

University of Minnesota, Morris – Adapting to Change: Managing Urbanization in Rural America
Community Outreach Partnership Centers (COPC) program – New Grant

Problem Area: Housing

Strategic Goals	Policy Priorities	Problem, Need, Situation	Outreach Activity	Benchmarks	Outcomes	Measurement Reporting Tools	Evaluation Process		
				Output Goal	Achievement Outcome Goals				
1		2	3	4*	6*	8	9		
Policy		Planning		Intervention	Impact	Accountability			
1,2,4,6	1,2,3,6,7	<ul style="list-style-type: none"> ▪ Rentals are higher than state and national averages and home ownership is lower than state and national averages. ▪ No housing study, including assessment of current stock, exists to determine actual needs and other information helpful for planning. ▪ A housing study is required for access to state and federal funding for several housing options 	<p>1. Conduct a Housing Study.</p> <ul style="list-style-type: none"> ▪ Form Task Force of university and community specialists, others ▪ Identify Economics, Management, Political Science, and other students for research and reporting ▪ Research data sources in conjunction with Morris and County Housing and Redevelopment Authorities ▪ Data review and analysis by housing industry expert ▪ Incorporate Morris Elementary School Reuse Plan described elsewhere in this proposal ▪ Complete report ▪ Student/faculty presentation to Housing and Redevelopment Authority Boards 	<p><u>Short Term</u></p> <ul style="list-style-type: none"> ▪ 6 - 24 students involved in service learning/other activities 	<ul style="list-style-type: none"> ▪ Real-world, results-oriented student learning experiences are realized 	<ul style="list-style-type: none"> a. Class and task force attendance logs, student employment contracts b. CST office, UMM S-L office c. On-site d. daily class attendance, semi-annual reporting e. manual retrieval 	<ul style="list-style-type: none"> a. Written reflections / journals for Service Learning students and for student employees b. exams 		
				<p><u>Intermediate Term</u></p> <ul style="list-style-type: none"> ▪ One comprehensive and useful housing study 	<ul style="list-style-type: none"> ▪ New formation of stakeholders / resources along with research creates a more accurate account of housing stock, needs and options 			<ul style="list-style-type: none"> a. Reports from research findings/other, structured meeting notes b. CST office, Co. HRA c. On-site d. Collected monthly by Task Force, reported semi-annually e. Manual retrieval 	<ul style="list-style-type: none"> a. Task force progress reports to CAC b. Follow up questionnaire on usefulness of the study
				<p><u>Long Term</u></p> <ul style="list-style-type: none"> ▪ One new working partnership with a Housing focus and ability to periodically update the housing study 	<ul style="list-style-type: none"> ▪ Collaboration among stakeholders improves communication and maximizes utility of available information and other resources 				

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Problem Area: Housing (Continued)

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1		2	3	4*	6*	8	9
Policy		Planning		Intervention	Impact	Accountability	
3		<ul style="list-style-type: none"> ▪ In transitioning from an agrarian to a retail and service economy, GIS parcel mapping is critical for proper land usage ▪ Several sources and kinds of data exist based on different models, which must be adapted and coordinated 	<p>2. Geographic Information Systems Parcel Mapping:</p> <ul style="list-style-type: none"> ▪ Meet with City/County officials to design project ▪ Identify Geography students for research ▪ Gather parcel information from Stevens County offices and City of Morris offices as well as public databases; work with Morris’s Engineering firm ▪ Prepare GIS digital parcel map / overlay 	<p><u>Short Term</u></p> <ul style="list-style-type: none"> ▪ 15 Geography students involved in project through course related project 	<ul style="list-style-type: none"> ▪ Students gain valuable experience through participation with GIS project development 	<ul style="list-style-type: none"> a. Class attendance logs b. CST office, c. On-site d. daily class attendance, semi-annual reporting e. manual retrieval 	<ul style="list-style-type: none"> a. Written reflection papers b. exams, exercises
				<p><u>Intermediate Term</u></p> <ul style="list-style-type: none"> ▪ A minimum of 2-5 new base layers available 	<ul style="list-style-type: none"> ▪ Increased utility in decision-making information for planners 	<ul style="list-style-type: none"> a. case report b. City Hall c. on-site d. weekly updates from Winchester, semi-annual reporting to HUD e. automated database 	<ul style="list-style-type: none"> a. Periodic interview
				<p><u>Long Term</u></p> <ul style="list-style-type: none"> ▪ One newly structured and functioning GIS system for City and County 	<ul style="list-style-type: none"> ▪ Improved planning decisions maximize use of available resources and improve quality of life 	<ul style="list-style-type: none"> a. case report b. City Hall c. on-site d. weekly updates from Winchester, semi-annual reporting to HUD e. automated database 	<ul style="list-style-type: none"> a. Periodic interview b. Feedback form on completion

