Grant County Extension Needs Assessment Survey Summary, 2016

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Survey Research Center Report 2016/10
April 2016
Staff and students working for the Survey Research Center at UW-River Falls were instrumental in the completion of this study. We would like to thank Denise Parks and Shelly Hadley at the Survey Research Center for their assistance and feedback and Kaylin Spaeth, Emily Johnson, David Jacobson, Katrina Barrett, and Aaron Leiby for their logistical assistance and data entry work. We would also like to thank Ted Bay for coordinating feedback from the Grant County Extension office during the survey development phase of the project. Finally, we would like to thank the residents of Grant County for taking the time to complete their feedback survey.
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Executive Summary

Survey Process

From mid-February through mid-April, the Survey Research Center (SRC) at the University of Wisconsin at River Falls used a mail survey of residents of Grant County to identify priority topics for future educational programming by the Grant County Cooperative Extension office.

A total of 320 surveys were completed, which should provide estimates that are accurate to within plus or minus 5.5%. Further, statistical tests do not indicate that “non-response bias” is a problem for this data set – non-response bias refers to a situation in which people who fail to complete a survey have consistently different opinions than those who completed one.

Demographics of Sample

While non-response bias does not appear to be a problem for these data, there is at least one important, likely demographic bias. Given the adult population in Grant County we would expect about 52% of the responses to our survey to have come from men and 48% from women (Table 1). In fact, 60% of the responses were from men and only 40% from women. Further, women and men hold views that are statistically different on many of the topics included in this survey. In all cases for which there is a statistically significant difference, women rated the topic as more important than did men. Thus, the importance attached to the educational programming topics included in this report are likely to be slight underestimates of their true importance to Grant County residents.

In most other respects, the sample aligns reasonably well with the underlying population. The distribution of respondents across income, education, and ethnicity categories reflects the population as a whole as measured by the US Census. There are, however, a few significant deviations; in addition to more males, the sample has fewer renters and fewer young people than we would have expected. Grant County may want to consider doing some focus groups with younger residents, in particular, in order to determine what issues most resonate with them.

Seventeen percent of respondents said their household includes someone under 18 and 11% said they were the primary caregiver of an adult who couldn’t live on their own without their assistance.

UW Extension Programming Priorities

UW-Extension has very good name recognition in Grant County; 91% of respondents said they’d heard of UW-Extension. Further, about one-third of the respondents said they’d used UW-Extension’s services at least once in the past 5 years (Figure 1). If we apply the proportion of respondents who say they’ve used UW-Extension in the past 5 years to the adult population in Grant County, these data suggest the County office has worked with more than 13,000 Grant County residents, over the past five years.
Community Development Educational Priorities

By far the top priority for educational programming in the community development area is maintaining the safety and quality of local water sources (Figure 2). Seventy-one percent of respondents rated this as a very important educational issue. About half said that buy-local and programs about local energy sources (solar, wind, geothermal, biomass, etc.) were very important programming topics. A majority of respondents said that all 14 of the topics in the community development education area were important or very important. Women rated many topics in this area as more important, statistically, than did men.

Educational Priorities for Young People

In contrast to the community development issues just discussed, none of the 16 youth-focused educational programming area is a clear top-priority to Grant County residents (Figure 3). There were six topics that about half the respondents said were “very important” in the youth programming area: financial management, making healthy choices about tobacco/alcohol/drugs, bullying/cyberbullying, preparing Grant County youth for careers in STEM (Science, Technology, Engineering and Mathematics) fields, workforce readiness and preparing them for higher education. At least two-thirds of all respondents indicated that all the topics in Figure 3 are important or very important. Again, women rated many topics in this area as more important, statistically, than did men.

Educational Priorities Focused on Dairy and Livestock

Respondents were asked to rate 11 educational topic areas related to dairy and livestock and at least 60% said all but one topic (specialty livestock production) were important or very important (Figure 4). Given that 80% of the respondents did not live on farms, the level of importance attached to these topics is probably higher than would have been expected. A majority of respondents felt that educational programming focused on farm safety (safe operation of ATV/UTV, tractor, skid steer, etc.) is very important for Grant County. Longer term residents and women attached more importance to many topics in the dairy and livestock area.

Educational Priorities Focused on Crops and Farm Management

At least two-thirds (66%) of all Grant County respondents said all of the educational programming topics included in this topic category were important or very important. Again, given the relatively few respondents with direct agricultural experience, this level of interest in these topics was encouraging. Conservation (controlling erosion, managing residue, etc.) is the highest priority topic for Grant County residents in this topic category (Figure 5). Dealing with invasive plant species was very important to nearly half the respondents. The longer someone had lived in the County, the more importance they attached to many of the crop and farm management topics about which they were asked.
Educational Priorities Focused on the Family

Programming priorities on topics related to the family were more evenly distributed than for any of the other Extension programming areas (Figure 6). There are six topics that about half or more of the respondents felt were very important: saving/investing for the future, personal finances (budgets, debt, credit reports, etc.), child development, identity theft, caring for aging family members, and healthy lifestyles (nutrition, physical activity, social and emotional health). At least 75% rated all the topics in this area as important or very important. More women, compared to men, rated many topics in this area as very important.

Information Preferences

There is not a dominant preferred method for learning among Grant County residents (Figure 7). A bit more than one-third prefer small groups, slightly less than one-third prefers self-study and about one in five like one-on-one learning opportunities. Very few said they like to learn in large groups.

About half the respondents said that newspapers were one of their most common way of getting information (Figure 8). One-third or more use radio and websites to get information. The traditional Extension means of transmitting information, meetings and workshops, was commonly used by only 5% of the respondents.

Making a Positive Change With a $25,000 Grant

Respondents were asked the following open-ended question: “If you were in charge of a community development grant worth $25,000 that was to be used to make the biggest possible positive change for Grant County, how would you use the money?” The SRC received 168 responses to this question and we categorized them into 12 groups, plus a miscellaneous set of three comments. Nearly one in five of the suggested uses for this $25,000 focused on public or private infrastructure with road repair being the single largest use within this category. The second most popular category was promoting business and employment opportunities. Suggestions in this area included efforts to attract more businesses to Grant County, helping existing businesses to expand, and professional development opportunities for business owners. The next two most common categories of responses focused on education and youth-focused programming. All suggestions for this small grant program are included in Appendix B.
Conclusions

There were a number of positive outcomes from this needs assessment survey. First of all, name recognition for the Grant County Extension Office is very high – more than 90% said they had heard of Extension. This is a strength upon which the office can build. Further, about one-third of all respondents said they’d used Grant County Extension’s services within the past five years. Translating that percentage to the adult population in the County suggests that the Extension office has served more than 13,000 residents.

The results of this survey also indicated that virtually all of the research-based topics that UW-Extension works on are seen as important or very important to a majority of Grant County residents. The top educational programming priorities for some areas were fairly clearly identified:

- Maintaining the safety and quality of local water is a clear priority in the community development area with significant interest also in buy-local programs and on local energy sources such as solar, wind and others.
- Farm safety is a high priority topic area in the dairy and livestock area.
- The top issue associated with farm management and crops is dealing with erosion, managing residue and other conservation topics.

In contrast, there were several topics dealing with families and young people that Grant County residents felt were very important:

- High priority programming aimed at the youth of Grant County focused on financial management, making healthy choices about tobacco/alcohol/drugs, bullying/cyberbullying, preparing Grant County youth for careers in STEM fields, workforce readiness and preparing them for higher education.
- There were also six topic areas seen as very important by Grant County residents that apply to the family, including saving/investing for the future, personal finances, child development, identity theft, caring for aging family members, and promoting healthy lifestyles.

The largest number of people said they prefer to learn in small group settings. A majority said that newspapers are a key means by which they get information.

If given responsibility for making a small grant to make a positive change to Grant County, the most common idea was to invest it in some form of public or private infrastructure. Many also suggested ideas that would expand economic opportunities (business recruitment, expanding educational opportunities) or improve life for young people in the County.
Survey Purpose and Process

From mid-February through mid-April, the Survey Research Center (SRC) at the University of Wisconsin - River Falls implemented a mail survey of residents of Grant County. The goal of the survey was to identify priority topics for future educational programming for the Grant County Cooperative Extension office.

The SRC used the Dillman method to gather these data. In mid-February, the survey was sent to a random sample of 1,143 Grant County residents, of which 107 were returned as non-deliverable. A total of 320 surveys were completed for an overall response rate of 32% of the accurate addresses. The most recent American Community Survey from the U.S. Census estimates the adult population of Grant County as 40,601, so a sample of 320 is expected to provide estimates that are accurate to within plus or minus 5.46%.

