

**V(A). Planned Program (Summary)**

**Program # 4**

**1. Name of the Planned Program**

Community Resource Planning And Development

Reporting on this Program

**V(B). Program Knowledge Area(s)**

**1. Program Knowledge Areas and Percentage**

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
602	Business Management, Finance, and Taxation	10%		0%	
608	Community Resource Planning and Development	35%		70%	
802	Human Development and Family Well-Being	5%		10%	
803	Sociological and Technological Change Affecting Individuals, Families, and Communities	10%		10%	
805	Community Institutions, Health, and Social Services	20%		10%	
806	Youth Development	20%		0%	
	<b>Total</b>	100%		100%	

**V(C). Planned Program (Inputs)**

**1. Actual amount of FTE/SYs expended this Program**

Year: 2013	Extension		Research	
	1862	1890	1862	1890
Plan	15.0	0.0	3.0	0.0
Actual Paid Professional	0.0	0.0	1.1	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
988636	0	120084	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
988636	0	120084	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
5186191	0	116185	0

## V(D). Planned Program (Activity)

### 1. Brief description of the Activity

Activities included the development of a new protocol for increasing the news value of social movement activities [the protocol allows social movements to more effectively identify what activities will be covered and how favorable the publicity is likely to be], research demonstrating that rural lesbian and bisexual mothers with low-incomes are not readily identifiable as sexual minorities in rural communities [many have a salient sexual minority identity while being either single or in heterosexual relationships] and that sexual minority mothers living under the conditions of rural poverty are affected by both poverty-related stress and minority stress [anti-gay stigma], and the development of findings that fill a substantive gap in our understanding of health-promoting practices in low-income, African-American households, that provide direction for government food assistance programs, and that document how caregivers' strategies represent intervening processes in response to the built environment.

Extension activities include a wide variety of methods and focus on community participatory planning, organizational development, community economic development, and community leadership development and education.

Programming for the year continued to include efforts by Extension Educators with community and economic development expertise to work with state and regional partners to educate residents about the value of broadband access and adoption and the availability of community challenge grants. A grant has been received this year to expand the **Connecting Generations** program to additional counties' library facilities where students who want to earn volunteer service hours teach senior citizens who need assistance with computer usage. Other community participatory planning education included continuing work to help communities use various planning processes to plan for and manage disasters, and work on municipal and regional development plans and economic development plans, often assisting with needs assessments surveys, public meetings, goal formation, and implementation monitoring that successfully garners diverse participants and stakeholders. A community was also engaged in **Community Matters**, a program initiative that provided an opportunity for a graduate student to experience and assist with a multigenerational planning process.

Extension Educators engaged in a myriad of programs related to economic development. A number of educators used the updated curriculum **On the Front Line** to educate employees of businesses, agencies and government entities, as well as students, on customer services best practices. A new curriculum titled **Consumer Age Matters** was developed to build participants skills in targeting and developing marketing approaches based on characteristics and preferences of various generations. Staff members also developed the **Social Marketing for Businesses** curriculum and collaborated with

Wisconsin to involve residents of four communities in the **Business Market Analysis Webinar** series. Of note, a study of the results of a retail analysis of 16 counties in Southern Illinois and regional economies in nearby states was widely shared by an Extension staff member with individuals [youth and adults] and group stakeholders through presentations, mass media, and an interactive 'shopping simulation' that resulted in a 'buy local' campaign.

**Building Entrepreneurial Communities** continued to be a focus area associated with economic development and workforce preparation. Several counties have formed and supported youth activities that include 4-H youth group projects, camps, and school-based classroom activities and workshops focused on designing entrepreneurial businesses. In addition, Extension Educators are actively involved in community groups focused on supporting and recognizing entrepreneurial activities. Examples of such activities include the **Entrepreneurial Support Network of West Central Illinois' Small Business Day Celebration** and the **Clark County Business Expo** in collaboration with local schools. Participants in a dual county Fast Pitch Competition presented their ideas and won monetary awards in three categories: [1] Existing business; [2] Got an idea retail; and [3] Got an idea non-retail.

Extension Educators have been actively involved in interdisciplinary efforts focused on supporting youth workforce development. Working with their 4-H Youth Development colleagues they have facilitated opportunities to bring community colleges, schools, and business leaders together to identify and address youth workforce issues. Activities have included collecting inventories of employers and college courses, youth career expos and shadowing, and educational programs for youth on interviewing.

Community leadership development also included continued support for four youth or adult **Leadership Academies** often conducted in partnership with other community organizations. A former Leadership Academy location now opens programs to the entire county residency. A five-part series focused on leadership for high school youth over their four years of attendance was again led by a leadership team of student and adult advisory planning groups. Leadership programming for public officials included a statewide webinar on **Open Meetings and the Freedom of Information Act**.