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Policy		Planning		Intervention	Impact	Accountability	
1-5	1,2,3,7	<ul style="list-style-type: none"> ▪ When homeownership options are limited and opportunities to “move up” are restricted, housing cooperatives expand the options. ▪ Those who wish to defer or avoid single-family home ownership, such as visiting faculty/scientists, students, persons new to the area, e.g., for employment or education, and elderly in transition to assisted-living or nursing home facilities have few choices for living arrangements. 	3. Morris Housing Cooperative <ul style="list-style-type: none"> ▪ Form task force ▪ Site visits to cities with desirable model Coops to explore model properties ▪ Review of analytical documents and scholarly papers, funding and loan sources, and co-op organizations ▪ Interview new home buyers about decisions ▪ Formulate Development Plan 	<u>Short Term</u> <ul style="list-style-type: none"> ▪ One task force developed to focus on niche housing, especially coops 	<ul style="list-style-type: none"> ▪ Greater resources for planning and decision-making 	<ul style="list-style-type: none"> a. Baseline resources, meeting notes b. CST office, Co. HRA c. On-site d. Collected monthly by Task Force, semi-annual report e. Manual retrieval 	<ul style="list-style-type: none"> a. Periodic interview
				<u>Intermediate Term</u> <ul style="list-style-type: none"> ▪ One Development Plan used to enhance the Housing Study, inform stakeholders, guide future decisions 	<ul style="list-style-type: none"> ▪ Viable follow-on to Housing Study ▪ Benefits deriving from co-op organization membership, such as access to loan funds, referrals to other resources ▪ Opportunities for area businesses: advertising, printing, marketing 	<ul style="list-style-type: none"> a. Reports from research, meeting notes b. CST office, Co. HRA c. On-site d. Collected monthly by Task Force, semi-annual report e. Manual retrieval 	<ul style="list-style-type: none"> a. Task force progress reports to CAC b. Follow up questionnaire on usefulness of the plan
				<u>Long Term</u> <ul style="list-style-type: none"> ▪ 1-3 more choices offered to larger number of people in several housing categories 	<ul style="list-style-type: none"> ▪ Better, more affordable options increase home ownership/ occupancy ▪ Increased jobs sustained in design and construction and other suppliers 	<ul style="list-style-type: none"> a. Development Plan b. CST office, Co. HRA c. On-site d. Collected monthly by Task Force, semi-annual report e. Manual retrieval 	<ul style="list-style-type: none"> a. Periodic interview

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Policy		Planning		Intervention	Impact	Accountability	
3-6	1-2	<ul style="list-style-type: none"> ▪ Landlord/tenant rights and responsibilities are not well documented nor understood, which has caused situations hazardous to health and safety. A housing commission can help eliminate substandard rentals, especially for students and elderly. ▪ Landlords, in particular, have been reluctant to participate in education/training initiatives. 	<p>4. Form Morris Rental Housing Commission</p> <ul style="list-style-type: none"> ▪ Identify representatives of various stakeholder groups for commission, e.g., university (faculty, staff, students), landlords and real-estate agents, city officials, other citizens ▪ Hold initial meeting and establish goals ▪ Devise rental safety policies and draft Bill of Landlord/Tenant Rights ▪ Build Morris Landlord/Tenant Rights website; include Internet-based rental rating system ▪ Conduct Landlord/Tenant Rights training; tenant training will focus on college students, and possibly high school students 	<p><u>Short Term</u></p> <ul style="list-style-type: none"> ▪ 6 - 24 students involved in service learning/other activities 	<ul style="list-style-type: none"> ▪ Real-world, results-oriented student learning experiences are realized 	<ul style="list-style-type: none"> a. Class and commission attendance logs, student employment contracts b. CST and S-L offices c. On-site d. daily class attendance, semi-annual reporting e. manual retrieval 	<ul style="list-style-type: none"> a. Written reflections / journals for Service Learning students and for student employees b. exams
				<p><u>Intermediate Term</u></p> <ul style="list-style-type: none"> ▪ One Bill of Rights includes safety policies, etc. presented to City Council for approval 	<ul style="list-style-type: none"> ▪ Documented policies and rating system for rental properties, located on Commission website 	<ul style="list-style-type: none"> a. Documents from HRAs and City b. CST office, City HRA c. On-site d. Collected monthly by Task Force, semi-annual report e. Manual retrieval 	<ul style="list-style-type: none"> a. Commission progress reports to CAC b. Follow up questionnaire on usefulness of the Bill
				<p><u>Long Term</u></p> <ul style="list-style-type: none"> ▪ One training program for landlords and tenants; offered for students as part of new student orientation 	<ul style="list-style-type: none"> ▪ Reductions in discrimination against students / other low income occupants 	<ul style="list-style-type: none"> a. Baseline documents from HRAs and City b. CST office, City HRA c. On-site d. Collected monthly by Task Force, semi-annual report e. Manual retrieval 	<ul style="list-style-type: none"> a. Commission progress reports to CAC b. Follow up questionnaires on discrimination on usefulness of the Bill

