



# Purdue Cooperative Extension Issue Analysis

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## EXECUTIVE SUMMARY

Purdue Extension engaged their Faculty, Specialists, and Educators in strategic thinking using a combination of surveys and roundtable discussions. Extension contracted with the Evaluation and Learning Research Center (ELRC) to summarize and synthesize the resulting information into a format that can inform Extension planning. This document includes information about the process, results, and learnings from survey responses regarding Extension strengths and challenges, strategic planning documents for 15 issue areas, and a situational analysis reflecting cross-cutting Extension strengths, weaknesses, opportunities and threats. Together, these documents provide a starting point for identifying Extension priorities in this third decade of the 21<sup>st</sup> century.

All data included in this analysis derive from within Purdue Extension, thus representing an internal view or self-assessment of Extension capabilities, challenges, and opportunities. Extension views itself as a trusted source of research-based information and education in a world increasingly deluged with information from sources with varying degrees of credibility. The depth and breadth of Extension's reach, with Educators in every county coupled with the resources and reputation of a world class university, uniquely equip Extension to understand and address issues in local communities, across the state, and beyond. Extension personnel are dedicated and passionate about their work and its impacts on their communities. Extension programming encompasses a wide-array of disciplines, making Extension a powerful source of information and education. Despite many strengths and successes, Purdue Extension struggles to remain relevant in a changing world. Changes in audience, needs, technology, and increasing competition from on-line sources of information and other education providers present an existential crisis as Extension seeks to reimagine its role in this new world.

The situational analysis included in this document can inform high-level conversations around Extension's Mission, Vision, Goals and Objectives and help guide development of clear and consistent messaging for both internal and external audiences. The issue area strategic planning documents provide a convenient tool for examining Extension's readiness to address a specific issue and assessing the fit of that issue within Extension's organizational goals. These documents are meant as a starting point for further discussion, not as an authoritative roadmap. Further conversations with internal stakeholders, to pull out contextual factors not captured in the surveys and roundtable summaries, and from external stakeholders, to elicit a more distanced view of both key issues and Purdue Extension, would add much to the usefulness of these documents.

## PURPOSE

Extension Faculty, Specialists and Educators participated in roundtable discussions during their annual conference in December 2019 to explore potential roles for Purdue Extension in addressing key issue impacting Indiana. Extension engaged ELRC to provide an external analysis of the contents of these discussions. The purpose of this analysis is to provide Extension with a synthesis by a trusted third party, experienced in needs assessment and evaluation, that the organization can use to best align their future foci and activities with the needs of the state of Indiana.

## APPROACH

Purdue Extension selected 15 topics/issue areas based on analysis of a Qualtrics survey sent to approximately 500 Extension Faculty, Specialists, and Educators. The survey requested information regarding: demographics, Extension strengths and weaknesses, key issues/needs for the future, resources and expertise, and other information. ELRC analyzed responses concerning key issues/needs for the future from 272 respondents by theme and subtheme using NVivo software. Responses were divided into 2 main categories: (1) Internal Extension Challenges/Opportunities reflecting needs, concerns, actions, strategies, or opportunities within Purdue Extension and (2) Programmatic Needs/Opportunities reflecting challenges, opportunities, and issues that Purdue Extension is poised to address. A summary of this analysis is included as Appendix Table A-1. Purdue Extension Leadership selected 15 issue areas for further discussion based on the programmatic themes that emerged from the survey analysis. Participants at the Purdue Extension Annual Conference self-selected the topic from among the 15 topics available that they wanted to discuss. The number of tables representing each topic was assigned based on level of interest (from 1-7). Participants took part in a facilitated discussion of the issue at their table. Table facilitators summarized responses to each question in an on-line template.

ELRC aggregated discussion summaries for each issue area across tables and synthesized the resulting summaries into strategic planning documents for each issue that include: background information, vision for change, resources and challenges, and a situational analysis (SWOT). ELRC also analyzed strengths and weaknesses reported in the Qualtrics survey of Educators, Faculty and Specialists and combined this information with key strengths, weaknesses, opportunities and threats emerging from the roundtable discussions to create a situational analysis to inform Purdue Extension strategic planning.

## LIMITATIONS

Roundtable facilitators summarized discussions into a single narrative that captured the key points of the discussion. While this methodology proved efficient, some of the nuance of the conversation was undoubtedly lost. For example, the summaries tell us what was discussed, but provide little information about the number of voices sharing the same thought – thus we cannot know whether a particular comment is the view of a single person or the consensus of the entire table.

Generally, facilitators were quite parsimonious with their narratives, typically providing bulleted lists, sentence fragments, or short sentences. These descriptions tell us what participants thought was important, but often leave us wondering why or how. Moreover, the summaries may over-represent the attitudes, beliefs, and biases of the facilitator at the expense of other viewpoints.

The ELRC coders interpreted facilitator summaries based on their knowledge of Extension, discussions with Extension personnel, and existing contextual factors, if available. Although every attempt was made to interpret and organize responses in an unbiased fashion, it is possible that the intended meaning for some responses was misinterpreted and that an alternative organizational scheme would make more sense to those with more intimate knowledge of Indiana Extension.

To increase usability, ELRC organized roundtable discussions using a strategic planning template that allows side-by-side comparison of strengths and weaknesses and a situational analysis. The roundtable prompts do not directly map to this template – offering another opportunity for translation error.

Finally, it should be noted that this analysis represents an internal view of Purdue Extension's strengths, weaknesses, opportunities and threats. A more holistic view, that solicits inputs from Extension stakeholders, partners, and others, might provide valuable insights to inform future plans.

