# 2018-2019

Evaluation Plan for Embudo Valley Library and Community Center

December 14th, 2018
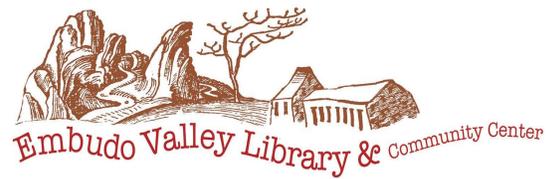
Prepared By:
Mather Cotter, B.A.
Evaluation Lab Fellow
M.P.P. Candidate, May 2020

Felicity Fonseca, B.A.
Evaluation Lab Fellow
M.P.A. Candidate, May 2020

Amanda Bissell
Team Lead
M.P.H.

NM EVALUATION LAB
University of New Mexico

Introduction

Embudo Valley Library, founded in 1992, celebrated 26 years of library service in May. The library's vision is to cultivate an empowered and thriving community; their mission is to build community by providing educational, cultural, and recreational resources for area residents.

The library provides public library service, literacy programming for children and youth, formal and informal public gathering space for meetings and *resolana*, and an evening cultural series. The library's property is home to a volunteer community radio station, a public park, a farmer's market, and a cooperative grocery store.

In February 2014, after 10 years of planning and fundraising, the organization opened the doors to a new 3,000 square foot library. The renovated old library now houses children's programs, a low power FM radio station, and is a general use community center. Embudo Valley Library is a 501(c)(3) non-profit public library, which means it is not tax-funded. Approximately 64% of the library's operating budget comes from foundations and private donors. Embudo Valley Library is a member of Rio Arriba Independent Libraries (RAIL), a collaboration with other area rural libraries for sharing resources and expenses while striving to improve economic and educational outcomes in their communities.

In 2015, Embudo Valley Library was one of 10 institutions nationwide awarded the National Medal for Museum and Library Service. This award is given to institutions that provide outstanding service to their communities.

1. Purpose of Evaluation

The purpose of the evaluation is to enhance the data collected by Embudo Valley Library and to explore how the library and RAIL can facilitate economic revitalization in their communities.

Currently Embudo Valley Library collects data required by the New Mexico State Library and by funding agencies. By working with the UNM Evaluation Lab, Embudo Valley Library will begin collecting a few more data points that are of interest to them, including how many patron visits to the library are related to employment, and how many patron visits are related to social services such as applying for or re-certifying state benefits.

The goals for these evaluation activities are to 1) improve and put in place basic evaluation tools, including program logic models, rubrics, and data collection, 2) analyze current data better, and 3) research rural economic revitalization as a topic and hold focus groups to get feedback regarding local economic revitalization strategies.

2. Logic Model

Library Director Felicity Fonseca worked with library staff to develop early literacy, STEM, afterschool, and public library service logic models, culminating in a community anchor institution logic model. "Public Library" didn't accurately capture the work the library has done in the community. Creating this logic model helped the board and staff see bigger picture impacts of their economic development work, downtown revitalization projects, the role the library plays in supporting community organizations and small business, in drawing visitors to the community, and in creating a more prosperous community overall.

Figure 1. Embudo Valley Library as Community Anchor Institution Logic Model

Inputs	Outputs		Outcomes		
	Activities	*Participation*	*Short*	*Medium*	*Long*
Staff Facilities Funding Public support Volunteers Supplies Technology Expertise 501c3 Partnerships Board Community Assets School	**Public Library Service** Small business, self-employed supports Health, employment, social service supports	Drop in services, planned activities, programs, gatherings, classes	Local, regional, statewide partnerships	Increased organizational capacity	Effective community organizations
		Community driven projects	Community investment	Resource sharing Youth Development	Local, regional, and statewide impact
	Facilities and programs supporting community organizations and needs	Residents, children, families, school, non-profits, health groups, acequia organizations, community groups, action groups	Supported families Parents engaged in child's well-being Increased visits to community	Active Community groups	Community Capacity to affect change
	Public Access computing and classes, 24-7 wifi Downtown revitalization Economic development		Library: educational, social service, health, small business, economic development partner and resource	Community that connects and supports across cultures More successful local businesses More local employment	Healthier kids/healthier families/healthier community Economic prosperity Community well being
	Literacy, STEM, Cultural, Art programming for all ages with focus on ages 0-12	Volunteers and community service Fiesta de Santa Rosa and festivals	Community gathering place		Optimizing individual and community potential

3. Context

Embudo Valley Library provides public library services, educational programming, and a wide range of other services and programs to their rural village and to a broader service area that extends from the high mountain communities around Peñasco to Velarde and Pilar, in the Northern Rio Grande Valley. Dixon is a 40-mile round trip to the next closest towns of Española and Taos. The village's rural character makes Embudo Valley Library's services extremely important for residents, as the library provides high-speed internet, public computers, fax, copy, and notary services, public library service,

and educational services, programs, and supports that would otherwise be unavailable in the village.

Geographic Service Area

Town	Zipcode	Number of Cardholders
Dixon	87527	553
Embudo	87531	135
Peñasco	87553	109
Velarde	87582	68
Ojo Sarco	87521	67
Chamisal	87521	63
Vadito	87579	49
Taos	87571	30
Española	87532	21
Santa Fe	87501	20
Alcalde	87511	20
Llano	87543	18
Albuquerque	87105	13
Ranchos de Taos	87557	11
El Prado	87529	11
Pilar	87531	8
Las Trampas	87576	8
Truchas	87578	7
Santa Cruz	87567	5
All other zipcodes		104
Total		**1320**

Source: Embudo Valley Library Online Public Access Catalog, December 2018.

Figure 2. Embudo Valley Library patrons by zipcode.688 cardholders are from Dixon and Embudo zipcodes. 314 cardholders are from Peñasco, Chamisal, Ojo Sarco, Vadito, Llano, and Las Trampas, neighboring high road communities that are also geographically remote.

Figure 3. Embudo Valley Library Patrons By Zipcode

Size shows sum of Number of Records by zipcode. The marks are labeled by Town. The view is filtered on sum of Number of Records, which includes values greater than or equal to 5.
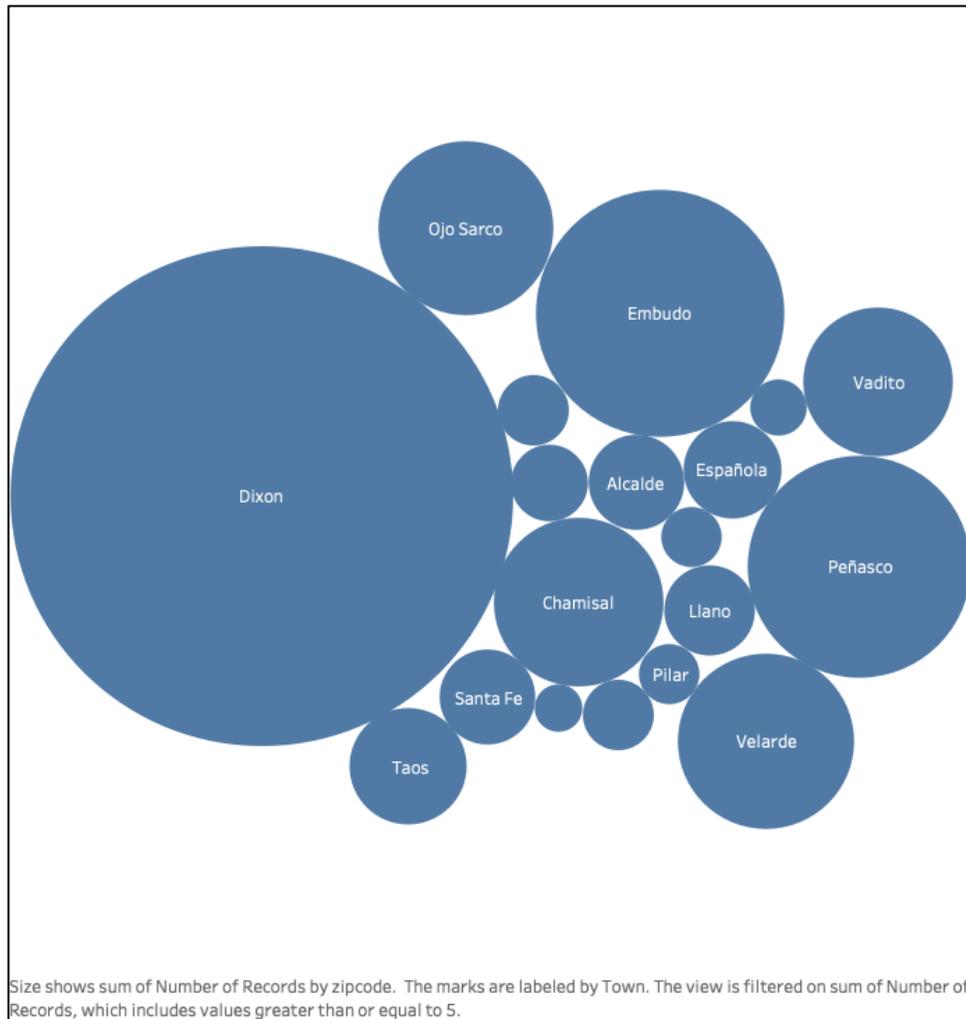
Source: Embudo Valley Library Online Public Access Catalog, December 2018.