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1	2	3	4*	6*	8	9			
Policy		Planning		Intervention	Impact	Accountability			
1-6	1-7	<ul style="list-style-type: none"> ▪ Existing housing is aging and, in many cases, cannot be reconditioned while newer houses are not affordable 	<p>5. Establish City of Morris Habitat for Humanity Chapter and construct one house</p> <ul style="list-style-type: none"> ▪ UMM Habitat Chapter will plan and host community-wide meeting; recruit City of Morris leadership for City Habitat Chapter ▪ Prepare relevant paperwork ▪ Create committees for fundraising/donation; family selection; volunteer recruitment/organizing (i.e. Alternative Spring Break), etc. ▪ Fundraising campaign ▪ Select family ▪ Begin construction 	<p><u>Short Term</u></p> <ul style="list-style-type: none"> ▪ 2 UMM Students will provide leadership in establishing new or expanding UMM chapter 	<ul style="list-style-type: none"> ▪ Consolidate current efforts at UMM and Housing Authority, eliminating duplication 	<ul style="list-style-type: none"> a. Meeting minutes b. CST office, HRAs c. On-site d. Collected monthly, semi-annual report e. Manual retrieval 	<ul style="list-style-type: none"> a. Committee reports to CAC b. Periodic interviews 		
				<p><u>Intermediate Term</u></p> <ul style="list-style-type: none"> ▪ Construction of at least one house 	<ul style="list-style-type: none"> ▪ Community project consolidates and expands resources 			<ul style="list-style-type: none"> a. Documents recording the finances and the building project b. CST office, Co. HRA c. On-site d. Collected monthly by committee, semi-annual report e. Manual retrieval 	<ul style="list-style-type: none"> a. Committee reports to CAC b. Periodic interviews
				<p><u>Long Term</u></p> <ul style="list-style-type: none"> ▪ City Habitat Chapter is established or UMM Habitat Chapter is expanded 	<ul style="list-style-type: none"> ▪ Home ownership for a deserving family ▪ Community capacity to provide affordable housing is increased ▪ Improved family stability (through home ownership) 				

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Problem Area: Economic Development