## RESULTS AND DISCUSSION

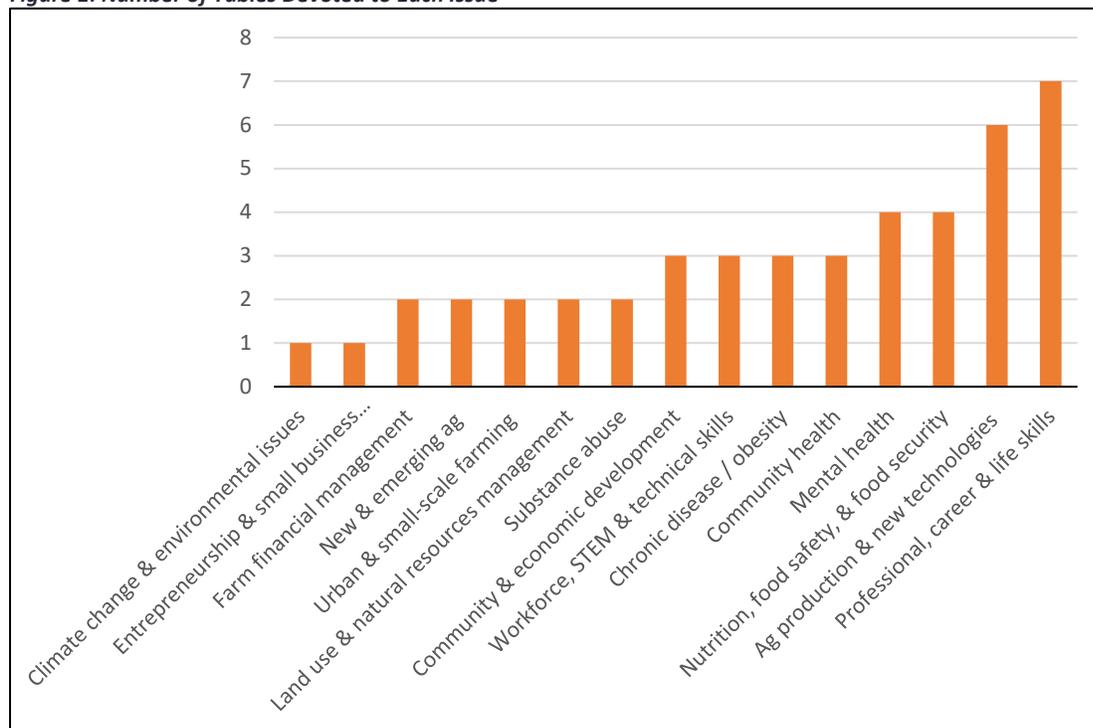
### Roundtable Participation by Issue

A total of 313 total participants, representing all Extension program areas, took part in issue roundtable discussions in December 2019. Table 1 shows the number of participants by program area. Participants identifying as “Does not apply” were typically faculty or staff identifying with a campus Department rather than an Extension program area.

Extension Program Area	# Participants
Agriculture and Natural Resources	86.5
Community Development	21
4H Youth Development	93
Health and Human Sciences	102.5
Does Not Apply	10
<b>Total</b>	<b>313</b>

Participants distributed themselves across 46 tables for discussions based on the issue they previously selected. Each of the 15 issues had from 1-7 tables with up to 8 people per table. Climate Change and Environmental Issues and Entrepreneurship and Small Business Development each had only one table, while Professional, Career and Life Skills proved to be the most popular issue, requiring seven tables. Figure 1 illustrates the number of tables devoted to each issue. Appendix Table A-1 includes additional detail, including the number of tables, total participants and their discipline by issue.

**Figure 1: Number of Tables Devoted to Each Issue**



While the self-selected distribution of participants across issue areas shows interesting trends, it should be interpreted with caution, as participant motivation for selecting a particular issue was not captured. Thus, we don't know to what extent participants selected an issue based on their belief in its importance to their county or to the state, their belief that Extension is well-suited to address that issue, their own interest in and/or level of comfort with the subject matter, or other considerations.

The issues selected for discussion at the Annual Conference derived from key issue responses captured in the Qualtrics survey of Extension faculty, specialists and educators (Appendix Table A-2). Issue areas receiving little interest in the roundtable discussions (as measured by participant selection) appeared to have more interest in the survey. For example, Climate Change and Environmental Issues and Entrepreneurship and Small Business Development with one table each were mentioned 29 and 18 times, respectively, in the survey. Other potential confounding factors might include differences in scope among the issue areas, with some, like Ag Production and new Technologies, representing a wide array of topics, while others, like Farm Financial Management, were more narrowly defined.

Participants in topic area discussions typically divided by program area with the following general trends (Appendix Table A-2 and Figure 2):

- Health and Human Science educators dominating discussion of Nutrition, Food Safety and Security; Community Health; and Substance Abuse;
- 4H Youth Development educators dominating discussion of Mental Health; Workforce, STEM & Technical Skills; and Professional, Career, and Life Skills
- Community Development educators dominating discussions around Entrepreneurship and Small Business Management; and
- Agriculture and Natural Resources Educators dominating discussions around Land Use and Natural Resources Management; Urban & Small-Scale Farming; Ag Production & New Technologies, New and Emerging Ag, and Farm Financial Management

Four issue area discussions included participants identifying with all four Extension program areas (Community Development, Health and Human Sciences, Agriculture and Natural Resources, and 4-H Youth Development). Those issues include:

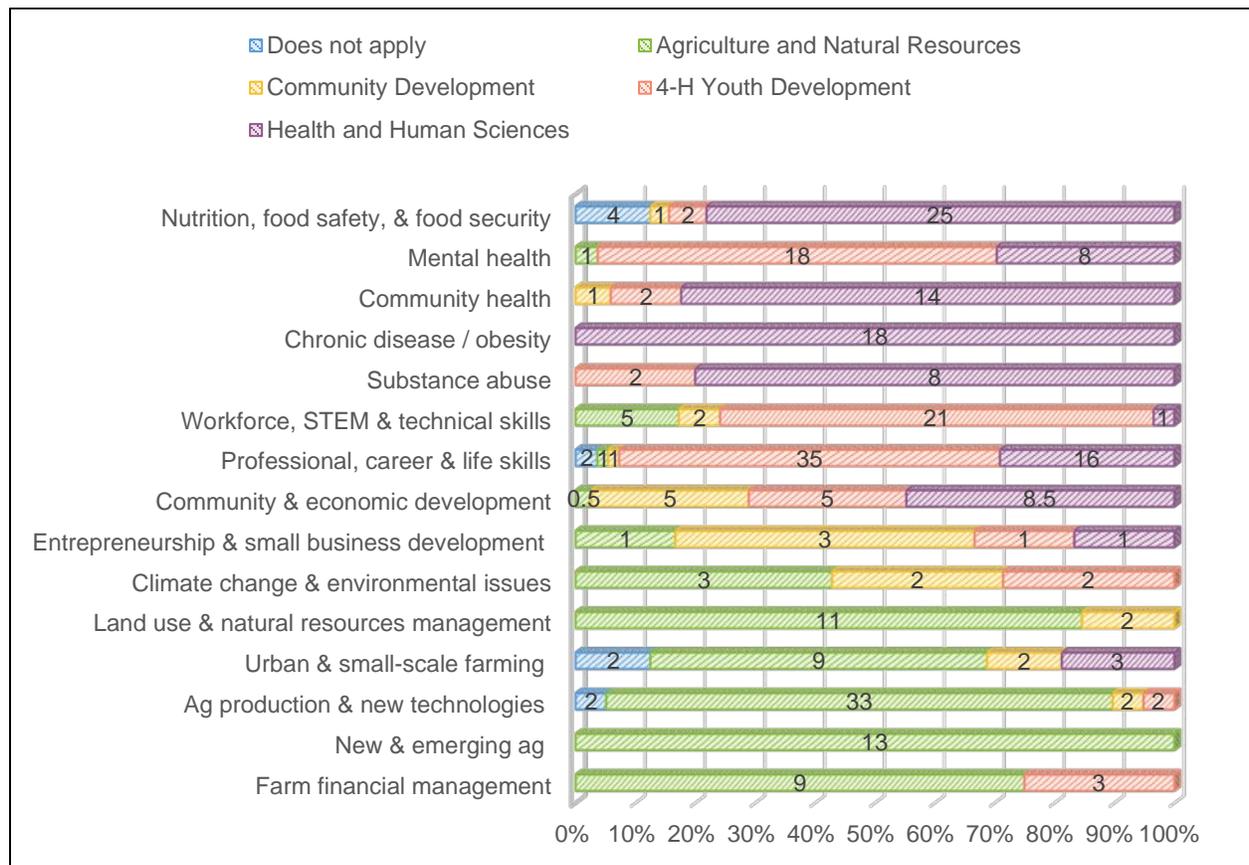
- Workforce, STEM, and Technical Skills,
- Professional, Career, and Life Skills,
- Community and Economic Development, and
- Entrepreneurship and Small Business Development.

