V(A). Planned Program (Summary)

Program # 5

1. Name of the Planned Program
Community and Economic Development

V(B). Program Knowledge Area(s)

1. Program Knowledge Areas and Percentage

<table>
<thead>
<tr>
<th>KA Code</th>
<th>Knowledge Area</th>
<th>%1862 Extension</th>
<th>%1890 Extension</th>
<th>%1862 Research</th>
<th>%1890 Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>608</td>
<td>Community Resource Planning and Development</td>
<td>60%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>723</td>
<td>Hazards to Human Health and Safety</td>
<td>10%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>803</td>
<td>Sociological and Technological Change Affecting Individuals, Families, and Communities</td>
<td>10%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>805</td>
<td>Community Institutions, Health, and Social Services</td>
<td>20%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total**: 100%

V(C). Planned Program (Inputs)

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

<table>
<thead>
<tr>
<th>Year: 2009</th>
<th>Extension</th>
<th>Research</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1862</td>
<td>1890</td>
</tr>
<tr>
<td>Plan</td>
<td>6.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Actual</td>
<td>5.2</td>
<td>0.0</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Extension</th>
<th>Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smith-Lever 3b &amp; 3c</td>
<td>Hatch</td>
</tr>
<tr>
<td>130082</td>
<td>0</td>
</tr>
<tr>
<td>1862 Matching</td>
<td>1890 Matching</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>1862 All Other</td>
<td>1890 All Other</td>
</tr>
<tr>
<td>81625</td>
<td>0</td>
</tr>
</tbody>
</table>

V(D). Planned Program (Activity)

1. Brief description of the Activity

Community meetings will be held to determine community values, attitudes, and vision on which to develop strategies and action plans.

Partner with local economic development entities, agencies, businesses/industry and organizations to implement goals and plans of action.

Partner with local Adult Education entities to identify class offerings.

Television PSA's announcing EDEN (extension Disaster/Emergency Network).

Television PSA's discussing drought/wild fires or other disasters that may occur.

Community meetings will be held to discuss renewable/alternative energy possibilities in both public and private sectors.

Training opportunities will be available for people serving on boards, councils and committees in both the public and private sectors.
2. Brief description of the target audience

Adults interested in education  
Business and Community Leaders  
Local Development Entities  
Local Economic Development Entities  
Chamber of Commerce Members  
Tourism Leadership &dash; local/state  
County Government  
Individuals interested in start-up and expansion of business  
Individuals interested in start-up & expansion of business  
County DES, Law Enforcement, Emergency Response Coordinators  
Current Community Leadership/Potential Community Leaders  
Landowners  
City Government

V(E). Planned Program (Outputs)

1. Standard output measures

<table>
<thead>
<tr>
<th></th>
<th>2009 Direct Contacts Adults</th>
<th>Indirect Contacts Adults</th>
<th>Direct Contacts Youth</th>
<th>Indirect Contacts Youth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan</td>
<td>6000</td>
<td>140000</td>
<td>200</td>
<td>100</td>
</tr>
<tr>
<td>Actual</td>
<td>5083</td>
<td>3000</td>
<td>300</td>
<td>125</td>
</tr>
</tbody>
</table>

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

Patent Applications Submitted

Year: 2009  
Plan: 0  
Actual: 0

Patents listed

3. Publications (Standard General Output Measure)

Number of Peer Reviewed Publications

<table>
<thead>
<tr>
<th></th>
<th>Extension</th>
<th>Research</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Actual</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
</tbody>
</table>

V(F). State Defined Outputs

Output Target

Output #1

Output Measure

- Community Resource Development: Number of Extension lead activities such as facilitation services, assistance in feasibility studies, strategic planning processes, development of business retention and expansion plans/programs. Number of partnerships and existing relationships utilized to strengthen sustainability of county and private efforts in community and economic development.

<table>
<thead>
<tr>
<th></th>
<th>Target</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year</td>
<td>2009</td>
<td>7500</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1260</td>
</tr>
</tbody>
</table>
Output #2

Output Measure

- Adult and Community Education: Number of collaborations with community organizations to identify and establish classes to be offered in adult educational settings. Number of adult education classes offered during the year. Number of people attending classes.

<table>
<thead>
<tr>
<th>Year</th>
<th>Target</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>1000</td>
<td>739</td>
</tr>
</tbody>
</table>

Output #3

Output Measure

- EDEN (Extension Disaster Emergency Network): Number of hits on the EDEN WEB Site. Number of responses from PSA’s to emergency service entities.

<table>
<thead>
<tr>
<th>Year</th>
<th>Target</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>140000</td>
<td>628</td>
</tr>
</tbody>
</table>

Output #4

Output Measure

- Horizons Program: Number of Study Circle and Leadership Plenty meetings conducted. Number of people who have not been involved in community problem solving activities in the past. Number of community members trained and serving as facilitators for programs. Number of community members involved in Study circles and Leadership Plenty process.