Any survey has to be concerned with “non-response bias.” Non-response bias refers to a situation in which people who don’t respond to a questionnaire have opinions that are systematically different from the opinions of those who do respond. Based on a standard technique for testing for non-response bias that is described Appendix A, the SRC concludes that there is little evidence that non-response bias is a serious concern for this sample. This means that these data should accurately reflect the opinions of Grant County residents.

The SRC uses statistical tests to identify questions with statistically significant differences across demographic groups. In statistics, a result is called statistically significant if it is unlikely to have occurred by chance. Statistical significance is expressed as a probability that the observed difference in average values is not real. A commonly used probability standard is .05 (5%). Statistical significance at the .05 level indicates there is only a 5 in 100 probability that the estimated difference in average values between two groups is not real. It does not mean the difference is necessarily large, important, or significant in the common meaning of the word. If there are a sufficiently large number of observations, even small differences of opinion can be statistically significant.

Appendix B summarizes the responses of Grant County residents to open-ended questions included in the survey.

Appendix C provides a summary of numeric responses to questions in the survey.
Demographics of Sample

Table 1 shows the demographic breakdown of the Grant County needs assessment survey and, where available, the comparable data from the U.S. Census.

<table>
<thead>
<tr>
<th>Table 1: Demographic Structure of Grant County Sample, 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gender</strong></td>
</tr>
<tr>
<td>Sample</td>
</tr>
<tr>
<td>Grant County</td>
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<tr>
<td><strong>Age</strong></td>
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<tr>
<td>Sample</td>
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<tr>
<td>Grant County</td>
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<tr>
<td><strong>Employment</strong></td>
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<td>Sample</td>
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<td>Grant County</td>
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<tr>
<td><strong>Residence</strong></td>
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<td>Grant County</td>
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<tr>
<td><strong>Place of Residence</strong></td>
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<tr>
<td>Sample</td>
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<tr>
<td><strong>Household Income</strong></td>
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<tr>
<td>Sample</td>
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<tr>
<td>Grant County</td>
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<tr>
<td><strong>Education</strong></td>
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<tr>
<td>Sample</td>
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<tr>
<td>Grant County</td>
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<tr>
<td><strong>Years in Grant County</strong></td>
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<tr>
<td>Sample</td>
</tr>
<tr>
<td>Grant County</td>
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<tr>
<td><strong>Ethnicity</strong></td>
</tr>
<tr>
<td>Sample</td>
</tr>
<tr>
<td>Grant County</td>
</tr>
</tbody>
</table>

In many respects, the sample aligns reasonably well with the underlying population. The distribution of respondents across income, education, and ethnicity categories reflects the
population as a whole as measured by the US Census. There are, however, a few significant deviations; there are more males in the sample, fewer renters, and fewer young people than we would have expected. Each of these significant discrepancies between the sample and the census distributions is a potential source of bias in the results.

The SRC compared the responses of men vs. women, owners vs. renters, and those under 55 (under-represented in the sample) vs. those 55 and older (over-represented in the sample). Gender turns out to be the biggest concern because there are a large number of significant differences between the response patterns of men and women. About 40% of the variables tested showed significant gender differences, and women consistently rated topics as more important than men. As a result, the estimates included in this report likely slightly understate the level of importance adults in Grant County attach to many of the topics to be discussed. Significant differences between men and women will be noted throughout the report.

Because they are so seriously under-represented, Grant County may want to consider doing some focus groups with younger residents, in particular, in order to determine what issues most resonate with them.

In addition to the demographic information contained in Table 1, the survey asked respondents two additional demographic-related questions:

- Are there members of your household who are under 18?
- Are you the primary caregiver of an adult family member who would be unable to live on his/her own without your assistance?

Seventeen percent of respondents said their household includes someone under 18 and 11% said they were the primary caregiver of an adult who couldn’t live on their own without their assistance.

**UW-Extension Programming Priorities**

Though not a prelude to the programming questions, the survey asked two questions pertinent to this discussion. One asked if the respondent had ever heard of the University of Wisconsin Extension, and 91% said that they had. A follow-up question asked approximately how many times during the last 5 years they had contacted the Grant County Extension Office. Figure 1 on the next page indicates that about one-third of the respondents report they have contacted Grant County’s UWEX office within the past 5 years. About one-quarter have done so between one and five times, and an estimated 6% said they’d been in contact more than six times over the past five years. Two-thirds of the respondents said they’d not been in touch with Extension in the past five years.

Somewhat surprisingly, given the popularity of 4-H programs, respondents who said they have children living in the home were less aware of Extension (83% said they knew of Extension) than those without children (93%). Familiarity with Extension is higher among home-owners than renters (93% vs. 75%), tends to increase with household income and with the number of
years the respondent has lived in Grant County, and is higher for those 55 and older than those who are younger than that (93% vs. 85%).

There were no statistically significant differences across demographic groups in the frequency with which they have contacted Extension in the past 5 years.

In sum, Extension has excellent name recognition in Grant County and appears to be serving a substantial number of its residents – these data suggest Extension has had contact with 32% of the more than 40,000 adults living in the county, or more than 13,000 Grant County residents, over the past five years.

**Community Development Educational Priorities**

Respondents were given a list of 14 educational programming topics associated with community development. In this and subsequent topic categories, respondents were asked to indicate whether they felt a given topic was “not important,” “slightly important,” “important” or “very important.” Also, in each programming topic area, there was an “other, please specify” option.

Figure 2 (next page) shows the proportion of respondents ranking each option as “very important.” For this analysis, we’ve excluded respondents who selected the “no opinion” option. In terms of educational programming priorities, programs aimed at maintaining local water safety and quality stands out as particularly important to Grant County residents. About half of the respondents said educational efforts focused on “buy local” initiatives for local economic development and programs aimed at local energy sources (solar, wind, geothermal, renewables, biomass, etc.) were very important. As an aside, all of the options included in Figure 1 were seen as important or very important by a majority of respondents. There were 12 “other”
responses in this set of questions, but no themes emerged from the themes specified (see Appendix B).

There were a substantial number of topics in Figure 2 for which there were statistically significant differences across demographic groups. In particular, women, compared to men, rated many of these topics as significantly more important.

- Women, compared to men, rated downtown revitalization, working with communities to develop new ways to help families buy or rehabilitate homes in Grant County, buy-local initiatives, conflict resolution training, understanding and adapting to climate change, and local energy sources as significantly more important.
- Renters, compared to respondents who own their home, rated conflict resolution training, maintaining local water safety and quality, and local energy sources as significantly more important.
- Those under 55 years of age rated downtown revitalization and understanding and adapting to climate change as more important than those 55 and older did.
- The importance attached to strategic planning for communities and organizations and classes for new business and expanding existing business tends to increase with the
income level of the respondent. In contrast, the importance attached to leadership development programs, buy-local initiatives and maintaining the safety and quality of local water supplies tends to fall as household income increases.

**Educational Priorities for Young People**

Sixteen educational programming topics and an “other, please specify” option that focused on younger Grant County residents were included in the needs assessment survey. In contrast to the community development issues included in Figure 2, there is no single youth-focused educational programming area that is of over-riding interest to Grant County residents. There are six topics that about half the respondents said were “very important” in the youth programming area: financial management, making healthy choices about tobacco/alcohol/drugs, bullying/cyberbullying, preparing Grant County youth for careers in STEM (Science, Technology, Engineering and Mathematics) fields, workforce readiness and preparing them for higher education. At least two-thirds of all respondents indicated that all the topics in Figure 3 are important or very important.

![Figure 3: Percent Grant County Residents Rating Youth-Focused Issues as "Very Important," 2016](image)

There is, again, a stark gender divide on these issues and a fair number across other demographic groups.
Women attach significantly greater importance than men do on programming to improve healthy choices (alcohol, tobacco, drugs), bullying/cyberbullying, youth-adult partnerships (Teen Court, etc.), service learning opportunities, workforce readiness, using technology responsibly, youth leadership development, preparation for higher education, out-of-school activities and programming, expanding 4-H membership, and volunteer development.

In general, the longer a respondent has lived in Grant County, the more important they rate educational offerings focused on STEM careers, using technology responsibly, and preparation for higher education. The importance attached to programming tends to decline the longer a respondent has lived in Grant County for making healthy choices (tobacco, alcohol, drugs), workforce readiness, youth leadership, out-of-school activities, and education focused on environmental science and renewable energy.