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1		2	3	4*	6*	8	9
Policy			Planning	Intervention	Impact	Accountability	
1,3,5	1,2,7	<ul style="list-style-type: none"> ▪ The trend away from agriculture and manufacturing toward service and retail has spawned lower wages and left employment gaps. ▪ Insufficient capital, lack of employment hurt those laid off or underemployed, i.e. spouses of faculty / professionals, students, decreasing contributions to society. ▪ About 70 people/yr contact Stevens Co. Econ. Improvement Comm. interested in business start-ups, others inquire to a local entrepreneur. ▪ Many who would like to start a business based on an idea or product lack necessary technical and professional skills or knowledge. 	<p>6. Energizing Entrepreneurship and Business Mentoring Project</p> <ul style="list-style-type: none"> ▪ Form task force, incl. subcommittees, of accounting/management students, faculty, community rep for Morris micro-loan program, incubator/amenities mgt, and candidate selection ▪ Establish policies of three-tiered micro-loan program ▪ Est. policies of business mentoring project; select incubator amenities ▪ Publicize, Morris community ▪ Selection of business mentoring project candidates ▪ Review/implement U of MN Extension Programs (incubator residents and broader community participants): Business Retention and Expansion; E-Access Initiative; and Energizing Entrepreneurship ▪ Arrange for Senior Mentoring activities and vital aging network involvement ▪ Review and adjust incubator policies as needed 	<p><u>Short Term</u></p> <ul style="list-style-type: none"> ▪ Task Force of 10 establish policies and procedures ▪ 4-6 new entrepreneurs access micro-loans, other assistance <p><u>Intermediate Term</u></p> <ul style="list-style-type: none"> ▪ Mentoring project - 5 older adults participate ▪ Marketing and promotional plans in place <p><u>Long Term</u></p> <ul style="list-style-type: none"> ▪ A strong collaborative provides on-going support ▪ 50% of business start-ups are thriving and employing local people 	<ul style="list-style-type: none"> ▪ Target populations are equipped to prosper, develop ▪ Local entrepreneurs feel supported and equipped to take calculated risks <ul style="list-style-type: none"> ▪ Inquiries by new and existing entrepreneurs increases by 20% ▪ Target pop. are increasingly aware of resources <ul style="list-style-type: none"> ▪ The economic base of the area is diversified and prosperous. Target pop. have meaningful employment as business owners are deeply involved in the econ. prosperity 	<p>a. Class attendance logs b. CST office, c. On-site attendance, semi-annual reporting e. manual retrieval</p> <p>a. Official documents and records, minutes b. CST office, c. On-site collected monthly by committee, semi-annual report e. Manual retrieval</p> <p>a. Official documents and records, minutes, interviews b. CST office c. on-site collected monthly by committee, semi-annual report e. Manual retrieval</p>	<p>a. Written reflection papers b. exams</p> <p>a. Committee reports to CAC b. Questionnaires c. Periodic interviews</p> <p>a. Committee reports to CAC b. Questionnaires c. Periodic interviews</p>

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1		2	3	4*	6*	8	9
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1,3,5	1,2,7	<ul style="list-style-type: none"> Size of smaller city businesses limit internal research and development while university and community go underutilized. Unfamiliarity with business models and practices can result in failure of new businesses and impede the growth of existing businesses. 	<p>7. Business Connections Program</p> <ul style="list-style-type: none"> In conjunction with community economic development officials, task force facilitates: 1. Business Retention & Expansion (BR&E) program to survey existing and anticipated business needs 2. Completion of a directory of campus and community resources and expertise matched with these business needs, including information technologies and research Faculty design service learning components of class that can develop the directory Directory available for research, product development, and marketing assistance to community businesses 	<p><u>Short Term</u></p> <ul style="list-style-type: none"> 6 - 24 students identifying resources and creating the directory 	<ul style="list-style-type: none"> Real-world, results-oriented student learning experiences are realized 	<ul style="list-style-type: none"> Class and committee attendance logs CST and S-L offices On-site daily class attendance, semi-annual reporting to HUD manual retrieval 	<ul style="list-style-type: none"> Written reflections / journals for Service Learning students and for student employees exams
				<p><u>Intermediate Term</u></p> <ul style="list-style-type: none"> 30 Business owners participate in the BR&E program, receive technical assistance and support for retention and expansion techniques 	<ul style="list-style-type: none"> Increased utility of the resources already known and newly identified resources 	<ul style="list-style-type: none"> BR&E analytical report of survey, meeting minutes CST and Economic Improvement office On-site Collected monthly by committee, semi-annual report manual retrieval 	<ul style="list-style-type: none"> Committee reports to CAC Periodic interviews
				<p><u>Long Term</u></p> <p>On-going committee focused on improving relationships and providing technical assistance to new and existing businesses</p>	<ul style="list-style-type: none"> Improvement in the likelihood of new business success and retention of existing business 	<ul style="list-style-type: none"> meeting minutes CST and Economic Improvement office On-site Collected monthly by committee, semi-annual report manual retrieval 	<ul style="list-style-type: none"> Committee reports to CAC Periodic interviews

Problem Area: Community Organizing and Revitalization

Strategic Goals	Policy Priorities	Problem, Need, Situation	Service or Activity	Benchmarks	Outcomes	Measurement Reporting Tools	Evaluation Process
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1		2	3	4*	6*	8	9
Policy		Planning		Intervention	Impact	Accountability	