<table>
<thead>
<tr>
<th>Year</th>
<th>Target</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>800</td>
<td>2456</td>
</tr>
</tbody>
</table>

Output #5

Output Measure

- Renewable/Alternative Energy: Number of people attending workshops/presentations and/or accessing the web site for information about wind energy. Number of people attending workshops/presentations on the pros and cons of various types of bio-fuels or alternative energy sources.

Not reporting on this Output for this Annual Report
### V(G). State Defined Outcomes

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

<table>
<thead>
<tr>
<th>O. No.</th>
<th>OUTCOME NAME</th>
</tr>
</thead>
</table>
| 1      | EDEN: Number of PSA’s produced to increase public awareness and knowledge of disasters and increase consumer awareness of local emergency services.  
The public will understand how they access local emergency services and take steps to prepare for a disaster (number of disaster survival kits made)  
Reduction of accidents, loss of property and human life due to disasters |
| 2      | COMMUNITY RESOURCE DEVELOPMENT: Number of community leaders, agency personnel, organization members and other citizens that will gain an understanding of the value of creating a community development/economic development plan.  
Number of community leaders, agency personnel, organization membership that will collaborate on economic development strategies.  
Number of communities that will utilize an inclusive process to establish goals and action plans.  
Counties will establish and maintain a sustainable population with a viable and diversified economy.  
Communities will be prepared and able to deal with and direct change so it will reflect its goals, values and vision. |
| 3      | ADULT/COMMUNITY EDUCATION  
Number of people who gained knowledge through adult education classes.  
Number of participants who tried a new activity as a result of attending a class.  
Number of participants who used a new skill, practice or technique as a result of attending a class. |
| 4      | HORIZONS:  
Communities demonstrate awareness and interest in poverty reduction. Community members become aware of opportunities, tools and techniques available to engage in poverty reduction.  
Communities begin to recognized and own poverty as a community issue about which they can take action.  
Communities begin to recognize and own leadership as a community issue about which they can take action.  
Communities demonstrate an interest in poverty reduction and begin the process of learning to recruit and mobilize others.  
Communities are mobilized to create and adopt a shared vision for poverty reduction.  
Communities will directly engage people living in poverty in leadership training and action planning.  
Communities will define leadership for poverty reduction as collective, rather than individual actions.  
Communities will implement inclusive processes and decision-making methods.  
Leadership base of communities will mirror the demographics of their community.  
Communities have a commitment to poverty reduction.  
Communities will implement and sustain changes that contribute to poverty reduction in the community.  
Communities will be able to demonstrate progress toward reducing poverty.  
Number of communities conducting Study Circles and Leadership Plenty activities and involve people new to the community problem solving.  
Number of people trained as facilitators for the Study Circle and Leadership Plenty process and are able to assist community groups.  
Number of people who develop or enhance their leadership skills and are able to apply those newly acquired skills and techniques |
| 5      | RENEWABLE/ALTERNATIVE ENERGY:  
Number of communities/cities making decisions about revenue generation with wind based on MSU Extension model.  
Number of people making decisions about the use of bio-fuels and other alternative energy opportunities. |
Outcome #1

1. Outcome Measures

EDEN: Number of PSA's produced to increase public awareness and knowledge of disasters and increase consumer awareness of local emergency services. The public will understand how they access local emergency services and take steps to prepare for a disaster (number of disaster survival kits made) Reduction of accidents, loss of property and human life due to disasters

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

<table>
<thead>
<tr>
<th>Year</th>
<th>Quantitative Target</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>140000</td>
<td>628</td>
</tr>
</tbody>
</table>

3c. Qualitative Outcome or Impact Statement

**Issue (Who cares and Why)**

Since 9/11 an increased awareness of security and safety for all citizens has developed. There is an increased emphasis on disaster mitigation, planning and preparedness. Studies have demonstrated the benefits to communities with lives saved, decreased levels of damage, and smoother recovery when residents know how to respond before, during and after a disaster. For an agricultural state, bio-security (animal and plant disease) concerns have become high profile as well.

**What has been done**

Efforts were focused on youth and adults. A 5 week emergency preparedness class project was conducted for high school students to increase their level of personal and family preparedness should a disaster occur. The students in turn, presented information to the all the school (grade and high school) students. Additionally, 5 workshops on agricultural emergency preparedness were conducted which included education and practical technical assistance in agricultural emergency planning, prevention of foreign animal disease outbreaks and awareness of agro-terrorism events.

