

DELIVERING ON A NEW DESTINY



# 2005

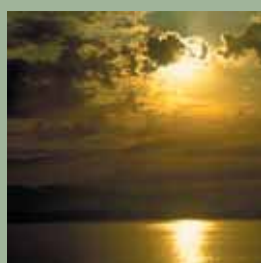
ANNUAL REPORT

North Central Regional Center for Rural Development





NCRCRD



# mission

To initiate and facilitate rural development research and education programs to improve the social and economic well-being of rural people in the region.

The North Central Regional Center for Rural Development, located at Iowa State University, is one of four regional centers coordinating rural development research and education throughout the United States. It is supported by the land-grant universities of the North Central region, the U.S. Department of Agriculture, and grants and contracts from private foundations.



*delivering on a new destiny*

November 2005

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# letter from the director

6



Cornelia Flora

The North Central Regional Center for Rural Development helps a number of stakeholders meet their mission and objectives. Our stakeholders include those who directly fund us, as well as the moral community of the people and places of the North Central region. We are at the nexus of federal, state and local demands and opportunities.

Our major funder is the Cooperative State Research, Education and Extension Service. As part of the U.S. Department of Agriculture under the Research, Education and Economics mission area, the CSREES mission "...is to advance knowledge for agriculture, the environment, human health and wellbeing, and communities." The NCRCRD shares this mission, with special emphasis on human well-being and communities. CSREES has five strategic goals.

1. Enhance economic opportunities for agricultural producers.
2. Support increased economic opportunities and improved quality of life in rural America.
3. Enhance protection and safety of the Nation's agriculture and food supply.
4. Improve the Nation's nutrition and health.
5. Protect and enhance the Nation's natural resource base and environment.

The NCRCRD's main goal corresponds to strategic goal 2 listed above. But our work, in concert with our land-grant and private sector partners, also contributes to meeting the other strategic goals. For example, our work on alternative agro-food networks enhances the economic opportunities for agricultural producers by providing more direct markets and enhances the nutrition and health of those that consume their products. Our work on reintegrating crops and livestock addresses not only goal 2, but also goal 5.

The Experiment Stations and Extension Services in our region provide direct funding, and more importantly, the people who help us help CSREES meet its mission. But because each is located in a state, they must be responsive to more particularistic demands and opportunities than the federal partners. At the regional level, our Extension partners identified encouraging rural economic development and improving water quality as strategic objectives, which the NCRCRD contributes to by our role in a national entrepreneurship effort and our work on outcome-based land management strategies. Our Experiment Station partners have particular concerns about communities that are underperforming economically, so we launched a regional project on economic development strategies to reduce the number of working poor.

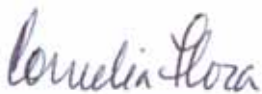
Education and capacity building are an important part of advancing knowledge. The NCRCRD, in partnership with the Great Plains IDEA, launched an asynchronous, interdisciplinary, inter-university master's degree in community development. Consulting with our 1890 and 1994 land-grant partners, we created a specialization in working with Native peoples as part of that degree. Our Exten-



sion Community Economic and Resource Development program leaders in each state, along with their Extension directors, identified core competencies that each front line Extension educator needs to do his/her job better, and we designed and launched training in those core competencies that Extension staff can access at their work location. We are expanding that curriculum to an asynchronous format, as well as designing sub-regional trainings in community development-related skills that build on the core knowledge that formed part of the basic training. This effort could not take place without the participation and leadership of faculty and staff at institutions around the region.

Not-for-profit organizations also provide resources for us to meet the parts of our mission we share with them. The Lumina Foundation works with us as we identify best practices for increasing educational access for Native peoples. The National Rural Funders Collaborative is a partner in identifying best practices for equitable economic development for Native peoples in rural areas. The Ford Foundation helps us work with rural community colleges and Extension to increase equitable community development and educational access through civic participation.

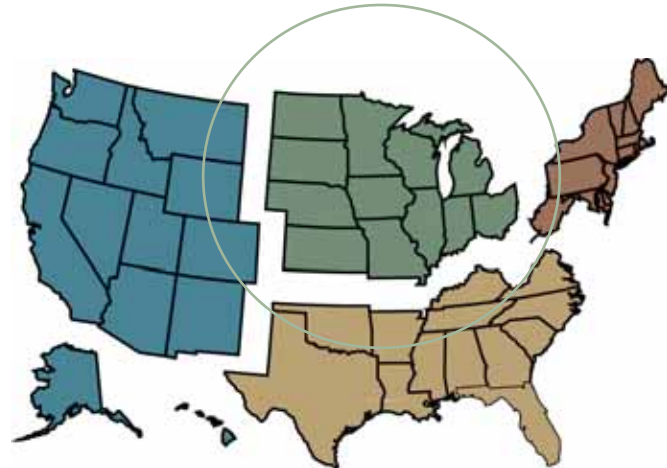
These efforts sometimes carry us from our region, but never from our mission. We are working to better document our impacts and our progress toward reaching our goals, as well as providing our partners research to help them determine the best way to invest their scarce resources. The strategic goal of the NCRCRD is increased economic opportunities and quality of life in rural America. We work by doing more with more through strategic partnerships.



Cornelia Butler Flora

# north central region

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## Introduction



In the last decade, population shifts, economic restructuring, and budgetary constraints at all land-grant universities have made it necessary for regional partners to become increasingly innovative in enhancing the well-being of the people of the region. Existing assets in the region as a whole, in each state, and in local communities is an important component of considering opportunities with limited resources

The Community Capitals Framework (Figure 1) is proving a useful tool to look at assets, investments and outcomes. The community capitals provide a frame through which to view the North Central region. All of the capitals are linked together, as the figure illustrates, showing that investments are often made in more than one capital, and outcomes of those investments are often seen in multiple forms of capital. This report showcases the capitals to highlight existing resources, opportunities, investments and outcomes within the North Central region.

## Natural Capital

Natural capital includes the natural landscape, air we breathe, and water we drink. Efforts to improve water quality, biodiversity, soil quality and air quality are critical on farms, rangelands and forests. In the North Central region, the natural landscape is particularly important, as there is an abundance of rich, agricultural land that rural residents invest in through farming. Farming in the region has gone through many changes throughout the last decade, as organically grown produce and meat has become more popular with consumers, offering farmers a niche market for raising crops and livestock. More small farmers are finding ways to enter into this market, as they sell their goods through Community Supported Agriculture (CSA) and farmer's markets (FMs).

Currently there are 290 CSA farms in the North Central region (<http://wsare.usu.edu/>). Community Supported Agriculture and FMs are becoming more and more popular throughout the region, because people are attracted to locally grown, often organic, food. Knowing exactly where their food comes from provides community members with feelings of security about what they are feeding their families, as well as offering them a way to become more involved in the community. There is also a sense of being connected to the land that CSA members and farmers' market customers appreciate.

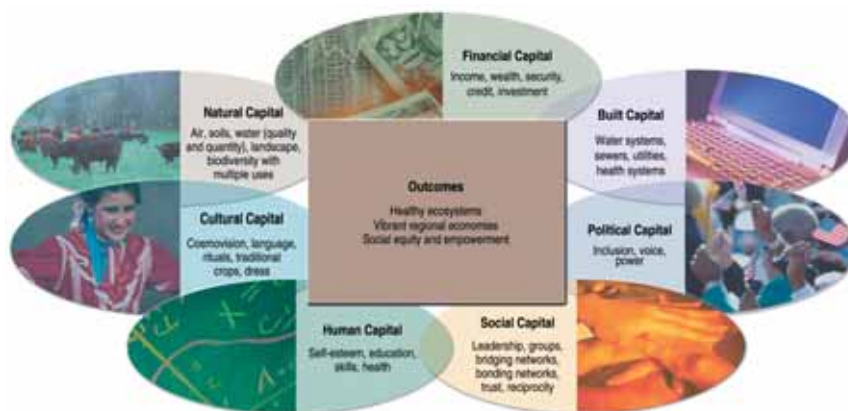
The overall monetary value for certified organic commodities in the region for 2002 was \$70,700,000 with Wisconsin leading the way at \$20,828,000 (USDA-NASS). In the North Central region, as of 2001, there were 2,366 certified organic pasture and cropland farms, and this number does not include farms that are subcontracted organic (Greene and Kremen 2003). Wisconsin is the leader in the region, with 469 organic pasture and cropland farms; Minnesota comes in second, with 421. This niche market offers farmers innovative ways to raise crops and livestock.

The number of farms in the region decreased from 1994 to 2004, losing 57,500 farms in those 10 years (USDA-NASS). The loss of farms in the region is not entirely surprising, as costs for land, machinery, fuel and chemicals continue to rise, making it difficult for new farmers to enter the profession. The age of farmers in the North Central region is 54 (2002), which is up from 53 years of age in 1997(USDA-NASS); this increase in age indicates that most young people are not choosing farming as an occupation after high school or college. The average amount of farm expenses in 2002 for the North Central region was \$90,347, and the average net cash income for operators in the region was \$44,635 (USDA-NASS). Many male and female farmers find that they need to supplement their farming income with a second job.

Farms in the North Central region were, on average, about 547 acres in 2002 (USDA-NASS). Of the 1,055 counties in the North Central region, the proportion of farming-dependent counties in 1989<sup>1</sup> was 27.7 percent (or 292) (ERS). By 2004, the proportion of farming dependent counties<sup>2</sup> had shrunk to 20.2 percent (213). Many farmers have contracts with corporations, which help them with their yearly income. Contracted livestock and crops in the North Central region include poultry, eggs, turkeys, custom-fed cattle, hogs and pigs, aquaculture, grains,



Figure 1. Community Capitals Framework





oilseeds, vegetables, potatoes, melons and other crops. In 2002, 15,990 farms in the region had a contract with a corporation either for their crops, livestock or both (USDA-NASS). Contract farming has kept many farmers in business. But because it is often related to increases in scale, it also has a history of dispute surrounding it, from environmental issues to a loss of financial capital in the region when farm products are sold outside of the region. One form of contracts on a small scale is community supported agriculture (CSAs).

Diversification, for many farmers, is the key to survival; becoming involved in different niche markets, investing in local ethanol and biodiesel plants, and searching out innovative and alternative ways to live off the land, such as agritourism or wind energy, are all ways farmers and ranchers diversify in the North Central region. These alternative investments in the land are likely to increase in the years ahead; however, to be truly successful, more support for these activities needs to come from the local, state and national level.

### Cultural Capital

Cultural capital includes the traditions, customs, ethnic backgrounds, and values of the people in the region. Over the past decade, there has been an increase in diversity throughout the North Central region, as new populations move into rural communities, find jobs and raise families (Table 1). This increasing diversity provides a new, rich view of the world that many communities did not have before; it also brings many new issues for the community to face, in terms of language barriers, differences in customs and traditions, and new ways of knowing the world. Changing populations also means changes to University Extension programs, as different groups have to be considered when implementing programming for the region.

