing processes and product quality
- Develop and evaluate “niche” product opportunities
- Consider integration of value added product lines
- Increase sales

Entrepreneurs and consultants will

- Learn what is involved in developing a forestry business
- Develop decision skills associated with entrepreneurial activities, including risk assessment and management
- Develop skills to address resource needs, raw materials, labor force, technology, business organization, and marketing

Loggers and forestry contractors will

- Improve labor force utilization and productivity
- Improve safety and insurance
- Adjust to new technology
- Adjust to changing raw material supplies
- Gain skills to understand and adapt forest management guidelines
- Adjust to changing business and regulatory environment

Forestry enterprise managers and Christmas tree producers will

- Improve business management and structure of enterprises
- Improve contracting processes and management skills
- Gain skills to understand and adapt to the regulatory environment
- Improve marketing skills

Forest Landowners will

- Earn increased income from natural resource management activities
- Make more informed decisions
- Increase management activity
- Increase the number of acres in producing forest products, both timber and non-timber

The general public will

- Gain better understanding of the environmental consequences of their purchasing decisions

**Key program components:** Extension tours/workshops, demonstrations at research sites, newsletters, driving tours, Woodland Advisor Program, Natural Resources in Your Backyard Program, Extension publications.

**Internal and external linkages:** Internally this effort will link with the work of Extension's Community Vitality Capacity Area. Major involvement of staff and resources will be from the College of Natural Resources Wood and Paper Science Department and all Extension districts and counties. In addition, connections will be made with the Natural Resources Research Institute and Economic Development organizations throughout the state.

**Target audiences:**

Land owners and forestry enterprises including

- Primary wood products processors
- Secondary wood products processors
- Small business entrepreneurs and managers
- Loggers and the transportation industry
- Forestry contractors and consultants
- Land and resource managers
- Christmas tree growers
- Woodland owners

**Evaluation framework:**

Specific evaluation plans will be developed for specific programs. Input information will be gathered during program development. Output, outcome, and impact data will be collected via surveys, interviews, focus groups and diary log entries.

Specific projects have not been selected at this time. Specific project selection will be made in July of 2001.

**Program timetable:**

May 2001: Initial discussion on project selection, evaluation and reporting.

July 2001: Selection and implementation of projects

July 2002: Report from project groups on project outputs and initial outcomes.

July 2002: Develop process to identify and assist the development of county or district projects that relate to this program title.

July 2002: Re-evaluate projects, select new projects to move forward

**Program duration:** Long-term (3-5 years)

**Program 2. Land Use and Water Quality**

**Statement of issues:** The Extension District Plans of Work and the 2000 Extension Program Summit discussion indicated that land use and water quality issues are prevalent throughout Minnesota. For example, “Improved Decision Making for a Changing Environment (Land Use and Water Management)” was identified in the Northwest District. “Land Use Planning and Development” was cited in Northeast Minnesota and “Leadership for Land Use and Water Quality” surfaced as a major issue in the North Central, South Central, and West Central Districts. The East Central District also identified “Land Use and Water Quality” as a major issue of concern to citizens and elected and appointed officials.

**Geographic area to be served:** Statewide

**Performance goals:** Since this is a new, more highly focused effort to address land use and water quality issues, the initial performance goals will relate to more fully developing a comprehensive program. Some possibilities are (1) create opportunities for faculty to develop and/or strengthen relationships with stakeholders, (2) establish a coalition of state and local stakeholders to increase public awareness of issues and identify the scale of specific educational programs, and (3) identify internal and external funding sources to financially support major programs and seek funding from them.

**Key program components:** A number of existing educational programs will be brought under the “umbrella” of this major effort. These include but are not limited to:

- Shoreland Volunteer Management Program
- Unsewered Community Education Program
- Living on a Few Acres (individual large lot management)
- Protecting Our Agricultural Landscape Options in the Midst of Growth
- Applying Decision Cases to Land Use Planning Decisions in Small Communities
- Amland: The Game
- Natural Resources in Your Backyard
- Environmental Education About Water Issues (for local officials)
- Public Environmental Issues and Dispute Resolution

A variety of educational methods will be used, depending on the audience and the issue(s), e.g., curricula development and distribution, workshops, newsletters, field days, participation in community meetings and processes, and facilitating community processes around land use decisions.

Explicit attempts will be made to incorporate new technological tools (e.g., geographic information systems) in community land use decision-making processes and to enable communities to directly access useful natural resource data from the University.