Two issue areas included participants from a single program area:

- New and Emerging Agriculture included only people identifying with the Agriculture and Natural Resources program area, and
- Chronic Disease/Obesity included only people identifying with the Health and Human Sciences program area.

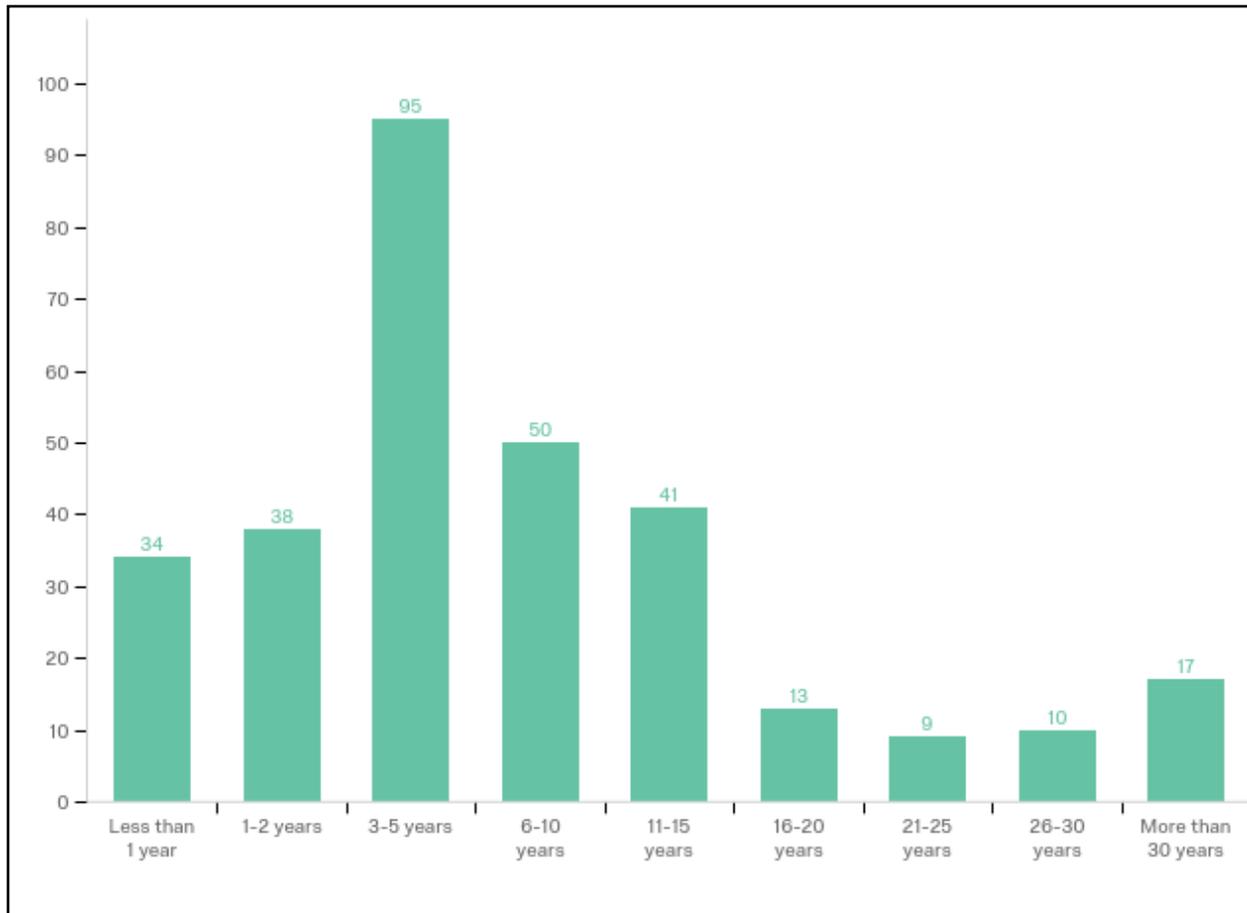
These findings may provide interesting insight as Extension considers priority areas for the future. Does Extension seek to identify priority areas that encompass all Extension program areas, identify priority areas for each program area, or achieve some balance of the two?

Figure 2: Extension Area Representation by Issue



Discussion participants across all issue areas ranged from relative newcomers to participants with over 30 years of experience at Purdue. Figure 3 shows the distribution of years of experience at Purdue across all participants and Figure 4 shows the distribution of years of Purdue experience by issue area.

