

Richland County Board - Education Committee
Richland County, Wisconsin

May 3, 2023

NOTICE OF MEETING

The Education Committee will be meeting in-person and virtually on Monday, May 8, 1:15pm at the Richland County Board Room, Richland County Courthouse, 181 W. Seminary Street, Richland Center, Wisconsin, to discuss and/or take action on the following agenda items.

Via WebEx with information available at: <https://administrator.co.richland.wi.us/minutes/education/>

Agenda

1. Call to Order
2. Roll Call of Committee Members
3. Proof of Notification
4. Approve Agenda
5. Approve minutes from April 10, 2023 meeting
6. Consent agenda - Approve monthly expenditures for Richland County Food Service, Richland County Extension, and UWP-Richland.
7. Closed Session - Agenda Item – Status of the UW Campus – chair may call for a closed session, pursuant to Wis. Stat. 19.85(1)(e) Deliberating or negotiating the purchasing of public properties, the investing of public funds, or conducting other specified public business, whenever competitive or bargaining reasons require a closed session. (Roll call vote if motion is not unanimous.) Enter closed session, if a motion is made and passed. Reconvene in open session pursuant to Wis. Stat. 19.85(2). (Roll call if motion is not unanimous.)
8. Return to Open
9. Set date for special meeting of Education Committee between May 12 and May 19th
10. Extension update - Adam Hady
 - a. Explanation of all the possible Educators such as Community Development, Local government, Economic Development, Leadership, etc.
 - b. Discussion on whether another Educator position should be considered
 - c. Extension office needs by contract
 - d. Average number of meetings held by Extension for the public
 - e. Any other items regarding moving offices that need to be addressed
11. Food Service Update-Stephanie Dary
 - a. Discussion of proposal presented to HHS for Senior Nutrition Contract
 - b. Current revenues and expenses
 - c. Assessment of maintenance needs in the kitchen
12. UW-Platteville-Richland-Assistant Provost, Michael Compton
 - a. Campus update
 - b. Monthly maintenance
 - c. June 30 changes that need to be addressed
 - d. Proper procedure to remove items from East Hall that belong to the Campus
13. Public Comments
14. Items for June 12, 2023 meeting
15. Correspondence
16. Adjournment

Note Agenda was amended: Item #12-d was added on 5/5/2023.

Copies to: Education Committee Members

- Chad Cosgrove - Bob Frank - Ingrid Glasbrenner - Shaun Murphy-Lopez
- Marc Couey - Linda Gentes - Daniel McGuire - Barbara Voyce

Jon Hochkammer, Interim County Administrator
Richland Observer
Terry Sebranek, Campus Foundation President

Marty Brewer, County Board Chair
WRCO
Greg Zimmerman, Campus Foundation Director

Derek Kalish, County Clerk

Richland County Board - Education Committee
County Board Room, Richland County Courthouse, and via WebEx
Meeting Minutes
April 10, 2023

Committee Members present: Linda Gentes, Ingrid Glasbrenner, Chad Cosgrove, Daniel McGuire (joined at 1:24 pm left at 2:45 pm), Marc Couey, and Shaun Murphy-Lopez (joined at 1:20 pm) **Absent:** Bob Frank
Staff and other Board Members present: Michael Compton, Adam Hady, Clinton Langreck, Stephanie Dary, Cindy Deitelhoff, and Greg Zimmerman. **Via WebEx:** Jennie Silver, Sandy Campbell, Cheryl Dull, and Barb Wentz.

Agenda

1. **Call to Order** – Meeting was called to order by Chair Gentes at 1:15 p.m.
2. **Roll Call of Committee Members** – Five of eight members were present.
3. **Proof of Notification** – Gentes gave proof of notification.
4. **Approve Agenda** – Motion to approve the agenda by Couey, second by Glasbrenner. Motion carried by voice vote.
5. **Approval of Minutes from March 13 and the March 30 meetings** – Motion by Cosgrove to approve both Minutes as presented, second by Couey. Motion carried by voice vote.
6. **Closed Session - Agenda Item – Status of the UW Campus – Chair may call for a closed session, pursuant to Wis. Stat. 19.85(1)(e) Deliberating or negotiating the purchasing of public properties, the investing of public funds, or conducting other specified public business, whenever competitive or bargaining reasons require a closed session. (Roll call vote if motion is not unanimous.) Enter closed session, if a motion is made and passed. Reconvene in open session pursuant to Wis. Stat. 19.85(2). (Roll call vote if motion is not unanimous.)** Motion to enter closed session by Couey, second by Voyce. Motion carried by unanimous voice vote. Members present in addition to the committee in closed session: Clinton Langreck, and Adam Hady.
7. **Return to Open Session** - Motion to return to open session by Glasbrenner, second by Cosgrove. Motion carried by voice vote.
8. **Consent agenda - Approve monthly expenditures for Richland County Food Service, Richland County Extension, and UWP-Richland Campus** – Motion by Couey to approve the consent agenda items, second by Glasbrenner. Motion carried by voice vote.
9. **Utility costs for UW-Richland 2022** – Administrator Langreck went over the utility cost document for the various buildings on the UWP-Richland Campus.
10. **Food Service Update - Stephanie Dary**
 - a) **Proposal for new contract to begin June 30, 2023** - Dary gave brief update of the lower cost for Meals on Wheels proposal.
 - b) **Explanation of salaries, expenditures and revenues** - Dary gave an update of the monthly revenues and expenditures.
 - c) **Assessment of maintenance problems in the kitchen** – No discussion
11. **Extension Update**
 - a) **Human Development Educator Position Vacancy/discussion on different options for this position/possible action** – Hady informed the committee that he has contacted the Community Development (CD) Institute about the possibility on a CD educator. There were no FTE available to the institute. Committee asked Hady to bring more information regarding Extension positions to the next meeting.
 - b) **Update on Extension Offices being moved** – On hold as discussions with system progress.
12. **UW-Platteville-Richland Assistant Provost, Michael Compton**
 - a) **Campus Update** – Community Play was postponed, Road Rally was set, and Campus was hosting Awards and Scholarship Night.

- b) **Monthly Maintenance** - Compton reviewed the Monthly Maintenance report, highlighted some issues in the food service area, no progress on the water fountains due to no bids, and indicated that the AC unit in the library will need to be considered.
 - c) **Moving Items from East Hall** – Compton requested permission to remove campus items from East Hall
13. **Public Comments** - None
14. **Items for May 8, 2023, Meeting** – None
15. **Correspondence** - None
16. **Adjournment** – Motion to adjourn by Couey, second by Voyce. Motion carried by voice vote. Meeting was adjourned at 2:55 pm

Respectfully Submitted,



Adam A. Hady
Area Extension Director
University of Wisconsin Madison -Division of Extension

Extension Office Accounts

Bills from April 2023

<u>Account</u>	<u>Vendor</u>	<u>Account Line Item</u>	<u>Amount</u>
10.5670.0000.5293	GFC Leasing WI (Inv# 100817347) PO Box 2290 Madison WI 53701	<i>Lease on Copier</i>	\$237.69
10.5670.0000.5315	Gordon Flesch Co. Inc. (Inv# IN14190746) BIN 88236 Madison, WI 53701	<i>Duplication, Copy</i>	\$78.89
10.5670.0000.5225	Genuine Telecom 430 W Union St, Suite 3 P.O. Box 409 Richland Center, WI 53581	<i>Telephone</i>	\$0.00
10.5670.0000.5334	Craddock, Karleen 1000 Hwy 14 W Richland Center, WI 53581 Registration = \$150.00	<i>Agent Registration</i>	\$150.00
			<u>Total: \$466.58</u>

Extension Office Agent Program Account

Bills from April 2023

<u>Account</u>	<u>Vendor</u>	<u>Agent/Program</u>	<u>Amount</u>
20.5677.0000.5926	Chelsea Wunnicke S9087 State Road 130 Hillpoint, WI 53937	<i>Chelsea – Get Real</i>	\$155.26
20.5677.0000.5926	Complete Office of WI (Invoice #455490) P.O. Box 640 Germantown, WI 53022	<i>Chelsea – Get Real</i>	\$53.72
20.5677.0000.5926	Chelsea Wunnicke S9087 State Road 130 Hillpoint, WI 53937	<i>Chelsea – Juntos</i>	\$396.35
			<u>Total: \$605.33</u>

Extension Office Soils Program Account

Bills from April 2023

<u>Account</u>	<u>Vendor</u>	<u>Amount</u>
20.5677.0000.5229	UW Soil and Forage Analysis Lab 4702 University Avenue Madison, WI 53705 (Dennis Fry's soil tests)	\$15.00
		<u>Total: \$15.00</u>

Extension Programming Options

HUMAN DEVELOPMENT & RELATIONSHIPS
INSTITUTE, HEALTH & WELL-BEING INSTITUTE
AND COMMUNITY DEVELOPMENT INSTITUTES

ADAM A HADY

UNIVERSITY OF WISCONSIN MADISON – DIVISION OF EXTENSION

Table of Contents

- Background information given to Committee at Previous Meetings 3**
 - PowerPoint Presentation at the May 2022 Education Committee Meeting 3**
 - Human Development Knowledge Transfer 1**
 - Educational Contacts through September of 2022 5**
- Program Options in the Human Development and Relationships Institute: 16**
 - Program Plan of Work Details: Family Engagement & Relationships 2022-23 16**
 - Program Plan of Work Details: Financial Capability State Plan of Work 26**
 - Program Plan of Work Details: Life Span Program Plan FY22-23 37**
- Program Options in the Health and Well-Being Institute: 49**
 - Program Plan of Work Details: Behavioral Health Program 2022-2023 49**
 - Program Plan of Work Details: 2022/2023 Healthy Eating Active Living 57**
- Program Options in the Community Development Institute: 81**
 - Program Plan of Work Details: Community Economic Development Program Plan 2022-2023 81**
 - Program Plan of Work Details: Community Food Systems Program 2022-2023 105**
 - Program Plan of Work Details: Organizational and Leadership Development Program Plan (July 2022-June 2023) 123**
 - Program Plan of Work Details: Local Government Education 136**
 - Relationship between UW- Madison Division of Extension Community Development Educator and Economic Development Corporation/Coordinator 146**

Background information given to Committee at Previous Meetings

PowerPoint Presentation at the May 2022 Education Committee Meeting

University of Wisconsin – Madison, Division of Extension Richland County

Adam Hady

Area 13 Extension Director
Adam.hady@wisc.edu



Extension
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About UW-Madison Extension



History of Extension



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Extension's Purpose to which we commit...

We teach, learn, lead and serve, connecting people with the University of Wisconsin–Madison, and engaging with them in transforming lives and communities



History of Extension



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Extension's Mission

Extension embodies the Wisconsin Idea by partnering to develop and connect the research and educational resources of UW-Madison with residents and communities to address local, statewide and national issues.



History of Extension



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Collaboration with UW-Madison and UW-Campuses

Educators translate research from specialists and faculty at UW-Madison and other UW-Campuses into practical solutions for local needs. Extension delivers a statewide network of outreach that can support Campus research needs.



History of Extension



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Statewide Network

Extension has deep local ties that develop regional and statewide networks able to respond to emerging issues. Working in and with communities allows Extension to connect research and resources directly to affected populations and areas.



History of Extension



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Extension's Work

County-Based Services

- County Extension Offices located in 71 Counties and 3 Tribal Nations. Educators live in the communities and understand local issues and needs
- Area Extension Directors provide administrative oversight of one to five counties



History of Extension



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Research & Programming



Extension Collaboration



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Agriculture Institute

- The Agriculture Institute works to achieve better results through research and outreach supporting livestock management, crops and soils, farm management and horticulture.
- We work hand-in-hand with farmers, businesses and communities to build stronger, more diverse farm and food systems. Whether on the farm or in the field, we're working together to develop sustainable solutions that drive economic growth and keep our state's thriving agriculture tradition strong.



Agriculture Programs

- Crops & Soil
- Dairy
- Farm Management
- Horticulture
- Livestock



Positive Youth Development Institute

- The Positive Youth Development Institute prepares the youth of today to become the effective, empathetic leaders of tomorrow.
- Our research-based programs give young people the hands-on experiences they need to develop an understanding of themselves and the world. From teens advising local government to Wisconsin 4-H clubs, we offer diverse educational opportunities that put youth on the path to success in Wisconsin and beyond.

Positive Youth Development Program

Wisconsin 4-H



UW-MADISON EXTENSION

Human Development & Relationships Institute

- The Extension Institute for Human Development & Relationships supports families and communities through programming that encourages growth and understanding in the digital age.
- As a source of well-researched information on topics related to parenting, family relationships, child development, aging, housing and financial security, we provide positive and powerful training and tools that strengthen family bonds and enhance financial competence



Human Development & Relationships



Human Development & Relationships Programs

- Family Engagement & Relationships
- Financial Education
- Life Span



Human Development & Relationships



Health & Well-Being Institute

- The Health & Well-Being Institute works to catalyze positive change in Wisconsin families through evidence-based programs focused on nutrition, food security, food safety, chronic disease prevention, mental health, substance abuse and health insurance literacy.
- Rooted in both urban and rural communities, we're working together to help solve the state's most pressing well-being needs and to ensure that all Wisconsinites live stronger, healthier lives.



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 Health & Well-Being



Health & Well-Being Programs

- Behavioral Health
- Healthy Eating & Active Living
- FoodWise



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 Health & Well-Being



Community Development Institute

- The Community Development Institute delivers educational programming that supports individuals, communities and organizations in realizing their fullest potential.
- With programs dedicated to building leadership capacity, strategic planning, training local government officials, economic development and community food systems, our Institute promotes civic engagement and social responsibility and empowers citizens to become leaders of transformative change.



Community Development



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Community Development Programs

- Organizational & Leadership Development
- [Community Economic Development - Broadband](#)
- [Community Food Systems](#)
- Local Government Education



Community Development



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Natural Resources Institute

- The Natural Resources Institute helps individuals and communities coexist with and make the most of our state's rich water, mineral and forestry resources.
- Our programs harness leading-edge university research and a network of local, state and regional partnerships to ensure our resources remain strong, resilient and productive.
- From water and forestry programming to conservation training to citizen science and youth environmental education, we're working to ensure that our resources remain at the heart of our communities, economies and state identity.



Natural Resources



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Natural Resources Programs

- Aquatic Invasive Species Program
- Conservation Professional Training Program
- North Central Region Water Network
- [Regional Natural Resources Program](#)
- Water Action Volunteers
- Wehr Nature Center Outreach Programs
- Wisconsin Master Naturalists
- Wisconsin Geological & Natural History Survey
- Lake Superior National Estuarine Research Reserve
- Upham Woods Outdoor Learning Center



Natural Resources



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Human Development Knowledge Transfer

Division of Extension

Knowledge Transfer Template

Employee Information	
Employee Name: Chelsea Wunnicke	Job Title: HDR Extension Educator, Richland County
Supervisor: Adam Hady (AED); Danielle Hairston-Green (Institute Director)	Last Day Worked: 3/10/2023

As a member of the Division of Extension and UW-Madison community, you were given access to substantial information at the University. Your knowledge and experience is of immense value to us as we make decisions regarding the direction and needs of our unit.

To ensure an orderly transition of responsibilities for which you have been mainly accountable, we ask that you assist us by responding to the following questions:

1. Provide a list of all projects, ongoing tasks, tips, information and other open items on which you are currently working.

Project Name	Contact Info for Others Involved	Project Status	Next Steps	Comments
Financial Education -Planning AHEAD -Rent Smart, etc	Jenny Abel jenny.abel@wisc.edu	Teaching these being done regionally by other Educators.	Pick this back up when position is filled.	
Money Smart in Head Start	ruth.schriefer@wisc.edu (Ruth Schriefer, HDR Educator Iowa County)	Ongoing for school year 2022-2023	Connect with Ruth Summer/Fall 2023 to see about next	Newsletters provided in partnership with SWCAP's Head Start and colleagues in

			school year distribution.	Grant & Iowa Counties.
Get Real financial reality day	<p>Get Real School and Planning Committee</p> <p>Contacts:</p> <p>Katie Burnley <katie.burnley@ithaca.k12.wi.us>; Todd McKay <tmckay@riverdale.k12.wi.us>; Heidi Radel <hradel@rvschools.org>; Gretchen Kanable <kang@richland.k12.wi.us>; chris storer <castorer@wccucreditunion.coop>; shelly stibbe <shelly.m.stibbe@ampf.com>; Laura Melby <lmelby@thepeoplescommunitybank.com>; Egge, Angela <aegge@kickapoo.k12.wi.us>; Casey Goodrich <cgoodrich@kickapoo.k12.wi.us>; D'Anne LaSavage <lasd@richland.k12.wi.us>; Wanda Nettesheim <netw@richland.k12.wi.us>; Mark Chambers (principal@eagleschoolrc.org) <principal@eagleschoolrc.org> Cc: JENNIE B SILVER <jennie.silver@wisc.edu>; SANDRA L CAMPBELL <sandra.campbell@wisc.edu></p>	Extension supporting the 2023 event “as normal” to be held 4/26/23.	Start planning Fall 2023 for Spring 2024	Extension has traditionally provided primary support for this event, including organizing planning meetings, recruiting and communicating with over 100 community volunteers, conducting evaluation of volunteers and students, and media relations.
Richland County Homelessness Prevention Coalition	<p>roxanne.klubertanz@co.richland.wi.us (Roxanne Klubertanz Gerber, ADRC in Richland County—also a good contact for planning programming like Planning AHEAD). Michelle Friedrich, SWCAP Housing & Homelessness Programs for regional meetings: m.friedrich@swcap.org</p>	Meeting responsibilities handed to Roxanne.		Check in with them for opportunity to connect with housing and poverty-serving organizations.
Richland County Children & Family Advocacy Council	<p>Dwayne Fisher President, Eric Ives Secretary, Alicia Woodhouse Treasurer dfishon5@gmail.com; eric.ives@co.richland.wi.us; allicia.woodhouse@co.richland.wi.us;</p> <p>Subgroup on ACEs and Trauma Informed Communities:</p>	Monthly meetings at HHS & via zoom, 2 nd Monday of the month at 10am.		Extension Educator had been providing leadership and support for this coalition. They are a 501c3 that receives annual funding

	<ul style="list-style-type: none"> • Asheley Kramer, Mental Health Therapist ashley.kramer@pinecounselinginc.com; • Allicia Woodhouse <allicia.woodhouse@co.richland.wi.us> • Richland School District School Psychologist and Counselors: Lisa Goff (goffl@richland.k12.wi.us); • Michaela Bleeker <blem@richland.k12.wi.us> 			from United Givers.
Raising a Thinking Child	<p>Extension state team leads: missy.bablick@wisc.edu; robert.nix@wisc.edu</p> <p>local partners at Richland School District: Amy Hardy, Primary School Principal hara@richland.k12.wi.us Liz Perkins, School Services Principal, pere@richland.k12.wi.us & Ithaca Schools: Elementary Principal, Kathleen Schoen schokat@ithaca.k12.wi.us , 4K Teacher Brittany Penfield, brittany.penfield@ithaca.k12.wi.us</p>	No classes been taught by Richland County Educator since COVID.	Make contacts with Extension state team and local partners to schedule a series.	There are 21 workbooks in the overhead storage at UW Richland campus.
Parent Cafes	hannah.zellmer@wisc.edu ; allicia.woodhouse@co.richland.wi.us ; spilla@swls.org (Youth Services Librarian at Brewer Public Library, Stacy Pilla)	Series of Parent Cafes with Brewer Library completed March 2023.	Make contacts to schedule next series.	
Raising Caring Kids & The Parent Connect	anne.clarkson@wisc.edu ; patricia.carroll@wisc.edu		Make contacts with Extension state team and local partners to schedule a series.	
Food Preservation	Barb Ingham, Food Science Specialist bingham@wisc.edu	Series was done Summer 2022.	Connect with Barb Ingham for training to	Support staff are trained to do pressure

			consider offering a series.	canner lid testing.
Juntos Program	<p>Statewide leadership: adam.trunzo@wisc.edu; sarah.hawks@wisc.edu</p> <p>Richland County 4-H Educator: karleen.craddock@wisc.edu</p> <p>Local Spanish language facilitator: Allan Abarca allancabarca@gmail.com</p> <p>Kerie with UW-Platt Continuing Ed helped provide funding: wedigek@uwplatt.edu</p>	Series was done March 2023.	Talk to Karleen about plans for next series.	
Work'n Wheels Financial Education	Ruth N Schriefer ruth.schriefer@wisc.edu ; Bev Doll Grant County beverly.doll@wisc.edu ; Jeff Segebrecht j.segebrecht@swcap.org	Ruth, Bev and Jeff notified that position is vacant. Ruth & Bev doing these for us.	Contact Ruth & Bev to get procedure, then let Jeff know.	
HCE (Home & Community Education)	<p>WAHCE State Liaison is Sara Richie; sara.richie@wisc.edu; Support staff will have list of current HCE members and leadership: jennie.silver@wisc.edu</p>	Richland County HCE Exec Board meets 1 st Tues of the month at 10am at Extension.	Contact leadership to connect to upcoming meetings.	
Richland Area Childcare Taskforce	<p>amanda.griswold@wisc.edu;</p> <p>audrawieser@theparentingplace.net;</p> <p>julie.prouty@ithaca.k12.wi.us</p>		Contact Audra to get invited to ongoing meetings.	

Educational Contacts through September of 2022

Educational Contacts from January 2022 to Date by Educational Program

Richland County Human Development and Relationships Education Programs

2022 Educational Contacts for Programs beginning January 1, 2022

Chelsea Wunnicke, Human Development and Relationships Educator

Program	Online or in-person	County, Regional or statewide	Participant #s	Notes:
Get Real	in-person	Regional	565 students 155+volunteers	Financial reality day for area high schools. Significant planning and support staff time in coordinating volunteers. Annual event in Spring.
Rent Smart	online	Statewide	268 YTD	Taught monthly in conjunction with statewide team.
Reflection to Action	online	County	70	Conducted for Richland County Health and Human Services Jan-March.
Rent Smart train-the-trainer	online	Statewide	77	2 day training. Taught July 2022 in conjunction with statewide team.
What Happened to You Book Read	in-person	County	15	Facilitated at Community Center Jan 2022 through TIC workgroup
Diversity book read: Just Like Us and Teen Book Read: Living Beyond Borders.	in-person	County	7	Facilitated book reads focused on diversity with library. I also brought in WI Humanities Council exhibit on immigration.

Money Smart in Head Start financial newsletters	indirect	Regional	In-direct contacts: 56 Richland County families receive printed monthly newsletters	Done as a collaborative of Extension Educators from Iowa, Grant, Richland and Lafayette Counties through SWCAP Head Start.
Financial coaching/one-on-one meetings	in-person	County	About 10 per year	Referrals from Workin' Wheels car loan program and Head Start through SWCAP.
Food, Fun, and Fitness	in-person	County	88	4 sessions, partnered with UW-Platteville ContinuingEd and WE Energies Foundation for funding.
Juntos family nights	in-person	County	54	6 sessions, funding from Multi-Cultural Outreach Program and 4H Foundation.
Planning AHEAD	online	Regional	427	7 sessions Taught monthly in conjunction with Southern WI Extension team. In-person series for Lone Rock is planned.
Trauma Informed Communities workgroup	in-person	County	10, plus televised	Organized roundtable of community leaders to share their work on Trauma Informed practices.
Encouraging Financial Conversations	online	statewide	427	7 sessions. Taught Summer 2022 in conjunction with statewide team
Food preservation workshops	in-person	County	12	2 sessions taught at Extension kitchen.

Total educational contacts:			2241	
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Coalitions supported

Coalition	County, regional or statewide	Participant #s	notes
Kinship of Richland County	County	7 Board members support 10 youth-adult mentor matches. (27 total)	Meets every other month at Extension. Chelsea serves as secretary
Richland County Children and Family Advocacy Council	County	About 40 members, mostly professionals from youth & community serving	Meets monthly at Extension. Chelsea serves as VP. Mission to prevent substance misuse and child abuse & neglect.
Trauma Informed Communities (TIC) workgroup	County	10 core members	Sub-committee of RCCFAC looking to reduce instances of child-abuse and neglect through raising awareness of ACEs and encouraging systems change.
Richland County Homelessness Prevention Coalition	County	About 50 on email list, 10 core members.	Meets Quarterly and meet with Regional Homeless coalition every other month. Chelsea serves as co-chair. Coordinate bi-annual Homeless Point in Time Count for Richland County.
Richland Area Childcare Taskforce	County	About 20	Meet monthly on zoom to promote growth and professionalization of childcare in Richland. Chelsea serves as co-chair. Brought in \$75,000 DCF grant 2022. In November 2022 starting DreamUp process with local business leaders.
Community Health Needs	County	About 10	Participate every 3 years as

Assessment			part of team with Hospital, Public Health and other institutions to design and evaluate community health needs data.
HCE (Home and Community Education)	County	47	Provide Support Staff and academic advising to 3 HCE Clubs (Yuba Homemakers, County Liners, and 5 Points Gals). Exec Board meets monthly at Extension.
Total coalition members supported:		204	

Richland County Agriculture Education Programs

2022 Educational Contacts for Programs beginning January 1, 2022

Carolyn Ihde, Crawford & Richland Counties Livestock Agriculture Educator

Program	Delivery Format	County, Regional or Statewide Programs	Number of Participants	Notes:
22 On-Farm Cow-Calf Workshop	In-Person	Regional	47	Created for beef producers in Crawford/Richland/Vernon Counties
Pesticide Applicator Training Testing	In-Person	Richland	57	Certification Required for application of Restricted Use Pesticides
Animal Nutrition Presentations	In-Person	Richland	55	Program for livestock exhibitors and families
22 Small Ruminant Webinar Series	Virtual	Global	871	Served as workgroup lead
22 Cattle Trails Articles	Publication	Statewide	440	WI Cattlemen's Membership Newsletter
22 Driftless Region Beef Conference	In-Person	Multi-State	142	Beef Producers from Richland County in attendance
22 Wisconsin Sheep & Wool Festival	In-Person	State	20	Presented Sheep Enterprise Budget that is available on the Livestock Topic Hub
22 Wisconsin Agriculturalist Articles	Publication	State	24,000 subscriptions	Three Articles
22 WI State Farmer Article	Publication	State	10,000 subscriptions	
Richland County Reality Check	In-Person	Richland	Support for Chelsea's program	Volunteered day of event, Provided support and education for student checkbooks
Growing Together School Garden	In-Person	Richland	20	Collaborated with FoodWise Educator and Volunteers and offered education for students

Richland County Beef Producers Annual Field Day	In-Person	Richland	30	Discussed production issues with producers
Pasture Rental Agreements Webinar/Youtube Video	Virtual	Regional		Presented a segment for the Farm Management Workgroup
Radio Interviews	Audio	Regional		Provide Agriculture PSA, Education, promotion of events on 94.3 about once per month
Richland County Fair Carcass Show	In-Person	Richland	90	Assisted with Carcass Evaluation and Evening Event
			1772	
Direct Support				

I was able to work with a custom heifer raiser from Richland County. He had not negotiated his contract in over 10 years. His input costs increased to the amount he believed he would have to discontinue his service and find employment off the farm. After several phone calls, we were able to meet in person. We reviewed his current expenses and rates of other custom heifer raisers and analyzed depreciation of buildings and machinery, taxes, and additional labor. Many of these expenses he had not considered as costs to his enterprise. After our discussion, working with the numbers, and providing negotiation coaching, he secured a contract worth \$50,000 per year more than his previous arrangement. He is now compensated for his labor and all expenses, while before, he was “working for free” and incurring expenses. He was pleased and relieved I was able to help him. This is one example of how Extension can help livestock producers in Richland County work, live, and stay in Richland County.

I work with producers to create land rental agreements and know current land rental rates.

I answer questions for community members and producers who do not have access to or utilize the internet.

I connect producers and community members to the University of Wisconsin-Madison content area Specialist.

I have looked at many trees for concerned homeowners. Many trees are diseased or damaged and pose a threat to property.

I identify weeds, insects, and plant diseases and offer educational support for treatment and prevention.

I visited pastures to analyze issues and offer suggestions for improvement.

Richland County 4-H Youth Development Programs

2022 Educational Contacts for Programs beginning January 1, 2022

Karleen Craddock, Richland County 4-H Extension Educator

In addition to the direct educational contacts provided by 4-H Extension Educator, the Richland County 4-H program reaches youth through the volunteer efforts of adult volunteers who mentor, teach, encourage and support youth. **During 2021, Richland County 4-H volunteers reported giving back 2,553 hours to the 4-H program.**

Program	Delivery Format	County, Regional or Statewide Programs	Number of Participants	Notes:
4-H Community Clubs	In-person and online	Richland County	207 Youth & 88 Adult Volunteers	These numbers represent only one contact per participant. Youth receive multiple contacts throughout the year by participating in monthly club meetings and community service activities.
New 4-H Volunteer Orientation	In-person	Richland Co.	10 adults	Provide overview of 4-H, Mandatory Reporting, Safe Spaces and Youth Development practices
Club Officer Workshop & Annual 4-H Leader Workshop	In-person	Richland Co.	21 youth 8 adults	
4-H Discovery Day	In-person	Richland Co.	81 youth 18 adults	Hands-on educational activities taught by community volunteers
4-H Countywide 4-H Project Meetings & Statewide Virtual Project Meetings	In-person and virtual	Richland County and Statewide Educational	150 youth 22 adults	Multiple sessions throughout the year.

		Programs		
Disability Awareness Program	In-person	Richland & Vernon Counties	65 youth 8 adults	Worked with a planning committee of youth & adult members. Co-coordinated physical disability session.
Performing Arts Program	In-person	Richland Co.	15 youth 7 adults	
Food, Fun & Fitness Program	In-person	Richland Co.	88 youth 7 adults	4 sessions, partnered with UW-Platteville Continuing Ed, WE Energies Foundation & WI 4-H Foundation for funding.
JUNTOS Program	In-person	Richland Co.	31 youth 24 adults	Attended 4 Family Nights including SWTech Tour. Coordinated youth participation in 4-H programs like summer camp & 4-H workshops. Funding from Multi-Cultural Outreach Program and WI 4-H Foundation
4-H Summer Camp	In-person	Multi-County	106 youth 13 adults	Richland, Crawford, Vernon, Monroe and La Crosse Counties.
4-H Camp Counselor Training	In-person	Multi-County	12 youth 5 adults	
4-H Livestock Clinic	In-person	Richland Co.	30 youth 25 adults	Worked with local livestock committees to provide countywide educational workshop

Additional Animal Science Education Programs	Multiple formats, online and in-person	Richland Co.	148 youth 17 adults	Includes coordinating zooms for Feathered Friends, Dog Project, Rabbits R Us. Beef & Sheep Managerial programs. Pig Project Annual Meeting. Additional educational opportunities.
Livestock Carcass Program	In-person	Richland Co.	43 youth 45 adults	
Exploring 4-H Day Camp	In-person	Richland Co.	13 youth 2 youth	
Cloverbud Day Camp	In-person	Richland Co.	31 youth 4 adults	
Cloverbud Fair	In-person	Richland Co.	26 youth 3 adults	
		TOTAL	1,067 youth 306 adults	

Youth Development Committees & Coalitions Supported:

Name of Organization	Delivery Method	County, Regional or Statewide Programs	Number of Participants	Notes
Richland County 4-H Leaders Association	Hybrid	Richland Co.	8 adults 6 youth	Meets 11 times per year plus committee meetings

Richland County 4-H Jr. Leaders Organization	In-person	Richland Co.	8-15 youth 4-5 adults	Meets monthly
WI 4-H Education Resources Committee	Online	Statewide	7 committee members	Meets approximately 8 times per year
WI 4-H Disability Committee	Online	Statewide	7 committee members	Meets twice a month
Richland County 4-H Ambassadors	In-person	Richland Co.	6 youth 2 adults	Meets 3-4 times per year
Richland County Beef Producers	In-person	Richland Co.	11 adult board members	Meets 10-12 times per year
Richland Area Sheep Producers	In-person	Richland Co.	5 youth 8 adults	Meets 4-5 times per year
Feathered Friends	In-person And virtual	Richland Co.	15-20 youth 3 adults	Meet approximately 5 times per year
Richland Co. 4-H Dog Training Group	In-person and virtual	Richland Co.	11 youth 1 adult	Meets monthly Jan-May, Weekly June-Aug
4-H Rabbits R Us Group	In-person and virtual	Richland Co.	20 youth 5 adults	Meets monthly Jan-October
4-H Cats & Small Pets Group	In-person and virtual	Richland Co.	5-6 youth 1-2 adults	Meets 5-6 times per year
Richland Youth Shooting Sports Program	In-person	Richland	19 youth 4 adults	Meets weekly during February & March
Richland Co. 4-H Horse Group	In-person	Richland Co.	10 youth 3-4 adults	Meets monthly Jan-Oct. Plus lessons, clinics, shows
Richland Co 4-H Pig Project Group	In-person	Richland Co.	22 youth 3 adults	Meets in-person 1-2 times per year. Online education.
Area 13 4-H Staff	In-person	Multi-County	5 adults	Work with 4-H staff from 5 county area to

	and virtual			coordinate educational programs
WI 4-H JUNTOS Committee	In-person and virtual	Statewide	15 adults	Monthly zooms, In-person Inservice & programming.
		TOTAL	140 youth 86 adults	

Program Options in the Human Development and Relationships

Institute:

Programs are:

Parenting and Family Relationships

Financial Education

Life Span

Program plans of work:

Program Plan of Work Details: Family Engagement & Relationships 2022-23

Institute

Human Development and Relationships

Educational Program (Level 1)

Family Engagement and Relationships

Program Plan Submitter

Anne Clarkson

Report Year

2022

Situation Statement

The Family Engagement and Relationships (FER) program in Wisconsin aims to increase family resilience, positive parent (caregiver)/child interactions, knowledge of positive parenting skills, and social-emotional skills. FER strives to decrease barriers to access and reduce inequality through targeted strategies to reach these universal goals. Furthermore, FER seeks to end systemic inequalities that are the source of these disparities. FER's program priorities and targeted strategies are shaped by data from individual plans of work, the Human Development and Relationships Vision Document, program priority meetings, the developmental situation analysis, and assessments/evaluations of partner organizations. FER will commit to comparing existing programming reach with disparities at the population level to establish a baseline.

Safe, stable, nurturing relationships (SSNR) relationships are universally important to child and adult well-being ([CDC](#)). We know that effective family programs to improve child-wellbeing support positive relationships, decrease stress, and teach skills related to resilience and social-emotional well-being. All individuals can benefit from positive relationships, education, and support. However, providing only universal programming and support is equal but not equitable. Families do not exist in isolation but are influenced by surrounding people, institutions, social norms, and policies. Persistent stressors, such as poverty, systemic racism, and violence, are traumatic and decrease well-being. Individual and societal trauma disproportionately impacts Wisconsin residents depending on zip code, ethnic and racial identity, income, and many other factors.

Where we live impacts access to resources and well-being.

RURAL-URBAN: Within Wisconsin, 32 of the 72 counties are rural (United States Office of Management and Budget), which means 49 percent of the state's land area by square miles is considered rural and 13 percent of its population (Census Bureau). When there are rural-urban differences in indicators of well-being, children in rural areas almost always fare worse. Children in rural areas are more likely to live in poverty, repeat grades in school, have fewer opportunities for extracurricular activities, are less likely to receive preventive medical care, and adults in their communities are more likely to struggle with substance abuse. (Census Bureau) As further evidence of risk, in Wisconsin in 2020, five rural counties, Adams, Burnett, Iron, Langlade, and Menomonee had the highest number of child protective service reports filed per 1,000 children ranging from 65 to 105; in contrast, our most urban counties, Milwaukee and Dane, had 40 and 12 reports per 1,000 children, respectively. (Kids Count)

TRIBES: In addition to rural-urban differences, according to the 2010 census, there are more than 86,000 people who identify as Native American in Wisconsin. Of those, more than 17,000 live on reservations or trust land or one of the state's 11 federally recognized tribes. Data on child and family well-being can be difficult to obtain, for example, data specific to Forest County Potawatomi is only shared by their Tribal Council with great respect to their status as a Sovereign Nation. However, existing data points to disparities. For instance, Menomonie County/Nation has consistently ranked last out of 72 counties in overall health outcomes (University of Wisconsin Public Health Institute).

Persistent stressors (at individual, family, and/or societal levels) decrease well-being.

Adverse Childhood Experiences (ACEs) refer to three types of adversity faced by children: 1) physical and emotional abuse, 2) neglect, and 3) household disruptions such as divorce or parental incarceration. ACEs and other sources of toxic stress are pervasive and linked to physical and mental health tolls on both individuals and communities. In Wisconsin, 57% of adults reported experiencing at least one ACE in childhood. Among those Wisconsin adults who reported having at least one ACE, almost one quarter reported having 4 or more. In Wisconsin, the ACEs of violence, parental divorce, and parental incarceration and the toxic stress of systemic racism and the economic and mental health challenges of the COVID-19 pandemic negatively impact the well-being of children, families, and communities.

VIOLENCE: The pre-pandemic statewide Extension developmental situational analysis found that nearly a third of the Extension work groups (7 out of 22) discussed violence and/or aggressive behavior as a need in their community. Violence comes in several forms, from violent crimes against persons (e.g., homicide, sexual assault, human trafficking) to less criminal but still damaging maltreatment of others (e.g., bullying). Violence is frequently cyclical and passed down through generations of families.

DIVORCE: Divorce and separation takes place routinely today – about 40% of all first marriages end in divorce – and can have serious impacts on families. Approximately 14,600 Wisconsin children experience their parents' divorce each year. This number does not include the children of unmarried parents who separate. Parental conflict and changes in resources and support can negatively impact children and strain community resources.

CRIMINAL JUSTICE SYSTEM-INVOLVED: In Wisconsin, about 88,000 children have had a parent in jail or prison during their childhood. Parental incarceration is often harmful to children's development and disruptive to the broader family system. For example, research has found reductions in incarcerated fathers' involvement in parenting and caregivers' mental health and well-being. Parental incarceration increases child stress and can be traumatic, disrupting their security, financial stability, and social support.

SYSTEMIC RACISM: Furthermore, systemic racism means that Black men and women are incarcerated at disproportionately high rates. This inequality has a substantial economic and social impact on Black families and communities. The latest available data regarding people sentenced to state prison reveal that Black Americans are imprisoned at a rate that is roughly five times the rate of white Americans (Nellis, 2021). Furthermore, the imprisonment of large numbers of Black males has a lifelong effect on their earnings and the prevalence of poverty in largely Black communities as well as perpetuating health disparities.

COVID/MENTAL HEALTH: The COVID-19 pandemic brought about unprecedented change in the lives of all Wisconsin residents. A survey of 808 Wisconsin parents with children aged 0 to 12 years found that the pandemic was a significant stressor for their families and had negative impacts on parental mental health, emotions, and behaviors (Kerr). As we move into the 3rd year of the pandemic, child and adult mental health continues to be a top concern among Wisconsin communities.

While these issues are complex, healthy family relationships and social connections are protective factors against many of these stressors. Research shows the importance of safe, stable, nurturing relationships in building resilience, improving health, and reducing harm from exposure to adversity.

Target Audience(s)

The target audience for FER includes all adults caring for children including but not limited to parents, grandparents, foster parents, teachers, and childcare professionals. Additionally, FER employs targeted strategies to the following audiences to increase access for audiences currently under parity and/or with limited access due to inequal structures:

- Rural
- BIPOC
- Criminal Justice System Involved
- Co-Parents (Divorced or separating)
- Fathers

FER utilized mixed methods (in person, digital, community partnerships or coalitions, etc.) to impact these audiences. Finally, FER target audience include communities and systems with which families interact, such as schools and correctional systems. This may include state and local agencies, organizations, coalitions, policymakers, and service providers poised to address social, health, and economic conditions that promote child and family well-being and increase equity for all.

Program Logic

The FER Program employs a “[targeted universal framework](#)” in which universal goals are established for all audiences. Then targeted strategies are utilized to meet the universal goals with specific groups that may not benefit from universal solutions. For example, incarcerated parents would not have access to publicly available parenting resources. The FER universal goals mirror the three principles of effective child and family policy and programs ([Harvard Center for Child Development](#)). Programs and policies are linked to improved outcomes for children and families when they: 1) support responsive relationships, 2) reduce sources of stress, and 3) strengthen core skills related to executive functioning and self-regulation. Targeted strategies are identified through needs assessments and situation analysis but also with a [bio-ecological systems theory](#) lens.



