

**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%		35%	
802	Human Development and Family Well-Being	5%		25%	
803	Sociological and Technological Change Affecting Individuals, Families, and Communities	10%		10%	
805	Community Institutions and Social Services	20%		20%	
806	Youth Development	20%		10%	
	<b>Total</b>	100%		100%	

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

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

Year: 2014	Extension		Research	
	1862	1890	1862	1890
<b>Plan</b>	0.0	0.0	1.0	0.0
<b>Actual Paid</b>	0.0	0.0	0.7	0.0
<b>Actual Volunteer</b>	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
797128	0	124009	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
797128	0	124009	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
6400197	0	835622	0

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

### 1. Brief description of the Activity

Research activities in 2014 included a study that contributes to existing empirical knowledge by explicating the role of different types of violence in different patterns of judicial involvement among a sample of divorcing mothers with and without a history of violence [findings will inform efforts to appropriately match legal interventions and services to the diverse needs of divorcing parents], ongoing work under a project with the goal of evaluating the capacity of environmental governance structures to accommodate multiple ecosystem services and the extent to which decentralized environmental governance networks are able to incorporate justice concerns into planning processes and outcomes, an examination of how low-income African American families cope with food insecurity, work 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; this methodological finding can inform future efforts to study diversity among lesbian and bisexual families], an examination of how racial socialization influences early emotional and behavioral development in African American families [the study emphasizes the role social support plays in fostering successful early educational and labor market trajectories among second-generation immigrant youth in the U.S.], research that questions whether maternal stress and depression mediate the relationship between maternal work hours and early child development, and an effort to identify the types of challenges that leaders encounter and the strategies experienced leaders used to address these challenges.

Conference presentations included the Ecological Society of America, Illinois-Indiana Sea Grant, Lincoln Park-Milwaukee Estuary Outreach Advisory Group, West/East Lakes Joint Meeting of the Association of American Geographers, 21st Annual Critical Geography Conference, National Great Rivers Research and Education Center Intern Symposium, Work and Family Researchers Network Conference, Society of Longitudinal and Life Course Studies, and the Ohio Youth-Led Prevention Network.

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.

Participatory community planning education in 2014 included continuing work to assist communities in developing, implementing, and/or updating 16 action plans, often assisting with needs assessment surveys, public meetings, goal formation, and implementation monitoring that successfully involved diverse participants and stakeholders. Various processes were used to work on municipal, county, and regional

issues and projects related to managing disasters, downtown/main street development, transportation, and economic development. Three of the planning processes provided an opportunity for a graduate student to experience and assist with the processes through the **Community Matters** program, a partnership between University of Illinois Extension and the University of Illinois Department of Urban and Regional Planning aimed at addressing local issues and designing a plan that fits locally-defined objectives.

Extension Educators engaged in a myriad of programs related to economic development. A number of Educators used the updated curriculum **On the Front Line for Customer Service** to educate employees of businesses, agencies and government entities, and students on customer service best practices. **Age Matters** was expanded this past year to a four-part module program addressing generational values and historical information that helps build participants' skills in working with consumers, employees and volunteers. The **Social Media for Businesses** curriculum was uploaded to the web as an online version to give small business owners the flexibility they need to access the information. Staff members have also provided assistance in helping individuals plan for starting or sustaining small businesses. **Buy Local: A Sustainable Communities Initiative** continues to be delivered via presentations to elected officials, community leaders, and residents and through a two-day classroom experience involving an interactive 'shopping simulation' that reached 625 youth this past year.

**Building Entrepreneurial Communities** continued to be a focus associated with economic development and workforce preparation. In addition, Extension Educators were actively involved in community groups focused on supporting and recognizing entrepreneurial activities. One example of such activities is the **Entrepreneurial Support Network of West Central Illinois**. Several counties have formed and supported youth activities that include 4-H youth group projects, two week-long camps, and presentations on designing entrepreneurial businesses. The **Living the Dream** program is being developed and piloted and focuses on fostering youth creativity and entrepreneurship.

