





# Foundations of Practice

*Community Development  
Core Competencies for  
Extension Professionals in  
the North Central Region*



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## Foundations of Practice

SLIDE 2

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The Foundations of Practice: Community Development Core Competencies for Extension Professionals is composed of three major components:

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



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## Component 1

SLIDE 3

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The first component, Understanding Communities and their Dynamics, is a series of seven core competencies that focus on:

- The ability to understand community of place.
- The nature of public issues.
- The dynamics and interdependencies of the various segments of the community.
- The basics of community development work.



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# Understanding Communities and their Dynamics

**SLIDE 4**

**Basic Understanding of Community**

- Community Demographics
- Community Economics
- Community Power Structure
- Natural Resources and Sustainability
- Community Situational Analysis
- Community Development Process

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## Community Demographics

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# Andy Lewis

**SLIDE 6**

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## Learning Objectives

**SLIDE 7**

- Develop an understanding of how to use economic and demographic data to better understand a community's present and future needs.
- Identify sources of information about community issues to increase understanding and insight into the complexity of challenges that affect the community.

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## Learning Objectives cont.

**SLIDE 8**

- Illustrate how sound data can be used to challenge our assumptions that keep us from learning the "real" truths and prohibit us from becoming learners.
- Learn how to use data to begin constructing community development strategies that address emerging community trends.

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## Community Demographics

**SLIDE 9**

Understanding a demographic profile and trends in a community is essential to identifying issues and sustainable alternatives. This includes trends in population growth/ decline, age, ethnicity, educational level, length of residence and many other important population characteristics as they affect the identification and priority of issues and possible actions.

Source: Cooperative Extension's Community Development Foundation of Practice, January 2005, [http://srdc.mstate.edu/nacdep/foundationofpractice\\_jan05.pdf](http://srdc.mstate.edu/nacdep/foundationofpractice_jan05.pdf)

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## Is That Your Final Answer?


**SLIDE 10**

What percentage of the households in the U.S. lived in the same dwelling throughout the entire period, 1995 to 2000?

- 81%
- 51%
- 66%
- 74%

Source: Table H38, Census 2000 Summary File 3 (SF 3)

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## The Community Development Factor...

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If we recognize the mobility of Americans, we can't lose sight of the fact that we need to build communities where people want to stay and economic opportunities are only part of the equation.

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## Is That Your Final Answer?


**SLIDE 12**

What percentage of U.S. farmers (principal operators) work off of the farm 200 days or more?

- Less than 5%
- 20%
- 40%
- 90%

Source: U.S. Census of Agriculture

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## Insurance Crisis on the Farm?

**SLIDE 13**

- 58% of farm families that had a full-time wage and salaried employee, also had an employer-provided health care plan.
- Only 24% of farm families without a full-time wage and salaried employee, had employer-provided health care.

**Source:** *Health Status, Use of Medical Services and Health Insurance Coverage: A Comparison Between Farmers, Other Self-Employed, and Wage/Salary Workers in Wisconsin* J. Whitaker, and D. Slesinger, PATS, UW-Extension.  
[http://www.pats.wisc.edu/pdf%20documents/r1\\_2\\_2.pdf](http://www.pats.wisc.edu/pdf%20documents/r1_2_2.pdf)




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## Is That Your Final Answer?

**SLIDE 14**

Wisconsin has the third highest graduation rate in the country (85%). Where does Wisconsin rank in high school graduation rates for African Americans among the 39 states that track this statistic?

- 1st
- 7th
- 22nd
- 39th

**Source:** *High School Graduation Rates in the United States, 2002*, Jay P. Greene, The Manhattan Institute for Policy Research,  
[http://www.manhattan-institute.org/html/cr\\_baeo.htm](http://www.manhattan-institute.org/html/cr_baeo.htm)




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## Who Wants to be a Millionaire?

**SLIDE 15**

- Over a 30-year career, an individual with a bachelor's degree earns about one million more in income than the high school dropout.
- A high-school dropout earns just 49% of what an average adult worker earns each year.

**Source:** U.S. Census Bureau, March, 2001:  
<http://www.census.gov/population/socdemo/education/pp11571a08.pdf>




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## Is That Your Final Answer?

SLIDE 16

What percentage of employed Florence County, Wisconsin residents work within the County boundaries?