**Internal (within UM) and external (outside UM) linkages:**

Internal linkages will include but are not limited to the Departments of Applied Economic and Soil, Water, and Climate in the College of Agriculture, Food, and Environmental Sciences; the Department of Design, Housing, and Apparel in the College of Human Ecology; the Forest Resources Department in the College of Natural Resources; and the College of Architecture and Landscape Architecture and the Humphrey Institute.

External linkages include many local agencies/departments and nonprofits, in addition to state agencies such as the Departments of Natural Resources and Trade and Economic Development, the Minnesota Pollution Control Agency, the Minnesota Department of Agriculture, the Metropolitan Council, and organizations like the Minnesota On-Site Sewage Treatment Contractors Association, etc.

**Target audiences:** Audience segments will include but aren't limited to individual landowners, lake associations, and local appointed and elected officials in municipalities that are facing critical decisions about land use or are experiencing the consequences of prior land changes and decisions.

**Evaluation framework:**

1. Inputs:

a. Research base: The research base will be explored in greater detail but some resources already known include information on the public cost of different land protection strategies and on the rate of conversion of agricultural land to urban uses (Applied Economics Department), alternative on-site septic systems (Departments of Biosystems and Agricultural Engineering and Soil, Water, and Climate) and nutrient management (Soil, Water, and Climate).

b. Financial resources needed and possible sources:

Internal Extension funding (regular funding and competitive grants)

External funding (to be sought for specific programs)

Fees (for some programs, according to ability to pay)

c. Estimates of time (hours) needed:

Professional campus staff: About 2.0 FTEs

Professional Extension educators: About 14 FTEs

Support staff: About 1.0 FTE

1. Outputs:



We will track numbers of program participants, curricula developed, news releases and newsletters, newspaper articles published, grants initiated and funded, etc.

2. Outcome indicators:

Specific indicators will be developed for specific programs but in general, some outcomes of interest are likely to be the:

- Impact of Shoreland Volunteers on effectiveness of program delivery
- Impact of Unsewered Community Education Program on participating communities (decisions made/impact of decisions on changes in water quality)
- Impact of land use decisions made by participants in “Living on a Few Acres”
- Impact on participant communities of using decision cases in making community planning decisions
- Changes in attitudes and behaviors of youth and adults using the Agland Game and participating in the “Natural Resources in Your Backyard” Program
- Changes in attitudes/decisions made by local officials participating in environmental education about water issues.
- Impact of disputes resolved and public environmental issues addressed in communities requesting facilitation of discussions or dispute resolution assistance

1. Anticipated methods of collecting input, output, and outcome information: Record-keeping (inputs including costs), follow-up surveys, personal interviews, focus groups, etc.

**Program duration:** Long-term (3 or more years)

**GOAL 5. *Enhanced economic opportunity and quality of life.***

**Program 1. Business Retention and Expansion Strategies Program**

**Statement of issue:** The University of Minnesota Extension Service is an international leader in developing and refining Business Retention and Expansion (BR&E) Visitation as a method of increasing the capacity of community leaders to deal with local issues related to retaining and expanding local businesses and industries.

**Geographic area to be served:** State of Minnesota

**Performance goal:** To assist five communities per year to develop BR&E Visitation Programs, set priorities on BR&E projects, and effectively implement them. At least thirty community leaders will be recruited and trained in each community and visit a minimum of thirty business firms.

**Key program components:**

BR&E Visitation Program curriculum  
Certified BR&E consultants (Extension staff or independent consultants)  
Local BR&E Steering Committees and Volunteer Community Leaders

**Internal (within UM) and external (outside UM) linkages:**

Internal:

- The Department of Applied Economics and, in particular, its Business Retention and Expansion Strategies Program staff
- The Tourism Development Center

External:

- The Minnesota Departments of Trade and Economic Development and Agriculture
- Local Economic Development Organizations
- Other local stakeholders interested in economic development

**Target audience(s):** Economic development professionals, local community leaders, locally elected and appointed public officials, and other interested in economic development.

**Evaluation framework:** Each BR&E Visitation Program is evaluated by participants in relation to the degree to which it builds the capacity of the local task force to deal with issues of importance to local business firms and the degree to which it is successful in retaining and expanding local businesses and retaining or creating new jobs.