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1-6	1-3, 6-7	<ul style="list-style-type: none"> ▪ As the population ages and/or moves away and the young seek their livelihood elsewhere, decreasing the tax base, little incentive remains to uphold the town’s vitality. ▪ At the same time, the shortage of amenities and unobvious diversity discourage population growth. ▪ A lack of coordination and planning in isolation limit s community capacity. 	8. Morris Development Partnership <ul style="list-style-type: none"> ▪ Convene interested parties to explore formation of new umbrella development partnership ▪ Recruit diverse membership ▪ Est. mission, vision, goals and operating procedures ▪ Inaugural meeting of Morris Development Partnership ▪ Examine issues central to the city’s viability capacity building, opportunities for young people, location issues for Morris market, reaching and attracting new populations ▪ Develop prioritized plan of action with consultant 	<u>Short Term</u> <ul style="list-style-type: none"> ▪ Broad-based representation to form new partnership among existing groups 	<ul style="list-style-type: none"> ▪ Improved, more diverse leadership ▪ Increase consensus on community vision and values 	<ul style="list-style-type: none"> a. Meeting minutes, attendance at training b. CST office c. On-site d. Collected monthly by student assistant, semi-annual report e. Manual retrieval 	<ul style="list-style-type: none"> a. Committee reports to CAC b. Periodic interviews
				<u>Intermediate Term</u> <ul style="list-style-type: none"> ▪ Establish set of procedures and create plan of action 	<ul style="list-style-type: none"> ▪ Important action completed that otherwise would have been left undone 	<ul style="list-style-type: none"> a. Documents recording the organizational structure b. CST office c. On-site d. Collected monthly by student assistant, semi-annual report e. Manual retrieval 	<ul style="list-style-type: none"> a. Committee reports to CAC b. Periodic interviews
				<u>Long Term</u> <ul style="list-style-type: none"> ▪ One new community development partnership is formed to aid in community capacity building 	<ul style="list-style-type: none"> ▪ Enriched social fabric ▪ Increase community capacity 	<ul style="list-style-type: none"> a. Meeting minutes, attendance at training b. CST office c. On-site d. Collected monthly by student assistant, semi-annual report e. Manual retrieval 	<ul style="list-style-type: none"> a. Periodic interviews b. Questionnaires

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Policy		Planning		Intervention	Impact	Accountability	
3,6	2-4	<ul style="list-style-type: none"> ▪ Most residents agree that entrances to town are not inviting, which could deter new businesses, customers, tourists, and residents. ▪ There lacks any visual acknowledgment of “one of the top public liberal arts colleges in the country” from downtown ▪ The downtown area also lacks definition. ▪ How can design be utilized to support entrepreneurs, new business? 	9. Morris Community Design Program <ul style="list-style-type: none"> ▪ Create <i>Envision Morris</i> (as an entrepreneurial community) committee ▪ Host Minnesota Design Team (MDT) ▪ Evaluate portals of entry to Morris, review neighborhood redesign ideas ▪ Redesign phase: concepts developed ▪ Community presentation 	<u>Short Term</u> <ul style="list-style-type: none"> ▪ One committee developed to focus on design issues 	<ul style="list-style-type: none"> ▪ Increased opportunity for leadership on community projects 	a. meeting notes b. CST office, Co. HRA c. On-site d. Collected monthly by Task Force, semi-annual report e. Manual retrieval	a. Periodic interview
				<u>Intermediate Term</u> <ul style="list-style-type: none"> ▪ Complete the required “Workbook” in preparation for hosting the MN Design Team 	<ul style="list-style-type: none"> ▪ Viable follow-on to Housing Study 	a. Meeting notes b. CST office c. On-site d. Collected monthly by committee, semi-annual report e. Manual retrieval	a. Committee progress reports to CAC b. Periodic interviews
				<u>Long Term</u> <ul style="list-style-type: none"> ▪ One set of concept drawings provided by MDT serve recommended action for community improvement 	<ul style="list-style-type: none"> ▪ Increased jobs sustained in design and construction and other suppliers 	a. MDT Recommendations, minutes b. CST office c. On-site d. Collected monthly by committee, semi-annual report e. Manual retrieval	a. Periodic interviews

