

Executive Summary

Texas is a large, diverse and dynamic state. Because of this, continual assessment and analysis is required to insure Texas Cooperative Extension is relevant to current and probable future educational needs of this rapidly changing population as uniquely manifested in the diverse individual counties of the state. Through most of the 20th century, Extension education has been a proven and powerful instrument assisting people address change. Texas Cooperative Extension is committed to continuing to provide relevant educational programming to the people of the state. Community and economic development is one area of programming that is highly relevant to those people and can not be ignored if Extension in Texas is to be expected to survive and thrive on into the 21st century.

Since its inception, Extension has always addressed the development of communities and their economies in some form. The Texas Community Futures Forum documents an extensive need in this area for focused outcome-based educational programs. But, recognition **there is substantial work yet to do across the state responding to the need for community development education** led to establishment of a State Community Development Committee to assess the present situation and make recommendations for the future. Throughout, while necessarily far-ranging in scope and perspective, **the focus of the committee is on providing support for the bedrock of Extension - county programs**. While immediacy of the current programming cycle may take logical precedence for outputs and outcomes implicit in the recommended actions, **establishing a strong foundation for widespread recognition of excellence and relevance for Texas Cooperative Extension in educational programs for all Texans is the ultimate desired outcome**.

This report reflects a significant and thorough study of needs and resources in community development. While recognizing the very significant magnitude of need and the commensurate potential for resource identification and allocation; **realities and creativity are fundamental** in development of the following recommendations for administrative consideration:

A. Recognition and Definition

1. The definition of community development presented in this report be published in various forms and used in Extension program development, delivery and evaluation.
2. This definition and its use be incorporated in awareness, program planning and other professional development training (see D).

B. Programmatic Resources

1. That the listing of programmatic resources presented in this report be published in various forms and used in Extension program development, delivery and evaluation.
2. Identified program resources and their use be incorporated in awareness, program planning and other professional development training (see D)
3. Use of existing Texas Cooperative Extension Community Development “Banner” programs; Texas Rural Leadership and Ca\$hing in on Business be supported and encouraged where applicable.
4. Eco -Tourism, E-Commerce and Entrepreneurship (Rural; Agriculture and Natural Resources; Youth components) be targeted as interrelated areas of high potential for development of banner programs and, if not yet existent, task forces established to do so.

C. Collaborative Resources:

1. The use of collaborative resources be accepted, supported and encouraged in Extension program development, delivery and evaluation.
2. The identification and use of collaborative resources such as those identified in this report be incorporated in awareness, program planning and professional development training.
3. Support the Office of Rural Community Affairs LAR item establishing 5 co-managed regional staff to work with county Extension programs.

D. Training:

1. Develop a short (approx. 10m) video promoting awareness and support for community and economic development Extension educational programming immediately targeting all county Extension agents during Fall District meetings.
2. Conduct optional multi-district training providing focused, individualized program planning (outcome plans, other planned activities) assistance and guidance to county Extension agents with unaddressed TCFE community and economic development issues incorporating concepts covered in this report.
3. Establish an in-depth professional development training (modeled on the Natural Resource Leadership course and the Southern Region Community Development Institute) for a small group of county Extension agents (est. max 30) approved for award of graduate credit if desired by participants (3, 2.5 day sessions every 18 months)

E. Leadership:

1. The CD Committee continue to exercise active leadership by participating in district training; monitoring progress on implementation of recommendations; and publishing a Part II report assessing the situation and making further recommendations.
2. The CD Committee provide oversight to development of single, dynamic web site providing comprehensive, useful access to Extension (and other) resources addressing community and economic development to include those presented in this report.
3. DED/CEDs be explicitly charged with and recognized for their key role in implementing these recommendations and community development programming.
4. Department Heads, Associate Heads for Extension and nondepartmental Program Leaders can have a major role ensuring subject-matter support for county Extension community development programs and should be recognized and encouraged in such.

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Community Development Committee Report - Part I

I. Background and Situation:

Texas is a large, diverse and dynamic state. Because of this, continual assessment and analysis is required to insure Texas Cooperative Extension is adequately prepared to address current and probable future educational needs of this rapidly changing population as uniquely manifested in the diverse individual counties of the state. Extension education has had significant positive impacts in areas of emphasis throughout its history and can continue to do so where its considerable educational resources are matched with local needs.

Assessment and analysis of educational needs has been a part of Extension programming in one form or another since its inception. However, the Texas Community Futures Forum, the most recent and sophisticated effort to capture such information on a statewide basis, overwhelmingly reflected a need to bring educational resources to bear on issues of community and economic development. That this assessment is accurate and of major importance is independently validated by several significant indicators from the state to the local level.

Through most of the 20th century Extension education has been a proven and powerful instrument assisting people address change. Texas Cooperative Extension is committed to continuing to provide relevant educational programming to the people of the state. That community and economic development is relevant is quite evident and should not be ignored if Extension in Texas is to be expected to thrive on into the 21st century.

As the 20th was transitioning to the 21st Century, in 1999, the Texas Community Futures Forum (TCFF) dramatically demonstrated the prominence and pervasiveness of issues associated with community development. This validated and amplified similar themes emerging in previous Extension Long Range Planning efforts dating to at least 1986. Because of the increasing refinement of these processes over the years, one aspect of community development readily apparent in the 1999 TCFF effort was that while *issues* may exhibit some commonality across the state (e.g. an almost universal expression of need for community economic development), the *solution* to those issues can differ dramatically from place to place (e.g. eco-tourism, value-added agriculture, home-based business, industrial recruitment, entrepreneurship). This, while quite compatible with the capability of Texas Cooperative Extension to deliver locally based educational programs, poses significant challenges in providing the extent, diversity and quality of subject-matter support necessary.