**1. Inputs:**

- a. Research base:** Supporting research staff include but are not limited to the following groups: Applied Economics faculty (Richard Levins,

George Morse, Laura Kalambokidis, and Michael Darger); Applied Economics graduate students and recent students (Daniel Haar, Jim Kielkopf, and Earl Netwal); Extension educators from various counties (Jackie Getting, David Bau, John Cunningham, and Jurgen Peters); and Sustainable Development Partnership staff (Dorothy Rosemeier).

**b. Financial resources needed and sources:** Total resources needed to cover the direct costs of providing five BR&E Programs annually are about \$80,000. Participant fees for communities cover about a half to three-quarters of the direct costs per community. The rest will be covered by Extension funding and in-kind contribution of secretarial support from the Department of Applied Economics.

**c. Estimates of time needed for this effort:**

Professional staff: About 3.5 FTEs

Support staff: About 0.5 FTE

## **2. Outputs:**

Five new BR&E Visitation Programs underway annually  
Minimum of 150 new community leaders trained annually  
Minimum of 25 new community projects implemented

## **3. Outcome indicators:**

Speed of completing the visitation phase of each program.  
Quality of individual firm responses to the surveys.  
Degree of successful project implementation in each program.  
Length of time that each BR&E Task Force remains actively engaged in completing the community projects selected for implementation.  
Number of businesses retained or expanded as a result of the BR&E Visitation Program.  
Successes attributed to or directly linked to the insights and community capacity created by the BR&E Visitation Program.

## **4. Anticipated methods of collecting input, output, outcome information:**

Inputs are easily collected via the required participant application form. Outputs are all collected and summarized in the two reports issued for each program—the BR&E Research Report and the BR&E Summary Report.

Outcomes are the most difficult information to collect. Some of this information can be obtained through reports given at the biannual gatherings of BR&E consultants, as well as periodic follow-up interviews and surveys of community leaders involved in each local program.

**Expected program duration:** Overall, the BR&E Strategies Program is expected to continue long-term. The duration for each community program is generally intermediate term.

## **Program 2.** Economic Development Online (EDO)

**Statement of issue:** Economic development is a leading concern for all communities, especially rural communities who have fewer options than urban communities. Not all communities have the same capacity to provide their professionals, elected officials, and volunteer leaders with the necessary training in the best economic development techniques. This suggests the need for readily available, moderately priced economic development education via the Internet.

The University of Minnesota Extension Service recently introduced a series of economic and community development (EDO) courses that are delivered over the Internet. This series emanated from Extension's internationally renowned Business Retention and Expansion (BR&E) Strategies Program that has been successfully offered online for over two years. Online learning resources are especially important for rural and remote communities. EDO is also being accessed by resourceful ED professionals and academics that seek to broaden their knowledge in various economic development topics.

**Geographic area to be served:** North America and to some extent, an international audience

**Performance goal:** To offer ten online course sessions during 2001-02. These sessions will include pilot tests of two new courses and two sessions each of existing courses with an average of at least five students enrolled in each offering. Therefore, four courses—BR&E consultant training, Tourism, Commerce, and Analysis—will be offered with a total of at least 70 participants this year.

### **Key program components:**

- 8 mediated (teacher-led) and 2 unmediated courses will be offered.
- Leading faculty from several universities will be contracted to develop and teach courses.

### **Internal (within UM) and external (outside UM) linkages:**

Internal:

- The Department of Applied Economics and, in particular, the Business Retention and Expansion Strategies Program staff, as well as the Tourism Center and Extension's Resource Development, Distance Education, and Professional Education and Conference Planning units will be the key internal participants.
- Extension Educators will be involved in promoting EDO to Minnesota communities.

External:

- Key non-Minnesota partners that will be involved in course development include the University of Wisconsin – Madison, North Dakota State University, and the University of Delaware.
- Key external partners within Minnesota may include the Economic Development Association of Minnesota, the Minnesota Bankers Association, and other organizations interested in economic development education.
- National external partners may include the Community Policy Analysis Network and Business Retention and Expansion International

**Target audiences:** Professional and volunteer economic developers, elected and appointed community officials, students, and others who are particularly interested in the course content.

**Evaluation framework:** Each course will be peer-reviewed and pilot-tested before it is offered widely. Students and instructors will provide feedback during the pilot offering. On-going evaluation of both course content and delivery will be provided by students and the EDO team.