Hispanic populations have grown exponentially in the North Central region, particularly in rural communities. The region experienced an 81% population growth in Hispanic populations from 1990 to 2000 (Balistreri 2002). In 2000, 1.4% of the rural population in the region was Hispanic residents. Investments have been made, and are still being made, in the changing cultural capital of the region. Programming offered for adults and youth from food safety to language learning to career building is being implemented across the region. More investments will need to be made to continue to enhance regional cultural capital, which also enhances the region's human capital.

**Table 1. Changes in Diversity from 1990 to 2000 in the NC Region**

Total Population	White	African American	American Indian Alaska Native	Asian	Hispanic
<b>1990</b>					
59,668,632	52,041,310	5,700,768	350,701	757,571	1,726,509
<b>2000</b>					
64,392,776	53,833,651	6,499,738	399,490	1,197,554	3,124,532

Source: U.S. Census Bureau

**Table 2. 2004 Poverty Rate (below 150% of the low-income level) by Working Status and Regions (units in 1,000)**

	U.S.		NC States	
	Number	%	Number	%
Not poor	166,732	78.2	41,796	81.1
Working poor	11,537	5.4	2,587	5.0
Poor—but not working	34,972	16.4	7,169	13.9
Total	213,241	100	51,552	100

### Human Capital

Human capital includes the skills, education and personal attributes of the people in the region. Building upon the skills that individuals have is an important investment to make in human capital, regardless of age, existing education or ethnicity. In the North Central region, Extension professionals, work in communities to build capacity of the local people to create new public and private goods. The investments here are two-fold, as those working in Extension must work to invest and advance in their own skills, and then take their new knowledge to their communities and help local people implement that knowledge in their own community. A

range of “core competencies” for working in community development is necessary for Extension professionals, and this is an investment that the region is making to create a more sustainable future.

## Financial Capital

Financial capital is forms of currency that can be invested. Throughout the region, there are people who do not have adequate financial capital to raise a family, even when both adults in the household are employed. Rural poverty, specifically for children in the North Central region, is a serious problem. Rural poverty exceeds urban poverty for children in Iowa, Nebraska, Kansas, Illinois, North Dakota, Missouri and South Dakota. These children are more likely to live in two-parent families where at least one parent is employed (Flora 2004). According to the United States Census Bureau, the North Central region “is the only region to show an increase in both the number in poverty and the poverty rate—7.5 million and 11.6 percent in 2004, up from 6.9 million and 10.7 percent in 2003” (DeNavas-Walt, Proctor and Lee 2004). The poverty threshold for a two-person household in 2004 was \$12,334; for a three-person household that includes a child under 18 years of age it was \$15,205 (U.S. Census Bureau). Table 2 shows national and regional numbers for those living in poverty, working and not working.

Promoting entrepreneurship in the region is one way that investments can be made to increase financial capital and counteract poverty. In the past, the economy was largely based on agriculture and manufacturing (see Table 3). Changes in the economy, including globalization and the outsourcing of jobs, have left people in poverty or caused them to flee the region in search of employment. Introducing training opportunities to communities and educational opportunities to school-age children about entrepreneurship has become increasingly important. There is a need for more locally-owned businesses in regional communities to counteract the smokestack chasing and consistent youth out-migration. Keeping youth in the community to pursue entrepreneurial goals is an investment that enhances human and financial capital for individuals and the collective. Additionally, growing entrepreneurs shows communities that they can create their own vibrant future, instead of leaning on outside industry to enter the scene and provide one for them.

## Built Capital

Built capital includes resources and infrastructure in the region, ranging from telecommunications to sufficient housing. Budget constraints at land-grant universities in the North Central region have meant changes to the way Extension professionals do their work. Extension has had to cut programs and reorganize their staff in response to extreme budget cuts in order to remain effective and efficient. This loss of services and jobs has definitely been difficult; for some Extension professionals, it has meant a loss of their actual office space. Cuts at the state and local level have meant that states have and are forming new policies to recover costs for services that create private goods while they maintain programs that promote public goods. Recovering costs is a complex process, as Extension makes sure they are not overstepping the bounds of the Smith Lever

**Table 3. Mean for Percent of Industry Type for all Counties in the North Central Region (N=1,055) and in the United States (N=3,104)**

Variables	1970		1980		1990		2000	
	NC	US	NC	US	NC	US	NC	US
Agriculture	18.53	15.05	15.73	12.75	12.72	10.42	8.56	7.24
Construction	6.07	7.18	6.04	7.12	5.81	6.58	6.86	7.71
Manufacturing	20.00	21.92	19.59	20.92	18.04	18.58	17.35	15.93
Transportation	3.09	3.12	3.93	3.84	4.11	4.01	4.38	4.21
Communication	2.45	2.66	2.42	2.70	2.02	2.51	2.93	3.11
Wholesale Trade	2.81	2.72	4.00	3.59	3.68	3.46	3.08	3.00
Retail Trade	16.60	15.69	15.36	15.05	16.18	16.15	11.33	11.49
Finance/Insurance/ Real Estate	2.96	2.92	3.84	3.86	4.34	4.36	4.54	4.57
Service	23.35	23.85	25.07	25.20	28.91	28.83	36.62	37.40
Public Administration	4.14	4.89	4.02	4.96	3.99	4.82	4.34	5.35

*NC refers to North Central states and US refers to United States (does not include Alaska, Hawaii and Puerto Rico).*



Act, which states that fees should not be charged for core educational programs. Defining what is a “private” program versus a “public” or core program has been a key component in the process of deciding on how to charge fees for service. Each state has drafted, or is in the process of drafting, a policy report that shows how the fee structure will work. Recouping funds is a way to create and produce resources for the region, thereby investing in built capital.

## Conclusion

The North Central region has faced challenges in the last decade, but also opportunities to grow and learn from these challenges. More often than not, the region shows resilience to difficult times and makes way for change, in order to provide a rich quality of life for all people. Using the capitals to view the diverse facets of the region is a great way to see all that the North Central region has to offer and to invest in for the future.

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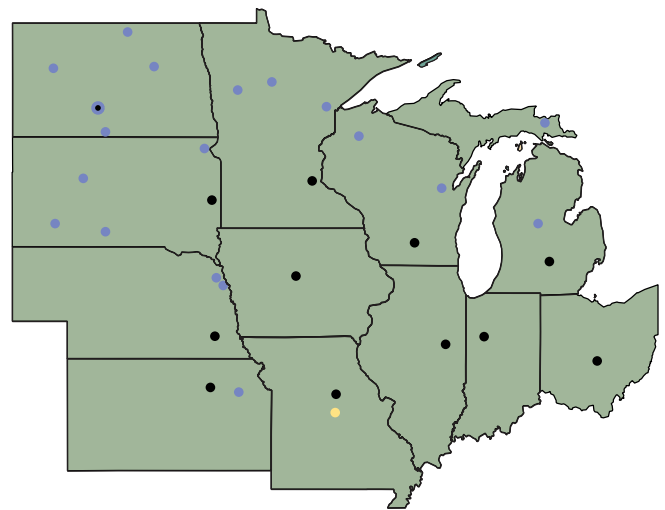
Western Sustainable Agriculture and Education, <http://wsare.usu.edu>.

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<sup>1</sup> Farming contributed a weighted annual average of 20 percent or more labor and proprietor income over the three years from 1987 to 1989.

<sup>2</sup> Farming-dependent counties had either 15 percent or more of average annual labor and proprietors’ earnings derived from farming during 1998-2000 or 15 percent or more of employed residents worked in farm occupations in 2000.

# land-grant universities in the north central region



## ● 1862 Land-grant Universities

University of Illinois  
Urbana, IL

Purdue University  
West Lafayette, IN

Iowa State University  
Ames, IA

Kansas State University  
Manhattan, KS

Michigan State University  
East Lansing, MI

University of Minnesota  
St. Paul, MN

University of Missouri  
Columbia, MO

University of Nebraska  
Lincoln, NE

North Dakota State University  
Bismarck, ND

The Ohio State University  
Columbus, OH

South Dakota State University  
Brookings, SD

University of Wisconsin  
Madison, WI

## ● 1890 Historically Black Land-grant University

Lincoln University  
Jefferson City, MO

## ● 1994 Tribal Land-grant Universities

Haskell Indian Nations University  
Lawrence, KS

Bay Mills Community College  
Brimley, MI

Saginaw Chippewa Tribal College  
Mount Pleasant, MI

Fond du Lac Tribal and Community College  
Cloquet, MN

Leech Lake Tribal College  
Cass Lake, MN

White Earth Tribal and Community College  
Mahnomen, MN

Nebraska Indian Community College  
Macy, NE

Little Priest Tribal College  
Winnebago, NE

Turtle Mountain Community College  
Belcourt, ND

United Tribes Technical College  
Bismarck, ND

Cankdeska Cikana Community College  
Fort Totten, ND

Sitting Bull College  
Fort Yates, ND

Fort Berthold Community College  
New Town, ND

Si Tanka  
Eagle Butte, SD

Oglala Lakota College  
Kyle, SD

Sinte Gleska University  
Mission, SD

Sisseton Wahpeton College  
Sisseton, SD

Lac Courte Oreilles Ojibwa Community College  
Hayward, WI

College of Menominee Nation  
Keshena, WI

# strategic planning at the NCRCRD: delivering on a new destiny

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Mary Emery

This past year the Center has engaged in a broad and extensive planning process. Our goals were threefold:

1. To engage a wide variety of Center stakeholders in the process.
2. To identify key issues across the region.
3. To design strategies for increasing our responsiveness to regional players and their concerns.

## *The Planning Process*

In order to make the process as comprehensive and useful as possible, we contracted with an Extension specialist from North Dakota State University. Marie Hvidsten conducted surveys with Extension directors, Experiment Station directors and NCRCRD Board members.

In addition, NCRCRD Associate Director Mary Emery conducted several focus groups. The first session was held at the 2004 Community Development Society meetings, where we invited conference attendees from the region to share their perceptions of the Center and their ideas for future work. This group included primarily extension educators and specialists who linked their comments to their work in the field. We conducted a second session at the 2004 Rural Sociological Society meetings, attended primarily by regional researchers connected to the land-grant system. A third session was held with Center staff.

We framed the planning process using an Appreciative Inquiry approach, which involves looking at four stages in the planning effort—discovery, dream, design and deliver.

For the **discovery** stage, we asked interviewees and focus group participants to describe a positive experience with the Center, and to consider the attributes of the Center as well as the situation that created the opportunity for these successes. Interviewees indicated that, working with faculty and staff throughout the North Central region, the NCRCRD:

- Brings knowledge and capacity to the region.
- Provides cutting edge research on trends, and strategies to address those trends.
- Creates new materials, techniques and tools.
- Identifies regional program opportunities and coordinates multistate efforts.
- Advocates for rural and community development regionally and nationally.
- Connects practitioners and researchers on a multistate and multidisciplinary level.
- Initiates partnerships and collaborations between academicians, practitioners, citizens and policy makers.



- Integrates academic input with local application.
- Organizes educational opportunities.
- Identifies and analyzes key issues.

