

V(A). Planned Program (Summary)

Program # 10

1. Name of the Planned Program

Economic and Community Development

V(B). Program Knowledge Area(s)

1. Program Knowledge Areas and Percentage

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
605	Natural Resource and Environmental Economics	13%	5%		
608	Community Resource Planning and Development	65%	10%		
803	Sociological and Technological Change Affecting Individuals, Families, and Communities	12%	5%		
805	Community Institutions, Health, and Social Services	10%	80%		
	Total	100%	100%		

V(C). Planned Program (Inputs)

1. Actual amount of FTE/SYs expended this Program

Year: 2011	Extension		Research	
	1862	1890	1862	1890
Plan	17.0	5.0	0.0	0.0
Actual Paid Professional	19.7	2.5	0.0	0.0
Actual Volunteer	0.0	0.0	0.0	0.0

2. Actual dollars expended in this Program (includes Carryover Funds from previous years)

Extension		Research	
Smith-Lever 3b & 3c	1890 Extension	Hatch	Evans-Allen
278655	182310	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
511839	182310	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
2170171	257918	0	0

V(D). Planned Program (Activity)

1. Brief description of the Activity

The primary activities in this area were individualized community, county and regional economic and community development programs conducted as part of the 6 Strategic Program Initiatives (SPI401-406), 1 Special Funded Project (SFP214) and 2 Priority Program Areas (PPA 105A & 105B), plus 2 statewide Extension Team Projects (ETP 304 & 305)

The activities of the individualized programs included:

- Connections and Partnership
 - Administration of the Alabama Community Leadership Network and two state conferences
 - Providing leadership and support for Alabama Communities of Excellence program
 - Providing technical support and funding for adult and youth leadership programs throughout the state
 - Participate on economic and community development boards throughout the state

- Education and Training
 - Conducting the Intensive Economic Development Training Course
 - Created new executive economic development training program for Alabama's top economic leaders (Impact Alabama)
 - Conducting Prosperity Forums educational workshops
 - Administers inter-disciplinary Graduate Minor in Economic Development
 - Conducting Alabama-Mississippi Rural Tourism Conference
 - Conducting statewide County Extension Coordinator Training

- Research and Communications
 - Developed instrument to be used in multiple community settings to stimulate citizen and stakeholder engagement
 - Developed report for Kettering Foundation's Citizens at Work: Engaging for Prosperous Communities project
 - Publication of quarterly ACTION newsletter

- Consulting, Community Support & Engagement
 - Administering \$1.2 million Sustainable Broadband Adoption grant. Conducted regional training sessions for all CECs, developed first 3 of 10 modules.
 - Administration of Extension funded Rural Alabama Initiative mini-grant program
 - Developed a strategic economic development plan partnering with Economic Development Partnership of Alabama for 8 Alabama Counties most directly impacted by BP Deepwater Horizon oil spill
 - Developed "Stronger Economies Together" project in partnership with SRDC for 5 Alabama counties
 - Developed economic development plan for Russell County
 - Designed and managed Old Federal Road Rural Development Project
 - Developed strategic plan for City of Hartselle

- Administration of RC&D Councils grant program
Provides consultation services to communities throughout Alabama on rural and agritourism projects

Welcome To The Real World: Career Exploration and Educational Planning-

The Community Resource Development (CRD) team of the Urban Affairs and New Nontraditional Programs (UANNP) unit worked extensively on this ETP. During the program year a total of 14 Welcome to The Real World (WTTRW) programs were conducted throughout the State of Alabama. The program served approximately 594 young adults. Programs were conducted in the following counties: Madison, Morgan, Limestone, Jefferson, Montgomery, Macon, Houston, and Mobile. Each UREA partnered with a local organization in order to deliver the program. For each of the 14 programs agents conducted an introduction, pretest, simulation, debriefing, posttest, and delayed posttest. Results obtained from Extension professionals showed that over 100,000 contacts were made through this project.

Virtual Minority Business Development and Marketing-

This Extension Team Project focuses on addressing the economic needs of residents in Alabama's urban areas as well as those who are underserved by traditional means. This project seeks to work with minority business owners to enhance their capacity through online marketing and technical assistance.

2. Brief description of the target audience

The primary target audiences are current and future community leaders and local governmental officials in all communities across the state. Programs in this area also target youth interested in career exploration and entrepreneurs looking to develop or expand their business.

3. How was eXtension used?

The Economic and Community Development program of ACES used eXtension primarily through Virginia Morgan, Administrator III, Outreach Programs in responding to and assisting Alabama citizens and communities following the devastating and deadly series of tornadoes that hit many communities last spring.