## **2. Brief description of the target audience**

Members of the target audience included social movement activists [primarily in the food and agriculture sectors], scholars concerned with low-income African American families living in inner-city communities, and policy makers and service providers concerned with building strong communities and families. Community leaders, business leaders, agencies and organizations, and local government officials involved in community and economic development are key Extension target audiences that are large in scope. Other target audiences include youth and residents interested in starting small businesses.

## **3. How was eXtension used?**

Nine Extension staff are members of the eXtension Communities of Practice that include Entrepreneurs and Their Communities; Enhancing Rural Capacities; and/or Extension Disaster Education.

## **V(E). Planned Program (Outputs)**

### **1. Standard output measures**

2013	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
<b>Actual</b>	37689	101721	32737	0

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

**Patent Applications Submitted**

Year: 2013

Actual: 0

**Patents listed**

**3. Publications (Standard General Output Measure)**

**Number of Peer Reviewed Publications**

2013	Extension	Research	Total
<b>Actual</b>	0	3	3

**V(F). State Defined Outputs**

**Output Target**

**Output #1**

**Output Measure**

- Number Of Completed Hatch Research Projects

Year	Actual
2013	1

**V(G). State Defined Outcomes**

**V. State Defined Outcomes Table of Content**

O. No.	OUTCOME NAME
1	Number Of Individuals Reporting New Leadership Roles and Opportunities Taken
2	Number Of Plans Developed/Adopted/Adjusted By Communities Through Resident Engagement
3	Dollar Value Of Resources Leveraged/Generated [Includes Gifts, Grants, Private Investments, Equipment, Workforce Training, Budget Allocations, Etc.]
4	Percentage Of Community Plans/Goals Implemented
5	Number And Value of Volunteer Hours Invested In Community-Related Projects
6	Number Of Community/Organization Programs/Activities Initiated
7	Number Of Jobs Created By New Businesses
8	The Identification Of Chronic Stressors In The Lives Of Low-Income, African-American Families Living In Inner-City Neighborhoods And The Coping Strategies Used To Address These Stressors

**Outcome #1**

**1. Outcome Measures**

Number Of Individuals Reporting New Leadership Roles and Opportunities Taken

Not Reporting on this Outcome Measure

**Outcome #2**

**1. Outcome Measures**

Number Of Plans Developed/Adopted/Adjusted By Communities Through Resident Engagement

Not Reporting on this Outcome Measure

**Outcome #3**

**1. Outcome Measures**

Dollar Value Of Resources Leveraged/Generated [Includes Gifts, Grants, Private Investments, Equipment, Workforce Training, Budget Allocations, Etc.]

**2. Associated Institution Types**

- 1862 Extension

**3a. Outcome Type:**

Change in Condition Outcome Measure

**3b. Quantitative Outcome**

<b>Year</b>	<b>Actual</b>
2013	91335

**3c. Qualitative Outcome or Impact Statement**

**Issue (Who cares and Why)**

Revenue is declining in many rural communities and is affected by many factors related to overall state and national challenges, as well as local challenges to sustaining an economy such as the loss of businesses which in turn affect unemployment rates and out-population migration.

**What has been done**

In an effort to assist local residents, community leaders, and elected officials in understanding the importance of 'buying local' in sustaining both their local economies and Southern Illinois as a whole, a University of Illinois Extension Community Economic Development Educator [CED]

completed a Retail MarketPlace Profile Study of the sixteen-county Southern Illinois region in the fall of 2012 utilizing data obtained from ESRI Business Analyst to compare an analysis of consumer spending and business revenues resulting in the 'retail gap'.

The analysis indicated that a \$272 million net leakage for Southern Illinois existed in contrast to retail surpluses in the sections of neighbor states bordering Illinois. The leakage reflected not only loss of retail sales in the region, but also corresponding losses in sales tax revenues, retail sector jobs associated with those sales, and the multiplier effect lost which supports further retail sales in the market area. In addition, the study results suggested a correlation between the leakage and surpluses in retail shopping destinations in the neighboring states.

The educator then disseminated the study results through media, through some 40 presentations to and personal visits with key community groups, leaders, and elected officials, and through the development of a shopping simulation for events and classrooms that reached approximately 750 youth.

### **Results**

As a result of the dissemination of the results of the study to the Metropolis Chamber of Commerce, the Chamber was empowered to address the issue of retail leakage from their community and county by undertaking a Buy Local campaign. The campaign, entitled 'Think Local First', included posters, shopping bags distributed to customers and new residents moving in, coupons, newspaper ads, and buttons for business members to wear. The City of Metropolis also increased marketing efforts by adding radio spots and billboards to promote upcoming events that resulted in increased attendance and an increase in associated tax dollars.