Economic Context

The impact of the community's rurality is demonstrated by its economic statistics; Dixon residents are poorer than the rest of the County, State, and National population. According to the 2012-2016 American Community Survey of the American FactFinder, US Census, 46% of the households in the Dixon Census Designated Place earn less than $24,999 per year, compared to 39% in Rio Arriba County, 29% in New Mexico, and 22% in the United States. (See figure 4.)

Figure 4. Percent of Households Earning less than $24,999 per year.
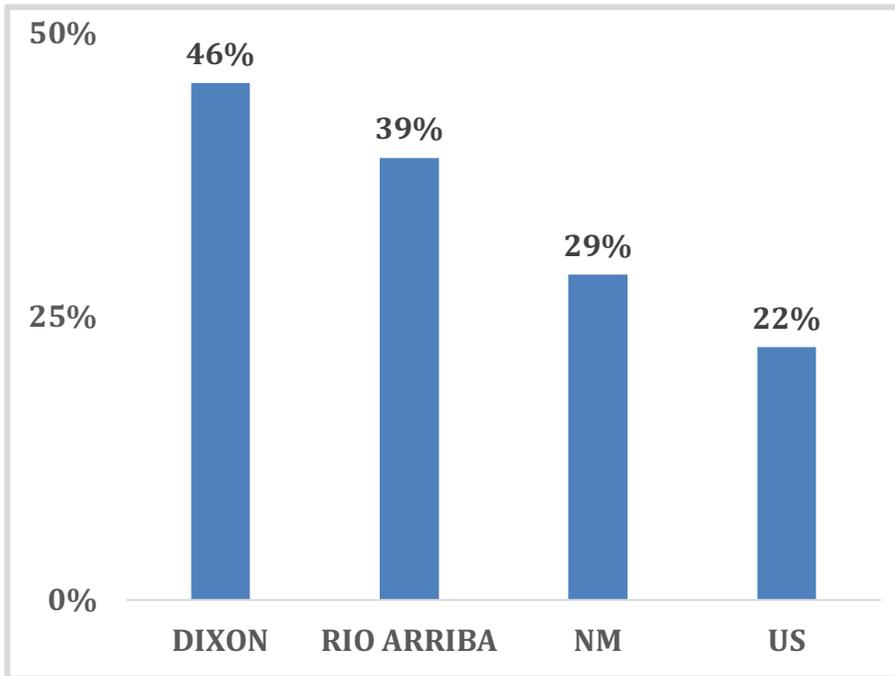
Source: 2012-2016 American Community Survey of the American FactFinder, US Census.

In Dixon, the median household income is $29,875, compared to a Rio Arriba County median household income of $33,972, $45,674 in NM, and $55,322 in the United States. (See figure 5.)

Figure 5. Median Household Income.
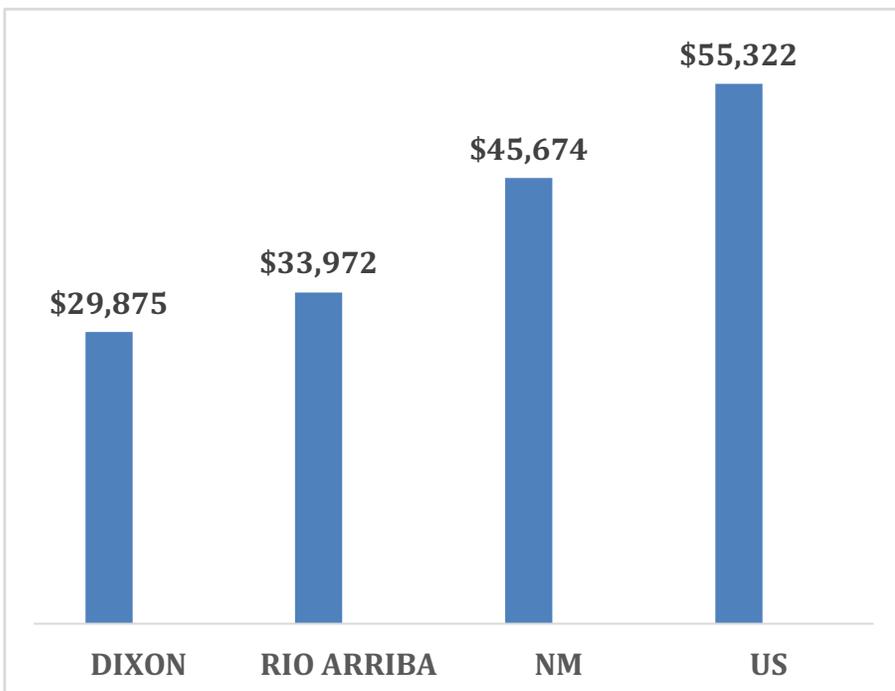
Source: 2012-2016 American Community Survey of the American FactFinder, US Census

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Internet Access:

The library provides 24-7 free wi-fi, public access computers, and printing, copying, scanning, faxing, and notarizing services for residents, who use the library to apply for jobs, submit timesheets, do small business printing like product labels, submit eligibility documents for benefits like Medicaid, child support, child care subsidies, health care, phone service, and more. According to the January 2018 Pew Research Center Internet/Broadband Fact Sheet, only 45% of households earning less than $30,000 a year have home broadband access. Free internet and public access computing through the library are key services for rural residents. (See figure 6.)