To support a child/individual we interact not only with the child and their family system but also with the relationships, institutions, policies, and beliefs that surround that child. For instance, working on a community partnership to increase affordable housing can decrease stressors for families and children. Mindfulness education with adults can have the additional benefit of supporting family and child well-being. Two visual examples of the bio-ecological framework in application can be viewed here: [Bio-ecological Framework of child and family well-being](#) and a [social-ecological model for locating](#) resilience factors. Therefore, approaches to meet our goal to “support responsive relationships” may range from direct education with caregivers to advocacy for policy about parental leave or quality childcare. Programming in FER is meant to be reassessed every 1-3 years for how well it is meeting our current universal goals.

Outcomes

FER outcomes were identified through educator focus groups (2019-2020), 1:1 meetings with local educators, local needs assessments, statewide developmental situational analysis, and review of best practices in child and family programs and policies. Through this process three key outcomes or universal goals were identified, listed below and linked with the identified

outcomes currently listed in our reporting system. Additional subgoals that connect to our core programs have been listed for each universal goal.

KEY FER OUTCOMES SUPPORTING RESILIENCY OF FAMILIES

Key Outcome/Universal Goal (Wording of Identified Outcome currently in KNACK*)	Subgoals	Core FER Programs (Bolded if especially support outcome)
<p>KEY OUTCOME 1: Support responsive relationships (Current KNACK wording: Increased knowledge of positive parenting skills)</p>	1. Increase knowledge of positive parenting skills	<p>ACE/Trauma-informed</p> <p>Co-Parenting</p>
	2. Increase positive interactions between the child and parent/caregiver	<p>Digital Parenting</p> <ul style="list-style-type: none"> • Just in Time Parenting • Raising Caring Kids • Raising WI's Children
	3. Provide free, statewide access to child development and parent-child relationship resources for all caregivers	<p>Fatherhood</p> <p>Literacy Link</p>
	4. Increase community capacity and/or cohesion to support responsive relationships	<p>Raising A Thinking Child</p> <p>Triple P</p>
<p>KEY OUTCOME 2: Reduce sources of stress (Current KNACK wording: Increased positive interactions between the child and parent/caregiver)</p>	1. Improve conflict resolution skills to make space for positive child/caregiver interactions	<p>ACE/Trauma-informed</p> <p>Co-Parenting</p> <p>Digital Parenting</p>
	2. Increase community knowledge of lasting psychological, physical, and behavioral disruptions of trauma and toxic stress (e.g., ACEs,	<ul style="list-style-type: none"> • Just in Time Parenting • Raising Caring Kids • Raising WI's Children <p>Fatherhood</p>

	systemic racism, poverty)	Literacy Link
	3. Partner with community stakeholders to reduce sources of stress, including systemic inequalities, for children and families	Raising A Thinking Child Triple P ACE/Trauma-informed
	1. Increase social and emotional development of children	Co-Parenting Digital Parenting
	2. Strengthen problem solving skills in children.	<ul style="list-style-type: none"> • Just in Time Parenting • Raising Caring Kids • Raising WI's Children
KEY OUTCOME 3: Strengthen core skills related to executive function and self-regulation (Current KNACK wording: Increased social and emotional development of children)	3. Increase self-regulation skills	
	4. Increase community capacity and/or cohesion to support core skill development	Fatherhood Literacy Link Raising A Thinking Child Triple P

*It is recommended that the KNACK identified outcomes be edited to match the three Universal Goals.

Finally, our institute names the following outcomes as priorities and the FER Key Outcomes could be considered subgoals of these priorities:

- Increased resiliency of families
- Increased community capacity
- Increased social cohesion in communities

- Reducing inequalities in systems and policies that impact families in WI.

Action Plan

UNIVERSAL RESPONSES

Adverse Childhood Experiences/Trauma-Informed Community Capacity Building

Providing awareness, education, support, as well as policy, systems, and environment changes for communities related to ACEs, trauma, and toxic stress for communities throughout WI.

- Transfer ACE Interface National training from WellPoint to FER/HDR/Extension as the WI provider
- Train all FER colleagues (in all capacities from institute director to administrative staff to county colleagues) in ACE Interface

Digital Parenting

The internet has become the initial point of contact where parents seek out and access information. It also functions as the “front door” through which parents learn about and connect to Extension resources, including face-to-face education and assistance. Having a prominent online presence in tandem with other targeted strategies is critical to successfully reaching caregivers with child development and parenting information and support. Three initiatives are the current focus of our digital parenting response:

- Raising Wisconsin’s Children (Annual conference and weekly online statewide classes for parents and caregivers)
- Hold a free, statewide, online child development and parenting conference in January
- Increase annual conference attendance by 25%
- At least 33% of presenters will be BIPOC
- Offer Young Star credits for at least 25% of sessions
- Offer weekly free, statewide, online child development and parenting classes
- Identify top content needs through community assessments and literature review
- Develop library of 10-12 sessions meeting these needs, ideally utilizing existing resources such as our Brief Intervention Library, Focus on Fathers/Parent Connect, Triple P, Home Alone, etc. (Plan for how to evaluate marketing and implementation of these offerings in 2023.)
- Just in Time Parenting Newsletter (JITP) (an e-newsletter for caregivers of newborns to 5 year olds)
- Grow distribution of JITP newsletter by 20% in Wisconsin
- Pilot single-page version of JITP newsletters (newborn through Month 4) translated into HMoob and Spanish to increase access for parents with a high-school education or less and among HMoob and Spanish-speaking audiences

- Raising Caring Kids (Parent Connect) (a social emotional skills program for caregivers of K-5th graders)
- Increase access to Raising Caring Kids by making the Parent Connect/Focus on Fathers version available to all Extension educators
- Utilize targeted strategies to put Raising Caring Kids in the hands of 1) Spanish speaking families and 2) rural families

Raising a Thinking Child

Raising a Thinking Child (RTC) is an evidence-informed parenting program for parents and caregivers of children ages 4 to 7 that has shown effectiveness in developing interpersonal cognitive problem-solving skills in your children, improving parenting skills and parent-child communication, and decreasing both impulsive and inhibited behaviors in young children. Curriculum runs 8 or 6 weeks with 1.5-2 hour classes in person or online.

- Team is developing SMARTIE goals

Triple P

The Triple P – Positive Parenting Program is a parenting and family support system designed to prevent and treat behavioral and emotional problems in children and teenagers before they arise and create family environments that encourage children to realize their potential. Triple P educators are trained to offer:

- Select Seminar Series for caregivers of children or teens which are three 90-minute sessions
- Discussion Groups for caregivers of children or teens which are four 2-hour sessions
- All Extension educators trained in Triple P will offer at least one seminar series and one discussion group
- An impact report will be completed on Triple P in Wisconsin to assess the reach, impact, and sustainability of the program.
- Team is developing SMARTIE goals

TARGETED RESPONSES

Co-Parenting (Divorced/Separating Caregivers)

Co-parenting education is delivered as a certification workshop for parents from recently divorced, separating, or transitioning relationships where the adults learn cooperative parenting skills to meet state statutes enforced by local family courts. Educators use Parents Forever and other curricula.

- Increase conflict resolution skills among attending caregivers
- Team is developing SMARTIE goals

Fatherhood (Fathers)

Men compose about half of the population of Wisconsin. Yet our FER programs are historically composed of less than 1/3 men. For the last 3 years, a statewide needs assessment documenting the unique role and needs of fathers has been conducted. A focus on fatherhood is also a focus on Black and other BIPOC communities for who systemic racism, especially within policing and the justice system, have disrupted fatherhood.

- Determine if this effort constitutes a core program area, identify next steps, and share findings at national conference.
- Disseminate needs assessment findings to key service providers across the state to identify areas of collaboration and to influence
- (the fatherhood team identified Directors of community agencies (e.g. family center, human services), judges & the court system, internal Extension audiences and parents as key audiences for dissemination in 2022/2023

Literacy Link (Justice-Involved Families)

Literacy Link partners with jails, criminal justice organizations, family serving agencies, libraries, and others to foster healthy family relationships between children and their justice-involved parents/caregivers while promoting language and literacy skills. Literacy Link focuses on the following strategies to support families involved in the justice system:

- Making Reading Memories: parents in jail and justice settings are video recorded reading a book to their child.
- TeleStory: provides safe, child friendly space at a local library for children to connect over video with a parent in jail.
- Physical Space Changes: enhance the visiting and waiting room spaces in justice settings to create a more child-sensitive space that promotes literacy and learning.
- Parent Education/Coaching classes: several parent education and coaching programs to boost family relationships and parenting skills.
- Family Literacy Kits: Books and letters from the incarcerated loved one and caregiver resources sent to the homes of children with justice involved parents.
- Caregiver support: Classes, text messages and printed materials designed to support those caring for children while parents are incarcerated.

Literacy Link aims to:

- By 2023, expand Literacy Link strategies to at least two new counties, including at least one new predominantly urban and one new predominantly rural county
- By 2023, increase Literacy Link's sustainability by establishing an efficient, centralized processing/delivery system for books and resources to participating children and families.

Include in our collection of resources to distribute: children's books that represent BIPOC families, books in language(s) other than English and learning materials for caregivers in languages other than English.

Evaluation Plan

We want to learn about progress towards our intended outcomes, participation and engagement. Collecting and analyzing data is a collaboration between program manager, local educators, and specialists. We have room to grow in communicating what we learn. We have made progress by focusing on one priority impact report annually but there is room for improvement in sharing results with higher level leadership in ways they can quickly understand and use the findings, and possibly to use testimonials in program marketing. There is also room for improvement in understanding where there are gaps in assessing our priority outcomes and in empowering educators with indicators and tools to measure priority outcomes outside of core program efforts.

ACE/TIC	Data will be collected related to the ACE Interface training. As this is a new to Extension program, methods are still being developed.
Co-Parenting	Parents complete surveys at the conclusion of the program and a 26-month follow-up survey is also administered to focus on relationships between co-parents and conflict-related skills. Evaluation process was updated in 2022.
Digital Parenting	Evaluations for Digital Parenting efforts are administered after online delivery. Data collection includes participant feedback and other measures of engagement (such as website visits or newsletter subscriptions).
Literacy Link	Several data collection and evaluation methods are in place for Literacy Link strategies.
Raising a Thinking Child	Pre, post and 6 month follow up are in place. In 2022/2023, follow up methods need to be retired or revisited given data quality issues.
Triple P	End of seminar and discussion group evaluation has been developed which measures positive parenting skills. Adding a simple 3-6 month follow-up to assess behavior and application of skills.

Priority Impact

Reducing Sources of Stress with a special emphasis on our efforts targeting co-parents, justice-involved families, fathers, and the new ACE Interface initiative
Internal Actions & Program Capacity Building

- ACE Interface training (professional development)
- Facilitating adult education (professional development)
- Diversity/Equity/Inclusion (professional development)
- State support for offering registry credits for Young Star on programs

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ACE Interface: <https://www.aceinterface.com/>

Program Plan of Work Details: Financial Capability State Plan of Work

Institute
Human Development and Relationships
Educational Program (Level 1)
Financial Capability
Program Plan Submitter
Jennifer Abel
Report Year
2022
Situation Statement

This report can also be found in Sharepoint at this link: 
<https://uwprod.sharepoint.com/:w:/r/sites/EXT-HDR/Site%20Documents/Financial%20Security/2022%20fin.%20cap.%20state%20plan%20of%20work.docx?d=w1ffb4e6fec8547b1b44a5b410415d1fb&csf=1&web=1&e=gcFJC4>

Issues

As expressed in county colleagues' 2021-2022 plans of work, issues related to financial security in Wisconsin include:

- lack of affordable housing,
- lack of public transportation that makes it difficult for low-income residents to get to jobs and community services,
- youth flight from rural areas,
- need for financial education services for justice-involved populations
- an aging population with limited experience of managing their finances (in many cases because a spouse/partner died and the remaining spouse hasn't managed finances before),
- limited employment choices in some communities,
- low level of financial literacy among youth, and
- many residents living without health insurance or retirement savings.

Results from the 2018 statewide situation analysis match the needs that colleagues identified in their communities, e.g. housing, transportation, low wages, and lack of financial literacy. Factors such as lack of affordable housing, limited employment opportunities, and systemic inequities can prevent people from being able to have sufficient resources to meet their expenses.

Colleagues also said that there is a need for culturally relevant information about credit and banking institutions and to convey that information in a way that builds trust in Extension. Along these lines, colleagues mentioned the need to build empathy for people in poverty. They are often stigmatized and held responsible for situations that may be out of their control. One colleague states:

“People choose to live on government support instead of working full time because they can’t make enough to support themselves. Basic concepts of budgeting and money management aren’t on the radar for people who are struggling to put food on their table.”

Another issue that colleagues pointed out is that isolation and the lack of community services contribute to poverty in rural areas. Without easy access to things like food assistance from food banks and pantries, affordable, safe, and quality housing, or health care from free clinics, many rural individuals and families are at risk of the most severe effects of poverty.

The COVID-19 pandemic has had a disproportionate impact on Wisconsinites. While the unemployment rate in the state stood at 2.8% as of March 2022 (compared to 3.9% nationally), and many employers are struggling to attract workers, families who lost income during the pandemic find it difficult to make ends meet. The low unemployment rate masks the fact that many jobs do not pay livable wages. The United Way’s 2020 ALICE (Asset Limited, Income Constrained, Employed) report highlights the fact that 34% of WI residents cannot afford basic needs, such as housing, childcare, transportation, food, and health care. Because of the temporary or in some cases permanent closure of childcare centers, in many families at least one parent has had to stay home and may not have a job that allows them to work from home.

In summary and based on the information presented above, key issues that financial security programs will address in Wisconsin in 2022-23 are:

- Lack of affordable housing,

- Financial capability for both older adults and youth, and
- Addressing challenges faced by those with limited employment and benefit options, while working to ensure that all financial education efforts are culturally relevant and acknowledge how systemic racism contributes to financial inequities.

Data

What program area data exists about the current programming reach as compared to the disparities described at the population level? [If no data exists, an activity for this year should be to establish a baseline for moving forward.]

In 2021 HDRI colleagues who program in financial education did a good job achieving parity. 2.75% of program participants were Native American compared with 0.87% of the Wisconsin population, 4.64% were Asian (WI pop.: 2.76%), 15.89% were Black or African American (WI: 6.38%), 0.24% were Native Hawaiian or Pacific Islander, 3.1% were two or more races (WI: 2.35%), and 73.38% were White (WI: 85.59%). In 2021 10.34% of participants were Hispanic or Latino compared to a state population of 6.68% and 67.81% were female compared to a state population of 50.29%. In terms of age, 96.07% of participants were adults (WI: 75.19%). Our largest program for youth is the virtual Get Real/Reality Check events conducted at high schools; those were suspended in 2021 due to the pandemic. Demographics were reported on 75.75% of the 13,656 contacts for financial capability. This percentage has been higher in previous years and can most likely be attributed to programming changes that had to be made due to the COVID-19 pandemic.

According to the 2020 American Community Survey (ACS), 11% of Wisconsin residents lived in poverty compared to 12.8% in the U.S. The Columbia University Center of Poverty and Social Policy reported that the national monthly poverty rate for children increased from 12.1% in December 2021 to 17% in January, 2022. This increase is due in large part to the expiration of the monthly Child Tax Credit payments.

Data from the 2018 FINRA Financial Capability survey (the most recent survey conducted) show that 14% of WI residents spent more than their income in the past year. In Wisconsin 40% of the population could answer 4 out of 5 questions correctly on a basic financial literacy quiz. 23% of WI residents used non-traditional borrowing methods (e.g. payday loans) in the past year.

In an annual survey from WalletHub (using data from the Census Bureau, U.S. Equal Employment Opportunity Commission, and U.S. Dept. of Housing and Urban Development), Wisconsin ranks last in racial equality among the 50 states (as measured across 21 metrics). Only

the District of Columbia ranks lower. For example, there is a 247.8% gap between Black and White families in poverty.

What additional information would be helpful in analyzing the situation?

Native Americans are frequently left out of racial breakdowns of economic data. It would be helpful to have access to statistics on this population as we consider those most severely impacted by economic inequities.

Disparities

As stated above in the Data section, Wisconsin ranks at the bottom of most metrics related to economic racial inequities. In addition to the data provided above, national data show that the income gap between Black and White men and women is growing. Between 2000 and 2019, the wage gap between Black and White men grew from 17.2% to 22.2%. For Black and White women, the wage gap grew from 3.4% to 8.2% over the same timeframe.

Regarding Wisconsin's Latinx population, the wage gap between Latinx and White men is shrinking slightly. Between 2000 and 2019 the Latinx-White wage gap for men went from 15.6% to 13.3%.

Are there gaps in existing Extension efforts that are relevant to the situation? Include perspectives from local plans of work and specialists in identifying areas of focus for the Situation statement.

Wisconsin Extension colleagues who provide financial education are already working to meet the needs of specific populations who are most impacted by financial insecurity, such as justice-involved audiences, tribal communities, recent immigrants, and aging populations. As we work to address the economic racial inequities that place Wisconsin at the bottom of national rankings, it will be important to address how we can do so at the individual and community, as well as policy, systems, and environmental change levels. In the Action Plan section below colleagues detail current gaps in programming that we can target in coming years to better address financial disparities.

As mentioned previously, lack of affordable housing emerged as a major issue throughout Wisconsin communities in the 2018 situation analysis and in individual needs assessments that colleagues have administered. A July 2020 report from the National Low-Income Housing Coalition: “Out of Reach: The high cost of housing” showed that Wisconsin renters have to make \$17.27/hour to keep from spending more than 30% of their incomes on a two-bedroom apartment. The average renter earns less than \$14.32/hour, so many families are spending a large fraction of their pay on housing and are having to make difficult choices about other expenses. A person earning minimum wage in Wisconsin would have to work 95 hours/week in order to cover the rent of a two-bedroom apartment.

Target Audience(s)

In crafting the 2022-23 state plan of work, educators who provide financial education and the financial security program manager worked together to prioritize target audiences to be reached over the next year, short-term outcomes to emphasize, and an action plan that will best allow us to reach those outcomes.

While we strive to ensure that all Wisconsin residents and community service partners have equal access to our financial education programs, we seek to target several specific audiences who have been historically underserved by these programs:

- Individuals and families who have been impacted by systemic racism and other inequities
- Children and youth
- Older adults

As mentioned in the previous section, the wealth divide between Black and White families in Wisconsin is one of the starkest in the country. We therefore strive to ensure that our programs address the racial wealth gap and the ways in which systemic racism contributes to economic inequities.

Program Logic

A primary logic that undergirds program planning in the financial capability program is the framework outlined in the journal article A praxis approach to financial literacy education (Blue and Grootenboer, 2019), namely that financial education programs should recognize:

1. Financial decision-making affects others and self
2. Some life decisions are not financially rewarding
3. Socioeconomic status affects an individual’s ability to save and maintain long-term saving

4. The ways in which gender, culture, values, psychological state, and socioeconomic status shape identity and their impact on financial decision-making

These principles are important because they highlight facts that many traditional financial curricula have ignored, i.e. that having the skills and knowledge to make smart financial decisions does not necessarily equate to financial stability if generational racism has imposed roadblocks that prevent a family from gaining the education and employment that allow for wealth building. Examples of ways in which we have applied the principles in the conceptual framework above include: encouraging financial coaching clients to set family, rather than individual, goals, incorporating content from this framework into our Encouraging Financial Conversations curriculum, and forming the Equity and Financial Inclusion work group in order to broaden our and colleagues' understanding of how racial and gender inequities impact financial capability.

By understanding the impacts that systemic racism has had on the populations we serve, we can craft programs that acknowledge the barriers faced by many of our clients and propose strategies that provide a realistic approach to building financial security.

Potential unintended consequences include the fact that we may neglect to fully understand the challenges faced by a given audience. We can seek to reduce those consequences by engaging in dialogues with our target audiences to ensure that we recognize their needs and challenges.

In terms of partnering with stakeholders to achieve long-term positive change, we can look to two examples of new initiatives we are pursuing in 2022. During the pilot test phase of creating the new Planning AHEAD end-of-life planning curriculum, two Hmong participants informed us that in its current form the curriculum would not be well-received in their community. We partnered with a Hmong professor in the UW School of Nursing and received a grant that will allow us to interview Hmong community members to determine revisions that need to be made to make the resource culturally relevant. The second example involves our work to create a new money-themed children's book and reading guide that features Black and Latinx characters. We will pilot test the new resource with groups like United Migrant Opportunity Services (UMOS) and the Next Door Foundation in Milwaukee. Once complete we will add it to the Dollars During Development library.

In addition to the above conceptual framework, we, like many other Extension programs, utilize the transtheoretical model of behavior change in our program design to ensure that our interventions are set up to help people move through the stages of precontemplation, contemplation, preparation, action, and maintenance. By creating programs that focus on building participants' strengths in self-efficacy, program attendees can gain confidence and devise action plans that target the changes they want to make and that they can sustain to meet their goals.

Also like many other Extension programs, we refer to Bloom's taxonomy when developing programs so that our education not only increases participants' knowledge and comprehension but also facilitates their ability to apply and synthesize what they have learned to fit their own lives and situations.

Outcomes

Educators who provide financial education programs prioritized the following outcomes for 2022-23:

Addressing economic inequities and systemic racism: Increased access and ability to navigate systems such as opening accounts at financial institutions, checking credit reports, buying insurance, creating estate planning documents, and choosing health insurance.

Addressing the financial education needs of children and youth who are facing educational disparities: Help families prepare for the costs of post-secondary education.

Addressing the financial education needs of older adults: Increased ability to navigate systems such as opening accounts at financial institutions, checking credit reports, buying insurance, creating estate planning documents, and choosing health insurance.

Action Plan

Outcome: **Addressing economic inequities and systemic racism:** Increased access and ability to navigate systems such as opening accounts at financial institutions, checking credit reports, buying insurance, creating estate planning documents, and choosing health insurance.

Priority activities to achieve this outcome:

- [Money Matters](#): targeting drug court clients, Learn and Earn participants (Chippewa County and environs), Work 'n Wheels participants (Washington Co. and surrounding counties), Central Wisconsin Partnership for Recovery participants (Wood and Clark Counties), and many others.
- [Rent Smart](#): targeting justice-involved individuals, recent immigrants, youth aging out of the foster care system, homeless individuals and those in transitional housing, people receiving rental assistance, and others.
- [Encouraging Financial Conversations](#): by building the capacity of helping professionals to share financial knowledge & resources with their clients—especially those who are impacted the most by systemic inequities—we anticipate that their clients will have increased access and ability to navigate financial systems.
- [Planning AHEAD](#): during the pilot test phase we shared the curriculum with the Community Advisors on Research Design and Strategies (CARDS) and received extensive feedback on necessary revisions that made the curriculum more inclusive. We are also partnering this year with faculty and staff in the UW School of Nursing to create a culturally-relevant Hmong version of the curriculum.
- Equity and Financial Inclusion work group: This group of financial education colleagues works to build the capacity of educators to understand the background and research around economic inequities to better create and design programs. Based on the results of a survey on what specific

topics colleagues would like this group to cover, they will focus on the financial education needs of newcomers (recent immigrants), ensuring our materials use plain language, inflation's impact on the finances of low-income residents, creating pictorial resources that meet the needs of low-literacy audiences, and revisiting resources provided in the monthly sessions that Michael Collins did over the past year.

- The Financial Education for Justice-involved Audiences work group will have a set of lesson plans and activities ready to share with colleagues in the fall of 2022. We anticipate that after colleagues receive training on these new resources they will use them to provide financial education programs in correctional facilities and to reach other justice-involved audiences.

Colleagues also identified gaps in our existing programs that should be addressed to better meet this outcome:

- Institutional commitment: How can we plug into Extension-wide initiatives that are addressing systemic racism and inequities?
- Estate planning for farm families: Colleagues suggested partnering with specialists Joy Kirkpatrick and Jenny Vanderlin to help farm families with financial concerns.
- Colleagues also suggested that we collaborate with the Health and Wellbeing and Community Development Institutes on ways to reach out and build access.

Outcome: **Address educational disparities in Wisconsin** by helping families prepare for the costs of post-secondary education.

Priority activities to achieve this outcome:

- [Youth Forward Wisconsin](#): This initiative aims to create Universal Children's Savings Accounts in counties and municipalities throughout Wisconsin.
- [Dollars During Development/Money as You Grow](#): New in 2022-23 will be work with the American Literacy Corporation to create a new money-themed children's book and reading guide that feature Black and Latinx characters. This effort is supported by a Dean's Innovation Grant.
- [Money Smart in Head Start](#): one of the monthly newsletters focuses on the costs of post-secondary education
- Presentations for 529 Day: Colleagues have developed PowerPoints and accompanying resources to encourage parents to open 529 accounts for their children on or around May 29th. These workshops will supplement other Youth Forward Wisconsin activities, especially in communities that are not ready to pursue Universal Child Savings Account programs.

- Expand collaborations with the Juntos program: two HDRI educators are co-leading this Positive Youth Development program in their counties that promotes academic success for Latinx families through workshops and mentoring.

Colleagues also identified gaps in our existing programs that should be addressed to better meet this outcome:

- Collaborate with the fatherhood program and build off the needs assessment that was done. Dads in focus groups, especially in the Latino one, indicated a need for more tools to help their children navigate U.S. educational systems.

- Pursue collaboration with Literacy Link

- Offer peer groups and peer support for families. Social connection can serve as a protective factor and this model helps participants hold each other accountable and better meet the goals they set for themselves in the programs.

Outcome: **meet the needs of older adults** through Increased ability to navigate systems such as opening accounts at financial institutions, checking credit reports, buying insurance, creating estate planning documents, and choosing health insurance.

Priority activities to achieve this outcome:

- Planning AHEAD: Our new end-of-life planning curriculum includes four of seven modules that address financial concerns. Because this curriculum is new, we will focus this year on beginning to offer courses around the state, collect and analyze data to determine efficacy, and, thanks to a Wisconsin Idea Collaboration Grant, will create a culturally-relevant Hmong version.

- Encouraging Financial Conversations (EFC): share with ADRCs and IRIS (Include, Respect, I Self-direct) organizations to expand the program's reach to better meet the financial needs of older adults.

Colleagues also identified gaps in our existing programs that should be addressed to better meet this outcome:

- Conduct financial education workshops for older adults as part of the Wise Wednesdays series that Lifespan offers.

- Plan more EFC booster sessions on topics relevant to older adults, e.g.

- o Older adults and scams.

- o How to start difficult conversations a la content in Planning AHEAD.

- o Promote the Aging Mastery Program to EFC clients and participants

o Connect with Agriculture Institute programs so that they feed back into Planning AHEAD and Aging Mastery.

Evaluation Plan

We have developed evaluation tools for all of our core financial education programs.

Evaluating our priority outcomes can be done using [these existing tools](#) and new approaches will need to be brainstormed this year in order to better measure how we are addressing educational disparities, along with meeting the needs of specific audiences such as newcomers and justice-involved.

Evaluation efforts in 2022 will focus specifically on collecting data from our newest program, Planning AHEAD, to determine its efficacy in helping participants make end-of-life plans and to communicate those plans to loved ones.

Also, after offering Encouraging Financial Conversations trainings since the fall of 2020 we will redirect evaluation efforts on this curriculum to look more deeply at two issues that frequently arise in participant responses:

1. Investigating more around why some trainees report being concerned about a client's response, as a barrier to using the information. Participants are asked to report barriers on the post survey & follow up survey, and "concern about clients' response" is one that has been reported.
2. Investigating if and how trainees are implementing the strategies and handouts with clients and any challenges they may be experiencing. Essentially, this would involve a longer term follow up than is already being done.

Priority Impact

The program manager will work with the Life Span program manager to produce a joint report detailing the results from the first year of Planning AHEAD courses. She will also create a comprehensive report that includes data from several core financial education programs, e.g. Encouraging Financial Conversations, Rent Smart, and Money Matters.

Internal Actions & Program Capacity Building

HDR program managers will conduct regional in-person trainings for all HDR educators in October 2022 (via Zoom) and in April or May 2023 (in person). Topics for the trainings will be based on needs voiced by colleagues that impact everyone in the institute.

Program managers will aim to hold an additional training focused on how educators can create policy, systems, and environmental change in their communities.

The program manager will offer PD trainings roughly quarterly to share new resources and research from other Extension services, federal government sites, and other research-based sources related to the three priority outcomes.

Colleagues will also be encouraged to attend national conferences like NEAFCS, AFCPE, and the University of Maryland Personal Finance Seminar for Professionals. Where possible program funds will be made available to aid in attendance (primarily for online conferences that only require a registration fee).

To increase our understanding of the racial wealth gap in the U.S. it would be useful for all financial educators to read and discuss a book like *The Color of Money: Black Banks and the Racial Wealth Gap* by Mehrsa Baradaran. Another reading that would be helpful is the 12-page executive summary of the report [Beyond Broke: Why closing the racial wealth gap is a priority for national economic security.](#)

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Program Plan of Work Details: Life Span Program Plan FY22-23

Institute
Human Development and Relationships
Educational Program (Level 1)
Life Span
Program Plan Submitter
Sara Richie
Report Year
2022
Situation Statement

The state of Wisconsin is rapidly increasing in age. In the next ten years there are projected to be at least ten counties that have 40 percent or more of their population 65 and older. Rural Northern Wisconsin will see the largest increase in population aging within the state. By the year 2030, 24 of the 35 counties in Extension's Northern Region will have 31%-51% of their population age 65 or older. There is currently only one Extension Educator that focuses on Life Span programming in the Northern Region of the state¹. This is particularly concerning because there tends to be a lack of resources in less populated rural areas². In addition to that, roughly 90% of adults 65 and older wish to remain in their homes as long as they can³, but for many older adults living in rural northern Wisconsin, this may not be possible. As demographics shift with younger adults moving out of rural areas, lower birth rates and older adults aging in place, access to services and resources may become nearly impossible, putting older adults at risk of severe social isolation and loneliness which could lead to increased risk for long-term negative health impacts. Looking into the near future, many communities - rural and urban - will need to adapt to an increasingly older population. Although the Extension Life Span program currently lacks staffing capacity, some educators have already begun working with local stakeholders on the importance of preparing for the increasing aging population and working towards creating aging friendly environments.

It is not only important to focus on the community aspect of aging, but also how aging can affect loved ones. As people in our communities age, family, friends, and neighbors take on a caregiver role, with little to no compensation or support. There are over 578,000 family caregivers in the

state of Wisconsin⁴. Nationwide, 48.1 million people are giving unpaid care to a person over the age of 50 in the last year⁵. One in six caregivers is employed full or part-time and 70 percent of working caregivers indicated that they have suffered work-related difficulties due to their caregiver role⁶. Caregivers may experience physical strain, financial strain, emotional stress, and other health issues. The more hours a caregiver puts in, the higher their risk of experiencing negative health impacts⁴. Extension caregiver support and educational programming provides caregivers with evidence-based or research-based information on self-care techniques; connects them to local resources, including other caregivers within the community for support; increases caregiver confidence and decreases stigma around accessing resources.

Many Extension programs, including caregiver support programs that target older adults may have an unintended outcome of preventing or mitigating social isolation and loneliness in some participants even though that is not their sole purpose. Older adults have an increased risk for social isolation and loneliness because they are more likely to suffer the loss of family and friends or a spouse, live alone or have chronic illnesses that isolate them in their homes. Older adult populations, including immigrants, LGBTQ, minorities, or victims of elder abuse are at an even greater risk. Some older adults may also feel a sense of loneliness even if they are surrounded by family friends. Not everyone that is socially isolated is lonely and not everyone who is lonely is socially isolated. Social isolation and loneliness can greatly affect mental and physical health. Individuals that are socially isolated and lonely have a 50 percent increase in dementia risk, four times the risk of heart failure resulting in death, 57 percent higher risk of emergency room visits and 68 percent increased risk of hospitalization. These individuals also are at an increased risk for depression, anxiety and suicide⁸. The COVID-19 Pandemic has heightened the risk of social isolation and loneliness for individuals already at risk. Extension Life Span program has developed materials directly related to building capacity within communities to respond to this increased risk of social isolation and mitigating its effects.

Data Collection

The Life Span Program scope heavily focuses on the aging population within our state. Four priority areas were selected to focus program and evaluation efforts: Caregiver Education and Support Programs; Social Connectedness; End of Life/Future Planning; and Aging-friendly Environments. These focus areas have been determined through on-going educator meetings, county-based educator plans of work and stakeholder feedback sharing the gaps in services and outreach throughout the state, as well as state and local demographic data and future data trends. Our educators and their community partners play a critical and ongoing role in determining the scope of work for the program area.

In the next year, Life Span will focus on data collection to determine gaps and needs in outreach efforts, specifically around diverse and underserved audiences. An Evaluation plan is also in progress to share program impacts with stakeholders. In the past there has not been a collective effort to evaluate programs for older adults within Extension because it was not a formal program area or team.

Target Audience(s)

Life Span programs seeks to reach diverse, underserved, and vulnerable populations within older adult populations and their families. Specific audiences for targeted outreach include:

- Adults 55+
- Family Caregivers
- Caregivers of older adults
- Caregivers of children with disabilities
- Audiences at higher risk for social isolation and loneliness, especially during COVID-19:
- Older adults with chronic conditions
- Homebound
- LGBTQ+
- Immigrants
- Underserved/marginalized

In 2022, Life Span will be more intentional on collecting demographic data in all programs, as well as broaden outreach to the audiences listed above to meet parity. Processes have been put in place within a few core program areas so that collecting demographics is easy when implementing those programs.

Program Logic

The foundation of Life Span programs uses a combination of the [Life Span Perspective Theory](#), [Transtheoretical/Stages of Change Model of Behavior Change](#) and the [Social Ecological Model](#) in program planning and development. The idea that people continue learning over the course of the life span, coupled with the research showing how providing people with information and tools informs their own decision making and encourages behavior change have been the driving factors in determining our individual and family level priority outcomes. In addition, we believe that individuals are impacted by the communities they live in, the organizations they have access to and the policies that drive them.

Individual/Family Level

Caregiver Support and Education: When Life Span Educators provide educational programming to caregivers on self-care, including sharing local resources and the tools they need to follow through with self-care activities, caregivers increase their knowledge of the importance of self-care on building resiliency and they are more likely to engage in those activities.

Increase in End-of-Life Planning: The Planning AHEAD and Aging Mastery Program both offer resources and tools to increase knowledge of how to plan for the future. Our priority outcome is to increase the number of individuals that plan for end of life. We know that there is a need for this programming in many communities based on feedback and requests from local partners, as

well as the data showing that only about one third of Americans have completed Advanced Care Directives. Barriers of end-of-life planning include the lack of knowledge of how to do it, lack of understanding of the importance of having a plan in place, and in some cases, cost is also a barrier. We know by modeling other evidence-based and research-based programs, such as Aging Mastery, that providing knowledge, resources, action planning tools and weekly practice within program efforts, that participants will make meaningful and measurable changes. The connection and support from others in the program may also be motivation to change.

Increasing Social Connections: The priority outcome to increase social isolation rose to the top during the COVID-19 pandemic. Tools were developed to provide reliable information and resources to aid individuals in making informed decisions about interacting with others outside their home. We know through offering and evaluating virtual programs, like the Wise Wisconsin Winter Series and Aging Mastery program, that these types of programs lead to participants feeling more socially connected to others. Programs like this provide the opportunity for learning, reflecting, and sharing with others which may lead to participants feeling a deeper connection with others in similar situations and they may feel less alone.

Organizational and Community Level

To address organizational and community level outcomes within the Life Span program, we use the foundation of the Social Ecological Model that believes behavior is impacted on several social structures that surround us (individual, interpersonal, organizational, community, and public policy). For Life Span's community and organizational level priority outcomes we will use a Policy, Systems and Environment (PSE) Change approach. Using this approach within the Life Span program recognizes that to make high-level changes that will impact systems and communities, we need to create policies within local organizations that create more opportunity and inclusion of older adults, advocate for systems change that are inclusive of older adults, caregivers and their needs as well as create inclusive environments that cater to the needs of the aging population and allow people to age in place.

Aging-Friendly Environments:

We know that through needs assessment and conversations with local decision makers, that many stakeholders across the state believe that the aging population is a priority. The behavior change theory tells us that if we continue to raise awareness and build knowledge around the importance of aging friendly environments, that it can lead to action. From experience in Hortonville and Iron County we have seen it lead to community movements at the local level creating PSE efforts that create an aging friendly community for all. Such as Fe University in Iron County to meet the lifelong learning needs of older adults or the building of a new

community center in Hortonville to serve as a gathering place for older adults and other community members to learn, socialize and engage in activities with one another.

Caregiver Support and Education: Serving on local caregiving coalitions with other caring and influential community members allows us to amplify our impact beyond the direct education we do with caregivers described above.

Increasing Social Connections: Given the urgency of the need to increase social connections and decrease loneliness, community and organizational level efforts are required in addition to the individual efforts described above. Using a PSE approach will provide higher systems level change by building capacity within our communities to respond to emerging needs.

Reframing Aging: This area is developing within the Life Span program. Extension has an opportunity to educate communities and organizations on the impact of ageism. Ageism leads to poor physical and mental health outcomes, increased social isolation and loneliness, decreased quality of life, premature death, and an increase in financial instability⁸. Ageism also contributed to \$63 billion in healthcare spending in 2013, as reported by “Ageism Amplifies Cost and Prevalence of Health Conditions,” in *The Gerontologist*⁹. These outcomes can have a significant effect on communities but with a shift in thinking, could be prevented. Extension has the tools and resources to engage communities in reshaping the way we think about aging. After all, we are all aging and ageism will impact each one of us at some point in our lives.

Outcomes

Priority shared outcomes for 2022/23

The Life Span program manager, educators, specialists, and evaluation specialist have dedicated time to a series of program planning meetings in 2020 to determine the shared outcomes that are a priority based on community needs across the state. These priorities were carefully selected from our overall program shared outcomes and will be our focus for shared evaluation efforts for FY 2022-23.

- Increased knowledge in building individual family resiliency and self-care
- Individuals engage more in self-care behaviors (related to exercise, nutrition, and emotional wellbeing)
- Increase in social connectedness
- Increase in future planning earlier in life
- Increased community member and stakeholder knowledge and awareness of population aging and the effects on the community

- Increase local official/stakeholder understanding of the importance of prioritizing initiatives within the community that allow for people to successfully age in place.

The focus for the annual report will be on the Planning AHEAD program which contributes to a couple of the outcomes above, in addition to outcomes within the Financial Capability program.

Institute Shared Outcomes across Family Engagement and Relationships, Financial Security and Life Span

Short Term:

- Participants have tools and resources to better cope with life's stresses - e.g. to be a better parent, to help a caregiver stay healthy
- Increase in knowledge & ability to practice 'healing-centered engagement' of how we (Extension) work and how those we train work
- Increase life skills, e.g. financial knowledge, knowledge of options post-high school (18-25 year old audience) - FER, Financial
- Target audiences (including community-level) are more connected to resources (Extension and non-Extension resources) - All 3 programs

Medium Term Outcomes:

- Increased health of family, workplace, and community relationships - All 3 Programs
- Service providers utilize skills to meet the needs of individuals and families - e.g. child care providers, caregivers, social services staff, financial volunteers - All 3 Programs
- Those that we train practice increased 'healing-centered Engagement'
- Reduce stigma that residents face in a variety of situations - e.g. caregiver stigma, those contemplating suicide - All 3 Programs
- Increase residents' connections to others, community, and self e.g. to prevent/mitigate AODA/mental health issues, parents know how to stay connected to youth, reduce social isolation among older adults - all 3 Programs
- Reduce violence and aggression (by improving financial situations and reducing stress, by improving knowledge, skills & mental health of caregivers and those in relationships) - All 3 Programs

Long Term Outcomes:

- Increased resiliency of families, e.g. to deal with poverty, incarceration, life transitions - All 3 Programs
- Increased community capacity - organizations are networked, collaborating, and working towards shared goals / orgs make better plans to address complex issues
- Improved social cohesion in communities - e.g. elders & youth, incarcerated parents & their children

At the end of 2019, Human Development and Relationships Institute Director, Program Managers and Evaluation Specialist drafted shared outcomes for the institute and each program area. Outcomes were vetted with colleagues through an intentional and iterative process. These outcomes are organized with the Social Ecological Model in mind. There are outcomes based on the Individual and Family Level, Organization and Community Level and outcomes that focus on Policy, Systems and Environment change. To make a true impact with our programming, we

need to focus on each level. Below is a full matrix of the shared outcomes for the Life Span Program area.

Life Span Program Outcomes

Short Term Outcomes:

- Increased knowledge in building individual/family resiliency and self-care
- Improved attitude about future planning (planning as we age) e.g. health care planning, retirement planning, end-of-life planning
- Reframe mindset about the importance of self-care
- Improved skills - self-care techniques that relate to resiliency
- Improved skills of using future planning strategies that relate to resiliency
- Increased knowledge of community-based caregiver* support services and resources
- Improved confidence in caregiver abilities
- Improved coping and communication skills
- Increased community member and stakeholder knowledge and awareness of population aging and the effects on the community
- Improved attitude of community members and stakeholders towards community-level preparedness for a growing aging population
- Increase in knowledge and awareness of population aging and how policy, systems and environments can affect the ability for people to age in place.

