

**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
608	Community Resource Planning and Development	80%		70%	
802	Human Development and Family Well-Being	0%		10%	
803	Sociological and Technological Change Affecting Individuals, Families, and Communities	5%		10%	
805	Community Institutions, Health, and Social Services	5%		10%	
806	Youth Development	10%		0%	
	<b>Total</b>	100%		100%	

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

1. Actual amount of FTE/SYs expended this Program

Year: 2012	Extension		Research	
	1862	1890	1862	1890
Plan	15.0	0.0	2.0	0.0
Actual Paid Professional	0.0	0.0	0.3	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
975983	0	74147	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
975983	0	74147	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
9159261	0	377093	0

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

### 1. Brief description of the Activity

Research activities included cross-national studies of developmental risk and resilience in migrant families, the development of findings with regard to immigrants and second-generation youths that young people's level of political engagement heavily depends on the support they have from community or educational institutions, that these activities seem to be difficult for young people who are not full time students, that young people's engagement is often motivated by personal experiences of marginalization, and that immigrant and second-generation youth find challenges in directly involving their immigrant families in civic and political life, findings which indicate that location of entry of news stories into the news affected sourcing, planning, and morality constructions for a specific issue, and a project which has laid the groundwork for a better understanding of the factors that influence immigrant women and men in sending remittances and use of discretionary income.

Conference presentations included the Association of American Studies, American Anthropological Association, Asian American Studies, Critical Ethnic Studies, International Congress of Qualitative Studies, International Symposium on Youth with Migrant Backgrounds in South Korea, U.S. Democratic Task Force on Southeast Education, and the National Council on Family Relations.

Extension activities included a wide variety of methods and focused on community participatory planning, organizational development, community economic development, and community leadership development and education. Key programming for the year included 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. One of these community discussions led to the creation of **Connecting Generations**, a program focused on recruiting students who want to earn volunteer service hours by teaching senior citizens who need assistance with computer usage. Other community participatory planning education included continuing work to help communities plan for and manage disasters, work on municipal and regional development plans, and on economic development plans.

Extension educators led and supported a myriad of community participatory planning processes. Educators coached student interns and facilitated six **Community Matters** engagement opportunities to involve the public through case studies, surveys, key-informant interviews and forums to identify needs and options for improving their communities. At least nine other major community participatory comprehensive or strategic planning processes received Extension assistance in determining how to carry out the updating or development of plans for a variety of entities including counties, municipalities, housing authorities, libraries, and non-profit organizations. Extension staff also facilitated county hazard mitigation plan development and progress assessment. **Community Swap** [reciprocal visits] and access to

economic profiles prepared by Extension educators were carried out to help four communities identify high priority development areas and define an action agenda.

Extension Educators offered a variety of programs related to economic development. Significant efforts were devoted to **Building Entrepreneurial Communities** in several counties [including forming and supporting 4-H youth groups and camps 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** complete with awards for four counties and the first **Clark County Business Expo** with a youth entrepreneurship component involving three local high schools. A dual county **Fast Pitch Competition** was created to award funding in four categories: retail, non-retail, 'got an idea', and student. Other activities included small business education workshops and delivery of the newly created **On The Front Line** curriculum targeted at developing employee skills in customer service.

The **Local Government Information and Education Networking Tele-Institute** series was redesigned this year and included eight distance education programs targeted at developing the knowledge and skills of local officials. Nearly two-thirds of the 235 participants were currently serving as county officials. The audio conference topics addressed legislative updates, redistricting, GIS in local government, the importance of broadband, and obstacles and opportunities related to special structure assessments. Community leadership development also included continued support of seven youth and adult **Leadership Academies** often conducted in partnership with other community organizations and presentations to non-profit organizations on topics such as team building, fundraising and marketing.

Extension Educators have been actively involved in interdisciplinary efforts focused on supporting local food systems, youth workforce development, and energy education which are addressed in other planned programs.