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Policy			Planning	Intervention	Impact	Accountability			
3, 6	2,4	<ul style="list-style-type: none"> ▪ Morris’ population includes a large percentage of UMM students and many elderly who don’t always interact. ▪ Intergenerational strife, sometimes caused by high student resident turnover, decreased mobility of the elderly, and discomfort with the information age can contribute to an inhospitable environment. 	10. Adopt a Grandparent Program <ul style="list-style-type: none"> ▪ Community Service and Volunteerism in the Office of Student Activities will disseminate information to interested students ▪ Adopt-a-Grandparent Club formed on campus under student leadership ▪ Student/grandparent training and education component ▪ Morris Senior Citizens program to help recruit community participants ▪ Students carry out activities with neighborhood seniors 	<u>Short Term</u> <ul style="list-style-type: none"> ▪ 10 student and senior pairings in Yr1 ▪ 20 student and senior pairings in Yr 2 ▪ 30 student and senior pairings in Yr 3 	<ul style="list-style-type: none"> ▪ Students and seniors gain valuable experience through participation 	<ul style="list-style-type: none"> a. attendance logs, questionnaires b. CST office, c. On-site d. attendance log, semi-annual reports to HUD e. manual retrieval 	<ul style="list-style-type: none"> a. Written reflection papers 		
				<u>Intermediate Term</u> <ul style="list-style-type: none"> ▪ 60 students and seniors complete training and education component 	<ul style="list-style-type: none"> ▪ Increased inter-generational communication ▪ Seniors acquire new, useful skills, e.g., computer 			<ul style="list-style-type: none"> a. attendance logs, questionnaires b. CST office, c. On-site d. attendance log, semi-annual reports to HUD e. manual retrieval 	<ul style="list-style-type: none"> a. Committee progress reports to CAC b. Periodic interviews
				<u>Long Term</u> <ul style="list-style-type: none"> ▪ One successful program sustained through UMM / community resources 	<ul style="list-style-type: none"> ▪ Closing gaps in people’s lives improves health and well-being ▪ Increased mobility for elderly and/or disabled 				

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Policy		Planning		Intervention	Impact	Accountability			
3,6	2, 4	<ul style="list-style-type: none"> ▪ Changing demographics can be disconcerting yet crucial for the town’s survival. Cultural, racial, and religious divisions deter skilled workers and qualified students from moving to Morris. ▪ Human rights may be overlooked. 	11. Community Dialogue Series <ul style="list-style-type: none"> ▪ Create Community Dialogue task force ▪ Develop series topics and timeline ▪ Prepare <i>Diversity Moments</i> topics and presentations; begin presentations to all task forces, commissions, committees, etc. ▪ Prepare media/communications plan to include representative cultural, educational, ethnic, media and faith-based groups ▪ Hold Community Dialogue series 	<u>Short Term</u> <ul style="list-style-type: none"> ▪ New alliance of stakeholders and contributors 	<ul style="list-style-type: none"> ▪ More comprehensive picture of salient issues 	a. meeting notes b. CST office c. On-site d. Collected monthly by Task Force, semi-annual report e. Manual retrieval	a. Committee progress reports to CAC b. Periodic interviews		
				<u>Intermediate Term</u> <ul style="list-style-type: none"> ▪ <i>Diversity Moments</i> Program schedule ▪ Professional presentations 	<ul style="list-style-type: none"> ▪ Expanded programming for community access channel 			a. meeting notes b. CST office c. On-site d. Collected monthly by Task Force, semi-annual report e. Manual retrieval	a. Committee progress reports to CAC b. Periodic interviews
				<u>Long Term</u> <ul style="list-style-type: none"> ▪ On-going format to identify and create opportunities for dialogue among community members 	<ul style="list-style-type: none"> ▪ Enhanced cultural understanding and cooperation between campus and community ▪ Changed perceptions and elimination of cultural stereotypes 				