Meanwhile, elected officials and other entities were detecting and responding to the same trends identified through TCFF and its predecessors. Recent and prominent among these responses was the designation of a Texas House Select Committee on Rural Development (January 2000), the activities of which culminated in House Bill 7 of the 77th Legislature establishing an Office of Rural Community Affairs (September 2001). Other organizations and agencies exhibited similar

concentrations in focus on issues associated with community development. Just a few diverse examples include the Texas Department of Agriculture creating rural economic development field staff positions; a statewide survey of elected county officials documenting a demand for increased Extension community and economic development programming; regionally, West Texas A&M University receiving legislative approval and funding for a major effort establishing an agribusiness incubator; and; at the local level, Terrell County allocating funds for an Extension rural development position.

Of course, Texas Cooperative Extension was able to begin immediately addressing TCFE identified community development issues with existing educational programs and formation of Response Teams. However, there was a growing recognition that the status of the agency response across the state, along with the potential scope and magnitude of community development was such that a comprehensive, long-term perspective was essential. Hence, the establishment (see letter Appendix 1) of this committee in October 2001, with the very fundamental task of:

(1) Assessing the rapidly evolving environment of community development as it pertains to Extension education.

(2) Recommend ways and means by which Texas Cooperative Extension could best support, deliver and develop (county) Extension community development educational programs.

II. Procedures and Organization:

The committee had its first meeting December 5-6, 2001 at the Texas 4-H Center in Brownwood. This meeting provided an opportunity to receive and consider its charge; receive an update and orientation on Extension community development and relevant other efforts throughout the state, region, and nation (e.g. Office of Rural Community Affairs, Southern Rural Development Center, CSREES); and organize to address implicit and explicit tasks need to accomplish its purpose.

The committee was addressed by:

Dr. Margaret Hale, Associate Director Administration who delineated and discussed the charge given by Dr. Chester Fehlis, Associate Vice Chancellor and Deputy Director in the letter (Appendix 1) establishing the committee.

Dr. Greg Taylor, State Leader for Community Programs who provided the state community development overview.

Other committee members who had participated in potentially relevant Southern Rural Development Center Community Development Institute (e.g. Galen Chandler, Gail White, Mary Sue Cole) and chaired relevant TCFE Response Teams (e.g. Pam Brown - Employment/Economy, Roland Smith - Ag Competitiveness, Greg Taylor - Leadership).

Following presentations, the committee conducted a Strengths Weaknesses Opportunities Threats (SWOT) analysis. Specific areas identified in this analysis as a high priority were the

basis for forming specific subcommittees (Appendix 2). These subcommittees began their work at Brownwood and subsequently have met independently as needed.

In a very timely coincidence, the USDA-CSREES-ECOP-PLC Community Resources and Economic Development Base Program Team along with the regional Rural Development Centers sponsored a national Extension Conference “Strengthening Communities: Enhancing Extension’s Role” in February 2002 (<http://srdc.msstate.edu/cred/02conf>). Not only were several committee members able to participate to receive the latest information on Extension programming and interact with other states on the best ways to address issues in community and economic development but Dr. Chester Fehlis, Associate Vice Chancellor and Deputy Director Texas Cooperative Extension gave an invited keynote: “Why be Involved in Community and Economic Development”. (<http://taex-hr.tamu.edu/cpf/CommDev.htm>)

In this presentation, specific direction for achieving success in community development Extension education was provided. These criteria as presented by Dr. Fehlis are:

- (1) Defining the Community Resources Economic Development Program
- (2) Overcoming the past
- (3) Integrating disciplines in developing and delivering educational programs
- (4) Participating in Collaboration and Partnerships
- (5) Training faculty and staff
- (6) Contributing to and using Multi-state and regional programs
- (7) Strengthening the research base
- (8) Demonstrating and documenting impacts of programming
- (9) Identification and acquisition of external funding beyond USDA
- (10) Defining and supporting a strong leader/coordinator role

These corresponded remarkably well to the committee’s existing identified priorities and organization and were very useful in further refining and directing subcommittee efforts.

The committee reconvened as a whole in Brownwood, May 9-10, 2002 to review and consolidate progress of individual subcommittees and begin development of this report. The organizational scheme used reflects initially identified priorities and Dr. Fehlis’ criteria for success. A brief overview follows:

Extensive and intensive needs and potentials for community development directly relate to the desirability and necessity of effectively providing quality, useful Extension educational programs in counties throughout the state. Achieving this first requires faculty being able to recognize and define community development which is provided initially by a graphic depiction (section III.A) This encompasses major areas of programming with specific goals and objectives which are interdisciplinary in nature. Associated programmatic resources to include those from outside the state (section III.B) as well as nonprogrammatic resources such as funding or staff available through collaborators and partners (section III.C) are identified. Training of faculty and staff covering basic awareness and orientation to community development, available resources specifically, a focused series of task-specific training events supporting development of quality educational program plans addressing TCCFF community development issues in counties

throughout the state; and a selective, intensive professional development program is developed (section III.D). An end component of this series of events encompasses oversight for achievement of tasks and documentation of resultant outcomes thus also providing augmentation and continuity for leadership in this area (section III.E).

However, throughout, there is recognition and integration of the essential role (and responsibility) of administration at all levels to support and reward associated individual and unit efforts. As Dr. Fehlis also pointed out in his presentation - with overt and explicit administrative guidance and leadership **Extension certainly has the capability to perform any and all of the individual discrete actions, such as those presented here, that collectively enable realization of its potential in community development - but without this it will not happen.**

III. Recommendations:

A. Recognition and Definition

1. The definition of community development presented in this report be published in various forms and used in Extension program development, delivery and evaluation.

2. This definition and its use be incorporated in awareness, program planning and other professional development training (see D).