Figure 6. Percent of US Adults With Home Broadband, by Income Category.
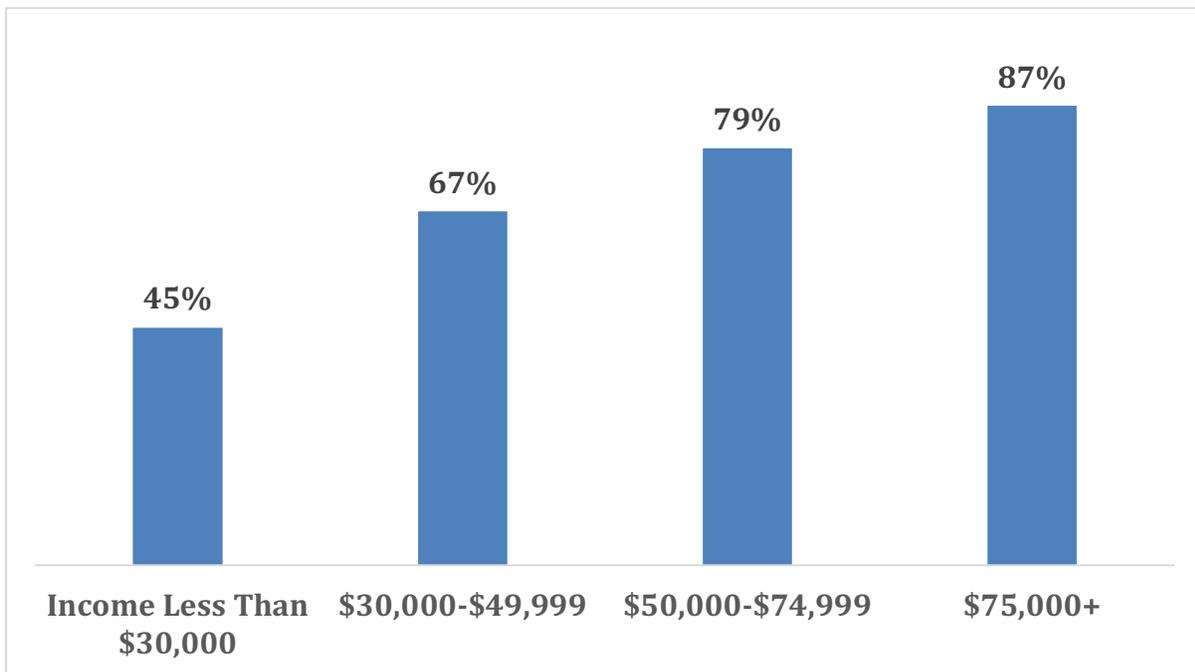
Source: January 2018 Pew Research Center Internet/Broadband Fact Sheet

Child Well-Being:

The Embudo Valley Library provides safety net programs and year-round educational support for families. The library runs a four day a week after school program that serves 58% of the students at Dixon Elementary School. Afterschool programs create healthier outcomes for working and at-risk families. Children who participate in afterschool programs are shown to be more engaged in school, have decreased school absences, and are less likely to demonstrate "risky" behaviors[1].

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[1] McCombs, Jennifer Sloan, Anamarie A. Whitaker, and Paul Youngmin Yoo, The Value of Out-of-School Time Programs. Santa Monica, CA: RAND Corporation, 2017. https://www.rand.org/pubs/perspectives/PE267.

The library also runs a summer reading program, and science, technology, engineering, art, math, and cultural programs that enrich the lives of children and families and improve educational outcomes for local youth. The library is a safe space for children to be during out of school time, another important feature that supports the well-being of working families in the village.

Dixon elementary school is part of the Española Public Schools school district, where 87.5% of children qualify for the free and reduced-price lunch program, as compared to 68.9% in New Mexico, and 48.1% nationwide.   (See figure 7.)

Figure 7. Percent of Students Eligible for Free or Reduced Price Lunch.
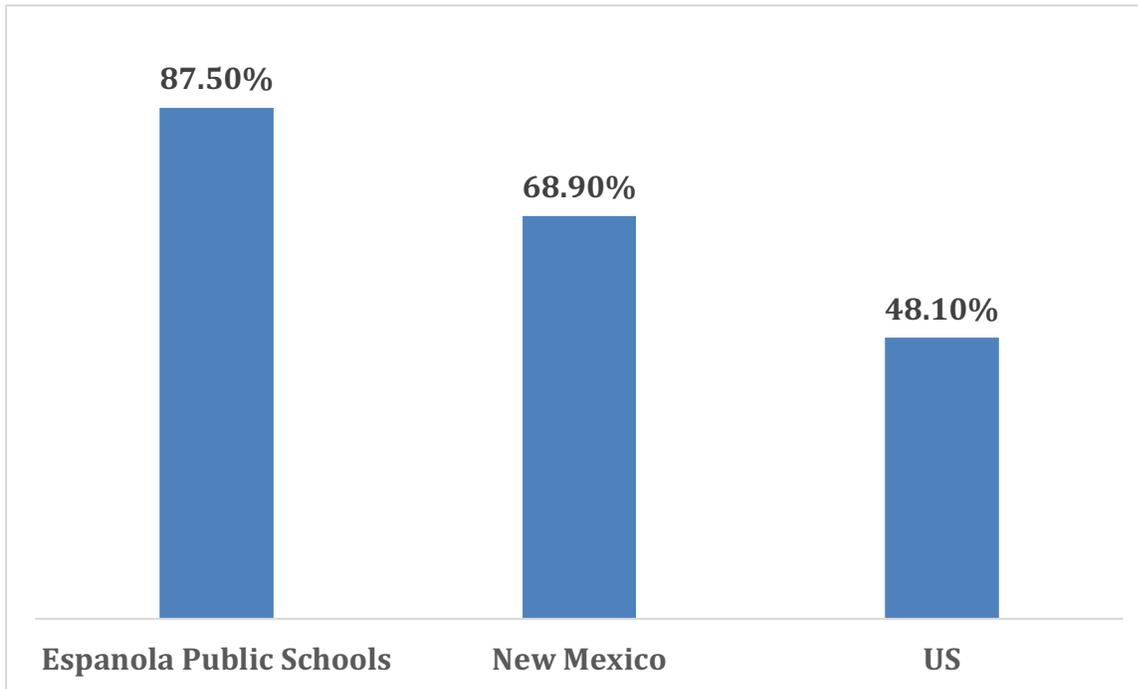
Source: NM-IBIS and NM PED, 2016-2017 and National Center for Educational Statistics, 2010-2011

Taking a Deeper Dive into Afterschool: Positive Outcomes and Promising Practices, AfterSchool Alliance, February 2014

http://www.afterschoolalliance.org/documents/Deeper_Dive_into_Afterschool.pdf

Educational Attainment

Dixon residents have lower educational attainment, with only 63% of residents being high school graduates or higher, as compared to 84% in Rio Arriba County, 85%, in NM, and 87% in the US (See figure 8).

Figure 8. Percent High School Graduate or Higher.
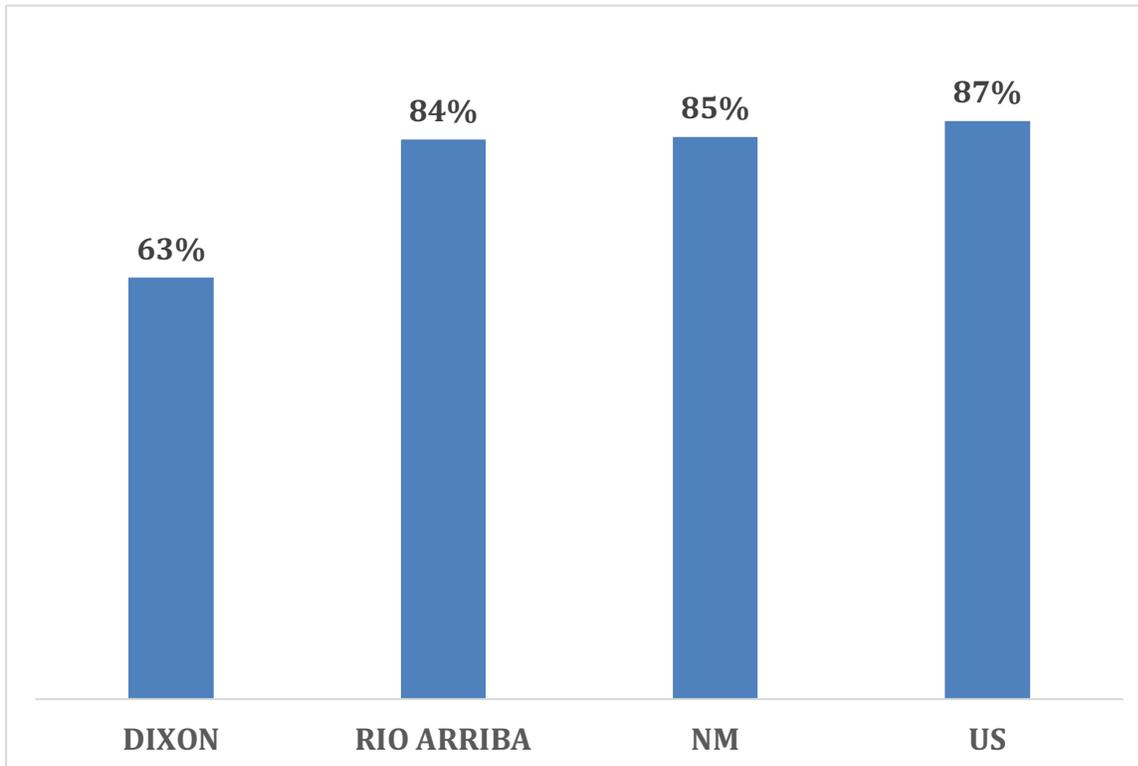
Source: 2012-2016 American Community Survey, American FactFinder, US Census