White respondents, compared to people of color, placed greater importance on education focused on bullying/cyberbullying, workforce readiness, out-of-school activities, and volunteer development.

Interestingly, those renting their home rated educational options focused on service learning and expanding 4-H enrollment as more important than home-owners.

Those older than 55, compared to younger respondents, rated anti-bullying/cyberbullying, healthy choices, and preparation for higher education significantly higher as educational priorities.

There were 13 “other, please specify” comments in this section. Some of them seemed to actually fall into some of the existing topic areas included in Figure 3 (one talked about budgeting, which is probably part financial management, and another talked about safe sex, which might be part of healthy choices). Other topics raised seem appropriate to other portions of extension (helping parents talk to their kids, programming on poultry or nature conservation). A complete list of other educational suggestions for this group is included in Appendix B.

**Educational Priorities Focused on Dairy and Livestock**

Respondents were asked to rate 11 educational topic areas related to dairy and livestock. Fewer than one in five respondents said they live on a farm, so it isn’t surprising that there were somewhat more respondents in this and the next section, which is focused on crops, who selected the “no opinion” answer option. Again, probably because many respondents were not as familiar with these animal agriculture issues, they were also much more likely to rate them as “slightly important” or “important.” Figure 4 (next page) indicates that a majority of respondents felt that educational programming focused on farm safety (safe operation of ATV/UTV, tractor, skid steer, etc.) is very important for Grant County. Other than specialty livestock production (small scale, exotic breeds, direct marketing, etc.), for which only 47% said educational programming was important or very important, at least 60% rated all other topics included in Figure 4 as important or very important.

Differences across demographic groups in terms of the importance of programming in the dairy and livestock sectors included:
Compared to men, women rated programming in human resource management, specialty livestock production, grazing, organic dairy, poultry production, and farm safety as more important.

Renters rated several topics as more important than did home-owners (grazing, beef, swine and poultry production).

The importance of several topics increases the longer a respondent has lived in Grant County (dairy modernization, dairy technology, milk marketing, human resource management, beef and swine production), but decline for a couple topics (grazing and poultry production).

Similarly, the importance of a number of topics tended to increase with the educational level of the respondent (dairy technology, milk marketing, and human resource management), but declined for a couple of others (beef and swine production).

Higher income respondents placed less importance on swine, poultry and organic dairy production.

Farm safety was, on average, more important to white respondents than to people of color.

Respondents older than 55 were more interested in organic dairy production programming than younger residents.

Some of the 11 open-ended comments in this section could be interpreted as concerns about production agriculture (courses on safe use of pesticides, requiring farmers to have a commercial driver’s license to operate large trucks, keeping oversized farm equipment off of highways, keeping antibiotics from food). See Appendix B for the complete list of these comments.
Educational Priorities Focused on Crops and Farm Management

At least two-thirds (66%) of all Grant County respondents said all of the educational programming topics included in Figure 5 were important or very important. Figure 5, which summarizes only those saying the topic was very important, indicates that Conservation (controlling erosion, managing residue, etc.) is the highest priority topic. Identifying, controlling, and preventing invasive plants was deemed very important by nearly half the respondents.

With respect to programming in the crop and farm management areas, the importance attached to many issues tended to increase with the number of years the respondent has been living in Grant County: farm transition and succession, crop production, grain marketing, farm financial management, specialized computer applications, conservation and invasive species. Older residents felt programming in organic farming is more important than do those under 55 years of age. Women, compared to men, attached greater importance to beginning farmer programs. People of color were less interested in programming in crop production but more interested in invasive species than their white neighbors. A number of the 14 open-ended comments in this category focused on environmental issues (bee friendly pesticides, farm run-off, sustainability) and some on agronomic practices (pest control, financial management).
Educational Priorities Focused on the Family

As Figure 6 indicates, programming priorities on topics related to the family are more evenly distributed than for any of the other Extension programming areas. There are no clear top priorities for family-focused programming, but the overall average level of importance attached to these topics is higher than all other Extension programming areas. There are six topics that about half or more of the respondents felt were very important: saving/investing for the future, personal finances (budgets, debt, credit reports, etc.), child development, identity theft, caring for aging family members, and healthy lifestyles (nutrition, physical activity, social and emotional health). At least three-quarters of all respondents said all of the topics in Figure 6 are either important or very important.

Some of the 11 open-ended comments in this programming area probably fit into some of the categories shown in Figure 6 such as parenting and healthy relationships.

The family-focused issues in Figure 6 are another area in which women, relative to men, rated many topics as more important. Compared to men, women rated the following topics as significantly more important:
• Improving family communications.
• Child development.
• Coping with family changes (e.g. divorce, blended families, etc.).
• Parenting classes.
• Caring for aging family members.
• Grandparents caring for grandchildren.
• Healthy lifestyles (nutrition, physical activity, social and emotional health).
• Poverty/hunger/homelessness awareness.

There were also a number of differences based on the length of time a respondent had lived in Grant County. Longer-term residents rated programming on personal finances, identity theft, the effects of the workplace on families, coping with changes in the family, and caring for aging relatives as more important. Longer-term residents were less interested in investing/saving for the future, balancing work and family demands, healthy lifestyles, and renting vs. buying a home. Compared to people of color, white Grant County residents were more interested in personal finance, investing and saving, financial literacy, the effects of the workplace on family, improving family communications, child development, caring for aging family members, grandparents caring for grandchildren, buying or renting a home, and raising awareness of hunger, poverty and homelessness. Higher income respondents attached less importance to programming on personal finance, investing and saving, identity theft, and grandparents caring for grandchildren. Those with more formal education were less interested in investing and saving, identity theft, the effects of the workplace on families, and grandparents caring for grandchildren.

Information Preferences

Respondents were also asked how they prefer to learn, and the two most common ways they get information.

With respect to how respondents like to learn, they were given four options: self-study, one-on-one, small groups, or large groups. They could select as many as they would like. Unfortunately, one out of five respondents didn’t select any of these options. Most respondents (75%) selected a single option, and a handful (16 out of 320) selected two or more preferred means of learning. Figure 7 shows that there is not a dominant preference for learning among Grant County residents. A bit more than one-third prefer small groups, slightly less than one-third prefers self-study, and about one in five like one-on-one learning opportunities. Very few said they like to learn in large groups. Thirty “other” information sources were identified, with more than two-thirds of those listing some variant of television.

In terms of how the learning venues appeal to different demographic groups:

• Self-study – appeals more to white residents (31%) than people of color (4%).
• One-on-one – appeals more to those under 55 (30%) than to those 55 and older (18%); those with more formal education tend to like this option less.
• **Small group** – again, white respondents (39%) were more receptive to this option than people of color (7%).

With respect to information sources they commonly use, respondents were given the choices of newspapers, email, newsletters, radio, phone, word of mouth, social media (Facebook, Twitter, etc.), internet websites, workshops/meetings, and other. Twenty-one people did not respond to this question.
Considering only those who identified at least one common means of getting information, Figure 8 shows that about half the respondents said that newspapers were one of their most common ways of getting information. One-third or more use radio and websites to get information. The traditional Extension means of transmitting information, meetings and workshops, was commonly used by only 5% of the respondents.

Demographically:

- Women, compared to men, were more likely to identify newsletters and social media as common ways they get information.
- Younger respondents were more likely to use social media.
- Home-owners, relative to renters, were more likely to use newsletters.
- White residents, compared to people of color, were more likely to identify newspapers (59% commonly used vs. 7% for people of color), radio (38% white vs. 7% people of color), the internet (34% vs. 0%), email (19% vs. 0%), and word of mouth (16% vs. 0%).
- The longer a person has lived in Grant County, the more likely they are to identify newspapers and radio as common sources of information and less likely to identify websites.
- Somewhat surprisingly, as educational level rose, the likelihood of identifying newspapers as a common source of information fell. The use of websites and email tended to increase with educational attainment.
- Use of the internet also tended to increase with the level of household income.
Making a Positive Change With a $25,000 Grant

Respondents were asked the following open-ended question: “If you were in charge of a community development grant worth $25,000 that was to be used to make the biggest possible positive change for Grant County, how would you use the money?” A total of 168 responses were received, and the SRC categorized them into 12 topic categories and a miscellaneous group. Table 2 summarizes the number of comments in each category.