Extension Educators have also 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, sponsor youth career 'expos', conduct career-related camps, and provide presentations to high school workforce preparation classes. This past summer Extension Educators in Community and Economic Development led a team of Educators including 4-H Youth Development Educators to engage youth in a statewide grant-funded study to determine the economic impact of county fairs.

Community leadership development programming included continued support for five youth or adult **Leadership Academies** [often conducted in partnership with other community organizations]. A multi-year leadership series for high school youth over their four years of attendance continued to be delivered, led by leadership teams of student and adult advisory planning groups. Leadership programming for public officials and leaders included the **Illinois Budget Policy Toolbox** statewide webinars that addressed Illinois' fiscal situation and solutions presented by faculty members from the Institute of Government and Public Affairs.

## 2. Brief description of the target audience

Members of the target audience included mothers who co-parent after separation [including those who do and do not experience intimate partner violence], professionals working with mothers in the process of divorce [including family court judges, family law attorneys, parent educators, and health care providers], low-income residents receiving urban gardening assistance, low-income and minority communities experiencing environmental remediation in nearby rivers, community-based organizations and institutions, families, policymakers, researchers who study adolescence and youth programs,

practitioners who run youth programs, and intermediary organizations that teach and support these practitioners. 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 residents interested in starting small businesses and youth.

**3. How was eXtension used?**

Six Extension staff members are members of eXtension Communities of Practice related to Community Resource Planning and Development, including Entrepreneurs and Their Communities, Enhancing Rural Capacities, and Extension Disaster Education.

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

**1. Standard output measures**

2014	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
<b>Actual</b>	37970	24135	35556	0

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

**Patent Applications Submitted**

Year: 2014  
 Actual: 0

**Patents listed**

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

**Number of Peer Reviewed Publications**

2014	Extension	Research	Total
<b>Actual</b>	0	4	4

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

**Output Target**

**Output #1**

**Output Measure**

- Number Of Completed Hatch Research Projects

Year	Actual
2014	1

**Output #2**

**Output Measure**

- Number Of Community Plans Developed, Adopted, Or Adjusted Through Community Resident Engagement

<b>Year</b>	<b>Actual</b>
2014	16

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**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	Percentage Of Community Plans/Goals Implemented
4	Number And Value of Volunteer Hours Invested In Community-Related Projects
5	Number Of Community/Organization Programs/Activities Initiated
6	Number Of Jobs Created By New Businesses
7	Examining How Low-Income African-American Families Cope With Food Insecurity
8	Identifying The Types Of Challenges That Leaders Encounter And The Strategies Experienced Leaders Used To Address Them
9	Knowledge Gained Regarding Buying Locally
10	Number Of Those Gaining Knowledge Regarding Customer Service

**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

**2. Associated Institution Types**

- 1862 Extension

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

<b>Year</b>	<b>Actual</b>
2014	0

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

**Issue (Who cares and Why)**

Illinois communities face a host of challenging issues, such as declining populations and shrinking economies. To address these and other issues, community leaders and residents need help in identifying strategies to engage residents in managing the rapidly-changing social and economic landscape.

**What has been done**

Several Community and Economic Development Extension Educators used a variety of processes to assist community leaders and residents in developing, implementing, and/or updating 16 action plans using a variety of processes to take charge regarding the future of their municipality, county, or region.

**Results**

Educational assistance was provided to nine municipalities that included the following actions: [1] Initiating a new comprehensive planning process that involved surveying residents and holding community meetings that focused on downtown/main street areas. In two locations, Extension's Community Matters program included faculty and students from the University of Illinois

Department of Urban and Regional Planning who through their academic degree capstone project gained experience in supporting these community planning processes. [2] Assistance was also provided for residents to develop action plans related to specific municipal projects for establishing local food gardens and a parks plan. [3] Progress on implementing another city's strategic plan encompassed the creation of a historic preservation district and ordinances, establishment of an Economic Development Commission, development of a Tax Increment Finance [TIF] District and securing two grants [\$86,000 total] to create a virtual incubator and a community website.