Despite these challenges, Dixon Elementary compares favorably to other schools. The following distributions of New Mexico's 840 schools show that the share of Dixon elementary students proficient at grade level in math and reading is about average for the state: with 29% and 41% of Dixon students proficient in math and reading, respectively, compared with 27% and 43% of students statewide. (See figure 9.)

Figure 9. Distribution of all NM school's percentage proficient students in math and reading.
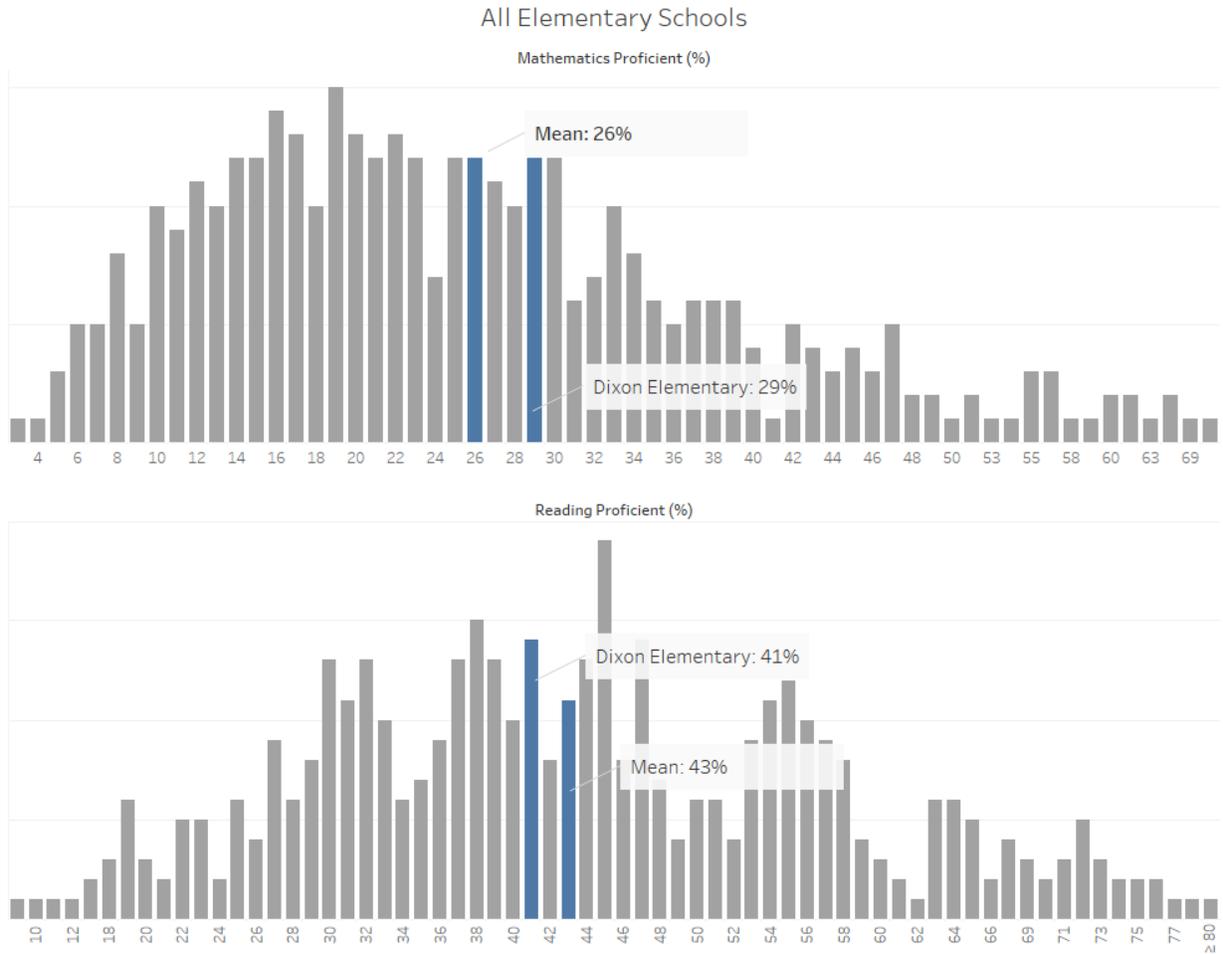

Source: New Mexico Public Education Department

Note: Does not include state charters

Unfortunately, the district's only high school, Española Valley High School, lags behind other high schools in the state in graduation rates. Statewide 71% of students graduate on time, but at Española High School, only 64% do. Compounding this, of those students who do not graduate on time, only 6% at Española continue at the high school compared to 15% statewide. (See figure 10.)

Figure 10. Espanola Public Schools and New Mexico High School Graduation Rates
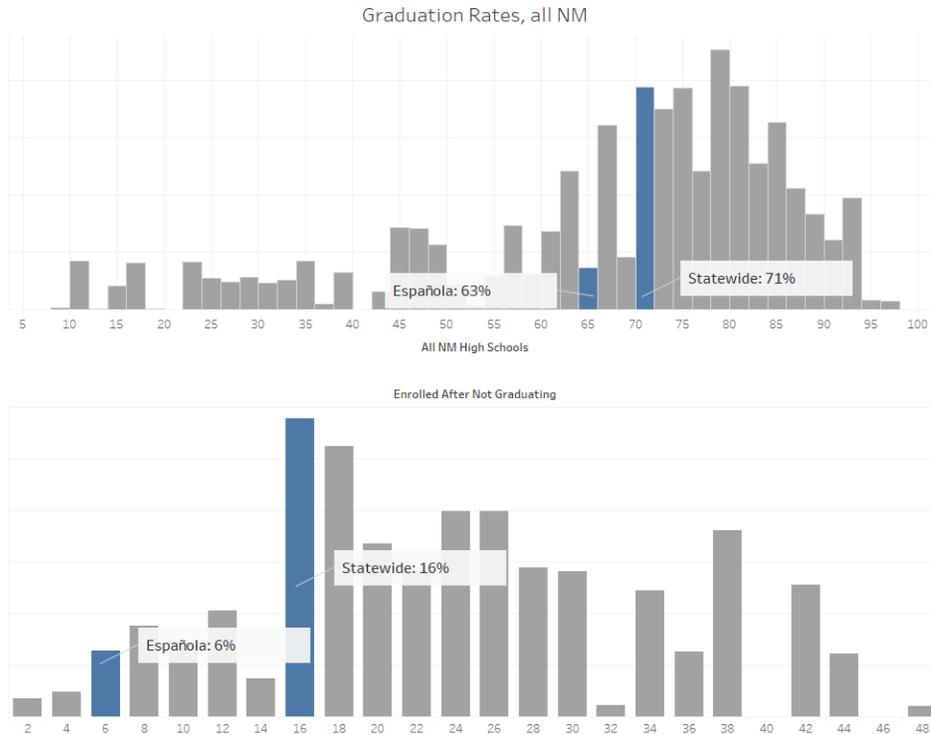
Source: New Mexico Public Education Department

Need for Economic Development:

A key question for the Embudo Valley Library is how it can contribute to community revitalization and economic development. While there are some jobs locally through the school, library, Dixon Cooperative Market, El Centro Family Health Clinic, Post Office, wineries, a brewery, and other agricultural and small businesses, 88% of Dixon residents leave the community to go to work, as compared to 55% in the County, 32% in the state, and 44% nationwide. (See figure 11.) Embudo Valley Library aspires to work with community partners to affect this statistic, so that more residents can find or create local employment.