Medium Term Outcomes:

- Individuals engage more in self-care behaviors (related to exercise, nutrition, and other self-care)
- Increase in future planning
- Reduced caregiver stigma about using resources/accessing benefits
- Individuals seek out and have access to more caregiving resources
- Improved health, well-being, and family relationships from better coping/communication skills
- Increase in community capacity and preparedness for a growing aging population
- Reduce community stigma on aging
- Decision makers understand the importance of prioritizing initiatives within the community that allow for people to successfully age in place.

Long Term Outcomes:

- Increased purpose in life and improved overall well-being
- Increase in social connectedness (decrease in social isolation)
- Increased preparedness for end of life
- Increased prevention of injury or distress in family caregivers and those they care for
- Communities are more prepared for aging populations
- Residents experience the ability to age in place
- Reducing ageism among communities with aging-friendly initiatives.

- Communities have changed policies to support systems and infrastructure that support aging in place (i.e. transportation, sidewalks/wheelchair ramps, housing)

Action Plan

External Action Plan – Supported Actions and output measures

Priority Area: Caregiver Support and Education

Action:

- Caregiver Chats
- Powerful Tools for Caregivers
- Caregiver Support Groups
- Aging Mastery Program
- Caregiver Coalition support and capacity building
- Employed Caregiver Survey

Target Audience:

- Family Caregivers of older adults
- Underserved/ marginalized populations
- Immigrants
- LGBTQ+
- Homebound/Isolated older adults
- Caregiver Coalitions
- Organizations/Agencies that serve Caregivers and those they care for
- Organizations that employ caregivers
- Agencies/Coalitions that support Employers of caregivers

Output Measures:

- # participants reached (Caregiver Chats, Powerful Tools, Support Groups and other Caregiver Education programs)
- # of programs facilitated across the state throughout the year (Aging Mastery Program)
- # of participants from underserved/marginalized populations (All)

Priority Area: Building Capacity to Respond to Social Isolation and Loneliness

Action:

- Wise Wisconsin Series
- Wisconsin Coalition to End Social Isolation and Loneliness
- Aging Mastery Program
- Caregiver Support Programming

Target Audience:

- older adults (55+), including high-risk individuals with chronic conditions, underserved/marginalized populations, immigrants, LGBTQ+, and homebound
- agencies/ organizations serving older adult populations
- Extension Colleagues

Output Measures:

- # participants reached from across the state (Wise WI Series)
- #Participants reached from underserved/marginalized populations (All)
- # of Partners collaborating with on shared goals to reduce and prevent social isolation and loneliness
-

Priority Area: Aging-Friendly Environments

Action

- Explore cross-institute response with Community Development
- Educating local decision makers and community agencies/organizations on population aging and community-level data
- Creating Anti-Ageism and Reframing Aging materials and resources

Target Audience:

- Local decision-makers
- community members
- community-based agencies/organizations

Output Measures:

- # of communication efforts that educate on aging-friendly communities(I.e., presentations, news articles, reports on pop aging, facebook posts)
- # of communication efforts on anti-ageism or reframing aging (articles, facebook posts, newsletters)
- # of times anti-ageism/reframing materials are presented to community stakeholders/groups

Priority Area: Increase in End-of-Life Planning

Action:

- Planning AHEAD

- Planning AHEAD Hmong Curriculum project
- Aging Mastery Program

Target Audience:

- Middle age to older adults
- Those that have recently experienced the loss of a loved one
- Family Caregivers of older adults
- Underserved/ marginalized populations
- Immigrants
- LGBTQ+
- Homebound/Isolated older adults
- Hmong Communities across Wisconsin
- Hmong Student Workers

Output Measures:

- # of external facilitators trained from partnering organizations
- # of internal colleagues trained to facilitate
- # of programs facilitated (AMP & Planning AHEAD)
- # of participants reached
- # of participants reached from underserved/marginalized populations
- # of individuals interviewed/engaged in the Hmong Planning AHEAD project

Evaluation Plan

The Life Span Program Manager, Educators and Specialist have been focusing efforts on program planning with an end goal of shared evaluation to collect our program impacts. The goal is to develop 2-4 questions that could be used across the various programs offered by Life Span educators. These questions would be added to their current evaluation efforts.

The shared evaluation that was created in 2021 for family caregiver education and support programs will continue to be distributed a couple of times per year with current caregiver programs.

To evaluate program effectiveness on increasing social connections, two questions have been added to Aging Mastery Program and StrongBodies across the state (beyond extension delivered programming) to build evidence that evidence-based curriculum can be used as a response for individuals that identify as socially isolated or lonely. These efforts are in partnership with the Greater Wisconsin Agency for Aging Resources and the Wisconsin Coalition to End Social Isolation and Loneliness. This data will be looked at in the fall of 2022. Life Span is also evaluating the Wise Wisconsin Series on the virtual series' impact on increasing social connection. In the next year, we will look at incorporating the evaluation questions on social connectedness to other Life Span program efforts.

Priority Impact

Planning AHEAD Program

Internal Actions & Program Capacity Building

Priority Area: Caregiver Education and Support

Internal Action:

- Provide continued support for program efforts, program planning and evaluation.
- Create shared evaluation tools across programming to share a statewide story of impacts to stakeholders and community partners.
- Provide opportunities for professional development

Priority Area: Building Capacity to respond to Social Isolation and Loneliness

Internal Action:

- Serve as a core team member of the Wisconsin Coalition to End Social Isolation and Loneliness
- Provide opportunities to engage in data analysis of AMP and StrongBodies related to questions around social isolation and loneliness
- Provide opportunities for professional development and engagement with the Wisconsin Coalition to End Social Isolation and Loneliness activities

Priority Area: Aging-Friendly Environments

Action:

- Explore opportunities to work with a multi-disciplinary team to engage communities in creating policy, systems and environment change to support an aging population that allows older adults to successfully age in place.
- Explore statewide efforts/programming to provide education to stakeholders and organizations on ageism and reframing aging to reduce ageism.
- Provide opportunities for professional development on engaging with communities in policy, systems and environment change around aging-friendly environments and reframing aging.
- Provide professional development and share resources on reframing aging and shifting how Extension communicates about older adults.
-

Priority Area: End-of-Life Planning

Action:

- Support and coordinate state partnerships to expand Aging Mastery Program and Planning AHEAD (e.g., with School of Nursing to adapt Planning AHEAD for HMoob populations)
- Facilitate Community of Practice for Aging Mastery in partnership with the Greater Wisconsin Agency on Aging Resources
- Co-Facilitate a Community of Practice for Planning AHEAD to help educators feel more comfortable teaching the new program
- Provide opportunities for professional development around end-of life planning

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Program Options in the Health and Well-Being Institute:

Programs are:

Behavioral Health

Healthy Eating & Active Living

Program plans of work:

Program Plan of Work Details: Behavioral Health Program 2022-2023

Institute

Health and Well-Being

Educational Program (Level 1)

Behavioral Health

Program Plan Submitter

Amber Canto

Report Year

2022

Situation Statement

The World Health Organization defines health as “a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity” (WHO, 1948). Physical, mental, and social well-being are inextricably linked. Well-being refers to the presence of positive emotions, the absence of negative emotions, and general satisfaction with life (CDC, 2018). The social determinants of health, including safe, affordable housing, access to healthy food, health care access, economic security, quality education, and places to be physically active, are associated with behavioral health outcomes (Alegria et al., 2018).

Program focus area: Improve positive emotions and mental well-being and reduce suicide

In 2019, 13% of Wisconsin residents reported frequent mental distress (County Health Rankings, 2022). Frequent mental distress is a measure of chronic mental health issues and considers the mental health impact of stress, depression, and problems with emotions. Mental illness, such as depression, and reported poor mental health are risk factors for risky health behaviors such as alcohol and other drug misuse, and risky sexual practices, and may negatively impact physical activity and dietary practices. Poor mental health and substance use disorders are also risk factors for suicide (CDC, 2021).

At the time of writing, 26.7% of Wisconsinites reported symptoms of anxiety disorder or depressive disorder which is slightly less than the national rate of 30.8% (CDC, 2022). Social and economic disparities exist with reported symptoms of anxiety disorder or depressive disorders including among social groups that are often marginalized and most impacted by health inequities. In Wisconsin, 66% of transgender, 44.9% of gay or lesbian, and 59.1% of bisexual people reported symptoms of anxiety or depressive disorders (CDC, 2022). Thirty-four percent

of Hispanic/Latinx, 31.2% Black, 41.4% non-Hispanic, other races/multiple races, 21.5% Asian, and 30.0% of White reported symptoms of anxiety or depressive disorder (CDC, 2022). Additionally, individuals with lower levels of educational attainment and individuals living with a disability were more likely to report symptoms of anxiety or depressive disorder (CDC, 2022).

Youth mental health concerns were exacerbated through the COVID-19 pandemic led to the release of the Surgeon General's [advisory](#) to protect youth mental health in 2021. Recent data shows that 37% of U.S. high schoolers reported poor mental health during the COVID-19 pandemic, 19.9% considered suicide, and 9% of adolescents attempted suicide (Jones et al., 2022). Youth who identified as lesbian, gay, bisexual, or questioning reported greater levels of poor mental health, suicidal thoughts, and suicidal attempts than their heterosexual counterparts (Jones et al., 2022). Prior to the pandemic, 49.5% of Wisconsin high schoolers reported anxiety, 28.5% reported depression, and 18.5% reported self-harm (WI DHS, 2019). Higher than average rates of anxiety were reported among Wisconsin high schoolers who identify as LGBTQ+ (78.3%), female (63.3%), food insecure (62.7%), and Hispanic/Latinx (59.0%) (WI DHS, 2019). Overall, 15.1% of Wisconsin high schoolers considered suicide with higher rates of suicidality reported by youth who identify as LGBTQ+ (42.0%), with a health condition (27%), and as food insecure (27.1%) (WI DHS, 2019). Approximately 23% of high schoolers reported receiving the emotional support they needed most or all of the time (DHS WI, 2019).

There are occupational differences in reported mental health and mental health-related outcomes, some of which have been impacted by the COVID-19 pandemic. Over half of public health workers reported symptoms of post-traumatic stress disorder and 23% reported their mental health as fair or poor (de Beaumont Foundation, 2022). Health care workers are also experiencing high rates of stress, anxiety, and burnout resulting from the COVID-19 pandemic (Mental Health America, 2022, Young et al., 2021).

Farmers have higher than average rates of suicide compared to all occupations (Peterson et al., 2020). Farm and agricultural managers are particularly impacted by suicide with a rate of 43.2% compared to 27.4% for all occupations (Peterson et al., 2020). Determinants of the disproportionate burden of suicide among agriculture workers may be related to physical health concerns, access to firearms, and financial concerns (Kohlbeck et al., 2021).

Program focus area: Substance misuse prevention

Drug use and mental illness often coexist (NIDA, 2020). Substance misuse negatively impacts physical and mental health and increases the risk of chronic disease, violence, injury, and in some cases the spread of infectious disease (NIDA, 2020).

Alcohol is the most commonly used substance in Wisconsin. Twenty-two percent of Wisconsin adults report binge drinking in the last month compared to 16.1% nationwide (WI DHS, 2022a). Alcohol is the most commonly used substance among Wisconsin high schoolers, and 12.7% of high schoolers reported binge drinking in the last 30 days (WI DHS, 2019), similar to the national average of 13.7% (Jones et al., 2020).

Deaths due to opioid overdose continue to rise in Wisconsin (WI DHS, 2021). In 2020, the opioid-related mortality rate was 21.1 per 100,000 population. People ages 18-44 (38.8 per 100,000 population), Black (40.6 per 100,000 population), and American Indian (39.6 per 100,000) experienced the highest rates of opioid-related death (WI DHS, 2022b). The rate of use of prescription pain killers among Wisconsin high schoolers remained unchanged from 2017-2019 at 11.4% (WI DHS, 2019), which is higher than the national average of 14.3% (Jones et al., 2020).

Other stimulant use continues to be a problem of concern in Wisconsin. In 2014, the death rate related to methamphetamine and other psychostimulants was 0.7 deaths per 100,000 population compared to 4.6 deaths per 100,000 population in 2020 (WI DHS, 2022c). The northern regions of the state are disproportionately negatively affected by methamphetamine deaths. Higher rates of methamphetamine-related death occur in males ages 18-44 and in American Indian populations (WI DHS, 2022c).

The use of vaping devices among Wisconsin youth continues to increase (WI DHS, 2019). Forty-five percent of high school students have tried vaping and 20.6% have vaped in the past 30 days (WI DHS, 2019). Nine percent of high school students vape regularly and 6% report vaping daily (WI DHS, 2019). Most electronic cigarettes include nicotine and are highly addictive (CDC, 2022b). The use of electronic cigarettes in adolescence is associated with an increase in lung injury and may increase the risk of addiction to other substances (CDC, 2022b).

Target Audience(s)

Extension's behavioral health program will prioritize programming intended to reduce behavioral health disparities particularly among:

- Youth (middle and high school) and the adults in their life
- Households with limited incomes
- Rural and BIPOC communities

Program Logic

Extension's behavioral health program theory of change is grounded in the socio-ecological model and health equity perspective. The socio-ecological model recognizes the multiple levels of influence on individual health. The greatest health impact will occur resulting from programs and interventions that address multiple levels of influence, across a variety of community settings, and in partnership with multiple sectors.

Several frameworks exist to guide program community-based efforts to support behavioral health and offer perspective on evidence-based and research-informed practices. Examples of these frameworks include [SAMHSA Strategic Prevention Framework](#), [CDC Preventing Suicide Technical Package of Policies, Programs, and Practices](#), and [Surgeon General's Advisory to Protecting Youth Mental Health](#). These frameworks are grounded in the socio-ecological model and recognize risk and protective factors of behavioral health outcomes.

Risk factors associated with negative behavioral health outcomes include experiencing adverse childhood experiences (ACEs) such as experience abuse, witnessing violence or drug misuse, lack of social connectedness and positive relationships, and other social determinants of health such as economic instability and food insecurity (CDC, 2019, Alegria et al., 2018).

Protective factors associated with positive behavioral health outcomes include positive coping and problem-solving skills, supportive relationships with friends, family, and partners, connectedness to school, community, and other social institutions, and availability and access to health care (Stone et al., 2017).

Coalitions and multi-sector models of engagement and collaboration are effective mechanisms to enact change, as well as bridge support in resource-deprived spaces to work toward collective community change and advance health equity (Lardier et al., 2019, Inzeo et al., 2019, Wolff et al., 2016). Coalitions have a well-established history of preventing and reducing substance-related harm in their communities (Christens, 2012). Coalitions and multi-sector models of engagement are particularly well-positioned to support the advancement of policy, systems, and environmental change efforts that support health promotion and disease prevention.

Extension's behavioral health program activities emphasize [primary prevention](#) practices including:

- Education direct to individuals to build skills and knowledge for healthy living behaviors
- Support organizations and community settings to adopt rules and regulations that facilitate behaviors that promote health and well-being
- Coalition engagement to mobilize collective action to advance policies, systems, and environmental changes to promote health, well-being, and resilience and reduce health inequities.

Extension's behavioral health program efforts will seek to center the voices most impacted by health inequities through authentic partnerships and informed approaches that are asset-based and responsive to communities and are culturally and linguistically appropriate.

Outcomes

INST-1: Improved Health Outcomes: Individuals, communities and organizations make behavioral, policy, systems, and environmental changes to improve health outcomes for individuals across the lifespan.

- Increase in the use of positive self-management practices (self-care and wellbeing activities).
- Increase in ability to identify, understand, and respond to signs of mental health and substance use crises.
- Increase skills for avoiding substance misuse.
- Adoption and implementation of policy, systems, and environmental changes that support mental health and substance abuse prevention.

INST-2: Increased Community Capacity: Organizations, coalitions, and communities increase their capacity to identify and address health inequities through the development and strengthening of their skills, abilities, process, and resources.

- Increase in individual awareness and knowledge of the impact of health inequities and the social determinants of health and opportunities to foster community health.

INST-3 Mobilizing Collective Action: Individuals and organizations representing diverse sectors are catalyzed to collaborate and take collective action on strategies to promote community health and well-being.

- Increase in collaborative efforts to promote community health.

INST-4: Greater Health Equity: Individuals, communities and organizations recognize and take steps to address power, inequities, and barriers to ensure everyone has a fair and just opportunity to be healthier.

PROC-1: Authentic Partnerships: Individuals, organizations and communities work together to align efforts, develop shared goals that reflect priorities of communities most impacted by health inequities, and engage in joint learning, problem solving and action.

- Establish meaningful, trust-based partnerships with diverse communities and organizations that enable working together to affect change.

Action Plan

[Detailed behavioral health program plan of work / action plan](#)

Extension's Behavioral Health Program has prioritized the following external activities intended to contribute to the above-referenced outcomes.

1. Provide educational programming directly to individuals to improve health outcomes across the lifespan. Core curricula include:
 - Learning to Breathe (youth)
 - WeCOPE (adult)

- Farmified version (adult)
 - Practicing the Pause (adult)
-
- BHERD (adult)
 - Mental Health First Aid (teen, youth, adult)
 - QPR (adult)
 - Botvins Life Skills (youth)
 - Mindfulness Enhanced Strengthening Families program 10-14 (youth and their caregivers)
 - Compassion Resilience Toolkit (adults in helping professions)
1. Work with community partners to adopt and implement policy, systems, and environmental changes that support mental health and substance misuse prevention. Tools and strategies to support PSE change include:
 - Social stigma campaigns (community settings)
 - Social and peer norms campaigns (community settings)
 - Youth Advocates for Community Health (youth and adult partners serving youth)
 - Change Club (adults)
 - NAMI Raise your Voice (youth)
 - Healthy Schools Strategies
-
- [Rise Index](#), [Working with Schools AODA](#), [Thriving Schools Assessment](#)
 - [WI Mental Health Schools Framework](#)
 - Participate/lead in [School Wellness Committee](#)
 - Build relationships with school officials and partners supporting youth/school environments
 - Engage youth in school assessments and strategy action planning
 - Identify priorities by assessing school health environment
 - Develop PSE action plan based on school assessment
1. Build community capacity to identify and address health inequities. Actions to take include:
 - Present data and research to local community groups and organizations about health inequities to increase awareness of health issues and effective prevention strategies
 - [Introduce the topic of health equity](#) to local community groups and coalitions
 - [Facilitate a conversation](#) with your coalition about how inequities impact health
 - Support community needs assessment processes by facilitating connections and [engaging community members in the process](#)
 - Provide technical assistance and/or participate in community health improvement (CHIP) and community health assessment (CHA) efforts
-
1. Mobilize collective action to increase collaborative efforts to improve health. Actions to take include:

- Work direct with coalitions (leadership, assessment, participation, skill building)
 - Organize Youth Advocates for Community Health or Change Club initiatives
1. Establish meaningful, trust-based partnerships with diverse communities and organizations that enable working together to affect change.

Other Extension Institutes and Programs address protective factors associated with behavioral health outcomes with proximal outcomes associated with healthy relationships and youth connectedness, for example. These Institutes and Programs can partner to support holistic approaches to health and well-being for the identified priority populations.

Evaluation Plan

Refer to the [Health & Well-Being Priority Outcomes and Evaluation Guidance](#) document on SharePoint for a full listing of priority outcomes, indicators, and evaluation guidance. A complete evaluation plan to support program impact reports, including additional points of data capture and data aggregation, will be developed soon.

Priority Impact

Program impact reports include:

- Increasing individual, organizational, and community capacity for mental health and substance misuse prevention (2022)
- Mobilizing collective action (2022)
- Engaging youth as leaders in improving community health outcomes (YACH) (2023)
- Increasing community capacity for healthy school environments for all (2023)

Internal Actions & Program Capacity Building

Refer to the behavioral health program in SharePoint for a full list of internal actions, timelines, and colleagues leading the internal actions.

[Detailed behavioral health program plan of work / action plan](#)

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Program Plan of Work Details: 2022/2023 Healthy Eating Active Living

Institute
Health and Well-Being
Educational Program (Level 1)
Healthy Eating and Active Living
Program Plan Submitter
angela flickinger
Report Year
2022

Situation Statement

HEAL POW

Healthy living, optimal nutrition (including food safety & security) and physical activity are the cornerstones of life-long prevention of chronic diseases that promote vibrant health. Chronic disease is rarely cured, it worsens over time, can lead to a disability, and is very costly. (1)

Chronic diseases such as heart disease, stroke, cancer, diabetes, osteoporosis, and arthritis are among the most prevalent and expensive health conditions in the United States and WI. (1) Chronic diseases are common and account for 70% of all deaths in our country. (2) Many chronic conditions appear to be more common, later diagnosed and result in poorer outcomes for specific groups. (3) These health disparities linked to chronic conditions may be seen in the following groups:

- People of color (racial/ethnic minorities) (Diabetes, Heart Disease, Obesity, Cancer)
- People with disabilities (Obesity)
- People living in rural communities (Cancer, Diabetes)
- Older adults (Osteoporosis, Arthritis, Cancer)
- People with less than high school education (Obesity)
- People with low income and those experiencing poverty (Heart Disease, Obesity)
- People who identify as LGBTQ (Depression)
- Women (osteoporosis, arthritis, Depression)
- People with mental or substance use disorders (Diabetes, Depression)

Obesity is second only to smoking a cigarette as a significant preventable death in the U.S. According to the Centers for Disease Control and Prevention, the prevalence of obesity in the United States reached 42.4% in 2017-2018, a rate that is growing through generations(4). Over 2 of 3 (70%) adult Wisconsinites are overweight or have obesity. This trend is rising, and if it continues to increase at the same rate, half of Wisconsin's adults will have obesity by 2030. (5) Wisconsin has the 16th highest rate of adult obesity in the country (6). One in three Wisconsin high school students is potentially at an unhealthy weight. (7) We know that childhood obesity is a strong indicator of adult obesity. Unhealthy weights in children put an elevated risk of developing many health conditions later in life, including diabetes, heart disease and decreased mental health. Robert Wood Johnson Foundation reports: Obesity rates are higher among people of color, driven by systemic inequalities such as poverty/economic disadvantage and lack of access to nutritious food. WI fares worse than the nation on social and economic inequalities, specifically to race and ethnicity, that are associated with unhealthy weights. (8)

Physical activity means any physical activity that improves or preserves physical fitness and good health. Physical exercise is a preventative factor for many adverse health problems such as heart disease, high blood pressure, stroke, high blood cholesterol, type 2 diabetes, obesity, bowel cancer, depression, and bone and joint disease (osteoporosis). Few more than five out of 10 Wisconsin adults follow the physical activity guideline of at least 150 minutes of aerobic activity per week. In 2019, 44.7 percent of Wisconsin youth recorded meeting the recommended level of physical activity of 60 minutes on five or more days per week, down from 51.6 percent in 2011.

Additionally, according to the CDC, chronic diseases that are avoidable through preventive care services account for 75 percent of the nation's healthcare spending and lower economic output in the US by \$260 billion dollars a year.

COVID-19s Health impact: The pandemic exacerbated existing barriers and inequities and created additional barriers to healthy eating and physical activity. COVID-19 contributed to a decrease in youth engagement in physical activity and youth sports. This will have future consequences for participation and retention of physical activity engagement for youth. This pandemic also exacerbated food insecurity, especially in families with children. Older adults were also impacted more economically, socially, and medically during the pandemic. The COVID-19 pandemic has shown us the value of focusing and engaging in health promotion and ensuring that communities have a safe atmosphere and the services required to promote physical activity and healthy eating. The COVID-19 pandemic has highlighted significant health and social inequities in our nation and highlights the urgent need to develop safe and inclusive societies.

As these extreme health inequities are at the center of our societies, we know that safe/secure nutrition, physical activity, and healthy living are important factors in the maintenance and prevention of chronic disease. Healthy eating and living practices encourage and promote social, physical, and mental well-being at all ages and at all stages of life. It contributes to the general wellbeing of individuals, families, and communities.

In WI, there is NO dedicated state funding or infrastructure for the Wisconsin Chronic Disease Prevention Program and our partners to support the implementation of the policies, systems, and environmental improvements required for healthier communities, providing a great opportunity for the HWB Institute to act as a key local partner to fill this void. (At the state and local level).
References [State of Health in WI](#) and State of [health disparities in WI](#).

Target Audience(s)

Target Audience: If we want to reduce obesity and boost wellness and achieve health equity, we will need to concentrate our programming efforts on those most affected by health inequities and encourage early life health in order to build a generation that grows healthy, powerful, and resilient. There are several avenues to discuss health change. HEAL will focus its efforts on the prevention of chronic diseases, particularly with young people. Why is it important to concentrate on young people and older adults affected by disparities? Why young people? Promoting active young people helps ensure that young people can succeed during their growing years and avoid chronic problems in adulthood. Health approaches to youth development include offering opportunities, services and connections to all young people that promote safe

environments. Diet and exercise are important for the maintenance of a healthy weight in young people. Most American children spend about six hours a day at school, not counting after-school activities. Schools play a vital role in improving the health, food security, and protection of young people and encouraging them to cultivate healthy habits for life. Research indicates that school health services minimize the incidence of health risk behaviors among young people and have a positive impact on academic success. Why Older People? About 16.5 percent of the American population was 65 years of age or older in 2019, a statistic predicted to hit 22 percent by 2050. In WI, the "Silver Tsunami" – the waves of baby boom generation retirement predictions are that by 2032, the population over 75 years of age will increase by 75%, while the population under 18 years of age will grow by just 3.5%; in fact, the state population over 65 years of age will double by 2030, causing the demand for health care to rise by at least 30%. Older people suffer from more chronic disorders and various morbidities, and their cognitive potential is also less than optimum. Evidence has shown that exercising, stopping smoking and reducing alcohol intake, engaging in learning activities, and integrating into the community will help to inhibit the development of many diseases and avoid loss of functional ability, thereby enhancing the quality of life and prolonging life expectancy. This is very critical in motivating elderly people to meet and sustain their health capacity. Why those affected by health inequities? Health equity is accomplished when every person has the ability to achieve their full health potential and no one is hindered in achieving this potential due to social status or other social circumstances. For example Black/African Americans, American Indians, and Hispanic groups are more likely to die from diabetes. Black/African Americans have higher rates of death for heart disease and cancer. Black/African Americans have the highest mortality rate for all Diabetes, Obesity and Heart Disease, whereas Asian/Pacific Islanders have the lowest. Chronic diseases are common and account for 70% of all deaths in our country. Many chronic conditions appear to be more common, later diagnosed, and result in poorer outcomes for people of color. These health inequalities linked to chronic conditions can be seen in the Statement of Situation above. Reducing racial and ethnic health inequality needs increased efforts to prevent disease, improve health and provide adequate care. Events throughout the past year have increased our collective consciousness of racial and ethnic differences, socioeconomic inequality, and systemic racism. HEAL is committed to raising awareness and encouraging programming that will reduce the disparity in these inequities

Program Logic

The HEAL logic model is based on a multi-level theory of change, with an emphasis on addressing systems and environments that support opportunities for optimal nutrition and physical activity, while addressing food insecurity as a social determinant of health. There are three modifiable health risk behaviors responsible for many early deaths due to chronic diseases: inadequate diet, lack of physical activity, and tobacco use. Working to improve diet/exercise and physical activity reduces the risk for chronic disease. Prevention of these chronic conditions is critical in improving health and longevity of individuals and communities. HEAL aims to create wellness opportunities for all Wisconsin people at every point of their lives. Working in partnership with state, local, and community partners, we catalyze meaningful change in Wisconsin families through educational programming; policy, systems, and environmental change; and coalition work on health promotion/prevention, disease control, nutrition, physical activity, and food. Extension educators will collaborate with other local agencies, health systems, colleges, etc. to create opportunities for evidence-based direct education at the individual level

and go deeper in creating changes within systems and environmental and policies(organizational, neighborhood, school, workplace) that improve the health of a community.

Program Logic Addendum

[logicmodelhealupdated20221.pdf](#)

Outcomes

	HEAL Priority OUTCOMES	Target Audience
INST-1a (HEAL)	<p>Improved Health Outcomes (Direct Ed)</p> <ul style="list-style-type: none"> • Increase in healthy dietary changes or food resource management behaviors. 	Adults and Youth, those impacted by health disparities
INST-1b (HEAL)	<p>Improved Health Outcomes (Direct Ed)</p> <ul style="list-style-type: none"> • Increase in the duration, frequency and intensity of physical exercise. 	Older adults, rural, women, those impacted by health disparities
INST-1f (HEAL)	<p>Improving Health Outcomes (PSE)</p> <ul style="list-style-type: none"> • Adoption and implementation of policy, systems, and environmental changes that support food security, healthy eating and active living. 	<p>Youth, Young people</p> <p>Organizations (schools and early care) that support youth</p>
INST-2a (HEAL/BH)	<p>Increased Community Capacity for Equity:</p> <ul style="list-style-type: none"> • Increase in individual awareness and knowledge of the impact of health inequities and the social determinants of health and opportunities to foster community health 	Community partners who reach people impacted by health disparities, organizations, and individuals who address health
INST-3a (HEAL/BH)	<p>Mobilizing Collective Action (Coalitions)</p> <ul style="list-style-type: none"> • Increase in collaborative efforts to promote community health 	Coalitions, organizations, and individuals who address health
PROC-1a (BH/HEAL)	<p>Authentic Partnerships</p> <ul style="list-style-type: none"> • Establish meaningful, trust-based partnerships with diverse communities and organizations that enable working together to affect change. 	People of the global majority

Action Plan

[See POW](#)

INST-1a	<p>Improved Health Outcomes (Direct Ed):</p> <ul style="list-style-type: none"> Increase in healthy dietary changes or food resource management behaviors. 	Who: what EXT educators
<p>Deliver community-based programs that promote healthy eating</p> <ul style="list-style-type: none"> Aging Mastery (Adults) Dining with Diabetes (Adults) Food/Nutrition Security Education Food Safety Food Safety Education- Pressure Canner Testing Service 	<p>Aging Mastery:</p> <p>Dining with Diabetes- Mary Ann, Dawn</p> <p>Food/Nutrition Security- FW, Jen Whitty, Amanda M,</p> <p>Food Safety</p>	
INST-1b	<p>Improved Health Outcomes (Direct Ed):</p> <ul style="list-style-type: none"> Increase in the duration, frequency, and intensity of physical exercise. 	
<p>Deliver community-based programs that promote physical activity</p> <ul style="list-style-type: none"> Physical Activity Programming: 84 Interventions for Physical activity Statewide StrongBodies (SB) Leader Trainings X 7 (For Extension and external audiences) SB Statewide Virtual programming with additional Health Education- Terri Kolb, Angela Han, FW StrongBodies: StrongBodies Website, (Adults) Girls on the Run (Youth) Walk with Ease (Adults) Bingosize (Adults) 	<p>StrongBodies Programs/County</p>	
INST-1f	<p>Improved Health Outcomes (PSE):</p> <ul style="list-style-type: none"> Adoption and implementation of policy, systems, and 	

	environmental changes that support food security, healthy eating and active living.	
<p>Support and partner with community organizations to identify and support opportunities to make policy, systems, and environmental changes that support health and well-being</p> <ul style="list-style-type: none"> • Implement Harvest of the Month/Moon in schools, early care and education settings, and other community-based settings • Healthy Schools <ul style="list-style-type: none"> ○ CDC Healthy school environments Whole Child Model Alliance for Healthier Generation ○ Participate/lead in School Wellness Committee ○ Build relationships with school officials and partners supporting youth/school environments. ○ Engage youth in school assessments and strategy action planning ○ Identify priorities by assessing school health environment ○ Develop PSE action plan based on school assessment! ○ Support capacity building for school environment strategies Implement 4-Core Active Schools (Active Recess, Active Classroom, Active Before/after school, Active outside of school, Active PE) ○ Support Capacity Building of Food/Nutrition Security 	<p>StrongBodies Champs/Volunteer Managers: Jen Whitty, Terri Kolb, Tierany Rugg, Penny Schmidt, Debbie Moellendorf, Nancy Vance Ruth Schriefer BEVERLY DOLL April Anderson, Jill Cholewa, Price-Danielle Preston, Laura Hinz-Bruder, Amanda Griswold, LAX, Vernon, Price, Rock,</p> <p>YACH Trained Educators: Jen W, Sheila M,</p>	

<ul style="list-style-type: none"> • Increase volunteer capacity in health (StrongBodies) Identify, build relationships with, and provide training and support to build a strong network of health champions. StrongBodies Health Volunteer Management • Implement Youth Advocates for Community Health YACH • Implement CHANGE CLUB (Change Club Training and Resources) • Active People Healthy Nation <ul style="list-style-type: none"> ○ Implement Active People Healthy Nation CDC Strategies (ie Complete Streets) ○ Assess community walkability, bike-ability, recreation sites, food environment. The Built Environment Assessment Tool Manual: 		
INST-2a	<p>Increased Community Capacity (Equity):</p> <ul style="list-style-type: none"> • Increase in individual awareness and knowledge of the impact of health inequities and the social determinants of health and opportunities to foster community health. 	
<p>Work with community organizations to increase their capacity to identify and address health inequities through the development of their skills, abilities, process and resources. Example activities include:</p> <ul style="list-style-type: none"> • Build leadership and equity capacity of coalition members • Facilitate a conversation with your coalition about how inequities impact health 	<p>Educators engaging in efforts specifically to Equity- HEATHER QUACKENBOSS Danielle N, etc</p>	

<ul style="list-style-type: none"> • Introduce the topic of health equity to local community groups and coalitions • Support community needs assessment processes by facilitating connections and engaging community members in the process • Community assessment efforts • Build capacity to embed Equity into Programming • Build equity leadership and equity capacity of coalition members • Leadership is Health Coalition - Assessment of Health Coalition • Train Youth on Elements of Equity: DEI Extension, NASP • Train Individuals in elements of Equity • Implement Racial and Ethnic Approaches to Community Health (REACH) • Program Planning CDC Healthy People Advancing Health Equity and Preventing Chronic Conditions CDC 	
<p>INST-3a</p>	<p>Mobilizing Collective Action (Coalitions):</p> <ul style="list-style-type: none"> • Increase in collaborative efforts to promote community health.
<p>Work in partnership with community organizations and coalitions to collaborate and take collective action on strategies to promote community health and well-being . Example activities include:</p> <ul style="list-style-type: none"> • Leadership/Support in Health Coalition -Assessment of Health Coalition • Participation in community health needs assessment and improvement plan • Models for Collective Impact 	<p>Coalitions: All HEAL/BH Educators-Don, Jen, Dawn, MaryAnn, April, Terri,</p>

<ul style="list-style-type: none"> • Technical Assistance with Community Health Improvement Plan-CHIP/CHA ie NACHO • Implement YACH Youth Advocates for Community Health • Implement Change Club • Health Action through planning and partnership MAPP • Support of StrongBodies Volunteers and Programming (See Map Below) • 	
<p>PROC-1a</p>	<p>Authentic Partnerships:</p> <ul style="list-style-type: none"> • Establish meaningful, trust-based partnerships with diverse communities and organizations that enable working together to create change.
<p>Build Strategic Partnerships with diverse communities and organization to create change:</p> <ul style="list-style-type: none"> • Build relationships with Organizations that reach the global majority 	<p>All HEAL Educators</p>
<p>Grants that support HEAL programming</p> <ul style="list-style-type: none"> • ICTR Spanish StrongBodies- Ang F, Liliana R • ICTR StrongBodies Nutrition Lesson Update Beth Olson • Well Connected Communities Support- YACH- Jen Braun/Ang F • Kemāmaceqtaq CDC Grant- Menominee County/Nation - Amber Canto 	

[See POW](#)

INST-1a (Direct-Ed)	Improved Health Outcomes (Direct Ed): Increase in healthy dietary changes or food resource management behaviors.	evaluation surveys - Q re: fruit, vegetable & beverage consumption	evaluation data captured in Knack DWD evaluation survey
INST-1b (Direct Ed)	Improved Health Outcomes (Direct Ed): Increase in the duration, frequency, and intensity of physical exercise.	SB evaluation - 3 Q re: frequency of physical activity	Use StrongBodies evaluation survey – evaluation data captured in Qualtrics Knack: Outcome Statement Spanish strongBodies Leader Evaluation
INST-1f (PSE)	Improved Health Outcomes (PSE): Adoption and implementation of policy, systems, and environmental changes that support food security, healthy eating and active living.	Description of the project/effort # and description of PSE changes implemented # of people reached by PSE changes Impact of PSE changes on community	Enter an Activity Record in Knack for each PSE change effort you are involved in. Write an Outcome Statement that includes: - Description of the PSE project/effort. Include information on ... - What you are working towards (if PSE changes have not been implemented) - Overall outcomes (if changes have been implemented) End of year survey to all HEAL educators who reported PSE work.