With respect to the four county-wide planning processes, two counties engaged residents in the development of a strategic plan, and an additional two counties addressed the required annual progress review toward meeting county Hazard Mitigation plan goals. Both of these Hazard Mitigation plans were in their final stages and one will initiate a new planning process order to seek funding to complete the unfinished goals.

Three regional planning processes included two focused on transportation planning [one in Southwestern Illinois and one in the West Central area with the latter using the Community Matters student involvement format] and a third associated with the USDA Rural Development Stronger Economies Together [SET] which focuses on developing a regional economic development plan that builds on unique assets and regional strengths [this process was initiated in a region encompassing 11 counties in Southeaster Illinois]. To date, 68 community leaders and residents have been involved.

#### 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 and Social Services

#### Outcome #3

##### 1. Outcome Measures

Percentage Of Community Plans/Goals Implemented

Not Reporting on this Outcome Measure

#### Outcome #4

##### 1. Outcome Measures

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

Not Reporting on this Outcome Measure

**Outcome #5**

**1. Outcome Measures**

Number Of Community/Organization Programs/Activities Initiated

Not Reporting on this Outcome Measure

**Outcome #6**

**1. Outcome Measures**

Number Of Jobs Created By New Businesses

Not Reporting on this Outcome Measure

**Outcome #7**

**1. Outcome Measures**

Examining How Low-Income African-American Families Cope With Food Insecurity

**2. Associated Institution Types**

- 1862 Extension
- 1862 Research

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

Year	Actual
2014	0

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

**Issue (Who cares and Why)**

Based on qualitative data collected on child health and well-being, we examined how low-income African-American families coped with food insecurity. This research allowed us to explore the experiences of and processes for managing food insecurity, thereby expanding on quantitative measures of food insecurity that focus only on the existence and severity of food insecurity. In response to gaps in the literature, we also examined the ways that households configured these strategies.

### **What has been done**

The experience of food insecurity was common in our sample. The majority of households experienced periods of food insecurity and food security. Food management strategies fell within food-based, network-based, and institution-based categories. Participants used multiple strategies within and across all three categories. We distinguished between core and supplementary strategies and detailed how caregivers combined these two types of strategies in diverse ways.

### **Results**

Our findings theoretically nuance discussions of food insecurity by introducing the concept of resilience. We detail the specific strategies used in response to the adversity of food insecurity, as well as their effects. With few exceptions, most studies downplay caregivers' active stance and the psychological benefits of some food management strategies. Caregivers expressed pride in their coping efforts, particularly food-based strategies that required planning and decision making skills. Our data suggest that caregivers' management activities promoted feelings of efficacy and control, positive self-esteem, and hopefulness. Even in households that used crisis-oriented strategies, reliance on supportive kin for instrumental aid and expressions of emotional support may have buffered households from a greater sense of despair in the absence of this assistance.

## **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 and Social Services
806	Youth Development

## **Outcome #8**

### **1. Outcome Measures**

Identifying The Types Of Challenges That Leaders Encounter And The Strategies Experienced Leaders Used To Address Them

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

- 1862 Extension
- 1862 Research

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

Change in Knowledge Outcome Measure

### 3b. Quantitative Outcome

Year	Actual
2014	0

### 3c. Qualitative Outcome or Impact Statement

#### Issue (Who cares and Why)

Adolescents in the 21st century need to develop career and life skills [such as strategic thinking, responsibility, and initiative] for navigating complex and unstructured real-world situations. Organized programs for high-school-aged youth, such as 4-H programs and other community programs, help youth learn these skills by engaging them in large individual or group projects that require them to set goals, plan, and deal with real-world challenges. This project investigates how program leaders can best support learning in these projects. Given that program members are taking on novel, often unstructured, projects, how do leaders provide the right amount of help and structure to facilitate learning? How do you help them develop skills to navigate complex real-world tasks on their own? Our objective is to identify the types of challenges and dilemmas that leaders encounter and the strategies experienced leaders used to address these dilemmas. The aim is to generate knowledge to help new program leaders better support youth learning processes.