For the **dream** stage, we encouraged people to talk about what it might look like if the Center were doing even better. For the **design** stage, we asked for ideas on strategies to make the Center even better. Some of the ideas generated include:

- Increasing regional participation to create ownership.
- Helping Extension expand its role in appropriate and key issues.
- Developing a broad scope of programs, products and services.
- Actively participating in each state in the region.
- Assisting Extension with evaluation and decentralization issues.
- Facilitating professional development opportunities for Extension staff.
- Mobilizing the research community.
- Identifying and sharing grant opportunities.
- Broadening participation in the discussion about rural.
- Communicating more effectively within the region.

NCRCRD Director Cornelia Flora presented the interview and focus group results to the regional Extension Directors, Experiment Station Directors and Program Leaders to get their feedback on what was most important and what directions they felt the Center should take. The NCRCRD Board of Directors then processed all this information to develop goals for the next five years. These goals include strategic foci for the Center in relation to topics of importance to the region and to Extension, as well as strategies for increasing the effectiveness of the Center's core functions.

We are now engaged in the fourth stage—**delivery**—as we execute the first 15-month implementation plan emerging from this process (dated April 2005 to June 2006).

### *Strategic Plan*

**Mission:** To initiate and facilitate rural development research and education programs to improve the social and economic well-being of rural people in the region.

**5-Year Goal:** To increase the capacity of rural communities to address issues of community economic development, diversity, and water quality and quantity through collaborative research and support for capacity building efforts among Extension programs and other community workers.



◀ Marie Hvidsten is a rural leadership specialist with the Center for Community Vitality at North Dakota State University Extension Service.

**Objective 1:** To increase the capacity of communities to cope with change and implement strategies that address the triple bottom line by:

- Facilitating the offering of an on-line masters' degree in community development.
- Providing Extension educators with training in core competencies, skills and processes, and specialized skill development.
- Facilitating research on successful regional coping strategies.

**Objective 2:** To increase the land-grant universities' ability to reach out to underserved and new populations by:

- Developing bridges with Native communities and institutions.
- Continuing to support the Hispanic initiative.
- Focusing attention on the need to nurture diversity.
- Researching successful economic development strategies by Native Americans, new immigrants and Hispanics.

**Objective 3:** To convene research groups around issues central to the work of land-grant universities in community and economic development in order to foster the development of effective, science-based educational materials and outreach programs. Specific topics to include:

- Providing new and alternative strategies for alleviating poverty in the Midwest and Great Plains.
- Using the community capitals framework in mapping, planning and evaluation.
- The current and potential role of entrepreneurship in job and firm creation, social entrepreneurship and civic entrepreneurship.
- Social and organizational aspects of land management for water quality and quantity.

**Objective 4:** To encourage better use of evaluation tools within the land-grant university system by applying the community capitals framework and the indicators of public good to a regional system.

**Objective 5:** To create an organization that can effectively advocate for and support the land-grant university's role in community and economic development by analyzing key issues, creating bridging opportunities between the Center and others, innovation, collaboration, convening, and communications.

*community capacity*

*under-served and new populations*

*convene research groups*

*evaluation tools*

17

*effective organization*

# increase capacity of communities

18



## Extension Professionals Trained in Community Development Core Competencies

The North Central Community Development program leaders recognized the increasing need for Extension professionals to have basic knowledge and skills in the processes, tools and techniques of community development work. In 2003, they initiated a regional effort to identify community development core competencies to enhance the work of Extension professionals.

Working in collaboration with the other Regional Rural Development Centers and CSREES-USDA, a conceptual framework was developed in 2004 and presented at the inaugural National Association of Community Development Extension Professionals conference in February 2005. The intent was to develop a framework, referred to as the Foundations of Practice, to provide a common language and understanding of community development work, recognizing that states and regions offer a wide breadth of educational programs in this area.

The Foundations of Practice program is composed of three major components:

- Understanding Communities and their Dynamics
- Developing Successful Community Initiatives
- Areas of Specialization and Emphasis

In 2005 and 2006, the NCRCD is implementing all three components of the Foundations of Practice for Extension professionals in the North Central region.

### *Component 1—Understanding Communities and their Dynamics*

This series of seven core competencies focuses on the ability to understand community of place, the nature of public issues, the dynamics and interdependencies of the various segments of the community, and the basics of community development work. All Extension professionals who work in a community context may find developing these

competencies useful, regardless of their program responsibilities.

In the North Central region, component one is being offered by distance education as a series of seven, 1.5 hour sessions to build Extension professionals' capacity in community development work. The series is running on WisLine Web from October 4 through November 15, with 38 participants from around the region.

- Introduction to the Series and Basic Understanding of Community  
Steve Jeanetta, University of Missouri
- Community Demographics  
Andy Lewis, University of Wisconsin
- Community Economics  
Bill Pinkovitz, University of Wisconsin
- Community Power Structure  
Janet Ayres, Purdue University
- Natural Resources and Sustainability  
Mary Emery, NCRCRD
- Community Situational Analysis  
Phil Alexander, Michigan State University
- Community Development Process and Evaluation of this Series  
Tim Borich, Iowa State University

Starting in 2006, this series will be offered twice a year through the North Central Regional Center for Rural Development. More detailed information on each of the sessions is available at <http://www.ncrcrd.iastate.edu/projects/corecomp/component1.htm>.

### *Component 2—Developing Successful Community Initiatives*

The second component of the core competencies focuses on the ability to apply community development processes to achieve measurable impacts. These process skills may be of value to all extension professionals, especially those new to community development work. These skills include ensuring broad-based participation, participatory planning, project implementation and management, facilitating group meetings, building community collaboration, and evaluation.



Component two will be implemented in the North Central region through a workshop in the fall of 2006. The purpose of the workshop is to build the competencies of Extension staff. It also enables Extension professionals within the region to network with each other and learn about their programs.

### *Component 3—Areas of Specialization and Emphasis*

The third component of the Foundation of Practice focuses on the specific content areas of community development. As Extension professionals become proficient in the first two components, many will likely expand their effectiveness as community development professionals by specializing in one or more areas. The general specialization categories include: economic development, local government, natural resources, group process and facilitation, organizational development, leadership and civic engagement, community services and workforce development.

Extension professionals' ability to focus on specific content areas of community development will be enhanced through access to an inventory of Extension community development assets in the North Central region (<http://www.ncrcrd.iastate.edu/cdin/index.htm>) and conferences focused on areas of specialization. The Center will also foster regional



"Thirty-eight people from 11 North Central states are participating in this fall's pilot program. I've received several positive comments from the participants regarding the usefulness of the series. In addition to the content, this program provides a way for staff to network with each other across the states. An in-depth evaluation will be done at the conclusion of the program to make improvements before it is offered in the spring 2006."

Janet Ayres

## ACTIVITIES

interest groups. This third component is targeted to Extension professionals with primarily a community development assignment.

Janet Ayres, a senior fellow with the NCRCRD, is leading this effort. She is a professor in the department of agricultural economics and an Extension specialist in leadership development at Purdue University. More information on the Foundations of Practice is available at <http://www.ncrcrd.iastate.edu/projects/corecomp/index.html>.

### On-line Community Development Degree Available for Those Committed to People and Places

The North Central Regional Center for Rural Development has been integral to the development of The Community Development On-line Master's Program, a program of the Great Plains Interactive Distance Education Alliance. This degree is for community leaders, practitioners, and for those committed to people and places. It provides the skills, information and networks needed to facilitate sustainable and prosperous community change. This degree program also equips practitioners with the tools necessary to build communities for the 21st century.

The degree program is made up of five core required courses that are three credits each, and three tracks, which house several elective courses. The core courses include:

- Community and Natural Resources Management
- Community Development 1
- Community Development II
- Community and Regional Economic Analysis
- Community Analysis



The tracks include:

- Working with Native Communities
- Natural Resource Management
- Building Economic Capacity

The degree is offered through six universities in the North Central region: Iowa State University, University of Nebraska, South Dakota State University, Kansas State University (approval pending), University of Missouri (approval pending), and North Dakota State University (approval pending).

Two courses were offered at four institutions for the initial fall 2005 semester. Meredith Redlin at South Dakota State University is teaching the Community and Natural Resource Management core course, and Teresa Lamsam at the University of Nebraska–Omaha (with an adjunct position at the University of Nebraska–Lincoln) is teaching Introduction to Native Communities, an elective under the Working with Native Communities track. More than half of the 15 students enrolled in this first semester are Native American.

Two more courses will be offered during the spring semester 2006. Sheri Smith at Kansas State University will be teaching the Community Analysis core course, and Gary Lynne at the University of Nebraska will be teaching Ecological Economics, an elective under the Natural Resource Management track.

More information is available at [www.ncrcrd.iastate.edu/distancedegree/index.htm](http://www.ncrcrd.iastate.edu/distancedegree/index.htm).

### Extension Staffing and Programming Patterns Evaluated

The NCRCRD is surveying community resource development program leaders to learn about state staffing and programming patterns in the North Central region. Information is being compiled on program leader staffing, field staffing (both number of positions and program area), partners, program development, training, making practice cumulative, organizational charts (over a 10-year period), and emerging issues and concerns.





## Coaching Explored as Strategy for Community Change Process

Mary Emery (NCRCRD), Priscilla Salant (University of Idaho) and Ken Hubbell (consultant) organized a Coaching for Community Roundtable that was held in Boise, Idaho, on October 23-25. While a number of foundations have invested heavily in coaching, there is little written about the strategy to date. The roundtable involved people from five different projects and focused on what coaching for community looks like, what skills are involved, what circumstances best lend themselves to this strategy, and the impact of coaching on community change processes. It is anticipated that the resultant report will be of use to many foundations and Extension educators in designing and implementing outreach efforts. The Roundtable was funded in part by the Northwest Area Foundation and the W.K. Kellogg Foundation.

*advocate, coordinate, facilitate*

# reaching under-served and new

22



Diversity in the North Central region presents challenges and opportunities. In addition to the Native American population, new migrants from all over the world bring their dreams, skills and cultures to further enrich the people and communities of the area.

Extension throughout the region has responded in exciting ways to include these diverse audiences in their programs to support youth and families, strengthen local farms and economies, and build more secure and dynamic communities. We have learned that we must honor cultural differences among individuals and households. We have learned that we must build on strengths within the community at the same time as we work for inclusion in our usual Extension work. We have learned that language matters, and have prepared dictionaries that help both employees and employers in agricultural enterprises. We have learned that sharing culture is a good base for strengthening youth and families.

Yet we still have much to do to be inclusive and effective working with our diverse customers. The North Central Regional Center for Rural Development and the land-grant universities in the North Central region are committed to providing regional support to research and outreach that will result in diverse populations being better served and participating more actively in their communities. We are committed to our efforts to improve the quality of life for all people in our region.

## Rural Community College Initiative: Outlook for the Future

“We believe their work is changing the face of educational and economic opportunity in Chaves County far into the future. At the same time they offer a model that can inspire others to create new opportunities in their own communities by building on local assets and focusing on specific strategies.”

Cornelia Flora and Mary Emery, director and associate director respectively of the North Central Regional Center for Rural Development, had this to say about the Rural Community College Initiative



# populations

Team from Eastern New Mexico University-Roswell in a nomination form for a 2005 Leadership for a Changing World Award, a program of the Ford Foundation in partnership with the Advocacy Institute and the Robert F. Wagner Graduate School of Public Service, New York University.