Recognition and Definition: A key issue affecting county Extension programming in community and economic development is for county Extension agents, and their supervisors to be able to recognize and define what is (and is not) encompassed in this program area. A further related issue is to be able to distinguish, identify, contrast and categorize the many and various specific educational thrusts possible within the program area. For example, at a very general level, developing an understanding of the difference and relationship between community and economic development. While Extension faculty may be able to define, distinguish, organize and deliver programming targeting, say beef cattle or wheat issues within the agricultural arena, they do not typically have the background or experience to do so in community development.

Unfortunately, according to the subject-matter resources called on by the committee there is a considerable universe of possibilities for such a definition in community and economic development. Therefore, it was determined to develop a definitional construct that would be, at least, generally accepted from an academic perspective *while at the same time* being practically related to issues identified at the local level. This makes the definition understandable and usable to the county Extension agent and their supervisor while, hopefully, avoiding unproductive digressions into disciplinary purity.

The definition developed is presented graphically in Figure 1 with supporting information presented in Table 1. Using this, Extension faculty will be able to locate identified issues and explanatory detail that includes possible goals and objectives for educational programming. Associated resource support possibilities will be presented separately in Sections B and C. Briefly, from this perspective, human resources and their development are a constant in Extension educational programming. Differential emphasis and differential focus on other resources in various combinations for community development reflects different issues and different programming possibilities. Throughout, it is essential to note, that despite the extensive work of the committee in developing this perspective, definitions for any specific situation are not rigid - as indicated graphically by the dashed interior lines of Figure 1. Entrepreneurship, for example, in a specific county could certainly have more of an environmental than people focus but in all cases will likely involve both to a greater or lesser extent. The critical point being, that using this definition within an overall context of community development, issues can be associated with outcome-oriented (goals/objectives) programming.

To further illustrate the use of this definitional perspective - the economy (jobs, income) is a common TCFE issue. A goal for addressing the issue would be an increased number of higher quality jobs in a community. Retaining and expanding existing business may be a locally practical way to achieve this. And, as section B indicates, there are Extension educational

resources (e.g. Business Retention and Expansion handbook) that can be employed for this objective to meet the goal. However, this graphic definition allows for the possibility that workforce development, entrepreneurship or ecotourism programming could also contribute to achieving the goal associated with the issue.