INST-2a (Equity)	Increased Community Capacity (Equity): Increase in individual awareness and knowledge of the impact of health inequities and the social determinants of health and opportunities to foster community health.	Increased understanding of community health needs, priorities, and inequities in the community Increased capacity among coalition members/ partners to address health inequities in the community	Knack: Include Outcome Statement detailing: -For community assessment efforts: describe any community assessment/CHIP/CHA efforts you participated in, Extension’s role in those assessment efforts, and key learnings from the assessment. -For capacity building efforts: describe capacity building efforts you engaged in with coalitions/partners, resulting changes in awareness/knowledge of health inequities and social determinants of health, and any resulting changes in the coalition/partner’s approach to community health work.
INST-3a (Coalition)	Mobilizing Collective Action (Coalitions): Increase in collaborative efforts to promote community health.	# of health-related coalitions Extension engaged with Description of coalition focus/ mission/type of work Description of collaborative efforts and community impacts Extension’s role in these coalitions/collaborative efforts	Enter Activity Record in Knack for each coalition you are involved with. If you are engaged in collaborative work as part of the coalition, write an Outcome Statement describing that collaborative work, its impacts in the community, and role in the coalition. End of year survey to all educators who reported coalition work. Creation of Health Volunteer Assessment to capture reach of Extension SB volunteers- Share findings with statewide/national partners

Priority Impact

Priority Impact reports- NIFA

- StrongBodies End of Year Report- Shannon/Angie
- Health Coalitions- Shannon/Angie/Kathryn

Other Data to be highlighted

- Statewide StrongBodies Leadership/Volunteers/Champs (including Spanish leaders)
- Increase Community Capacity HEAL/BH
 - Healthy Schools -2023
 - YACH- 2023
- Mobilizing Collective Action
 - Health Coalitions- 2022
- Internal Assessment of Physical Activity programming in HEAL and Extension
- Support all HWB educators with [HWB Knack Reporting](#)

Internal Actions & Program Capacity Building

[See HEAL POW](#)

Activity	Timeline	Lead Person	Resources Needed
Internal: Provide educational programming direct to individuals to improve health outcomes across the lifespan			
Organize all HEAL program tools and resources in the HWB SharePoint site Package all additional Health Education Efforts into shared drive	July-Sept	HWB Admin Person with support from Program Managers	
Offer Dining with Diabetes training/tools and other research-based nutrition programs Provide training to staff to pilot Dining with Diabetes in 3 counties	Fall 2022	Angie-Dawn-MaryAnn	Curriculum purchase / license

			Training expenses
Finish StrongBodies Nutrition Curriculum updates	Falle 2021	Beth Olson	
Offer training on updated Nutrition Lessons & Evaluation for StrongBodies Extension Leaders-Beth Olson	Winter 2022	Beth Olson	
Food Safety Education & Services- Pressure Canner Testing Training- Barb I	Ongoing	Barb I	
Participate in NC Region Food Safety Extension Team	Bi Monthly networking meetings & Subgroups	Amanda Miller/ Barb I	
Create- Promote-Offer StrongBodies Leader Training in Spanish- Pilot	August 2022	Ang/Liliana/Jillian/FW	
Offer StrongBodies Leader Trainings in English 4x/year	4x/year various location in WI	Ang/Terri Kolb/ Jen Whitty/ Penny Schmidt/ Nancy Fastner/ Tarah	Support Staff-Binders-training supplies-travel
Participation on National Leadership StrongPeople StrongBodies Team	Monthly	Ang	
Exploration and capacity Building in other Evidenced based PA programs and strategies			
Leadership and support for StrongBodies Statewide team- Fidelity checks-	Ongoing	Ang, Terri Kolb, Jen, Nancy, Tarah, Penny	
Health Champions WI training: Proposal / outline of a community health champions program model for consideration before we move to implementation. I don't anticipate allocating funding to something like this until much later in the program year or perhaps 2023	Winter 2023	Ang, Terri Kolb, Jen Whitty, FW, etc	
<ul style="list-style-type: none"> What outcomes are the health champions are intending to support (i.e. they should align 			

<p>with our HWB overarching outcomes, but are there specific outcomes they will be focused on?).</p> <ul style="list-style-type: none"> • What existing models / programs exist and what is relevant to the goals/objectives of Wisconsin? • What is training and development structure needed for success? (of Extension staff and volunteers?) • What is an oversight model needed • What resources are needed to launch and sustain the program? 			
Expansion of StrongBodies Hmong WI program- Videos-Translation	ongoing	Ang, Yia, Krystina, Ganou	
Training of additional Health Programming- Mini programs- Mindfulness, Aging Mastery, Moms,	2023	Angie, Jen W, Selena, Mary Ann Schilling	
Develop workgroup to create educational and outreach content for the HWB Facebook page	Summer 2022 and monthly meetings	Emily Latham	
Provide training and resources on strategic communication efforts that support programmatic objectives	2023	Emily Latham	
Internal: Work with community partners to adopt and implement policy, systems, and environmental (PSE) changes for HEAL			
Healthy Schools COP-Monthly	Monthly	Ang F/Sarah Smith	
Support MCH/Extension Systems Training statewide U or MN -U of MN systems Training Launch and Small Groups	June 2022- Dec 2022 bi monthly mtgs	Ang F/Sarah Smith/Jen Braun	
Exploration and Creation of Health Champion model to support StrongBodies and other Health programming “volunteers” and		Ang/Kathryn/FW/ Terri Kolb/ Jen Whitty	

Implementation of SB Spanish Training and volunteer support structure			
Funding PSE Pilot projects- YACH, CHANGE CLUB, Healthy Schools			
Youth Advocates for Community Health in-person training:			
Develop and Train on YACH process- Jen Bruan for Extension Colleagues and for National dissemination	TBD	Jen Braun/ Ang F/ Joe M	
Establish sustainable and centralized local Extension infrastructure to support PSE	Ongoing	FW/HEAL/BH	
Support HWB Policy Systems & Environment Nutrition Work Groups			
<ul style="list-style-type: none"> • Emergency Food Systems Workgroup • Healthy Schools Workgroup • Healthy Retail Workgroup- 	Ongoing	Sarah Smith/Jen Whitty	
Harvest of the Month Peer Group Meetings	Monthly		
Harvest of the Month in ECE workgroup - Kickoff March 2023	October-June	Emily Latham	
Internal: Build capacity and structures to build health equity			
OPM serves on North Central Extension Region Pest Mgmt Advisory for Health/Equity	Bi-Monthly Mtgs	Ang	
Addressing racial equity capacity building			
-Complete Coaching Skills Assessment-MATCH			
-Participate on HWB Equity Workgroup	TBD	MATCH/Heather/Danette	
-Offer Training for Health Equity Training Fall and Spring 12 weeks for Extension Structure			
Training on conducting focus groups as part of community	Summer/fall 2022	Shannon Sparks	

assessment/community engagement process			
Support of HWB Equity Advisory Team	Monthly	Amber	
Internal: Mobilize collective action (Coalitions) to increase collaborative efforts to improve health.			
<p>Work in partnership with community organizations and coalitions to collaborate and take collective action on strategies to promote community health and well-being</p> <ul style="list-style-type: none"> • Support of multi-Institute (HWB, HDR, CD) programming space to enhance Extension's support of healthcare-focused organizations and coalitions. Programming space includes toolkits to facilitate organizational (re)design; strategic/action planning; data collection and analysis (CHA/CHNA focus groups/surveys, surveys of governing boards, and employee engagement and professional quality of life tools for management. Programming space also includes opportunities for Extension personnel to network, share ideas, and develop new methodologies. • Training community health needs assessment and improvement plan (Link up with Community Deve/Match...) 	Monthly	Don/Ang/Sarah Schlosser	
Coalition coaching community of practice	Ongoing	Jen Braun MATCH Coaches	
Coalition coach training: Support/Training Health Coalition Engagement Participation -Offer facilitation and coalition basics practice, coaching, and training- Capacity	Fall-Winter	Jen Braun MATCH Coaches	

Building, facilitation, coalition management, etc Jen Braun			
Internal: Establish meaningful, trust-based partnerships with diverse communities and organizations that enable working together to affect change.			
Expand partnership with UW Madison School of Human Ecology SOHE Faculty	Ongoing	Ang-Don-Danette	
Internal Evaluation/Assessment <ul style="list-style-type: none"> Internal Assessment of Physical Activity programming in HEAL and Extension Internal Evaluation of Extension capacity to manage health Volunteers (AMP, SB) Spanish SB Leader Training evaluation Assessment of Hmong StrongBodies HEAL/SB Opportunities Support for Data Governance and Reporting on HWB outcomes 	Dec 2022	Angie-Shannon	
Internal Overarching Efforts HWB <ul style="list-style-type: none"> Onboarding HWB - BH/HEAL Educators Leadership Looking for an UW Expert? 	Ongoing	Ang	
Internal Professional Development Opportunities <ul style="list-style-type: none"> StrongBodies Leader Trainings Extension Health Volunteers Management and Expectations- TBD Youth Advocates for Health Training- Jen Braun U of MN Systems Approach to Health- Coming 			

External Professional Development/Learning Opportunities

- PSE
 - [PSE Cornell Trainings](#)
 - [Introduction to Public Health](#). CDC Public Health 101 Series, one of several modules introducing key public health topics (determinants of health, epidemiology, surveillance, etc)
 - Community Commons [PSE Resources/Best Practices](#)
- Health
 - [American Public Health Association](#). New webinars are added throughout the year
 - [Health and ALL Policies Training](#) Rutgers University
 - [WI Public Health Association Webinars](#)
- Active Living
 - [CDC Active Communities Tool](#)
- Nutrition
 - [Society for Nutrition Education and Behavior webinars](#). New webinars are added throughout the year.
 - [University of Minnesota Healthy Foods, Healthy Lives Institute Native American Nutrition webinars](#).

- Healthy Schools

- [Alliance for Healthier Generation Healthy Schools Tools](#)
- ACEs
 - [ACEs and Trauma-Informed Care: Resources for Educators](#). A comprehensive website with many resources including archived webinars, articles, research briefs and reports.
- Equity
 - [Disproportionality Technical Assistance Network](#) (“The Network”). Works with educators and community partners to reduce racial disproportionality in education. Offers webinars and one-day training workshops around the state, such as “Knowing Our Neighbors: Wisconsin American Indian Nations and Tribal Communities,” and “First Nations Early Childhood workgroup.
 - [21-Day Racial Equity Habit Building Challenge](#). April 4-24, 2022. Hosted annually by Food Solutions, New England, this is an opportunity to commit to daily learning and action on challenging racism in our lives, work, and personal relationships..
 - [Health Equity Resources](#). Wisconsin Partnership Program’s website can provide hours of self-directed professional

development. Combined with the [Health Equity Training Modules](#) developed by the MATCH program, everyone will find something of interest.

- [County Health Rankings-Equity](#)
- Lead Local: Measuring Community Power for Health Equity: <https://www.lead-local.org/measuring-community-power>

Conferences of Interest

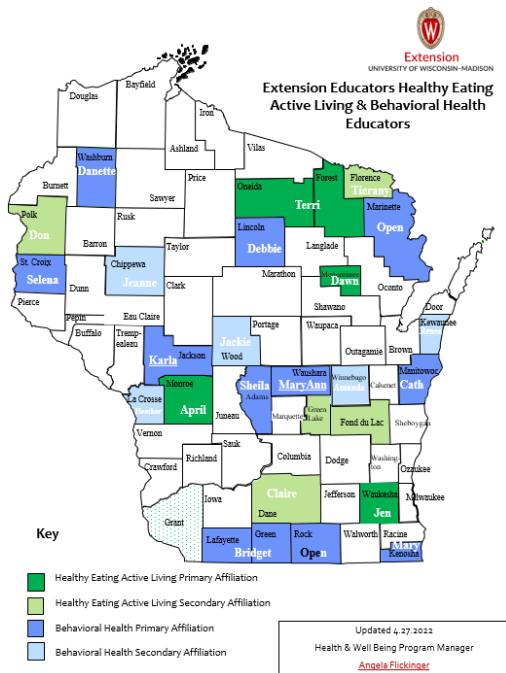
- Extension
 - National Extension Health Outreach Conference 5.2022 TBD
 - NEAFCS- National Extension Association of Family & Consumer Sciences 11.2.2021-11.5.2021 [Grand Rapids, MI](#)
 - [JCEP \(Joint Council of Extension Professionals\)](#). April 12, 2022, in person at the Central Wisconsin Convention and Expo Center, Holiday Inn, Stevens Point. Also via Zoom on April 14 and 19.
- Health
 - WI Public Health Association, 5.2022, [link](#)
 - [WPHA / WALHDAB 2022 Virtual Conference](#). May 24-26, 2022. “Reground, Rebuild & Reunite: We are Public Health”

- [WPHA Public Health In Practice Conference.](#)
Usually held in summer.
 - Healthy Schools Summit
WI Healthy Aging Summit 6.3.2021-6.4.2021 and 6.2022
 - [Healthy Aging Summit WI](#), WI Dells NCOA: Age + Action Conference .7.2021-6.10.2021 & 7.2022
 - [School Nutrition Association of Wisconsin](#), Annual State Conference, usually takes place in June.
- Physical Activity
 - [Active Living Conference \(ALC\) too.](#) 4.2022
 - Nutrition
 - [Fifth Annual Conference on Native American Nutrition.](#) May 22-25, 2022, Mystic Lake Center, Prior Lake, MN.
 - [Hunger & Health Summit.](#) April 24-26, 2022. Chula Vista Resort, Wisconsin Dells.
 - Society for Nutrition Education & Behavior SNEB [New Orleans, LA](#)
 - Food & Nutrition Conference & Expo 10.16.2021-10.19.2021
 - MN [Seeds of Native Health](#)
 - [WAND \(Wisconsin Academy of Nutrition and Dietetics\)](#) April 6-8, 2022. Elkhart Lake, WI.
 - Equity

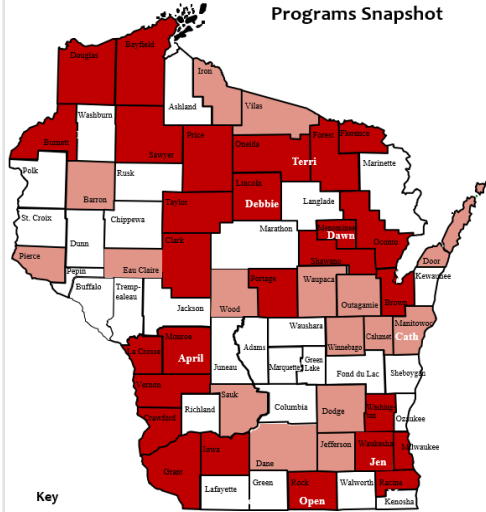
- [Poverty Matters Conference](#). Usually held in September. The Madison Concourse Hotel, Madison, WI.
- [YWCA Racial Justice Summit](#). Usually held at the end of September. Monona Terrace Convention Center, Madison, WI.
- [Toward One Wisconsin](#). 2022 date TBD.

References

[See HEAL POW](#)



4.2022 Strong Bodies Programs Snapshot



- Key**
- StrongBodies Extension Programs
 - StrongBodies Non Extension Programs

Updated 4.11.2022
 Health & Well Being Program Manager
[Angela Pinkinger](#)



Program Options in the Community Development Institute:

Programs are:

Community Economic Development
Community Food Systems
Local Government Education
Organizational Leadership Development

Program plans of work:

Program Plan of Work Details: Community Economic Development Program Plan 2022-2023

Institute
Community Development
Educational Program (Level 1)
Community Economic Development
Report Year
2022
Situation Statement

Over the last fifty years, Wisconsin's communities, urban, suburban, and rural alike, experienced extensive changes – structural economic transformation, demographic shifts, advances in technology and innovation, changes in consumer behaviors and lifestyle choices, and many ecological and environmental changes. These broad economic, social, and environmental changes have affected the diversity of quality of place and quality of life for Wisconsin residents, leaving communities thriving and distressed. The heterogeneity of the state, from the far north counties located on the southern shores of Lake Superior to the metropolitan counties of the southeastern corner to the Driftless Region of the western and southwestern part of the state, creates diverse and often divergent community economic development challenges. Changes over the last few years – provoked by a once-in-a-century pandemic and economic recession – accelerated social and economic changes in some cases and reversed and uprooted other trends of a decade or more long. Community Economic Development Educators and Specialists find themselves working and programming against this backdrop[i].

The Community Economic Development (CED) program is a community-driven approach to the study and practice of improving the economic well-being and quality of life of Wisconsin communities. Extension's CED programming and research take many forms, but at its heart is helping Wisconsin communities improve their economic well-being regardless of achieved or ascribed statuses, geographic location, and past successes or failures and to do so in ways that preserve and respect the environment, culture, and all people. CED colleagues address a wide array of activities, programming, and research that fall into four broad areas: (1) Economy; (2) Entrepreneurship; (3) Placemaking; and (4) Infrastructure.

Economy	Entrepreneurship	Placemaking	Infrastructure
Economic Analysis & Policy	Business Development & Entrepreneurship	Community Vitality & Placemaking	Housing Broadband
Workforce Development	Entrepreneurial Ecosystem Support	Downtown & Business Districts	Energy

Program Area #1: Economy – Economy and Workforce

Economic resilience suggests local economies can respond to changes in the market and recover in the face of disruption. One of the program priority areas in CED focuses on researching economic competitiveness and developing educational programming to understand opportunities and challenges related to regional economic characteristics, industry clusters, and workforce. The Economy priority area utilizes the information, data, and research to assist communities as they look to make informed decisions.

Structural changes to the economy like moving from goods to service production have been playing out for decades affecting regions and communities differently. These structural changes create the broad heterogeneity of places across the state. For example, before March of 2020, Wisconsin’s manufacturing sector remained strong in comparison to other states across the nation. Although the rate of decline was slower here than in other places, Wisconsin manufacturing still saw the share of total employment steadily decline since the 1970s. These changes in manufacturing were experienced differently in different Wisconsin communities[ii]. Likewise, health care services in Wisconsin are one of the fastest-growing sectors in the state as well as a source of economic strength[iii]. Again, growth in this industry is not experienced uniformly. Knowledge-based sectors such as information and communication technology have also experienced growth over the last decade, particularly in the Madison region[iv], and are becoming more interrelated with other industries across the state[v]. The effects of the COVID-19 pandemic further emphasize Wisconsin’s economic diversity. The pandemic, although most likely only a blip on the timeline of these broader forces, underscores the decades-long economic changes and highlights the need to understand economic analysis and policy[vi] [vii].

All areas of the economy have been impacted by these structural changes, leaving communities and regions across the state needing information, data, and recommendations to help inform strategies, policies, and decisions. Furthermore, these structural changes raise several questions about how to best support the needs of communities and regions – e.g., how do we address the needs of a region that remains (or wishes to remain) manufacturing dependent? Or, how do we help a community interested in diversifying, innovating, increasing productivity, or economic restructuring?

As a well-established programmatic priority area within CED and an area with over fifty years of research and programming, CED Educators and Specialists engage local communities, counties, and regions in programming and research related to the economy and industry through economic and demographic analysis (e.g., reports, articles, and presentations), through technical assistance

and policy recommendations (e.g., Regional Community Economic Analysis, County Retail Analysis, Commuter Studies, Industry Cluster Analysis, Economic Contribution Analysis, etc.), and by engaging communities in education and facilitation (e.g., Economic Summits, Small Community Forums, comprehensive economic development planning, among others). Work in this area will continue to be a central part of CED programming, education, and research moving forward and will continue to reflect programming that is driven by local needs and issues.

Like broader economic and industry trends, many factors determine the composition of regional labor markets and the outcomes and opportunities for the workforce, including integration with the national and global economy, natural disasters, governmental regulation and support, training and skills opportunities, and the composition of local workforce development ecosystems. Until recently, Wisconsin saw modest signs of a tightening labor market[viii]. The question remains what the lasting impact of the pandemic will be on labor markets, but early evidence suggests Wisconsin will slowly recover with ongoing workforce challenges[ix] tied to specific industries (e.g., service) and certain groups (e.g., women and people of color) bearing the brunt of the negative consequences[x] [xi]. Additionally, the pre-COVID impending challenges related to the share of Wisconsin workers approaching retirement[xii], pressure points related to quality and available childcare[xiii], and the need for appropriate workforce training and development persist. Businesses, economic development professionals, and elected officials continue their desire to understand regional labor force conditions and develop strategies to find a sufficient supply of employees. The importance of this issue will likely remain over the next several years due to structural conditions in Wisconsin such as slow birth rates, negative domestic net migration and an aging population[xiv][xv].

Although CED colleagues completed critical work in this area, most of this effort has been accomplished through specialist research – specifically, the work of the EDA University Center – through publications, presentations, and individual technical assistance requests and by local county educators local programming. The CED program is well-positioned to engage in understanding and planning initiatives appropriate for the workforce development ecosystem. Furthermore, the CED program can connect diverse stakeholders, conduct strategic workforce planning, work across geographic jurisdictions, and conduct new research. CED-affiliated colleagues also can research and engage in sensitive issues, such as immigration, that those other organizations may avoid. The CED program will provide support to local communities and counties by providing information related to understanding workforce development in context (i.e., rural-urban continuum), recognizing opportunities and resources to address gaps in the local workforce development system (e.g., childcare), and engaging and supplementing other actors within the workforce development system.

Program Area #2: Entrepreneurship – Business and Entrepreneurial Eco-System

Entrepreneurs help shape local and regional economic well-being, security, and resiliency by creating jobs[xvi], generating income, and producing tax revenue. Entrepreneurship also helps alleviate poverty and provides a livelihood affording individuals the ability to choose and stay in their preferred community[xvii]. The state of Wisconsin ranked last in the nation in 2016, and most recently (2020) inched its way into 39th (out of 50) on early-stage entrepreneurship[xviii].

Businesses and aspiring entrepreneurs must have access to capital and business development assistance. While many state and regional partners offer business development assistance to entrepreneurs, many communities lack support for entrepreneurs left out due to remote location, industry or sector, size of business, and access to existing networks or services. These factors are often associated with entrepreneurs of color, female-owned businesses, rural and remoteness of business, solopreneurs or small businesses (i.e., employees or revenue generated), and sector (e.g., value-added farm production, food businesses, childcare businesses).

Given the importance of entrepreneurship, CED research and educational programming provide direct support to entrepreneurs often left out of receiving business development assistance (e.g., businesses owned by people of color, female-owned businesses, rural and remote businesses, and solopreneurs) and work directly with community economic development leaders to help strengthen local and regional entrepreneurial ecosystems (i.e., a framework used in the *Homegrown* curriculum for emphasizing the importance of networks and systems in fostering entrepreneurship). CED colleagues work with Wisconsin communities and regions to understand, examine, and strategize on place-based approaches to build healthy entrepreneurial ecosystems and support entrepreneurial activity. The CED program also partners with local, regional, and statewide direct service providers to support one-on-one business consulting needs through joint programming, regular communication, and direct referrals and work with entrepreneurs through a cohort model of engaging businesses by shared location, industry, sector, and experience (e.g., rural, child care, or female-owned).

Program Area #3: Placemaking – Community Vitality, Placemaking, and Downtown

Quality of life and place refers to the characteristics of a community such as local amenities, natural beauty, social connections (social capital), convenience retail and services, and general livability. In CED, the attraction and retention of community members, young and old, is thought to be increasingly tied to the assets and amenities found in and around a community. Current priorities in CED programming and research in this area include community vitality & placemaking and downtown & business district development.

Across the state, demographic changes influenced by patterns of birth and death rates, in- and out-migration, and immigration have all shaped the composition of Wisconsin communities and will continue to do so for the decade to come. Wisconsin is projected to grow older and more diverse over the next 20 years. Rural counties have undergone a net loss of young people while experiencing an increase in population cohorts nearing or at retirement age[xix] [xx]. Many high amenity rural areas in Wisconsin end up being attractive options for retirees[xxi] [xxii]. In 2017, only 15 percent of Wisconsin communities were gaining and maintaining young adults with the projection of fewer young people choosing to stay in the state[xxiii]. And while urban communities across Wisconsin are more in line with other metro areas across the country – i.e., projected to continue to attract younger people and increase in racial and ethnic diversity – they will also see a similar but not as pronounced effect of an aging population.

Community Vitality & Placemaking (CVP) is a signature effort that functions as a formal community of practice-advancing the scholarship and practice of placemaking, while also providing opportunities for internal and external colleagues to acquire foundational knowledge

and develop proficiency with a variety of methods and tools. This priority area utilizes wide-ranging strategies related to principles and practices of community vitality and placemaking[xxiv], and partners with a variety of external local, state, and national groups and several municipal, county, and tribal governments. In addition to the CVP's primary outreach focus, Design Wisconsin (a community design charrette program), the Signature Effort engages in several regular educational and research activities including a biennial in-service, technical assistance requests (e.g., imageability mapping, placemaking training and assessments, and community marketing and branding initiatives).

As the commercial, cultural, and social hubs of many communities, downtowns play a critical role in generating sales and tax revenue to create employment opportunities for income-producing entrepreneurial and business ventures. Across Wisconsin, approximately 10 percent of the population lives within a half-mile of the center of a downtown[xxv]. Additionally, 1 in 5 jobs is connected to businesses located in Wisconsin downtowns[xxvi]. Downtowns also contribute to the quality of life by providing access to shopping, services, entertainment, and socializing for community members and visitors alike. For these reasons, downtowns often are considered a viable and strategic approach to community economic development and remain central to educational programming and research within CED.

Over the last 25 years, downtown and business district work has been a hallmark of CED programming, giving the CED program national exposure and building enduring relationships with critical partners (e.g., The Ohio State University, the University of Minnesota, the National Main Street Program, among others). The approach used by the CED program differs from other organizations and programs in that we are focused on the capacity building of local leaders and involve local leaders through data collection, data analysis, and local recommendations. Efforts in this area span numerous Wisconsin communities and many strong working partnerships with statewide and local downtown organizations. Characterized by activities such as downtown market analysis toolbox, innovative downtown business case studies, downtown storefront improvement analysis, and coverage of a wide variety of downtown economic development topics, this work continues to be a central underpinning of the CED work.

Program Area #4: Infrastructure – Housing, Broadband, and Energy

Successful CED requires strategic community-based planning focused on up-to-date, smart, appropriate, and resilient infrastructure and the built environment. Wisconsin communities find themselves confronting complex infrastructure challenges, which call for complex, multidisciplinary solutions[xxvii]. As a comprehensive CED approach, sustainability "...allows communities to sort through development options and arrive at a strategy that takes into consideration the full range of economic, environmental, and social characteristics of a community"[xxviii]. CED programming and research in this program area emphasize resilience, the interconnections between complex systems (e.g., land-use, energy, broadband, transportation, housing, culture, natural environment, among others), and the involvement across multiple sectors. Current priorities in the CED program are housing, broadband, and energy.

Housing

Housing is a crucial element of CED with many complex considerations from affordability to quality to diversity. The need for safe, affordable housing is present across the state of Wisconsin and impacts every resident. In most cases, one's home represents their single largest personal asset of wealth. Wisconsin banking and credit unions provide financing for most housing purchases. Local governments rely on the residential tax base as the largest single source of revenue. Those revenues determine the quality of public services and help define the quality of life in Wisconsin. As such, focus on residential development and diverse, affordable, and high-quality housing is central to the attraction and retention of community members.

CED colleagues have supported several local and regional housing projects across the state. Additionally, a group of CED colleagues has worked to identify Extension's role in housing and attempt to develop an appropriate statewide response to housing needs across Wisconsin. The outcome of these efforts includes the development of a Housing Community Economic Assessment tool and a Housing Preparedness Index process, a community-led housing process, and applied research efforts as the backbone for building out an educational curriculum and research within the CED program.

Broadband

Broadband is yet another essential piece of infrastructure for 21st century CED, requiring equitable broadband access, infrastructure deployment, and lack of broadband access – limiting educational opportunities for youth, healthcare access for many, and the ability to work remotely. For communities across Wisconsin, many households and businesses lack adequate broadband access and digital literacy resulting in a lack of digital inclusion[xxix]. This essential service plays a vital role in both economic competitiveness and overall quality of life for communities across the state[xxx].

Colleagues within the Community Development Institute and the CED program have supported broadband efforts across the state. CED Educators and Specialists have engaged local communities and regions in programming and research related to broadband through reports, articles, and presentations of vetted, quality resources related to important topics (e.g., data, funding, policy, community planning processes, regulation, case studies, adoption). CED colleagues also have experience providing technical assistance and engaging in community planning and facilitation for starting, middle tier, and established broadband communities as they navigate data, regulations, funding, and partnerships. The CED program will provide support to partner organizations and local communities by providing information, resources, data, and research and by supporting community planning efforts, and by providing access to technical assistance.

Energy

The clean energy economy is advancing at a rapid pace and Wisconsin is positioning itself to profit from the transition. Wisconsin's energy grid is decarbonizing quickly, with all but four coal plants shuttered and the state's major utilities working toward 80 to 100 percent carbon emissions reduction goals by 2050 or sooner. Wisconsin has a significant energy, power, and controls sector with industry clusters in energy controls, battery technologies, microgrids,

biofuels, energy-water nexus, and green building[xxxi] and is working with several partners to drive innovation and economic development. And, Wisconsin's local communities are continuing to move purposefully toward energy independence through energy efficiency and renewable energy initiatives.

As renewable clean forms of electricity have become more affordable, and severe climate events threaten our traditional energy grid, local governments, schools, tribal nations, businesses, nonprofits, households, and utilities are investing in green energy in buildings and operations, infrastructure, transportation, and the power generation. Local clean energy practices and production provide a viable economic development strategy that stimulates the local economy, supports job creation, and improves human and environmental health. It helps reduce the enormous costs and risks of a changing climate as well while promoting local self-reliance and resilience to safeguard Wisconsin's future generations.

Under the leadership of a state Specialist and the Climate Leadership Team, UW-Madison Extension and the CED program have worked to understand, analyze, educate, plan, and implement local clean energy efficiency, production, and procurement strategies. Through the Energy On Wisconsin newsletter and website, all sectors touched by the clean energy transformation are kept informed about policies, local stories, projects, advances, funding, education and training opportunities, research, and resources. The CED program is positioned to assist local governments, tribal nations, businesses, nonprofits, and homeowners with understanding, analyzing, planning, and implementing renewable energy strategies that work for diverse and unique local and regional contexts.

Target Audience(s)

The CED program serves a variety of target audiences within the economic development community including community economic development leaders, practitioners and professionals, and organizations; political, tribal, and governmental entities; business and nonprofit organizations; and concerned citizens. Program Area #1: Economy – Economy and Workforce The primary target audiences for work related to economy, industry, and workforce include leaders, practitioners, and organizations within the economic development community (e.g., economic development organizations, chambers of commerce, business networks, workforce development organizations, and municipal, county, and tribal governments). With over 50 years of working with Wisconsin elected officials, economic development practitioners, business owners, and concerned citizens CED programming are respected across Wisconsin, covering wide geography (north, central, and south) and several community types (e.g., rural, suburban, and urban). CED programming tends to engage stakeholders in building the capacity of our partners and performing research to identify best practices and discover new or emerging economic development strategies. Program Area #2: Entrepreneurship – Business and Entrepreneurial Eco-System There are two primary target audiences within this priority area. The first audience is comprised of leaders, practitioners, and organizations that serve and support entrepreneurship and small businesses (e.g., economic development organizations, chambers of commerce, business networks, municipal, county, and tribal governments, banks and other financial institutions, and professional services providers such as accountants and lawyers). The other audience is entrepreneurs and small businesses themselves. Work in this area tends to focus on local and regional economic development professionals helping build capacity to address issues such as structural inequities serving as barriers to greater participation in entrepreneurship

among residents in rural communities and entrepreneurs of color. Program Area #3: Placemaking – Community Vitality, Placemaking, and Downtown The primary target audiences within this priority area include both internal colleagues and external partners (e.g., community leaders, community planning and design professionals, residents, economic development organizations, and municipal and tribal leaders). Our external audiences tend to be community leaders, economic and community development practitioners, local and regional planning organizations and groups, and municipal and tribal governments. Program Area #4: Infrastructure – Housing, Broadband, and Energy Housing The target audience within this priority area includes community leaders and professionals, economic development organizations, and tribal, county, and municipal governments. The majority of CED programming related to housing has been completed through either the direct request of state specialists and educators or through needs assessments by local county educators. Broadband The target audience within this priority area includes community leaders, practitioners, and organizations within local communities and regions that deal with broadband infrastructure, access, affordability, and adoption. The majority of CED programming has been with regional planning commissions, economic development leaders, county governments, and public service providers. CED colleagues engaged these partners as they work through understanding broadband basics, identifying and developing broadband leaders, accessing and collecting broadband data, navigating the technical assistance and regulatory requirements, working with providers to develop and implement a broadband plan, and increasing digital access and literacy. Energy The target audiences within this priority area include local governments, tribal nations, businesses, nonprofits, and individual homeowners. Work in this area tends to revolve around individual requests that go directly to the state energy specialists or requests that come to county educators. This approach has produced several projects for the CED state specialist, but there is evidence, as uncovered through the recent Energy Independent Community survey, of broad need and ongoing opportunities to work and develop in this area.

Program Logic

The primary logic, or theory of change, that underlies and supports activities outlined in the program plan of work and leads to desired outcomes identified herein comes from Extension’s long and established history of working with communities on issues of CED. There are several resources that highlight this history, but the program logic of CED takes a grassroots approach to “understanding or assessing the situation,” “analyzing existing capacity and assets for change,” “identifying and framing appropriate response(s),” and “implementing or acting to create specified change(s)”. Furthermore, the guiding principles of CED as a community-driven approach to the study and practice of improving the economic well-being and overall quality of life for local communities are: 1. CED is a blending of community development and economic development; 2. Economic development is impossible without a solid community development foundation, in the strictest sense, community development is a necessary but not sufficient condition for economic development; 3. Development and growth are not synonymous, and development focuses on notions of quality of life broadly defined; 4. Asset building (e.g., skills and capacities of individuals, associations and institutions within a locality) lays the foundation upon which economic development is built; 5. Economic development within the community presumes that certain local institutions are in place and functional (e.g., leadership, citizen participation, viable local business organizations, etc.); 6. Practitioners/educators must take care to distinguish between normative and positive economics; the outcomes must reflect the values (normative) of the community, not the practitioner/educator; 7. Co-creation and co-generation of

research and educational programming will better engage target audiences and transform practice . Assumption #1 – Communities – urban, suburban, and rural alike – share similarities but also have many unique strengths, weaknesses, needs, and opportunities, requiring a flexible approach to community economic development. In other words, due to the heterogeneity of needs and opportunities of communities across the state, a “one size fits all” approach will not work to meet the needs and challenges of local communities and increase economic well-being and improve quality of life. Assumption #2 – Furthermore, approaches that support the emergence from and within a local community are best positioned to achieve desired outcomes increasing likelihood for success due to connection to local leadership, culture, and resources and creating and leaving the “plan,” “goals,” or “desired outcomes” in the hands of those most likely to tend to and carry them forward – the local community. Assumption #3 – The logic used within CED assumes process is important and a necessary condition to achieving long-term condition changes. Process can also overwhelm efforts in some instances where it is too rigid or a community or group of stakeholders do not have the capacity to engage properly. Process is a means to an end, but the goal is a desired outcome. Assumption #4 – The logic used within the CED program is to meet the partner or community where they are at and move forward from there.

Outcomes

Through the four program priority areas – economy, entrepreneurship, placemaking, and infrastructure – the CED program works to achieve shared short-, mid-, and long-term outcomes (e.g., results achieved with target audiences via CED research and programming). The table below describes the program’s shared outcomes by priority area. Although outcomes apply to all constituents and target audiences of the CED program, we give strive to deliver tangible and qualitative impacts for marginalized, minoritized, and disadvantaged communities.

	<i>Short-term (Learning)</i>	<i>Mid-term (Actions)</i>	<i>Long-term (Conditions)</i>
	Increase knowledge and understanding of how to locate and use economic and demographic data, information, and resources (Data)	Investigate and assess elements of the economy and workforce and apply relevant data prior to taking action (Assess)	Improve economic well-being and quality of life for Wisconsin communities
Economy	Increase knowledge and understanding of the characteristics of how the economy works and the basics of Wisconsin’s local, regional, and state economies (Concept)	Create and support opportunities to increase important resources (e.g., funding, in-kind, volunteers, leadership, social capital) to achieve community economic development goals (Mobilize)	Increase the vitality and livability of Wisconsin communities by strengthening economic, social, natural, and built systems that uniquely express a

	Increase knowledge and understanding of strategies to address economic, industry, and/or workforce issues (Strategies)	Take action on established goals and objectives to improve economic well-being (Implement)	community's sense of place. Strengthen, protect, and build critical community assets, amenities, and infrastructure that support thriving communities.
	Increase knowledge and understanding of how to locate and use economic and business data, information, and resources (Data)	Investigate and assess business and entrepreneurship trends and/or elements of the entrepreneurial ecosystem prior to taking action (Assess)	
Entrepreneurship	Increase knowledge and understanding of the characteristics of entrepreneurship, entrepreneurial activity, and the entrepreneurial eco-system (Concept)	Create and support opportunities to increase important resources (e.g., funding, in-kind, volunteers, leadership, social capital) to achieve business, entrepreneurship, and entrepreneurial ecosystem development goals (Mobilize)	
	Increase knowledge and understanding of strategies to support business development assistance and entrepreneurial ecosystem development (Strategies)	Take action on established goals and objectives to improve business success and/or strengthen the entrepreneurial ecosystem (Implement)	
Placemaking	Increase knowledge and understanding of how to locate and use placemaking, community vitality, and downtown	Investigate and assess opportunities for incorporating principles of placemaking, community vitality, and/or downtown	

and business district data, district development prior information, and to taking action (**Assess**) resources (**Data**)

Increase knowledge and understanding of the principles of placemaking, community vitality, and downtown and business district development (**Concept**)

Create and support opportunities to increase important resources (e.g., funding, in-kind, volunteers, leadership, social capital) to achieve placemaking, community vitality, and downtown district development goals (**Mobilize**)

Increase knowledge and understanding of strategies to support placemaking, community vitality, and downtown and business district efforts (**Strategies**)

Take action on established goals and objectives for on-the-ground projects to improve quality of life and place (**Implement**)

Increase knowledge and understanding of how to locate and use housing, broadband, or energy data, information, and resources (**Data**)

Investigate and assess the existing assets and amenities prior to taking action (**Assess**)

Infrastructure

Increase knowledge and understanding of the characteristics of built capital and infrastructure as a central part of community economic development (e.g., housing, broadband, energy) (**Concept**)

Create and support opportunities to increase important resources (e.g., funding, in-kind, volunteers, leadership, social capital) to achieve infrastructure (i.e., housing, broadband, or energy) goals (**Mobilize**)

Increase knowledge and understanding of

Take action on established infrastructure goals and objectives to improve access, adoption, and

strategies for developing utilization of critical
local capacity required to infrastructure **(Implement)**
address infrastructure
issues including
leadership, mobilization,
and implementation
(Strategies)

Action Plan

Program Area #1: Economy – Economy and Workforce

To achieve the desired outcomes in the program area of “economy,” the CED program will continue to be led by the Economic Development Administration (EDA) University Center through specialized research and technologies, outreach capabilities, and faculty and staff expertise. Specific actions over the next year include: conducting, analyzing, and reporting data from the Wisconsin Economic Survey[i] [ii]; publishing WIndicators[iii] and *The Wisconsin Economy Series*[iv]; hosting lunch-n-learn webinars, economic development summits, and regional dissemination meetings[v]; providing technical assistance to our community, county, and state partners; participating in invited presentations from communities, regional, and national partners; engaging in comprehensive economic development planning; and contributing to the community of science and academic scholarship.

Program Area #2: Entrepreneurship – Business and Entrepreneurial Eco-System

To achieve the desired outcomes in the program area of “entrepreneurship,” the CED program will focus on two areas: direct and targeted business development support and entrepreneurial eco-system development. The activities and outputs will also include some of the aforementioned channels such as WIndicators, lunch-n-learn webinars, economic development summits, and regional dissemination.

Additionally, for business development support, specific actions over the next year will include targeted business development assistance (e.g., business planning, financial planning, marketing, e-commerce, accounting, legal, succession planning, peer-to-peer learning, and networking opportunities) for early-stage entrepreneurs, entrepreneurs of color, female-owned businesses, solopreneurs, and rural and remote entrepreneurs in specific industries or sectors (e.g., child care, food business, downtown). These efforts will be led primarily by the Entrepreneurs of Color Business Support Team and the Rural Wisconsin Entrepreneurship Initiative (with the University of Minnesota-Extension).

As for the entrepreneurial eco-system support, specific actions for the upcoming year include developing new workshops and experiences that help entrepreneurs build relationships, identifying mentors, accessing government or private sector resources developing skills essential to start and grow a young business. And building off existing entrepreneurial ecosystems programming and research, we will administer the Wisconsin Entrepreneurial Climate Survey

and begin conducting in-depth interviews with rural lenders and rural entrepreneurs to explore common challenges that underserved groups confront like weak entrepreneurial networks and identify institutional barriers to finance and capital. Finally, in entrepreneurial eco-system support, commitment to contribute to academic scholarship is a priority.

Program Area #3: Placemaking – Community Vitality, Placemaking, and Downtown

To achieve the desired outcomes in the program area of “placemaking,” the CED program will focus on two areas: community vitality and placemaking and downtown and business districts. The Community Vitality & Placemaking Signature Effort will continue to engage in a wide variety of tasks including Design Wisconsin[vi], community branding technical assistances requests, CVP document and trainings (i.e., First Impressions, place-making assessment, visual preference surveys, narrative visioning, imageability mapping, parking day, pop-up markets, field guides, fact sheets, Design WI facilitation guide), a biennial CVP workshop training and/or practitioners conference, and providing cross institute opportunities with Family Engagement & Relationships and Community Youth Development (others as appropriate). Additionally, planned activities for this year include an exploration of expanded programming in Indigenous Placemaking, Citizen Planners, and Master Planner Curriculum. The activities planned for downtown and business districts include finalizing updates to the Downtown Toolbox[vii], creating a pilot canvas course for the Downtown Toolbox, providing downtown and business district market analysis technical assistance[viii], piloting a downtown inventory tool or application, publishing Downtown Economics[ix], and hosting Learning from the Experts.

Program Area #4: Infrastructure – Housing, Broadband, and Energy

Finally, to achieve the desired outcomes in the program area of “infrastructure[x],” the CED program will focus broadly on exploring an appropriate framework(s) to guide local educational programming and developing critical resources across three areas: housing, broadband, and energy. For each focus area, the CED program will follow similar specific actions over the next year including solidifying a framework (e.g., process-oriented approach – basic education, leadership development, assessment, technical assistance, implementation) appropriate to Extension programming, identifying and developing materials and resources for each part of the process, providing professional development opportunities to build internal capacity, and providing technical assistance to select communities using existing and new instruments or tools (e.g., Housing CEA, Broadband Preparedness Index, Energy Assessment Tool). Additional specific tasks over the next year include a Wisconsin Broadband Survey, *Wisconsin Economy* on housing, and a pilot test of the Community Climate Resilience Menu in Ashland County and Portage County.

Evaluation Plan

For the upcoming year (2022-2023), the evaluation priorities of the CED program are (1) to use a shared, common set of indicators (when appropriate) for short-term outcomes and (2) to utilize a shared, common set of open-ended questions for mid-term outcomes.

Short-Term (Learning) Direct Education Evaluation Questions

After the completion of an activity or educational program that includes elements of knowledge acquisition among target audiences, utilize the following set of questions (tailored where appropriate) as part of a post-event survey questionnaire. These data can be used to report on individual events and aggregate across programming to demonstrate short-term (learning outcomes) related to DATA, CONCEPTS, and STRATEGIES.