The sales tax data from the Illinois Department of Revenue [comparing monthly collection since the campaign began to the same period from the year before] gathered by the CED educator indicated an increase in sales revenue of \$91,354 with funds going to both Metropolis and Massac County. The initial campaign as well as other ads and activities that followed have likely contributed to that increase.

## **4. Associated Knowledge Areas**

<b>KA Code</b>	<b>Knowledge Area</b>
602	Business Management, Finance, and Taxation
608	Community Resource Planning and Development
803	Sociological and Technological Change Affecting Individuals, Families, and Communities

### **Outcome #4**

#### **1. Outcome Measures**

Percentage Of Community Plans/Goals Implemented

Not Reporting on this Outcome Measure

## **Outcome #5**

### **1. Outcome Measures**

Number And Value of Volunteer Hours Invested In Community-Related Projects

Not Reporting on this Outcome Measure

## **Outcome #6**

### **1. Outcome Measures**

Number Of Community/Organization Programs/Activities Initiated

### **2. Associated Institution Types**

- 1862 Extension

### **3a. Outcome Type:**

Change in Condition Outcome Measure

### **3b. Quantitative Outcome**

<b>Year</b>	<b>Actual</b>
2013	5

### **3c. Qualitative Outcome or Impact Statement**

#### **Issue (Who cares and Why)**

Consumers are smarter and more discerning than ever and are demanding high-quality service. Skills in meeting the demands of customers are important for employees of private and public entities to ensure their employment, the health of their organization, and a thriving community.

#### **What has been done**

Programming to improve customer service primarily focused on workforce development and retention and has been a part of Extension's educational programming for many years. University of Illinois Extension Community and Economic Development [CED] educators with the assistance of a part-time recent Department of Urban and Regional Planning graduate completed a comprehensive update of the ten-module program. The modules address the value of customer service, generational and cultural differences in customers' needs and wants, creating positive first impressions, elements of communication, verbal language, and body language, telephone and online service techniques, dealing with unhappy customers, and keeping customers happy. The format includes opportunities for practicing skills, discussions, and the creation of a personal development plan.

This revised On the Front Line curriculum was used by five CED Extension Educators in settings

that included primarily public entity employees [health department, library, and county board]. An end-of-program evaluation was completed in four locations this past year by 106 respondents.

**Results**

On the Front Line program participants were asked to rate the usefulness of the information presented using a scale of 1-5 [1 = Not at all useful, 2 = Slightly useful, 3 = Somewhat useful, 4 = Moderately useful and 5 = Extremely useful]. Forty-two [40%] of the respondents circled 'Extremely useful', 51 [48%] circled 'Moderately useful', and 12 [11%] circled 'Somewhat useful'. Only one indicated the information was slightly useful and no one indicated not at all useful. The overall group average for usefulness of the information was 4.3.

The program participants were also asked to rate the amount of knowledge gained from attending the program using another 1-5 scale [1 = None, 2 = A little, 3 = Some, 4 = A good deal, and 5 = Very much]. Seventeen [16%] circled 'Very much', 47 [46%] circled 'A good deal', and 35 [34%] circled 'Some'. Only four indicated their amount of knowledge only increased a little and no one circled none. The overall group average was 3.7.

When asked what changes they plan to make, participants most frequently mentioned that they planned to consider generational differences when working with customers. Changes in approaches such as tone of voice, eye contact, and patience were also frequently mentioned, and some mentioned plans to add items for customer surveys and phone interviews regarding service, a mission statement for staff to see at the desk, and coffee, treats, and/or magazines in Spanish for their customers.

**4. Associated Knowledge Areas**

<b>KA Code</b>	<b>Knowledge Area</b>
608	Community Resource Planning and Development
803	Sociological and Technological Change Affecting Individuals, Families, and Communities
805	Community Institutions, Health, and Social Services

**Outcome #7**

**1. Outcome Measures**

Number Of Jobs Created By New Businesses

Not Reporting on this Outcome Measure

## **Outcome #8**

### **1. Outcome Measures**

The Identification Of Chronic Stressors In The Lives Of Low-Income, African-American Families Living In Inner-City Neighborhoods And The Coping Strategies Used To Address These Stressors

### **2. Associated Institution Types**

- 1862 Extension
- 1862 Research

### **3a. Outcome Type:**

Change in Knowledge Outcome Measure

### **3b. Quantitative Outcome**

<b>Year</b>	<b>Actual</b>
2013	0

### **3c. Qualitative Outcome or Impact Statement**

#### **Issue (Who cares and Why)**

The goal of the research is to identify chronic stressors in the lives of low-income, African-American families living in inner-city neighborhoods and the coping strategies used to address these stressors. This research is a response to theoretical discussions that argue that the compositional, social, institutional, and normative elements of impoverished inner-city communities undermine family organization and functioning. According to theorists, families are unable to develop stable domestic routines or properly socialize their children in environments with large numbers of disadvantaged neighbors, few social or institutional supports, and ghetto-oriented value systems. In contrast, our research seeks to better understand how families raising children overcame the adversity of living in low-resource, high-risk neighborhoods. This research is informed by a family resilience framework. This approach focuses on family strengths, how families marshal resources to promote stability in the face of adversity, and the ecological context of coping.