Figure 1: Community Development

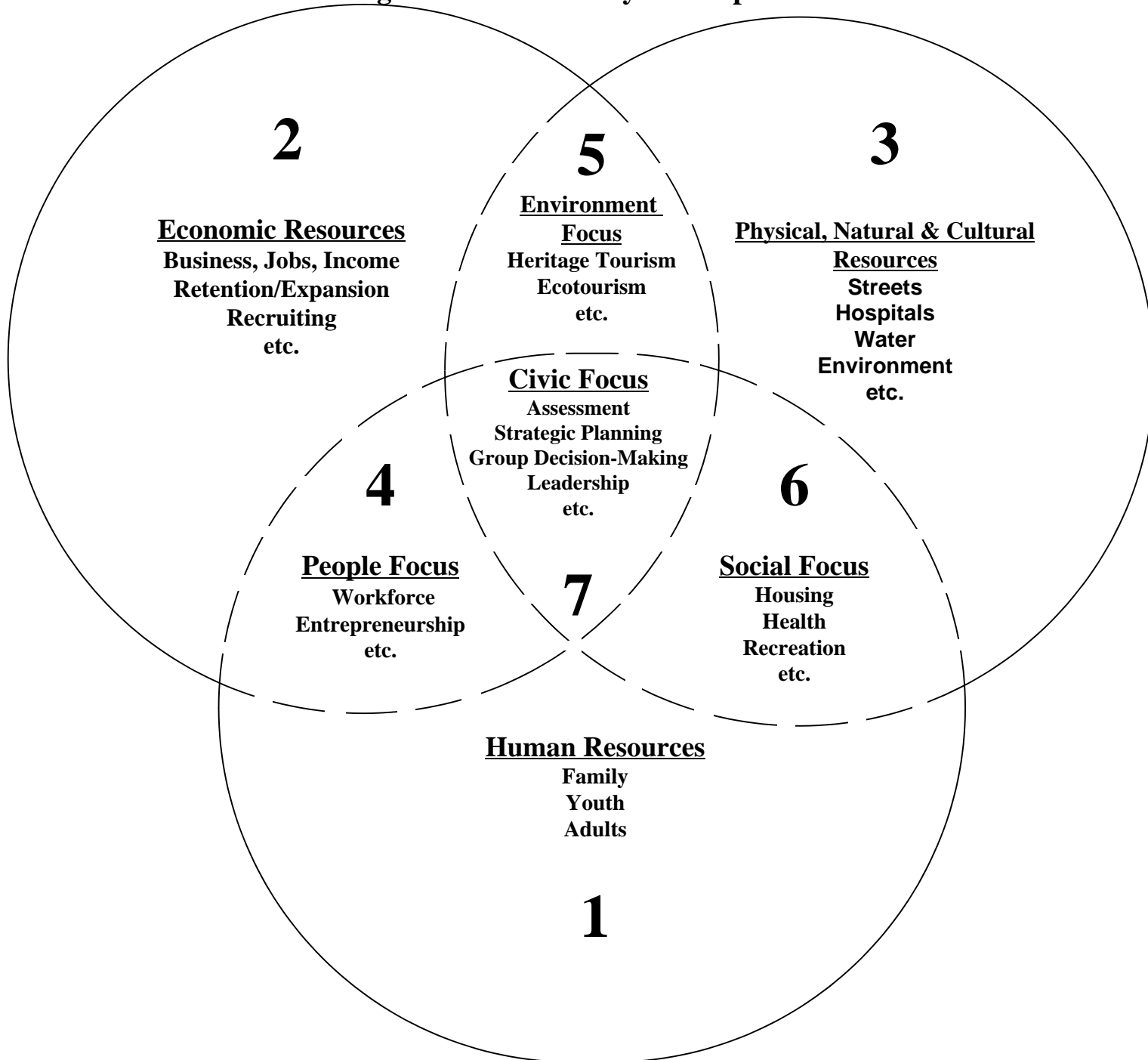


Table 1: Community Development Goals and Objectives

2. Economic Resources	3. Physical, Natural & Cultural Resources	4. People Focus	5. Environmental Focus	6. Social Focus	7. Civic Focus
<p><u>Goal:</u> Sustain existing levels and create additional economic activity (jobs, businesses, income streams)</p>	<p><u>Goal:</u> Connect community with distant markets, ensure public health and safety, preserve and enhance the natural, cultural and historic environment</p>	<p><u>Goal:</u> Create a high skill, high value workforce and enterprising, knowledgeable entrepreneurs.</p>	<p><u>Goal:</u> Create economic enterprises using locally appropriate management of natural, historical and cultural resources.</p>	<p><u>Goal:</u> Ensure strong human and social services to support working people, families and those in need.</p>	<p><u>Goal:</u> Build a visionary, accountable and inclusive culture of civic decision making and problem solving</p>
<p><u>Possible Objectives:</u></p> <p>B. Retain and expand existing businesses</p> <p>C Recruit new business and industry from elsewhere</p> <p>* Plug the leaks that cause capital & profits to leave the community.</p>	<p><u>Possible Objectives:</u></p> <p>C Ensure adequate water, sewer and other utilities</p> <p>C Provide transportation and telecommunications to link the community with distant markets.</p> <p>C Build community consensus on appropriate land and environmental uses.</p>	<p><u>Possible Objectives:</u></p> <p>C Upgrade skills of adult workers and keep them at competitive levels</p> <p>C Provide under-skilled adults strong job specific skills, linking training and work.</p> <p>C Develop new value-added business enterprises. Promote entrepreneurship.</p>	<p><u>Possible Objectives:</u></p> <p>C Develop heritage cultural and ecotourism opportunities</p> <p>C Consider the environmental consequences of development activities</p>	<p><u>Possible Objectives:</u></p> <p>C Provide for adequate child and elder care</p> <p>C Provide recreational outlets for all ages</p> <p>C Foster development of affordable housing</p>	<p><u>Possible Objectives:</u></p> <p>C Ensure open, competent, accessible government and civic institutions</p> <p>C Deepen and broaden the leadership pool</p> <p>C Promote participation in civic affairs by all sectors of the community</p>

B. Programmatic Resources

1. That the listing of programmatic resources presented in this report be published in various forms and used in Extension program development, delivery and evaluation.

2. Identified program resources and their use be incorporated in awareness, program planning and other professional development training (see D).

3. Use of existing Texas Cooperative Extension Community Development “Banner” programs; Texas Rural Leadership and Ca\$hing in on Business be supported and encouraged where applicable.

4. Eco -Tourism, E-Commerce and Entrepreneurship (Rural; Agriculture and Natural Resources; Youth components) be targeted as interrelated areas of high potential for development of banner programs and if not yet existent, task forces established to do so.

Programmatic Resources: Program resources - from basic knowledge possessed by county Extension agents as a result of their background and training, to fact sheets to videos to program manuals to sophisticated, interactive distance learning modules - are key elements of Extension education. Recognizing that the background and training of county Extension agents is typically not in community and economic development, other types of program resources that are readily available and easy to understand and use are critical in supporting county educational programs. There are any number of resources that meet these criteria and those identified here are not intended to be inclusive or exhaustive but rather selective in meeting broad needs throughout the state that may be experienced by agents having a very broad spectrum of background and training. Some useful general resources that represent compilations of specific resources as well as resources specific to each category of the community development definition are identified.

Within this broad category of programmatic resources, those that are most complete, address significant clientele needs across the state and are readily identified with Texas Cooperative Extension have been referred to as “banner” programs. Assessing known resources, the committee immediately identified two that are proven and available now with a high potential for application in a broad spectrum of counties based on TCFE issues. These are the Texas Rural Leadership Program and Ca\$hing in on Business.

These, however, only scratch the surface of potential needs in this area. As is the case with the basic listing of available program resources, an enumeration of possibilities could be virtually endless. In accordance with the committee’s underlying principle of dealing with realities, recognizing that one criteria for a banner program is agency identification and ownership, and there are significant limitations in resources available, the committee identified and recommends a small number of areas for development of additional banner programs in the immediate future. These are the potentially interrelated areas of: Eco-Tourism; E-Commerce and Entrepreneurship with Rural, Agriculture and Natural Resources and Youth Components. Task Forces could be established to begin refining existing resources to this end that may grow out of and transition from TCFE Response Teams.

Table 2: Community Development Programming Resources

1. General:

- CyferNet - <http://www.cyfernet.org>
- Texas Cooperative Extension Educational Resource Center - <http://texaserc.tamu.edu>
- Appropriate Technology Transfer for Rural Areas - <http://www.attra.org>
- Southern Rural Development Center - <http://srdc.msstate.edu>
- Texas Economic Development - <http://www.txed.state.tx.us/>
- USDA Rural Development - <http://www.rurdev.usda.gov>
- TCE Community Economics - <http://communityeconomics.tamu.edu/>
- Southern Rural Development Initiative - <http://www.srdi.org/>
- The Federal Trade Commission - <http://www.ftc.gov>
- U.S. Department of Commerce, Office of Consumer Affairs - <http://www.commerce.gov/>
- Office of Rural Community Affairs - <http://www.orca.state.tx.us>
- Center for Community Support: Community grant writing assistance - <http://ccs.tamu.edu/>
- The Cooperative State Research, Education, and Extension Service - <http://www.csrees.usda.gov/>
- Texas Cooperative Extension Community Programs - <http://comdev.tamu.edu/>