Flora and Emery highly praised the RCCI team for their demonstration of true shared leadership and collaboration focused on common goals. "Together they all look forward to the day when every child goes to college. Their success is a guide for others to follow. We believe their experience deserves recognition."

Documenting such promising practices is an ongoing effort with the Rural Community College Initiative. During the past year, the Regional Rural Development Centers expanded the scope of the RCCI by leveraging additional resources to create opportunities to work with more Tribal and Native-serving colleges, to enhance our understanding of coaching as a role in community work, and to explore opportunities for institutionalizing RCCI and involving additional players.

As the final year of the RRDC-coordinated round of the Rural Community College Initiative begins, there are four primary areas to be addressed. First, a concerted effort is being made to build upon partnerships that have been established in the first three years of the effort. Second, the RRDC staff, team leaders and coaches are in the process of planning a final RCCI Institute to take place in April 2006. Third, it is imperative that the efforts of institutionalization of the RCCI process into the colleges and the Extension Services be continued. The final goal of the RRDCs is to expand the scope of the RCCI process to institutions that are eager to employ this process.

The Rural Community College Initiative is a national program designed to help rural community and tribal colleges in economically distressed regions move their service area communities and residents toward prosperity. Initiated by the Ford Foundation and coordinated by MDC, Inc., it began with nine community and tribal colleges in 1994 and was

increased to 24 colleges in 1997 to support aggressive and creative efforts to increase jobs, income and access to education in rural communities.

The success of the initial program led to a Ford Foundation decision to expand the RCCI by partnering the community development mission of land-grant universities with the community service role of community colleges. This decision led to two new project coordinators being named (the North Central Regional Center for Rural Development and the Southern Rural Development Center) and 27 new community and tribal colleges joining the RCCI effort since 2002.

## NCRCRD Leverages Funding for Rural Community College Initiative

The North Central Regional Center for Rural Development has significantly leveraged the Ford Foundation funding for the Rural Community College Initiative with investments from the

National Rural Funders' Collaborative and the Lumina Foundation. These funds provide RCCI with a unique opportunity to:

- Engage tribal and native-serving colleges in uncovering promising practices related to equitable economic development, increased access to education, and enhanced civic engagement.
- Harvest the wisdom of college staff and participants in creating positive change.
- Develop a learning community dedicated to fostering local initiatives to support the goals of RCCI.

## Center Studies Effects of Bringing High-speed Internet Access to Excluded Sites

The North Central Regional Center for Rural Development is cooperating with the American Distance Education Consortium to conduct research at sites participating in the Advanced Internet Satellite Extension Project. The AISEP is a \$4 million research and development project funded by the



## ACTIVITIES

National Science Foundation and administered by ADEC. From 2001 to 2005, it brought high-speed Internet access and support free of charge to approximately 60 public learning centers across the country associated with Cooperative Extension.

The purpose of the research is to study the effects of bringing high-speed Internet access to geographically disadvantaged communities in remote and rural areas, and socioeconomically excluded communities with poor or ethnic minority populations. In addition to examining the impact of bringing high-speed Internet access to participating sites, the research is also helping identify the support mechanisms and resources needed to use technology to enhance local assets. In particular, the study strives to identify factors that lead to effective use of technology for widespread community benefit, defined in terms of how the Internet is used to promote any of the following five outcomes:

- Increased use of the skills, knowledge and ability of local people.
- Strengthened relationships and communication.
- Improved community initiative, responsibility and adaptability.
- Sustainable, healthy ecosystems with multiple community benefits.
- Appropriately diverse and healthy economies.

Results are based on conversations with site facilitators during on-site visits or in-depth telephone interviews. Site facilitators are educators, program coordinators, technicians and others who provide an array of services to support use of the technology. Facilitators have specialized knowledge about the impact of high-speed Internet as a result of managing and using the connectivity for educational, training, administrative, community development and/or other purposes.

Susan Fey and Cornelia Flora, NCRCRD, with Jan Poley, ADEC.



At the national level, the project brought together partners from the public sector (including Internet2, Cooperative Extension and ADEC) and the private sector (Tachyon, Inc.). These partners sought to create advanced networking solutions capable of reaching Internet-excluded sites at an affordable price for research, education and community development. Other key partners critical to this effort include organizations and institutions at the local level, including community colleges, tribal governments, housing authorities, community schools and cultural centers.

Reports and presentations describing some of the findings can be found at [www.ncrcrd.iastate.edu/projects/adece/index.htm](http://www.ncrcrd.iastate.edu/projects/adece/index.htm).

## Publications

In response to recent discussions about diversity in the North Central region, the NCRCRD initiated a mapping process to identify ways in which Extension is responding to the growing diversity in the region. A report titled *Mapping Diversity in the North Central Region* examines diversity programming within Extension at the 1862, 1890 and 1994 land-grant universities in the North Central region. The report was drafted with help from a regional advisory committee and is out for review.



The North Central Regional Center for Rural Development and the Southern Rural Development Center have developed a number of efficient and cost-effective strategies to increase networking and project development opportunities within the Rural Community College Initiative. One such effort to keep the Advisory Council, RCCI team personnel and land-grant partners informed of RCCI happenings is a monthly *RCCI e-Newsletter*.



The spring issue of *Community Technology Review* carries an article from the NCRCRD covering social and structural barriers new immigrants face in accessing and using high-speed Internet. The article describes results from the Advanced Internet Satellite Extension Project for the benefit of staff at community technology centers and public access sites. This information is important to CTC staff and Extension technology educators in the region who are working to deliver technology programs to these un- and under-served populations.



The NCRCRD was invited by the Center to Bridge the Digital Divide to submit an article on the relationship between Information Communication Technologies and rural employment and education. The article focuses on the idea that while infrastructure deployment is indeed a critical first step, investments are also needed in the social, cultural and political arenas to support locally appropriate use of technology for the benefit of everyone in rural communities. The article is posted on the CBDD Web site under "blog" (<http://cbdd.wsu.edu/>).



NCRCRD staff authored an article titled "Why Technology Matters in Community Development," recently published in the Community Development Society's quarterly newsletter, *Vanguard*. The article suggests ways community development practitioners can get more involved in technology issues to positively impact the communities they serve.



## Presentations

*What Can Individual Entrepreneurs Do to Support Native American Business Development?*  
Marketplace for Entrepreneurs  
January 13, 2005  
Bismarck, ND

*Improving Extension Outreach through Internet Technology: Moving Research into Practice*  
Change Agent States for Diversity  
April 27-29, 2005  
Greensboro, NC

*The Rural Community College Initiative: A Strategy for Developing New Partners and New Programs*  
Change Agent States for Diversity  
April 27-29, 2005  
Greensboro, NC

*Linking Research to Practice: Improving Technology Access and Use Among Underserved Populations*  
Community Development Society  
June 26-29, 2005  
Baltimore, MD

*What Can Individual Entrepreneurs Do to Support Native American Business Development?*  
Rural Sociological Society  
August 9-12, 2005  
Tampa, FL



◀ Eric Henderson and Corry Bregendahl, NCRCRD

*Implementing Technology-based Initiatives in Under-served Communities in Indian Country*  
Rural Sociological Society  
August 9-12, 2005  
Tampa, FL

*Sistemas de Produccion Integrados y Medio Ambiente: Un Estudio de Caso en Dos Condados de Iowa*  
National Conference on Latino Farmers and Ranchers  
August 25-27, 2005  
Las Cruces, NM



## Related Activities

The NCRCRD continues to collect data on promising practices in Native and Tribal-serving institutions for economic development, encouraging access to education, and wellness. The data is being analyzed using the Community Capitals Framework. Funding is provided by the Lumina Foundation.



Much of the economy of rural America depends on the work of immigrants. New immigrants move from agricultural labor to construction to more settled work. This extremely vulnerable population requires particular policies and programs that need to be based on their actual conditions and assets. A small group of scholars, including Cornelia Flora, met in San Francisco in August 2005 to lay out research agendas that could contribute to these efforts. In addition to reinstating and expanding the National Agriculture Workers Survey, there is a need for specific studies around the impacts of different working conditions on living conditions, and a mechanism for making these studies cumulative.



Mary Emery participated as a Multicultural Scholar Program review panelist in Washington D.C. on August 14-16, 2005.



# convene research groups



## poverty

### Regional Research Committee Studies Working Poor

Poverty has many faces in America, but one of the faces we know least is emerging from the economic restructuring in the Great Plains and Midwest. This face of poverty lies hidden in neighborhoods once home to middle-class America, but now home to deteriorating housing stock and local infrastructure. Described as a landscape of loss, these once healthy communities face declining population and per capita income coupled with an aging population that strains community resources and support systems. Communities struggle to cope with the contracting opportunity structure that provides limited prospects for those who wish to stay.

Economic restructuring has wrought additional changes as new faces of poverty in the region reflect the lives of new immigrants to the area. These new residents often occupy low-wage jobs as do many residents living within Indian reservations. In these communities, population is growing beyond the community infrastructure's ability to support that growth. And, we see the distress caused by unemployment and underemployment throughout the region leading to food insecurity and unstable living conditions for children.

The North Central Regional Center for Rural Development has convened a research group (NC 1100) to study the impact of the New Economy on low-income workers, their families and their employers. Subcommittees are working on database development, proposal writing and development of the case study for this research. The NCRCD is also supporting work on a database that will provide useful information for understanding the situation of the working poor in the region.

## Related Activities

Cornelia Flora met with a research team at the Hubert H. Humphrey Institute of Public Affairs at the University of Minnesota to discuss the capitals framework as a tool in addressing rural place-based poverty.



The NCRCRD is collaborating with the Rural Data Project of the National Center for Food and Agricultural Policy in the design of a study to assess the impacts of various changes in the Social Security Program on rural areas.



Cornelia Flora met with representatives from the International Potato Center and GTZ (a German development agency) to share methodologies for assessing rural poverty and pathways out of and into poverty for rural places where the formal data sources—and even the definitions of poverty—are unreliable. The International Potato Center is developing a participatory approach to poverty assessment.



## community capitals

### December Workshop

The North Central Regional Center for Rural Development is hosting a workshop, Community Capitals Framework: Research, Evaluation, Practice, to discuss the current application of the Community Capitals Framework in community outreach and research activities. The program will include opportunities to learn from one another on the use of the Framework in research, in evaluation work and in the field. In structured work sessions participants will enhance their understanding and contribute to expanding our existing knowledge on the value of the Framework in everyday community work, research and evaluation.

## entrepreneurship

### Center to Evaluate Community Impacts from \$2 Million Entrepreneurship Grant

HomeTown Competitiveness, a Nebraska initiative currently working in seven counties and communities in Nebraska, has been chosen as one of six recipients of grants provided through the W.K. Kellogg Foundation's 75th Anniversary Entrepreneurship Development Systems for Rural America. The North Central Regional Center for Rural Development is part of this effort and will help monitor and evaluate the community impacts of the coordinated efforts to increase rural community entrepreneurship. The \$2 million grant will be awarded over three years. More than 180 applications were received for the grants to develop six national models in rural entrepreneurship.