Online self-directed interactive training modules have been developed for statewide use and potential use by other states. Eight beginner modules and six advanced modules including **Introduction to Applied Research, Getting a Project Started, Logic Models, Data Management, Measuring Outcomes and Evaluation, Introduction to SPSS, and Using Excel** are online along with an evaluation process designed to collect data on knowledge change.

## 2. Brief description of the target audience

Members of the target audience included academics, youth practitioners, policy makers, immigrant communities, local practitioners, state and local policy makers, national and international scientific audiences, low-income rural mothers, and financial, economic, and consumer educators. Community leaders, business leaders, agencies and organizations, and local government officials involved in community and economic development are key target audiences that are large in scope. Other target audiences include youth and residents interested in starting small businesses.

## 3. How was eXtension used?

Thirteen Extension faculty and staff and Illinois residents are members of eXtension Communities of Practice Entrepreneurs and Their Communities, Enhancing Rural Capacities, and/or Extension Disaster Education.

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

#### 1. Standard output measures

2012	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
<b>Actual</b>	37489	108417	35856	0

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

**Patent Applications Submitted**

Year: 2012

Actual: 0

**Patents listed**

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

**Number of Peer Reviewed Publications**

2012	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
2012	3

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

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

O. No.	OUTCOME NAME
1	Number Of Individuals Who Worked On/Gave Leadership To Specific Community Issues
2	Number Of Plans Developed/Adopted/Adjusted By Communities Through Citizen Engagement
3	Dollar Value Of Grants And Resources Leveraged/Generated [Includes Gifts, Grants, Private Investments, Equipment, Workforce Training, Budget Allocations, Etc.]
4	Acceptance Of New Leadership Roles And Opportunities
5	Encouraging Young People To Build Political Capital In Their Families And Communities

**Outcome #1**

**1. Outcome Measures**

Number Of Individuals Who Worked On/Gave Leadership To Specific Community Issues

Not Reporting on this Outcome Measure

**Outcome #2**

**1. Outcome Measures**

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

**2. Associated Institution Types**

- 1862 Extension

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

<b>Year</b>	<b>Actual</b>
2012	7

**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 issues, community leaders and residents need assistance to identify strategies to engage residents in managing the rapidly changing social and economic landscape.

**What has been done**

Extension Educators with assigned responsibilities in community and economic development worked with community leaders on 15 community planning projects this past year. Extension Educators provided information on best practices for use in developing or updating: [1] two county and two community comprehensive plans, also known as a general, master, or land use plan; [2] two county hazard mitigation plans; [3] two SWOT [strengths, weaknesses, opportunities, and threats] analyses for a community and a library district; [4] a community garden development project; [5] a radio station plan to better meet the needs of local residents; [6] a county housing task force plan; [7] a strategic plan for a city development association; [8] a visioning session for a multi-community river project and subsequent design development; and [9] two city design planning processes. The latter four are participants in the 'Community Matters' program which draws on a collaboration with campus urban and regional planning and landscape architecture

faculty, staff and students working with community members. The involvement of community residents is critical to the planning process, and Extension facilitated and directed processes that included surveys, focus groups, key informant interviews, steering committees, and public meetings, working with community residents, local officials, volunteers, agency staff, and community organization boards and members.

### **Results**

Six of these planning processes were completed this year. Especially notable was the completion of one county's comprehensive plan which was delayed when the staff member providing support for the project was not retained in the recent University of Illinois Extension reorganization. Public involvement [a key goal in creating understanding and support for plan implementation] in these 15 planning efforts, which varied in scope and method, totaled nearly 3,000 residents. This included more than 2,400 residents who completed community surveys, 349 who attended 19 public meetings, 187 steering committee members who attended 74 meetings, and 35 focus group participants [9 groups]. Involvement of first-time participants in community planning is another important objective focused on building future community leadership; a total of 75 residents were first-time community planning participants.