<i>Short-term (Learning)</i>	<i>Short-Term (Learning) Example Question Matrix</i>
<p>Increase knowledge and understanding of how to locate and use economic and demographic data, information, and resources (Data)</p>	<p>We are interested in your feedback on [EVENT or ACTIVITY]. Please tell us your opinions by indicating the extent to which you AGREE or DISAGREE with each of the following statements.</p>
Economy	<ol style="list-style-type: none"> 1. I acquired [INSERT] from participating in [ACTIVITY]. 2. This [ACTIVITY] helped me better understand [INSERT]. 3. This [ACTIVITY] helped me better understand how to [INSERT]. 4. This [ACTIVITY] improved my ability to [INSERT].
<p>Increase knowledge and understanding of the characteristics of how the economy works and the basics of Wisconsin’s local, regional, and state economies (Concept)</p>	<ol style="list-style-type: none"> 5. This [ACTIVITY] improved my understanding of the importance of [INSERT]. 6. This [ACTIVITY] helped me better understand the different types of [INSERT].
<p>Increase knowledge and understanding of strategies to address economic, industry, and/or workforce issues (Strategies)</p>	

7. My understanding of [INSERT] has increased.

8. My ability to recognize [INSERT] in my community/professional life has increased.

9. The [ACTIVITY] helped me become better at [INSERT].

SCALE - Strongly Agree, Somewhat Agree, Neither Agree Nor Disagree, Somewhat Disagree, Strongly Disagree

Increase knowledge and understanding of how to locate and use economic and business data, information, and resources
(Data)

Increase knowledge and understanding of the characteristics of
Entrepreneurship entrepreneurship, entrepreneurial activity, and the entrepreneurial eco-system
(Concept)

Increase knowledge and understanding of strategies to support business development assistance and entrepreneurial ecosystem development
(Strategies)

Increase knowledge and understanding of how to locate and use placemaking, community vitality, and downtown and business district data, information, and resources
Placemaking (Data)

Increase knowledge and understanding of the principles of placemaking, community vitality, and downtown and business district development (**Concept**)

Increase knowledge and understanding of strategies to support placemaking, community vitality, and downtown and business district efforts (**Strategies**)

Increase knowledge and understanding of how to locate and use housing, broadband, or energy data, information, and resources (**Data**)

Infrastructure

Increase knowledge and understanding of the characteristics of built capital and infrastructure as a central part of community economic development (e.g., housing, broadband, energy) (**Concept**)

Increase knowledge and understanding of strategies for developing local capacity required to address infrastructure issues including leadership, mobilization, and implementation (**Strategies**)

Mid-Term Outcomes Example Instrument

Mid-Term (Actions) In-Depth Interview Questions

After completion of an activity or project, conduct a set of semi-structured, in-depth interviews with the target audience representative(s). Take notes of participant responses and conduct an appropriate analysis of qualitative responses to help inform where mid-term (actions) outcomes

related to ASSESS, MOBILIZE, and IMPLEMENT occurred as a result of a project or activity. This information can be used to inform reporting on individual plans of work as well as aggregate to the program or institute level.

	<i>Mid-term (Actions)</i>	<i>Mid-Term (Action) Example Interview Question</i>
		ASSESS
	Investigate and assess elements of the economy and workforce and apply relevant data prior to taking action (Assess)	How did you assess and investigate the problem or issues? What steps did you take to understand the issue? What information did you utilize to understand the issue?
		MOBILIZE
Economy	Create and support opportunities to increase important resources (e.g., funding, in-kind, volunteers, leadership, social capital) to achieve community economic development goals (Mobilize)	What did you do to address the issue? What resources did you mobilize? Who was involved in [ACTIVITY]...not specific names, but positions, or groups of people? Do you anticipate these individuals or groups will continue to be involved in [ACTIVITY]? What activities/programming/events/resources did you find most useful or valuable to the [PROJECT]?
		IMPLEMENT
	Take action on established goals and objectives to improve economic well-being (Implement)	What are the goals/objectives? Where are you at in the implementation of goals or objectives? What, if anything, changed as a result of the [ACTIVITY]? How did the [PROJECT] turn out? What are the successes to date related to the [ACTIVITY]? What are the challenges or failures to date?
Entrepreneurship	Investigate and assess business and entrepreneurship trends and/or elements of the entrepreneurial ecosystem prior to taking action (Assess)	

Create and support opportunities to increase important resources (e.g., funding, in-kind, volunteers, leadership, social capital) to achieve business, entrepreneurship, and entrepreneurial ecosystem development goals (**Mobilize**)

Take action on established goals and objectives to improve business success and/or strengthen the entrepreneurial ecosystem (**Implement**)

Investigate and assess opportunities for incorporating principles of placemaking, community vitality, and/or downtown district development prior to taking action (**Assess**)

Placemaking

Create and support opportunities to increase important resources (e.g., funding, in-kind, volunteers, leadership, social capital) to achieve placemaking, community vitality, and downtown district development goals (**Mobilize**)

Take action on established goals and objectives for on-the-ground projects to improve quality of life and place (**Implement**)

Investigate and assess the existing assets and amenities prior to taking action (**Assess**)

Infrastructure

Create and support opportunities to increase important resources (e.g., funding, in-kind, volunteers, leadership, social capital) to achieve infrastructure (i.e., housing, broadband, or energy) goals (**Mobilize**)

Take action on established infrastructure goals and objectives to improve access, adoption, and utilization of critical infrastructure (**Implement**)

Priority Impact

Intended Impact Report(s)

Over 2022-2023, the CED program anticipates an impact report(s) in the areas of (1) entrepreneurship (specifically, small business and entrepreneurial support), (2) community vitality and placemaking, or (3) comprehensive economic development planning.

Internal Actions & Program Capacity Building

The CED program will establish the following professional development plan to support and build capacity among colleagues. The plan is divided into two different parts – CED Topics and CED Skills. Professional development opportunities will include a mix of resources, readings, and synchronous and asynchronous training (e.g., webinars, in-person, self-paced online, office hours, and team learning approach). These professional development resources and articles will be crowdsourced by CED/CDI colleagues, and training will lean on CED/CDI colleague expertise, UW system and state partners, professional and academic connections, and hired consultants

CED Topics

For the first area, Topics, CED will focus on core Content areas, including history and typologies of CED; concepts and frameworks of CED, critiques of CED, emerging and alternative approaches in CED, and the four program priority areas (economy, entrepreneurship, placemaking, and infrastructure).

Within the program area of economy, professional development focus areas include: understand how local economy operates (i.e., history, consequences, small/regional economies, how it operates including exports, imports, business linkages, household services, local tax base and taxation, etc.); understanding Wisconsin's Economy (e.g., heterogeneity, sectors/industries); understanding sources of jobs and income; understanding workforce development basics and eco-system, and exploring specific economic development strategies to strengthen local and regional economies (e.g., business development, tourism, niche markets, local import substitution, downtown development, arts-based development, among others).

Within the program focus area of entrepreneurship, professional development focus areas include: understanding business basics (e.g., why important, wrap-around needs, components of typical business plan, basics of business organizational structure, principles of marketing, business management principles, and financial management principles); exploring strategies for business development (e.g., creation, attraction, retention, expansion, and succession); understanding entrepreneurship (e.g., definition, needs, trends, differences by sector, demography, geography, connection to local economic development, barriers/opportunities); understanding entrepreneurial eco-system; understanding business technical assistance business skills requirements by various business sector (e.g., business plans, organizational structure, marketing, management, and finance by value-added agriculture, tourism, retail, restaurants, manufacturing); and understanding the importance of business networks and associations.

Within the program focus area of placemaking, professional development focus areas include principles of community vitality & placemaking; strategies and approaches to community vitality & placemaking (e.g., Design Wisconsin, First Impressions, Placemaking Assessment); and community marketing and branding; downtown & business districts. Within the program focus area of infrastructure, professional development focus areas include the importance of built capital; community planning & complex infrastructure; public & private infrastructure; climate adaptation planning and infrastructure; housing; broadband; energy. Specific areas of focus over

the next 18 months include How Economy Works; Wisconsin Economy Basics; Introduction to Workforce Development; Strategies to Strengthen Local Economy; Business Development Assistance (creation, attraction, retention, expansion, & succession); Entrepreneurship; Entrepreneurial Ecosystem; Community Vitality and Placemaking; Downtown and Business District Analysis; Public Infrastructure & Community Economic Development; Climate Adaptation & Community Economic Development; Housing & Community Planning; Broadband & Community Planning; Energy Assessment & Opportunities; and Energy Economy Overview in Wisconsin.

CED Skills

For the second area, Skills, CED will focus on technical assistance tools & techniques, methods & data, and curriculum & program design. Tools & techniques cover the technical assistance approaches that support CED programming including community economic analysis, trade area analysis, contribution analysis, industry cluster analysis, and labor market analysis. Methods & Data cover data collection, administration, storage, cleaning, analysis, and reporting techniques utilized within CED, including secondary sources, survey research, sampling strategies, focus groups, appreciative inquiry, indepth interviews, case study narrative, content analysis, and quantitative and qualitative data analysis. Finally, curriculum & program design professional development focuses on identifying, conceptualizing, creating, developing, and evaluating programs.

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[xxxv] Economic Impact Survey – Wisconsin Residents From September through late October we fielded the first wave of a survey of a random sample of Wisconsin residents to better understand the pandemic’s effect on individual household finances and resiliency, along with the effect of sudden COVID-19 related changes on household need for broadband, childcare and other necessary support for full participation in the economy.

[xxxvi] Economic Impact Survey – Municipalities & Economic Development Organizations The impact of COVID-19 on municipalities has been considerable. Through the CARES Act, the EDA University Center is preparing to field a survey of municipalities and economic development organizations.

[xxxvii] WIndicators that looks at data surrounding a range of issues from business expansion to the role of foreign exports in the state’s economy to childcare as an economic development strategy and the role of immigration in entrepreneurship.

[xxxviii] The Wisconsin Economy Series is a joint effort of the EDA University Center and the Department of Agricultural and Applied Economics. This series is an in-depth look at critical issues in Wisconsin, including broadband, manufacturing, sources of job growth, and effects of research and development investment in the state.

[xxxix] Economic Forums bring together stakeholders in each region to examine research on issues they have identified as critical to economic development. Meetings are held as in-services, summits or forums, depending on the preference of the economic development partners. Attendance ranges between 60 and 300 individuals, drawn from local, state and national elected leaders, economic development professionals, government agencies, and business leaders.

[xl] Design Wisconsin is a community charrettes approach and part of the community vitality and placemaking program that connects communities with planning and design professionals to draw out a shared vision of the community’s future and to provide planning and design alternatives to help realize that vision. Typically the Design Wisconsin process takes 6-9 months of preparation. Central to the process is a 3-day “visit” involving approximately 20 volunteer planning and design professionals who stay on-site with host families. During this time, there are many opportunities for local residents to interact face-to-face with the volunteers and with one another to create a shared vision.

[xli] Downtown Toolbox – designed to help local business leaders, entrepreneurs, developers, and economic development professionals across the country understand the changing

marketplace and identify business and real estate development opportunities that are realistic and make sense for their communities. It will introduce and guide the user through many of the techniques used in analyzing specific development opportunities for a downtown area. The toolbox is intended to be a self-help resource that can be used in a locally-initiated market analysis.

[xlii] Market Analysis – signature program for downtowns and business districts that leverages the knowledge of a local study group in a community-led study to determine how best to retain/expand businesses, attract new businesses, improve the consumer’s experience, and develop marketing strategies.

[xlili] Downtown Economics – a quarterly publication that offers ideas on how to create a vibrant downtown in a small city. The publications analyze the benefits and difficulties of downtowns on topics ranging from coexisting with Big Box Stores to planning the optimal business mix.

[xliv] Broadband Survey is a random sample, statewide, survey of households focused on ability to pay for broadband. Results will support infrastructure development and broadband deployment.[xxxii] Midwest Energy Research Consortium (M-WERC) (<https://m-werc.org/>)

Program Plan of Work Details: Community Food Systems Program 2022-2023

Institute
Community Development
Educational Program (Level 1)
Community Food Systems
Program Plan Submitter
Lindsey Farnsworth
Report Year
2022

Situation Statement

Community Food Systems integrate culturally responsive food production, processing, distribution, consumption, and disposal to enhance the environmental, economic, social, and nutritional health of a particular place. As such, community food systems offer an alternative vision to the dominant food system by shortening the length and increasing the transparency of food supply chains while emphasizing links between food, place, and culture as well as values such as social justice, sustainability and resilience.

Community food systems include both direct marketing activities, e.g. farmers markets and Community Supported Agriculture programs, and intermediated marketing channels that involve higher volume aggregation and distribution. They also include opportunities for local and sustainable food production through diversified farming systems and community and market

gardens, as well as opportunities for food entrepreneurship through the development of community-based food processing and retail businesses. Policy and planning, infrastructure development, value chain coordination, and technical assistance are all critical to supporting these production and marketing activities and ensuring that they measurably advance values such as community health, cultural relevance, equitable economic opportunity, and environmental sustainability.

Community food systems, in their ideal form, represent a contrast to the dominant food system, which is symptomatic of a variety of social, economic, and environmental problems including poverty, racism, climate change, and agroecological degradation. As such, racialized discrepancies in food access, nutrition, and opportunities for wealth creation reflect broader patterns of structural inequity. For example, across the US, Black, Indigenous and People of Color (BIPOC) experience higher than average rates of household food insecurity and diet-related disease and are disproportionately represented in low wage jobs across the food supply chain[i] [ii]. At the same time, BIPOC individuals have disproportionately low rates of farmland and business ownership and higher rates of land loss[iii]. In Wisconsin, similar issues are borne out in the demographic patterns of food insecurity, nutrition, and economic opportunity.

The food system also contributes to climate change and the depletion of natural resources through its heavy reliance on fossil fuels, encroachment on natural ecosystems, and degradation of soil and water quality. According to the UN, the food system as a whole—including production, processing, transport, retail consumption and waste—is responsible for as much as a third of global greenhouse gas emissions [iv] Meanwhile, soil erosion on land under agricultural production is estimated to be up to 100 times higher than the soil formation rate, contributing to the loss of soil fertility and arable land [v]. A report by the Wisconsin Initiative on Climate Change Impacts warns that “climate change poses real threats to the stability of agroecosystems in the long term, potentially jeopardizing food and economic security[vi].” Successfully adapting to and mitigating the effects of climate change on Wisconsin’s food system will require changes both across the food supply chain and in the policies and systems that shape producer and consumer behaviors.

Because of the global scale of the food system and the relative invisibility of many food chain workers to the general public, the negative social and environmental impacts of the food system often go unnoticed or are experienced only indirectly, especially for those in positions of privilege and power. To the extent that social and environmental externalities are recognized within the dominant food system, interventions tend to be circumscribed. For example, many common strategies for addressing barriers to food access and nutrition overlook root causes of food insecurity and the potential roles of culture and foodways in developing sustainable, community-rooted solutions. The same is true for job creation initiatives that overlook the root causes of poverty and fail to expand business ownership and asset accumulation in BIPOC communities. Systemic and transformative approaches to climate change mitigation and adaptation are similarly underutilized.

The Extension Community Food Systems Program’s statewide presence, connections to community and University partners, and capacity for strategic, responsive, interdisciplinary programming make it well-positioned to serve as a leader in community food systems planning

and development. The UW-Madison Division of Extension Community Food System Program integrates local knowledge, research and resources to build community capacity to develop and sustain thriving, just and resilient place-based food systems through programming in the following priority areas: Food sovereignty and justice, Food entrepreneurship and local market development, Food policy and planning, and Food system sustainability and resilience.

The priority areas that serve as the basis for this Program Plan reflect both existing and aspirational programming activities. They were identified through a process of investigating needs and opportunities in Wisconsin communities, reviewing individual plans of work, conducting individual and group conversations with Program members and partners (internal to the University and external, e.g. the State Department of Agriculture, Trade, and Consumer Protection), as well as consideration of key issues in the broader field and associated literature of community food systems.

Food sovereignty and justice

Food sovereignty is “the right of [all] peoples to healthy and culturally appropriate food produced through ecologically sound and sustainable methods, and their right to define their own food and agriculture systems[vii].” Food justice recognizes the food system as "a racial project and problematizes the influence of race and class on the production, distribution and consumption of food [viii]." Using a food sovereignty and justice lens helps us understand present inequities across the food supply chain as evidenced by indicators ranging from wages to health outcomes.

For example, as a 2020 Wisconsin county health rankings report notes: “Racial/ethnic minority populations, people with lower incomes and less education, [. . .] residents of Milwaukee County and of rural areas experience disparities in socioeconomic status, health risk behaviors, and health outcomes[ix].” These disparities are particularly stark in Menominee County, which has one of the State’s largest percentages of Native residents and the lowest county health ranking. For example, 43 percent of Menominee County children live in poverty in comparison to 14 percent statewide[x]. Prior to the Covid19 pandemic, roughly 1 in 12 Wisconsinites experienced food insecurity while that number was as high as 1 in 6 in Menominee County [xi]. Menominee County also has correspondingly high rates of diet-related disease including the highest prevalence of adult diabetes (45.1%) statewide [xii] The Menominee community understands that diet related diseases and overall health are symptoms of historical trauma and land dispossession and are actively addressing these issues.

The concepts of food sovereignty and food justice also help guide community food systems initiatives by identifying attributes, practices and outcomes that promote more inclusive, just and culturally vibrant food systems. While the dominant food system emphasizes yield size, profits, and food access, champions of food sovereignty advocate for re-centering the "aspirations and needs of those who produce, distribute and consume food" as well as the cultural contexts in which these activities occur[xiii]. Although the particulars of food sovereignty initiatives vary, they commonly address the intersecting issues of diet, food production, economic inequality, culture and/or social justice[xiv] and are frequently led by individuals and communities most negatively affected by the dominant food system.

Often emphasizing the reclamation of land, seed, and foodways, they employ integrated approaches to promote health, community well-being and self-determination. The term food sovereignty has elevated meaning in Indigenous communities in the US where it specifically invokes cultural, political, and economic autonomy because sovereignty is the legal framework for most Native American rights claims[\[xv\]](#). Across North America, Indigenous communities are working to increase access to Indigenous/local foods so that they are a regular part of the diet. In Wisconsin, some of the most dynamic food sovereignty work is occurring in Native Nations, such as Menominee Nation, where the legacy of colonization still looms large.

From rural Native Nations to urban Milwaukee, land access is foundational to food production whether for sale or for household or community consumption. In many parts of Wisconsin, community and market gardens provide crucial opportunities for households and market gardeners to grow food for home and community consumption. Community and market gardens are also often culturally diverse and help sustain a wide range of agricultural and culinary traditions. As such, these growing spaces are an integral part of our food sovereignty and justice programming.

Food entrepreneurship and Local market development

Food entrepreneurship is the development a food product or food business from the initial idea through early growth. It includes home-based food businesses, independent restaurants, as well businesses operating out of shared use kitchens, e.g. caterers, food cart operators, and food processors. In the context of community food systems, local market development refers to activities that support the creation and expansion of local and regional marketing channels for food entrepreneurs and small- and medium-sized agricultural producers. This work includes research and technical assistance in support of marketing and branding locally grown and processed products. It also includes research and technical assistance in support of value chain coordination[\[1\]](#) and development to increase food entrepreneurs' and agricultural producers' access to untapped local and regional markets including household consumers, restaurants, grocery retailers, and institutions, e.g. schools, senior living facilities, and hospitals.

Business ownership has been shown to serve as an important vehicle for wealth creation, especially for members of economically disadvantaged communities. Research has found that in Wisconsin, BIPOC individuals have disproportionately low levels of business ownership and have demonstrably weaker relationships with key people and institutions in the small business development field, such as lenders. Language barriers and lack of in-house legal and accounting expertise can also make it difficult for BIPOC small business owners to take advantage of federal assistance programs such as the Paycheck Protection Program, making their businesses more vulnerable during economic downturns.

Despite these statistics, the food sector has some of the highest representation of BIPOC business ownership in Wisconsin and continues to be an arena in which BIPOC entrepreneurs pursue opportunities to develop new businesses and products. Because food businesses are subject to unique regulatory requirements, food business entrepreneurs require training in food safety

protocol, licensing, and regulations that are not typically covered by traditional small business assistance providers.

One of the central objectives of this Program priority area is to increase the proportion and success of BIPOC entrepreneurs, limited English speakers, recent immigrants, and others experiencing structural barriers to food business entrepreneurship in Wisconsin by creating spaces to connect with each other and with infrastructure, expertise and markets in culturally, technologically and linguistically accessible ways. Programming in this space also focuses on market development for local food producers and the marketing channels and networks that support them.

Food policy and planning

Policy and planning create opportunities to influence the incentive structures and processes that shape our communities and food systems. Community food systems planning is the collaborative planning process of developing and implementing local and regional land-use, economic development, public health, transportation, and environmental programs and policies to support food systems that promote and sustain resilience, equity, and inclusivity. Further, policy development provides an opportunity to connect community food systems efforts to organizations, business, and local government. Areas of focus include urban, peri-urban, and rural agriculture; sustainable food production practices; local and regional food value chain development and related infrastructure; and community food security, among others [\[xvi\]](#).

In particular, food policy councils represent an opportunity for Extension to support and inform state and local food policy and planning. Food policy councils consist of representatives and stakeholders from various sectors of the food system who work with state and local governments to promote the social, economic, and environmental health of local and regional food systems [\[xvii\]](#). A UC Cooperative Extension study found that state and local food policy councils are useful tools for integrating multi-stakeholder participatory process with a range of information sources to effect food systems policy and change [\[xviii\]](#). The study also noted that representatives from Cooperative Extension have served as key “knowledge brokers” on food policy councils in California by accessing research and data from the university context and distilling it into meaningful, actionable information for councils [\[xix\]](#).

According to a national survey of food policy councils and networks, as of 2018, there were five active food councils in Wisconsin operating at the Tribal Nation, state, county and municipal scales: Madison Food Policy Council, Dane County Food Council, Milwaukee Food Council, Oneida Community Integrated Food Systems, and the Wisconsin Local Food Network [\[xx\]](#). Extension staff members are already involved with at least three of these councils in supportive and leadership capacities, but to date, there has been little coordination or communication between Wisconsin’s food policy councils. Moreover, the current and potential role of Extension vis-à-vis local food policy and planning activities has not been well-defined. A 2020 report by the Wisconsin Economic Development Corporation Office on Rural Prosperity highlights a need for “more support and guidance for existing statewide structures that can facilitate collaboration,” noting that Extension serves as an important “go-to resources that ... help[s]

facilitate cross-place collaboration.” The aim of this priority area is to leverage the range of local policy and planning expertise within the Community Development Institute as well as existing relationships between Extension and Tribal, state, and local food policy councils to facilitate cross-council information exchange and improve local food systems policy and planning.

Food System Sustainability & Resilience

Sustainability broadly refers to the capacity to achieve current goals without compromising the capacity of achieving them in the future, whereas resilience refers to the capacity to continue to achieve functions despite disturbances and shocks[xxi]. In the contemporary food system context, sustainability requires changes in practices across the supply chain to reduce the food system’s contribution to global greenhouse gas emissions and improve our stewardship of natural and agroecological resources while maintaining an adequate supply of nutritious food. Meanwhile, food system resilience is the ability to prepare for, recover from, and adapt to the impacts of climate change and other food production and supply chain disturbances whether natural or human-made.[xxii]

As the Covid-19 pandemic revealed, public health and human-made disasters can place tremendous strain on the Wisconsin food system resulting in simultaneous increases in food insecurity and large-scale food waste as well as bottlenecks in multiple stages of food supply chains. Other threats to community food systems are less immediate. For example, climate change is contributing to a long-term shift toward a wetter, warmer climate and greater temperature variability in Wisconsin. Evidence suggests that these changes are already negatively impacting the State’s agricultural economy[xxiii] and disrupting subsistence agriculture, such as wild rice harvest [xxiv].

The December 2020 *Governor’s Task Force on Climate Change Report* identifies investment in local, subsistence, and Native food systems as strategies for reducing GHG emissions and increasing community food security and self-reliance. It specifically advocates for increased public funding to support “programs that promote local food system development to connect people with healthy and nutritious food options,” subsistence agriculture opportunities across the rural-urban continuum, as well as partnership with Tribes to support long-term solutions for sustainable management and protection for northern wild rice, lakes, rivers, and surrounding ecosystems[xxv].

Food system sustainability and resilience requires greater diversification and redundancy within the food system, reduced reliance on global and national supply chains, and research, policies, and infrastructure to support this shift. Many of the same strategies that can be used to promote more sustainable local and regional food systems can also help foster greater resilience. Extension research and education can provide a valuable bridge between research, policy and practice on issues concerning food systems sustainability and resilience.

Community Food Systems Program Plan Objectives

The primary objectives of this Program Plan are as follows:

- (1) to provide a road map for Program members to help align individual plans of work with the new priority areas and outcome objectives,
- (2) to help establish a mutual understanding of the Program’s emerging scope and role among Program members and with internal and external partners, and
- (3) to continue scoping and development of branded programming and strategic research and knowledge mobilization priorities within each of the four priority areas.

As such, the 2022-2023 Community Food Systems Program Plan focuses mainly on formative activities and outcomes including assessment and planning as well as program identity development, and evaluation capacity building. These formative activities will be crucial for transitioning existing programming into more coordinated, better supported, and more impactful local and statewide programming. They are also crucial for transforming our four priority areas into substantive programs. The intent is to increase the amount of programming and/or research in each subsequent plan and to correspondingly shift the focus of evaluation on external impacts. Please refer to the Community Food Systems Program Plan Logic Model for an overview.

Ongoing development of program and funding models

As the Community Food Systems Program develops its programming model, it continues to explore supplemental funding sources including grants, revenue-generating programming, and fee-for-service arrangements. While the latter are not highlighted in this plan, the Program currently has two fee-for-service projects underway that have fostered relationship- and skill building opportunities for CFS Program leadership, colleagues, and students.

[1] Value chain coordination is “a market-based approach to developing local and regional food systems that better serve communities. . . [it] describes leveraging the soft infrastructure, in the form of skills, competencies and relationships, in a food value chain.” Source: <https://wallacecenter.org/value-chain-coordination...>

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[ii] nationally, rates of food insecurity are substantially higher for Black- (22.5%) and Latinx-headed (18.5) households than for White-headed households (9.3%)
<https://www.ers.usda.gov/amber-waves/2017/september/understanding-the-prevalence-severity-and-distribution-of-food-insecurity-in-the-united-states/>

[iii] <https://foodfirst.org/wp-content/uploads/2016/03/D...>

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https://www.ipcc.ch/site/assets/uploads/2019/08/4.-SPM_Approved_Microsite_FINAL.pdf

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[vi] <https://wicci.wisc.edu/wp-content/uploads/2019/12/2011-wicci-report-chapter-5.pdf> , p.2

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[xi] <https://foodsecurity.wisc.edu/>

[xii] <https://datausa.io/profile/geo/menominee-county-wi...>

[xiii] <http://www.fao.org/agroecology/database/detail/en/...>

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[xv] Hoover, p 10

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[xix] <https://asi.ucdavis.edu/sites/g/files/dgvnsk5751/f...>

[xx] <http://www.foodpolicynetworks.org/councils/directo...>

[xxi] Tendall, Danielle M., Jonas Joerin, Birgit Kopainsky, Peter J. Edwards, Aimee Shreck, Quang B. Le, Pius Krütli, Michelle Grant, and Johan Six. 2015. "Food System Resilience: Defining the Concept." *Global Food Security*. 6(September): 17-23. <https://doi.org/10.1016/j.gfs.2015.08.001>.

[xxii] <https://www.c2es.org/site/assets/uploads/2019/04/w...>

[xxiii] https://climatechange.wi.gov/Documents/Final%20Report/USCA-WisconsinTaskForceonClimateChange_20201207-LowRes.pdf , p. 14

[xxiv] [WisconsinTaskForceonClimateChange_20201207-LowRes.pdf](#) , p. 80

[xxv] [WisconsinTaskForceonClimateChange_20201207-LowRes.pdf](#), pp. 81-84

Target Audience(s)

Food Entrepreneurship & Local Market Development

- Farm-based, value-added food start-ups
- Small-scale food business (≤ 9 employees^[i]) owners, with a focus on those facing structural barriers to food business entrepreneurship, including BIPOC individuals, limited English speakers, recent immigrants
- Farmers market managers and shared kitchen managers
- Small scale direct-market growers

Food Sovereignty & Justice

- Tribal partners engaged in traditional food production & processing, cultural reclamation through the preservation of Native seed and foodways, food policy, and supply chain development
- Growers who rely on community gardens for subsistence farming and direct market production
 - Community gardeners
 - Market gardeners

Food Systems Policy & Planning

- Local food policy councils
- Local Planning department staff
- Local elected officials

Food Systems Sustainability & Resilience

· To be determined, however, we anticipate substantial overlap with the audiences listed above with an emphasis on those engaged in urban agriculture, policy, planning, and supply chain development.

[i] <https://www.sba.gov/sites/default/files/Microbusin...>

Program Logic

A program theory is an explicit theory of how an intervention contributes to specific outcomes through a series of sequential results[i]. The purpose of this section is to articulate the program logic that underlies the Community Food Systems Program Plan Logic Model and the activities, outcomes and indicators described in the following sections.

Two overarching goals of the Program’s current work are

(1) to shift from a history of ad hoc, opportunistic, and largely localized project selection to strategic project selection based on target outcomes within each of the Program’s four priority areas, and

(2) to move from developmental activities, such as needs and opportunities assessments toward the development of branded programs and research projects.

Following are brief descriptions of the program logic underlying each program priority area in this plan. Please refer to the 2022-2023 Community Food Systems Program Plan Logic Model for a more complete picture of the relationship between program logic, activities, participants, outcomes, and indicators.

Food Entrepreneurship & Local Market Development

The Food Entrepreneurship Ecosystem Development (FEED) Initiative is the programmatic cornerstone of this priority area. The Initiative, which is led by the Food Entrepreneurship Specialist, serves food-based microenterprises with an emphasis on farm-based food start-ups and individuals who face structural barriers to food entrepreneurship (BIPOC entrepreneurs, limited English speakers, immigrants). A central aim of the Initiative is to increase the proportion and success of BIPOC entrepreneurs, limited English speakers, and others experiencing structural barriers to food business entrepreneurship in Wisconsin by disrupting the “referral loop,” improving their readiness to meet with traditional small business assistance providers, and increasing their access to information, technical assistance, and other resources. To advance these objectives, the Initiative will take an integrated approach to program design by combining direct educational programming with internal and external network development and professional development for Extension educators programming in this arena.

In addition to the FEED Initiative, the Community Food Systems Program is expanding its local market development work to better support small-scale producers selling into local and regional markets. Market access and readiness remain barriers for many small and mid-sized producers. Moreover, once producers have selected a marketing channel, effective market management and value chain coordination often remain crucial to a producer's success. With support from a USDA Farmers Market Promotion Program grant, this body of work will focus on building the capacity of farmers' markets in at least three regions of the State—southwest, southeast, and east central—to enhance the viability of this important local food marketing channel.

Food Sovereignty & Justice

The central undertaking within this program priority area for the 2022-2023 programming cycle is a Dean's Innovation Fund Project titled Planning for Food Sovereignty in Tribal Communities: Developing a Collaborative, Multistakeholder Model for Food Systems Planning in Menominee County/Nation. The impetus for this project is that present food systems efforts at Menominee Indian Tribe of Wisconsin (MITW) tend to be ad hoc, event-focused, and responsive to grant opportunities rather than strategic in scope. Consequently, Menominee community food systems development efforts are vulnerable to disruption once project-based grant funding runs out. Moreover, the opportunistic nature of this work can result in project-scale results at the expense of largescale visioning and outcomes.

This is a common challenge within food system work in many Tribal communities. To address this issue at MITW, food systems leaders want to develop a focused food system plan that provides direction for work across project-based food systems activities. By working with MITW to develop a Tribal food system planning process and guide, this collaborative project will both benefit MITW and produce resources that Extension and partners can use to support other Tribes in their food systems planning.

Food Systems Policy & Planning

The food systems policy and planning arena presents a clear opportunity for expanding Extension research and programming. CFS Program members already contribute to various food planning activities and are involved with at least five distinct food policy initiatives across Wisconsin spanning from the municipal scale to Tribal government. Preliminary conversations with Extension colleagues and external partners in city, county, and state government have underscored the need for increased technical assistance for and information exchange among local food policy councils. They have also highlighted a need for applied and evaluation research and illuminated missed opportunities for educating planning practitioners and elected officials about food policy and planning tools.

Our primary objectives for the 2022-2023 program cycle are (1) to conclude a national and statewide food policy and planning assessment project initiated in January 2022 and (2) to advance our understanding of the strategies that peer institutions are employing in other states to conduct and support food systems planning. The resulting findings will help shape future program and research development in this priority area.

Food Systems Sustainability & Resilience

Food systems sustainability and resilience has been identified as a priority by CFS Program colleagues, stakeholders, and state and national partners. However, programming in this arena is still in the early stages of development. 2022-2023 program cycle outcomes will focus largely on clarifying and disseminating findings associated with a multi-state USDA-funded study on lessons resulting from pandemic-induced disruptions to regional food supply chains (i.e., local, and multi-state direct-market and intermediated supply chains).

Additionally, this program priority area may become a central focus of the Program's urban agricultural and community gardening programming under the leadership of our new Urban Agriculture and Community Gardens Specialist. Findings from a recent series of Ripple Effect Mapping sessions conducted with participants and organizational partners of Milwaukee County Extension's urban gardens found that community gardens contribute to "enhanced understanding of ecology and appreciation for greenspace." If designed to expand on this finding, community gardens programming (training, technical assistance, fact sheets) could increase the capacity of gardeners, program participants and partner organizations to (1) manage productive plots and gardens, (2) sustainably steward urban agricultural spaces, and (3) create pathways for environmental citizenship, advancing the goals of this priority area.

Internal Program Development & Capacity Building

Prior to becoming an official Program, community food systems programming at Extension occurred in the context of the statewide Community Food Systems Team. As a result, branded programming, program identity and targeted evaluation tools are still in more developmental stages than some of the Division's more established programming areas. We will continue to foster Program identity development through quarterly zoom meetings; to provide professional development opportunities for program colleagues to acquire and build on core competencies in our various priority areas; and to build capacity to evaluate community food systems programming, which can be challenging, due to its complexity and systems orientation.

[i] Funnell, S. C., & Rogers, P. J. (2011). *Purposeful Program Theory: Effective Use of Theories of Change and Logic Models*. Jossey-Bass, An Imprint of Wiley. 10475 Crosspoint Boulevard, Indianapolis, IN 46256. Tel: 877-762-2974; Fax: 800-597-3299; e-mail: consumers@wiley.com; Web site: <http://www.josseybass.com>.

Program Logic Addendum
[cfs_programlogicmodel_2022_v.3.docx](#)
Outcomes

Following are the Community Food Systems Program's target outcomes for 2022-2023 by priority area:

Food Entrepreneurship & Local Market Development

FEED Initiative outcomes will focus on (1) evidence of impact at the level of the individual participant as evidenced by changes in knowledge of practices, processes and resources related to safe and successful food business development in Wisconsin; (2) evidence of stronger partnerships between CFS Program leadership and colleagues and other organizations serving our BIPOC and non-English dominant audiences; and (3) evidence that Extension educators who program in this arena are better equipped to serve food entrepreneurs in their communities.

Regarding Outcome 2, we have found that programming serving BIPOC and non-English dominant audiences has been strongest when coordinated and facilitated by Program colleagues with deep personal and professional connections with specific communities. Stronger working relationships with programs such as the Wisconsin Women's Business Initiative Corporation (WWBIC)'s Spanish language entrepreneurship program *Comienzos* is intended to serve a similar function, especially when we lack Program colleagues with relationships certain audiences.

Program outcomes for the FEED Initiative can be summarized as follows:

- Participants increase (a) knowledge of food safety, regulations, and small business development and (b) connectivity to formal and informal food business networks
- Project builds stronger partnerships with organizations serving BIPOC entrepreneurs (e.g., WWBIC, ethnic chambers of commerce)
- Participating educators increase their capacity to serve food entrepreneurs across WI through local partnerships & in response to inquiries

Colleagues' contribution to local market development via the Farmers Market Promotion Program grant will be reflected in changes in the knowledge and behavior of farmers' market managers and state and regional farmers' market coordinators who participate in trainings designed to increase the capacity of farmers market management to promote thriving markets.

Food Sovereignty & Justice

The food systems planning process in partnership with the College of Menominee Nation and other Menominee food systems stakeholders is intended to result in (1) improved understanding of strategic priorities and roles (2) identification of staffing needs (3) identification of relevant funding opportunities.

Food Systems Policy & Planning

Participation in Michigan State University's multi-state USDA Sustainable Agriculture Research and Education Program-funded *Growing the Impact: Building Capacity for Statewide & Regional Food System Plans Project* combined with the completion of the CFS Program's Extension Food Systems Planning Precedent Study & Needs Assessment is expected to lead to the following outcomes for CFS Program leadership and colleagues:

1. Improved understanding of food system planning exemplars from other state extension systems

2. Improved understanding of technical assistance, network development, and training needs of WI Extension educators and partners
3. Identification of associated programming and research needs and opportunities
4. Identification of resources to support this work

Food Systems Sustainability & Resilience

Findings from the multi-state USDA AFRI *Lessons from COVID-19: Positioning Regional Food Supply Chains for Future Pandemics, Natural Disasters and Human-made Crises Project* is expected to contribute to an improved understanding of the capacities and structural vulnerabilities of regional food systems in Upper Midwest with a focus on disseminating findings to local and regional food businesses, Extension educators, and local policymakers and planners.

A multi-county needs assessment of urban agriculture and community gardens is expected to generate programming priorities and serve as the basis for program implementation planning and future research. While urban agriculture and community gardening is multi-functional, the needs assessment will specifically explore programming needs and opportunities relating to larger questions of (a) sustainable land use and (b) education as a vehicle to promote environmental stewardship, among other mid to long-term outcomes.

Program Identity Development

The Community Food Systems Program continues to develop clarity of Program scope and role resulting in the following:

- (a) Shared understanding by Program members of the relationship between local and individual activities and the target outcomes related to the Program's priority areas; and
- (b) Shared understanding by Extension Programs & external partners of CFS Program niches, as reflected by increased numbers of referrals from partners organizations, increased participation in programming and traffic on CFS Program topic hub.

Evaluation capacity building & tool development

The Community Food Systems Program continues to develop and adapt evaluation tools to capture short and mid-term progress toward systems change across priority areas.

Action Plan

As indicated in the Program Plan Logic Model, the Action Plan is organized into the four substantive priority areas with two additional internally focused activities: Program identity development and Evaluation capacity building and tool development. Following are overviews of each of the major activities in the Plan.

Food Entrepreneurship & Local Market Development

Food Entrepreneurship & Local Market Development is the most developed of the four priority areas. Launched with the support of a 2020 Extension Innovation Fund Initiative grant, the Food Entrepreneurship Ecosystem Development (FEED) Project consists of five major components spearheaded by the Food Entrepreneurship Specialist with local leadership from county-based colleagues: (1) Virtual FEED trainings for Food-based microenterprises with emphasis on farm-based food start-ups and people who face structural barriers to food entrepreneurship (BIPOC entrepreneurs, limited English speakers, immigrants), (2) Organizing the FEED Startup Summit, (3) Development of online and print resources that support FEED trainings, (4) Development of internal (cross-Program Extension educators) and external (multi-organization and agency) networks to build Extension's capacity to serve food entrepreneurs and enhance network connectivity to improve responsiveness to food entrepreneurs' needs, (5) Professional development for Extension educators to improve quality and consistency of outcomes associated with items 1-4.

Roles for CFS Program Colleagues

Program colleagues may become involved in any and all components of this priority area, including but not limited to identifying priority food business and food safety workshop topics; coordinating, publicizing and facilitating workshops; participating in the emergent statewide network to connect educators with professional development and resources to better serve food entrepreneurs in their regions; leveraging and/or forging relationships with organizations serving BIPOC- and non-English dominant entrepreneurs, such as ethnic chambers of commerce.

Food sovereignty & Justice

Community Food Systems Program members and other Extension colleagues have been working in this programming space with community and Native Nations' partners for a number of years. Some of the most active current programming in this priority area is focused on indigenous food sovereignty. The primary effort to advance work in this area in the 2022-2023 program cycle is the Planning for Food Sovereignty in Tribal Communities: Developing a Collaborative, Multistakeholder Model for Food Systems Planning in Menominee County/Nation Project. This work will be led by Jennifer Gauthier, Community Development Educator in Menominee County.

In addition, the Community Food Systems Program is exploring opportunities to expand and support youth engaged community food systems with Tribes in northern Wisconsin in collaboration with the Federally Recognized Tribal Extension Program (FRTEP) educator based at Bad River.

Roles for CFS Program Colleagues

Colleagues interested in learning from the Menominee food systems planning project could work with project leadership to adapt the planning process and findings to other community and/or Tribal food systems planning contexts in Wisconsin.