V(E). Planned Program (Outputs)

1. Standard output measures

2011	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Actual	59181	2162590	22261	806807

2. Number of Patent Applications Submitted (Standard Research Output)
Patent Applications Submitted

Year: 2011

Actual: 0

Patents listed

3. Publications (Standard General Output Measure)

Number of Peer Reviewed Publications

2011	Extension	Research	Total
Actual	4	0	0

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

- This program area will include numerous output activities and methods as part of the Extension Team Projects (ETPs) which are described/explained in the prior "outcome activities and methods sections." The success of many of these outcomes will be formally evaluated/measured by using individual activity evaluation forms designed specifically for each activity, the success of other activities and methods will be measured by the level of participation in the activity. In the target boxes below for each year, we are indicating the number of individual activities within the ETPs for this program area that will be formally evaluated using an evaluation instrument designed specifically for that activity.

Year	Actual
2011	0

Output #2

Output Measure

- Career Exploration and Education Planning program for this program year conducted 14 programs and served close to 600 youth. The program initially set as a target 10 programs and 500 youth. The virtual business development program created two new publications and 6 video clips. A total of 112 new businesses signed up to participate in the program. The site received over 1200 visits during the year to view participating businesses and 400 visits to the business development and links page.

Year	Actual
2011	0

V(G). State Defined Outcomes

V. State Defined Outcomes Table of Content

O. No.	OUTCOME NAME
1	Outcomes from this program area include: a) Number of community and economic development programs conducted, b) Community and economic development training resources developed, c) Number of community and economic development projects conducted
2	Each ACES employee is required to provide a success story on the program activity which they felt best demonstrates the impacts of their work. These success stories contain the following elements: Why: Explain the reason the program was done, or the situation or problem that the program addressed What: Specifically what was done and how it was done. When: If this was a one-time event, the date it occurred. If it is was a series of events, or an on-going program, when it began. Where: Specific location-- the county or counties involved. Who and how many: The "who" includes both who did the program and who were the clients of the program, as well as how many people were served. So what: This is the part that gives the real meaning to "success". The basic question to be answered in this part is "what difference did this program make". The difference may be measured in terms of dollars, or in changes in habits, lifestyles or attitudes. Whenever possible use numbers to show the effect of the program. If it is not possible to use numbers, provide a qualitative measurement like client comments or another type of testimonial about the program. Since this program area is very broad in scope and contains multiple Extension Team Projects which have different outcomes measures, the impacts for this program area are best measured in the number and quality of the success stories generated by the individuals who work on these projects. Therefore, one very significant outcome measure is the number of success stories generated.
3	The Career Exploration and Education planning extension team project set as a goal significant improvement in each area where a learning objective was set which includes: create an education plan, create a career plan, improvement in school, and improvement in academic performance.

Outcome #1

1. Outcome Measures

Outcomes from this program area include: a) Number of community and economic development programs conducted, b) Community and economic development training resources developed, c) Number of community and economic development projects conducted

2. Associated Institution Types

- 1862 Extension
- 1890 Extension

3a. Outcome Type:

Change in Knowledge Outcome Measure

3b. Quantitative Outcome

Year	Actual
2011	650

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

There is no shortage of ideas about what we should be doing for rural communities. Leaders in every community already have good ideas for local projects. What they often lack are the financial resources to support the strategies and projects that they have identified.

What has been done

The Rural Alabama Initiative (RAI) grant program was created to provide seed money for some of these worthwhile community initiatives. Priority was given to projects featuring collaborations among organizations and jurisdictions in rural Alabama. The Extension-funded RC&D grant program was also administered.

Results

ECDI funded 12 Rural Alabama Initiative projects for 2011 at a total of over \$50,000. The RAI grant application process was very competitive. The 12 RAI projects addressed a range of community and economic development issues throughout the state. Approximately \$1,020,000 dollars of Extension-funded RC&D grants were administered that funded over 110 projects.

4. Associated Knowledge Areas

KA Code	Knowledge Area
605	Natural Resource and Environmental Economics
608	Community Resource Planning and Development
803	Sociological and Technological Change Affecting Individuals, Families, and Communities

805 Community Institutions, Health, and Social Services

Outcome #2

1. Outcome Measures

Each ACES employee is required to provide a success story on the program activity which they felt best demonstrates the impacts of their work. These success stories contain the following elements: Why: Explain the reason the program was done, or the situation or problem that the program addressed What: Specifically what was done and how it was done. When: If this was a one-time event, the date it occurred. If it is was a series of events, or an on-going program, when it began. Where: Specific location-- the county or counties involved. Who and how many: The "who" includes both who did the program and who were the clients of the program, as well as how many people were served. So what: This is the part that gives the real meaning to "success". The basic question to be answered in this part is "what difference did this program make". The difference may be measured in terms of dollars, or in changes in habits, lifestyles or attitudes. Whenever possible use numbers to show the effect of the program. If it is not possible to use numbers, provide a qualitative measurement like client comments or another type of testimonial about the program. Since this program area is very broad in scope and contains multiple Extension Team Projects which have different outcomes measures, the impacts for this program area are best measured in the number and quality of the success stories generated by the individuals who work on these projects. Therefore, one very significant outcome measure is the number of success stories generated.