Figure 3: Participant Years of Experience at Purdue



### Roundtable Issue Summaries

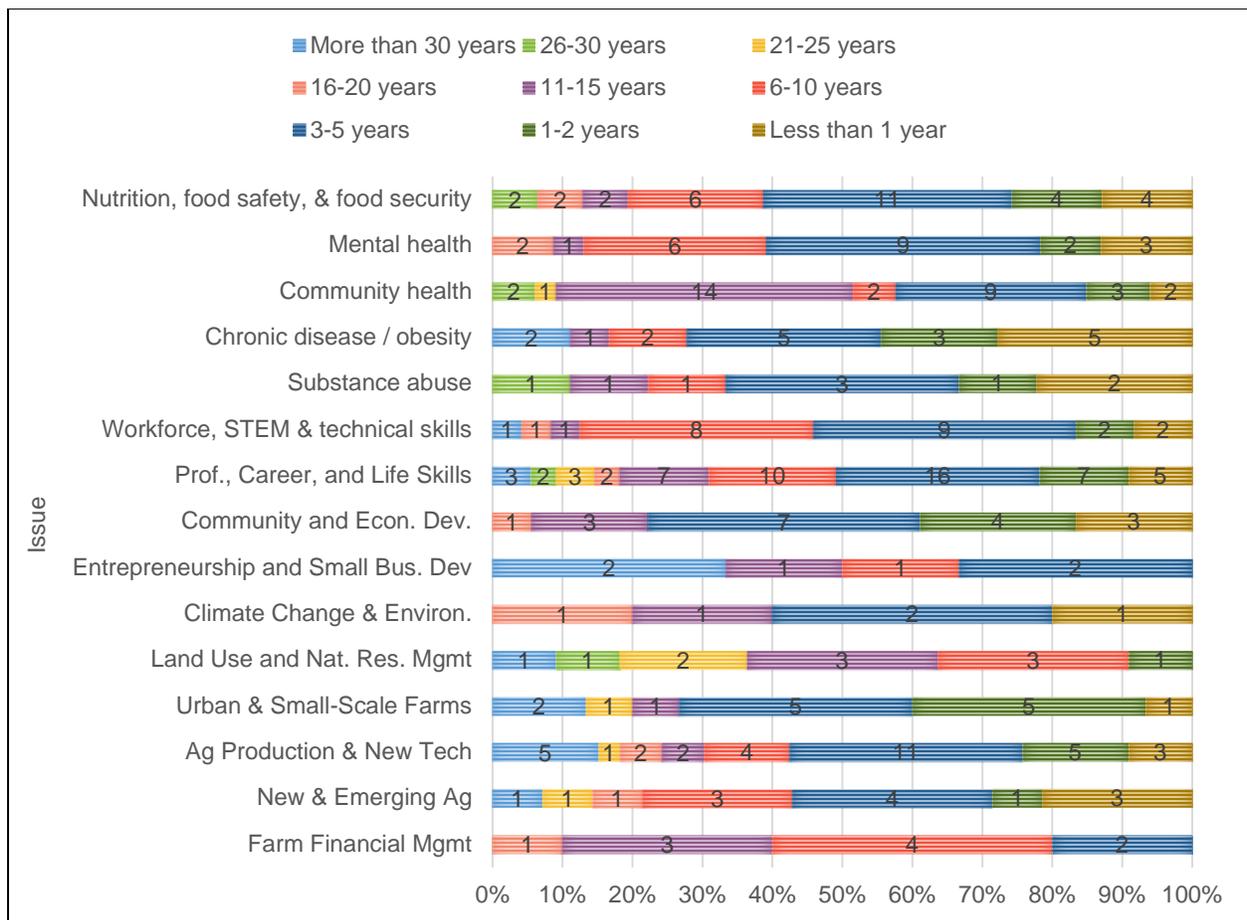
ELRC aggregated facilitator summaries for all tables discussing the same issue and synthesized the resulting summaries into a single strategic planning document for each issue that includes background information, vision for change, resources and challenges, and a situational analysis with strengths, weaknesses, opportunities and threats (SWOT). Appendix B includes these summary documents.

**Background** information includes:

- Description – summarizes the boundary surrounding the issue. What is included in this topic?

- **Need Extension can address** – describes the role, resources, or expertise that Extension can contribute towards addressing the issue
- **Target Audience** – identifies the individuals or groups that can be the focus of Extension efforts.
- **Situation in 2025** – describes either the aspirational situation resulting from Extension activities, or foreshadows the situation that will exist if no action or insufficient action occurs – depending on the interpretation of table participants.

Figure 4: Participant Tenure at Purdue by Issue



**Vision for Change** includes 2 subsections:

- **What is the change Purdue Extension wants to see?** – lists the aspirational goals or outcomes that would result from effectively addressing that particular issue. These vision statements are typically lofty, but could form the basis for defining

SMART (Specific, Measurable, Achievable, Realistic, and Timebound) goals that enable meaningful measurement of progress.

- How will we deliver programs in 2025? – describes the methods and approaches participants believe will be most effective in the future. Participants across all issue areas reported a full range of program delivery methods that include one-on-one or mentoring activities, group activities, and increasingly utilize technology to provide synchronous, asynchronous, and just in time knowledge using a wide range of tools.

**Resources and Challenges** lists categories of resources discussed for each issue area and provides a side-by-side comparison of resources participants believe Extension has and lacks for each category.

**Situational Analysis (SWOT)** organizes participant responses based on internal strengths and weaknesses and external opportunities and threats. Note that placement of comments into SWOT cells is somewhat arbitrary, as nearly all challenges and many threats can also be viewed as opportunities. For the purpose of this analysis, the evaluator considered issues to be threats, if, without being addressed, they seemed to offer an existential threat to the organization or success of the initiative.

Strategic planning documents for each issue area attempt to capture the view of table participants at a single period in time. The evaluator took some license in translating table discussions into a concise format to guide further discussion. These documents are a useful tool for examining internal views of Extension capabilities and needs relative to specific issue areas, but do not include the views of stakeholders external to Extension.

### **Strengths and Challenges Identified by Survey Respondents**

ELRC used NVivo software to analyse and synthesize strengths and challenges identified by respondents to the original Qualtrics survey that went to Extension Educators, Specialists, and Faculty. Responses were coded into seven themes for Strengths (community-focus, people, research and research-based information, partnerships and relationships, reputation and trust, leadership, and state-wide reach) and ten themes for Challenges (resources, people, relevance, marketing and communication, leadership, internal communication and partnership, competition, business model, diversity and inclusion, and external partnerships). Appendix Tables A3 and A4 summarize and describe the survey main themes, indicate the number of times that theme was mentioned, and provide example comments.

The most-cited **strength** related to Extension’s focus on local communities. Survey respondents felt that locating Extension Educators in each county is key to understanding need, developing trust, and positively impacting communities. Dedicated, knowledgeable staff and the expertise and knowledge embodied in Purdue University comprised the second and third most cited strengths.

The most cited **challenge** encompassed access or adequacy of resources, including money, time, curricula, tools, and expertise. Respondents also cited issues related to personnel, including high staff turnover, loss of expertise due to retirement, training, compensation, burnout and work/life balance as serious challenges. The third most cited challenge related to the difficulties Extension faces in remaining relevant in the 21<sup>st</sup> century. Respondents commented on the need to be responsive to evolving community needs, changing constituencies, and new technologies while honouring the traditions on which Extension is built.

### Synthesis of Survey and Roundtable Results

Finally, ELRC synthesized recurring themes across issue area from the roundtable discussions and strengths and weaknesses described in the Qualtrics survey into a situational analysis that describes strengths, weaknesses, opportunities and threats, as seen through the eyes of those within Purdue Extension. These findings are summarized in Table 2 and further described below.