Program colleagues based in northern Wisconsin could connect with the FRTEP educator (Joy

Schelble) to explore ways to integrate Tribal youth and food system development activities with other regional food systems development efforts. Any colleagues engaged in Tribal food sovereignty work can partner with CFS Program leadership on grant writing to support future programming efforts.

Food Systems Policy & Planning

As with the food sovereignty and justice priority area, strategic development of this priority area will require an informed transition from localized and opportunistic programming toward a more coordinated and better resourced statewide program. The 2022-2023 program cycle will focus on the internally led Extension Food Systems Planning Precedent Study and Needs Assessment and the Michigan State University-led Growing the Impact: Building Capacity for Statewide & Regional Food System Plans Project. The resulting information will be used to inform subsequent program development, staffing decisions, grant writing, relationship building, and refinement of mid- and long-term outcome objectives.

Roles for CFS Program Colleagues

Program member involvement in this arena may include but is not limited to supporting local food policy and planning activities; locally piloting recommendations from the Extension Food Systems Planning Precedent Study and Needs Assessment; and related grant-writing, program development, and/or knowledge mobilization.

Food Systems Sustainability & Resilience

Although a number of Program members have expressed interest in expanding into this priority area, it remains the least developed. The Program's current work in this arena primarily includes the Program Manager's involvement the Lessons from COVID-19: Positioning Regional Food Supply Chains for Future Pandemics, Natural Disasters and Human-made Crises Project, a two-year, multi-state USDA AFRI research initiative led by colleagues at the University of Minnesota. One of the central goals of the project is to understand capacities and structural vulnerabilities of regional food systems in Upper Midwest. Through involvement in the project's research and outreach, the Community Food Systems Program will translate project findings into future Wisconsin-based research and programming opportunities. Enhanced collaboration with the Extension Climate Change Team may also build Program capacity and connectivity in this priority area.

The Urban Agriculture and Community Gardens Specialist will conduct a multi-county needs assessment of urban agriculture and community gardens and pilot several trainings for community gardeners and/or partnering organizations, ideally in partnership with local educators.

Roles for CFS Program Colleagues

Larger scale planning and implementation for this "reach" priority area are not yet underway. Nevertheless, program members interested in this priority area could begin incorporating it into

individual program planning sooner if they like. Other mechanisms for involvement in this emergent programming space include secondary research on this topic, such as literature reviews or “state of the field” summaries of research or practice. Liaising between the Program and other Extension, state or national networks focused on the nexus of food systems and climate change could also help provide strategic direction over the near term.

To the extent that community garden program development advances work in this priority area, colleagues may partner with the Urban Agriculture and Community Gardens Specialist to identify programmatic needs and opportunities that align with food systems sustainability and resilience outcomes as reflected by mid to long term changes in land management and stewardship and related behavioral and policy change. County-based colleagues may also inform the multi-county urban agriculture and community gardens needs assessment and co-develop pilot programming in collaboration with the Urban Agriculture and Community Gardens Specialist.

Evaluation Plan

Detailed evaluation plans will be developed at the small p program level. Following (where appropriate) are examples of evaluation methods and/or indicators that correspond with the 2022-2023 target outcomes of the four major CFS Program priority areas:

Food Entrepreneurship & Local Market Development

FEED Initiative and Start-up Summit

Methods

- Post-Pre workshop/conference participant evaluation surveys
- Network analysis or similar
- Demographic participation records

Indicators

- Increase in participant knowledge and/or relationships
- Increase in number or strength of partnerships with organizations serving BIPOC and immigrant audiences
- Increase in number of BIPOC individuals served by FEED

Food sovereignty & Justice

The Planning for Food Sovereignty in Tribal Communities: Developing a Collaborative, Multistakeholder Model for Food Systems Planning in Menominee County/Nation Project results in strategic food systems plan.

Food systems policy & planning

The Extension Food Systems Planning Precedent Study & Needs Assessment and the *Growing the Impact: Building Capacity for Statewide & Regional Food System Plans Project* result in a white paper detailing findings and recommendations for future program planning associated with outcomes 1-4:

1. Improved understanding of food system planning exemplars from other state extension systems
2. Improved understanding of technical assistance, network development, and training needs of Wisconsin Extension educators and partners
3. Identification of associated programming and research needs and opportunities
4. Identification of resources to support this work

Food systems sustainability & resilience

Wisconsin-based participants of trainings and webinars hosted by the *Lessons from COVID-19: Positioning Regional Food Supply Chains for Future Pandemics, Natural Disasters and Human-made Crises Project* use the information to inform business management, policy, or planning activities.

Findings based on the following urban agriculture and community gardens assessment and evaluation methods serve as the basis for future program planning and research:

- Post-Pre workshop participant evaluation surveys
- Identification of programming/collaboration opportunities that contribute to (a) urban agricultural stewardship or (b) the development of pathways for entrepreneurship & environmental citizenship
- Identification of potential grant funding to initiate programming in A or B (see above).

Priority Impact

The priority impact report this year will focus on food systems policy and planning work and will likely highlight several examples of specific local efforts.

Internal Actions & Program Capacity Building

Program identity development

The purpose of this activity is to clarify and communicate the Community Food Systems Program's scope and role by developing (a) Shared understanding by Program members of the relationship between activities and mid to long-term Program outcomes, and (b) Shared understanding of the Community Food Systems Program's niche by other Extension Programs, University Departments, and external partners, e.g., the State Department of Agriculture Trade and Consumer Protection. Program members will receive individual support in developing their plans of work and will be encouraged to situate their community food systems programming within at least one of the new priority areas. Linkages between the Program Plan and plans of work and will be reinforced by quarterly Program Zooms through which colleagues will

showcase and discuss our work and learn from colleagues in adjacent programs. Expanded programming in each of the new priority areas combined with public facing presentations at meetings, conferences and through print and online communications will also elevate the profile of the Community Food Systems Program and its work.

Evaluation capacity building and tool development

This activity will focus on building Program member evaluation capacity to use appropriate evaluation tools by engaging Program members and the Community Development Institute evaluation specialist in developing and testing indicators and metrics that capture evidence of progress toward food systems change as reflected by the cumulative impact of our programs. Evaluation tool development will be refined as external Program activities concretize and specific target outcomes become clearer. Once developed, Program members will receive support from the program manager and evaluation specialist in piloting the evaluation tools and adapting them as needed.

Program Plan of Work Details: Organizational and Leadership Development Program Plan (July 2022-June 2023)

Institute

Community Development

Educational Program (Level 1)

Organizational and Leadership Development

Program Plan Submitter

Sarah Schlosser

Report Year

2022

Situation Statement

Wisconsin communities struggle with issues ranging from affordable housing and broadband connectivity to public health crises and the impact of catastrophic storm events. These and other complex issues require a systems-focused response that ensures every member of the community experiences a sense of belonging, feels empowered to participate, and has the opportunity, support, and resources to thrive.

The Organizational and Leadership Development Program has historically focused on developing the knowledge, skills, and networks that leaders and organizations need in order to address complex issues. In evaluating our leadership programs (e.g. Local Government Leadership Academy, Community-Based Leadership Program Meta-Analysis) we have uncovered that connecting individual leader development directly to the organizations and communities they are a part of can generate a ripple of outcomes that shape change. We have also learned that grounding organizations in their mission (the change they hope to achieve in the community) results in more effective organizational planning and capacity-building strategies.

At the same time, programs like Elevando Wisconsin and Tribes Lead! have been pioneering new approaches to our work that centers community members in the co-construction of programs that prioritize culture, language, and lived experience. Through programs like the Nonprofit Peer Learning Program and Entrepreneurs in Training we have observed the value of peer-based learning and cohort models in growing belonging, empowerment, and ownership. In all of these examples, it is clear that these programs generate outcomes because they build support networks, work to affect the larger systems, and center the community member as a learner and a leader.

Over the next year, the Organizational and Leadership Development Program will stay the course with its shared outcomes, while looking at our work through the lens of community embeddedness. Embeddedness is a psychological construct that relates to our connection or attachment to a place, organization, or community (Singh et al., 2018). Our sense of embeddedness is comprised of factors such as psychological safety, belonging, and social support (Singh et al., 2018).

As we look at how Extension can be a partner in understanding and supporting community embeddedness efforts, we will prioritize programming alongside individuals in the community who, for various reasons, are struggling with belonging, have been disempowered, or have not had full access to opportunities, support, and resources.

While applying the lens of community embeddedness, the Organizational and Leadership Development Program colleagues will continue to work in several areas:

Empowering Local Changemakers:

Extension supports community members from diverse backgrounds as they draw on their lived experiences, passions, and networks; recognize their call to leadership; and shape positive community change.

Grassroots leaders serve as change agents whom community members trust and look to for direction in accomplishing shared goals. Extension has delivered leadership programs in Wisconsin since the early 1980s. These programs focus on helping community members expand networks, grow leadership skills, and learn about the community, including its assets, organizations, and challenges. Colleagues in some counties have been reconsidering Extension's role in these programs, as well as how these programs might evolve to address changing needs.

Extension's educational efforts have also supported the development of grassroots leadership. In Waukesha County, Extension Educators delivered a neighborhood empowerment program where participants learned skills for effective communication with neighbors and elected officials, explored models of organizational structure, and developed strategies for increasing participation in projects and activities.

Culturally Relevant and Responsive Leadership:

Alongside community partners, Extension co-constructs programs that draw on culturally appropriate models of leadership and meet the unique needs of the community. Extension works

with leaders to develop their ability to promote racial equity and lead with cultural competence and humility.

Racial and ethnic diversity continues to increase across Wisconsin. For example, in 2021 Wisconsin became home to an estimated 850 Afghan refugees. The multiracial, multicultural world we live in requires leaders to have an understanding of the history and impact of systemic racism and to lead with cultural humility. Minoritized members of our communities have historically been underrepresented in Extension's leadership programs. Colleagues are prioritizing inclusion strategies with the support of Extension's Office of Access, Inclusion, and Compliance. They are adapting programming to support and genuinely engage individuals affected by systemic barriers. This includes an intentional effort to co-construct programs grounded in linguistically and culturally relevant models.

Participatory Dialogue:

Extension works with community members, leaders, and organizations to foster respectful and inclusive conversations that lead to empowerment and action.

In 2020 there was a public outcry regarding systemic racism in law enforcement. This included protests in response to the shooting of Jacob Blake in Kenosha, WI. Communities need strategies for engaging in conversations that are inclusive; purposeful; deepen understanding of the issue and one another's perspectives; and generate new knowledge (Tufte & Mefalopulos, 2009). As a result, conversations should bridge divides, empower community members, and stimulate action to jointly address community issues.

In recent years, Educators have played a role in facilitating community conversations on race and equity. Extension and a local partner facilitated a series of virtual conversations called 'Ozaukee County Talks About Race'. The effort was designed to increase racial literacy, deepen understanding of how history impacts racial inequities, contribute to meaningful conversations, and develop ideas for personal action.

Organizational Effectiveness:

Extension works with community organizations, increasing their capacity to deliver programs and services that address complex issues and serve community members seeking access to resources that allow them to thrive.

Organizations need to invest time and energy in strengthening their ability to achieve their community-focused mission. Organizational development needs typically fall within five broad capacity-building categories (Minzner et al., 2014): (1) organization policy, systems, and structures; (2) leadership; (3) fiscal resources; (4) programs and services; and (5) stakeholder and community engagement. When organizations function at a high level they not only meet community needs, they can improve civic health through resident engagement, volunteerism, and charitable giving. A community's civic engagement and its economic resilience are connected (Levine and Kawahsima-Ginsberg, 2013).

In 2020 Educators worked with 171 nonprofits across the state. These nonprofits deliver programs and services that touch 20 different sectors, including food, agriculture and nutrition; human services; community improvement; environment; and youth development. Our Educators supported executive directors, board of directors, and committees with the goal of increasing their organization's capacity. This work included facilitation of group processes, trainings and workshops, coaching, and research and data collection.

Advancing Organization Equity:

Extension works with organizations to shape organizational and community systems, structures, and policies that enhance equitable leadership and access to programs and resources.

Equity and systemic racism remain in the spotlight, and many organizations are examining their values, practices, and policies. In addition to advancing equity within organizations, there is a need to address equity in the attainment of leadership positions within community organizations. A 2019 study examined the nonprofit sector in the Milwaukee Area and revealed: People of Color aspire to leadership positions, lack access to role models, lack access to social capital and networks, and “are more concentrated in non-leadership staff roles and among the community served” as compared to white people (Building Movement Project, 2020).

Extension Educators have begun examining how they can bring equity conversations into their organizational development efforts. During a professional development session on strategic planning colleagues raised this as a critical need. In recent years, Extension Educators worked with newly forming organizations led by Hispanic/Latinx community members. Some of these relationships grew out of Extension-led efforts to support entrepreneurs of color. In several of these instances, Educators worked with Extension's Office of Access and Inclusion to assist with translation, interpretation, and other language access needs.

Collaboration and Network Building:

Extension works with community organizations to form collaborative relationships with the goal of addressing complex and emerging community issues.

Solving complex issues requires collaboration and an understanding of underlying systems. For example, local workforce shortages are a complex issue facing rural counties (Jones, 2019). In order to successfully address the shortage, various organizations (e.g. government, employers, educational institutions, service organizations) need to collaborate. Their collective efforts to “prepare people for employment, help workers advance in their careers, and ensure a skilled workforce exists to support local industry and the local economy over time” (Eyster et al., 2016) make up the local ‘workforce system’. The same need for collaboration exists with issues such as broadband connectivity and social justice reform.

Extension colleagues are using social network analysis to understand the relationships that make up local food systems. As part of their research, they are looking at how knowledge of the network can contribute to determining actions that can strengthen the network and improve its ability to achieve shared goals. There is evidence that social capital (ties within and between

groups) and human capital (investments in knowledge and skills) of nonprofit boards are connected to organization success as well as the nonprofit's ability to find partners and build relationships with those partners (Ihm and Shumate, 2019).

The ORGLD Program is positioned to support the development of network leadership. Network leadership is a collective, relational and bottom-up approach to leadership that allows individuals and organizations to come together to identify and work on shared goals. There are nine core roles in network leadership (Ogden, 2018). ORGLD colleagues fill several of these roles, including convening (bringing people and resources together) and facilitating (ensuring the group has productive conversations). We can support these networks and teach members how to sustain them in order to solve the community's complex issues.

Target Audience(s)

The ORGLD Program has historically focused on leaders and organizations in the community context, often developing leaders and organizations simultaneously. As our programming evolves and moves towards understanding and supporting community embeddedness efforts, our audiences will begin to shift even further towards community members who are struggling with belonging, have been disempowered, or have not had full access to opportunities, support, and resources that allow them to thrive in the community context. Our target audiences include:

Community Members:

- Who may not have formal leadership roles or hold decision-making power and are passionate about working together for positive change. We will be prioritizing community members who have historically been left out of decision-making as a result of systemic and ongoing barriers.
- Who have historically been underserved by Extension's leadership development efforts, and have invited us to co-construct educational and research efforts.
- Looking to bridge divides, foster collective understanding, and engage in conversations that lead to positive change.

Community Organizations:

- Whose mission and work contribute to promoting resilient, sustainable, and thriving communities for current and future generations. We will be prioritizing organizations led by and/or serving community members who have been historically underrepresented and underserved.
- Whose leadership has expressed interest in addressing equity within their organization.

Program Logic

We often categorize ORGLD work in two buckets: (1) leadership development and (2) organizational development. However, our program logic weaves the two together based on their relationship to shaping positive change in communities. Our program logic has been grounded in conditions and behaviors that generate success, a formula for change, and a multi-level

understanding of complex issues. As we transition our efforts we will look to weave this existing program logic with what we know and are learning about community embeddedness.

Conditions and Behaviors that Generate Success:

Across the fields of community, leadership, and organizational development we can conclude groups have greater success addressing complex issues for the public good when they:

- include diverse perspectives, opinions, and experiences at the table;
- apply models of shared leadership, multi-stakeholder engagement, and collaboration;
- use systems thinking, appreciative inquiry, and participatory and evidence-based research to make informed decisions;
- demonstrate cultural humility; and
- actively seek equitable solutions alongside those most affected.

Formula for Change:

Relational Leadership offers a formula for our work in ORGLD. Relational Leadership is the process of people bringing their talents and contributions together, with the goal of accomplishing change for the benefit of the common good.

People + Purpose + Process = Positive Change (within an organization or the community)

People include the individuals, their relationships, and their assets.

- Questions to ask include: who is involved; who should be involved; who has power; who should have power; what is the strength of the relationships within the group; what relationships does the group have with others in the community; what talents, experiences, passions and resources do members of the group bring to the table; what is in our control; who and what can we influence
- Useful tools include: stakeholder engagement, power analysis, social network analysis, appreciative inquiry, asset mapping, conflict management, trust-building, circles of influence, hinders/helps or barriers/enablers

Purpose is the why that connects the group together. It provides the vision and overall direction for change.

- Questions to ask include: how should we focus our work, to what end, who will our efforts benefit, what is getting the way of achieving our purpose, what will help us achieve our purpose
- Useful tools include: mission, vision, and value statements; framing

Process is how the group goes about accomplishing its purpose.

- Questions to ask include: what do we need to know before we begin; what one, two, or three things could we do to make a difference in this situation; how will we engage those most affected; how will we know when we are successful; how will we sustain our desired change
- Useful tools include: scenario planning, action planning, strategic thinking/planning; visioning; after-action review

Multi-level Understanding of Complex Issues:

By their very nature, complex community issues need to be addressed at multiple levels. The iceberg is a conceptual tool we can use to make sense of complex issues and consider ways in which they can shape change. The iceberg reveals what is both above and below the surface.

- Events - the occurrences we encounter on a day-to-day basis. An easy way to think about events is what we hear about in the news. Events tend to be where we focus our attention.
- Patterns - just below the surface, these are the accumulated “memories” of events. When strung together over time, they reveal recurring trends.
- Systems - lie deeper below the surface and reflect the ways in which individuals, organizations, and communities are organized and inter-relate. They include rules, policies, and structures that drive the patterns and events above them.
- Mental models - are the furthest from the surface. These are our deeply held beliefs, attitudes, and core values.

By examining and addressing the entire iceberg (events, patterns, systems/structures, and mental models) community members can find more leverage points to intervene and shape positive change.

Community Embeddedness as a Framework for Evolving Program Logic:

As we move towards an understanding and focus on community embeddedness work we will initially lean on established theories found in the literature. Key principles include (Singh, 2011):

- Social support and psychological safety play an important role in community embeddedness.
- Social support is connected to feelings of comfort, safety, and attachment.
- Psychological safety underlies behaviors and attitudes.
- Community behaviors (e.g. staying in the community, civic engagement) are connected to the existence of community embeddedness.
- Organizational and community embeddedness are interconnected.

Program Logic Addendum:

[Link to ORGLD Theory of Change Visuals](#) (note: this is from the 2021-2022 Program Plan and does not include the concepts of community embeddedness.)

Program Logic Addendum

Outcomes

ORGLD will continue to focus on measuring six specific outcomes established in the 2021-2022 plan. Many of the outcomes could be simultaneously evident when working with community members, leaders, and organizations. When this is the case, colleagues will identify one outcome to focus their evaluative efforts. Along with each outcome are example indicators that can be observed, measured, or documented as evidence we are achieving the intended outcomes.

Throughout the next year, colleagues will be asked to also indicate when their efforts are directly related to community embeddedness. We will examine how community embeddedness efforts intersect with the shared program outcomes and use the data we collect in the reporting system to further explore and define our community embeddedness programming efforts.

As a result of Extension's ORGLD efforts...

O1. Community members build trust, mutual understanding, and shared knowledge with each other.

Example indicators:

- Individuals learn how to engage in dialogue that builds understanding, knowledge, and relationships.
- Individuals participate in community conversations.
- Community conversations are attended by individuals from diverse backgrounds, races, cultures, and perspectives.
- Individuals listen to, acknowledge and learn from others whose perspectives are different from their own.
- Individuals engaging in dialogue share their experiences and values, and engage in constructing new understanding and knowledge together.
- Individuals build relationships with people outside their identity groups.
- Individuals elevate alternative perspectives within their identity groups.

O2. Community members/organizations take joint action to shape change.

Example Indicators:

- Individuals identify and connect with others who share their passion for change.
- Individuals take action to build (or repair) trust with others.
- Coalition members develop a shared understanding of the issue.
- Community members identify assets, different perspectives, common values, and/or shared purpose.
- Neighbors learn strategies, skills, and practices for collaboratively affecting change.
- Community members engage in action research.
- Community partners develop shared goals and/or an action plan.

O3. Community members/organizational leaders address racial inequities at the organizational and/or community level.

Example indicators:

- Community members/leaders learn about ___(e.g. power and privilege, practices/models to promote racial equity)_____.
- Community members/leaders acknowledge and identify _____ (e.g. personal biases, the existence of multiple knowledge systems, ancestral indigenous land/legacy, assets of cultures and races different from their own) _____.
- A nonprofit board identifies ways to update the organization’s policies and procedures to support equitable practices, programs, and resource allocation.
- A nonprofit develops an organizational diversity, equity, and inclusion value statement.
- A neighborhood association intentionally recruits board members from diverse racial, cultural, and economic backgrounds.
- A community foundation changes its granting policies to ensure equity in its resource allocation.
- A local government adopts a plan for reparations to individuals who suffered discrimination in housing due to ordinances, policies, or practices.

O4. Solutions/strategies addressing community priorities are driven by community members who are most affected/impacted by the issue.

Example Indicators:

- A nonprofit involves a diverse set of community members in designing a new program.
- A downtown business district includes youth in revising anti-loitering policies.
- A local coalition acts on advice from community members who have historically been left out of decision-making related to digital equity.
- A leadership program is co-constructed with HMoob* (Hmong) community members.
- A multi-stakeholder group is formed to address the rise in homelessness in the community.

*See <https://blogs.extension.wisc.edu/oaic/files/2020/09/F001.Hmong-to-HMoob.pdf> regarding emerging preference for “HMoob” as a term of self-identification.

O5. Community members/organizations demonstrate culturally responsive leadership.

Example indicators:

- Individuals identify, acknowledge, and learn about models of leadership (e.g. shared leadership, relational leadership) that are alternative to historically dominant models.
- Individuals learn strategies, skills, and practices for leading in a specific cultural context.
- Individuals learn about and acknowledge different cultural perspectives and practices.
- Individuals learn how to effectively lead multicultural teams.

- Local government services are respectful of and relevant to, the beliefs, practices, culture, and linguistic needs of diverse community members.
- A nonprofit implements culturally responsive teaching strategies in its afterschool programs.
- A community organization adopts culturally responsive policies to govern hiring practices.
- An organization examines its cultural norms to identify where it is setting up systems of inclusion and exclusion.

O6. Organizations increase their capacity to deliver relevant and sustainable programs and services that address community issues.

Example indicators:

- School board members increase their knowledge of their roles and responsibilities.
- A nonprofit board updates its bylaws and governance structures.
- Coalition members identify strategic priorities.
- A committee evaluates program/service outcomes.
- A local government engages community members in order to inform their decision.

Action Plan

The ORGLD Program will use the following output measures during the plan year.

- # of change efforts that center the priorities of most affected/impacted community members
- # of community members engaged in co-construction of programs or participatory research
- # of community members who participate in co-constructed leadership programs
- # of community members/organizational leaders who learn skills/strategies for leading in a multicultural context
- # of community members who participate in community conversations/dialogue that bridge divides, and build understanding, knowledge and relationships
- # of organizational leaders who take action to increase organizational capacity
- # of organizations who take actions to increase organizational capacity
- # of organizations who take actions that address racial inequities
- # of social supportive networks created
- # of community members/organizational leaders who take part in social supportive networks
- # of efforts that contribute to community embeddedness

The ORGLD Program intends to implement the following activities in order to collectively contribute to achieving our six community-focused outcomes. This action plan only reflects known/planned multi-educator efforts. It does not reflect emergent efforts, or specific local efforts individual educators will engage in as outlined in their individual plans of work. For more detail on each of these please, including the colleagues leading and engaged in the efforts, see the

online version of the ORGLD Program Plan located [here](#).

- **Elevando Wisconsin** - a leadership program co-constructed with Latino/Hispanic community members, and delivered simultaneously in Spanish and English. *Plan Year Goals: (1) evaluate the program and co-construction model, (2) deliver additional offerings, and (3) develop a sustainable delivery model.*
- **Fair and Just Future** - an effort to build and deepen relationships with partners and community-based organizations in order to more effectively reach audiences most impacted by inequities, and set the stage for a Fair and Just Future. *Plan Year Goals: (1) host up to five pilot projects, and (2) share findings with colleagues.*
- **Neighborhood Empowerment Programs** - local programs focused on helping community members gain the tools, confidence, and efficacy to shape change, and thus become more connected to and engaged in their neighborhood and the broader community. *Plan Year Goals: (1) examine existing and previously delivered programs, and (2) develop and evaluate new offerings.*
- **Nonprofit Peer Learning Program** - an effort that creates space for nonprofits and community groups to shape change by learning and connecting with one another. *Plan Year Goals: (1) deliver a multi-county pilot, (2) finalize the curriculum model and resources, (3) evaluate the program, and (4) establish a sustainable delivery model.*
- **Pivotal Leadership Stories** - a research effort focused on how pivotal leadership stories can serve to empower, inspire, and illustrate how community members can shape change. *Plan Year Goals: (1) capture additional stories, (2) analyze stories, and (3) package stories for sharing.*
- **Relational Networking Program** - a program that breaks down the how of relationship building and teaches the skills to develop meaningful collaborative relationships that have the power to translate to positive community impact. *Plan Year Goals: (1) refine and deliver the program, (2) evaluate the program, and (3) determine a sustainable delivery model.*
- **Tribes Lead!** - a program in partnership with Michigan and Wisconsin Tribal Nations that integrates cultural teachings and indigenous knowledge with “western” leadership perspectives to provide an interconnected pathway for strengthening governance, language restoration, and addressing environmental and social issues. *Plan Year Goals: (1) deliver and evaluate the program alongside partners.*
- **Youth In Governance Program Expansion** - work with the Community Youth Development (CYD) Program to expand Youth in Governance efforts to include youth service on nonprofits, school boards, and foundation boards. *Plan Year Goals: (1) obtain external funding, (2) develop a consistent leadership development curriculum, including*

facilitator and community partners guides, evaluation, and materials on how to start a local Youth in Governance program.

Evaluation Plan

Our evaluation efforts for the year will focus on three things:

1. **Co-constructed Programs:** Starting with *Elevando Wisconsin* we will examine programs that have been co-constructed with community members. The evaluation will look at not only the program outcomes, but also the co-construction process, and how the two are related. This particular evaluation project is supported by two summer Wisconsin Idea Interns.
2. **Community Embeddedness:** Starting with an analysis of the 2021 reporting data we will examine how our programming is contributing to community embeddedness. In 2022 and 2023 we will continue to tag efforts related to community embeddedness and develop evaluation tools to look at the outcomes and impacts of this work.
3. **Development of Standard Evaluation Tools:** There are a number of opportunities to align our evaluation efforts across ORGLD programming (e.g. community leadership programs and organizational development processes). We will collect existing evaluation tools and work towards creating a library of tools and questions that colleagues can use going forward.

Priority Impact

The ORGLD Program will focus on two priority impact reports:

1. Community embeddedness as an outcome of community members having a sense of belonging, feeling empowered to participate, and having the opportunity, support, and resources to thrive.
2. Co-construction of leadership programs that are relevant to the audiences for whom they are intended (e.g. cultural, linguistic, neighborhood).

Internal Actions & Program Capacity Building

To achieve our intended outcomes ORGLD will engage in the following internal actions and capacity-building efforts.

For more detail on each of these see the online version of the ORGLD Program Plan located [here](#).

1. Develop a working definition and theory of change for community embeddedness as it relates to Extension work, and establish a clear state program plan for community embeddedness efforts.
2. Develop consistent models, facilitation tools, educational materials, and evaluation tools for core program efforts.
3. Support the growth and long-term sustainability of emergent and innovative programming (e.g. staffing, fiscal resources, collective time invested).
4. Develop and support strong partnerships (internal and external) that support our work.
5. Identify opportunities, strategies, and tools for centering equity in program efforts.
6. Establish a clear set of state program competencies, and develop a professional development strategy to ensure all program affiliates have the opportunity to obtain those competencies.
7. Develop a cohesive, consistent, and flexible communication strategy for the program.
8. Develop clear and consistent models for program staffing, and for responding to program-related needs (e.g. organizations wanting strategic planning, leadership programs requesting speakers on specific topics such as Real Colors or Emotional Intelligence).

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Program Plan of Work Details: Local Government Education

Institute

Community Development

Educational Program (Level 1)

Local Government Education

Report Year

2021

Situation Statement

Describe the situation and context that guided the focus of the effort, and that led to the educational, outreach, or research process outlined in the program report. A situation statement is a concise summary of relevant existing data sources (e.g., local, state or national) and new data/findings.

To govern effectively and conduct day-to-day business, local elected officials must understand statutory legal, operational, and ethical requirements. These essential areas include Roles & Responsibilities, Open & Effective Meetings (including Parliamentary Procedure and virtual public meetings), Equity, Ethics and Conflicts of Interest,

Elections, Voter Registration Assistance, Public Records Law, Budgets, Finance and Taxation, Licensing, and Regulation, Intergovernmental Cooperation, Alcohol Licensing, Property Tax Board of Review, Land Use Planning, and Public Contracts. Beyond the fundamentals, additional essential topics inform all of the above areas, including Inclusion, Diversity, Equity, COVID 19 impacts, Deliberative Governance, and Civility.

LGE's "audience" is the 1,926 Wisconsin local governments whose elected governing body members number over 9,800. Also, Wisconsin's local government staff is estimated at 212,000 (as of 2017). Further, other local governing bodies include Planning Commissions, Police Commissions, Lakes Districts and Associations, and Boards of Review, each with specific duties and responsibilities.

The local government official and staff "churn rate" demonstrates a need for regular training on local government governing, operations, and legal requirements. These numbers are significant. For example, local elected officials, including appointed clerks, turnover at a rate between 20% and 25% in any given election year, representing over two thousand new local elected officials. Further, the Bureau of Labor Statistics notes a 19.5% turnover rate for state and local government staff (not including education).

LGE's approach to this situation is noted both in our Mission and Focus. LGE's Mission is to provide focus, coordination, and leadership to UW-Extension educational programs supporting local government, and to expand the research and knowledge base for local government education.

LGE's focus is to complete its mission through instruction to local government officials by:

Helping new officials understand their roles and responsibilities as public officials in Wisconsin

Develop the abilities of new and continuing officials to fulfill their roles and responsibilities

Enhance the ability of Extension educators to establish relationships and work with their local officials.

Help officials keep current on topics and practices which affect their communities

Educate officials in order to fulfill statutory requirements such as LGE/DOR Board of Review training.

Engaging Stakeholders

Describe how you have engaged stakeholders in service of program development. Who did you work with, and how, to develop the program? How were those most affected by the situation involved?

To accomplish the LGE mission (see above), LGE partners with numerous local government UW Madison and other organizations. These entities include the Wisconsin Towns Association, League of Wisconsin Municipalities, and Wisconsin Counties Association to address the above needs. Depending on the identified need, LGE also works with the Wisconsin Department of Revenue, Wisconsin Department of Justice, Wisconsin Public Policy Forum, Wisconsin City/County Manager's Association, Wisconsin Municipal Treasurers Association, Wisconsin Municipal Clerks Association, and the other CDI Programs, including Community and Economic Development, Community Food Systems, and Organization and Leadership Development.

LGE meets regularly with its Advisory Group (LWM, WCA, and WTA), representing the leaders of these three local government associations to review LGE programming, discuss areas of specific interest, and build relationships between UW Madison Extension and Wisconsin local governments.

LGE's Certified Public Manager® Program (CPM) Advisory Group, consists of state and local government officials, instructors, and CPM graduates to advise and assist LGE's CPM Colleague Cohort and Wisconsin Law Enforcement Command College programs.

Together, LGE and its partners create and provide training through in-person workshops, webinars, regional and annual conferences, videos, and handbooks. LGE also develops fact sheets, informational presentations, and recorded programs distributing them through LGE's comprehensive website resources.

Funding Sources

Please list funding sources that were used in these efforts.

LGE's primary funding source for staff is Extension's regular program funding.

In addition, LGE's Webinars, Workshops, and Certified Public Manager® Certification Program are revenue-based, so they must pay for themselves. LGE's revenue-based funding includes the WTA and LGE's Spring and Fall Workshops. In addition, the LGE BOR training and webinars focused on mandatory local government duties were revenue-based. As in 2020, LGE provided COVID 19 related programming for no cost. Finally, LGE used its "Local Government" Grant Funds to support the Racial Justice series training, allowing LGE to offer, at no cost, all of the Racial Justice series webinars.

Target Audience or Targeted Organizations/Stakeholders

Who are you intending to reach? (This may be businesses, organizations in coalitions, or individuals (such as farmers, etc.).

Please summarize efforts that were made related to expanding access, and accommodation. Additionally describe the status of parity in this program, including target parity percentage to reach, and actual contact demographics reached.

LGE's Target audience includes all local government officials, staff, citizen committee and commission members, and the general public. This population consists of many diverse abilities representing all genders, ethnic backgrounds, races, and beliefs. Thus, LGE educational programming is primarily statewide, with some local or regional programming when requested. LGE reaches the Target Audience through webinars, workshops, programming to specific local governments and other entities.

LGE's focus is to reach as many local elected leaders and staff as possible. The LGE aims its outreach at all elected officials and staff using our mailing list, partner publications, the LGE Facebook page, and specific outreach, such as the Wisconsin Women's Council and League of Women Voters for our RUN For It, Election Worker, Election Inspector, and Voter Registration Assistance training.

As our association partners do not collect demographic information and few LGE registrants and attendees complete the requested demographic information, Asking local government officials for demographic information is many times a difficult ask.

Expanding Access

What efforts have you (or the organizations you work with) made to focus on expanding access to under-served audiences?

The LGE aims its outreach at all elected officials and staff using our mailing list, partner publications, the LGE Facebook page, CPM LinkedIn page. For specific programs, we will reach out to groups such as the Wisconsin Women's Council and League of Women Voters for our RUN For It, Election Worker, Election Inspector, and Voter Registration Assistance training.

In late 2020, LGE staff developed a list of the various organizations representing different demographic groups. We now include these groups as part of LGE's outreach for its 2021 programming.

Activities/Outputs

Response/Executed Activities

Describe the core efforts that this program entails. Describe the core delivery models or models of engagement, and how current research has informed the response.

Overall, in 2021, LGE's programming included 48 webinars and workshops that reached over 5,600 local government officials and staff. This represents a 9.6% attendance increase over LGE's 2020 programs. Given we record the virtual programming so that registrants may access it afterward, many more people likely viewed our programming than the numbers shown. In addition, these recordings provided additional training accessible through LGE, our Association Partners, and other groups. Given COVID 19 impacts, LGE's webinar programming continued virtually.

Further, LGE offerings of webinar training are free to any Extension Educator. Also, Extension Educators are encouraged to invite their county's local elected officials and staff. If they do so, the LGE program is offered free to all attendees. This approach meets the LGE outcome

Enhance the ability of Extension educators to establish relationships and work with local officials in their area

Specific major LGE program outputs include:

LGE WORKSHOPS – with the Wisconsin Towns Association to virtually provide the 2021 Spring Town Officials Workshops to 650+ town officials and staff. The 2021 Fall Town and Village Officials Workshops both in-person and virtually, and total attendance was 675. These workshops are core to LGE's training mission.

LGE WEBINARS/SPECIALITY PROGRAMS – with our stakeholders (see above) LGE created and presented 23 webinars and 10 special programs, reaching over 1,450 attendees, covering essential local government services. These essential areas include Roles & Responsibilities, Open & Effective Meetings (including Parliamentary Procedure and virtual public meetings), Equity, Ethics and Conflicts of Interest, Elections, Voter Registration Assistance, Public Records Law, Budgets, Finance and Taxation, Licensing, and Regulation, Intergovernmental Cooperation, Alcohol Licensing, Land Use Planning, and Public Contracts. Beyond the fundamentals, additional essential topics inform all of the above areas, including Inclusion, Diversity, Equity, COVID 19 impacts, Deliberative Governance, and Civility. The LGE Webinars and special programs are core to LGE's training mission.

BOARD OF REVIEW TRAINING With the Wisconsin Department of Revenue, Wisconsin Towns Association, and the League of Wisconsin Municipalities developed a new "How to Conduct a Board of Review Hearing" video and updated the accompanying 2021 Handbook. LGE worked with the Wisconsin Municipal Clerks Association to support their in-person and virtual training to 265 municipalities representing over 560 BOR members. Finally, LGE produced the 2021 Video in a USB Flash drive and Handbook for local governments to purchase and use to train their Board of Review members. LGE also streamlined its purchase site to make it easier to obtain the BOR materials. In 2021, the BOR Video and Handbook sales were 721 up 85% from 2020. Overall, LGE's BOR training reached an estimated 1,800 BOR members. The BOR training is core to LGE's training mission.

RACIAL EQUITY IN PUBLIC ADMINISTRATION SERIES– in 2021, LGE partnered with the nina Collaborative to create four interactive webinars and two workshops for local government officials and staff designed to increase racial consciousness & racial literacy in local government, to understand diversity benefits for equity in local government and approach public-sector succession planning and staff development through a racial equity lens. Over 200 state and local government officials and staff attended the first three webinars. Again, LGE made specific efforts to encourage Extension educators to attend. LGE will offer the rest of the series in 2022. This exemplifies LGE's efforts to assist local government officials and staff with a critical leadership and operational training

LOCAL GOVERNMENT BUDGETS AND FINANCE – LGE, working in partnership with the Department of Revenue, WTA, LWM, Kerber Rose CPA's, Ehlers, and others updated (the last edition was in 1991) the "*Basic Financial Administration for Wisconsin Local Governments*" handbook. Each team member used their respective scholarship and experience to create the chapter updates. Further, LGE and Extension staff and created new chapters on

Property Tax administration, Municipal Borrowing and Incorporating Planning into Budgeting, using our research to portray current approaches throughout the handbook. This handbook is an invaluable resource for Clerks, Treasurers, and governing body members. The local government budgeting and finance Handbook and training are core to LGE's training mission.

ELECTION INSPECTOR AND WORKER TRAINING - Melissa Kono continued her 2020 election training by researching election laws, using her knowledge as a clerk and certified trainer for the Wisconsin Elections Commission, developed training for Election Workers and Election Inspectors. This training helped over 200 local governments train their election workers, many at the last minute due to COVID 19 absences. She also used this experience to administer elections and develop election training to create a statewide Voter Registration Assistance training for Extension colleagues and partners. This local election worker training meets the Wisconsin Election Law Training requirements.

THE "RUN FOR IT" SERIES –encourages women to run for local elected office. Kellie Pedersen, Melinda Osterberg, and Melissa Kono used their research and personal experiences to create, produce and present the "Run For It" series. Run For It assists women (all interested parties) with the challenges, opportunities, and legal requirements to run for local elected office. LGE's Women in Government Team has been tracking women local elected officials for the past three years. Gender parity across Wisconsin, is 50.3% female to 49.7% male ratio. This number is up .01% from 2020. Working with the Wisconsin Women's Council, LGE found that Women on County Board number nearly 400, a 19% increase since 2015. Women on City Councils number over 400, an increase of 23% from 2015. 700 women serve on Village Boards, a 22% increase from 2022. The WIG Team is continuing its efforts to better understand and preparing women to run for local elected office.

THE CERTIFIED PUBLIC MANAGER PROGRAM® (CPM) is a new LGE effort, taken over from the UW Madison Division of Continuing Studies. Over 700 local and state government staff and officials have earned their CPM certificates. LGE started its first Colleague Cohort of 20 local and state staff in November 2021. This cohort will graduate in April 2023. LGE is currently working with UW Extension Milwaukee and Waukesha to create a CPM East Colleague Cohort that will start-up in June of 2023 through an comprehensive and effective training, using a classroom setting on an array of public sector leadership, and management. The CPM program is an example of LGE's effort to broaden its training measures.

Output Measures

Please list the Output Measures in this format: # of training contacts with Farm Owners and Managers [NUMBER]

In 2020, LGE, working with eighteen partner organizations (League of Wisconsin Municipalities, Wisconsin Counties Association, Wisconsin Towns Association, Wisconsin Departments of Revenue, Justice, Health, Community and Economic Development, and Transportation, Wisconsin City/County Managers Association, Green County, UW Extension Community Food Systems, Organization, and Leadership, Youth Leadership, and UW Madison) conducted 48 Zoom virtual presentations to local government officials and staff for the following areas (program area, number of programs, and total attendance)

Name	# of programs	Total Attendance
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Zoom Webinars	23	966		
Racial Justice	3	173		
Workshops and Conferences	6	1,769		
Board of Review Training (in-person and material sales)			621	2,074
Financial Handbook (training material sales)	248	496		
Specialized training	10	587		
Certified Public Manager Colleague Cohort and Training			7	45
Totals				5,837

Outcomes

For each educational outcome, provide a brief narrative that includes: What was the issue? What did you do about the issue? What were the results (outcome measures, qualitative and quantitative). Start each narrative with a header that clearly identifies one outcome at the time, e.g. "Improved knowledge related to family budgeting" Use the Planned Outputs from your Plan of Work, if applicable.