HomeTown Competitiveness provides a framework for rural communities to help them identify reachable goals and strategies focused on the four pillars of reversing rural decline, including building leadership and community capacity, engaging young people, fostering local philanthropy, and supporting entrepreneurship.

The core partners in the Kellogg-funded initiative are:

- Nebraska Community Foundation
- Heartland Center for Leadership Development
- RUPRI Center for Rural Entrepreneurship
- Center for Rural Affairs

Other collaborative partners are colleges and programs at the University of Nebraska; the Nebraska Microenterprise Partnership Fund; Northeast Community College at Norfolk; Northern Great Plains Inc. of Fargo, North Dakota; the Nebraska Lied Main Street Program and the Rural Enterprise Assistance Project; and Consolidated Telephone Company and Great Plains Communications, Inc., who serve the rural HTC communities.



## ACTIVITIES

The Kellogg EDS grants will allow recipients to promote entrepreneurial activity in their region, produce entrepreneurial models for other communities, leverage significant investments, and stimulate national and state interest in rural entrepreneurship policies and strategies.

### National Coalition for Rural Entrepreneurship

Entrepreneurship has become a national buzzword as well as a national priority for many organizations and agencies working in rural America. When the W.K. Kellogg Foundation and the Corporation for Enterprise Development put out a call for proposals to create Rural Entrepreneurship Development Systems, the response from organizations, agencies and communities was staggering—182 collaborations representing more than 2,000 organizations and agencies applied for this grant opportunity.

Jim Zuiches, rural sociologist at Washington State University, led a Washington State Collaborative application for the Kellogg grant. He learned through the application process that there is an incredible opportunity to work with other interested partners committed to entrepreneurship in rural America.

Zuiches approached the four Regional Rural Development Centers about combining efforts on a national project. Soon after, a proposal was drafted to initiate the formation of the National Coalition for Rural Entrepreneurship that would create the Rural Entrepreneurship Development Program. The focus of the National Coalition for Rural Entrepreneurship is developing entrepreneurial capacity in rural communities and organizations through education, training, technical assistance, research, extension, outreach and demonstration projects. <http://nationalcoalition.wsu.edu/>

### Entrepreneurship Listening Sessions

The Regional Rural Development Centers are organizing entrepreneurship listening sessions in regional communities with the collaboratives that applied

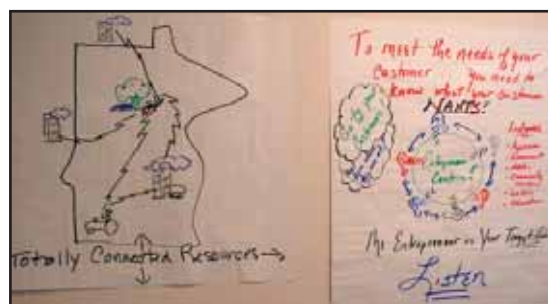
for the initial Kellogg grant and other groups and organizations interested in rural entrepreneurship. These listening sessions have been attended by state and local officials, congressional staffers, funders, micro-enterprise programs, lenders, Extension staff, Small Business Development staff, entrepreneurs, and staff from other service providers and interested groups. We have also held listening sessions on Entrepreneurship in Indian Country to address the specific issues arising in Native communities. These sessions provide a venue for groups interested in entrepreneurship to come to the table and discuss opportunities.

The listening sessions have two roles: to enhance and support state and region-wide networks, and to link that network into the national coalition. The facilitation is led by the Centers' program staff or local community or university leaders. Once all of the sessions are complete, the information gleaned from them will be coded, analyzed and written up in a report that will be presented to state and local government entities.

In the North Central region, five entrepreneurship listening sessions have been held—Entrepreneurship Across Minnesota held at Fond du Lac Tribal and Community College in Minnesota; Entrepreneurship in Indian Country at United Tribes Technical College in North Dakota; Entrepreneurship Across Wisconsin, Entrepreneurship Across Indiana, and Entrepreneurship Across the Tri-state region in Illinois. A listening session is scheduled for North Dakota in November 2005. Additional sessions are in the planning process for Iowa and Michigan, and possibly Kansas, South Dakota and Nebraska. Listening session summaries can be found at <http://www.ncrcrd.iastate.edu/projects/listening/index.html>.

### RRDCs Build Community of Practice Around Entrepreneurship

The Regional Rural Development Centers have received an e-Xtension grant for “Pioneer Communities of Practice” within the Cooperative Extension Service system. Titled Building Local Economies of the Future: Entrepreneurship Education and Information Systems for Rural People and Places, our efforts will involve building a community of practice around entrepreneurship. The Centers will be creating a two-step CoP system—a regional entrepreneurship resource team in each of the four regions, and a core CoP entrepreneurship team that will be national in scope.



## Presentations

### *“Entrepreneurship Listening Sessions”*

International Rural Network Conference

June 19-24, 2005

Abingdon, VA



### *“Economic and Rural Development Challenges for Small Towns”*

Small Towns and Economic Shocks: Business

Networks and Entrepreneurial Communities

September 28, 2005

Ames, IA



## land use, agriculture and natural resource management

### Center Studies Role of Community Supported Agriculture in Strengthening Local and Regional Food Systems

As agriculture becomes more globalized and farm-to-fork food miles multiply, consumers become increasingly removed from the people and places that produce the food they eat. Some people along the food chain are attempting to reverse this trend by participating in Community Supported Agriculture. CSA reconnects consumers with producers, the land, and their communities. It (re)localizes agriculture by promising to create rural job opportunities, retain local income, and reshape community relationships. While many CSA enterprises are owned and operated by a single proprietor or family, others are cooperative ventures in which multiple producers participate.

The North Central Regional Center for Rural Development recently received a one-year grant to study collaborative Community Supported Agriculture in Iowa. The grant was awarded through the Leopold Center for Sustainable Agriculture’s 2005 Marketing and Food Systems Initiative.

This project will study the role played by for-profit, multi-producer CSA in strengthening local and regional food systems. The study will determine whether collaborative CSA in Iowa and the North Central region acts as a business incubator for single family/individually-owned CSA. Research activities will also focus on how collaborative CSA impacts the business decisions and actions of local

agricultural entrepreneurs. In addition, the study will identify the factors that compel producers and consumers to invest in CSA, and factors that prompt them to withdraw.

The NCRCRD is partnering with CSA producers, organizers, members, and the Iowa Network for Community Agriculture to help in this effort. The NCRCRD is also looking for partners to study collaborative CSA in other states within the North Central region.

Results from this study will be used to develop educational and outreach activities. These activities will be used to inform rural community and economic development planners, policymakers, and local foods-based entrepreneurs, consumers, organizations, advocates and interest groups on how to best support small-scale, rural agricultural enterprise at the community, state and regional levels.

### Statewide Radio Program Highlights Center Research

Corry Bregendahl, NCRCRD research associate, was an invited guest on the statewide radio program Talk of Iowa on July 14 to discuss NCRCRD’s research on collaborative Community Supported Agriculture. Talk of Iowa is a daily call-in show produced by public radio in Iowa City and WOI AM640 in Ames. The program brings the voices of Iowa to the world. She was joined by Robert Karp, director of Practical Farmers of Iowa, and Michael Nash and Solveig Hanson, collaborative CSA producers in northeastern Iowa.

### Farmers Share Innovative Farming Practices with Researchers

Seven innovative farmers in Iowa share how they began farming and how their farming practices have changed over time in a series of stories recently published by the North Central Regional Center for Rural Development. These stories are part of a research project to learn about the impact of small crop and livestock enterprises on communities. The idea is to identify, promote and assist in the adoption of integrated crop and livestock farming systems that decrease nutrient run-off, reduce costs, increase market opportunities and increase profits for small and mid-sized family farms.

During the course of the project, the research team was able to interview several innovative farmers in the region, meet their families, and learn their farming story. In the summer of 2004, the North Central Regional Center for Rural Development, who has



## ACTIVITIES

been coordinating and analyzing the community impacts of the studied farming practices, contacted the farmers for more information and asked if they would share their farm story. These stories show a personal side of farming, bringing to light that this research involves real people who have great stories to share.

The stories and additional information on the research study, which is funded by the U.S. Department of Agriculture's Initiative for Future Agriculture and Food Systems Program, are posted on the Center's Web site at <http://www.ncrcrd.iastate.edu/farmstories/index.htm>.

### Center to Support Green Lands, Blue Waters Program

The North Central Regional Center for Rural Development will be working with the Green Lands, Blue Waters program and with land-grant universities building on the strengths in community-based watershed management. Green Lands, Blue Waters is a long-term comprehensive effort whose mission is to support development of and transition to a new generation of agricultural systems in the Mississippi River Basin that integrate more perennial plants and other continuous living cover in the agricultural landscape.

The NCRCRD convened a two-day work group at Iowa State University on perennialization on working landscapes and water quality in the Mississippi River Basin and the Gulf of Mexico in order to link policies to private land use decisions and for better coordination among the various entities that do research and those that offer technical assistance. The group shared ideas and current research on linking bio-physical with socioeconomic alternatives for healthy rural economics and ecosystems, and participated in a planning session using Appreciative Inquiry. The positive core results of that exercise produced useful information to determine readiness for collaboration as this group looks at engaging with additional agencies and partners.

### Presentations

*"Information Needs of Sustainability-Conscious Food Consumers"*  
Practical Farmers of Iowa  
January 14-15, 2005  
Des Moines, IA

*"Information Needs of Sustainability-Conscious Food Consumers"*  
Iowa Network for Community Agriculture Annual Conference  
February 5, 2005  
Anita, IA

*"Theories, Policies and Practices for Sustainable Ecosystem"*  
Midwest Sociological Society  
March 31-April 3, 2005  
Minneapolis, MN

*"Using Community Capitals to Assess the Multifunctional Benefits of Organic Agriculture"*  
Agriculture, Food and Human Values Society/ Association for the Study of Food and Society  
June 9-11, 2005  
Portland, OR

*"Women and Natural Resource Management in the Andes"*  
11th International Symposium on Society and Resource Management  
June 16-19, 2005  
Ostersund, Sweden

*Some Chimalapas Environmental Functions: Surpassing the Tragedy of the Commons?*  
Latin America Farming System Research and Extension Symposium  
July 20-22, 2005  
Manizales, Colombia

*"Contributions and Challenges of Collaborative Community Supported Agriculture: Lessons from Iowa"*  
National Small Farms Conference  
October 16-18, 2005  
Greensboro, NC





## Related Activities

The NCRCRD is collaborating with the Land Stewardship Project to analyze the possibilities of substituting a variety of green payments for traditional farm support programs.



Organizing projects that combine bio-physical and socioeconomic analysis in a way that impacts watershed and regional level ecosystem health, household well-being and public policy is the challenge that the Consortium for the Sustainable Development of the Andean Eco-region is addressing. Cornelia Flora is a member of its Board of Trustees. The issues faced in moving from field level to watershed level benefits, the difficulties in targeting programs, and demands for effective monitoring and evaluation provide important lessons for the Mississippi/Missouri River Basin. The Board met in Bogota, Colombia for its annual meeting February 1-4, 2005.