2. Economic Resources:

- The Business Retention and Expansion Handbook, CSREES-USDA - <http://comdev.tamu.edu/bre.pdf>
- Small Business - <http://www.irs.ustreas.gov/businesses/small/index.html>
- Women's Business Center - <http://www.onlinewbc.gov>
- Communities in Economic Transition - <http://165.91.106.237/nrs/cet/cethome.htm>
- U.S. Small Business Administration - <http://www.sba.gov/>
- Small Business Development Centers - regional universities and community colleges - <http://www.sbaonline.sba.gov/sbdc/>
- Texas Economic Development - <http://www.tded.state.tx.us>

3. Physical, Natural and Cultural Resources:

- TEX*A*SYST - <http://waterhome.brc.tamus.edu>
- On-Site Wastewater Treatment - <http://ossf.tamu.edu>
- Telecomm: E-Commerce for Rural Micro Enterprise - http://fcs.tamu.edu/money/your_business/index.php
- Teleliteracy Assistance for Businesses and Communities - <http://www.nmtabcs.org>
- Transportation Toolbox for Rural Communities and Small Areas - <http://ntl.bts.gov/ruraltransport/toolbox>
- Target Texas Business : E-Commerce for Rural Business - <http://fcs.tamu.edu/money/your%5Fbusiness/ttb/index.php>
- Strategic Health Planning for Your Community - <http://www.rd.okstate.edu/health/ok/okindex.html>

4. People Focus:

- Ca\$hing in on Business - http://fcs.tamu.edu/money/your_business/cashing.php
- Texas Job Hunting - <http://www.twc.state.tx.us/>
- Me Inc. - Preparing Youth for the Future - TCE publication number SC&U 2.200
- Texas Center for Rural Entrepreneurship - <http://www.tcre.org>
- Texas Workforce Commission - <http://www.twc.state.tx.us>
- Welfare to Work - <http://www.welfaretowork.org/index.htm>
- National Center for Financial Education - <http://ncfe.org>
- Food Service Entrepreneurship - <http://foodsafety.psu.edu/processor/resources.htm>

5. Environmental Focus:

- Parks and Recreation - <http://www.rpts.tamu.edu/tce/>
- Rural Library - <http://www.ruralheritage.org/heritagetourism/index.html>
- Clemson University - <http://www.strom.clemson.edu/teams/index.html>
- Michigan State University Extension - Tourism - <http://www.msue.msu.edu/msue/imp/modtd/masterd.html>
- Texas Hospitality Training - <http://www.rpts.tamu.edu/tce/texasfriendly/index.htm>

6. Social Focus:

- Community Choices Public Policy Program - <http://srdc.msstate.edu/publications/commchoice/commchoice.htm>
- Texas Department of Housing and Community Affairs - <http://www.tdhca.state.tx.us>
- Office of Community Planning and Development- <http://www.hud.gov/offices/cpd>
- Parks and Recreation - <http://www.rpts.tamu.edu/tce/>
- Health Fair Planning Guide - http://fcs.tamu.edu/health/health_fair_planning_guide/index.php

7. Civic Focus:

- Texas Rural Leadership Program - <http://www.trlp.org>
- Community Voices for Leadership - <http://www.ag.ncat.edu/extension/programs/comvoc/index2.htm>
- Building a Foundation for Community Leadership: Involving Youth in Community Development Projects - <http://srdc.msstate.edu/publications/199/199.htm>
- Public Conflict: Turning Lemons into Lemonade - <http://srdc.msstate.edu/publications/lemons/221.htm>

C. Collaborative Resources

1. The use of collaborative resources be accepted, supported and encouraged in Extension program development, delivery and evaluation.

2. The identification and use of collaborative resources such as those identified in this report be incorporated in awareness, program planning and other professional development training.

3. Support the Office of Rural Community Affairs LAR item establishing 5 co-managed regional staff to work with county Extension programs.

Collaborative Resources: With very limited resources relative to need accessible internally, external resources become absolutely essential in providing meaningful, relevant, useful programming across the state. No other agency or organization has the mission, experience or expertise from the state to the local level that Texas Cooperative Extension has. However, while education may be essential to people of the state effectively addressing their community development needs, many other supplemental roles and functions are critical or can be quite beneficial in achieving desired outcomes. These “collaborative” resources can be found in a variety of places to include the Ag Program; other elements of the Texas A&M University System; other colleges and universities; local, state and federal agencies and so on. These resources can play equally as many roles in collaborative efforts targeting community and economic development at the local level to include: awareness, finance, regulation and so on.

A completely inclusive and definitive enumeration of the permutations and possibilities involved is neither feasible or practical. Rather, as with programmatic resources it is the purpose of the committee to identify selective, key collaborative resources with likely near-universal application (see Table 3). More expansive and updated listings are possible using modern information technologies (i.e. web site). A critical point here is that even these would not be necessarily conclusive but practical and useful examples that indicate the potential for further investigation of collaborative possibilities which are constantly disappearing, being created and otherwise changing. The only limit to these possibilities the committee can envision is the creativity and diligence of the county Extension agent. Therefore, training that would enable county Extension agents to effectively use identified resources, but beyond that, to be able to identify and incorporate additional collaborative resources into program development and delivery in community and economic development is strongly recommended.

Two specific areas of collaborative resources are highlighted by the committee as having a very strong potential for positively influencing Texas Cooperative Extension capabilities in community and economic development. These are:

Sales Tax Funding

Local sales tax referendums normally target specific projects. The City Council determines the sales tax and specifies the use of taxes. The Council appoints a board to administer the tax fund and make recommendations regarding use of the tax funds. In most cities who have a ½ cent tax, the funds can be used for community development so long as the project addresses the creation of new jobs or retention of existing jobs. Proposals are made to the Board, which may

recommend funding to the City Council.