- 38%
- 75%
- 56%
- 90%
- 10%

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Source: U.S. Census 2000, County to County Worker Flow Files  
<http://www.census.gov/population/www/cen2000/commuting.html>



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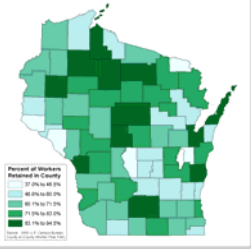
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## U.S. Census Worker Flow Data

SLIDE 17

Workers Residing and Working in the Same County  
(As Percent of all Workers Residing in County)



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## Benefits from employment tend to be regional, but....

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Should communities think about how commuting for employment impacts the following?

- Where do commuters do their shopping?
- What is the expense of commuting?
- How much time is spent commuting that could have been spent on income earning activities, or community and family building activities?
- What is the environmental impact and transportation impact of commuters?

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## Feeling Inadequate? Now for an easy one....

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In which country are Panama hats made?

- Panama
- Brazil
- India
- Ecuador

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## Why use quizzes?

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People all too often assume that they know the answers. Our assumptions sometimes keep us from learning the “real” truths and prohibit us from becoming learners.

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## Using Demographic Data

**SLIDE 21**

How could you use demographic data to better understand your local community and economy?

- What are some of the community problems and opportunities that might be informed by good reliable data?
- Are there specific issues in your community where you have struggled to find data sources?
- What are the significant economic and demographic trends that you are observing in the communities you serve?

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## DATA SOURCES

**SLIDE 22**


**Existing Reports**

- County Workforce Profiles
- County Economic Profiles
- Agriculture Profiles

**Easy to Use Sources**

- WorkNet – DWD
- SETA/Take Charge – Iowa State University
- American Factfinder – US Census Bureau
- Community Indicators – Center for Community Economic Development, UW-Extension

**Data Sets for Advanced Analysis**




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## Information Overload?

**SLIDE 23**



<http://www.uwex.edu/ces/cced/CountyEconomicProfile.htm>




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## U.S. Census Quick Facts

**SLIDE 24**



<http://quickfacts.census.gov/qf/>




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## Average Travel Time to Work: Alpena County, MI

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## SETA - Iowa State

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<http://www.seta.iastate.edu/takecharge/>

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## SETA

Office of Social and Economic Trend Analysis

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**SETA**  
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**Quarterly Workforce Indicators**

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<http://lehd.dsd.census.gov/led/index.html>

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U.S. Census Bureau  
Local Employment Dynamics  
All About Jobs

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<http://lehd.dsd.census.gov/led/datatools/qwiapp.html>

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## DataPlace

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<http://www.dataplace.org/>




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## Do Comparisons

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Pop. population 65 years old and over in 2000 in Davie County, WI and Alcona County, MI

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## Sonoran Institute Profiles

[http://www.sonoran.org/programs/eps/si\\_se\\_epsindex.html](http://www.sonoran.org/programs/eps/si_se_epsindex.html)

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## SocioEconomic Profile

<http://www.uwex.edu/ces/cced/CountyEconomicProfile.htm#sonoran>

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## What Is the Appropriate Question?....

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- Do you really want to know everything there is to know about your community and region?
- Do you want to know where information resides so that when a question arises....you know where to find the appropriate data?
- Do you want help in understanding significant community trends?




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## Community Indicators

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<http://www.uwex.edu/ces/cced/indicat.e.html>




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## Community Indicator "Tools"

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[http://www.uwex.edu/ces/cced/indicat\\_ors\\_Links.htm](http://www.uwex.edu/ces/cced/indicat_ors_Links.htm)




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## Topics Covered To Date

SLIDE 49

### Mobility: A Culture on the Move

How long have you lived in your community? In the United States, only half the population is living in the same place that they lived in five years ago. According to James M. Jasper, the only group that moves more frequently than Americans are nomadic tribes. What does that mean for your community? How does your community compare? To find out how your community compares, take a look at the following *Community Indicator*.

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## Topics, continued...

SLIDE 50

### Age COHORTS: Lets Compare Apples to Apples

What happened to all the residents of your community who were age 20 to 29 years old in 1990. By the year 2000, they had all turned 30 to 39 years old. So, why when analyzing communities do people compare the 20 to 29 year olds of 1990 to the 20 to 29 year olds of 2000? Isn't that comparing apples to oranges? If you would like compare apples to apples, take a look at *Age COHORTS*.

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## Topics, continued...