#### **What has been done**

Qualitative data were collected and analyzed for publications. Key findings emerged on parental practices around child health and nutrition and child physical activity. Little research examines how families respond to the neighborhood food environment and family poverty barriers to children's nutritional health. Informed by a family strengths/resilience perspective that emphasizes agency, we used qualitative data from low-income African American caregivers to explore strategies that caregivers used to promote the nutritional health of their preschool-age children. We identified multiple restrictive and promotional strategies that caregivers utilized in the face of limited family resources and the poor quality of the neighborhood food environment. Monitoring was used as the key restrictive strategy to counter children's less healthy eating practices. Six promotional strategies which included selective food availability, cooking techniques, creative meal preparation and presentation, positive role-modeling, teaching and instruction, and media

reinforcement were used to enhance healthy nutritional patterns. These findings fill a substantive gap in our understanding of health promoting practices in low-income, African-American households, and provide direction for government food assistance programs.

### **Results**

We also used qualitative interviews with low-income African-American caregivers of preschoolers to explore neighborhood obstacles to children's physical activity and the strategies caregivers used against these challenges. Built environment barriers included social and physical disorder, crime and violence, speeding traffic, and stray dogs. Recreational settings were few, inaccessible, and poorly equipped and maintained. In addition to high facility fees and few organized activities, recreational settings had high levels of disorder and violence. Despite barriers, caregivers used strategies to promote physical activity, including environmental appraisal, boundary enforcement, chaperonage, collective supervision, and local- and extra-local resource brokering. These findings document how caregivers' strategies represent intervening processes in response to the built environment. The findings further provide place- and asset-based recommendations.

## **4. Associated Knowledge Areas**

<b>KA Code</b>	<b>Knowledge Area</b>
608	Community Resource Planning and Development
802	Human Development and Family Well-Being
803	Sociological and Technological Change Affecting Individuals, Families, and Communities
805	Community Institutions, Health, and Social Services
806	Youth Development

## **V(H). Planned Program (External Factors)**

### **External factors which affected outcomes**

- Natural Disasters (drought, weather extremes, etc.)
- Economy
- Appropriations changes
- Public Policy changes
- Government Regulations
- Competing Public priorities
- Competing Programmatic Challenges

### **Brief Explanation**

## **V(I). Planned Program (Evaluation Studies)**

### **Evaluation Results**

#### **Buy Local**

The sales tax data from the Illinois Department of Revenue [comparing monthly

collection since the **Buy Local** campaign began to the same period from the year before] gathered by the CED educator indicated an increase in sales revenue of \$91,354 with funds going to both the city and county conducting the campaign. The initial campaign as well as other ads and activities that followed have likely also contributed to that increase. Additional information can be found in the Dollar Value Of Resources Leveraged/Generated [Includes Gifts, Grants, Private Investments, Equipment, Workforce Training, Budget Allocations, Etc.] State Defined Outcome indicator.

### **On the Front Line**

**On the Front Line** program participants were asked to rate the usefulness of the information presented using a scale of 1-5 [1 = Not at all useful, 2 = Slightly useful, 3 = Somewhat useful, 4 = Moderately useful, and 5 = Extremely useful]. Forty-two [40%] of the respondents circled 'Extremely useful', 51 [48%] circled 'Moderately useful,' and 12 [11%] circled 'Somewhat useful'. Only one indicated the information was slightly useful and no one indicated 'not at all useful'. The overall group average for usefulness of the information was 4.3.

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When asked what changes they plan to make, participants most frequently mentioned that they planned to consider generational differences when working with customers. Changes in approaches such as tone of voice, eye contact, and patience were also frequently mentioned, and some mentioned plans to add items for the customers, surveys and phone interviews regarding service, a mission statement for staff to see at the desk, and coffee, treats, and/or magazines in Spanish for their customers.

### **Key Items of Evaluation**

A Retail MarketPlace Profile Study by Extension led to a **Buy Local** campaign that contributed to a sales revenue increase in a rural county of \$91,345.

91% of the participants in newly updated **On the Front Line** program gained knowledge of effective customer service.