*Table 2: Internal Situational Analysis (SWOT) for Extension*

	STRENGTHS ( + )		WEAKNESSES ( - )
<b>INTERNAL FACTORS</b>	Community Focus/State-wide Reach People Reputation/Research Base Partnerships	<b>INTERNAL FACTORS</b>	Resources People Relevance/Marketing Competition
	OPPORTUNITIES ( + )		THREATS ( - )
<b>EXTERNAL FACTORS</b>	Increase capacity by cultivating strategic internal and external partnerships Capitalize on new and emerging technology to extend reach Clearly define Extension roles and values to both internal and external audiences.	<b>EXTERNAL FACTORS</b>	Mission and Vision that are ill-defined, irrelevant, or ill-communicated.

## Strengths:

Several key internal factors emerged as Extension strengths across issue roundtable discussions and survey analysis, including:

- **Community Focus/State-wide Reach** – There was strong consensus among roundtable groups and survey respondents that Extension presence in all 92 counties fosters authentic understanding of community challenges and the desire and knowledge to effect change. Because Educators live in the communities they serve, they are seen as trusted members of society, rather than outside experts. Thus, embedded field staff offer an effective conduit for research-based information to flow from campus to communities across the state. Conversely, field staff can provide valuable boots-on-the-ground inputs to campus faculty and staff regarding issues of local concern, deep-seated misperceptions that must be overcome to make room for new knowledge, and other ground-truthing activities. At the same time, participants saw value in Extension’s state-wide reach that facilitates flow of information, human resources, and best practice across counties; collaborative data collection to show impact; and economies of scale.
- **People** – Participants across issue areas and survey results also reflected a strong belief in the value of Extension personnel. County Educators were often described as dedicated, knowledgeable, passionate, and deeply engaged, providing the sense that many Educators view their work more as a calling than a job. Although campus staff received fewer comments, they were none-the-less described as world-class researchers and caring professionals with an important role in supporting the work of the County Educators. Extension Leadership was also seen as a strength by many participants. Leaders were described as: supportive, intelligent and helpful, willing to support innovation and creativity, insightful and future-thinking.
- **Partnerships and Relationships** – Another commonly reported strength of Purdue Extension involves the depth and breadth of Extension partnerships at both the local and state levels. These partnerships, fostered by Extension’s combination of community-based and campus-based staffing, allow Extension to build lasting relationships by working closely with state and local government, as well as other organizations with overlapping goals, and extend the reach and impact of Extension as a whole.
- **Purdue Reputation and Research Base** – The reputation of Purdue University as a world-class research institution and a source of unbiased,

research-based information, paired with the long history of trust and respect for Purdue Extension in the counties was identified as a source of strength and legitimacy by many participants.

#### Weaknesses:

Four broad categories of challenge emerged across issue roundtables and survey responses, including: Resources, People, Relevance/Marketing, Competition, and Business Model.

- **Resources** – The most cited challenge encompassed access or adequacy of resources, including: money, time, curricula, tools, and expertise. Respondents felt a constant pressure to “do more with less” and struggled to fit the firmament of needs to the realities of time and budget. Likewise, participants expressed a need for more topical and technical knowledge or expertise to support the changing demands of their work. Recognizing that much information gathering today is accomplished on-line in a just in time fashion, participants expressed a need for more support in designing, developing, and deploying on-line sources of information that are attractive, effective, and user-friendly.
- **People** – While people were seen as foundational to the success of Extension, participants also expressed many people-centered concerns. One such concern related to high staff turnover rates that were attributed to a variety of causes, including lack of: competitive compensation, work-life balance, training, support, and recruiting. Similarly, respondents expressed concern about the large amount of expertise lost in recent retirements and other staff attrition and the challenge of recruiting and retaining a workforce reflective of community diversity.

Respondents also reported feeling challenged by the frequent need to work outside their area of specialty, as Extension priorities and staffing require most Educators to serve as generalists. Another often mentioned, people-centered challenge revolved around a perceived mismatch between reporting and reward structures and staff responsibilities. This was especially noted as problematic for tenure-track Extension faculty, who may not be appropriately rewarded in the promotion and tenure process for the education and outreach efforts. However, county staff also expressed concern that the monitoring and assessment system undervalues their time spent on activities like partnership or curriculum development that don't have immediately quantifiable outcomes matching a reporting metric (such as number of program participants), but that county staff feel are essential.

Finally, respondents cited misalignment of county and state priorities as a source of personal and professional stress and a threat to community impact.

Participants expressed frustration with what they perceived as state-directed programming mandates – often revolving around signature programs or grant funded programs – that they felt were ill-aligned with the needs and priorities in their county.

- **Relevance/Marketing** -- Challenges categorized in the relevance/marketing category include a range of concerns that all reflect a need for better definition and/or communication of Extension's mission and vision for this 3<sup>rd</sup> decade of the 21<sup>st</sup> century, both within and outside Extension. These factors include: (1) balancing Extension's traditional audience needs and programming with the changing needs of today's society; (2) embracing new models for information transfer that capitalize on technological advances and honour the preferred learning styles and needs of today's audiences; (3) streamlining Extension offerings to eliminate or scale-back high input/low reward activities; (4) fostering internal and external communication and partnerships to build Extension's capacity; and (5) clearly articulating the role and value of current day Extension to both internal and external audiences.
- **Competition** – Participants reported challenges related to competition. In today's world, Extension no longer holds a privileged position as one of few sources of readily available information. Instead, the public can access information from a wide array of organizations, as well as online. More and more community groups, hospitals, and other organizations are obtaining grants to offer programs that meet needs previously in Extension's domain. Extension must find ways to make research-based information available to the public in the accessible formats they desire and build partnerships and collaborations with other program delivery organizations to build capacity and extend reach.

Respondents also cited competition as a challenge for recruiting audiences for programming. Just as there are a wealth of information options today, people also have a wealth of choices relative to how they spend their time. Many individuals and families find their calendars packed with school, sports, religious, volunteer, and other activities, leaving little time to attend 4-H meetings or a parenting class. Building on the challenge of relevance/marketing, Extension needs clearly articulated messaging to educate stakeholders about the value of Extension programming.

- **Business Model** – Extension is struggling to find a business model that responds to the limitations of current funding models and that meets the needs of the communities and individuals they seek to support. A number of challenge statements referred to frustrations with the notion of offering fee-based programs aimed at limited resource audiences, as the target audiences are likely unable to afford the programs they need. On-the-other-hand, a number of respondents decried Extension’s tradition of “giving everything away for free.” Clearly, a one-size-fits-all model seems ill-suited to the complexity of programming across Extension.