Figure 11. Percent of Residents Who Worked Outside Place of Residence
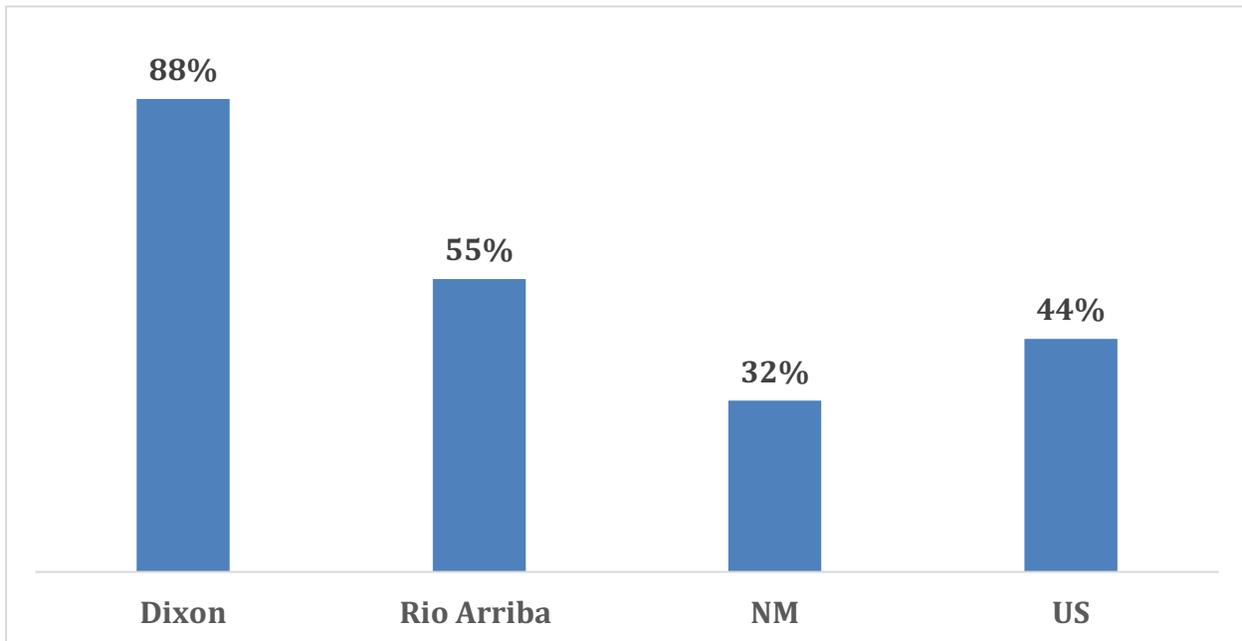
Source: 2012-2016 American Community Survey of the American FactFinder, US Census

4. Literature Review

The literature regarding rural economic development and community revitalization agrees about elements that contribute to successful efforts. Chambers and Clemons (1990) state that community development is a precursor to economic development, and that community revitalization includes both elements. They suggest that rural communities need to build community organizations and leadership capacity that will facilitate community participation and investment in revitalization efforts.

Other features that make revitalization efforts successful include consensus building and conflict resolution skills, and locally adapted solutions. Flora and Flora (1990) and Crowe (2006) note that communities that build social capital and entrepreneurial social infrastructure will have higher levels of community development. Components of entrepreneurial social infrastructure include legitimacy of alternatives, resource mobilization, and network diversity. Legitimacy of alternatives means the ability to discuss local issues, see conflict as healthy, and build consensus without suppressing controversy. Resource mobilization and network diversity are evidenced in communities where there is investment for the common good that is enhanced by extra local linkages to external organizations and funders, and political ability to positively affect investment in social infrastructure and social services in the community.

Sharp, Agnitsch, and Flora (2002) used observational data from 99 communities in Iowa to study community development. They studied the relationship between community characteristics and self-development as well as industrial recruitment. Self-development is economic development generated from supporting and expanding small business and entrepreneurial business, and can include downtown revitalization efforts

and promoting tourism. Industrial recruitment is economic development generated through attracting jobs coming from outside the community (Crowe, 2006). Sharp *et al*. found that social infrastructure was vital to revitalization in the communities studied, and that efforts to increase social infrastructure had a magnified effect by acting as a catalyst for further networking, industrial recruitment, and other community building efforts. Their key finding is that connections between local community groups, termed local infrastructure, are vital to self-development, and also increase the access the community has to outside resources, such as government grants.

This finding is echoed by Mitchell-Brown's case study (2015) of four communities in Indiana that took part in a program that provided rural communities with assistance from state agencies and encouraged private investment. Her findings show that interfacing state and local expertise allows both the state and local communities to be more effective, and that even short-term partnerships helped develop long-term relationships that can continue to be leveraged by the state and communities for future endeavors.

According to Mathie and Cunningham (2003) Asset Based Community Development (ABCD) is a set of methods for community mobilization and a strategy for community-based development. The foundation of asset-based community development is that in recognizing strengths, you can inspire positive action for change. Asset based community development uses these methods: collecting community success stories and, as a group, analyzing the reasons for success; mapping community assets; forming a core steering group; using social capital to build relationships for beneficial problem solving within the community; forming a representative planning group; and leveraging activities, resources, and investments from outside the community. Successful ABCD will build households and communities where the assets are transferable across generations. Mathie and Cunningham (2003) describe a technique called appreciative inquiry, where by using interviews and storytelling to draw out past community successes, you can create a shared understanding of what contributed to the success. This technique can help a community move from a negative definition to a positive one. ABCD also relies on social capital, or the goodwill that comes from people working together in positive relationships. Bonding social capital is what helps people "get by," bridging social capital is what helps people "get ahead." The goal of ABCD is for community associations to mobilize bonding social capital and to increase bridging social capital. Bridging social capital linking the community to external resources is crucial for long term sustained economic development and prosperity. In the best scenario of ABCD the most disenfranchised increase their "bridging social capital and access institutions independently (Woolcott and Narayan 2000)."

Is there a role for a non-profit, rural public library to play in a community revitalization effort? Edwards, Unger, and Robinson (2013) say there is. They demonstrate how libraries can use collaboration to build human and social capital, increase individual and community assets, and contribute to social equity. They also recommend using Asset Based Community Development as a method to build individual and community assets and capital, support small business and job seekers, contribute to workforce development, address community problems, and work towards change. Their

explanation of how libraries contribute to social equity is very relevant for Embudo Valley Library, and any rural library who is the sole service provider in their community.

5. Evaluation Team

The Evaluation Team consists of:

UNM Evaluation Lab Members: Mather Cotter, Evaluation Lab Fellow, Felicity Fonseca, Evaluation Lab Fellow, and Amanda Bissell, Team Lead.

Embudo Valley Library members: Shirley Atencio, Librarian, Felicity Fonseca, Library Director, and Minna Santos, Librarian.

Felicity Fonseca is both a fellow in the evaluation lab and the director of Embudo Valley Library.