LGE's approach to this situation is noted both in our Mission and Outcome Focus. LGE's Mission is to provide focus, coordination, and leadership to UW-Extension educational programs supporting local government, and to expand the research and knowledge base for local government education.

LGE's Outcomes are illustrative of its mission of providing educational offerings to local government officials, staff and others, including:

Facilitate new elected officials in increasing their understanding of the roles and responsibilities as public officials in Wisconsin

Develop the knowledge of new and continuing officials in order for them to fulfill their roles and responsibilities as elected officials

Enhance the ability of Extension educators to establish relationships and work with local officials in their area

Educate local elected officials and staff in order to stay current on topics and practices which affect their communities

Help officials fulfill statutory requirements such as LGE/DOR Board of Review training.

The information below notes the quantitative and qualitative evaluation information. The qualitative information is useful to putting a human face to the Quantitative numbers.

LGE's PROCEDURES FOR LOCAL GOVERNMENT MEETINGS (Program Title: League of Wisconsin Municipalities Elected Officials 101) Data from the LWM evaluations noted that 88% of the attendees noted the presentation was

relevant and contributed to their knowledge of to their elected positions or staff jobs. Specific comments include either Zoom or in person. Evaluation comments include:

Meetings need to keep order. I appreciate attending via Zoom.

In addition to this wonderful information, I now know whom to contact for questions regarding open records law!

Thank you! was over my head on some of it will get the book of Roberts condensed, the information was really good. I really needed this area.

I had questions about some of the meetings I have been in and questioned if some things were necessary or appropriately followed. Now, I know how to address it. Thank you.

The speaker was very knowledgeable and shared the information in a very easy-to-understand way

Procedure was explained well and helped clarify some differences I have noticed in how meetings have been run.

THE FALL TOWN AND VILLAGE WORKSHOP evaluations (rank 1-4) averaged 3.44 for presentation content, the presenters at 3.38, and the overall materials at 3.46. Workshop session comments include

that we use to better understand the overall evaluation rankings include:

This allowed me to be in my office but still learning.

It was good! I really enjoyed the virtual option. I'm looking forward to the Fall Workshops being in person.

I could not have attended without the virtual option. Thank you for making it available! I felt all of the workshops were very informative. Very well done! It was great! I will be going over the budget and Levy worksheets again in the next few weeks!.

Thanks for making this happen!, Good information.

The topic was good food for thought! Really agree and appreciate the diversity discussion. Always appreciate the budget and tax levy presentations.

Due to the recording of the presentations, the presentations are available to all local government members and staff. Follow-up evaluations indicated that participants' understanding of topics increased after watching the recordings and participating in the discussions. Comments included: "I have a better understanding of the local government structure and authority/oversight of each part (state vs. county vs. town/village). I have a better idea of how long-term planning and the "big picture" should impact our budget process. I better understood the administrative roles/options and policymaking constraints – tools - enforcement (resolutions vs. ordinances). The Q & A was engaging and made me aware of planning documents that are key to decision making.

Methods of Evaluation

Please describe how you have evaluated this effort.

LGE's first evaluation tool is "Are people attending the LGE - Partner Programming?"

LGE experienced a 9.5% attendance increase, translating to 5,800 attendees or users of LGE training materials. This is a clear indication that local government officials, staff and others are attending LGE Programming.

LGE's next evaluation tool is "Did People Like the topics, presenters, and presentation content?"

Our primary evaluation tool is a voluntary post-program evaluation. Evaluations consistently ranked the LGE programming at 4+ ranking, using a scale of 1-4, with 4 having the highest score.

Post-program evaluations uniformly rank these programs as valuable and should be continued. Examples of LGE, LWM, and WTA evaluations are below:

The League of Wisconsin Municipalities conducts its own evaluation of its programming and provides a summary evaluation document to LGE. For example, the LWM Elected Official's 101 virtual workshops reached 210 markers for each zip code with an attendee, and 71 zip codes had more than one attendee registered.

Similarly, the WTA/LGE fall workshops attendance was across the two weeks of webinars and three weeks of in-person programs. The Fall Town and Village Workshop evaluations (rank 1-4) averaged 3.44 for presentation content, the presenters at 3.38, and the overall materials at 3.46. A clear indication that the attendees liked the topics, presenters, and presentation materials. Attendance was down around 30% for the in-person workshops and slightly up for the virtual workshops.

Program Synopsis Prompts

Please consider the following questions when crafting your program synopsis:

- What is the current situation?
- Who cares whether this issue is resolved or not?
- What is the Extension Response? What are the core delivery models or models of engagement?
- Who/where are participants? What changes do they make or experience? What are outcomes that result from the changes?
- How do the outcomes benefit the participants, and others in the community, and in Wisconsin?
- Highlight some key outputs and key outcomes (metrics)
- What are connections to broader institutional priorities and important aspects of county-campus partnerships? Grants, awards, recognitions?

Program Synopsis

Briefly describe your program and how its outcomes demonstrate public value. This serves as the official program description on our webpages and stakeholder requests, as well as an executive summary for the federal report. Think of the audience as your new neighbor, or a friendly stranger you bumped into at the grocery store.

To govern effectively, Wisconsin's local government elected officials and staff need to understand their roles and responsibilities to help their community thrive. To address this need, LGE provides educational programs to educate, increase awareness, and challenge existing processes and opinions? Wisconsin's local government elected leaders and staff. In addition, LGE exists to educate Wisconsin local government leaders regarding the legal, operational, and personal knowledge requirements.

Given the local elected official and clerk annual turnover, these programs provide basic and advanced information on local elected officials roles and responsibilities to assist local government leaders to understand and apply state requirements and lead their communities effectively.

In short, at LGE, our 2021 programming focused on improving local elected leader's daily practices to better perform their jobs and address specific challenges that COVID 19 continues to create in local units of government.

Adding the CPM program allows LGE to provide in-depth, comprehensive training to those local government staff and officials who want to expand their local government leadership capabilities.

Public Value Statement

Maximum of two sentences. Please highlight: Changes due to the effort or what participants will do/learn, how this leads to outcomes, and how the community benefits from this.

Extension's Local Government Education Program helps local government officials, staff, and other leaders better understand the governing and operations, legal requirements, and practical issues. In addition, LGE participants learn methods to work with others to understand and seek solutions that will improve their local government operations to their community's overall benefit.

Relationship between UW- Madison Division of Extension Community Development Educator and Economic Development Corporation/Coordinator

Every county is different; however, in counties with a Community Development Educator(CD) and an Economic Development Corporation or Coordinator (EDC) the relationship tends to work as follows:

Relationship between Extension CD Educator and Economic Development Corporation/Coordinator	
Economic Development Director/Coordinator	Extension CD Educator
Specific focus on matters related to economic development.	Broader focus on a variety of issues identified countywide (e.g. environmental issues, leadership development, support for nonprofit organizations, etc.).
Facilitates economic growth and development. Focus on networking and deal making.	Focus on teaching, research, and facilitation. Helps residents and local government understand economic growth and development (e.g. nonmetallic mining).
Builds and maintains direct relationships with businesses, providing them with information on resources available to help them succeed.	Serves as a resource for the EDC, using research-based information and data to support the EDC in their efforts. For example: market and labor force analysis.
Administers a business attraction and marketing plan as directed by county leadership.	Provides EDC with best practices in marketing, as well as research showing, for example, the most likely business clusters to target for attraction.
Uses area assets (schools, health care, parks, and trails, other amenities) to market the county to businesses. Businesses prefer to locate somewhere their employees will be happy.	Works to build the quality of those assets through planning, readiness, organizational and community development. Focus on established businesses.
Focus on established businesses. Includes both the retention of those already in the community and the attraction of new businesses.	Focused on building new, local business through business planning, support of entrepreneurship, leadership development. Refer clients to the EDC if they are ready to access their services.
Uses trade area data and market analyses to develop marketing plans.	In partnership with specialists, conducts trade area and market analyses used by the EDC, entrepreneurs, and chambers.
Works with board of directors to develop and implement economic development strategies.	<ul style="list-style-type: none"> • Provides organizational development to the board of directors during critical startup months. • Provides strategic planning assistance to the board and the director.
Needs assessments are limited in scope to economic development.	Conducts countywide needs assessments used by educator, EDC, and other government and nonprofit agencies.

Author: Will Cronin, former CNRED Agent in Monroe and Crawford Counties. Reviewed by Dave Berard and Pat Malone. Updated titles A Hady Area Extension Director 2023

Space Needs of UW Madison Division of Extension

Extension Space	East Hall		East Hall	East Hall	Requirements*		Proposed Temp Space HHS		
<i>Space use (room # of East Hall)</i>	<i>size</i>		<i>Sq Feet</i>	<i>enclosed or open</i>				<i>size</i>	<i>Sq feet</i>
HDR Office (704)	9	11	99	enclosed	100	enclosed		8 X 9	72
Ag Office (702)	9	11	99	enclosed	100	enclosed		8 X 9	72
FoodWise Office (700)	9	11	99	enclosed	100	enclosed		8 X 9	72
4-H Office (701)	9	11	99	enclosed	100	enclosed		8 X 9	72
AED Office (703)	9	11	99	enclosed	120	enclosed		8 X 9	72
Work Copy Room (705)	18	11	198	enclosed					
Storage Area (709)	9	14	126	enclosed					
Support staff office (706)	11	16	176	enclosed	64	enclosed**		8 X 16	128
Support staff Office			0		64	enclosed**		8 X 16	128
Back Storage in Shop area (718)	8	12	96	enclosed					
Storage Closet (711)	8	9	72	enclosed					
			0						
Total Extension Area			1163		648				616
Total Office			671						
Work space/ storage			492						

* UW-Madison Division of Extension – Office Space Planning and Assignment Guide 2022

** need for enclosed space because of confidential records esp. youth

Additional Access on Location with East Hall

East Hall Meeting Room w/ Kitchenette (Room 713)

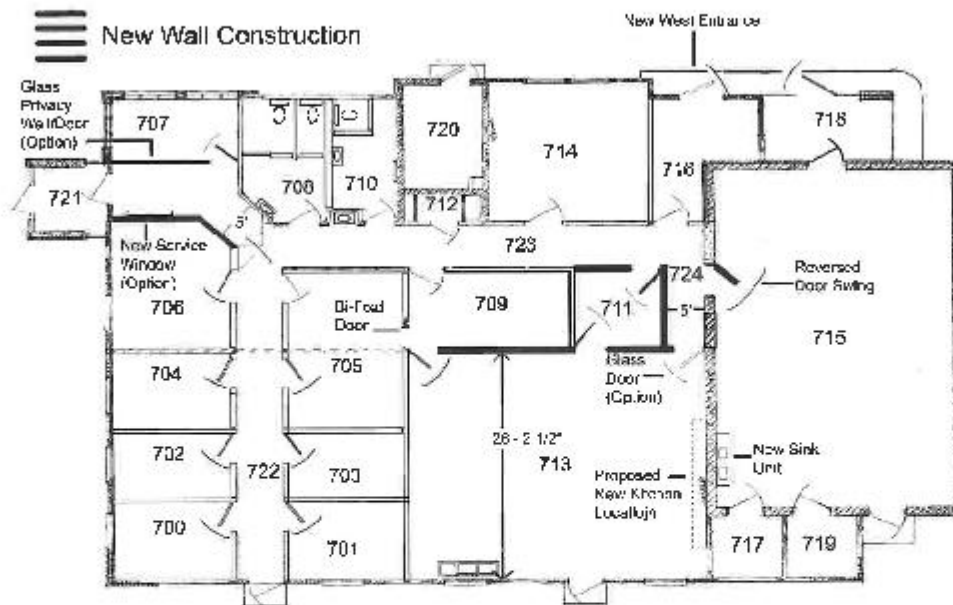
Small Conference Room East Hall (Room 707)

Computer Room East Hall (Room 714)

Every Classroom on the UW-Richland Campus

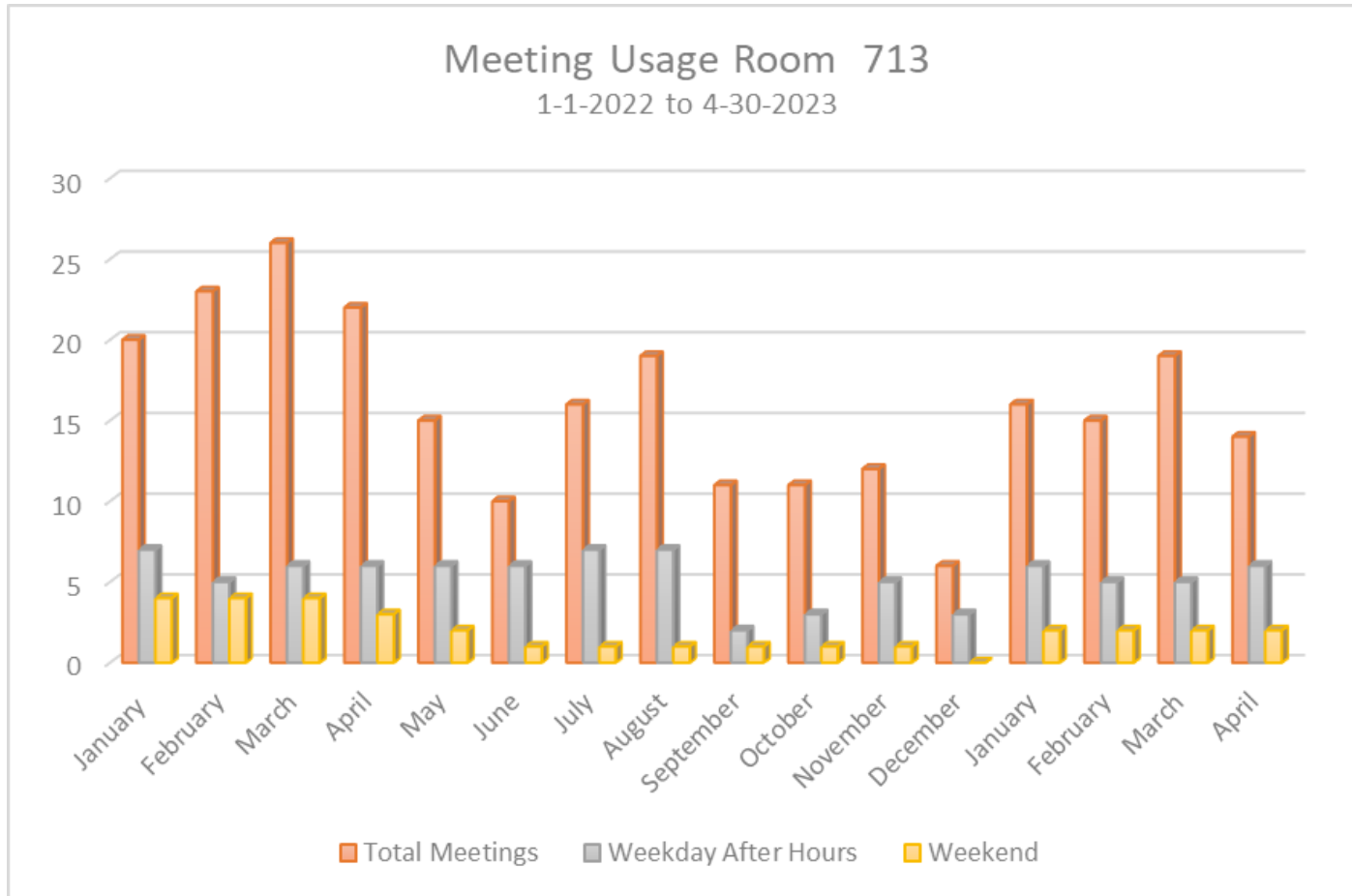
Every Meeting Room on Campus including Pippin and Senstock

Also have storage above Maintenance currently.



New East Hall Construction Drawing

713 Conference Room Usage by Reservations from January 2022 through April 2023



Currently, the HHS plan is to reissue RFP (bids) because it was not correctly done the first time.

There is no reason to do this because HHS already has a contract through December 31, 2023 with the Richland County Food Service.

Clarification: The Richland County Food Service is operated by personnel hired by the county and all equipment in the kitchen belongs to the county.

The initial reason to do bids was because they, along with Clinton Langreck, was presumptuous in assuming that the building where the food service was not going to have utilities and heat. Also, Clinton Langreck approved the pay raise after the six-month probation period. Therefore, he did not find that there were any problems.

The initial reason for the bids has been alleviated because an agreement has been made with the UW System that all utilities, maintenance workers would be paid for by system. In addition, all equipment will remain at the campus. This is important because then all chairs and tables in the cafeteria will remain.

The Richland County lawyer is working with the UW System lawyer to write up the addendum letter to the current MOA. The current MOA ends in 2042. It has not been signed as the final agreement was made on April 21 and then the lawyers were to legally write it. A date in June has been set for the signatures. HOWEVER, System has already placed a person to make facility usage reservation following June 30. Several groups have already arranged to use the facility.

Some concerns that came up during the RFP process that have been addressed:

1. Quality of food. There were two times that substitutions were made because the order did not come in complete. It is now understood that if that would happen again, then the Supervisor of Food service would go to a local store to get the proper replacement. Replacements must be correct such as this case where the protein count was different in the chicken that was substituted. It was only a few pieces that were substituted.
2. The Food Service Supervisor learned that eggs were not place on the correct shelf in the refrigerator. This is the only infraction found.
3. Quantity of portions. There seems to be no reason for this. The Food Service is using the correct ladle and counts each portion out every day. It is assumed at the meal site that portions were possibly not distributed correctly. HHS personnel have looked at how portions are done and found that it is correct.
4. Delivery to Community Center from UW-Richland. A gentleman named Bill picks up the food at 9:30am and takes it to the Richland Center Community Center. This must take about 20 minutes, 30 minutes at the most to load, drive and unload at the Community Center. If another company has the contract, Bill will still be hired and using the HHS vehicle to take the food to Rockbridge. This does not seem like much of a saving to be concerned that the food is directly delivered by a different entity.
5. There has been some concern that the vegetables are soft. This seems to be a problem for frozen vegetables after cooking. They are picked up at 9:30am and not served until 11am. Can the pickup be later. Working on less liquid but the liquid keeps them warm. This has been a problem for a long time.
6. At the April meeting it said if another company had the contract and had the monthly proper meal menu this would save Tanya time for other duties. She currently spends about 8 hours a month doing the paper work for the menus and submitting all the proper paperwork to GUARE, that state agency that oversees Senior Nutrition Meal sites. No matter who makes up the proper nutrition menu, Tanya would still have to do the paperwork to submit to GUARE, which was mentioned that this state paperwork was time consuming. One of the reasons Tanya was originally hired was that she has a nutrition certification.
7. Backup was a concerned. During the transition between the retired Director of Food Service and the hiring of Stephanie Dary, Denise Lins worked with the other employee to produce the meals. She has stated she would be available again.

Because there was turmoil over the campus situation, HHS originally decided to issue for bids. The presumption, which was stated more than once that the Richland County Food Service Employees would possibly just leave their jobs. This could happen anywhere. The current employees have stated that there are ads everywhere for employment and if they

wanted, they could have already done that or that Stephanie did not have to apply for the job last October. They both have stated they like their jobs and like working for the county, also because it has good benefits.

Date of Hire and Background of Stephanie Dary, Director of Richland County Food Service

- Accepted position at Richland County Food Service on October 10, 2022. Title: Richland Food Service Supervisor; Roles: Manage Roadrunner Café and fulfill existing nutrition contract with Richland County Health and Human Services Aging and Disability Resource Center.
- Professional background includes 15 years working with retirement population at Middleton Glen Independent Living Retirement Community (Pacific Retirement Services, Inc.) Cook III 2007-2022.
- Certified Food Safety Manager issued by National Registry of Food Safety Professionals

Upon hiring, probably Linda Gentes, the Chair of the Education Committee should have made sure that Tanya who was to direct Stephanie on the rules for the Nutrition program would meet. The contract for the next year was signed by Stephanie on November 29, 2022 and approved by the Education Committee but it did not have and should have had the guidelines for the Senior Nutrition Program.

Tanya met with Stephanie on February 24, 2023 to discuss the program and the state guidelines.



	2022	Revenues	Expenditures
Jan			
Feb			
Mar			
Apr			
May			
Jun			
Jul			
Aug			
Sep	\$20,703.97	\$12,013.55	
Oct	\$10,398.68	\$13,872.27	
Nov	\$13,544.55	\$13,005.98	
Dec	\$9,724.79	\$14,655.33	
2023			
Jan	\$17,483.81	\$15,909.26	
Feb	\$9,724.79	\$14,655.33	
Mar	\$6,788.88	\$14,695.50	
Apr	\$25,648.27	\$14,982.10	
May	\$0.00	\$0.00	
Jun	\$0.00	\$0.00	
Jul	\$0.00	\$0.00	
Aug	\$0.00	\$0.00	
Sep	\$0.00	\$0.00	
Oct	\$0.00	\$0.00	
Nov	\$0.00	\$0.00	
Dec	\$0.00	\$0.00	
Nov	\$0.00	\$0.00	
Dec	\$0.00	\$0.00	

Account Activity by Trans Date
SORTING BY TRANS DATE.....

SRC/JE/ID	DIRCTY	VEN/CUS/EXPL	DATE	REFER	INVOICE	AMOUNT	DETAIL	DESCR
		60			U.W.CENTER FOOD SERVICE FUND			
		60.0000			BALANCE SHEET			
		60.0000.0000			PROJECT			
		60.0000.0000.1110			CASH	4,456.52		BEGINNING BALANCE
D-011023-840		DISBURSEMENTS CASH OFFSE	011023			40.01CR		CASH
D-011223-874		DISBURSEMENTS CASH OFFSE	011223			19.94CR		CASH
D-011223-863		DISBURSEMENTS CASH OFFSE	011223			1,023.58CR		CASH
P-010623-862		PAYROLL INTERFACE	011323	11323		2,283.84CR		CODE-C,PER#-1,FUND- 60
P-010623-862		PAYROLL INTERFACE	011323	11323		669.43CR		CODE-C,PER#-1,CASH- 60
D-011623-870		DISBURSEMENTS CASH OFFSE	011623			3,453.17CR		CASH
D-011723-882		DISBURSEMENTS CASH OFFSE	011723			22.83CR		CASH
P-012723-920		PAYROLL INTERFACE	012723	12723		2,507.39CR		CODE-C,PER#-2,FUND- 60
P-012723-920		PAYROLL INTERFACE	012723	12723		736.93CR		CODE-C,PER#-2,CASH- 60
J-013123-854		JE #01	013123			2,974.68CR		HLTH INS FEB 2023
J-013123-854		JE #01	013123			12.60CR		HRA ADM FEE JAN 2023
J-013123-854		JE #01	013123			1,236.48CR		WRS DEC 2022
J-013123-854		JE #01	013123			209.54CR		DENTAL INS
J-013123-912		JE #01A TAX LEVY	013123			37,032.27CR		DISTRIBUTE 2023 TAX LEVY
D-020223-946		DISBURSEMENTS CASH OFFSE	020223			40.01CR		CASH
R-020823-974		RECEIPTS CASH OFFSET	020823			9,724.79		CASH
P-020323-965		PAYROLL INTERFACE	021023	21023		2,283.84CR		CODE-C,PER#-1,FUND- 60
P-020323-965		PAYROLL INTERFACE	021023	21023		669.43CR		CODE-C,PER#-1,CASH- 60
D-021323-975		DISBURSEMENTS CASH OFFSE	021323			810.71CR		CASH
D-021423-979		DISBURSEMENTS CASH OFFSE	021423			22.83CR		CASH
D-022023-004		DISBURSEMENTS CASH OFFSE	022023			4,698.41CR		CASH
R-022123-018		RECEIPTS CASH OFFSET	022123			37.84		CASH
P-020323-019		PAYROLL INTERFACE	022423	22423		2,507.39CR		CODE-C,PER#-2,FUND- 60
P-020323-019		PAYROLL INTERFACE	022423	22423		736.93CR		CODE-C,PER#-2,CASH- 60
J-022823-013		JE #02	022823			905.44CR		JANUARY 2023
J-022823-013		JE #02	022823			2,974.68CR		MARCH 2023
J-022823-013		JE #02	022823			12.60CR		HRA ADMIN FEE
J-022823-013		JE #02	022823			209.54CR		DENTAL INS
D-030923-068		DISBURSEMENTS CASH OFFSE	030923			22.83CR		CASH
D-030923-067		DISBURSEMENTS CASH OFFSE	030923			40.01CR		CASH
R-030923-080		RECEIPTS CASH OFFSET	030923			17,483.81		CASH
P-030323-066		PAYROLL INTERFACE	031023	31023		2,283.84CR		CODE-C,PER#-1,FUND- 60
P-030323-066		PAYROLL INTERFACE	031023	31023		669.43CR		CODE-C,PER#-1,CASH- 60
D-031023-079		DISBURSEMENTS CASH OFFSE	031023			1,148.68CR		CASH
D-031523-094		DISBURSEMENTS CASH OFFSE	031523			5,281.06CR		CASH
D-031723-209		DISBURSEMENTS CASH OFFSE	031723			22.83CR		CASH
M-031723-225		DISBURSEMENTS CASH OFFSE	031723			22.83		CASH
P-032423-122		PAYROLL INTERFACE	032423	32423		2,507.39CR		CODE-C,PER#-2,FUND- 60
P-032423-122		PAYROLL INTERFACE	032423	32423		736.93CR		CODE-C,PER#-2,CASH- 60
R-033023-164		RECEIPTS CASH OFFSET	033023			551.00CR		CASH
J-033123-149		JE #03	033123			905.44CR		WRS FEB 2023
J-033123-149		JE #03	033123			209.54CR		DENTAL APRIL 2023
J-033123-149		JE #03	033123			2,974.68CR		HLTH INS APR 2023
J-033123-149		JE #03	033123			12.60CR		HRA ADMIN FEE
P-040623-174		PAYROLL INTERFACE	040623	40623		2,283.84CR		CODE-C,PER#-1,FUND- 60

Account Activity by Trans Date
SORTING BY TRANS DATE.....

SRC/JE/ID	DIRCTY	VEN/CUS/EXPL	DATE	REFER	INVOICE	AMOUNT	DETAIL	DESCR
		60			U.W.CENTER FOOD SERVICE FUND			
		60.0000			BALANCE SHEET			
		60.0000.0000			PROJECT			
		60.0000.0000.1110			CASH			
P-040623-174		PAYROLL INTERFACE	040623	40623		669.43CR	CODE-C,PER#-1,CASH-	60
R-041123-213		RECEIPTS CASH OFFSET	041123			4,244.00	CASH	
D-041223-189		DISBURSEMENTS CASH OFFSE	041223			68.64CR	CASH	
D-041323-193		DISBURSEMENTS CASH OFFSE	041323			1,579.67CR	CASH	
D-041723-199		DISBURSEMENTS CASH OFFSE	041723			5,063.89CR	CASH	
M-041723-226		DISBURSEMENTS CASH OFFSE	041723			22.83CR	CASH	
P-040623-216		PAYROLL INTERFACE	042123	42123		2,521.71CR	CODE-C,PER#-2,FUND-	60
P-040623-216		PAYROLL INTERFACE	042123	42123		743.59CR	CODE-C,PER#-2,CASH-	60
J-043023-253		JE #04	043023			905.44CR	WRS MARCH 2023	
J-043023-253		JE #04	043023			209.54CR	DENTAL INS	
J-043023-253		JE #04	043023			2,974.68CR	HLTH INS	
J-043023-253		JE #04	043023			12.60CR	HRA ADMIN FEE	
.....		60.0000.0000.1110			CASH	66,546.83CR	*TOTAL.....	
		60.0000.0000.1301			ACCOUNTS RECEIVABLE	513.16CR	BEGINNING BALANCE	
R-022123-018		US BANK	022123	40041		37.84CR	@22@OCT-DEC 2022	
R-033023-164		COUNTY CLERK	033023	40328		551.00	@22@2022 W/C AUDIT	
.....		60.0000.0000.1301			ACCOUNTS RECEIVABLE	0.00	*TOTAL.....	
		60.0000.0000.1620			PREPAID EXPENSES	2,469.00	BEGINNING BALANCE	
J-013123-854		JE #01	013123			2,469.00CR	WORKMANS COMP 2023	
.....		60.0000.0000.1620			PREPAID EXPENSES	0.00	*TOTAL.....	
		60.0000.0000.2120			VOUCHERS PAYABLE	4,393.88CR	BEGINNING BALANCE	
D-011023-840	1968	VERIZON WIRELESS	011023	27756	9923714094	40.01	@22@22 9923714094	
D-011223-863	6167	US BANK NATIONAL ASSOCIA	011223	27775	5411	68.47	@22@22 12/05 5411	
D-011223-863	6167	US BANK NATIONAL ASSOCIA	011223	27775	5411	98.05	@22@22 12/05 5411	
D-011223-863	6167	US BANK NATIONAL ASSOCIA	011223	27775	5411	68.47CR	@22@22 12/05 5411	
D-011223-863	6167	US BANK NATIONAL ASSOCIA	011223	27775	5411	98.05CR	@22@22 12/05 5411	
D-011223-863	6167	US BANK NATIONAL ASSOCIA	011223	27775	5411	120.22	@22@22 12/07 5411	
D-011223-863	6167	US BANK NATIONAL ASSOCIA	011223	27775	5411	90.26	@22@22 12/12 5411	
D-011223-863	6167	US BANK NATIONAL ASSOCIA	011223	27775	5541	8.17	@22@22 12/13 5541	
D-011223-863	6167	US BANK NATIONAL ASSOCIA	011223	27775	5411	72.76	@22@22 12/14 5411	
D-011223-863	6167	US BANK NATIONAL ASSOCIA	011223	27775	5541	3.79	@22@22 12/14 5541	
D-011223-863	6167	US BANK NATIONAL ASSOCIA	011223	27775	5411	34.03	@22@22 12/15 5411	
D-011223-863	6167	US BANK NATIONAL ASSOCIA	011223	27775	5942	59.97	@22@22 12/15 5411	
D-011223-863	6167	US BANK NATIONAL ASSOCIA	011223	27775	5411	69.80	@22@22 12/18 5411	
D-011223-863	6167	US BANK NATIONAL ASSOCIA	011223	27775	5331	6.25	@22@22 12/19 5331	
D-011223-863	6167	US BANK NATIONAL ASSOCIA	011223	27775	5942	31.98	@22@22 12/19 5942	

Account Activity by Trans Date
SORTING BY TRANS DATE.....

SRC/JE/ID	DIRCTY	VEN/CUS/EXPL	DATE	REFER	INVOICE	AMOUNT	DETAIL	DESCR
		60			U.W.CENTER FOOD SERVICE FUND			
		60.0000			BALANCE SHEET			
		60.0000.0000			PROJECT			
		60.0000.0000.2120			VOUCHERS PAYABLE			
D-011223-863	6167	US BANK NATIONAL ASSOCIA	011223	27775	5411	7.48	@22@22	12/20 5411
D-011223-863	6167	US BANK NATIONAL ASSOCIA	011223	27775	5411	107.62	@22@22	12/19 5411
D-011223-863	6167	US BANK NATIONAL ASSOCIA	011223	27775	5411	248.90	@22@22	12/27 5411
D-011223-863	6167	US BANK NATIONAL ASSOCIA	011223	27775	5411	12.40	@22@22	12/28 5411
D-011223-863	6167	US BANK NATIONAL ASSOCIA	011223	27775	5331	5.00	@22@22	12/29 5331
D-011223-863	6167	US BANK NATIONAL ASSOCIA	011223	27775	5541	18.32	@22@22	12/30 5541
D-011223-863	6167	US BANK NATIONAL ASSOCIA	011223	27775	5331	3.75	@22@22	12/30 5331
D-011623-870	459	ARAMARK UNIFORM SERVICE	011623	27864	6320137031	25.00	@22@12/22	AC/295443000
D-011623-870	4204	MARTIN BROTHERS DIST CO	011623	27865	9774651	1,043.75	@22@12/7	AC/861070
D-011623-870	4204	MARTIN BROTHERS DIST CO	011623	27865	9786122	1,554.32	@22@12/14	AC/861070
D-011623-870	4204	MARTIN BROTHERS DIST CO	011623	27865	9723482	8.70CR	@22@12/20	AC/861070
D-011623-870	4204	MARTIN BROTHERS DIST CO	011623	27865	9803786	838.80	@22@12/28	AC/861070
		60.0000.0000.2120			VOUCHERS PAYABLE	0.00	*TOTAL
		60.0000.0000.2155			RETIREMENT PAYABLE	1,236.48CR	BEGINNING	BALANCE
P-010623-862		PAYROLL INTERFACE	011323	11323		452.72CR	CODE-C,PER#-1,FUND-	60
P-012723-920		PAYROLL INTERFACE	012723	12723		452.72CR	CODE-C,PER#-2,FUND-	60
J-013123-854		JE #01	013123			1,236.48	WRS DEC 2022	
P-020323-965		PAYROLL INTERFACE	021023	21023		452.72CR	CODE-C,PER#-1,FUND-	60
P-020323-019		PAYROLL INTERFACE	022423	22423		452.72CR	CODE-C,PER#-2,FUND-	60
J-022823-013		JE #02	022823			905.44	JANUARY 2023	
P-030323-066		PAYROLL INTERFACE	031023	31023		452.72CR	CODE-C,PER#-1,FUND-	60
P-032423-122		PAYROLL INTERFACE	032423	32423		452.72CR	CODE-C,PER#-2,FUND-	60
J-033123-149		JE #03	033123			905.44	WRS FEB 2023	
P-040623-174		PAYROLL INTERFACE	040623	40623		452.72CR	CODE-C,PER#-1,FUND-	60
P-040623-216		PAYROLL INTERFACE	042123	42123		455.54CR	CODE-C,PER#-2,FUND-	60
J-043023-253		JE #04	043023			905.44	WRS MARCH 2023	
		60.0000.0000.2155			RETIREMENT PAYABLE	908.26CR	*TOTAL
		60.0000.0000.2156			HEALTH INSURANCE PAYABLE	0.00	BEGINNING	BALANCE
P-010623-862		PAYROLL INTERFACE	011323	11323		2,974.68CR	CODE-C,PER#-1,FUND-	60
J-013123-854		JE #01	013123			2,974.68	HLTH INS FEB 2023	
P-020323-965		PAYROLL INTERFACE	021023	21023		2,974.68CR	CODE-C,PER#-1,FUND-	60
J-022823-013		JE #02	022823			2,974.68	MARCH 2023	
P-030323-066		PAYROLL INTERFACE	031023	31023		2,974.68CR	CODE-C,PER#-1,FUND-	60
J-033123-149		JE #03	033123			2,974.68	HLTH INS APR 2023	
P-040623-174		PAYROLL INTERFACE	040623	40623		2,974.68CR	CODE-C,PER#-1,FUND-	60
J-043023-253		JE #04	043023			2,974.68	HLTH INS	
		60.0000.0000.2156			HEALTH INSURANCE PAYABLE	0.00	*TOTAL

Account Activity by Trans Date
SORTING BY TRANS DATE.....

SRC/JE/ID	DIRCTY	VEN/CUS/EXPL	DATE	REFER	INVOICE	AMOUNT	DETAIL	DESCR
		60			U.W.CENTER FOOD SERVICE FUND			
		60.0000			BALANCE SHEET			
		60.0000.0000			PROJECT			
		60.0000.0000.2157			LIFE INSURANCE PAYABLE	0.00		BEGINNING BALANCE
P-010623-862		PAYROLL INTERFACE	011323	11323		22.83CR		CODE-C,PER#-1,FUND- 60
D-011723-882	4549	SECURIAN FINANCIAL GROUP	011723	27991	JAN/FEB	22.83		JAN/FEB 2023
P-020323-965		PAYROLL INTERFACE	021023	21023		22.83CR		CODE-C,PER#-1,FUND- 60
D-021423-979	4549	SECURIAN FINANCIAL GROUP	021423	28294	FEB/MARCH 23	22.83		FEB/MARCH 2023
D-030923-068	4549	SECURIAN FINANCIAL GROUP	030923	28682	MARCH/APRIL 23	22.83		MARCH/APRIL 2023
P-030323-066		PAYROLL INTERFACE	031023	31023		22.83CR		CODE-C,PER#-1,FUND- 60
P-040623-174		PAYROLL INTERFACE	040623	40623		22.83CR		CODE-C,PER#-1,FUND- 60
D-031723-209	4549	SECURIAN FINANCIAL GROUP	041723	29181	APRIL/MAY 23	22.83		APRIL/MAY 2023
M-031723-225	4549	SECURIAN FINANCIAL GROUP	041723	29181	APRIL/MAY 23	22.83CR		APRIL/MAY 2023
M-041723-226	4549	SECURIAN FINANCIAL GROUP	041723	29181	APRIL/MAY 23	22.83		APRIL/MAY 2023
.....		60.0000.0000.2157			LIFE INSURANCE PAYABLE	0.00		*TOTAL.....
		60.0000.0000.2161			DENTAL INSURANCE PAYABLE	0.00		BEGINNING BALANCE
P-012723-920		PAYROLL INTERFACE	012723	12723		209.54CR		CODE-C,PER#-2,FUND- 60
J-013123-854		JE #01	013123			209.54		DENTAL INS
P-020323-019		PAYROLL INTERFACE	022423	22423		209.54CR		CODE-C,PER#-2,FUND- 60
J-022823-013		JE #02	022823			209.54		DENTAL INS
P-032423-122		PAYROLL INTERFACE	032423	32423		209.54CR		CODE-C,PER#-2,FUND- 60
J-033123-149		JE #03	033123			209.54		DENTAL APRIL 2023
P-040623-216		PAYROLL INTERFACE	042123	42123		209.54CR		CODE-C,PER#-2,FUND- 60
J-043023-253		JE #04	043023			209.54		DENTAL INS
.....		60.0000.0000.2161			DENTAL INSURANCE PAYABLE	0.00		*TOTAL.....
		60.0000.0000.2170			ACCRUED WAGES PAYABLE	0.00		BEGINNING BALANCE
J-013123-228		AUDIT ADJ JE	013123			1,664.40		AUDIT ADJ JE
.....		60.0000.0000.2170			ACCRUED WAGES PAYABLE	1,664.40		*TOTAL.....
		60.0000.0000.2990			ESTIMATED REVENUE	0.00		BEGINNING BALANCE
J-010123-900		BUDGETARY CONTROL - ROLL	012023			216,812.73		ESTIMATED REVENUE
J-010123-900		BUDGETARY CONTROL - ROLL	012023			216,812.73CR		ESTIMATED REVENUE
.....		60.0000.0000.2990			ESTIMATED REVENUE	0.00		*TOTAL.....
		60.0000.0000.2995			APPROPRIATIONS	0.00		BEGINNING BALANCE
J-010123-901		BUDGETARY CONTROL - ROLL	012023			216,812.73CR		APPROPRIATIONS
J-010123-901		BUDGETARY CONTROL - ROLL	012023			216,812.73		APPROPRIATIONS
.....		60.0000.0000.2995			APPROPRIATIONS	0.00		*TOTAL.....

Account Activity by Trans Date
SORTING BY TRANS DATE.....