### Opportunities:

Although Purdue Extension has an almost limitless set of opportunities, three stand out as foundational and crosscutting:

- **Increase capacity** by cultivating strategic internal and external partnerships – at a time when needs are great and resources are stagnant or decreasing, Extension has an opportunity to build capacity through strategic partnership development. This includes both increasing the efficiency and efficacy of campus-county partnerships, as well as developing strategic alliances with government, business, and community actors with goals, capabilities, and resources that enhance, extend, or complement Extensions.
- **Extend reach** by capitalizing on new and emerging technology – traditional Extension models rely on in-person program delivery. While high-touch programs can be powerful tools, they are not always efficient or effective in today’s technological society where audiences expect on-demand access to information. Extension has the opportunity to reach larger and more diverse audiences through innovative use of the full array of delivery methods fostered by technology.
- **Clearly define/communicate Extension roles and values** to both internal and external audiences. Roundtable discussions suggest an emerging role for Extension in building community capacity by fostering the growth of community networks, coalitions, and partnerships. While this is a potentially important and valuable role, it also represents a shift from the traditional view of Extension as the primary purveyor of research information. Extension has the opportunity to extend its reach and community impact by taking leadership role in bringing together community resources to address extant challenges. Success will require

Extension to (re)define roles and values and needed support and reward structures, and communicate these roles and values both within and outside Purdue Extension.

#### Threats:

Although Purdue Extension, like all organizations, faces many challenges, opportunities, and threats, one threat stood out as existential. That threat is embodied in the need for Extension to have **Mission, Vision, and Goals and Objectives that are clearly defined**, relevant, and effectively communicated both internally and externally. That they are clearly defined suggests Mission and Vision statements that clearly set Extension apart from other entities with overlapping goals. Clearly defined goals and objectives should be narrow enough to inform strategic direction without being overly prescriptive. Mission, vision, goals and objectives that are relevant reflect the needs of our current society rather the historical activities of the past and allow the organization to clearly communicate both internally and to external constituents Extension's values, capabilities, and worth.

## SUMMARY AND RECOMMENDATIONS

This analysis of Issue Roundtable discussions, combined with findings from the Extension survey of strengths and weaknesses represents an internal perspective of Purdue Extension's strengths, weaknesses, opportunities and threats and provides a starting point for identifying Extension priorities in this third decade of the 21<sup>st</sup> century. The data describe Purdue Extension as a powerful force bringing research-based information to solve community-based challenges. Despite many strengths and successes, Purdue Extension struggles to remain relevant in a changing world. Changing audiences, changing needs, changing technology, increased competition, and flat or decreasing resources all require Extension to review, modify, and effectively communicate a value proposition that meets current and future needs. The strategic planning documents and Extension SWOT analysis in this document reflect an internal view of Extension's current state and suggest areas for growth and improvement. These documents are meant as a starting point for further discussion, not as an authoritative roadmap. Further conversations with internal stakeholders, to pull out contextual factors not captured in the surveys and roundtable summaries, and from external stakeholders, to elicit a more distanced view of both key issues and Purdue Extension, would add much to the validity and reliability of this analysis.

## APPENDIX A: TABLES A1-A4

Table A-1: Summary of Survey Key Issue Responses by Category, Topic, and Subtopic					
Response Category	Topic	Subtopic	Number	Description	
Internal Extension Challenges/ Opportunities			127		
	Communication		5	effective transfer of information within extension and between extension and government.	
	Culture		15	racism and bias, hierarchy and relationships, resource availability and distribution, values, flexibility	
	Human Resources			39	
		Professional Development		18	training, job growth, professional opportunities
		Recruitment and Retention		21	flexibility, competitive salaries, work-life balance, job security, rewards and recognitions,
	Marketing-Market Analysis		24	identifying and reaching existing/new audiences, establishing Extension as credible and trusted source of information	
	Programming Decisions		15	match program offerings to community needs	
Resources		28	increased access to and understanding of funding, infrastructure, processes		
Programmatic Needs/Opportunities			813		
	Agriculture		82		
		Continuing Education		16	best practice, regulations and certifications, financial and farm management, emerging opportunities
		Diversification		5	crops and opportunities
		New crops, processes, tech		11	organic, Regenerative, Alternative, precision, value-added, non-conventional
		Production and Research		5	crops, demand, health and safety
		Sustainability, profitability, and succession		27	Ag sustainability, succession planning, profitability, and resiliency

	Technical issues	16	pesticide use and pest management, invasive species, soil health, weather, storage, management issues
	Urban and small scale	12	urban, small scale, hobby
Business Development		102	
	Board Development	1	
	Economic Development	15	economic development, prosperity, new opportunities
	Entrepreneurship - new business development	14	entrepreneurship, new ventures, business incubation, marketing
	Job Growth	4	job creation
	Small Farm - business	4	small farm or business support or development
	Workforce Development	59	workforce development and workforce attraction
Community - Education		245	
	Adult Education	23	content area programming for various adult audiences including consumers, teachers, seniors, volunteers,
	Career Development - youth	21	college and career readiness, skills training
	Community Development	66	community development and issues related to healthy communities, e.g. poverty, childcare, civic engagement, eldercare, transportation, veterans
	Leadership Development	16	youth and adult leadership development
	Life Skills Education	89	life skills education for adults, youth, and families
	School programs	8	education programs in schools
	Youth Programs	21	out of school youth programs including 4H, STEM, youth development, ...
Environment - Land Use		51	
	Climate Change	18	causes and consequences of climate change
	Environment - Energy	11	environmental issues and stewardship
	Land Use and Natural Resource Management	21	land use planning, including zoning, development, preservation and natural resource management
Equity, Diversity and Access		33	unbiased and equitable service to diverse audiences, including those that are under-served or marginalized
Health		227	

		Addiction - substance abuse	55	prevention and treatment
		Chronic Disease or Obesity	40	
		Community health/healthy living	33	wellness/healthy living
		Maternal/Infant Health	8	
		Mental Health	38	
		Nutrition, Food Safety, Security, Access, Additives and Supplements	44	
		Information Literacy	17	ag literacy, factual unbiased scientific information, misinformation
		Technology	48	
		Access	10	internet access
		Information Delivery	8	online information
		Knowledge and Use	30	understanding and using technology