### 1. Inputs:

- a. Research base:** Research input will be provided by but not limited to the following faculty groups: Applied Economics faculty (George Morse, Patricia Love, and Michael Darger); Extension Tourism Center (Kent Gustafson, Cynthia Messer, and adjunct instructor Kate Ternus); Extension Information Technology staff (Bill Bomash and Rae Montgomery); and Extension Educators from various counties.
- a. Financial resources needed:** Approximately \$107,000 in startup grants and loans from Extension plus a great deal of in-kind contributions of staff time.
- b. Estimates of time needed for this effort:**  
Professional staff: About 3.5 FTEs  
Support staff: About 0.5 FTE

### 1. Outputs:

8 mediated (teacher-lead) and 2 unmediated courses will be offered annually. Courses will cover topics in 4 functional areas--BR&E, tourism, commerce, and analysis each year.  
At least 70 students (an average of at least 5 in each of the 6 pilot courses and the four existing courses) annually.

### 2. Outcome indicators:

- Students taking more than one course and referring colleagues to the courses
- The extent to which students put the learned techniques to work in their communities.
- Firms expanded and retained, successful events/festivals held, improved quality services techniques in firms, increased awareness of e-commerce options, and improved analysis in community economic decision-making.

**1. Anticipated methods of collecting input, output, outcome information:**

- Student evaluations
- Instructor evaluations
- Surveys and interviews with students and instructors

**Expected program duration:** Economic Development Online is a long-term outreach program of the University of Minnesota Extension Service and the Department of Applied Economics. The duration of each course will be short-term.

**Program 3. Tourism Development Programs**

**Statement of issues:** Tourism is major economic sector in the Minnesota economy. Tourism development affects individuals, communities, and private sector interests. The Tourism Center addresses tourism development through programs in Festival and Event Management, Community Tourism Development, Customer Service, and Ag-Tourism.

**Geographic area to be served:** Statewide plus participants from neighboring states of Iowa, North Dakota, South Dakota, and Wisconsin.

**Performance goals:**

- Certified Festival Management (CFM) has a goal of 20 participants through the classroom training/5 participating in on-line course for 2000-01; 23 participants through the classroom training/9 participating in on-line course/25 participating in specialized training for 2001-02; 26 participants through the classroom training/13 participating in on-line course/35 participating in specialized training for 2002-03
- Customer Service trains approximately 25 instructors each year to administer the program to approximately 800 public contact personnel
- Community Tourism Development is newly redesigned and will include seminars or workshops (target of 30 students annually) plus updated informational materials
- The Ag- Tourism Program has a goal for 2000-01 of two cooperative marketing pilot projects developed. The 2001-02 goal is to publish an Extension publication relating to legal liability for direct farm marketing and complete a marketing research study related to public interest in visiting farms and rural attractions. In 2002-03 the goal is

to develop a networking and communication vehicle for farmers and ranchers interested and involved in ag-tourism.

**Key program components:**

- The key components for the Community Festival Management (CFM), Customer Service, and Community Tourism Development Programs are training sessions lasting from four hours (Customer Service) to 40 hours (CFM, Community Tourism Development). Community Tourism Development also engages small groups of community and business leaders in strategic planning, etc.

**Internal (within UM) and external (outside UM) linkages:**

- Extension educators help to design each program and deliver the information. Extension Information technology staff manage the on-line (web-based) courses. The Tourism Center faculty prepares Extension staff for the programs they will teach. In addition, Tourism Center staff supervise each program activity and, on occasion, provide direct delivery of programs and exercises within program sessions.

**Target audiences:**

- Community leaders and other representatives
- Managers of tourism-dependent businesses
- Tourism industry employees
- Festival and event managers
- Members of the agriculture industry

**Evaluation framework:**

**1. Inputs:**

**a. Research base:** All programs have had extensive testing and review. Programs in other states have been reviewed and considered in the planning and development of current Minnesota programs.

**b. Financial resources needed and sources:** Fees paid by participants vary by program and levels. For example, CFM participants pay from \$99 to \$275 depending on program level. Customer Service participants pay from \$10 to \$30 per program depending on sponsorships, etc. (the base participant kit costs \$10). Community Tourism and Ag-tourism program costs vary because specific programs are customized to the audiences.

**c. Estimates of time needed for this effort:**

Professional staff: 2.5 FTEs

Support staff: 0.5 FTE

**2. Outputs:**

- Number of people trained or enrolled for each program
- Degree to which changes in Center operating procedures have been implemented.

**3. Outcome indicators:**

- Increased profitability for tourism businesses involved in Extension programs.
- Revenue enhancement in the private sector.
- Increased community acceptance of tourism development.

**4. Anticipated methods of collecting input, output, outcome information:**

- Post-program surveys, interviews, focus groups.