<table>
<thead>
<tr>
<th>Theme</th>
<th>Number</th>
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</thead>
<tbody>
<tr>
<td>Public/Private Infrastructure</td>
<td>20%</td>
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<tr>
<td>Promoting Business/Employment Opportunities</td>
<td>15%</td>
</tr>
<tr>
<td>Education/Training</td>
<td>13%</td>
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<tr>
<td>Youth-Focused Programming</td>
<td>13%</td>
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<tr>
<td>Don’t Know/No Opinion</td>
<td>10%</td>
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<tr>
<td>Environmental/Energy Issues</td>
<td>7%</td>
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<tr>
<td>Health-focused Programs</td>
<td>5%</td>
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<td>Program Governance/Design Concerns</td>
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<tr>
<td>Agriculture and Land Use</td>
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<td>Housing</td>
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</tbody>
</table>

In the public/private infrastructure section, there were 9 comments suggesting the money be used for roads, 3 for a park, a couple to expand trails, create an animal shelter, or fund volunteer fire fighters. Several of these suggestions entailed building projects (a youth center, business incubator, training facility for those with disabilities, or a senior citizen meeting building.

Within the “Promoting Business/Employment Opportunities” there were suggestions to recruit more businesses to the county, expanding existing businesses, and offer professional development to existing businesses. Typical comments included:

*Incentive for relocation to county.*

*There needs to assistance offered to small businesses. Small businesses can eventually become big. This will help bring jobs to the area.*

*Conduct small business seminars with small business ideas and business plans. Explain importance of a business plan and how to get a plan started.*

The set of comments grouped under “Education/Training” included fairly generic comments about “Improving our schools” and “job training,” specific training needs in the County, and training on specific topics. Examples from this section include:

*I would use the college and have courses - small seminar and offered during the winter break (JAN) while students are gone - offering topics - people pay small amount - most don’t have a lot going on - Do on Sunday afternoon - could educate a lot for little.*
“I would like to see education available to teach the old ways our grandparents and great grandparents survived without any or less electricity. Bush craft, gardening, how to sharpen knives, axes, . . .”

More tech knowledge for fire department and EMTs.

Youth-focused programming also included some general suggestions (“Funding things for youth activities.”) and a number of specific programs (starting a boys/girls club, anti-drug/alcohol use programs, farm safety classes, youth leadership programs).

A complete listing of responses to this question are listed in Appendix B.

Conclusions

There were a number of positive outcomes from this needs assessment survey. Key findings include:

- A very large majority of Grant County residents have heard of UW-Extension, so name recognition is high.
- A substantial number of adults in the County have used Extension’s services within the past five years.
- A majority of Grant County residents felt that virtually all of the topics about which we asked were important or very important across all programming areas.
- There are clear priority topics in Grant County in some UW-Extension programming areas (maintaining the safety and quality of local water sources in Community Development; farm safety in Dairy and Livestock; conservation in the Crops and Farm Management area).
- Though less focused, there is a general high level of interest in programming focused on the Family and Youth in Grant County. In each of these areas there are half a dozen program areas that a majority of respondents identified as “very important.”

The SRC feels that the results of this survey of residents has helped identify the issues that Grant County residents feel are most important to address.
Appendix A – Non-Response Bias Test

Any survey has to be concerned with “non-response bias.” Non-response bias refers to a situation in which people who don’t respond to a questionnaire have opinions that are systematically different from the opinions of those who do respond. For example, a survey question asked how important it is to expand 4-H enrollment. Suppose a disproportionate number of responses came from households with children enrolled in 4-H. In this case, non-response bias would likely exist and the raw results would overstate residents’ overall demand for increased Extension programming in this area.

A standard way to test for non-response bias is to compare the responses of those who respond to the first mailing of a questionnaire to those who respond to subsequent mailings. Those who return subsequent mailings are, in effect, a sample of non-respondents (to the first mailing), and we assume that they are representative of that group. In the case of the Grant County survey, the SRC compared the responses of those who completed their survey in response to the first email invitation to those who completed the survey after reminders were sent.

For the Grant County survey, 195 people responded to the first survey invitation, and 125 to subsequent reminders.

For this analysis, we excluded respondents who said they had no opinion about a given educational programming topic. Out of 96 variables tested, we found four variables (4% of those tested) with statistically significant differences (at the 5% level) between the mean responses of these two groups of respondents (Table A1).

Compared to the first mailing, significantly more males responded to the follow-up invitations. Interestingly, for the other three variables with significant differences, respondents to the follow-up invitations gave higher importance ratings than those in the first mailing. Usually, we’d expect first mailing respondents to have more strongly held beliefs about the topics covered in a questionnaire. All of the significant differences were in the family living programming area. Respondents to the second mailing rated educational programming focused on saving and investing for the future, understanding child development, and coping with family changes as significantly more important than did those responding to the first mailing.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Mean First Invitation</th>
<th>Mean After Reminder</th>
<th>Statistical Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q6b Saving/Investing for the future</td>
<td>3.37</td>
<td>3.54</td>
<td>.032</td>
</tr>
<tr>
<td>Q6i Child development</td>
<td>3.23</td>
<td>3.50</td>
<td>.002</td>
</tr>
<tr>
<td>Q6j Coping with family changes (e.g. divorce, blended families, etc.)</td>
<td>3.19</td>
<td>3.41</td>
<td>.020</td>
</tr>
<tr>
<td>Q7 Gender</td>
<td>1.34</td>
<td>1.48</td>
<td>.014</td>
</tr>
</tbody>
</table>

Because the magnitude of the differences between the responses of those responding to the first invitation and those responding later are relatively small and the overall number of such differences is small, the Survey Research Center (SRC) concludes that there is little evidence that non-response bias is a serious concern for this sample. This means that these data should accurately reflect the opinions of Grant County residents.
Appendix B – Grant County-spring 2016

Question 1. Educational programming focused on community development issues. P. other-

TEXT (12 Responses)

- Bee education
- Better law enforcement
- Better management of factory farms
- Everyone treated fairly
- Focus on economic impact of support of the ARTS.
- Homeless
- Improve air/water quality
- Jobs for youth
- Knock out big box stores and go back to old style Main Street. Keep money @ home.
- Repurposing power plants in Cassville
- Rural broadband internet access
- Water powered energy
Question 2. If you were in charge of a community development grant worth $25,000 that was to be used to make the biggest possible positive change for Grant County, how would you use the money? - TEXT (168 Responses)

Public/Private Infrastructure (33 Responses)

- Roads/Road repair/Local road improvement/Fix roads, enforcements/Give money to highway department to fix roads/I would target the worst street and fix it/Improvement on roads and surface/To fix roads/To improve our roads and bridges. (9x)
- Improve city/county parks. (2x)
- $25,000 is too small of an amount for positive change. It would probably end up going to someone to do survey's on how to improve Grant County. Use it for the humane society for animals.
- A feasibility study on establishing a community/convention center that would include lodging/meal accommodations. Capacity and parking for large events.
- Animal shelter for the strays.
- Award the grant to law enforcement to combat the drug, heroin, problem we hear about.
- Build a youth center so the young kids have a place to have something to do instead of drugs and booze.
- Build something in a park or buy books for a library.
- Community gardens.
- Develop bicycling/walking/jogging trails and other physical activity related projects.
- Develop incubator industries and local training.
- For Fire Departments and farmers.
- Get a SIDEWALK from the Fire Station on down the STREET on MAIN in Potosi.
- I don't know for sure, because there are so many places to use the money. I would probably give it to the volunteer fire dept.
- Improve/upgrade tennis courts in Dickeyville, WI (i.e. install tennis practice backboards).
- Industrial park development.
- Keep the 2 power plants open in Cassville.
- Make over for Kickapoo caverns. Add a large campground and horse trails. We really need more campgrounds in Grant County.
- Meeting place for teach disabled that are no longer in other programs.
- Put in a centrally located (fairgrounds?) reception/council kitchen, senior citizen, friendly meeting building.
- Rural Broadband internet access.
- The money (grant) would go to the Wisconsin River Trails Bike/Walking/Hiking Path promoting health, recreation, tourism, and social interactions.
- To improve our 911 emergency system.
- Use it in some way to boost our 1st responders/rescue squad services. Those who volunteer always need more help or equipment. They give so much time and effort but is never enough.
Promoting Business/Employment Opportunities (25 Responses)