**Table A-2: Number of Participants and Disciplines by Issue**

<b>Issue Area</b>	<b># of Tables</b>	<b># of Participants</b>	<b>Disciplines Represented</b>
<b>Ag Production and New Technologies</b>	6	39	ANR (33) Com. Dev. (2) 4H Youth (2) Does Not Apply (2)
<b>Chronic Disease/Obesity</b>	3	18	HHS (18)
<b>Climate Change &amp; Environmental Issues</b>	2	7	ANR (3) Com. Dev. (2) 4H Youth (2)
<b>Community &amp; Economic Development</b>	3	10	ANR (.5) Com. Dev. (5) 4H Youth (5) HHS (8.5)
<b>Community Health</b>	3	14	Com. Dev. (1) 4H Youth (2) HHS (14)
<b>Entrepreneurship &amp; Small Business Development</b>	2	6	ANR (1) Com. Dev. (3) 4H Youth (1) HHS (1)
<b>Farm Financial Management</b>	2	12	ANR (9) 4h Youth (3)
<b>Land Use &amp; Natural Resources Management</b>	2	13	ANR (11) Com. Dev. (2)
<b>Mental Health</b>	3	27	ANR (1) 4H Youth (18) HHS (8)
<b>New and Emerging Agriculture</b>	2	13	ANR (13)
<b>Nutrition, Food Safety &amp; Food Security</b>	4	32	Com. Dev. (1) 4H Youth (2) HHS (25) Does not apply (4)
<b>Professional, Career &amp; Life Skills</b>	7	55	ANR (1) Com. Dev. (1) 4H Youth (35) HHS (16) Does not apply (2)
<b>Substance Abuse</b>	2	10	4H Youth (2) HHS (8)
<b>Urban &amp; Small-Scale Farming</b>	3	16	ANR (9) Com. Dev. (2) HHS (3)

			Does not apply (2)
<b>Workforce, STEM &amp; Technical Skills</b>	4	29	ANR (5) Com. Dev. (2) 4H Youth (21) HHS (1)

**Table A-3: Purdue Extension Strengths and Assets (Extension Survey Results)**

Strength or Asset	Description	Number of References	Examples
<b>Community-Focus</b>	County-Based Educators and a diverse set of quality programs that meets Local Needs	176	<p><i>Extension offices with local faces based in each county.</i></p> <p><i>Constant community engagement and relationship building that increase our visibility and role in the communities we serve</i></p> <p><i>A unique ability to reach people where they are at.</i></p> <p><i>Purdue Extension in each county addressing needs of those clientele is a huge strength.</i></p> <p><i>County based system. Educators embedded at the local level. Connections to communities. Some programs based on local needs and concerns. Programs that are flexible to different communities and places in the state</i></p> <p><i>We can bring quality education to people who otherwise may not have access to this information</i></p> <p><i>Wide impact and scope of educational programming</i></p> <p><i>We make a difference in lives and livelihoods through educational outreach. We help people make better, more informed decisions</i></p>
<b>People</b>	Dedicated, knowledgeable and passionate staff with local knowledge and on-going training/PD paired with campus expertise and support and excellent volunteer base.	133	<p><i>Educators in the county backed by specialists on campus.</i></p> <p><i>Great people dedicated to their craft.</i></p> <p><i>Many dedicated staff with a desire to help people.</i></p> <p><i>we are afforded regular training and collaboration to respond to the unique needs, demands, and interests of our stakeholders, etc.</i></p> <p><i>Tons of statewide support with faculty that is always more than willing to share advice, resources, funding opportunities, best practices, etc.</i></p> <p><i>The many volunteers who serve on boards and councils to support programming are assets.</i></p>
<b>Research and Research-based Information</b>	Expertise and Knowledge embodied by a Research-based University provides reliable fact-based information.	101	<p><i>Purdue is a world-class university with superior faculty so the quality of the research and methods that go into the programs is excellent.</i></p> <p><i>We are a research-based organization providing assistance and information to all persons in Indiana, and other places too as requested.</i></p> <p><i>Purdue Extension has a wealth of resources available to private landowners to industry professionals which seems to be always current with best management practices.</i></p>

			<i>Science-Based and Seen As Relatively Un-Biased</i>
<b>Partnerships and Relationships</b>	Community-based staffing fosters local and regional partnerships and relationships. State-wide reach fosters broader relationships/partnerships.	78	<p><i>Being closely connected with local organizations and government is also a big strength of Extension</i></p> <p><i>When Educators have been in a County for several years, they form bonds and create networks throughout the community that are unique</i></p> <p><i>Purdue Extension has a broad reach and a variety of partners across the state.</i></p> <p><i>Strong ties with groups statewide, such as FFA, Soil and Water Conservation Districts, Natural Resources Conservation Service, Farm Bureau, Farm Service Agency, and others.</i></p>
<b>Reputation and Trust</b>	Purdue Extension is well-known in the community and a trusted-source of unbiased, research-based information.	46	<p><i>Purdue University as a trusted source of information. Long standing history and traditions of Extensions in our communities.</i></p> <p><i>History of trust and goodwill with many individuals and organizations</i></p> <p><i>People look to Purdue for that information. Tradition and reputation for teaching research-based information</i></p>
<b>Leadership</b>	Administrative support and strong leadership that encourages flexibility, innovation, and creativity.	46	<p><i>Great leadership willing to let field staff be innovative and creative</i></p> <p><i>Great leaders</i></p> <p><i>State leadership is intelligent and helpful</i></p> <p><i>Top leadership with vision</i></p> <p><i>Another strength, a leadership team that is willing to honestly evaluate the current state of Extension and work toward a sustainable future.</i></p> <p><i>insightful and future-thinking program leaders, creative thinking for possible solutions to local problems;</i></p>
<b>State-Wide Reach</b>	Reach extends across the state.	17	<p><i>Statewide network of human resources with broad talents and networks.</i></p> <p><i>statewide programs with data collection to show statewide impact,</i></p> <p><i>Ability to deliver programs statewide</i></p>

**Table A-4: Purdue Extension Challenges (Extension Survey Results)**

Challenge	Description	Number of Responses	Examples
<b>Resources</b>	Scarcity of money, time, curricula, tools and expertise (particularly related to the use of technology for effective communication)	133	<p><i>seems there is lack of funds.</i></p> <p><i>Lack of support and funding on the county level</i></p> <p><i>The needs of the county outnumber the hours in the day.</i></p> <p><i>Level federal funding has pinched university's resources to maintain some Extension specialist positions, leaving county staff nowhere to get updated research and information to pass on to the people.</i></p> <p><i>Creating curriculum in all program areas</i></p> <p><i>Creating new programs that are important to the state in the face of decreasing funding opportunities</i></p> <p><i>Online development of content needs to happen but no funds/support for educators</i></p> <p><i>Staying up-to-date with our online presence is a big job and staff, for the most part, don't have the time to devote what is needed.</i></p> <p><i>not using technology to full potential</i></p>
<b>People</b>	High staff turnover, loss of significant expertise due to retirement, insufficient training and support, competitive compensation, stress and burnout, work/life balance, morale	125	<p><i>Maintaining staff numbers with declining resources</i></p> <p><i>Extension has just lost about 550 years of experience through the early retirement of county Extension</i></p> <p><i>Work/Life Balance; Retaining Talent; Training and Promoting from Within</i></p> <p><i>no system in place to provide discipline specific training to educators unless initiated by a specialist on campus</i></p> <p><i>Creating a culture where field staff feel over- managed and don't want to stay</i></p> <p><i>Staff not staying for long and they steep learning curve to adequately do this job. We're going to lose county support with the rotating door.</i></p> <p><i>Second, the diminishing number of faculty with extension appointments</i></p> <p><i>Morale of staff, who are overwhelmed by expectations.</i></p> <p><i>Trying to ask Educators to do everything at the same time results in burnout among employees</i></p>
<b>Relevance</b>	Balancing traditional audience needs and structures with the changing needs of	103	<p><i>Purdue Extension needs to be able to connect with millenials and the subsequent generations. Traditional program structure does not work in an age where the people who would most benefit from educational efforts work more than</i></p>