6. Evaluation Activities and Timeline

Embudo Valley Library currently collects data required by the New Mexico State Library and by funding agencies. By working with the UNM Evaluation Lab, Embudo Valley Library will begin collecting a few more data points that are of interest to them, including how many patron visits to the library are related to work, and how many patron visits are related to applying for or re-certifying benefits. The first goal for evaluation activities is to improve and put in place Embudo Valley Library's basic evaluation tools, including logic models, rubrics, and data collection and analysis for programs.

Additionally, Embudo Valley Library is posing the question: How can they and Rio Arriba Independent Libraries facilitate economic revitalization in their communities?

Work with the evaluation lab will address that question with

- A review of academic literature relevant to the community revitalization theme

- A summary of community statistics relevant to Embudo Valley Library's services and programs and to the research question of economic revitalization

- Research of appropriate tools, instruments, and methods to conduct a participatory focus group addressing the theme of community revitalization

- One or more focus groups with Embudo Valley community members whose voices might not be otherwise heard by Embudo Valley Library.   The focus group will address the theme of community revitalization

- A summary and analysis of all data from focus groups and community statistics shared with Embudo Valley Library and others.

Embudo Valley Library Evaluation Plan Task	Timeline
Orientation to organization	September-October 2018

Develop logic models	September-November 2018
Literature review	October-November 2018
Research tools for use in interactive focus group	November-December 2018
Develop RAIL logic model and rubric	November-December 2018
Compilation of community statistics	November-December 2018
Finalize evaluation plan	November-December 2018
Develop rubrics	November-February 2018
Analyze Embudo Valley Library data	December 2018-January 2019
Embudo Valley Library board, community leader, and library patron focus groups addressing community revitalization question	January-February 2019
Focus group data analysis	January-March 2019
Prepare Evaluation Report	March-April 2019

References

Chambers, Robert E., and Randall S. Clemons. 1990. "Leadership and Community Revitalization." *Economic Development Review 8* (3): 29-34.

Crowe, Jessica A. 2006. "Community Economic Development Strategies in Rural Washington: Toward a Synthesis of Natural and Social Capital." *Rural Sociology* 71 (4) : 573–96.

Edwards, Julie Biando, Kelley Rae Unger, and Melissa S. Robinson. 2013. *Transforming Libraries, Building Communities: The Community-Centered Library.* Lanham: Scarecrow Press.

Flora, Cornelia Butler and Jan L. Flora. 1990. "Developing Entrepreneurial Rural Communities" *Sociological Practice* 8(1); 197-207.

Johnson, Jerry, Aaron Thompson, and Kim Naugle. 2009. "Place-Conscious Capacity-Building: A Systemic Model for the Revitalization and Renewal of Rural Schools and Communities through University-Based Regional Stewardship." *Rural Society* (2): 178-188.

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Mitchell-Brown, Jo-Anna. 2015. "Rural Decline and Revival: State and Local Partnerships in Creating 'Stellar Communities' in Rural Indiana." *Journal of Public and Nonprofit Affairs* 1(1): 43-58.

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Schasberger, Michele G., Carol S. Hussa, Michael F. Polgar, Julie A. McMonagle, Sharon J. Burke, and Jr, Andrew J. Gegaris. 2009. "Community Article: Promoting and Developing a Trail Network Across Suburban, Rural, and Urban Communities." *American Journal of Preventive Medicine* 37 (6 Supp2: S336–44.)

Sharp, J. S., K. Agnitsch, V. Ryan, and J. Flora. 2002. "Social Infrastructure and Community Economic Development Strategies: The Case of Self-Development and Industrial Recruitment in Rural Iowa." J*ournal of Rural Studies* 4(18): 405-417.

Appendix A: Annotated Bibliography

Chambers, Robert E., and Randall S. Clemons. "Leadership and Community Revitalization." *Economic Development Review* 8 (3): 29 (1990).

This study is based on experience with two participating sites in the Rural Revitalization Project sponsored by Idaho State University in ~1990. The project was designed to assist rural areas to develop and pursue community revitalization. The authors suggest that community development is a precursor to economic development, and community revitalization includes both elements. In order to make rural economic development efforts successful, the authors posit that rural communities need to build community organizations and leadership capacity that can help them influence their own futures. Successful projects depend on community ownership and control over the goals and processes of the revitalization project. Broad participation and ownership in the revitalization effort leads to commitment from community members to the outcome. Leadership capacity and training, consensus building and conflict resolution skills, local ownership and participation, and locally adapted solutions are key to successful efforts.

Crowe, Jessica A. "Community Economic Development Strategies in Rural Washington: Toward a Synthesis of Natural and Social Capital." *Rural Sociology* 71 (4) (2006): 573–96.

Based on data collected from six communities in Washington State, the author examined factors that facilitate and inhibit industrial economic development that comes from outside the community, and self-development that is generated within the community from local small business and entrepreneurs. Self-development includes revitalizing downtown businesses, promoting local tourism, and retaining or expanding locally owned businesses. Self-development does not produce as many new jobs as industrial recruitment, but tends to be more sustainable and long lasting for the community. Social capital is defined by Putnam (1995:67) as "features of social organization, such as networks, norms, and trust that facilitate coordination and cooperation for mutual benefit." Communities that build social capital will have higher levels of community development. Entrepreneurial social infrastructure (ESI) is a key component of social capital. Components of ESI are legitimacy of alternatives, resource mobilization, and network diversity. Legitimacy of alternatives means the ability to discuss local issues, see conflict as healthy and contributing towards more choices for action, and the ability to build consensus without suppressing controversy. Resource mobilization is investment for the common good. Network diversity means having active community organizations, extra-local linkages to nearby community, state, and national agencies, and the ability to pass bonds and referenda that positively impact social infrastructure and social services (think schools, education, recreation, and health facilities). The study concludes that social capital and ESI are positively associated with successful self-development economic development projects.

Edwards, Julie Biando, Kelley Rae Unger, and Melissa S. Robinson. *Transforming Libraries, Building Communities: The Community-Centered Library.* Lanham: Scarecrow Press, 2013.

This book is a manual that advocates repositioning libraries as active centers, building revitalized communities. It discusses how libraries can use collaboration to build human and social capital, increase individual and community assets, and contribute to social equity. The authors state "Libraries should exist to help people and communities meet their full potential." Ways libraries can do this are by championing youth, supporting political engagement in their communities, fostering civil discourse, building community

and human capital, and contributing to workforce development. In this model, libraries can build partnerships and lead initiatives that help communities build assets, address community problems, and work toward change.

Libraries are important destinations for job seekers and small businesses. (In New Mexico, there is a new 2018 initiative called "Libraries as Launchpads" that helps libraries build small business and entrepreneurial support programs.   Lynette Schurdevin at Rio Rancho Public Library, NM has also recently developed a small business support program.) The Denver Public Library has specifically reached out to former prisoners in a program that provides job searching assistance and computer skill development, and San Jose, Texas Public Library created a Work Wise program which included English as a Second Language and workplace literacy classes.

Small businesses depend on their own communities' local assets. Libraries can connect small business with other human and financial capital in their communities. Cecil County Maryland Public Library has created a small business information center. Small business development through libraries can be accomplished by reaching out to other agencies and partners. In Helsinki Finland, the city library has created a LABRARY, a lab that showcases locally designed products and encourages patrons to test the products and provide feedback to their creators.   Libraries often serve as technology teachers, and are good at running programs that help people adapt to changing economies and technologies. Pierce County, Washington, Public Library partnered with community organizations to host a "re-careering at age 50 Expo" that was expanded on through outreach programming.

The authors recommend using Asset Based Community Development (ABCD) by doing asset mapping for and with the community. Asset mapping means talking to community members about their strengths and assets. It refers to principles for creating great community places (https://www.pps.org/article/11steps) and demonstrates how libraries can leverage tools to build assets.