- Better business structure.
- Bring a business back to Cassville.
- Bring another factory or business to town that would employ 40-50 people.
- Business promotion.
- Bring in professionals to live in area such doctors...to replace the ones retiring. Promote the benefits in living in rural Wisconsin.
- Conduct small business seminars with small business ideas and business plans. Explain importance of a business plan and how to get a plan started.
- Could also go to local installation/manufacturing companies.
- Create jobs! And I don’t mean part-time. Full time jobs other than in the health care or education. So many young people leave our areas.
- Draw businesses.
- Educate people in doing business with home town merchants and the evils of the Big Box Stores, Walmart, Lowes, Home Depot, Gander Mountain, Cabela's, etc. Quit outsourcing all our jobs to China the Communist and all these other 3rd world countries. Let’s put ourselves back to work and make ourselves great once more. My daughter works at Culver's and the kids coming out of that school can't even count out change!!
- Good paying jobs for people on the edge.
- I do not know but we need to get someone who really knows how to make our community grow and prosper.
- Incentive for relocation to county.
- Increasing employment by drawing in new employers w/o using tax money.
- Infrastructure to bring in larger business-manufacturing and training labor.
- Lure more businesses to make more jobs. Do not keep paying people to do studies and just use space.
- Maybe a "per employee" bonus for hiring for a minimum of 5 years.
- New stores + businesses.
- Spend the money to keep businesses in county.
- There needs to assistance offered to small businesses. Small businesses can eventually become big. This will help bring jobs to the area.
- To draw more job opportunities to county.
- Try to find a way to attract more business to our area. People need jobs in order to care for their family and there are not enough jobs to keep our young people here or pay enough if they have to pay back college costs etc. Grant County was a dairy farmer county all my lifetime and that also has changed so we need some business that will provide jobs so people can pay their own way and their expenses.
- Updating store fronts.
- Use to help lure bigger employers to Grant County 2. To help develop more recreation in Grant County.
- We have too many people in Grant (all of Wis.) Co. on disability programs who need help in securing part-time jobs in the area. These persons would get back their pride if they worked for a pay check, rather than waiting for that SSI check.
Education/Training (22 Responses)

- Improve our schools. (3x)
- Agriculture-training.
- Conduct workshops on needed topics.
- Education.
- For education non-farm people, city on common farm. Practice animal, crop, antibiotic testing meat and milk that keeps food safe.
- I would like to see education available to teach the old ways our grandparents and great grandparents survived without any or less electricity. Bush craft, gardening, how to sharpen knives, axes, what we should do to prepare or survive in a SHTF, EMP attack, ISIS/terrorism... skills we can develop to defend ourselves and our home, how to prep supplies, how to build Faraday cage, foraging for food or medicinal plants after our supplies are depleted. The US is way too dependent on electricity. What to do if our old and outdated grid goes down for several months or even years? How to survive when our dollar fails and banks close. Solar, wind turbines, water purification, gun safety. *Basic knowledge our ancestors had.
- I would use the college and have courses - small seminar and offered during the winter break (JAN) while students are gone - offering topics - people pay small amount - most don't have a lot going on - Do on Sunday afternoon - could educate a lot for little.
- I would work with UW-Extension. UW-Extension is a fantastic group. I strongly believe in the Extension.
- Job skills in high school. Practical finance education.
- Job training.
- More tech knowledge for fire department and EMTs.
- More training for young people to get jobs and get them off public assistance.
- Programs in school regarding bullying and cyberbullying. There is too much of this going on in schools, that's not very attended to!!
- Put the money to use in the high schools teaching business ethics instead of the 1940's Kentucky hillbilly "What's in it for me" ethic that is in place now.
- To promote the things talked about here, in our school systems educate youth.
- To teach school age children where food comes from besides the grocery store.
- To train and improve efficiency in areas that need to improve cost efficiency for both existing and new projects.
- Use it for the biggest need in the schools.
- Would put it towards education, either scholarships or funding struggling schools.
- Youth-adult partnership classes related to the above issues in Grant County (community service, youth, etc.)
Youth-Focused Programming (22 Responses)

- A program that would give children a place to spend after school with activities.
- Create a market place that would help children work with farmers, gardeners, weed workers, etc. Children could team with a person that worked in a field that the child is interested in. They could work together to sell products or produce.
- Feed homeless children at school.
- Funding things for youth activities.
- Help set up local boys and girls clubs.
- I would help set up a summer program for kids. More community things, help business any way possible if needed.
- I would use the grant money to create opportunities for the youth of the county. There needs to be more opportunities for positive activities, especially older youth.
- I would use to develop places for teenagers to go. I feel they don't have enough to keep their minds going in positive directions.
- Leadership training for high school/university aged students then allow them to choose an initiate to develop and implement.
- More things for kids to do to keep them busy during summer months and out of trouble.
- More programs for youth!
- On kids. Update parks, safety education, and safety equipment in youth sports. Free ATV/tractor/farm safety classes.
- Outdoor youth programs.
- Safe place (building/park) for kids of all ages and disabilities to go. Handicap accessible parks.
- Something that would keep our young people working in "our" county. A lot of our "best" leave to get a job out of state.
- Teaching youth on drug usage.
- Teen activity center Platteville.
- This may not be a grant idea, but I feel young people need more opportunities such as "reality check" to understand how the real world functions (finances, etc.) and how to plan wisely for educational training concerning the rapidly changing career world.
- To help youth to go on for higher education to increase employment opportunities (OR) to help stimulate job growth in the county.
- To promote activities for fun, for teens to have something to do besides drinking and drugs. Platteville really lacks in that area.
- To teach young people more about the dangers of alcohol and drug use and how it can really have bad effects for the rest of their life.
- Use it for youth development to get ready for life.
Don't Know/No Opinion (17 Responses)
- No opinion/?/No idea/I don’t know/I have none/N/A. (11x)
- Haven't thought about it.
- I only have a high school education. I graduated in 1969 so we never really covered that kind of stuff. We were more concerned about Vietnam.
- I really don't know.
- I wouldn't because most of the time the grant money is spent on meaningless crap anyways. And if they do spend it, it's on stuff that is so marked up in price you don't really get to use all the money.
- That is a tall order that I do not know how to fill!
- Unsure.

Environmental/Energy Issues (12 Responses)
- County wide program to recycle used oils, chemicals, antifreeze, computer and other electronic items.
- Enforce clean air/water production. Stop farm runoff into our streams/rivers. Improve wildlife habitat.
- Environmental and local energy sources.
- I would use it for microfinance loans to encourage farmers and homeowners to add solar, wind, and geothermal systems to their homes and for barns.
- Make sure our water is safe and stays safe.
- Making local water safety and quality better.
- Put it towards solar power.
- Put more wind solar fans.
- To make sure we have safe water.
- Use it to provide more solar and wind energy to county, schools, and incentives for public use.
- Use local energy services.
- Zero local energy sources.

Health-focused programs (8 Responses)
- Discuss and plan row to deal with incursion of drugs, gangs, and crime in Grant County.
- Expand substance abuse programs possibly through the court system.
- I would put the money towards mental illness treatment for Grant County residents.
- Programming for healthy living, lifestyle behavior change, and healthy decision making.
- Promotion of health of all aspects i.e. food, physical, mental, relationship, etc.
- Find out why cancer is so prevalent in this county.
- Healthy lifestyles.
- Proactive crime programs and AODA/Mental Health needs.
Program Governance/Design Concerns (7 Responses)

- $25,000 is not enough money to do much.
- As a challenge - present project which raises $25,000 or more at local level and this $25,000 will be awarded. My opinion is $25,000 is not a large enough amount to effect change in the county.
- I don't feel that any amount of money will help until the member the governing bodies change. Most boards and committees are made up of OLD members with OLD ideas and opinions. This needs to change before the way the county is seen. Nothing ever changes here!!!
- Not allow the government to touch it first.
- Buy lottery tickets. Not enough money to meaningfully impact long term, sustainable change.
- Don't know but don't want it wasted or stolen.
- Not enough to make a difference for a county this size.

Agriculture and Land Use (6 Responses)

- Grant money would be used to help beginning to small farmers to get established and compete with mega-farms.
- Land use, future farming training, and community sustained agriculture.
- To educate community planners on how to zone properly (like in Platteville). Rental units with college students are everywhere eliminating single family home availability.
- I am concerned about the many large chicken production areas that are being established in Grant and surrounding counties. Is there a plan in place if there happens to be a large scale amount of chickens that die and/or have to be put down? How will this affect water supplies or other environmental issues?
- The effects of large amounts of fertilizers and chemicals put on the crops each year. This eventually ends up in the well and is not good yet each year, the demand seems to be putting more fertilizer/chemicals on the crops.
- Training for buy-local organic vegetable market.

Housing (6 Responses)

- Assisted living program/facility. (Primarily for elderly).
- Help homeless people own something - such as also veterans and very low income people make money on their own and feel good about themselves!!
- Housing for elderly/assisted living/ memory patients.
- Invest in a project addressing the homeless.
- Rehab older homes in communities. Instant access.
- Rehabilitate homes.