#### What has been done

We completed data collection with 26 leaders of 14 programs for middle school-aged youth. This included four structured interviews with nearly all leaders [97 total interviews] and 28 observations of the leaders in action. This sample of leaders was chosen to be approximately similar to the 25 leaders in the Pathways sample [who led programs for high school-aged youth]. The two samples of programs come from the same three regional locations and have a similar range of content [leadership, arts, and STEM]. The two samples are also similar in ethnicity and serve approximately the same ethnic and SES mix. These additional leader interviews double the sample size for our analyses of leader practices, which greatly strengthens our ability to inform the field of youth practice. It also is allowing us to compare the practices and pedagogical strategies leaders employ in running programs for younger versus older adolescents.

#### Results

Adolescents' Development of New Skills for Prospective Cognition: Learning to Anticipate, Plan and Think Strategically. We published an article that describes adolescents' development of skills for strategic thinking and for anticipating possible scenarios in a plan and formulating flexible plans that take these into account. We have studied teens' work on projects in youth programs because they provide real world-like contexts for understanding development of these skills. Our findings demonstrate how leaders provide support that facilitate youth learning to anticipate the particularities of the contexts and people involved in reaching a goal and learning general 'meta' concepts and strategies that apply across situations, such as formulating plans that take uncertainties into account.

Why Youth's Trust in Program Leaders Matters. We sought to understand the processes through which youth's trust in leaders influences their program experiences. Data came from interviews with 108 ethnically-diverse youth [ages 12-19] participating in 13 arts, leadership, and STEM programs. We found that trust: [1] Increased youth's confidence in leaders' guidance in program

activities; [2] Increased youth's motivation in these activities; [3] Increased youth's use of leaders for mentoring on personal issues; and [4] Provided a useful model of a well-functioning relationship.

The Art of Restraint: How Program Leaders Use their Authority to Support Youth's Agency. In the youth development field, it is often assumed that a strong inverse relationship exists between adult leaders' exercise of authority and youth's experience of agency. This assumption can lead novices into difficult situations. In this study we examined why, when, and how experienced practitioners yield and exert authority in daily practice through targeted interview questions with the 25 Pathways leaders. Analyses showed that these veteran leaders experienced and enacted a more nuanced relationship between authority and youth agency. They limited their use of authority but also employed it in intentional ways aimed at strengthening youth's agency and skills for agency.

#### 4. Associated Knowledge Areas

KA Code	Knowledge Area
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 and Social Services
806	Youth Development

#### Outcome #9

##### 1. Outcome Measures

Knowledge Gained Regarding Buying Locally

##### 2. Associated Institution Types

- 1862 Extension

##### 3a. Outcome Type:

Change in Knowledge Outcome Measure

##### 3b. Quantitative Outcome

Year	Actual
2014	625

##### 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 sustain economies, 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 and Economic Development Educator completed a Retail MarketPlace Profile Study of the sixteen-county Southern Illinois region in the fall of 2012 using data obtained from ESRI Business Analyst to compare an analysis of consumer spending and business revenues resulting in a 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. Accompanying the leakage are 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.

The educator has continued to share this information by: [1] Making presentations [13] to community groups to disseminate the study results; [2] Making personal visits with key community groups, leaders, and elected officials; and [3] Conducting two-day school classroom shopping simulations that reached approximately 625 youth. The Buy Local: Sustainable Communities Initiative program helps elected officials, community leaders, local residents and youth audiences in understanding the importance of buying local to the sustainability of local economies by helping program participants recognize how buying patterns impact their household, their community, their county and their state.