Libraries can build unique circulating collections that reflects their community's identity; some examples are circulating cake pan collections at the Keokuk and Colo public libraries in Iowa, a health and fitness circulating collection of snowshoes, walking sticks, and gym passes at the Merritt British Columbia Public Library (I like this idea for our community, especially focusing on gym passes, yoga and tai-chi classes, etc.), and in Oakland, California's tool library was started with community development block grant funds after two devastating natural disasters created a community need for tools to re-build .

Flora, Cornelia Butler, Jan L. Flora. "Developing Entrepreneurial Rural Communities" *Sociological Practice*, vol. 8 (1); 197-207 (1990)

This article is a new addition to our revised literature review. It was initially passed over due to its age, but its prescient diagnosis of issues facing rural communities and useful prescriptions for reversing decline make it a useful addition. The article is a meta-analysis of previously conducted studies and while it does offer a number of statistics on rural communities as found in those studies, the statistics are out of date and not the primary purpose. Where this article remains useful is in identifying obstacles to rural revitalization and remedies to those issues.

The issues facing rural communities, according to this article, are the consolidation of agriculture that removes high paying managerial jobs from rural communities, a changing global economy that leaves rural communities either relying on low paying industrial or service jobs, and anti-rural policies by governments that favor deregulation and urban-centric solutions. The paper offers 9 rural responses to these issues that are exemplified by entrepreneurial rural communities: willingness to face controversy (through local newspaper), ability to depersonalize politics, long term focus on academics, enough surplus for risk taking, willingness to invest in local private initiatives, willingness to tax themselves for maintenance of infrastructure, ability to define community broadly, ability to network vertically and horizontally to direct resources and information, and flexible dispersed community leadership.

Not all of these solutions are applicable to Embudo Valley Library or RAIL, but many could be adapted to their specific situation. A newspaper, or at least some sort of regional information sharing by libraries would be a potential program, it would also work to define community broadly and help depersonalize politics in a way that helped residents come together on issues that affect their communities. While these unincorporated communities do not have a tax structure or a surplus from taxes, encouraging the state and county to provide such funds for local risk taking is possible. Flexible dispersed leadership already exists, and networking of resources and information is the sort of result a RAIL wide asset inventory would provide. Certainly many of these prescriptions have potential.

Johnson, Jerry, Aaron Thompson, and Kim Naugle. "Place-Conscious Capacity-Building: A Systemic Model for the Revitalization and Renewal of Rural Schools and Communities through University-Based Regional Stewardship." *Rural Society*, no. 2: 178 (2009).

This article is about institutions of higher education supporting rural community revitalization. Using a case study of rural Appalachia, it shows the efficacy of 'place-based learning' at post-compulsory educational institutions. Place based learning involves lesson plans and networking tailored to local needs. Higher education institutions within the communities tailor their assets to support the potential of the communities' assets.

The place-based learning model used here had the following tenets. (1) Instead of "research-based best practices" use "research-based responsive practices" that acknowledge research literature while also being responsive to the unique characteristics of rural places. (2) Approach decision making and leadership with as much inclusion as possible; for example, the model broadened the definition of 'teacher' to include all community members with expertise to share. (3) Stress culturally relevant strategies and methodologies that create more relevant research and involve a more inclusive set of stakeholders. (4) Make an explicit focus on achieving both short term and long-term goals. (5) Respect the background knowledge and culture students bring to the educational environment and make sure the culture of educational institutions respects those backgrounds.

The article backs up the use of this process with previous research showing that outcomes for students in higher education are better when the higher education institution engages with students beyond the classroom and with community. Other research shows

that student success and satisfaction is associated with interactions between students and faculty outside classrooms, and such interactions increase desire for further learning.

The two cases this article studies are of two rural counties in Kentucky, one which was 2 hours from the nearest university branch, the other which has a population of 45,000 (similar to Rio Arriba's 40k). The first case grew out of a university-based group that wanted to facilitate dialogue between university faculty at all levels, local k-12 educators, and community members with the goal of encouraging community revitalization. This dialogue led to a plan to implement place-based learning and the empowerment of those involved to think about community change and the assets they had to accomplish improvements. Students in the community felt that what they were being taught was not applicable to them, and the broader community felt that higher education was a system by which youth were removed from their communities. As such, the university branch engaged with the community to redevelop its class offerings and also worked with community members to create a plan to reopen the local county cinema as a way to revitalize the downtown around the cinema, create local jobs, and keep the limited community dollars from leaving the area. The university acted as a facilitator and store of expertise to accomplish community directed goals rather than imposing outside conceptions of success on community members.

The second case involved members of Eastern Kentucky University faculty engaging with county community leaders to identify research topics of specific interest to the members of that county and use university expertise to answer community concerns and questions. This case focused primarily on improving k-12 graduation numbers. It did so through a 20-person group of local education faculty and community leaders that worked to design a research project that would give specific recommendations to the county's educators and community members about improving educational outcomes. This project had both the desired short-term effect of improving the educational system with new student support services, but also the long-term effect of creating a network of local community members, educators, and university researchers that would be able to facilitate further solutions for community problems.

While these projects were instigated from the university level, their results do offer potential models for Rio Arriba revitalization. RAIL has expressed an interest in working to re-open the El Rito branch of Northern New Mexico College, and the results of these case studies could offer incentives to the state and College to fund such an endeavor, and potential direction on activities at the El Rito branch should it be re-opened.

Mathie, Alison and Gord Cunningham. 2003. "From Clients to Citizens: Asset-Based Community Development as a Strategy for Community-Driven Development." *Development in Practice*, no. 5 (2003): 474.

Asset Based Community Development (ABCD) is an alternative to a needs and deficiencies based development approach. ABCD is based on the premise that communities can drive their own development process to create local economic opportunity "by identifying and mobilizing existing (but often unrecognized) assets." In the past, needs based development has often hindered community capacity building by focusing on the negative (problems). In a needs-based development model, resources are allocated based on the severity of the problems, rather than on community self-

reliance. In response to a needs-based approach, community members become consumers of services, rather than producers, and local organizations relate to external institutions rather than local community groups. A needs-based development model contributes to a community losing the capacity to solve its own problems. In this model, the bulk of funding goes to those filling the needs.

An asset-based approach believes that it is local capacity that builds "powerful communities." In Savannah, Georgia, for example, municipal agencies worked on neighborhood redevelopment for 25 years, finally deciding to lead by "stepping back." When they did this, "communities shifted from being 'consumers' of services to 'designers' of community programs, and, finally 'producers' of community (Moore and Puntenney 1999)." This experience led to the realization that communities should take charge from the beginning.

ABCD is a set of methods for community mobilization and a strategy for community-based development. The foundation of asset-based community development is that in recognizing strengths, you can inspire positive action for change. Asset based community development uses these methods: collecting community success stories and, as a group, analyzing the reasons for success; mapping community assets; forming a core steering group; using social capital to build relationships for beneficial problem solving within the community; forming a representative planning group; and leveraging activities, resources, and investments from outside the community. Successful ABCD will build households and communities where the assets are transferable across generations.

The technique of appreciative inquiry is where interviews and storytelling draw out past successes and there is a common understanding of what contributed to the success. Appreciative inquiry can help a community move from a negative definition to a positive one, using memory and imagination to help a community construct a shared history and vision. Rather than solving problems, ABCD uses capacity and strengths to outgrow them, and redefine solutions through collaborative action. The process of appreciative inquiry can help promote equal participation and diffuse power inequalities.

In ABCD the talents of individuals and the social capital derived from local relationships, associations, and networks are social assets. Social capital comes from relationships where people work together in goodwill. There are two kinds of social capital. Bonding capital is what helps people "get by," bridging capital is what helps people "get ahead." The goal of ABCD is for community associations to mobilize bonding social capital and to increase bridging social capital. Bridging social capital linking the community to external resources is crucial for long term sustained economic development and prosperity. In the best scenario of ABCD the most disenfranchised increase their "bridging social capital and access institutions independently (Woolcott and Narayan 2000)."