Poverty (5 Responses)

- Give it to the poor people.
- Local charity.
- Internet for low income people in poverty.
- Support for families below poverty line, although this is not a very effective amount of support.
- Tougher constraints on food pantry - proof of need - not just telling them you are eligible. Benefits need to go to those who need them.
Promotion/Advertising Grant County (2 Responses)

- I think a grant to make more people aware of what Grant Co. has to offer and what we have to see. I believe there is a treasure of things Grant Co has but a lot of the states and the country do not know of them.
- Tourism improves economies and circulates dollars.

Miscellaneous (3 Responses)

- Get some of the people out of offices where we have someone for every time you turn around 95% of them don't know what they are talking about anyway. Get out and work is the best teacher not sitting in a classroom and learning out of a book. Get a piece of paper and say you know all about it.
- Award volunteers who excel in participation in community improvement and involvement with real awards - not just plaques or banquets - but with weekend trips to points of interest in Wisconsin such as Door County, Wisconsin Dells or college events - football games, etc.
- Get a petition to ban surveys like this.
Question 3. Educational programming targeting young people and focused on. Q. other-
TEXT (13 Responses)
- Anything to do with educating these kids better.
- Clean water.
- Educate young on things they can use.
- Hospitality and human services.
- Importance of the arts in a satisfying life.
- Improve libraries.
- Job scanning specific to jobs.
- Money. How to budget your money- and stay out of debt except for large (house, college) items.
- Nature conservation.
- Poultry.
- Safe sex education.
- Teach parents how to talk to their kids.
- Working with the poor and/or elderly.

Question 4. Educational programming focused on dairy and livestock production. L. other-
TEXT (11 Responses)
- Already doing or seeing others educating themselves on area above.
- Courses on safe use of pesticides.
- Drainage and erosion.
- Farmers should have to have CDL for the large trucks.
- Get government out of it.
- How about a healthy fire arm mandatory 2 credit class in high school. Teach them the good benefits of fire arms vs the bad.
- How about keeping oversize farm equipment off the highway-especially since they pay no highway use tax or excess tax on fuel or licensing.
- How to process the animals for use as food.
- Keep out antibiotics from food.
- Lumber.
- Snowmobile safety.
Question 5. Educational programming focused on crops and farm management. L. other-TEXT (14 Responses)

- Bee friendly pesticides.
- Believe it or not there are other businesses in this county than farming. Enough of the subsidies for farmers.
- Control Insects and weeds.
- Farm runoff, fertilizer organic chems into water ways.
- Focus on sustainability.
- I believe the above category is being addressed already and has improved greatly.
- I think Ext is a joke. 10 ft. to serve Grant Co? Too many! Don't duplicate what others offer. Stick to 4-H it the only thing UWEX does well. CNRF is a joke.
- Keep farm animals out of creeks, manure spills.
- Local available classes, night classes, etc.
- Manage forest.
- Production for maximum profits, not yield.
- Small farming.
- This country was founded on farming and Christianity. Work all week and worship God on Sunday. Now how about having mandatory bible classes K-12 grade?? We could then probably drop sex Ed. Well-adjusted children probably don't need sex Ed. I never had it, was never divorced and raised a good God fearing and respecting family.
- Weather.

Question 6. Educational programming focused on the family. R. other-TEXT (11 Responses)

- Adult English Lang classes from non-English speakers.
- All are very important to each person.
- Better matter health treatment and counselling services.
- Fair share for everyone.
- Family's today are a train wreck! I believe it all goes back to healthy relationships with God. If you have that, all else is easy.
- Maintaining home and cooking scratch.
- Pets’ healthcare.
- Prenatal classes for first time pregnancy.
- Stick to 4-H issues- Don't try to be "All things” experts- you aren't! Especially when others do the same activities.
- Teach parents how to talk to their kids.
- Veterans.
Question 14. What are the two most common ways you get information? Other-TEXT (30 Responses)
- Television. (16x)
- TV News. (5x)
- AG TV.
- Ask two people.
- Asst. reading materials.
- Classes.
- Fox television.
- Local News.
- Magazines such as the Nation, In There Times.
- Mail.
- PBS/BBC.

Question 15. Employment status. Other-TEXT (7 Responses)
- Disabled. (2x)
- Disabled veteran.
- Forced retirement.
- Homemaker.
- I am retired but work full time and part time and have my own business.
- Student.

Question 16. Place of residence. Other-TEXT (1 Response)
- Wingville Twp. Business, Own Farm, and Manage.

Question 21. What racial or ethnic category best describes you? Other-TEXT (1 Response)
- Martian.
Appendix C – Numeric Summary of Grant County UW-Extension 2016-2019 Planning Survey

Please rate the importance of the following issues in Grant County related to community development, youth, dairy and livestock production, crops and farm management, and families.

1. **Educational programming focused on community development issues:**
   - a. Downtown revitalization to foster business development and tourism
     - Not Important: 5%
     - Slightly Important: 16%
     - Important: 43%
     - Very Important: 31%
     - No Opinion: 5%
   - b. Business succession-planning to retain local businesses
     - Not Important: 2%
     - Slightly Important: 10%
     - Important: 43%
     - Very Important: 41%
     - No Opinion: 4%
   - c. Leadership development programs
     - Not Important: 5%
     - Slightly Important: 22%
     - Important: 40%
     - Very Important: 27%
     - No Opinion: 6%
   - d. Strategic planning for communities and organizations
     - Not Important: 3%
     - Slightly Important: 18%
     - Important: 47%
     - Very Important: 27%
     - No Opinion: 5%
   - e. Working with communities to develop new ways to help families buy or rehabilitate homes in Grant County
     - Not Important: 3%
     - Slightly Important: 16%
     - Important: 41%
     - Very Important: 35%
     - No Opinion: 4%
   - f. Land use and community planning based on local priorities
     - Not Important: 3%
     - Slightly Important: 16%
     - Important: 46%
     - Very Important: 30%
     - No Opinion: 6%
   - g. “Buy-local” initiatives for local economic development
     - Not Important: 3%
     - Slightly Important: 10%
     - Important: 36%
     - Very Important: 48%
     - No Opinion: 4%
   - h. Training for local/county governments to improve efficiency and increase knowledge of current topics
     - Not Important: 5%
     - Slightly Important: 16%
     - Important: 45%
     - Very Important: 29%
     - No Opinion: 5%
   - i. Local food systems/agri-tourism training
     - Not Important: 4%
     - Slightly Important: 20%
     - Important: 43%
     - Very Important: 28%
     - No Opinion: 5%
   - j. Classes for new businesses and for expanding existing local businesses (social media, website use, start-up issues, etc.)
     - Not Important: 6%
     - Slightly Important: 18%
     - Important: 44%
     - Very Important: 26%
     - No Opinion: 6%
   - k. Expanding broadband internet access for local businesses
     - Not Important: 6%
     - Slightly Important: 19%
     - Important: 37%
     - Very Important: 30%
     - No Opinion: 8%
   - l. Conflict resolution techniques (community mediation, facilitated discussions, etc.)
     - Not Important: 9%
     - Slightly Important: 29%
     - Important: 36%
     - Very Important: 14%
     - No Opinion: 12%
   - m. Maintaining local water safety/quality
     - Not Important: 0%
     - Slightly Important: 5%
     - Important: 23%
     - Very Important: 69%
     - No Opinion: 3%
   - n. Understanding/adapting to climate change
     - Not Important: 13%
     - Slightly Important: 18%
     - Important: 36%
     - Very Important: 27%
     - No Opinion: 7%
   - o. Local energy sources (solar, wind, geothermal, renewables, biomass, etc.)
     - Not Important: 4%
     - Slightly Important: 13%
     - Important: 33%
     - Very Important: 45%
     - No Opinion: 4%
   - p. Other (please specify) [See Appendix B]
     - Not Important: 2%
     - Slightly Important: 2%
     - Important: 7%
     - Very Important: 20%
     - No Opinion: 68%

2. **If you were in charge of a community development grant worth $25,000 that was to be used to make the biggest possible positive change for Grant County, how would you use the money?**