Texas Office of Rural Community Affairs - Regional Staff

The Office of Rural Community Affairs was established by the 77th Legislature to address key issues confronting rural areas and their development. As this is quite compatible with the mission of Texas Cooperative Extension, exploration of collaborative possibilities by representatives of this committee led to the formulation of an item in the Office of Rural Community Affairs Legislative Action Request for the 78th Legislature that would provide funding for 5 regional staff offices, co-managed and working with Texas Cooperative Extension in development and delivery of rural community development programs.

Table 3: Potential Partners

There are many potential partners from the State, Federal and Private ranks that could provide human, material and/or financial resources. Below are just a few of those that have been identified by the sub-committee

*Texas Department of Economic Development - www.tded.state.tx.us This state agency works in business development, tourism, economic research, and financial incentives. They provide technical and financial assistance to individuals, businesses, and communities, and serve as a source of information on economic data.

*Texas Department of Housing and Community Affairs - www.tdhca.state.tx.us/index.html

This agency can assist with economic development and the development of basic public infrastructure.

*US Department of Housing and Urban Development Office of Economic Development www.hud.gov/offices/cpd/economicdevelopment/index.cfm

This office's core economic development programs are designed to serve as catalysts in spurring private sector investment and job creation in communities struggling to secure the benefits of the new economy.

*US Department of Commerce - Economic Development Administration www.doc.gov/eda/default.htm Provides grants to economically distressed communities to generate new employment, help retain existing jobs and stimulate industrial and commercial growth.

*Texas Rural Development Council - www.trdc.org They can provide resources on partners and resources available for CD programming

*Others - Texas Parks and Wildlife Department, Texas Department of Agriculture, Texas Historical Commission, Natural Resources Conservation Service, Texas Manufacturing Assistance Center, Texas Department of Highways.

D. Training

1. Develop a short (approx. 10m) video promoting awareness and support for community and economic development Extension educational programming immediately targeting all county Extension agents during Fall District meetings.

2. Conduct multi-district training providing focused, individualized program planning (outcome plans, other planned activities) assistance and guidance to county Extension agents with unaddressed TCFE community and economic development issues incorporating concepts covered in this report.

3. Establish an in-depth professional development training (modeled on the Natural Resource Leadership course and the Southern Region Community Development Institute) for a small group of county Extension agents (est. max 30) approved for award of graduate credit if desired by participants (3, 2.5 day sessions every 18 months)

Training: Because of the widespread, diverse nature of community development issues throughout the state and the general level of background, experience and training of county Extension agents the committee recognized multiple levels of training is required to support development and delivery of quality Extension programs in this area.

First, it was recognized that based on response to TCFE to date (or lack thereof) there is a need for broad acceptance and awareness of programming and associated resources addressing community development issues. With the timeliness and relevance to this need of Dr. Fehlis' presentation at the national CRED conference it was determined that appropriately re-creating and exposing all agents to the basic message that Texas Cooperative Extension must, can and will meaningfully address community development issues. This message would be supplemented by representative county Extension agents talking about their successful experiences with community development to practically demonstrate it can be done. It is considered important that this message be delivered in the context of county program planning with active participation by DED/CEDs (est. Aug-Oct).

Second, achieving awareness and acceptance is one thing. Taking action is another. The committee recognized most county Extension agents would require substantial, individualized, hands-on training in developing meaningful, outcome producing, program plans incorporating the definitional perspective and resources covered in this report. It is proposed this be done through a series of optional multi-district trainings based on identified needs organized, supported and facilitated by DED/CEDs (Appendix 3a). Training would be provided by Greg Taylor and/or another Headquarters based committee member along with the appropriate district committee representatives (e.g. Robinson, D1; Brown, D2; Morrison, Chandler, D3; etc.) to insure adequate assistance is provided. This training would take place prior to submission of program plans (est. Oct - Dec). As work on competency-based professional development proceeds in the state and nationally these concepts can be integrated to this training as appropriate.

Third, while the above implemented as envisioned, provides a broad and strong base for community development programming it is not sufficient. Training in the use of specific

programmatic resources incorporated in county plans is required and accepted as a given by the committee. However, there is a greater long-term need and significant potential to create a cadre of agents that have the capability of planning, developing and incorporating program resources independently, without in-depth, hands-on assistance. These agents can serve as true experts in the field who are recognized as such by the leadership of their county, and by their fellow Extension agents for whom they can serve as mentors and advisors in this area.

Following models established by the Texas Cooperative Extension Natural Resources Leadership Course and the Southern Region Community Development Institute a syllabus for such a training has been developed which consists of 3 sessions of 2.5 days each (see Appendix 3b). This training has been approved for graduate credit as AGECE 689 and application for funding to support the training (travel of agent participants etc.) has been made to G. Rollie White Foundation.

E. Leadership

1. The CD Committee continue to exercise active leadership by participating in district training; monitoring progress on implementation of recommendations; and publishing a Part II report assessing the situation and making further recommendations.

2. The CD Committee provide oversight to development of single, dynamic web site providing comprehensive, useful access to Extension (and other) resources addressing community and economic development to include those presented in this report.

3. DED/CEDs be explicitly charged with and recognized for their key role in implementing these recommendations and community development programming.

4. Department Heads, Associate Heads for Extension and nondepartmental Program Leaders can have a major role ensuring subject-matter support for county Extension community development programs and should be recognized for such.