The Great Plains Institute addresses issues of sustainable energy production for the Great Plains. Cornelia Flora met with the Board of Directors around potential linkages of their projects with land-grant universities in the region. The role of the NCRCRD is to help them work with the community issues involved with moving toward renewable resources.



Cornelia Flora traveled to Peru to co-teach a course for the Masters Program in Rural Innovation at the National Agrarian University in La Molina (July 31 to August 7). This program is set up for students who are currently working in the field of rural development, holding intensive face-to-face courses for one week every two months. Flora taught the course Globalization, Policy and Rural Development on a La Molina farm near Cañete on the coast, providing the opportunity to conduct field trips to food processing and marketing facilities. Much of this curriculum is applicable to the research on alternative food institutions carried out at the NCRCRD with our regional partners.



The NCRCRD participated in the 2005 National Workshop on State and Local Food Policy held at Drake University in Des Moines, Iowa, on September 8-9. The workshop addressed current opportunities and challenges related to joint producer



initiatives, hosting presentations from newly emerging local and state food policy councils that are forming across the country. Center staff prepared an analysis of the conference proceedings of the multiple community contributions made by local and state food policy councils. The analysis illustrates ways local food system efforts create multiple community benefits.



The NCRCRD developed a research agenda with the Small Farmer Institute at La Molina (Peru), the International Potato Center and the University of Missouri in addressing issues of sustainability for small farmers and rural communities in isolated areas and fragile ecosystems. This will have implications for the western part of the North Central region.



The NCRCRD is collaborating with Cooperative Extension at the University of Arizona, the Hopi Tribal Government and Pu'tavi, a community-based organization on the Hopi reservation, to examine the production and use of traditional foods for community health, involving cultural capital, human capital and social capital. With colleagues from the Center for Small Producer Innovation from the National Agrarian University in La Molina, Peru, Center staff worked with Hopi community representatives to design a study of the meanings and uses of traditional foods, focusing on how single mothers access and use traditional foods. This study builds on the participatory study of agricultural production with Hopi farmers carried out over the past several years. From these studies, the NCRCRD is learning how to use healthy food traditions to build healthier communities in the region, both on and off the reservations.



The North Central Regional Center for Rural Development was involved in a "Dialogue on Performance-based Conservation Policies for Agriculture" held in Ames, Iowa. The focus was on performance-based measurement as it applies to federal farm policy.



# encourage use of evaluation tools

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Rural America is a complex mixture of peoples and cultures struggling for survival by implementing innovative approaches to their challenges and opportunities. Despite the daunting nature of some of these challenges, we see that every community, however rural, isolated or poor, has resources within it. When those resources are invested to create new resources, they become capital.

There are seven forms of capital in and available to rural areas:

- *Cultural capital* includes values and approaches to life that have both economic and non-economic implications.
- *Human capital* is the skills and abilities of each individual within a community.
- *Social capital* includes the networks, norms of reciprocity, and mutual trust that exist among and within groups and communities.
- *Financial capital* consists of money that is used for investment rather than consumption. Financial capital is important because it can be transformed into built capital.
- *Built capital* includes factories, schools, roads, restored habitat, community centers and the like.
- *Natural capital* is the landscape, air, water, soil and biodiversity of plants and animals.
- *Political capital* is the ability of a group to influence the distribution of resources within a social unit.

The integrative approach of the seven capitals provides a framework for understanding rural society based on the concepts and explanations of social science. Issues addressed within the context of the Community Capitals Framework could include racial and cultural diversity, globalization and rural communities, the central role of rural areas in organizing a sustainable future, and building community in the context of ubiquitous change. The notion of empowerment—that the understanding and analysis provided through the social sciences can result in community action—is key.

The Center's work in developing the Community Capitals Framework has spawned a number of exciting initiatives across the country in helping Extension and other agencies map both input into program development and outcomes and impact. The Community Capitals Framework helps Extension educators go beyond tracing the impact of programs on individuals to tracing the ripple effect of the program on the community.

Training in the Community Capitals Framework has been provided for:

- University of Minnesota Extension
- North Dakota Extension
- Participants in the Rural Community College Initiative
- Evaluation of the University of Eastern New Mexico: Roswell program evaluation
- Roswell: evaluation strategies using the community capitals
- Williston, North Dakota evaluation strategies

### Building Extension's Public Value through Community Capital Investment

The North Central Regional Center for Rural Development provided content support for *Building Extension's Public Value through Community Capital Investments* in Ithaca, New York, on October 26-27. With Laura Kalambokidis, University of Minnesota, a curriculum was developed that looks at Extension as a producer of public goods and services in light of each of the community capitals. The workshop was co-sponsored by the North east Regional Center for Rural Development, the Northeast Section of the National Association of

Community Development Extension Professionals, the Northeast Family and Consumer Sciences Program Leaders, and Cornell Cooperative Extension.

### Putting the Community Capitals Framework to Work

The Center worked with the California Endowment to develop community-based training and evaluation strategies related to the community capitals. The goal of the project was to train local people to map their assets according to five community health capitals.

The Center is also working with several Extension services in the North Central region to look at strategies for using the Community Capitals Framework in designing impact evaluation. For instance, in Iowa, Extension professionals are using the capitals to report on the impact of their programs. We also presented to Extension professionals in Kansas on how to use the capitals to frame their strategies and to measure impact. In North Dakota, we mapped the impact of Extension programs using a spider-graph to identify key indicators. Finally, we will be convening Extension specialists in December 2005 to continue work on using the Community Capitals Framework to frame evaluation and impact analysis activities.

### Presentations

*"Appreciative Inquiry"*  
 Pre-conference Training,  
 National Association of Community  
 Development Extension Professionals  
 February 15, 2005  
 Las Vegas, NV

*"Community Capitals: A Framework for Action"*  
 National Association of Community  
 Development Extension Professionals  
 February 15-18, 2005  
 Las Vegas, NV



## ACTIVITIES

*“Community Capitals Framework as a Tool for Evaluation and Analysis”*  
 International Rural Network Conference  
 June 19-24, 2005  
 Abingdon, VA

*“Using the Community Capitals Framework to Evaluate the Impact of Leadership Training on Community Capacity”*  
 Community Development Society  
 June 26-29, 2005  
 Baltimore, MD

*“Capitalizing Rural South Dakota”*  
 Second Annual Town Hall Meeting  
 June 30, 2005  
 Aberdeen, SD

*“Using the Community Capitals Framework to Build Community Capacity”*  
 The Clock is Ticking for Rural America:  
 A Behavioral Health and Safety Conference  
 July 11, 2005  
 Bloomington, MN

*“From Theory to Practice: The Community Capitals Framework as a Tool for Community Capacity Building”*  
 Rural Sociological Society  
 August 10-13, 2005  
 Tampa, FL

*“Revisiting Leadership Training: A Study on the Impact of Leadership Development Training on Community Capacity”*  
 Rural Sociological Society  
 August 10-13, 2005  
 Tampa, FL

### Related Activities

NCRCRD staff and students have conducted interviews with people in North Central Iowa about



the impact of a leadership training program they attended in 1988 in order to learn more about the impact of leadership development on community capacity. The results of this study, together with other Center research, will provide the background for a major research proposal on leadership. A multistate team is being developed to pursue this activity.



Cornelia Flora taught a graduate short course at Camahue National University in Neuquen, Argentina, on sustainable agriculture and rural development. The students, primarily professionals working in the field through extension and other government agencies, will prepare papers analyzing their more successful experience working in rural development using the Community Capitals Framework.



In response to an invitation from North Dakota State University Extension, Cornelia Flora led a two-day learning event with Leadership Rural North Dakota. By introducing the Community Capitals Framework and its implications for rural community development, leaders from across the state were able to develop regional action plans toward increasing each of the capitals to build a sustainable future.



In collaboration with North Dakota State University’s Center for Community Vitality, the NCRCRD administered the community capitals questionnaire to community leaders and activists in preparation for site visits to two North Dakota communities, where a community capitals assessment was then conducted. This participatory discovery activity, based on the prior electronic survey and an Appreciative Inquiry approach, will be used for the communities themselves as part of their strategic development efforts and as a basis for a statewide rural development effort.





In an effort to increase learning about using Appreciative Inquiry with Indigenous Populations, Mary Emery conducted an assessment session with the Maku'u Farmers in Hawaii using Appreciative Inquiry. This approach offers a unique opportunity for people from distressed communities to focus on their assets and the positive results of their efforts to improve their communities. The findings will be shared with others in the land-grant system.



Mary Emery worked with the RCCI team in Roswell, New Mexico to use the Community Capitals Framework to evaluate the results of their project to date and to use that analysis to develop additional strategies.



*community capitals framework*

*appreciative inquiry*

# create an effective organization

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The North Central Regional Center for Rural Development is dedicated to creating an organization that can effectively advocate for and support the land-grant university's role in community and economic development. Our focus is on analyzing key issues, bridging opportunities, innovation, collaboration, convening and communication.

## analyzing key issues

Nearly 250 Iowans and Midwesterners participated in the Agricultural Policy Summit in Ames, Iowa, on July 6-8, 2005. Iowa State University's College of Agriculture organized the Summit to solicit input on what should be—or could be—included in the 2007 Farm Bill. NCRCRD Director Cornelia Flora was asked to organize a session on rural economic development issues. The target audience was Iowa farmers, state and national farm policy leaders, Iowa's congressional delegation, and leaders from Iowa's agricultural organizations and rural groups.

Several common themes emerged from the Summit, including; the new Farm Bill has the potential to be watershed legislation for farmers and rural communities, providing a strong stimulus for growth locally and globally; bold new policy was needed to capture the imagination not only of those living on farms and in rural communities, but also in urban and suburban areas; and a policy that drives innovation, entrepreneurship and growth opportunities would be key for moving agriculture and rural communities forward.



The NCRCRD continues its policy brief series designed to educate policy makers and university administrators in the North Central region on issues important to the future of the rural Midwest, and offer strategies that might position rural people and communities to effectively address those issues. The policy briefs are published on the Center's Web site at <http://www.ncrcrd.iastate.edu/pubs/policybriefs.html>.

***Smaller Schools Support Student Achievement***  
by Craig B. Howley and Aimee Howley

This policy brief outlines the relevance between school size and academic performance: smaller districts and smaller schools support the achievement of society's least advantaged young citizens. The authors recommend policy that seeks reasonable structures for promoting children's learning rather than efficient structures for housing large numbers of children at low cost.

***Increasing the Supply of Quality, Accessible, Affordable Child Care***  
by Saskia Traill

This policy brief presents strategies for increasing the supply of quality, accessible and affordable child care and emphasizes that this is not the responsibility of providers alone. The child care industry has a growing importance in the economy and a diverse group of stakeholders has a role in the vitality of this industry.

***Enterprise Zones: Using Research to Impact Policy***  
by Don Hirasuna and Joel Michael

Over the last 25 years, both states and the federal government adopted enterprise zone programs to stimulate economic activity in economically distressed urban and rural locations. Since their inception, social scientists questioned their effectiveness. This policy brief reviews the empirical economics literature on enterprise zones and offers policy suggestions in light of this literature.