**Results**

Based on a survey of the students attending the emergency preparedness classes, they reported understanding and ability to perform actions required: personal preparedness - 82%, roles of public officials-86%, resources needed in a disaster-86%, incident action plans-91%, family emergency supply kit-91%, zoonotic diseases-95%, volunteer and/or youth roles in a disaster-95%, ICS-91%, decontamination-91%, agricultural emergency response-50%. The youth were asked to assist the emergency planning committee by doing/developing: public fact sheets for 22 zoonotic diseases; facility diagrams of the county fair grounds, veterinarian clinic and animal shelter, re-useable laminated incident response templates, animal decontamination guidelines, agricultural resource inventories, family survival kits, and media packets and PSA announcement templates. These are ready to be used at the community level.

4. Associated Knowledge Areas

<table>
<thead>
<tr>
<th>KA Code</th>
<th>Knowledge Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>723</td>
<td>Hazards to Human Health and Safety</td>
</tr>
</tbody>
</table>
Outcome #2

1. Outcome Measures

COMMUNITY RESOURCE DEVELOPMENT: Number of community leaders, agency personnel, organization members and other citizens that will gain an understanding of the value of creating a community development/economic development plan. Number of community leaders, agency personnel, organization membership that will collaborate on economic development strategies. Number of communities that will utilize an inclusive process to establish goals and action plans. Counties will establish and maintain a sustainable population with a viable and diversified economy. Communities will be prepared and able to deal with and direct change so it will reflect its goals, values and vision.

2. Associated Institution Types

- 1862 Extension

3a. Outcome Type:

Change in Condition Outcome Measure

3b. Quantitative Outcome

<table>
<thead>
<tr>
<th>Year</th>
<th>Quantitative Target</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>7400</td>
<td>1260</td>
</tr>
</tbody>
</table>

3c. Qualitative Outcome or Impact Statement

Issue (Who cares and Why)
Serving on public boards at the county or municipal level is a critical component of good governance. Yet, many board members are ill-informed and unprepared for the significant challenges and responsibilities of board membership. Boards and the governing authorities that supervise them are vulnerable to bad press, poor public image and even litigation if statutory requirements or social norms are not met.

What has been done
Training materials and educational programs have been conducted across the state for the past 2 years. Over the past year, 1260 people have taken advantage of the opportunities to learn how to be effective as a board member at whatever level. Program organizers were largely county commissioners and municipal clerks.

Results
Two methods were used to evaluate this program: survey with 11 5pt Likert-scale items and 2 open ended questions, then several months after the trainings, program organizers chose participants representing new and long-term members to self evaluate on an on-line survey. Responses show an increase in knowledge of the statutes and positive changes in behavior: better understanding of Open Meeting Laws, Code of Ethics, liability issues for board members, nepotism; how to use parliamentary procedure; follow requirements prescribed in Open Meetings Laws, how to address conflict at board meetings more constructively, board members feel more comfortable with their roles/responsibilities, board minutes are taken more effectively, board meetings are more effective.

4. Associated Knowledge Areas

<table>
<thead>
<tr>
<th>KA Code</th>
<th>Knowledge Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>608</td>
<td>Community Resource Planning and Development</td>
</tr>
<tr>
<td>805</td>
<td>Community Institutions, Health, and Social Services</td>
</tr>
</tbody>
</table>
Outcome #3

1. Outcome Measures

ADULT/COMMUNITY EDUCATION Number of people who gained knowledge through adult education classes. Number of participants who tried a new activity as a result of attending a class. Number of participants who used a new skill, practice or technique as a result of attending a class.

2. Associated Institution Types

● 1862 Extension

3a. Outcome Type:

Change in Action Outcome Measure

3b. Quantitative Outcome

<table>
<thead>
<tr>
<th>Year</th>
<th>Quantitative Target</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>270</td>
<td>739</td>
</tr>
</tbody>
</table>

3c. Qualitative Outcome or Impact Statement

**Issue (Who cares and Why)**
There is a need for continuing education to enhance the lives of residents in rural Montana. People are looking for opportunities to enrich their lives through informal education. They are particularly interested in computer classes to learn how to work with Excel, Quicken, PowerPoint and the web. Gardening and landscape classes are also requested, especially with the economic conditions and the Mountain Pine Beetle infestation in the state. Other classes are offered depending on the interest of the community.

**What has been done**
Classes were offered in Microsoft Excel(r); Grain Marketing, agriculture-related insurance and personal insurance; Mountain Pine Beetle; Personality type through Colors program; Stress Management; Truck Safety; Gardening; water Aerobics; and Food Preservation. Specialized classes focused on history were also offered to adults.