2. Associated Institution Types

- 1862 Extension
- 1890 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

Year	Actual
2011	56

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

The Success Stories for 2011 specific to the Economic and Community Development PPTs are available online on the ACES intranet. The 56 Success Stories are broken down as follows: 34 for PPA 105A, 2 for PPA 105B, 11 for SPF 214, 6 for ETP 304 and 3 for ETP 305.

What has been done

The Success Stories for 2011 specific to the Economic and Community Development PPTs are available online on the ACES intranet. The 56 Success Stories are broken down as follows: 34 for PPA 105A, 2 for PPA 105B, 11 for SPF 214, 6 for ETP 304 and 3 for ETP 305.

Results

The Success Stories for 2011 specific to the Economic and Community Development PPTs are available online on the ACES intranet. The 56 Success Stories are broken down as follows: 34 for PPA 105A, 2 for PPA 105B, 11 for SPF 214, 6 for ETP 304 and 3 for ETP 305.

4. Associated Knowledge Areas

KA Code	Knowledge Area
605	Natural Resource and Environmental Economics
608	Community Resource Planning and Development
803	Sociological and Technological Change Affecting Individuals, Families, and Communities
805	Community Institutions, Health, and Social Services

Outcome #3

1. Outcome Measures

The Career Exploration and Education planning extension team project set as a goal significant improvement in each area where a learning objective was set which includes: create an education plan, create a career plan, improvement in school, and improvement in academic performance.

2. Associated Institution Types

- 1890 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

Year	Actual
2011	0

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)

Career Exploration and Education Planning workshops provide program participants with the necessary tools to prepare to enter the workforce. This training helps participants align their career paths and education plan in order to achieve a desirable outcome. The information provided helps participants and their families work together to develop a strategy to successfully enter the workforce.

What has been done

This ETP broadly aims to upgrade and uplift the state's urban and nontraditional audiences economic capacity by engaging them in activities/training that: (a) simulates economic deterioration; (b) educates them on the causes of economic deterioration, (c) provides direction

and training on career planning, and (d) provides direction and training on education planning.

Results

Of the program participants who responded to the post survey: 28% created an education plan, 31% created a career plan, 22% reported improvement in school, and 21% reported improvement in academic performance.

4. Associated Knowledge Areas

KA Code	Knowledge Area
608	Community Resource Planning and Development

V(H). Planned Program (External Factors)

External factors which affected outcomes

- Natural Disasters (drought, weather extremes, etc.)
- Economy
- Appropriations changes

Brief Explanation

Damage from strong tornadoes and storms coupled with the poor national and state economies were the two largest external factors that had an impact on outcomes. Many communities across Alabama were devastated by a series of deadly tornadoes this spring. Several communities were totally destroyed. This obviously had immediate impacts, and the rebuilding is still continuing. The economy resulted in less than expected state and federal revenues which resulted in appropriation changes. One of the largest impacts was on the RAI grant program, which was cut by 90% from the initial funding.

V(I). Planned Program (Evaluation Studies)

Evaluation Results

Economic and Community Development included many different activities and projects. Each of these has its own specific evaluation methods. The evaluation methods for Extension Team Project (ETP) within Economic and Community Development is explained in detail within the data-collection and evaluation sections of the Extension Team Project description sections on the ACES program planning, evaluation and reporting section of our intranet.

Of the participants in the Career Exploration and Education Planning Program they reported a significant number reported change in knowledge, action, and condition. Of the program participants: 87% strongly believed that the program was interesting, 76% strongly believed that the information was useful, 72% strongly believed that the activities were helpful, and 82% strongly believed that their involvement would have an impact on their future.

Of the program participants 61% were unable to successfully complete the WTTRW simulation. These individuals for a variety of reasons (budgeting, career choices, purchasing decisions, etc) experienced economic deterioration during the simulation. Of those who experienced economic deterioration 49% of them were able to identify the cause

and prescribe solutions to their specific problem.

Key Items of Evaluation

The Career Exploration and Education planning extension team project set as a goal significant improvement in each area where a learning objective was set. Of the program participants who responded to the surveys: 59.8% learned how to research careers, 48% learned to balance a checkbook , 71% learned about opening a savings account, 58% learned to keep track of funds in a savings account, and 64% learned to balance income and expenses.

Of the program participants who responded to the post survey: 28% created an education plan, 31% created a career plan, 22% reported improvement in school, and 21% reported improvement in academic performance.

The virtual business development program sought to increase minority business participation. The VBD extension team project signed up 112 business in the program year and provided information on business development to 400 individuals.