***Cut Once, Pay Twice: The Economic Impact of Public Assistance Spending***  
by Patrick Gaunt

This policy brief discusses public assistance and its role in the North Central region. Gaunt points out that public assistance could be looked upon as a necessity for a strong economy and that cuts to it will impact far more than the poor.



The North Central Regional Center for Rural Development has formed a regional technology advisory group to advise the Center of strategies to make the best use of technology in addressing our strategic plan and goals, and to help the Center stay current on technology uses and programs related to technology. Members of the NCRCRD Technology Advisory Group are: Floyd Davenport, Iowa State University; Ted Gallion, University of Missouri; and Eric Adams, Purdue University.

**bridging opportunities**

Linda Lobao (Ohio State University) and Cornelia Flora presented an overview of the Rural Sociological Society's book *Challenges for Rural America in the Twenty-First Century* at the spring North Central Research Administrators meeting. They showed the current situation of poverty, diversity, competitiveness, household composition, self-employment and commuting in the non-metropolitan areas in the North Central region. The final discussion was conducted on how to gain a regional advantage in



## ACTIVITIES

The International Community Development Society awarded Cornelia Flora the 2005 Outstanding Research Award at their annual conference in Baltimore, Maryland, on June 27-30, 2005. ▶



carrying out social science research around rural development and how to make research results available in a timely fashion and usable form.

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Cornelia Flora has been elected chair of the Social Sciences Subcommittee of the Experiment Station Committee on Operations and Policy. The subcommittee has been exploring linkages with other research agencies within the U.S. Department of Agriculture, including the Agricultural Research Service, the Economic Research Service, and the bio-physical sciences within USDA and land-grant universities. Position papers are being updated and will be posted on the National Association of State Universities and Land-grant Colleges Web site, as committee members move forward their work to strengthen the research of land-grant universities through collaboration between social sciences and bio-physical and production sciences.

The Regional Rural Development Centers hosted an exhibit at the seventh annual exhibition, *A Science Roadmap for Agriculture*, and reception sponsored by the National Association of State Universities and Land-grant Colleges on March 1, 2005. The event was an opportunity for senators, representatives and their legislative assistants who work on agricultural research and education issues to learn more about the dividends being reaped from federal investments in food and agricultural research and education—vital components of the national science agenda in the food and health arena. The RRDC exhibit showcased our work with the 1862, 1890 and 1994 institutions to respond to challenges laid out in *A Science Roadmap for Agriculture*, providing information and knowledge needed to improve environmental stewardship and to strengthen communities and families.

Cornelia Flora, along with NCRCRD Board Members Walt Armbruster, Sally Maggard and Jerry Nagel, participated in the W.K. Kellogg Foundation's 75th anniversary conference, *The State of 21st Century Rural America: Implications for Policy and Practice*. The event brought together a wide range of rural development practitioners to share lessons learned and plan future steps.

Private foundations are in a position to engage in innovative learning that can be extremely useful for rural development in the North Central region. Participation on the board of directors of these foundations can provide insight on major programmatic thrusts in the region or of interest to the region. Cornelia Flora is currently a member of the following boards of directors:

- Consortium for the Sustainable Development of Andean Eco-region
- Heartland Center for Leadership Development
- Midwest Assistance Program
- Midwest Sociological Society
- National Center for Small Communities
- Northwest Area Foundation
- USDA National Agricultural Research, Education and Economics Advisory Board
- Wallace House Foundation
- Winrock International

## innovation

### Take Charge Web Site Allows Easy Access to Data

Take Charge is an economic development educational program developed and supported by the North Central Regional Center for Rural Development whereby leaders in small communities learn about their community and plan for its future. An important part of learning is studying factual indicators. Take Charge was originally published in 1990 and as part of its revision, a Web site has been developed with a number of pertinent indicators to “taking charge” and planning for economic development.

The program is intended to help participants examine the current trends and characteristics of their community, to better understand the economy of the community, to assess opportunities for economic growth, and to promote community teamwork. The Web site draws data from multiple sites and adds



value through integration, analysis and graph production. The outcome will be an understanding of the community's strengths and weaknesses.

Once the Web site has been field tested, work will continue on the second edition of the facilitator's guide, *Take Charge: Economic Development in Small Communities*, to make it compatible with the Web site and to incorporate the community capitals found in the core competency training. Success stories will be added at a later date.

Development of the Web site was coordinated by Tim Borich, director of Community and Economic Development with Iowa State University Extension and one of the original authors, and the Office of Social and Economic Trend Analysis at Iowa State University. [www.seta.iastate.edu/takecharge/](http://www.seta.iastate.edu/takecharge/)

## collaboration

### 380 Extension Professionals Attend Inaugural NACDEP Conference

Approximately 380 people attended the inaugural meeting of the National Association of Community Development Extension Professionals to learn from one another and to network on new opportunities. Held February 15-18, 2005, in Las Vegas, Nevada, the conference focused on "Building Our Future Together" through this new professional association. The NCRCRD provided support services for the inaugural conference, and has also managed the database and listserv for the Association during the start up stage.

### Extension is Center's Major Partner in Delivery

Extension is one of the North Central Regional Center for Rural Development's major partners in delivery. We have developed a strong liaison role with Extension's community resource development program leaders in the 12 states in the region. Monthly conference calls, e-mail updates and face-to-face meetings link the Center to the liaisons—and the liaisons to each other. It is an opportunity to focus on current issues in the region and opportunities to gain greater efficiencies by working together on multistate programming.

- January 24-25, 2005—Chicago, Illinois. The focus of this meeting was to move forward the core competency effort, and to assist Center staff with integrating the strategic planning process into our plan of work.

"The NCRCRD has been instrumental in the amazing start up success of the National Association of Community Development Extension Professionals. The Center's help in database and conference management have been critical to the organization as we've grown to more than 500 members in just one year. On behalf of NACDEP, I would like to sincerely thank the center staff for their wonderful work and Dr. Flora for her great support."

Sincerely,  
Kathleen Tweeten, President  
National Association of Community  
Development Extension Professionals



Kathy Tweeten

- February 15-18, 2005—Las Vegas, Nevada. The program leaders and Center staff met briefly during the inaugural conference of the National Association of Community Development Extension Professionals.
- May 4-6, 2005—Washington, D.C. Sally Maggard, NCRCRD Board member, National Program Leader in Rural Sociology and CSREES liaison to the North Central CRD Program Leaders, set up an agenda focusing on effective partnerships for program success. Program leaders and Center staff met with key USDA staff and advocacy and implementation groups. We were pleased to meet the new deputy administrator for Economic and Community Systems as well, Frank Boteler. We also had a chance to



◀◀ Jeri Marxman, University of Illinois Extension, and John Burton, University of Nevada Cooperative Extension, 2005 NACDEP Conference Co-Chairs.



discuss federal and agency accountability tools and processes, which led to a discussion on how to link state and federal accountability.

- October 4-5, 2005—Milwaukee, Wisconsin. The CRD program leaders gathered for a joint program leaders meeting with the Extension Directors, family and consumer science program leaders, agriculture and natural resource program leaders and 4-H youth development program leaders. The task was to identify a multistate project in which we are engaged or could become engaged that fit the federal guidelines for multistate work. In addition, we were charged with identifying indicators across projects and states that show the impact of this work. The CRD program leaders worked with the Community Capitals Framework to consider outcomes and impacts across capitals to demonstrate system change. As a result, the directors are establishing a committee across all program areas to look at using the Community Capitals Framework in designing the multistate evaluation plan.



As part of the Experiment Station Committee on Policy's Subcommittee on Social Sciences, the NCR-CRD conducted a review of all the regional research projects to determine the number that are social sciences and the number related to rural development. This stems from an on-going concern of Extension educators to be able to deliver research-based knowledge related to community economic development, an area of increasing local demand.

### convening

#### Information Technology: Pioneers in a Changing Frontier

A North Central Information Technology conference—Pioneers in a Changing Frontier—was held in Lincoln, Nebraska, on December 1-2, 2004. The target audience was Extension educators, and representatives were present from eight states in the region. The agenda included examples of best prac-

tices in communities, state presentations on technology outreach activities, a discussion on Extension's role in information technology outreach, hands-on workshops, and time to strategize multistate collaborations. This conference was the first step in a larger regional effort identified by the community resource development program leaders.

#### Extension Educators Form Regional Tourism Network

Extension educators from six states in the North Central region met in Galena, Illinois, on May 25-26, 2005, for the North Central Region Extension Tourism Conference. This meeting provided them with an opportunity to network and exchange important programmatic information related to agritourism and the interaction of community development and tourism. The decision was made to more formally develop a regional network of Extension educators working in tourism development, and to hold another regional meeting in 2007. There was also interest in hosting an agritourism conference to include producers and a broader land-grant university audience.

### communication

The NCRCRD has released the revised edition of *Community Economic Analysis: A How to Manual*. It is designed to assist individuals who need to bring information to a group of citizens or decision makers concerned with the economic future of a community. The manual poses a series of questions that might occur to someone who is preparing to share





information with a group of people, or to someone who is just starting to build an understanding of community economic analysis. It contains analytical tools that are usually found in disparate sources, to demonstrate the need to integrate different forms of analysis. *Community Economic Analysis* was originally published in 1984. The revisions were written by Ronald J. Hustedde, University of Kentucky—one of the three original authors from the University of Wisconsin. The manual contains a tribute to Ron Shaffer (1945-2005) and Glen Pulver (1929-2000), University of Wisconsin-Extension. <http://www.ncrcrd.iastate.edu/pubs/contents/186.htm>.



*Rural Development News* is a quarterly newsletter published by the North Central Regional Center for Rural Development. Each issue provides a summary of research and educational activities conducted and supported by the Center. A new column was added this year titled “Notes from the Field,” which is a vehicle for sharing ideas, tools and approaches that community development practitioners can apply to their own work. Hard copy of the newsletter is distributed to nearly 4,500 individuals. *RD News* is also available electronically at <http://www.ag.iastate.edu/centers/rdev/rdn.html>.

*analyze, bridge, innovate*

*collaborate, convene, communicate*

# NCRCRD staff

Cornelia Butler Flora ▶▶



“The North Central region is a great place to work with colleagues in educational institutions and private organizations to build sustainable communities.” Cornelia Flora, director of the NCRCRD since 1994, manages all of the projects, staff and grants at the Center. She and her husband have two daughters, one son-in-law and one cat.

Mary Emery ▶▶



“The connection between the land and the people” and “the diversity of rural” are two elements that Mary Emery admires most about rural America. Mary joined the NCRCRD in 2002 as associate director and works on various projects, including the Rural Community College Initiative and the On-line Community Development Master’s Program. She has one daughter.

Corry Bregendahl ▶▶



“One of the many benefits of working at the Center includes serving as a member of a dynamic team with different but complementary interests, assets and energy to forward positive change for rural people.” Corry Bregendahl is an assistant scientist and responsible for many of the research projects at the Center, collecting and managing data, and analyzing and disseminating results. Corry and her husband have a one-year-old son.