ABCD is founded on the idea that communities should drive their own development process and is rooted in a practice of democratic citizen engagement. ABCD should be community driven, foster inclusive participation, and foster community leadership. A notable example of ABCD in the US is the Dudley Street Neighborhood Initiative (DSNI) in Roxbury, Massachusetts (see www.dsni.org). It is well worth your time to look at the DSNI website and inspiring timeline. They are ABCD with a long view, 35 years in.

Mitchell-Brown, Jo-Anna. 2015. "Rural Decline and Revival: State and Local Partnerships in Creating 'Stellar Communities' in Rural Indiana." *Journal of Public and Nonprofit Affairs* 1(1).

This article is a case study of four communities in Indiana that took part in the state's "Stellar Communities" program that provided declining rural towns with assistance from state agencies and encouraged private investment. Researchers tracked the effects using a mix of qualitative data from in person interviews of key community members and surveys, and quantitative data from government agencies and archival data. The study took place over 2 years.

Key takeaways from this article are on the difficulties of interfacing state and local institutions and stated that 1) community members must have trust in institutions, 2) trust between institutions must be developed and 3) both the working relationships and alignment of goals of institutions and community members enhance effectiveness of all involved. It is also important to disseminate information on the ways that local and state institutions can help community members and organizations; it cannot be expected that people will employ resources they are unaware of. In addition to funding, what a state can offer a small community is expertise and specialization of staff. Small local communities do not have specialized workers who can focus on particular planning or analysis projects, whereas state agencies are staffed to have such options. Counterbalancing this, local community members have far greater expertise on the specifics of the community than any state agency or individual state worker. Interfacing state and local expertise allows both the state and local community to be more effective. Even a short-term partnership like the two-year window in this program develops long term connections that can continue to be leveraged by the state and the communities for future endeavors.

ALL partners in this program are government agencies (both at the state and local levels), and the cities were closer to ten-thousand residents than one-thousand. The work involved in the project would be overwhelming for very small communities with limited staff like those represented in RAIL. While the usefulness of this program for RAIL is limited due to these differences, there is possibility to encourage similar expertise sharing between rural New Mexican counties like Rio Arriba and the State government.

Pitzel, G. R., C. A. Adams, A. C. Benavidez, B. C. Bianchi, L. L. Croom, B. R. de la Riva, D. L. Grein, J. E. Holloway, and A. T. Rendon. 2007. "Rural Revitalization in New Mexico: A Grass Roots Initiative Involving School and Community." *Rural Educator*. 28(3)

This article discusses the interconnectedness of school success and economic vibrancy of rural communities. It isn't enough to focus on either, the article argues, but that these two goals work in tandem to make sustainable healthy communities. In 2004, the New Mexico Public Education Department created a Rural Education Bureau specifically devoted to rural education. Borrowing heavily from a similar program started in 1999 in Southern Australia, the Rural Education Division began a series of district specific programs to economically revitalize communities and increase interaction between schools and community.

These programs are not currently being funded by NMPED. The article recommends resources for community revitalization, including   Rural School and

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Community Trust (RSCT) and Center for Applied Rural Innovation (CARI) at the University of Nebraska. The authors state that there is a relationship between good schools and thriving rural communities, link school reform with community revitalization, and advocate for partnerships and collaboration between communities and higher education. NMPED has a current ongoing current RFP, the Work Based Learning Initiative and public school districts, state directed charter schools, and Regional Education Cooperatives (RECs) are the Local Education Agencies (LEAs) eligible to apply. The initiative has a goal of college and career readiness and is a partnership with the Department of Workforce Solutions, business and industry stakeholders, and New Mexico employers committed to providing hands-on learning in a work environment. https://webnew.ped.state.nm.us/wp-content/uploadhttpss/2018/09/Work-Based-Learning-Initiative-RFA-10.4.18.pdf

Schasberger, Michele G., Carol S. Hussa, Michael F. Polgar, Julie A. McMonagle, Sharon J. Burke, and Jr, Andrew J. Gegaris. 2009."Community Article: Promoting and Developing a Trail Network Across Suburban, Rural, and Urban Communities." *American Journal of Preventive Medicine* 37 (6 Supp 2)

The Wyoming Valley Wellness Trails Partnership, near Wilkes-Barre, Luzerne County, Pennsylvania, received an Active Living by Design grant late in 2003 for a five-year project centered on expanding a trail network linking urban, suburban, and rural communities along the Susquehanna River in northeast Pennsylvania, a former coal region, in order to increase physical activity among residents. Through this grant, 21 partners worked together to construct 22 miles of trail network that connected at least 12 communities. Goals for the project were to motivate outdoor physical activity for area residents, revitalize existing walkable communities, and build planned trails. Active Living by Design grant funds were used to hire a part time project manager. The lead agency for the grant was Maternal and Family Health Services, a centrally located health services provider working in 16 Pennsylvania counties.

Trails in the region historically take up to 10 years to plan and build. Most of the trails constructed during the grant had existing master plans before the grant started. Through trail construction, the project contributed to downtown revitalization and river access. The partnership used visioning, education, and place-making initiatives to build upon physical infrastructure that contributed to community revitalization.

In terms of promoting active living, portraying outdoor activity as fun and adventurous was more effective than promoting outdoor activity as healthy. Independent partners like the Wilkes-Barre Chamber of Business and Industry contributed to revitalization by creating a mixed-use development in downtown Wilkes-Barre that drew more visitors to the area. The partnership participated in planning to revitalize urban communities as a key component of the project. Resources from this article are the Healthy Places By Design website, https://healthyplacesbydesign.org/, and Active Living By Design report from Robert Wood Johnson Foundation, https://www.rwjf.org/en/library/research/2011/10/active-living-by-design.html.

Sharp, J. S., K. Agnitsch, V. Ryan, and J. Flora. 2002. "Social Infrastructure and Community Economic Development Strategies: The Case of Self-Development and Industrial Recruitment in Rural Iowa." Journal of Rural Studies 18(4).

This article uses observational data from one randomly selected community from each of Iowa's 99 counties to study community development. Data sources include surveys with local institutional leaders, residents, and census data. Using community characteristics created from these surveys, two regressions are made to develop a relationship between community characteristics and both self-development and industrial recruitment.

Local infrastructure was measured across three dimensions. First, key community members were asked if a local organization or group existed that brought together diverse groups of people to address community-wide concerns. Second, the survey of residents asked if the community was receptive to new residents taking leadership positions, whether residents felt able to contribute to local governmental affairs, and whether the community was open or closed to new ideas. Third, a set of questions was used in interviews with key informants to create a "citizen input scale" that measured how comfortable community members felt contributing ideas to matters of zoning, economic development, taxation, and planning. The quality of social infrastructure linkages was measured by two scales which tracked if community members were engaged in state and regional associations or corporations, and if community members were engaged in efforts to develop skills and knowledge or recruit outside financial assistance and advice.

Community mobilization of resources was measured with interview questions about whether local businesses were willing to expend resources in the community and take leadership positions, and if local organizations were involved in community improvement activities. The measure of self-development was created through a survey instrument that asked residents if they had engaged in efforts to promote local historic cultural sites or other tourism, they had attempted to revitalize downtown or the community retail sector, they had made efforts to retain or expand locally owned businesses, and if they had attempted to locate prospective buyers for a local business.

Through these metrics, the researchers found that social infrastructure was vital to revitalization in the communities studied, and that efforts to increase social infrastructure had a magnified effect by acting as a catalyst for further networking, industrial recruitment, and other community building efforts. The key takeaway is that connections between local community groups, termed local infrastructure, are vital to self-development, and also increase the access the community has to outside resources such as government grants.