An obvious goal is not only to teach and use best practices to carry out planning processes, but to take actions in implementing decisions reflected in the plans. The annual meeting to monitor progress on a county hazard mitigation plan indicated that 19% of the elements in the plan had been completed and another 35% were in process. Other documented actions taken for three additional planning processes included broadband infrastructure investments, changes in sanitary sewer investments, formation of a park district, a buy local campaign, a business database, and establishing a community and economic development committee. Other actions are in process and are being monitored.

## **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 #3**

### **1. Outcome Measures**

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

Not Reporting on this Outcome Measure

**Outcome #4**

**1. Outcome Measures**

Acceptance Of New Leadership Roles And Opportunities

Not Reporting on this Outcome Measure

**Outcome #5**

**1. Outcome Measures**

Encouraging Young People To Build Political Capital In Their Families And Communities

**2. Associated Institution Types**

- 1862 Extension
- 1862 Research

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

Year	Actual
2012	0

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

**Issue (Who cares and Why)**

The first objective of this project is to examine how young people are building political capital in their families and communities through their participation in inter-generational community-based organizations. It examines how youth develop expertise and connections to dominant knowledge and the kinds of skills concomitant with their acquisition of political knowledge, and the ways they enable or facilitate others in their sphere of influence. The second objective of this project is to conduct a longitudinal study to test the long-term individual and community impact of young people's participation in politically-oriented youth groups. It examines whether their participation resulted in more positive individual outcomes [leadership employment position, educational status, confidence, positive future outlook] and community outcomes [staying in the community as leaders, contributing to their immigrant communities, participating in careers or education that works towards positive changes for their communities].

**What has been done**

The major output of this project has been the dissemination of knowledge through events. This has been achieved namely through public presentations to a variety of audiences such as academic, policy, practitioner, and community audiences. Academic conferences have included



the Association of American Studies, American Anthropological Association, and the International Congress of Qualitative Studies. Presentations were made for a policy audience both internationally and domestically including the International Symposium on Youth with Migrant Backgrounds in South Korea and to the U.S. Democratic Task Force on Southeast Education. Public presentations were also made to disseminate knowledge at a community level that included practitioners, researchers, and young people such as to University of Illinois Extension, a local high school, and community organizations.

### **Results**

The major outcome of this project was the change in knowledge. Some major changes in knowledge include: [1] young people's level of political engagement heavily depends on the support they have from community or educational institutions that promote such activities; [2] these activities seem to be difficult for young people who are not full time students, either in high school or college [young people who attend school part time and work part time find it difficult to translate their desire for civic and political engagement into action without structured programs to participate in]; [3] young people's engagement is often motivated by personal experiences of marginalization such as poverty or discrimination; and [4] immigrant and second generation youth find challenges in directly involving their immigrant families in civic and political life. Their bigger impact is in the indirect support they provide for their families and communities in the form of staying and living in their home communities and aiding family members in everyday life practices [acting as translators, accompanying family members with institutional officials, public assistance officials, school employees, and city officials, and mediating] which has the larger impact of providing essential social and political capital for these immigrant communities. This change in knowledge will impact a change in conditions to improve programs for young people in local community-based organizations but also in national and international forums.

### **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**

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

#### **Brief Explanation**

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

## **Evaluation Results**

Results regarding community participatory planning were identified through tracking use of best management practices, levels of resident participation, and contacts with community leaders to monitor program adoption and action to carry out plans. Six of these planning processes were completed this year. Especially notable was the completion of one county's comprehensive plan which was delayed when the staff member providing support for the project was not retained in the recent University of Illinois Extension reorganization. Public involvement [a key goal in creating understanding and support for plan implementation] in these 15 planning efforts, which varied in scope and method, totaled nearly 3,000 residents. The annual meeting to monitor progress on a county hazard mitigation plan indicated that 19% of the elements in the plan had been completed and another 35% were in process.

## **Key Items of Evaluation**