**Expected program duration:** Intermediate term

**Program 4. Building Strengths With Under-Served and Transitioning Families**

**Statement of Issue:** Families serve four important and necessary functions: (1) Providing family members with basic personal and social identity; (2) providing economic support to meet basic needs for food, shelter and health; (3) rearing and nurturing the next generation to be productive members of society; and (4) caring for family members of all ages and abilities who need support because they are unable to care for themselves. Current challenges to family stability include (1) less than adequate income to meet family needs; (2) escalating costs of health care; (3) inadequate employment benefit packages; (4) lack of safe, healthy, and affordable housing; and (5) changing family structures. Average wages and salaries have not kept up with the cost of living, especially for housing. The number of part-time workers in Minnesota is the 2<sup>nd</sup> highest in the nation. More jobs are available but without benefits such as health insurance and retirement and savings plans. Moreover, the 1996 welfare reform legislation has eroded the government safety net for economically vulnerable families.

In light of these current economic and policy trends, family stability and well-being is threatened. Some of the more vulnerable Minnesota families include new immigrants, families transitioning from welfare to work, and families in divorce transition. By 2025, roughly 17% of Minnesota's population will be African American, Asian, American Indian, or Hispanic. We recognize that all families have strengths, but some need additional support to navigate the transitions of life.

The University of Minnesota Extension Service can mobilize, plan, and implement a comprehensive, quality educational program for developing family strengths which will result in increased family stability, especially for under-served and transitioning families.



The five key program components will include housing, resource management, wellness, relationships, and community connections/public policy.

**Geographic area to be served:** State of Minnesota

**Performance goal 1:** Provide educational programs to build family strengths with under-served and transitioning families in Minnesota that are: Moving from welfare to work; working poor families; families transitioning from one way of earning to another because of changes in the rural infrastructure; families in divorce transition; and immigrant families such as Southeast Asian, African, Hispanic, and Eastern Europeans.

**Measurable Outcomes:**

- 1a. Develop the internal capacity of Extension youth and family development educators around the dynamics of ethnically diverse, transitioning, and under-served families.
- 1b. Develop an understanding of effective strategies by which to deliver educational programs for building family strengths.

Indicator: Increased knowledge of Extension educators about selected ethnic groups residing in Minnesota

Indicator: Increased knowledge of Extension educators about low wage working families and families who have experienced long-term poverty

Indicator: Increased collaboration with Extension colleagues who have experience in working with these families, i.e., Nutrition Education Assistants

Indicator: Increased partnerships with community agencies that serve these families

**Program Components:**

- a) Review literature on target audiences
- b) Review literature on effective outreach and educational delivery strategies with various cultural and SES groups
- c) Conduct focus groups with representatives of culturally and economically diverse populations
- d) Develop alliances with staff internal and external to Extension to learn about work with diverse families
- e) Conduct an evaluation of “Dollar Works”, a financial literacy program for low-wage families; translate and culturally adapt “Dollar Works” for the Hispanic population

- f) Finalize the current evaluation of “Parents Forever”; finish translation and pilot testing of Spanish language materials
- g) Conduct a review of existing program curricula to determine ethnicity, language, and delivery mode adaptations needed for target audiences (Positive Parenting series, All Parents are Teachers, Parents Forever, Dads Make a Difference, Helping Youth Succeed, Dollar Works, Building Family Strengths); prioritize needs and develop plans to implement recommendations

**Internal (within UM) and external (outside UM) linkages:**

Food Stamp Nutrition Education Program  
 Expanded Food and Nutrition Program  
 UM College of Education and Human Development  
 UM College of Human Ecology  
 UM Children, Youth and Family Consortium  
 Center for 4-H Youth Development  
 County Departments of Public Health  
 County Departments of Human Services  
 Family Assets for Independence Minnesota (FAIM) Program  
 CLUES

NC223-Rural Low-Income Families: Tracking Their Well-Being and Functioning in the Context of Welfare Reform (10/1/99-9/30/03) (Jean Bauer, PI)  
 West Central Research and Outreach Center

**Target audience:**

Extension educators and campus faculty  
 Immigrant families  
 Low-wage families  
 Transitioning families (those moving from welfare to work, those negotiating a divorce)  
 Policy makers

**Evaluation framework:**

**Inputs:**

**Research base:** Faculty in the College of Human Ecology, Center for 4-H Youth Development, Extension Diversity Specialist, College of Education and Human Development, and the West Central Research and Outreach Center will provide the initial research connections for this project.