Susan Fey ▶▶



“Rural America, for me, is home. Looking at the expansive landscape, feeling the grass between my toes, and smelling the clean fresh air of an autumn morning are all consistent parts of my childhood and adulthood.” Susan Fey is the program coordinator at the NCRCRD and works on multiple projects, including the On-line Community Development Master’s Program and the Policy Brief series. Susan and her husband have a newborn son.

Pam Cooper ►►



“I love the land—seeing the crops come and go, small rural towns with friendly people...who jump at an opportunity to help out when a community member is in need.” Pam Cooper has worked at the NCRCRD since 1997 as the administrative assistant, handling all of the travel plans, accounting, proposals and conference coordination for the Center. Pam and her husband have two children and two grandchildren.

Julie Stewart ►►



“As we interact with people who live and work in rural America, I am continually encouraged by their hope for the future and their desire for a quality of life that is not completely tied to material wealth.” Julie Stewart has worked at the NCRCRD since 1989. As communications director, she manages the flow of information between the Center, its partners and the end users of that information. Julie and her husband have two children.

Kristi Hetland ►►



“We experience firsthand the feel of dirt in our hands, the new growth as the fields come to life in the spring, the green fields carpeting the landscape during the summer, the harvest moon in the fall, and the magical frost-covered mornings of winter.” Kristi Hetland, Web designer and editorial assistant with the NCRCRD since 1989, manages the Center’s Web site and designs many of the Center’s publications. She and her husband have two children.

Janet Ayres ►►



“Saturday evening, my husband and I were driving home from a small town’s festival... We rolled down the windows to smell the harvest that was underway. My husband said, ‘I’m so glad we live where we do.’ I agreed—it doesn’t get any better.” Janet Ayres works for the NCRCRD as a senior fellow from Purdue University, where she is a professor and extension specialist. She is developing the Foundations of Practice Core Competencies project for Extension professionals.

### Walter Armbruster

Walter Armbruster is president of the Farm Foundation, a nonprofit organization founded in 1933 to improve the well-being of U.S. agriculture and rural people.

### Charles Casey

Charles Casey was dean and director of University of Minnesota Extension Service while serving on the NCRCRD Board of Directors. In June 2005, he was appointed chancellor of the University of Minnesota Crookston.

### Kelly Haverkamp

Kelly Haverkamp is executive director of Wisconsin Rural Partners Inc., a nonprofit organization pursuing an educational mission dedicated to building collaborative partnerships vertically and horizontally across public sector levels of government and with the private sector.

### Andrew Isserman

Andrew Isserman is a professor of regional economics and public policy professor of urban and regional planning at the University of Illinois.

### Stanley Johnson

Stanley Johnson is vice provost for University Extension and Charles F. Curtiss Distinguished Professor of Agriculture at Iowa State University.

### Mary Simon Leuci

Mary Simon Leuci is community development program director for University of Missouri Extension.

### Leslie Lilly

Leslie Lilly is president and CEO of the Foundation for Appalachian Ohio, a regional community foundation created in 1998 to address the needs and opportunities in the 29 counties of Appalachian Ohio.

### Scott Loveridge

Scott Loveridge is state leader of the Michigan Agricultural Experiment Station Community Vitality Program and professor in the department of agricultural economics at Michigan State University.

### Sally Ward Maggard

Sally Ward Maggard is national program leader for rural sociology in the Economic and Community Systems unit at the Cooperative State Research, Education and Extension Service/USDA.

### Jerry Nagel

Jerry Nagel is president of Northern Great Plains Inc., a network of business, academic and policy leaders working together to build a strong economic and ecological future for the people and communities on the Northern Great Plains of North America.

### Wendy Wintersteen

Wendy Wintersteen is interim director of the Iowa Agriculture and Home Economics Experiment Station and a professor of entomology at Iowa State University.

# directors



◀◀ Mary Simon Leuci



Walter Armbruster ▶▶



◀◀ Leslie Lilly



Charles Casey ▶▶



◀◀ Scott Loveridge



Kelly Haverkamp ▶▶



◀◀ Sally Ward Maggard



Andrew Isserman ▶▶



◀◀ Jerry Nagel



Stanley Johnson ▶▶



◀◀ Wendy Wintersteen

enabling

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# legislation

## 12. Rural Development Act of 1972

(Public Law 92-419, August 30, 1972)

AN ACT To provide for improving the economy and living conditions in rural America.

### **Title 7 – Agriculture**

#### ***Subtitle A—Office of the Secretary of Agriculture***

##### ***Part 22—Rural Development Coordination***

In the Federal Register of June 20, 1973, 38FR 16077, there was published a notice of proposed rulemaking with a proposed amendment to Subtitle A, Office of the Secretary of Agriculture, Title 7 Agriculture, Code of Federal Regulations. The proposed amendment adds a new Part 22 which carries out the provisions of section 603 of the Rural Development Act of 1972 (Public Law 92-419). It provides for the coordination of rural development activities under section 603 of the Rural Development Act of 1972, and further provides for the coordination of authorization embracing grants, loans, and administrative provisions specifying the roles of Federal departments and agencies, the executive branch and the Federal government, of States and local governments and Federal Regional Councils and rural development committees.

The proposed new part has been revised primarily for purposes of clarity. Other minor revisions have been made as a result of comments received.

On August 10, 1973, the President signed into law the Agriculture and Consumer Protection Act of 1973 (Public Law 93-86). Sections 816 and 817 of this act amend the Rural Development Act of 1972. In particular section 817(4) of Public Law 93-86 prohibits prior approval by any State official of any loan or grant under any program authorized by Title 1 of the Rural Development Act of 1972.

The regulations herein adopted further differ from the notice of proposed rule-making as a result of

the provisions of section 817(4) of Public Law 93-86. It does not appear, however, that further public participation concerning those changes would make additional information available to the Department.

New Part 22 reads as follows:

(The following is excerpted from Subpart B)

#### ***Subpart B – Regional Program***

##### **§ 23.9 General.**

- (a) Section 503 (b) (2), Title V, of the Rural Development Act of 1972 (P.L. 92-419) hereafter referred to as “Title V” authorizes funds to finance work authorized under Title V which serve two or more States; in which universities in two or more States cooperate; or which is conducted by one University serving two or more States. The authorized funding under section 503 (b) (2) is hereafter referred to as the “Regional Programs.”
- (b) The Regional Programs shall develop and provide knowledge essential to assist and support rural development in the region, and shall provide for technical consultation and personnel development for the research and extension staff in the several States of the region to help them to be more responsive to rural development needs and activities.
- (c) The Regional Programs will concentrate on the high priority knowledge, training, and personnel needs required for the research and extension staff in the several States to conduct effective rural development research and extension to carry out the provisions of Title V. These

efforts may include personnel development and consultation; synthesis of existing research knowledge and the interpretation of this knowledge for rural development program and policy purposes; the development of strategies and procedures on high priority rural development problems of regional significance; as funds permit, the conduct of research on one of two high priority problems for which information is lacking but is urgently needed for rural development and the evaluation of rural development programs and policies.

- (d) Regional Programs will be consonant with all rural development activities under the Act and other pertinent Federal development programs. To effectuate such purpose, the Assistant Secretary for Conservation, Research, and Education will implement Title V plans and activities in close cooperation with the Assistant Secretary for Rural Development. In order to insure such consonance, the director of each Regional Center will insure that regional programs having an impact within one or more States are brought to the attention of the appropriate State overall coordinator for consideration pursuant to procedures in section 23.4 (c).

#### § 23.10 Administration.

- (a) The Regional Programs will be administered through four Regional Rural Development Centers hereafter referred to as "Regional Centers" in cooperation with the Extension Service and the Cooperation State Research Service. The director of each Regional Center shall be responsible for compliance with all appropriate provisions of Title V and the regulations of this subpart. Regions as delineated for purposes under section 503 (b) (2) will be coterminous with the regional delineation by the National Association of State Universities and Land Grant Colleges. Each Regional Center will be established by the regional association of State Agricultural Experiment Station Directors and the regional organization of Cooperative Extension Directors in the region to be served by the Regional Center. These associations and organizations will designate the location of the Regional Center.

- (b) Although the Regional Center will administer the program, it is also expected that it will draw on expertise from outside the Regional Center. The director of each Regional Center shall seek advice and assistance from regional and subregional committees, groups or persons who can contribute to the Regional Center's program.

#### § 23.11 Boards of Directors.

- (a) For each Regional Center there shall be a Board of Directors selected by the Regional Association of Agricultural Experiment Station Directors and the Regional Organization of Cooperative State Extension Directors. Membership on the Board of Directors shall include representatives from State Cooperative Extension Services and State Agricultural Experiment Stations from the States in the region and/or other State administrators of programs carried out under Title V in the region.
- (b) The Director of each Regional Center will be responsible to the Board of Directors for the Regional Program conducted at that Regional Center. The Regional Annual Plan of Work will be developed by the Director and reviewed and approved by the Board of Directors.

#### § 23.12 Availability of funds.

Available funds will be allocated equally and following approval of a Regional Annual Plan of Work paid to the Directors of the four Regional Centers. Funds will be available for Regional Programs for expenditures authorized by section 503 (c) of Title V, in the fiscal year for which the funds were appropriated and the next fiscal year.

#### § 23.13 Plan of Work.

- (a) A Regional Plan of Work for carrying out the programs authorized to be funded under section 503 (b) (2) or Title V shall be prepared. The Plan of Work should include:
- (1) A brief narrative statement including identification of high priority knowledge, skill and organization needs for rural development program and policy purposes in the region and identification of technical needs of research and extension workers in support of rural development programs.

(2) A statement indicating:

- i. The types of personnel to be trained, technical consultation to be conducted, the estimated number or participants, the location or locations where the program will be conducted, and the staff who will conduct the work;
- ii. The types of topical areas of rural development for which the synthesis of available research knowledge for rural development purposes is planned;
- iii. The type of evaluation studies which will be made and the staff which will do the evaluation;
- iv. The relationship of the Plan of Work to priorities activated under Subpart A of this Part, which in turn support State development strategies.

(3) A concise statement of the organization structure for planning and conducting the program funded under section 503 (b) (2).

(4) A plan for evaluating the usefulness of the program and the effectiveness of the organizational structure.

(5) Provision for making an annual progress report to the Assistant Secretary for Conservation, Research and Education which will document achievements pertaining to the goals and objectives as stated in the Plan of Work.

(6) A budget statement to be submitted on forms provided by the Assistant Secretary for Conservation Research and Education.

(b) The Plan of Work shall be coordinated with the work program of other pertinent multi-State organizations or bodies for those activities of the Regional Rural Development Centers which go beyond direct assistance to individual State programs conducted under Title V.

(c) The director of the Center will forward four copies of the Plan of Work to the Assistant Secretary for Conservation, Research and

Education, U.S. Department of Agriculture, Washington, D.C. 20250, by a time to be specified by the Assistant Secretary for Conservation, Research, and Education.

(d) Regional Annual Plans of Work not meeting the above criteria will not be approved by the Assistant Secretary for Conservation, Research and Education.

Dated October 10, 1973.

Robert W. Long, Assistant Secretary for Conservation Research and Education.

[FR Doc. 73-21976 Filed 10-17-73; 8:45 am]







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