#### **Results**

As a result of a presentation, an Extension Educator was invited to address a county Women in Business organization that committed to officially undertake a local first campaign in the county. After developing marketing materials the organization officially launched their Keep It In The County - Think, Shop, and Buy Locally Fir\$t campaign. With additional information, thoughts, and ideas from the educator, the organization members have made numerous presentations to other organizations and local governments in the county seeking support for the campaign. Success in increasing sales revenue has yet to be determined.

With respect to the Buy Local two-day school programs, posters made by the students on the second day provided visual evidence that the 625 youth learned through the 'shopping simulation' and discussion about the importance of recycling their monies in their home community.

#### **4. Associated Knowledge Areas**

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

## **Outcome #10**

### **1. Outcome Measures**

Number Of Those Gaining Knowledge Regarding Customer Service

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

- 1862 Extension

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

Change in Knowledge Outcome Measure

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

<b>Year</b>	<b>Actual</b>
2014	67

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

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

Consumers are smarter and more discerning than ever and are demanding great 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 increase knowledge of customer service primarily focused on workforce development and retention 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: [1] The value of customer service; [2] Generational and cultural differences in customers' needs and wants; [3] Creating positive first impressions; [4] Elements of communication, verbal language, and body language; [5] Telephone and online service techniques; [6] Dealing with unhappy customers; and [7] 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 for Customer Service curriculum was used by five CED Extension Educators in settings that included retail and public entity employees [restaurants, hospital and library staff, and community leaders]. An end-of-program evaluation was completed in four locations this past year by 67 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, 5=Extremely useful]. Fifty-nine [92.5%] of the respondents circled 'Extremely

useful' or 'Moderately useful', and 4 [6%] circled 'Somewhat useful'. Only one indicated that the information was 'Slightly useful' and no one indicated 'Not at all useful'. The overall group average for usefulness of the information was 4.4.

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, 5=Very much]. Forty-nine [77%] circled 'Very much' or 'A good deal', and 13 [20%] circled 'Some'. Only two indicated their amount of knowledge only increased 'A little' and no one circled 'None'. The overall group average was 4.1

When asked what changes they plan to make, participants most frequently mentioned that they planned to consider needs and wants of others and making adjustments for personalities and age/generations. Others planned to focus on their own attitudes [such as staying positive, being kind, being courteous, and respecting others]. Several mentioned smiling more and improving communication. Some mentioned plans to acknowledge customers [a suggestion box, asking for feedback/sharing it, and keeping a file of complaints and complements]. Setting standards and policies were actions mentioned by managers.

#### 4. Associated Knowledge Areas

KA Code	Knowledge Area
602	Business Management, Finance, and Taxation
805	Community Institutions and Social Services

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

##### External factors which affected outcomes

- Economy
- Appropriations changes
- Public Policy changes
- Competing Programmatic Challenges

##### Brief Explanation

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

##### Evaluation Results

On the Front Line for Customer Service 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]. Fifty-nine [88%] of the respondents circled 'Extremely useful' or 'Moderately useful', and 4 [6%] circled 'Somewhat useful'. Only one indicated that the information was 'slightly useful' and no one indicated that it was 'not at all useful'. The overall group average for usefulness of the information was 4.4.

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]. Forty-nine [73%] circled 'Very much' or 'A good deal', and 13 [19%] circled 'Some'. Only two indicated their amount of knowledge only increased 'A little' and no one circled 'None'. The overall group average was 4.1

When asked what changes they plan to make, participants most frequently mentioned that they planned to consider the needs and wants of others and make adjustments for personalities and age/generational differences. Others planned to focus on their own attitudes - staying positive, being kind, being courteous, and respecting others. Several mentioned smiling more and improving communication. Some mentioned plans to acknowledge customers - a suggestion box, asking for feedback/sharing it, and keeping a file of complaints and complements. Setting standards and policies were actions mentioned by managers.

It is worth noting that increasing levels of future participation in this program are anticipated.

### **Key Items of Evaluation**