Leadership: Implicit in the situation surrounding Extension community development programming noted in the introduction to this report with a high priority placed on associated issues by clientele as evidenced by TCFE and other indicators, but a lack of response in to these in reported programs and outcomes are certain realities regarding the organizational culture of Texas Cooperative Extension. As also indicated in the introduction, this committee has reality as one of its guiding principles and so recognizes this and the fact that an organization's culture does not change easily or immediately. Therefore, it should remain commissioned to actively participate in and monitor the implementation of the proposed actions through the 2004 program year. This continued involvement will allow fine tuning and any necessary midcourse corrections to insure achievement of desired outcomes. The committee will develop its observations and further recommendations in a Part II to this report assessing the situation at that time both internal to Extension to include relevant aspects of the competency based professional development system and in the outside environment which is also changing rapidly. This will allow setting the stage for truly exemplary, widely implemented and recognized programming in community development during the next long range programming cycle beginning in 2005.

As the committee's assessment proceeded, it rapidly became apparent that as an interdisciplinary program information supporting development, delivery and evaluation of Extension community development programming is available from any number of sources in Texas Cooperative Extension and, in fact, many potentially useful resources are found elsewhere in the state, the Southern Region and the nation. There is a definite need to consolidate access to this wealth of resources, to include the basic essentials presented in this report, in an current and timely, agent-friendly, meaningfully structured way. As information technology, specifically web sites, can lend themselves well to this approach the committee proposes creation of a community development web site building on and expanding the already existing work in this direction done by the CD committee of the Urban Task Force.

Many of the recommendations in this report involve "encouragement and support" of county Extension agents in specific aspects of initiating and conducting Extension community and economic development programming. As in so much of Extension programming DED/CEDs are pivotal to this and should be explicitly charged with and recognized for this somewhat subjective concept that can be assessed by actual county program implementation and outcomes.

Delivery of Extension community development programs at the county level requires interdisciplinary educational program support in the form of materials and people resources. Department Heads, Associate Heads for Extension and nondepartmental Program Leaders have a key role insuring the availability of adequate resources to meet these needs. As this report reveals, because of the diversity and interconnectedness of issues and responses in community development, a comparable diversity of subject-matter can make contributions in this area. This support should be assessed and recognized in the unit and individual program review process as appropriate.

IV. Timeline:

Recognizing that many specific activities have been recommended by the committee, a suggested sequential timeline for accomplishment with associated responsibilities is outlined below.

July 25 a.m.: Committee Chairs present report to Administrative Program Leaders

July 25 p.m.: Committee Chairs present report to Associate Vice Chancellor and Deputy Director incorporating comments/suggestions from Administrative Program Leaders.

August:

- Comments/Suggestions incorporated, report published
- Video Production

August Staff Conference: Report briefing and discussion with DED/CEDs. Start scheduling Multi-District Training.

August - October: Presentation of overview video with DED guidance to all CEAs at Fall District Meetings.

October - December: 1 day, multi-district (or district if sufficient numbers) training for CEAs with unaddressed TCFE CD issues. The product will be development of an educational programming plan (outcome or other planned activities). Training team will be Greg Taylor (and/or another Headquarters based committee member) and one or more local members (e.g. Robinson D1; Brown D2; Morrison, Chandler D3 etc).

October: First session of intensive professional development training

January - December 2003: Agents implement outcome plans and other planned activities

June - August 2003: Committee conducts progress assessment, provides feedback to administration and DED/CEDs.

Fall 2003: 1 day, multi-district training for CEAs with unaddressed TCFE issues

January - December 2004: Agents implement outcome plans and other planned activities.

2004: Committee assesses progress and external situation. Develops Part II of the State CD Committee report. Recommendations incorporated into program planning for 2005+.

Appendix 2

Community Development Committee Subcommittees¹

- Definition, Goals, Objectives

Mary Sue Cole, Chair

Bruce Carr

Gail White

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¹ Greg Taylor served as an advisor to all subcommittees

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- Programming Resources
Ilene Dreyer, Chair

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Cassie Steele

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Bruce Carr

- Collaborative Resources
Jeff Ripley, Chair

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Marvin Ensor

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Brad Morrison

- Training

Roland Smith, Chair

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Danny Klinefelter

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Pam Brown

- Leadership

Bob Robinson

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Brenda Rue

Appendix 3a

State Community Development Committee

COUNTY PROGRAM PLANNING TRAINING (Optional, Multi-District)

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Definition; Goals; Objectives

Committee Member

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Committee Member, District

Committee Member(s)

Objective: CEAs will develop outcome programs or other planned activities for 2003 addressing identified TCFE community development issues

DED Responsibilities: Identify agents to participate; Identify date/time/location; Identify and organize small groups based on common issues/clusters; follow-up implementation.

CEA Responsibilities: Bring county TCFE, ideas.

Appendix 3b

AGEC 689 Special Topics in Community Development

3 Sessions of 2 ½ days each (8am, day 1 - 12 noon, day 3)

Session 1

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Session 2

Session 3

The first evening of each session will involve the presentation and discussion of success stories related to the issues addressed during the session, and presented by community leaders and extension staff actually involved in the effort. Practical exercises include completing and analyzing county: demographic and economic trends; issues identification or asset map and finally, development of an outcome program.

Session I

Day 1

8:30 - 10:00

Introduction and Overview
(Klinefelter, Theodori)

10:30 - 12:00

What is (a) Community? (Theodori)
Three Potential Perspectives; Implications for Development

1:00 - 2:00

Community Development - How does it Happen? (Theodori)
Models of Community Development
Distinguish and Recognize Relationships between:
Community development as a Process - and an Outcome.
Development IN and OF community
Stages of Community Action

2:30 - 3:30

Community Diversity Issues (Torres)
The Multiple Cultures in Communities: Emphasis on Texas
Community Diversity and Development: Potentials and Pitfalls

6:00 - 9:00

Supper
Doing Community Development - Presentations and interaction with community officials and leaders.