SRC/JE/ID	DIRCTY VEN/CUS/EXPL	DATE	REFER	INVOICE	AMOUNT	DETAIL	DESCR
	60			U.W.CENTER FOOD SERVICE FUND			
	60.0000			BALANCE SHEET			
.....	60.0000.0000			PROJECT	65,790.69CR	*TOTAL.....	
.....	60.0000			BALANCE SHEET	65,790.69CR	*TOTAL.....	
.....	60			U.W.CENTER FOOD SERVICE FUND	65,790.69CR	*TOTAL.....	
	60			U.W.CENTER FOOD SERVICE FUND			
	60.4100			TAXES			
	60.4100.0000			PROJECT			
	60.4100.0000.4111			GENERAL PROPERTY TAXES	5,331.46CR	BEGINNING BALANCE	
J-013123-912	JE #01A TAX LEVY	013123			37,032.27	DISTRIBUTE 2023 TAX LEVY	
.....	60.4100.0000.4111			GENERAL PROPERTY TAXES	31,700.81	*TOTAL.....	
.....	60.4100.0000			PROJECT	31,700.81	*TOTAL.....	
.....	60.4100			TAXES	31,700.81	*TOTAL.....	
	60.4500			PUBLIC CHARGES FOR SERVICES			
	60.4500.0000			PROJECT			
	60.4500.0000.4613			U.W. CENTER MEAL SERVICE REV	145,507.21CR	BEGINNING BALANCE	
R-020823-974	UW FOOD SRVS	020823	39927		8,464.29CR	NUTRITION REVENUE	
R-020823-974	UW FOOD SRVS	020823	39928		1,260.50CR	CAFETERIA REVENUE	
R-030923-080	UW FOOD SERVICE	030923	40179		10,903.93CR	NUTRITION	
R-030923-080	UW FOOD SERVICE	030923	40180		1,619.50CR	CAFETERIA	
R-030923-080	UW FOOD SERVICE	030923	40181		4,960.38CR	CAFETERIA	
R-041123-213	UW FOOD SERVICE	041123	40410		4,244.00CR	CAFETERIA REVENUE	
.....	60.4500.0000.4613			U.W. CENTER MEAL SERVICE REV	176,959.81CR	*TOTAL.....	
.....	60.4500.0000			PROJECT	176,959.81CR	*TOTAL.....	
.....	60.4500			PUBLIC CHARGES FOR SERVICES	176,959.81CR	*TOTAL.....	
.....	60			U.W.CENTER FOOD SERVICE FUND	145,259.00CR	*TOTAL.....	
	60			U.W.CENTER FOOD SERVICE FUND			
	60.5678			U W CENTER - MEAL SERVICE			
	60.5678.0000			PROJECT			
	60.5678.0000.5111			SALARIES - REGULAR	82,105.81	BEGINNING BALANCE	
P-010623-862	PAYROLL INTERFACE	011323	11323		3,328.80	CODE-C,PER#-1,FUND-	60
P-012723-920	PAYROLL INTERFACE	012723	12723		3,328.80	CODE-C,PER#-2,FUND-	60
J-013123-228	AUDIT ADJ JE	013123			1,664.40CR	AUDIT ADJ JE	
P-020323-965	PAYROLL INTERFACE	021023	21023		3,328.80	CODE-C,PER#-1,FUND-	60
P-020323-019	PAYROLL INTERFACE	022423	22423		3,328.80	CODE-C,PER#-2,FUND-	60
P-030323-066	PAYROLL INTERFACE	031023	31023		3,328.80	CODE-C,PER#-1,FUND-	60
P-032423-122	PAYROLL INTERFACE	032423	32423		3,328.80	CODE-C,PER#-2,FUND-	60

Account Activity by Trans Date
SORTING BY TRANS DATE.....

SRC/JE/ID	DIRCTY VEN/CUS/EXPL	DATE	REFER	INVOICE	AMOUNT	DETAIL	DESCR
	60			U.W.CENTER FOOD SERVICE FUND			
	60.5678			U W CENTER - MEAL SERVICE			
	60.5678.0000			PROJECT			
	60.5678.0000.5111			SALARIES - REGULAR			
P-040623-174	PAYROLL INTERFACE	040623	40623		3,328.80	CODE-C,PER#-1,FUND-	60
P-040623-216	PAYROLL INTERFACE	042123	42123		3,349.60	CODE-C,PER#-2,FUND-	60
.....	60.5678.0000.5111			SALARIES - REGULAR	107,092.61	*TOTAL.....	
	60.5678.0000.5150			SECTION 125 PLAN-CO SHARE	107.10	BEGINNING BALANCE	
J-013123-854	JE #01	013123			12.60	HRA ADM FEE JAN 2023	
J-022823-013	JE #02	022823			12.60	HRA ADMIN FEE	
J-033123-149	JE #03	033123			12.60	HRA ADMIN FEE	
J-043023-253	JE #04	043023			12.60	HRA ADMIN FEE	
.....	60.5678.0000.5150			SECTION 125 PLAN-CO SHARE	157.50	*TOTAL.....	
	60.5678.0000.5151			FICA - COUNTY SHARE	6,169.38	BEGINNING BALANCE	
P-010623-862	PAYROLL INTERFACE	011323	11323		227.35	CODE-C,PER#-1,FUND-	60
P-012723-920	PAYROLL INTERFACE	012723	12723		246.64	CODE-C,PER#-2,FUND-	60
P-020323-965	PAYROLL INTERFACE	021023	21023		227.35	CODE-C,PER#-1,FUND-	60
P-020323-019	PAYROLL INTERFACE	022423	22423		246.64	CODE-C,PER#-2,FUND-	60
P-030323-066	PAYROLL INTERFACE	031023	31023		227.35	CODE-C,PER#-1,FUND-	60
P-032423-122	PAYROLL INTERFACE	032423	32423		246.64	CODE-C,PER#-2,FUND-	60
P-040623-174	PAYROLL INTERFACE	040623	40623		227.35	CODE-C,PER#-1,FUND-	60
P-040623-216	PAYROLL INTERFACE	042123	42123		248.23	CODE-C,PER#-2,FUND-	60
.....	60.5678.0000.5151			FICA - COUNTY SHARE	8,066.93	*TOTAL.....	
	60.5678.0000.5152			RETIREMENT - COUNTY SHARE	5,067.72	BEGINNING BALANCE	
P-010623-862	PAYROLL INTERFACE	011323	11323		226.36	CODE-C,PER#-1,FUND-	60
P-012723-920	PAYROLL INTERFACE	012723	12723		226.36	CODE-C,PER#-2,FUND-	60
P-020323-965	PAYROLL INTERFACE	021023	21023		226.36	CODE-C,PER#-1,FUND-	60
P-020323-019	PAYROLL INTERFACE	022423	22423		226.36	CODE-C,PER#-2,FUND-	60
P-030323-066	PAYROLL INTERFACE	031023	31023		226.36	CODE-C,PER#-1,FUND-	60
P-032423-122	PAYROLL INTERFACE	032423	32423		226.36	CODE-C,PER#-2,FUND-	60
P-040623-174	PAYROLL INTERFACE	040623	40623		226.36	CODE-C,PER#-1,FUND-	60
P-040623-216	PAYROLL INTERFACE	042123	42123		227.77	CODE-C,PER#-2,FUND-	60
.....	60.5678.0000.5152			RETIREMENT - COUNTY SHARE	6,880.01	*TOTAL.....	
	60.5678.0000.5153			DENTAL INSURANCE-CO SHARE	914.02	BEGINNING BALANCE	
P-012723-920	PAYROLL INTERFACE	012723	12723		104.78	CODE-C,PER#-2,FUND-	60
P-020323-019	PAYROLL INTERFACE	022423	22423		104.78	CODE-C,PER#-2,FUND-	60
P-032423-122	PAYROLL INTERFACE	032423	32423		104.78	CODE-C,PER#-2,FUND-	60

Account Activity by Trans Date
SORTING BY TRANS DATE.....

SRC/JE/ID	DIRCTY	VEN/CUS/EXPL	DATE	REFER	INVOICE	AMOUNT	DETAIL	DESCR
		60			U.W.CENTER FOOD SERVICE FUND			
		60.5678			U W CENTER - MEAL SERVICE			
		60.5678.0000			PROJECT			
		60.5678.0000.5153			DENTAL INSURANCE-CO SHARE			
P-040623-216		PAYROLL INTERFACE	042123	42123		104.78	CODE-C,PER#-2,FUND-	60
		60.5678.0000.5153			DENTAL INSURANCE-CO SHARE	1,333.14	*TOTAL.....	
		60.5678.0000.5154			HEALTH INSURANCE - COUNTY SH	26,139.66	BEGINNING BALANCE	
P-010623-862		PAYROLL INTERFACE	011323	11323		2,617.72	CODE-C,PER#-1,FUND-	60
P-020323-965		PAYROLL INTERFACE	021023	21023		2,617.72	CODE-C,PER#-1,FUND-	60
P-030323-066		PAYROLL INTERFACE	031023	31023		2,617.72	CODE-C,PER#-1,FUND-	60
P-040623-174		PAYROLL INTERFACE	040623	40623		2,617.72	CODE-C,PER#-1,FUND-	60
		60.5678.0000.5154			HEALTH INSURANCE - COUNTY SH	36,610.54	*TOTAL.....	
		60.5678.0000.5155			LIFE INSURANCE - COUNTY SHAR	60.33	BEGINNING BALANCE	
P-010623-862		PAYROLL INTERFACE	011323	11323		3.27	CODE-C,PER#-1,FUND-	60
P-020323-965		PAYROLL INTERFACE	021023	21023		3.27	CODE-C,PER#-1,FUND-	60
P-030323-066		PAYROLL INTERFACE	031023	31023		3.27	CODE-C,PER#-1,FUND-	60
P-040623-174		PAYROLL INTERFACE	040623	40623		3.27	CODE-C,PER#-1,FUND-	60
		60.5678.0000.5155			LIFE INSURANCE - COUNTY SHAR	73.41	*TOTAL.....	
		60.5678.0000.5900			WORKMEN'S COMPENSATION INSUR	2,131.00	BEGINNING BALANCE	
J-013123-854		JE #01	013123			2,469.00	WORKMANS COMP 2023	
		60.5678.0000.5900			WORKMEN'S COMPENSATION INSUR	4,600.00	*TOTAL.....	
		60.5678.0000.5927			COMMERCIAL CRIME INSURANCE	10.38	BEGINNING BALANCE	
D-011223-874	1882	ARTHUR J GALLAGHER RISK	011223	27822	4537148	19.94	2023 COMMERCIAL CRIME	
		60.5678.0000.5927			COMMERCIAL CRIME INSURANCE	30.32	*TOTAL.....	
		60.5678.0000.5999			BILLS - NO LINE DETAIL	73,614.04	BEGINNING BALANCE	
D-011223-863	6167	US BANK NATIONAL ASSOCIA	011223	27775	5541	2.29	01/03 5541	
D-011223-863	6167	US BANK NATIONAL ASSOCIA	011223	27775	5411	120.59	01/03 5411	
D-020223-946	1968	VERIZON WIRELESS	020223	28147	9926088805	40.01	01/23 9926088805	
D-021323-975	6167	US BANK NATIONAL ASSOCIA	021323	28276	5411	65.79	01/08 5411	
D-021323-975	6167	US BANK NATIONAL ASSOCIA	021323	28276	5411	67.09	01/09 5411	
D-021323-975	6167	US BANK NATIONAL ASSOCIA	021323	28276	5411	30.03	01/11 5411	
D-021323-975	6167	US BANK NATIONAL ASSOCIA	021323	28276	5331	12.50	01/12 5331	
D-021323-975	6167	US BANK NATIONAL ASSOCIA	021323	28276	5411	32.71	01/16 5411	
D-021323-975	6167	US BANK NATIONAL ASSOCIA	021323	28276	5541	4.70	01/17 5541	

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		60			U.W.CENTER FOOD SERVICE FUND			
		60.5678			U W CENTER - MEAL SERVICE			
		60.5678.0000			PROJECT			
		60.5678.0000.5999			BILLS - NO LINE DETAIL			
D-021323-975	6167	US BANK NATIONAL ASSOCIA	021323	28276	5411	37.64	01/17	5411
D-021323-975	6167	US BANK NATIONAL ASSOCIA	021323	28276	5411	53.76	01/22	5411
D-021323-975	6167	US BANK NATIONAL ASSOCIA	021323	28276	5411	157.61	01/24	5411
D-021323-975	6167	US BANK NATIONAL ASSOCIA	021323	28276	5411	117.28	01/29	5411
D-021323-975	6167	US BANK NATIONAL ASSOCIA	021323	28276	5411	48.11	01/30	5411
D-021323-975	6167	US BANK NATIONAL ASSOCIA	021323	28276	5541	4.90	01/31	5541
D-021323-975	6167	US BANK NATIONAL ASSOCIA	021323	28276	5541	18.32	02/01	5541
D-021323-975	6167	US BANK NATIONAL ASSOCIA	021323	28276	5411	68.95	02/02	5411
D-021323-975	6167	US BANK NATIONAL ASSOCIA	021323	28276	5411	91.32	02/05	5411
D-022023-004	459	ARAMARK UNIFORM SERVICE	022023	28336	6320153821	25.00	1/19	AC/295443000
D-022023-004	4204	MARTIN BROTHERS DIST CO	022023	28337	9840772	988.15	1/31	AC/861070
D-022023-004	4204	MARTIN BROTHERS DIST CO	022023	28337	9831237	911.20	1/31	AC/861070
D-022023-004	4204	MARTIN BROTHERS DIST CO	022023	28337	9820724	1,083.47	1/31	AC/861070
D-022023-004	4204	MARTIN BROTHERS DIST CO	022023	28337	9811505	1,165.19	1/31	AC/861070
D-022023-004	6311	MAYO/GEORGE R DBA:	022023	28338	17974	431.60	1/27	PO #134496
D-022023-004	6239	RAY/JERRY B	022023	28339		4.00	1/19	
D-022023-004	6239	RAY/JERRY B	022023	28339		89.80	1/19	
D-030923-067	1968	VERIZON WIRELESS	030923	28702	9928472798	40.01	02/23	9928472798
D-031023-079	6167	US BANK NATIONAL ASSOCIA	031023	28707	5411	100.10	02/06	5411
D-031023-079	6167	US BANK NATIONAL ASSOCIA	031023	28707	5411	10.32	02/07	5411
D-031023-079	6167	US BANK NATIONAL ASSOCIA	031023	28707	5411	31.47	02/07	5411
D-031023-079	6167	US BANK NATIONAL ASSOCIA	031023	28707	5541	0.12CR	02/08	5541
D-031023-079	6167	US BANK NATIONAL ASSOCIA	031023	28707	5411	171.07	02/09	5411
D-031023-079	6167	US BANK NATIONAL ASSOCIA	031023	28707	5411	44.77	02/12	5411
D-031023-079	6167	US BANK NATIONAL ASSOCIA	031023	28707	5411	9.76	02/13	5411
D-031023-079	6167	US BANK NATIONAL ASSOCIA	031023	28707	5411	118.83	02/15	5411
D-031023-079	6167	US BANK NATIONAL ASSOCIA	031023	28707	5541	13.65	02/16	5541
D-031023-079	6167	US BANK NATIONAL ASSOCIA	031023	28707	5411	50.60	02/18	5411
D-031023-079	6167	US BANK NATIONAL ASSOCIA	031023	28707	5331	11.25	02/18	5331
D-031023-079	6167	US BANK NATIONAL ASSOCIA	031023	28707	5411	28.36	02/20	5411
D-031023-079	6167	US BANK NATIONAL ASSOCIA	031023	28707	5411	93.53	02/21	5411
D-031023-079	6167	US BANK NATIONAL ASSOCIA	031023	28707	5411	38.88	02/26	5411
D-031023-079	6167	US BANK NATIONAL ASSOCIA	031023	28707	5411	36.86	02/27	5411
D-031023-079	6167	US BANK NATIONAL ASSOCIA	031023	28707	5411	144.13	02/28	5411
D-031023-079	6167	US BANK NATIONAL ASSOCIA	031023	28707	5411	5.49	03/01	5411
D-031023-079	6167	US BANK NATIONAL ASSOCIA	031023	28707	5411	81.80	03/01	5411
D-031023-079	6167	US BANK NATIONAL ASSOCIA	031023	28707	5411	157.93	03/04	5411
D-031523-094	459	ARAMARK UNIFORM SERVICE	031523	28719	6320170480	25.00	2/16	AC/295443000
D-031523-094	4204	MARTIN BROTHERS DIST CO	031523	28733	9881120	1,175.71	2/22	AC/861070
D-031523-094	4204	MARTIN BROTHERS DIST CO	031523	28733	9871552	1,221.24	2/15	AC/861070
D-031523-094	4204	MARTIN BROTHERS DIST CO	031523	28733	9865305	202.47	2/10	AC/861070
D-031523-094	4204	MARTIN BROTHERS DIST CO	031523	28733	9860913	1,603.66	2/8	AC/861070
D-031523-094	4204	MARTIN BROTHERS DIST CO	031523	28733	9850974	1,052.98	2/1	AC/861070
D-041223-189	3003	CAPITAL ONE - WALMART	041223	29124	616581	72.30	03/24	616581
D-041223-189	3003	CAPITAL ONE - WALMART	041223	29124	616581	54.60	03/23	616581

Account Activity by Trans Date
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SRC/JE/ID	DIRCTY	VEN/CUS/EXPL	DATE	REFER	INVOICE	AMOUNT	DETAIL	DESCR
		60			U.W.CENTER FOOD SERVICE FUND			
		60.5678			U W CENTER - MEAL SERVICE			
		60.5678.0000			PROJECT			
		60.5678.0000.5999			BILLS - NO LINE DETAIL			
D-041223-189	3003	CAPITAL ONE - WALMART	041223	29124	616581	98.29CR	12/05	616581
D-041223-189	1968	VERIZON WIRELESS	041223	29133	9930888602	40.03	03/23	9930888602
D-041323-193	6167	US BANK NATIONAL ASSOCIA	041323	29180	5411	139.44	03/06	5411
D-041323-193	6167	US BANK NATIONAL ASSOCIA	041323	29180	5411	77.54	03/07	5411
D-041323-193	6167	US BANK NATIONAL ASSOCIA	041323	29180	5541	6.14	03/08	5541
D-041323-193	6167	US BANK NATIONAL ASSOCIA	041323	29180	5541	6.14CR	03/08	5541
D-041323-193	6167	US BANK NATIONAL ASSOCIA	041323	29180	5541	5.98	03/08	5541
D-041323-193	6167	US BANK NATIONAL ASSOCIA	041323	29180	5411	127.46	03/11	5411
D-041323-193	6167	US BANK NATIONAL ASSOCIA	041323	29180	5411	101.62	03/13	5411
D-041323-193	6167	US BANK NATIONAL ASSOCIA	041323	29180	5411	157.27	03/14	5411
D-041323-193	6167	US BANK NATIONAL ASSOCIA	041323	29180	5411	100.61	03/15	5411
D-041323-193	6167	US BANK NATIONAL ASSOCIA	041323	29180	5411	87.06	03/16	5411
D-041323-193	6167	US BANK NATIONAL ASSOCIA	041323	29180	5411	34.64	03/18	5411
D-041323-193	6167	US BANK NATIONAL ASSOCIA	041323	29180	5411	86.33	03/20	5411
D-041323-193	6167	US BANK NATIONAL ASSOCIA	041323	29180	5411	36.66	03/21	5411
D-041323-193	6167	US BANK NATIONAL ASSOCIA	041323	29180	5411	92.24	03/26	5411
D-041323-193	6167	US BANK NATIONAL ASSOCIA	041323	29180	5411	84.39	03/27	5411
D-041323-193	6167	US BANK NATIONAL ASSOCIA	041323	29180	5411	130.14	03/28	5411
D-041323-193	6167	US BANK NATIONAL ASSOCIA	041323	29180	5411	94.21	04/02	5411
D-041323-193	6167	US BANK NATIONAL ASSOCIA	041323	29180	5411	63.54	04/03	5411
D-041323-193	6167	US BANK NATIONAL ASSOCIA	041323	29180	5541	18.32	04/03	5541
D-041323-193	6167	US BANK NATIONAL ASSOCIA	041323	29180	5411	61.86	04/04	5411
D-041323-193	6167	US BANK NATIONAL ASSOCIA	041323	29180	5411	80.36	04/05	5411
D-041723-199	459	ARAMARK UNIFORM SERVICE	041923	29331	6320187142	25.00	3/16	AC/295443000
D-041723-199	4204	MARTIN BROTHERS DIST CO	041923	29332	9910366	677.07	3/15	AC/861070
D-041723-199	4204	MARTIN BROTHERS DIST CO	041923	29332	9891185	902.04	3/1	AC/861070
D-041723-199	4204	MARTIN BROTHERS DIST CO	041923	29332	9929885	808.48	3/29	AC/861070
D-041723-199	4204	MARTIN BROTHERS DIST CO	041923	29332	9901110	1,389.99	3/8	AC/861070
D-041723-199	4204	MARTIN BROTHERS DIST CO	041923	29332	9919430	1,261.31	3/22	AC/861070
.....		60.5678.0000.5999			BILLS - NO LINE DETAIL	92,468.00		*TOTAL.....
.....		60.5678.0000			PROJECT	257,312.46		*TOTAL.....
.....		60.5678			U W CENTER - MEAL SERVICE	257,312.46		*TOTAL.....
.....		60			U.W.CENTER FOOD SERVICE FUND	257,312.46		*TOTAL.....

Account Activity by Trans Date
SORTING BY TRANS DATE.....

SRC/JE/ID	DIRCTY VEN/CUS/EXPL	DATE	REFER	INVOICE	AMOUNT	DETAIL DESCR
REPORT TOTALS:					46,262.77	

RECORDS PRINTED - 000263

-----FUND----- 60 U.W.CENTER FOOD SERVICE FUND

ACCOUNT	BEGINNING BALANCE	ACTUAL-THIS MONTH	ACTUAL-THIS YEAR	ENDING BALANCE
-----	-----	-----	-----	-----
ASSETS				

CURRENT ASSETS:				
60.0000.0000.1110 CASH	4,456.52	12,811.86CR	71,003.35CR	66,546.83CR
60.0000.0000.1180 PETTY CASH	350.00	0.00	0.00	350.00
60.0000.0000.1301 ACCOUNTS RECEIVABLE	513.16CR	0.00	513.16	0.00
60.0000.0000.1620 PREPAID EXPENSES	2,469.00	0.00	2,469.00CR	0.00
TOTAL CURRENT ASSETS:	6,762.36	12,811.86CR	72,959.19CR	66,196.83CR
TOTAL ASSETS:	6,762.36	12,811.86CR	72,959.19CR	66,196.83CR
LIABILITIES AND FUND BALANCE				

CURRENT LIABILITIES:				
60.0000.0000.2120 VOUCHERS PAYABLE	4,393.88CR	0.00	4,393.88	0.00
60.0000.0000.2150 NET PAY PAYBLE	0.00	0.00	0.00	0.00
60.0000.0000.2152 FEDERAL WITHHOLDING PAYABLE	0.00	0.00	0.00	0.00
60.0000.0000.2153 STATE WITHHOLDING PAYABLE	0.00	0.00	0.00	0.00
60.0000.0000.2154 FICA WITHHOLDING PAYABLE	0.00	0.00	0.00	0.00
60.0000.0000.2155 RETIREMENT PAYABLE	1,236.48CR	2.82CR	328.22	908.26CR
60.0000.0000.2156 HEALTH INSURANCE PAYABLE	0.00	0.00	0.00	0.00
60.0000.0000.2157 LIFE INSURANCE PAYABLE	0.00	0.00	0.00	0.00
60.0000.0000.2158 LOSS OF TIME INSURANCE PAYAB	0.00	0.00	0.00	0.00
60.0000.0000.2161 DENTAL INSURANCE PAYABLE	0.00	0.00	0.00	0.00
60.0000.0000.2170 ACCRUED WAGES PAYABLE	0.00	0.00	1,664.40	1,664.40
60.0000.0000.2413 SALES TAX DUE STATE	0.00	0.00	0.00	0.00
TOTAL CURRENT LIABILITIES:	5,630.36CR	2.82CR	6,386.50	756.14
TOTAL LIABILITIES:	5,630.36CR	2.82CR	6,386.50	756.14
FUND BALANCE:				
60.0000.0000.2960 UNRESERVED/UNDESIGNATED FUND	12,821.01CR	0.00	0.00	12,821.01CR
60.0000.0000.2980 REVENUE CONTROL	204,373.46CR	4,244.00CR	5,579.67	198,793.79CR
60.0000.0000.2985 EXPENDITURE CONTROL	216,062.47	17,058.68	60,993.02	277,055.49
60.0000.0000.2990 ESTIMATED REVENUE	0.00	0.00	0.00	0.00
60.0000.0000.2995 APPROPRIATIONS	0.00	0.00	0.00	0.00
TOTAL FUND BALANCE:	1,132.00CR	12,814.68	66,572.69	65,440.69
TOTAL LIABILITIES AND FUND BALANCE:	6,762.36CR	12,811.86	72,959.19	66,196.83
TOTAL FUND:	0.00	0.00	0.00	0.00

TOTAL NUMBER OF RECORDS PRINTED 21

Expenditure Guideline
 FOR THE PERIOD(S) JAN 01, 2023 THROUGH APR 30, 2023

	ANNUAL REVISED BUDGET	ENCUMBERED	ACT MTD POSTED AND IN PROCESS	ACT YTD POSTED AND IN PROCESS	REMAINING BALANCE	PCT
60 U.W.CENTER FOOD SERVICE FUND						
5678 U W CENTER - MEAL SERVICE						
0000 PROJECT						
5111 SALARIES - REGULAR	85,625.42	0.00	6,678.40	24,986.80	60,638.62	29 --
5112 SALARIES - PART-TIME	0.00	0.00	0.00	0.00	0.00	0
5115 TEMPORARY - CASUAL	0.00	0.00	0.00	0.00	0.00	0
5149 RETIREE SK LV/HE INS CONVERS	0.00	0.00	0.00	0.00	0.00	0
5150 SECTION 125 PLAN-CO SHARE	0.00	0.00	12.60	50.40	50.40-	9999 -----!!!!
5151 FICA - COUNTY SHARE	6,620.98	0.00	475.58	1,897.55	4,723.43	28 --
5152 RETIREMENT - COUNTY SHARE	5,885.32	0.00	454.13	1,812.29	4,073.03	30 ---
5153 DENTAL INSURANCE-CO SHARE	1,257.24	0.00	104.78	419.12	838.12	33 ---
5154 HEALTH INSURANCE - COUNTY SH	43,474.08	0.00	2,617.72	10,470.88	33,003.20	24 --
5155 LIFE INSURANCE - COUNTY SHAR	77.69	0.00	3.27	13.08	64.61	16 -
5161 HEALTH INS REIMBURSEMENT DED	2,000.00	0.00	0.00	0.00	2,000.00	0
5167 DEFERRED COMP	0.00	0.00	0.00	0.00	0.00	0
5339 MILEAGE	0.00	0.00	0.00	0.00	0.00	0
5814 NEW EQUIPMENT OVER \$5000	0.00	0.00	0.00	0.00	0.00	0
5900 WORKMEN'S COMPENSATION INSUR	2,800.00	0.00	0.00	2,469.00	331.00	88 -----
5906 UNEMPLOYMENT INSURANCE	0.00	0.00	0.00	0.00	0.00	0
5927 COMMERCIAL CRIME INSURANCE	0.00	0.00	0.00	19.94	19.94-	9999 -----!!!!
5999 BILLS - NO LINE DETAIL	69,072.00	0.00	6,712.20	18,853.96	50,218.04	27 --
TOTAL: PROJECT	216,812.73	0.00	17,058.68	60,993.02	155,819.71	28 --
TOTAL: U W CENTER - MEAL SERVICE	216,812.73	0.00	17,058.68	60,993.02	155,819.71	28 --
5920 TRANSFER TO OTHER FUNDS						
0000 PROJECT						
1742 TRAN TO INS REIMBURSEMENT FD	0.00	0.00	0.00	0.00	0.00	0
TOTAL: PROJECT	0.00	0.00	0.00	0.00	0.00	0
TOTAL: TRANSFER TO OTHER FUNDS	0.00	0.00	0.00	0.00	0.00	0
TOTAL: U.W.CENTER FOOD SERVICE FUND	216,812.73	0.00	17,058.68	60,993.02	155,819.71	28 --

Revenue Guideline
 FOR THE PERIOD(S) JAN 01, 2023 THROUGH APR 30, 2023

		ADOPTED BUDGET	REVISED BUDGET	ANNUAL ACT AND IN PROCESS	MTD POSTED AND IN PROCESS	YTD POSTED AND IN PROCESS	REMAINING BALANCE	PCT
60	U.W.CENTER FOOD SERVICE FUND							
4100	TAXES							
0000	PROJECT							
4111	GENERAL PROPERTY TAXES	37,032.27-	37,032.27-	0.00	37,032.27-	0.00	100	-----
TOTAL:	PROJECT	37,032.27-	37,032.27-	0.00	37,032.27-	0.00	100	-----
TOTAL:	TAXES	37,032.27-	37,032.27-	0.00	37,032.27-	0.00	100	-----
4500	PUBLIC CHARGES FOR SERVICES							
0000	PROJECT							
4613	U.W. CENTER MEAL SERVICE REV	253,845.00	253,845.00	4,244.00	31,452.60	222,392.40	12	-
TOTAL:	PROJECT	253,845.00	253,845.00	4,244.00	31,452.60	222,392.40	12	-
TOTAL:	PUBLIC CHARGES FOR SERVICES	253,845.00	253,845.00	4,244.00	31,452.60	222,392.40	12	-
4800	MISCELLANEOUS REVENUE							
0000	PROJECT							
4813	CREDIT CARD REBATES	0.00	0.00	0.00	0.00	0.00	0	
4840	OTHER MISCELLANEOUS REVENUE	0.00	0.00	0.00	0.00	0.00	0	
TOTAL:	PROJECT	0.00	0.00	0.00	0.00	0.00	0	
TOTAL:	MISCELLANEOUS REVENUE	0.00	0.00	0.00	0.00	0.00	0	
4900	OTHER FINANCIAL SOURCES							
0000	PROJECT							
4920	TRANSFER FROM GENERAL FUND	0.00	0.00	0.00	0.00	0.00	0	
4922	TRANS FROM CONTINGENCY FUND	0.00	0.00	0.00	0.00	0.00	0	
TOTAL:	PROJECT	0.00	0.00	0.00	0.00	0.00	0	
TOTAL:	OTHER FINANCIAL SOURCES	0.00	0.00	0.00	0.00	0.00	0	
TOTAL:	U.W.CENTER FOOD SERVICE FUND	216,812.73	216,812.73	4,244.00	5,579.67-	222,392.40	2	

UW RICHLAND FOOD SERVICE
 FINANCIAL STATEMENT
 4/1/2023
 May meeting

REVENUES		
FOOD SERVICE NUTRITION PROGRAM	\$	21,935.11
ROADRUNNER CAFÉ/Square	\$	3,393.18
Catering Events	\$	320.00
Un-paid Invoices	\$	-
SALES TAX	\$	-
TOTAL REVENUES	\$	25,648.29
EXPENDITURES		
US BANK	\$	- not received
SALARIES/FRING	\$	9,439.51
ARAMARK UNIFORMS	\$	25.00
GILLETTE PEPSI	\$	123.48
MARTIN BROTHERS	\$	5,230.62
VERIZON	\$	40.01
WAL-MART	\$	-
A-1	\$	-
Gellette Group/Pepsi	\$	123.48
	\$	-
WORKMANS COMPENSATION INSURANCE	\$	-
STATE SALES TAX	\$	-
TOTAL EXPENDITURES	\$	14,982.10

MONTHLY CHANGE

Apr-23									
UW Food Service Cash									
								should be	-\$66,546.83
<i>Payroll*</i>		<i>Receipts*</i>		<i>Disbursements*</i>				current	-\$66,546.83
\$ 2,283.84		\$ 4,244.00		\$ 68.64				difference	\$0.00
\$ 669.43				\$ 1,579.67					
\$ 2,521.71				\$ 5,063.89		<i>Balance Forward</i>			
\$ 743.59				\$ 22.83		(\$53,734.97)			
						<i>Ending Cash Balance</i>			
						(\$66,546.83)			
\$ 2,974.68	Health								
\$ 905.44	WRS					(\$66,534.23)	<i>Total</i>		
\$ 209.54	Dental						<i>Flex Admin Fees</i>		
						\$ (12.60)	<i>HRA Admin Fees</i>		
							<i>Health Insurance Reimbursement Deductible</i>		
							<i>Office Supplies</i>		
							<i>Sales Tax</i>		
							<i>HRA Annual Fee</i>		
							<i>Flex Annual Fee</i>		
							<i>2023 Tax Levy</i>		
\$ 10,308.23		\$ 4,244.00		\$ 6,735.03		(\$66,546.83)			
*All data above is found in 60.0000.0000.1110 Activity Report									

Mar-23									
UW Food Service Cash									
								should be	-\$53,734.97
<i>Payroll*</i>		<i>Receipts*</i>		<i>Disbursements*</i>				current	-\$53,734.97
\$ 2,283.84		\$ 17,483.81		\$ 22.83				difference	\$0.00
\$ 669.43		\$ (551.00)		\$ 40.01					
\$ 2,507.39				\$ 1,148.68		<i>Balance Forward</i>			
\$ 736.93				\$ 5,281.06		<i>(\$53,875.35)</i>			
						<i>Ending Cash Balance</i>			
						<i>(\$53,734.97)</i>			
\$ 2,974.68	Health								
\$ 905.44	WRS					<i>(\$53,722.37)</i>	<i>Total</i>		
\$ 209.54	Dental						<i>Flex Admin Fees</i>		
						\$ (12.60)	<i>HRA Admin Fees</i>		
							<i>Health Insurance Reimbursement Deductible</i>		
							<i>Office Supplies</i>		
							<i>Sales Tax</i>		
							<i>HRA Annual Fee</i>		
							<i>Flex Annual Fee</i>		
							<i>2023 Tax Levy</i>		
\$ 10,287.25		\$ 16,932.81		\$ 6,492.58		<i>(\$53,734.97)</i>			
*All data above is found in 60.0000.0000.1110 Activity Report									

Feb-23									
UW Food Service Cash									
								should be	-\$53,875.35
<i>Payroll*</i>		<i>Receipts*</i>		<i>Disbursements*</i>				current	-\$53,875.35
\$ 2,283.84		\$ 9,724.79		\$ 40.01				difference	\$0.00
\$ 669.43		\$ 37.84		\$ 810.71					
\$ 2,507.39				\$ 22.83		<i>Balance Forward</i>			
\$ 736.93				\$ 4,698.41		(\$47,766.17)			
						<i>Ending Cash Balance</i>			
						(\$53,875.35)			
\$ 2,974.68	Health								
\$ 905.44	WRS					(\$53,862.75)	<i>Total</i>		
\$ 209.54	Dental						<i>Flex Admin Fees</i>		
						\$ (12.60)	<i>HRA Admin Fees</i>		
							<i>Health Insurance Reimbursement Deductible</i>		
							<i>Office Supplies</i>		
							<i>Sales Tax</i>		
							<i>HRA Annual Fee</i>		
							<i>Flex Annual Fee</i>		
							<i>2023 Tax Levy</i>		
\$ 10,287.25		\$ 9,762.63		\$ 5,571.96		(\$53,875.35)			
*All data above is found in 60.0000.0000.1110 Activity Report									

Jan-23											
UW Food Service Cash											
									should be		-\$47,766.17
<i>Payroll*</i>		<i>Receipts*</i>		<i>Disbursements*</i>					current		-\$47,766.17
\$ 2,283.84				\$ 40.01					difference		\$0.00
\$ 669.43				\$ 19.94							
\$ 2,507.39				\$ 1,023.58		<i>Balance Forward</i>					
\$ 736.93				\$ 3,453.17		(\$49,040.43)					
				\$ 22.83		<i>Ending Cash Balance</i>					
						(\$47,766.17)					
\$ 2,974.68	Health										
\$ 1,236.48	WRS						(\$64,218.25)	<i>Total</i>			
\$ 209.54	Dental							<i>Flex Admin Fees</i>			
						\$ (12.60)		<i>HRA Admin Fees</i>			
								<i>Health Insurance Reimbursement Deductible</i>			
								<i>Office Supplies</i>			
								<i>Sales Tax</i>			
								<i>HRA Annual Fee</i>			
								<i>Flex Annual Fee</i>			
						\$ (37,032.27)		2023 Tax Levy			
						\$ 53,496.95		<i>Deficiency Appropriation</i>			
\$ 10,618.29		\$ -		\$ 4,559.53			(\$47,766.17)				
*All data above is found in 60.0000.0000.1110 Activity Report											

BUILDING AND GROUNDS REPORT

Dr. Michael E. Compton, Assistant Provost, Jim Bell, Grounds and Maintenance, and Eric Hoffman, Administrative Assistant

May 8, 2023

Completed Projects

1. Grounds:
 - a. Cleaning beds, removing leaves, pruning shrubs, repairing damaged turf, and began moving.

Outstanding and Current Projects

2. Science:
 - a. Drinking fountains were not replaced last fall. Estimated cost to replace is \$3,000 - \$4,000. Working with Wertz Plumbing and Heating.
3. Wallace Café:
 - a. Valves on hand wash sink are broken. Seeking estimate for repair.
 - b. Dump valve on heater for dishwasher is broken. Seeking estimate for replacement.
 - c. Hot water valve on wash tube is broken. Seeking estimate for replacement.

Future Projects

1. Classroom
 - a. Replace HVAC and Control System.
 - i. Heat is original equipment and should be updated or replaced.
 - ii. One air conditioning unit is not working properly. Likely low on refrigerant or broken compressor.
 - iii. HVAC Control System needs to be replaced.
 - iv. This is on the 2025 Capital List at an estimated cost of \$180,000.
 - b. Floors need to be replaced. Numerous tiles are broken
 - c. Interior lighting should be updated motion control.
 - d. Outside lighting should be updated to LED and photocell control.
2. Coppertop Theatre, Wallace Student Center, and Café.
 - a. The entire roof needs to be replaced. Estimated cost is likely over \$200,000. A small portion was repaired in spring 2023. This was budgeted at \$100,000 for the 2023 Capital Repair List.
 - b. Coppertop Theatre curtains need to be replaced with modern materials and mechanical system.
 - c. Heater units in entrances need to be repaired or replaced.
 - d. Control for air handling units need to be updated or replaced.
 - e. Plumbing issues in kitchen, hand sinks and custodial area.
 - f. Large freezer in Café should be replaced.
3. Gymnasium and Shop
 - a. Boiler is original and should be replaced with a more economical unit.
 - b. Electrical - Back-up generator should be replaced.

[Academic Affairs Branch Campus Operations](#)

Dr. Michael Compton, Assistant Provost | 421 Melvill Hall | 1200 Highway
14 W

Richland Center, WI | 53581-1316 | 608.355.5242 | compton@uwplatt.edu

- c. Locker rooms need to be updated with new tile and fixtures.
 - d. Outside lighting should be updated to LED and photocell control.
 - e. Concrete on west entrance slopes toward building allowing water to infiltrate into the building. Concrete needs to be replaced with taper to parking lot and grass.
4. Melvill Hall
- a. Replace HVAC and Control System. Suggested for 2026.
 - i. The original section of the building needs new HVAC. Air conditioning system is outdated (operates on outdated refrigerant). The west addition has new heat but needs air conditioning updated with dehumidifier.
 - ii. HVAC Control System needs to be replaced.
 - iii. This is on the 2026 Capital List at an estimated cost of \$230,000.
 - b. Electrical panels and wiring should be inspected and updated.
 - c. Outside lighting should be updated to LED and photocell control.
 - d. Interior lighting should be updated to motion control.
5. Miller Library
- a. Replace HVAC and Control System.
 - i. Heat is original equipment in old section.
 - ii. Air conditioning system is outdated (operates on outdated refrigerant). Small air conditioning unit needs to be replaced. New Dehumidifier needed for air conditioning system.
 - iii. HVAC Control System needs to be replaced.
 - iv. This is on the 2027 Capital List at an estimated cost of \$180,000.
 - b. Bathrooms need to be updated with new tile (tile are beginning to come off) and modern fixtures.
 - c. Interior lighting should be updated to motion control.
 - d. Outside lighting should be updated to LED and photocell control.
 - e. Outside lighting should be updated to LED and photocell control.
6. Science Building
- a. HVAC needs to be updated and control system replaced. Humidity control needs to be addressed.
 - b. Interior lighting should be updated to motion control.
 - c. Outside lighting should be updated to LED and photocell control.
7. All Buildings
- a. Fire Alarm System is outdated and obsolete. Estimated cost is likely over \$500,000. This is one the Capital Repair List for 2024.
 - b. Ceiling tiles need to be replaced because of staining or breakage.
 - c. Entry doors are in poor condition and need to be replaced. A new locking and security systems should be installed.
 - d. Windows are old and should be replaced with modern and energy efficient alternatives.
 - e. Carpeting is showing wear and age. Some carpeting has become unglued and is a tripping hazard.

8. Parking Lots, Campus Walks and Grounds:

- a. Green ash trees in the East Hall, Central and West parking should be removed.
- b. Parking lots and driveways need to be resurfaced.
- c. Most of the sidewalks are in poor to fair condition with numerous cracks and broken slabs that are hazardous to students, employees, and pedestrians.
- d. Lighting should be updated to LED and photocell control.
- e. Locust trees in main greenspace (between Melville, gymnasium, and library) need to be limbed or removed.