**Results**
Participants in the Microsoft class created and manipulated spreadsheets and graphs; tree owners identified and managed the Pine Beetle in towns and shelterbelts and made decisions on how to protect their trees; participants learned 4 techniques for minimizing stress-many report sleeping better; participants learned about agriculture trucking laws, truck safety inspections and air brake systems. 40% of the participants in the Quicken classes report they use Quicken to keep their business financial records as a result of the class. 75% of participants chose not to apply protective measures on trees after the Extension programs saved them $30 per tree. One participant in an Excel(r) class (2008) is using the program to maintain herd records for a cattle and sheep ranch. The ranch is using the program to compare calf weaning weights to cow weights to determine the least efficient cows for culling; removing inefficient cattle from the herd has increased the profitability of the herd.

4. Associated Knowledge Areas

<table>
<thead>
<tr>
<th>KA Code</th>
<th>Knowledge Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>803</td>
<td>Sociological and Technological Change Affecting Individuals, Families, and Communities</td>
</tr>
</tbody>
</table>

Outcome #4

1. Outcome Measures

HORIZONS: Communities demonstrate awareness and interest in poverty reduction. Community members become aware of opportunities, tools and techniques available to engage in poverty reduction. Communities begin to recognize and own poverty as a community issue about which they can take action. Communities begin to recognize and own leadership as a community issue about which they can take action. Communities demonstrate an
interest in poverty reduction and begin the process of learning to recruit and mobilize others. Communities are mobilized to create and adopt a shared vision for poverty reduction. Communities will directly engage people living in poverty in leadership training and action planning. Communities will define leadership for poverty reduction as collective, rather than individual actions. Communities will implement inclusive processes and decision-making methods. Leadership base of communities will mirror the demographics of their community. Communities have a commitment to poverty reduction. Communities will implement and sustain changes that contribute to poverty reduction in the community. Communities will be able to demonstrate progress toward reducing poverty. Number of communities conducting Study Circles and Leadership Plenty activities and involve people new to the community problem solving. Number of people trained as facilitators for the Study Circle and Leadership Plenty process and are able to assist community groups. Number of people who develop or enhance their leadership skills and are able to apply those newly acquired skills and techniques.

2. **Associated Institution Types**

- 1862 Extension

3a. **Outcome Type:**

   Change in Action Outcome Measure

3b. **Quantitative Outcome**

<table>
<thead>
<tr>
<th>Year</th>
<th>Quantitative Target</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>800</td>
<td>2456</td>
</tr>
</tbody>
</table>

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

**Issue (Who cares and Why)**

Communities can become involved with the Horizons project when they exhibit an interest in poverty reduction and leadership development. Community members become aware of opportunities, tools and techniques to address these two issues and then take action.

**What has been done**

A visioning process as well as the Study Circles and Leadership Plenty have been completed in 15 communities across the state. Approximately 450 people completed the Study Circle process and 460 completed the Leadership Plenty.

**Results**

According to a survey completed by participants, 87.3% indicated they learned about a topic or action and how to implement it. Additionally, 72.2% of the participants say they have adopted or changed what they are currently doing as a result of the Horizons program. Specifically, they indicate such examples as: ability to recognize leadership skills in others, ability to work with others effectively, able to lead productive meetings, ability to guide discussions among diverse groups, and ability to manage conflict in group work, and learned how to approach a community action group. Actions that have been taken in the communities include: establishment of a community garden, community communications, neighbors helping neighbors program, small business retention, food bank, affordable housing land trust, life skills training program, job creation/sustainability, low income housing, job mentor/job shadow program for youth, after-school program, leadership retreats, elderly services, recycling center, and community center/assisted living/affordable housing.

4. **Associated Knowledge Areas**

<table>
<thead>
<tr>
<th>KA Code</th>
<th>Knowledge Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>608</td>
<td>Community Resource Planning and Development</td>
</tr>
<tr>
<td>803</td>
<td>Sociological and Technological Change Affecting Individuals, Families, and Communities</td>
</tr>
</tbody>
</table>
Outcome #5

1. Outcome Measures

RENEWABLE/ALTERNATIVE ENERGY: Number of communities/cities making decisions about revenue generation with wind based on MSU Extension model. Number of people making decisions about the use of bio-fuels and other alternative energy opportunities.

Not Reporting on this Outcome Measure

V(H). Planned Program (External Factors)

External factors which affected outcomes
- Natural Disasters (drought, weather extremes, etc.)
- Economy
- Public Policy changes
- Government Regulations
- Competing Public priorities
- Competing Programmatic Challenges
- Populations changes (immigration, new cultural groupings, etc.)

Brief Explanation

(No Data Entered)

V(I). Planned Program (Evaluation Studies and Data Collection)

1. Evaluation Studies Planned
   - Before-After (before and after program)
   - During (during program)

Evaluation Results

Reported in Program Results sections

Key Items of Evaluation