Day 2

8:30 - 10:00

Community Social Structure (Garkovich)
Components of Social Infrastructure
Human, Cultural, and Social
Networks of Social Exchange
Entrepreneurial Social Infrastructure
Methods of Analysis and Interpretation

10:30 - 12:00

Asset Mapping (Garkovich)
Needs Assessments and Features of Asset Mapping
Mapping Individual, Institutional, and Informal Organization Assets
Assets and Community Building
Leadership, Community Assets, and Building Community Capacity

1:00 - 2:00

Community-Based Planning (Theodori)
Introduction to community-based planning

Steps in preparing a community-based plan
Implementing a community-based plan

2:30 - 3:30

Demography (Murdock)

Demographic Methods and Data

Population and Trends and Contemporary Issues

Day 3

8:30 - 10:00

Power, Conflict, and Leadership (Taylor)

Understanding and Identifying Power and Leadership Structures

Dealing with Community Conflict

Positive Aspects of Conflict

Types and Sources of Conflict

Approaches to Conflict

Resources for Developing Leadership

10:30 - 12:00

Natural Resource Issues (Albrecht & Skadberg)

Linking community and natural resources

Development Issues: Dependency and uneven development

The environmental imperative and sustainability

Skills to be Developed

(1) To promote awareness and abilities in the sociological approach to community and community development, with an emphasis on practical applications of theory, research and analysis.

(2) To develop skills in identification and analysis of community issues.

(3) To develop an understanding of basic elements in community organization and development.

(4) To develop skills in assessment and employment of community resources in development.

Session II

DAY 1

3. Community Economics - Fisher & Stallman

3.1 Role of government in the economy of a market economy—to be used as a benchmark for thinking about public actions in local economic development

a. Maintain a competitive environment

b. Public goods

c. Equity

d. Economic growth

e. Economic stability

3.2 Basic Public Finance

- a. Taxation and tax analysis
- b. Expenditure analysis
- c. Federalism and the roles of federal, state and local governments

3.3 Basic community analysis tools

- a. Economic Base Theory
- b. Location Quotients
- c. Retail Pull analysis and consumer surveys
- d. Shift-Share analysis

DAY 2

3.4 Impact Analysis and use of TEXSAFE

- a. Economic impacts

Input-output analysis and multipliers

- b. Fiscal impacts
- c. Costs of public services and public facility capacity

3.5 Benefit cost analysis

4. Where and why firms locate (Location Theory)

4.1 Factors affecting the location of firms

- a. Supply driven
- b. Demand driven
- c. Agglomeration economies
- d. Congestion

DAY 3

4.2 Factors affecting the location of population

- a. Migration

1. Income driven

2. Amenity driven

- b. Commuting

1. Tiebout–voting with your feet

4.3 Land Economics

- a. What determines the value of land
- b. Managing growth and public facility capacity
- c. Taxation of land
- d. Tax treatment of agriculture
- e. Geographic information systems

Skills To Be Developed

- (1) To be able to analyze whether a proposed action by a local government falls under a role of government.
- (2) To be able to calculate and use the LQ, SS, and retail tools to analyze the community
- (3) To be able to use SS analysis to determine the sources of growth and decline in specific economic sectors and determine appropriate projects to address them, or if it is a concern the community can address.
- (4) To be able to apply retail analysis to determine the areas in which community is losing retail sales and where people are shopping.
- (5) To be able to identify issues that could be usefully analyzed using impact analysis.
- (6) To be able to explain what a multiplier is.
- (7) To be able to analyze whether a firm with given characteristics is likely to locate in their county.
- (8) To be able to identify situations in which GIS is a useful tool.

Session III

Business Retention and Expansion Strategies - Brown & Clary

5. Theories and practices in entrepreneurship

- 5.1 Concepts related to location, owner and community profile, industry statistics and trends
 - a. Why entrepreneurship matters
 - b. Characteristics of small businesses and entrepreneurs in both rural and urban settings
 - c. Obstacles to entrepreneurial development
 - d. Demographic changes in small and microbusiness in U.S. and Texas
- 5.2 Technical assistance to business startup
 - a. Resources in the community, region, state, nation
 - b. Financial, legal, marketing, planning and management assistance-type and best practices
 - c. Sources of capital and role of community development

- corporations, Community Reinvestment Fund
- d. Mentoring programs and techniques
- 5.3 Public policy issues related to entrepreneurial development
- 5.4 Minority small business opportunities and issues
- 5.5 Business incubators: Role in rural settings and with at-risk audiences
- 5.6 E-commerce: selling and savings to small business, risks, trends
- 5.7 Youth entrepreneurship: Investment in future.
- 6. Focus on accountability - Cummings
 - 6.1 Developing the outcome plan
 - 6.2 Selecting accountability measures
 - 6.3 Documenting impact

Skills to be Developed

- C Understand the contributions of entrepreneurial businesses to community and economic development
- C identify types of small businesses in communities and opportunities available to clientele for entrepreneurship
- C knowledge of tools and strategies that encourage small business creation and growth
- C Understand the differing needs of small and entrepreneurial businesses and key factors that contribute to startup and growth.
- C Ability to analyze simple business plans and learn strategies for working with community support systems to successfully implement plans
- C Knowledge of the entrepreneurial community concepts and strategies to foster the e-community support

Homework

1. Attend a meeting of a town council, school board or county commissioner's court and turn in a summary of the issues discussed and how they relate to the course.
2. Attend a meeting of an Economic Development Corporation (EDC) or a Community Development Corporation (CDC) and turn in a summary of the issues discussed and how they relate to the course.
3. Problem sets using the economic analysis techniques discussed in the course.
4. Do a survey or an asset mapping.

Final Project:

- C Development of an outcome program plan for the county