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1		2	3	4*	6*	8	9
Policy		Planning	Intervention	Impact	Accountability		
1-6	1-4, 6-7	<ul style="list-style-type: none"> ▪ The construction of an urgently-needed elementary school will soon leave the present school and its current 17.7 acre site, central to the community / campus interface, vacant. ▪ The present school building – actually an interconnected series of structures dating from 1914-1975 and representative of period architectural styles, just receiving National Historic Register status. ▪ The site is more than 6 ½ city blocks and its reuse and redevelopment has the potential to affect a 16 sq. block area of the city. 	<p>12. Morris Elementary School Reuse Plan</p> <ul style="list-style-type: none"> ▪ Under CST leadership, create community/university task force ▪ Task force establishes and manages a community process to expand options ▪ Interview stakeholders; analyze impact of options; reprioritize alternatives and customize Re-Use Plan ▪ CST will request assistance from with Center for Rural Design and the Minnesota Design Team ▪ Confer with design organizations, historic preservation technical experts, Morris Planning Commission, and task force ▪ Planning and redesign period ▪ Report of design options and analysis from Center for Rural Design to Morris Planning Commission ▪ Make plans for implementation of preferred options 	<p><u>Short Term</u></p> <ul style="list-style-type: none"> ▪ One new partnership formed to address important decision-making on major community asset <p><u>Intermediate Term</u></p> <ul style="list-style-type: none"> ▪ One Re-Use Plan having utility and broad community support <p><u>Long Term</u></p> <ul style="list-style-type: none"> ▪ One successful model for community problem solving for future application and sharing with other communities 	<ul style="list-style-type: none"> ▪ Increased opportunity for broad-based participation ▪ Increased number of feasible options and considerations for re-use <ul style="list-style-type: none"> ▪ Increased satisfaction with community decision-making process ▪ Potential for increased space for <u>Adapting to Change</u> goals: entrepreneur center, cooperative housing, recreation/culture, artist space, public park <ul style="list-style-type: none"> ▪ Increased leadership opportunities, number of future community-based projects ▪ Building occupancy encourages a safer neighborhood environment ▪ Enhanced physical and social connection between campus and community 	<p>a. meeting notes b. CST office c. On-site d. monthly, semi-annual reporting e. manual retrieval</p> <p>a. meeting notes b. CST office c. On-site d. monthly, semi-annual reporting e. manual retrieval</p> <p>a. meeting notes b. CST office c. On-site d. monthly, semi-annual reporting e. manual retrieval</p>	<p>a. Periodic interviews</p> <p>a. Periodic interviews b. Questionnaire c. Focus group</p> <p>a. Periodic interviews b. Questionnaire c. Focus group</p>

University of Minnesota, Morris – Adapting to Change: Managing Urbanization in Rural America
Community Outreach Partnership Centers (COPC) program – New Grant

Problem Area: Community Organizing and Revitalization (Continued)

Strategic Goals	Policy Priorities	Problem, Need, Situation	Service or Activity	Benchmarks	Outcomes	Measurement Reporting Tools	Evaluation Process
				Output Goal	Achievement Outcome Goals		
	1	2	3	4*	6*	8	9
	Policy		Planning	Intervention	Impact	Accountability	
3, 5-6	2,4	<ul style="list-style-type: none"> ▪ The drug trade and drug addiction have weakened rural America, ruined lives, and drained resources. ▪ Morris has identified methamphetamine (meth) labs as a particular problem 	<p>13. a. Take Back the Night (TBTN)</p> <p>b. Operation Crime Watch</p> <ul style="list-style-type: none"> ▪ Form a planning committee with members of UMMs Women’s Crisis Center and TBTN, UMM and City of Morris Police Departments, other community, faith-based and education groups ▪ Establish goals, esp. 1. create a new Operation Crime Watch for UMM and/or the City 2. est. a new TBTN for City or join with UMM program ▪ Develop training session for committee and community events on these programs ▪ Plan agenda for programs; work on publicity issues ▪ Methamphetamine prevention and awareness campaign ▪ Implement TBTN and Operation Crime Watch activities 	<p><u>Short Term</u></p> <ul style="list-style-type: none"> ▪ 2 UMM Students will provide assistance / leadership in establishing new or expanding programs <p><u>Intermediate Term</u></p> <ul style="list-style-type: none"> ▪ 10 or more students and community members participate in TBTN ▪ 10 or more students and community members participate in Operation Crime Watch <p><u>Long Term</u></p> <ul style="list-style-type: none"> ▪ On-going programs to identify and create opportunities for 	<ul style="list-style-type: none"> ▪ Expand and/or consolidate current efforts at UMM and Housing Authority, avoiding duplication ▪ Distribution of information and heightening of parent/family awareness ▪ Savings on court costs and reduced use of juvenile detention centers ▪ Improved family mental health reduces strain on service providers 	<ul style="list-style-type: none"> a. attendance logs b. CST office, c. On-site d. attendance log, semi-annual reports to HUD e. manual retrieval a. court records, school attendance records b. school, law enforcement c. On-site d. attendance log, semi-annual reports e. manual retrieval a. court records, school attendance records b. school, law enforcement c. On-site d. attendance log, semi-annual reports e. manual retrieval 	<ul style="list-style-type: none"> a. Committee progress reports to CAC b. Periodic interviews a. Committee progress reports to CAC b. Periodic interviews a. Committee progress reports to CAC b. Periodic interviews