**Leadership structure:** The YFD Building Strengths Program Planning Committee is providing leadership to these efforts: Rose Allen, Jean Bauer (Co-chairs), Jean Kvols, Richard Moreland, Jan Gilman, and Wynne Wright.

**Financial resources needed and sources:** “Parents Forever” is currently being evaluated with an internal Extension grant. Extension’s grant writer is exploring funding sources for “Parents Forever” and “Helping Youth Succeed”.

**Outputs:**

- a. Staff development for Extension educators will be conducted to develop capacity for educational program delivery to target audiences
- d. “Dollar Works” and “Parents Forever” curricula will be evaluated for program impact
- e. “Dollar Works”, “Parents Forever”, and “Helping Youth Succeed” will be piloted with culturally and economically diverse audiences to assess content appropriateness and delivery mode effectiveness
- f. An assessment/mapping of current and potential state and county level collaborators in working with under-served and transitioning families will be conducted to provide data for strategic planning and resource development

**Anticipated methods of collecting input, output, outcome information:**

YFD Building Strengths Program Planning Committee is currently developing a plan for data collection. The YFD Capacity Area leadership team is seeking resources to support evaluation of existing educational programs. YFD will explore web-based evaluation tools to facilitate data collection for this priority area.

**Expected program duration:**

A 3-year review will be conducted to assess outcomes, impacts, and continuing or emerging needs to determine future direction, investments, or closure.

**Program 5. Positive Out of School Time**

**Statement of Issue:** Young adolescents spend 42% of their waking hours in discretionary activity – playing, church, sports, hobbies, television (Carnegie Council, 1992). Constructive time use helps prevent adolescent risky behaviors, encourages positive behaviors, and provides settings for social support from peers and caring adults (Scales & Leffert, 1998). Students ages 12-18 achieve at higher academic levels, hold higher expectations for themselves, demonstrate greater optimism about the future, and become productive, employed, active citizens when they are involved in effective out-of-school programs (McLaughlin, 2000).

There is increasing evidence that families with youth are concerned about and need access to quality out of school opportunities that promote learning and growth. Minnesota has the highest percentage (40% versus 24% nationally) of 10-12 year olds home alone in self-care while parents work (Urban Institute, 2000). Of particular

concern is access to care for low resource families and meaningful opportunities for middle school and high school age youth. Minnesota-based Blandin Foundation's Rural Pulse Survey continues to show that rural communities are concerned about ways to involve and engage youth.

The University of Minnesota Extension Service can mobilize communities to develop and implement systematic plans for quality youth development opportunities by educating communities about youth and family needs. Extension can also identify indicators of quality youth programs and train staff that deliver such programs. Moreover, Extension can educate parents and caregivers to understand the importance of out of school activities for youth development and how to wisely decide about types, quality and quantity of activities for their children.

**Geographic area to be served:** State of Minnesota

**Performance goal 1:** Work with agencies and organizations to improve the quality of structured out-of-school programs and activities based on our knowledge of best adult leadership practices and effective program supports and opportunities.

**Measurable Outcomes:**

1. Young people and family members will report improved satisfaction with the quality of structured out of school time programs and activities.
2. Family members will report more involvement with structured out of school time programs and activities.
3. Agencies and organizations sponsoring out of school time programs and activities will seek out and utilize quality experiential curricula.
4. Adults working in out of school time programs will seek training and demonstrate a practical understanding of positive youth development and research-based best practices that make it work.

**Program Components:**

1. Training in best practices about adult leadership will be conducted
  - (a) "MN Best", a curricula for youth work staff development will be used in training around the state

**Performance goal 2:** Work with young people and family members to increase their knowledge about choices, access and selection of positive out of school time experiences and promote their involvement in them.

**Measurable Outcomes:**

1. Young people and family members will make informed, positive choices for use of discretionary time.
2. Adult family members will report increased satisfaction and involvement with the choices young people are making.

**Program Components:**

- (a) Two existing curricula, “On Your Own but Not Alone” and “All Parents Are Teachers” will be evaluated and revised as needed.
- (b) Training will be conducted for families of 8-13 year olds (4<sup>th</sup> – 9<sup>th</sup> grades) and staff who work with youth in out of school time programs.