[See Appendix B]
3. **Educational programming targeting young people and focused on:**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Not Important</th>
<th>Slightly Important</th>
<th>Important</th>
<th>Very Important</th>
<th>No Opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Healthy living (nutrition, physical activity, social and emotional health)</td>
<td>3%</td>
<td>11%</td>
<td>47%</td>
<td>39%</td>
<td>1%</td>
</tr>
<tr>
<td>b. Making healthy choices (alcohol, tobacco, drugs)</td>
<td>2%</td>
<td>8%</td>
<td>37%</td>
<td>52%</td>
<td>2%</td>
</tr>
<tr>
<td>c. Bullying/Cyberbullying prevention</td>
<td>4%</td>
<td>11%</td>
<td>33%</td>
<td>50%</td>
<td>2%</td>
</tr>
<tr>
<td>d. Youth-Adult partnerships (Teen Court, youth participation in local government, etc.)</td>
<td>4%</td>
<td>16%</td>
<td>49%</td>
<td>26%</td>
<td>5%</td>
</tr>
<tr>
<td>e. Service learning opportunities (volunteering, internships, etc.)</td>
<td>3%</td>
<td>15%</td>
<td>48%</td>
<td>32%</td>
<td>2%</td>
</tr>
<tr>
<td>f. Workforce readiness</td>
<td>1%</td>
<td>8%</td>
<td>42%</td>
<td>46%</td>
<td>3%</td>
</tr>
<tr>
<td>g. Preparation for careers in STEM fields (science, technology, engineering and math)</td>
<td>2%</td>
<td>10%</td>
<td>39%</td>
<td>47%</td>
<td>3%</td>
</tr>
<tr>
<td>h. Using technology responsibly</td>
<td>2%</td>
<td>9%</td>
<td>50%</td>
<td>37%</td>
<td>2%</td>
</tr>
<tr>
<td>i. Youth leadership development</td>
<td>2%</td>
<td>13%</td>
<td>47%</td>
<td>36%</td>
<td>2%</td>
</tr>
<tr>
<td>j. Preparing for higher education (college, tech, etc.)</td>
<td>2%</td>
<td>7%</td>
<td>43%</td>
<td>45%</td>
<td>2%</td>
</tr>
<tr>
<td>k. Out-of-school activities and programs</td>
<td>4%</td>
<td>22%</td>
<td>40%</td>
<td>31%</td>
<td>3%</td>
</tr>
<tr>
<td>l. Financial management</td>
<td>1%</td>
<td>6%</td>
<td>39%</td>
<td>52%</td>
<td>2%</td>
</tr>
<tr>
<td>m. Expanding 4-H enrollment</td>
<td>5%</td>
<td>26%</td>
<td>42%</td>
<td>20%</td>
<td>6%</td>
</tr>
<tr>
<td>n. Volunteer development</td>
<td>4%</td>
<td>21%</td>
<td>47%</td>
<td>23%</td>
<td>5%</td>
</tr>
<tr>
<td>o. Plant and animal science education</td>
<td>3%</td>
<td>20%</td>
<td>51%</td>
<td>23%</td>
<td>4%</td>
</tr>
<tr>
<td>p. Environmental sciences and renewable energy education</td>
<td>4%</td>
<td>14%</td>
<td>45%</td>
<td>36%</td>
<td>2%</td>
</tr>
<tr>
<td>q. Other (please specify): See Appendix B</td>
<td>0%</td>
<td>3%</td>
<td>11%</td>
<td>28%</td>
<td>59%</td>
</tr>
</tbody>
</table>

4. **Educational programming focused on dairy and livestock production:**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Not Important</th>
<th>Slightly Important</th>
<th>Important</th>
<th>Very Important</th>
<th>No Opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Dairy modernization (expansion, cow comfort, manure management, ventilation, etc.)</td>
<td>3%</td>
<td>15%</td>
<td>42%</td>
<td>30%</td>
<td>10%</td>
</tr>
<tr>
<td>b. Dairy technology (robots, data, precision feeding, etc.)</td>
<td>5%</td>
<td>20%</td>
<td>44%</td>
<td>18%</td>
<td>12%</td>
</tr>
<tr>
<td>c. Milk marketing (futures, options, gov’t programs, contracting, etc.)</td>
<td>4%</td>
<td>20%</td>
<td>42%</td>
<td>21%</td>
<td>13%</td>
</tr>
<tr>
<td>d. Human Resource management (language, evaluation, employer strategies, etc.)</td>
<td>5%</td>
<td>22%</td>
<td>42%</td>
<td>20%</td>
<td>11%</td>
</tr>
<tr>
<td>e. Specialty production (small scale, exotic breeds, direct marketing, etc.)</td>
<td>10%</td>
<td>31%</td>
<td>34%</td>
<td>13%</td>
<td>12%</td>
</tr>
<tr>
<td>f. Grazing (rotational, mob, grass varieties, etc.)</td>
<td>6%</td>
<td>20%</td>
<td>43%</td>
<td>20%</td>
<td>12%</td>
</tr>
<tr>
<td>g. Beef production (quality assurance, animal welfare, etc.)</td>
<td>4%</td>
<td>14%</td>
<td>47%</td>
<td>27%</td>
<td>9%</td>
</tr>
<tr>
<td>h. Swine production (quality assurance, biosecurity, etc.)</td>
<td>5%</td>
<td>18%</td>
<td>42%</td>
<td>24%</td>
<td>10%</td>
</tr>
</tbody>
</table>
4. **Educational programming focused on dairy and livestock production (cont.):**

i. Poultry production (small-scale, biosecurity, etc.)

j. Organic dairy/livestock (certification, marketing, disease control, etc.)

k. Farm safety (safe operation of ATV/UTV, tractor, skid steer, etc.)

l. Other (please specify): **See Appendix B**

<table>
<thead>
<tr>
<th>Educational Category</th>
<th>Not Important</th>
<th>Slightly Important</th>
<th>Important</th>
<th>Very Important</th>
<th>No Opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>i. Poultry production</td>
<td>5%</td>
<td>24%</td>
<td>42%</td>
<td>19%</td>
<td>10%</td>
</tr>
<tr>
<td>j. Organic dairy/livestock</td>
<td>7%</td>
<td>22%</td>
<td>39%</td>
<td>24%</td>
<td>8%</td>
</tr>
<tr>
<td>k. Farm safety</td>
<td>1%</td>
<td>5%</td>
<td>36%</td>
<td>55%</td>
<td>4%</td>
</tr>
<tr>
<td>l. Other</td>
<td>1%</td>
<td>1%</td>
<td>8%</td>
<td>20%</td>
<td>69%</td>
</tr>
</tbody>
</table>

5. **Educational programming focused on crops and farm management:**

a. Beginning farming (evaluating enterprises, financing, regulations, etc.)

b. Farm transition/succession

c. Crop production (pest management, evaluating inputs, fertility requirements, etc.)

d. Grain marketing (contracts, outlook, futures/options, gov’t programs, etc.)

e. Nutrient management (soil testing, manure credits, nutrient management plans, etc.)

f. Farm financial management (budgeting, financial analysis, rent/buy decisions, etc.)

g. Organic farming (certification, pest management, marketing, etc.)

h. Computer applications (crop production apps, record keeping, etc.)

i. Conservation (e.g. controlling erosion, residue management, etc.)

j. Invasive plants (e.g. identification, control, prevention, etc.)

k. Specialty crops (vegetables, fruits, marketing, etc.)

l. Other (please specify): **See Appendix B**

<table>
<thead>
<tr>
<th>Educational Category</th>
<th>Not Important</th>
<th>Slightly Important</th>
<th>Important</th>
<th>Very Important</th>
<th>No Opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Beginning farming</td>
<td>1%</td>
<td>14%</td>
<td>42%</td>
<td>33%</td>
<td>10%</td>
</tr>
<tr>
<td>b. Farm transition/succession</td>
<td>2%</td>
<td>14%</td>
<td>44%</td>
<td>30%</td>
<td>11%</td>
</tr>
<tr>
<td>c. Crop production</td>
<td>2%</td>
<td>12%</td>
<td>50%</td>
<td>28%</td>
<td>8%</td>
</tr>
<tr>
<td>d. Grain marketing</td>
<td>3%</td>
<td>20%</td>
<td>45%</td>
<td>21%</td>
<td>11%</td>
</tr>
<tr>
<td>e. Nutrient management</td>
<td>2%</td>
<td>16%</td>
<td>44%</td>
<td>29%</td>
<td>10%</td>
</tr>
<tr>
<td>f. Farm financial management</td>
<td>2%</td>
<td>12%</td>
<td>42%</td>
<td>35%</td>
<td>9%</td>
</tr>
<tr>
<td>g. Organic farming</td>
<td>7%</td>
<td>24%</td>
<td>38%</td>
<td>23%</td>
<td>8%</td>
</tr>
<tr>
<td>h. Computer applications</td>
<td>5%</td>
<td>17%</td>
<td>47%</td>
<td>23%</td>
<td>8%</td>
</tr>
<tr>
<td>i. Conservation</td>
<td>1%</td>
<td>6%</td>
<td>35%</td>
<td>54%</td>
<td>5%</td>
</tr>
<tr>
<td>j. Invasive plants</td>
<td>2%</td>
<td>9%</td>
<td>42%</td>
<td>42%</td>
<td>5%</td>
</tr>
<tr>
<td>k. Specialty crops</td>
<td>4%</td>
<td>21%</td>
<td>42%</td>
<td>27%</td>
<td>7%</td>
</tr>
<tr>
<td>l. Other</td>
<td>4%</td>
<td>5%</td>
<td>9%</td>
<td>16%</td>
<td>67%</td>
</tr>
</tbody>
</table>
6. **Educational programming focused on the family:**