SLIDE 51

### Understanding Worker Flow Data

While communities can work on becoming more "self-sufficient" and attracting jobs which meet the employment needs of local residents, they can't ignore the need to cooperate regionally on job creation efforts. Recently released "Worker flow data" from the census indicates that 51 Wisconsin counties rely on neighboring counties and states for 20% or more of their workforce employment.

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**Topics, continued...**

**SLIDE 52**

**Philanthropy: Does Charity Begin at Home?**

At an increasing rate, nonprofit organizations rather than government are responding to community needs and individuals are asked to provide charitable donations to support the cause. So, just how charitable are your residents? The results might surprise you.

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**Topics, continued...**

**SLIDE 53**


**Get an Education and Double Your Salary**

- A 2-part series which examines the best predictor of income.

**Part I (Focus on High School)**

**Part II (Focus on Higher Education)**

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**Topics, continued...**

**SLIDE 54**

**Self Sufficiency: Defining Poverty**

For more than 40 years, this country has used a standard for measuring poverty that does not begin to measure poverty. New data and a report by the Wisconsin Women's Network provides estimates on the wage required to sustain families without any public or private assistance. 2004 estimates are available for 70 different family types in each of Wisconsin's Counties and 10 tribes.

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**Topics, continued...**

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**SLIDE 55**

**Wage & Salary Income Excel Worksheet**  
**Labor Participation Rates Excel Worksheet**  
 Two new "Works in Progress"

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**Topics, continued...**


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**SLIDE 56**

**Keeping Them Down on the Farm**  
 47% of principal farm operators report that they work more than 100 days off of the farm. Could these business people be the source for new innovative enterprises?

**Increased Fuel Expenditures Flowing Out-of-State...Revisited**  
 Oh what a difference a year makes! About \$3 billion will be leaving the state of Wisconsin over the next year as a result of increased household expenditures on gasoline.

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**Why Community Indicators?**

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**SLIDE 57**

- As specialists we try to be responsive to local needs but also try to anticipate better questions and solutions.
- An alternative to "Community Profiles"

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## Economic Snapshots

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## Economic Snapshots

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<http://www.uwex.edu/ces/cced/economicsnapshot.html>

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## A "USA Today" Approach ECONOMIC SNAPSHOT Wisconsin State Journal March 6, 2005

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**ECONOMIC SNAPSHOT**  
Where Dane County's workers live

step 1: getting the data

County-to-County Worker flow data for any county place in the U.S. is available in an Excel format from the U.S. Census at: [www.census.gov/population/www/cen2000/comuting.html](http://www.census.gov/population/www/cen2000/comuting.html)

To download the data for any county, simply select the state and download it as an Excel file.

step 2: getting county level data

To obtain county level data, open the Excel file and scroll down to the county you choose.

There is a lot of data, but do not be intimidated. It is relatively easy to navigate. Now you know why we developed Community INDICATORS.

County	Male	Female	Total
Dane	1,100	1,100	2,200
Other	1,100	1,100	2,200
Total	2,200	2,200	4,400

SOURCE: [www.census.gov/population/www/cen2000/comuting.html](http://www.census.gov/population/www/cen2000/comuting.html)  
QUESTIONS Send questions/comments to professor Andy Lewis at [andy.lewis@uwex.edu](mailto:andy.lewis@uwex.edu)

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## Additional Reading

**SLIDE 61**

- Using Employment Data to Better Understand Your Local Economy, Martin Shields, Penn State:  
[http://www.cdtoolbox.org/economic\\_development/intro\\_5\\_2003.PDF](http://www.cdtoolbox.org/economic_development/intro_5_2003.PDF)
- "Community Indicators", Center for Community & Economic Development, University of Wisconsin Extension:  
<http://www.uwex.edu/ces/cced/indicate.html>

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## Additional Reading

**SLIDE 62**

- "Economic Snapshots", Center for Community & Economic Development, University of Wisconsin Extension:  
<http://www.uwex.edu/ces/cced/economicsnapshot.html>
- Economic/Demographic Profile Links, Center for Community & Economic Development, University of Wisconsin Extension:  
<http://www.uwex.edu/ces/cced/CountyEconomicProfile.htm>

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## Reports

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<http://www.wi-edi.org/publications.html#9>

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## Next Session



Bill Pinkovitz

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### Community Economics

October 3, 2006 and October 4, 2006  
1:30 to 3 p.m. CST

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The ability to understand the economic base of a community and the dynamics between the various economic sectors—including the ways in which money turns over in the community, leaves the community, or is invested—are important to providing a vibrant economy.



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