**Internal and external linkages:**

UM Center for 4-H Youth Development  
UM College of Education and Human Development  
UM College of Human Ecology  
University of Promise efforts at the University of Minnesota  
Extension Cares about Children National Initiative

**Target audience(s):**

Youth in grades 4 through 9  
Families of youth in grades 4-9  
Staff in community or school based out of school programs for youth

**Evaluation framework:**

**Inputs:**

- a. Research base:** Faculty in the Center for 4-H Youth Development, the College of Human Ecology, and the College of Education and Human Development will provide the initial research connections for this program.
- b. Leadership structure:** The YFD Positive Out of School Time Program Planning Committee is providing leadership to these efforts: Barb Radke, Joyce Walker (Co-chairs), Laurel Weaver, Eric Vogel, Mary Duncomb, Janet Beyer, Corliss Outley, Sherry Boyce.

**Expected program duration:** A 3-year review will be conducted to assess outcomes, impacts, and continuing or emerging needs to determine future directions, investments, or closure.

**Program 6. Vital Aging**

**Statement of issue:** Demographic shifts in the Minnesota population over the next 30 years will result in a huge age shift. By 2030, the population over 65 will increase from 12.7% (year 2000) to 23%. In 2030, 1.2 million Minnesotans, or one in four, will be 65 years or older. The baby boomers constitute the leading edge of this shift. While most in this group will likely be vital, healthy, and independent and will have a long life expectancy, the larger aging population has the potential to create huge expectations on families, communities, and support/service systems.

Issues of gender, cultural, and ethnic diversity will influence the aging experience. The number of older women will be larger than the number of older men. The percentage of Minnesota's older population that is nonwhite will grow from 0.2% to 4.5%. The non-metropolitan population has been aging rapidly as a result of aging-in-place, out-migration of young persons, and immigration of retired persons from metro areas.

The resulting shift in the social and economic base and needs for those families, communities, and systems will present challenges and opportunities for research and education to address. Later-life and intergenerational family systems are faced with continuity and adjustments in roles and relationship; understanding generation and gender differences, and understanding developmental life transitions.

The University of Minnesota Extension Service can address major life issues of an aging population including retirement, health and well-being, long term care, grief and loss, the responsive capacity of rural and urban communities, and the defining of legitimate roles for and value of older adults.

Specifically, Extension's educational agenda will take a strengths and resilience approach to later life instead of seeing aging only as a problem. This means creating and delivering educational programs that engage individuals, families, and communities in efforts to proactively develop protective factors known to help maximize choices, independence, and capacity in later life.

**Geographic area to be served:** Vital Aging will focus on the state of Minnesota.

**Performance goal 1:** Develop a protective factors framework as the conceptual basis for the Vital Aging education agenda. This framework, based in research and practice, will identify protective factors related to physical, mental, emotional, spiritual, and social dimensions of life. It will also address the reality that individual aging occurs in the context of families and communities. The framework will provide the basis for Extension's internal dialogue regarding (a) the role of education in developing specific protective factors, (b) the identification of gaps in knowledge needing research, and (c) the identification of staff development needs to support the educational agenda.

**Measurable Outcomes:**

**1. Increase multidisciplinary understanding and dialogue among critical players regarding vital aging protective factors and resiliency measures.**

Indicator: Increased understanding of what research suggests regarding vital aging protective factors

Indicator: Increased knowledge of diverse perspectives and experiences regarding vital aging protective factors

Indicator: Increased awareness of linkages between research and practice

Indicator: Identification of strategies and needed action to build protective factors

Indicator: Increased presence and visibility of Extension's capacity to address the vital aging issues

**2. Staff and community partners will increase their knowledge about protective factors critical to vital aging.**

Indicator: Staff and community partners can articulate the meaning of vital aging

Indicator: Staff and community partners can identify protective factors critical to vital aging.

**3. Increase capacity of staff to engage midlife adults, family members, and communities in developing vital aging protective factors.**

Indicator: Staff can identify relevant curricula available to address priority protective factors

Indicator: Staff can demonstrate knowledge regarding core concepts and teaching/learning strategies in 2-3 specific protective factors (e.g., intergenerational family communication, financial security)

**Key Program Components:**

- a) Develop training tools and resources regarding protective factors framework
- b) Provide staff development opportunities for Extension youth and family development educators to learn to use protective factors training tools and resources
- c) Provide training for community partners using protective factors training tools and resources

**Program goal 2:** Engage family members in intergenerational communication regarding normal and expected later life transitions as a known protective factor.