<table>
<thead>
<tr>
<th>Educational Programming</th>
<th>Not Important</th>
<th>Slightly Important</th>
<th>Important</th>
<th>Very Important</th>
<th>No Opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Personal finances (budgets, debt, credit reports, etc.)</td>
<td>0%</td>
<td>8%</td>
<td>39%</td>
<td>50%</td>
<td>3%</td>
</tr>
<tr>
<td>b. Saving/Investing for the future</td>
<td>0%</td>
<td>10%</td>
<td>34%</td>
<td>53%</td>
<td>3%</td>
</tr>
<tr>
<td>c. Pre-marriage financial planning</td>
<td>6%</td>
<td>17%</td>
<td>43%</td>
<td>28%</td>
<td>5%</td>
</tr>
<tr>
<td>d. Financial literacy for youth</td>
<td>3%</td>
<td>10%</td>
<td>44%</td>
<td>41%</td>
<td>3%</td>
</tr>
<tr>
<td>e. Identity theft</td>
<td>2%</td>
<td>9%</td>
<td>41%</td>
<td>46%</td>
<td>2%</td>
</tr>
<tr>
<td>f. Balancing work and family demands</td>
<td>3%</td>
<td>11%</td>
<td>43%</td>
<td>39%</td>
<td>4%</td>
</tr>
<tr>
<td>g. Effects of workplace policies on families</td>
<td>4%</td>
<td>20%</td>
<td>42%</td>
<td>30%</td>
<td>5%</td>
</tr>
<tr>
<td>h. Improving family communications</td>
<td>3%</td>
<td>12%</td>
<td>40%</td>
<td>42%</td>
<td>3%</td>
</tr>
<tr>
<td>i. Child development</td>
<td>2%</td>
<td>11%</td>
<td>39%</td>
<td>46%</td>
<td>3%</td>
</tr>
<tr>
<td>j. Coping with family changes (e.g. divorce, blended families, etc.)</td>
<td>3%</td>
<td>10%</td>
<td>41%</td>
<td>41%</td>
<td>5%</td>
</tr>
<tr>
<td>k. Parenting classes</td>
<td>5%</td>
<td>16%</td>
<td>42%</td>
<td>33%</td>
<td>4%</td>
</tr>
<tr>
<td>l. Caring for aging family members</td>
<td>2%</td>
<td>9%</td>
<td>41%</td>
<td>46%</td>
<td>2%</td>
</tr>
<tr>
<td>m. Grandparents caring for grandchildren</td>
<td>5%</td>
<td>19%</td>
<td>43%</td>
<td>29%</td>
<td>4%</td>
</tr>
<tr>
<td>n. Healthy couple relationships</td>
<td>4%</td>
<td>14%</td>
<td>41%</td>
<td>37%</td>
<td>4%</td>
</tr>
<tr>
<td>o. Healthy lifestyles (nutrition, physical activity, social and emotional health)</td>
<td>3%</td>
<td>12%</td>
<td>39%</td>
<td>45%</td>
<td>2%</td>
</tr>
<tr>
<td>p. Buying/Renting a home</td>
<td>4%</td>
<td>16%</td>
<td>45%</td>
<td>32%</td>
<td>3%</td>
</tr>
<tr>
<td>q. Poverty/Hunger/Homelessness awareness</td>
<td>5%</td>
<td>13%</td>
<td>41%</td>
<td>38%</td>
<td>3%</td>
</tr>
<tr>
<td>r. Other (please specify): <strong>See Appendix B</strong></td>
<td>3%</td>
<td>0%</td>
<td>9%</td>
<td>23%</td>
<td>65%</td>
</tr>
</tbody>
</table>

**Demographics (for statistical purposes only)**

**What is your:**

7. **Gender:**

<table>
<thead>
<tr>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>60%</td>
<td>40%</td>
</tr>
</tbody>
</table>

8. **Age:**

<table>
<thead>
<tr>
<th>18-24</th>
<th>25-34</th>
<th>35-44</th>
<th>45-54</th>
<th>55-64</th>
<th>65 and older</th>
</tr>
</thead>
<tbody>
<tr>
<td>1%</td>
<td>6%</td>
<td>9%</td>
<td>10%</td>
<td>34%</td>
<td>41%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>17%</td>
<td>83%</td>
</tr>
</tbody>
</table>

9. **Are there members of your household who are under age 18?**

10. **Are you the primary caregiver of an adult family member who would be unable to live on his or her own without your assistance?**

11. **Have you ever heard of the University of Wisconsin-Extension?**

12. **During the last 5 years, approximately how many times have you contacted Grant County’s UW-Extension Office?**

<table>
<thead>
<tr>
<th>None</th>
<th>1–5 times</th>
<th>6+ times</th>
</tr>
</thead>
<tbody>
<tr>
<td>68%</td>
<td>27%</td>
<td>6%</td>
</tr>
</tbody>
</table>
13. How do you prefer to learn?

<table>
<thead>
<tr>
<th></th>
<th>Self-study</th>
<th>One-on-one</th>
<th>Small group</th>
<th>Large group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>29%</td>
<td>20%</td>
<td>37%</td>
<td>2%</td>
</tr>
</tbody>
</table>

14. What are the two most common ways you get information? Mark ● two only

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Newspaper</td>
<td>51%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Email</td>
<td>18%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Newsletter</td>
<td>7%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Radio</td>
<td>36%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phone</td>
<td>8%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social media</td>
<td>12%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Facebook, Twitter, etc.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internet websites</td>
<td>31%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Word of mouth</td>
<td>4%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Workshops/Meetings</td>
<td>5%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5% Other, specify: See Appendix B

15. Employment status:

<table>
<thead>
<tr>
<th></th>
<th>Employed Full Time</th>
<th>Employed Part Time</th>
<th>Self Employed</th>
<th>Unemployed</th>
<th>Retired</th>
<th>Other: See Appendix B</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>40%</td>
<td>3%</td>
<td>10%</td>
<td>1%</td>
<td>43%</td>
<td>3%</td>
</tr>
</tbody>
</table>

16. Place of residence:

<table>
<thead>
<tr>
<th></th>
<th>Own</th>
<th>Rent</th>
<th>Other: See Appendix B</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>92%</td>
<td>8%</td>
<td></td>
</tr>
</tbody>
</table>

17. What best describes your home

<table>
<thead>
<tr>
<th></th>
<th>Rural non-farm</th>
<th>Rural farm</th>
<th>City or village</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>26%</td>
<td>17%</td>
<td>57%</td>
</tr>
</tbody>
</table>

18. Household income range:

<table>
<thead>
<tr>
<th></th>
<th>Less than 15,000</th>
<th>15,000 – 24,999</th>
<th>25,000 – 49,999</th>
<th>50,000 – 74,999</th>
<th>75,000 – 99,999</th>
<th>100,000+</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5%</td>
<td>13%</td>
<td>26%</td>
<td>31%</td>
<td>14%</td>
<td>12%</td>
</tr>
</tbody>
</table>

19. How many years have you lived in Grant County?

<table>
<thead>
<tr>
<th></th>
<th>Less than 1</th>
<th>1 – 4</th>
<th>5 – 9</th>
<th>10 – 24</th>
<th>25+</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0%</td>
<td>3%</td>
<td>6%</td>
<td>12%</td>
<td>78%</td>
</tr>
</tbody>
</table>

20. What racial or ethnic category best describes you?

<table>
<thead>
<tr>
<th></th>
<th>Asian</th>
<th>Black/ African American</th>
<th>Hispanic/ Latino</th>
<th>Native American</th>
<th>White</th>
<th>2 or more races</th>
<th>Other: See Appendix B</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0%</td>
<td>1%</td>
<td>1%</td>
<td>0%</td>
<td>98%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>