**Measurable Outcomes:**

**1. Family members across generations will increase their communication skills.**

Indicator: Reduced misunderstandings and conflicts among family members

Indicator: Increased capacity of family members to raise and discuss sensitive issues related to aging

Indicator: Reduced avoidance and denial of critical conversations

**2. Family members across generations will examine the value and role of elders and older generations**

Indicator: Increase in family strengths and cohesiveness through the sharing of family histories, rituals, and traditions

Indicator: Increase knowledge, skill, and respect of younger members regarding the value and role of older adults

Indicator: Changed personal beliefs and attitudes regarding the aging process and the experience of aging for the individual, within the family, and in the community

**3. Ensure that the values and preferences of family members are known and that critical decisions later in life are based on the family member's preference**

Indicator: Increased knowledge of older adults' preferences

Indicator: Wishes of the older adults are implemented (i.e., health decisions, personal possession distribution)

**Key Program Components:**

- a) Train staff in concepts and use of existing educational resources and curricula such as "Who Gets Grandma's Yellow Pie Plate", "Critical Conversations About Later Life Financial Security", and "Aging Simulation"
- b) Develop and implement an evaluation of "Who Gets Grandma's Yellow Pie Plate"
- c) Adapt the ISU curriculum "Adult Children/Aging Parents: Critical Conversations"

**Program goal 3:** Educate an aging population to make more informed decisions to help ensure financial security as a known protective factor.

**Measurable Outcomes:**

- 1a. Impact knowledge, skills, attitudes, and confidence of individuals to practice effective and successful financial management strategies that insure financial security in later life (Financial Security in Later Life Federal Initiative)
- 1b. Increase knowledge of health care options and financing of these options (Decisions for Health Federal Initiative)

Indicator: Increased savings and investments to reduce economic vulnerability in later life (regularly participate in savings plans or increase contributions to plans)



Indicator: Retirement and/or later life income needs identified and a plan developed to achieve these goals (knowledge and skills to review/update expected sources of income)

Indicator: Increased knowledge of financing of health care options and skills in making health care choices, including long term care

Indicator: Increased knowledge regarding the implications of macro policy changes on potential responsibility and choices for retirement and later life (e.g., changes in Social Security and/or Medicare)

Indicator: Improved evidence of planning and preparedness to address major later life financial security risks:  
-Changes in sources of income  
-Changes in marital status—especially widowhood  
-Changes in health and independence, including risk of long term care

**Key Program Components:**

- a) Train staff in existing research base, critical educational concepts, and use of educational resources
- b) Develop and maintain an interactive web site for consumers on financing long term care (Multi-state collaborative project with UI Extension)
- c) Develop and offer web-based module on financing long term care

**Internal (within UM) and external (outside UM) linkages:**

UM School of Nursing  
UM Center on Aging  
College of Human Ecology  
Minnesota Department of Human Services, Board on Aging  
Area Agencies on Aging  
University of Illinois Extension  
USDA CSREES

**Target audiences:**

Adults in baby boom generation  
Families across the life span  
Community Service Providers who work with aging population

**Evaluation framework:**

**1. Inputs:**

**Research base:** Faculty in the Department of Family Social Science, School of Nursing, College of Human Development and Education, and the School of Social Work will provide the initial research connections for this project.

**YFD Vital Aging Program Planning Committee:** Youth and family development affiliates are providing leadership to these efforts: Diane Damerow, Linda Cronk, Marlene Stum (tri-chairs), Barb Warren, Sharon Vegoe, Dan Detzner, Glenice Johnson, Julie Despot, and Marilyn Herman.

**Financial resources:** The Program Planning Committee has requested support in the amount of \$55,000.00 to begin this work. They will be encouraged to pursue a “Jump start” grant from Extension.

**2. Outputs:**

- a) Multidisciplinary dialogues regarding protective factors of vital aging will be held
- b) Resource materials/training modules based on the protective factors framework for vital aging will be developed.
- c) An Extension staff development seminar will be held to train educators regarding the protective factors framework.
- d) A Vital Aging web site will be developed via the YFD Capacity Area as a source of research, materials, and communication
- e) An evaluation of “Who Gets Grandma’s Yellow Pie Plate” will be conducted.

**Anticipated methods of collecting input, output, outcome information:**

The YFD Vital Aging Program Planning Committee is currently developing data collection strategies. The YFD Capacity Area Leadership Team is seeking resources to support evaluation of existing educational programs.

**Expected program duration:** A 3-year review will be conducted to assess outcomes, impacts and continuing or emerging needs to determine future direction, investments, or closure.