	society to maintain the relevance of Extension and allow Extension to be responsive to evolving community needs.		<p><i>one job and have passions that varying greatly from the previous generations. Purdue Extension needs to be able to access these potential clients where they work and in the causes they support.</i></p> <p><i>Not overcoming the deeply rooted conservatism that holds us back. See: fair boards, "doing things the way they've always been done", paying a lot of lip service to diversity, inclusion and equity but not really moving the dial in any meaningful direction</i></p> <p><i>Tradition is a big hurdle. We need to step back and look at the efficacy of how and why we do things; the processes, metrics for success, how we hire, where we work from, our hours, how we implement programs, etc. need to give educators the freedom to innovate and the current metrics by which we measure success don't really allow or reward that.</i></p> <p><i>Stay relevant and innovative - leadership styles will have to change by some in order to enable this to happen.</i></p> <p><i>Providing education in a format that consumers want</i></p> <p><i>As a system we have not accurately assessed and prepared our system for the future. We should be preparing programs that will be needed in the near future- proactive planning.</i></p> <p><i>Keeping up with changing times while maintaining some of our traditional values is a challenge as well.</i></p>
<b>Marketing and Communication</b>	Branding, Marketing, Expanding Audiences, Increasing Awareness	78	<p><i>lack of understanding of Extension among the general population</i></p> <p><i>Getting people to show up to in person programs.</i></p> <p><i>Making ourselves known as a resource in our communities.</i></p> <p><i>Reaching new audiences in all program areas.</i></p> <p><i>Branding no one understands (i.e. Urban Ag, HHS, CWC, etc.).</i></p> <p><i>Defining priorities that justify support from taxpayers, including the majority of those who live in urban/suburban areas, and articulating those</i></p> <p><i>lack of consistency across all areas and counties in sending the same message; lack of branding consistency across county offices when creating their own marketing materials and items shared with the community (poor quality as well as looking unprofessional);</i></p>
<b>Leadership</b>	Vision and focus; Reporting and Reward structures; Alignment of State and County-level priorities	65	<p><i>I feel that we take on things that may not be our expertise. We are good at a lot of things but occasionally I feel that Field Educators get exhausted because we are trying to come up with programming that we may not be comfortable coming up with.</i></p> <p><i>While creativity is encouraged, sometimes programs that require a great deal of effort don't "count" in our reporting matrix. Ex.- The time and effort associated with developing a</i></p>

			<p><i>new program, even one that becomes a signature program, may not be adequately recognized in reporting measures.</i></p> <p><i>I think a challenge we face is that we are trying to please too many people.</i></p> <p><i>Being so tethered to gathering data, I understand the need for this but often feel as if the good work I do doesn't matter as much as how many people received it.</i></p> <p><i>Leadership can be very top down/control oriented (not all leadership in the organization but enough to have people functioning in a fear based environment.</i></p> <p><i>A disconnect between county and campus, ex. programs have been mandated in counties without input from county educators. We need to work collaboratively to achieve maximum impact.</i></p> <p><i>Being able to be locally driven, contrary to where funding and grants may allow. having the resources at the county level and specialist level to address the needs</i></p>
<b>Internal Communication and Partnership</b>	Effective communication and partnerships among and between state and county staff and program areas.	49	<p><i>Faculty and educator disconnect.</i></p> <p><i>Right Hand (university) not really in touch with the left hand (Extension).</i></p> <p><i>Not every Educator knows every resource Extension has, just like most community members do not realize what Extension is and what resources we provide.</i></p> <p><i>Extension faces challenges similar to governmental agencies in terms of updating and the speed of communication and change.</i></p> <p><i>communication and teamwork between the "silos";</i></p> <p><i>Communication within such a broad organization so we're all working together on common goals.</i></p>
<b>Competition</b>	Identifying Extension's Unique Role and setting it apart from other entities with overlapping capabilities.	35	<p><i>So many other organizations with strong name recognition providing similar educational services as we do with much more money to provide quality programming</i></p> <p><i>staying relevant in a "google search" world;</i></p> <p><i>Lack of trust in society towards science and research, people are more likely to take recommendations from a friend than from someone who has an education in that area</i></p> <p><i>Extension and 4H is competing against other youth development and engagement activities such as scouts, FFA, church groups and various grant based programs that claim they work miracles in the lives of people in our county.</i></p> <p><i>Extension has to continue to find ways to be a leader in areas of community growth, education and health to stay relevant.</i></p>

			<i>Competition-other universities doing more community-based work &amp; vying for state/federal funding</i>
<b>Business Model</b>	Business model that allows effective program reach to all audiences (including limited resource)	23	<p><i>How are we serving the limited resource population if we charge for most programs?</i></p> <p><i>It would be nice if Extension could go back to being about helping individuals and the community. I feel that a lot of Extension now is all about money and numbers</i></p> <p><i>The fact that since we've been offering our programming for free for so long that the local community expects our programs to continue to be free.</i></p> <p><i>there is always that lingering debate of whether Extension should charge for programming. I say if we want to keep the lights on we have to and there just isn't a way around it. We also have to charge what it really costs to put something on. If I have to drive 3 hours for a 4 hour workshop and the participants get charged \$20 (with lunch) that's just not going to cut it anymore in my opinion as this model is not self-sustaining. Especially if this event was run through Cvent that will take \$5 off the top. We need to find a way that we all are on board and embrace this change.</i></p>
<b>Diversity and Inclusion</b>	Serving the full community with staff and leadership that reflects and honors community diversity.	13	<p><i>Historically not serving the full community (underserved=people of color, urban areas, people in poverty, non-Christians, those with disabilities, mental health challenges, LGBTQ+)</i></p> <p><i>Diversity, equity, and inclusion considerations for hiring and development and delivery of programs</i></p> <p><i>Cultural Relevance</i></p>
<b>External Partnerships</b>	External partnerships to coordinate, enhance or extend the reach of Extension	10	<p><i>partnerships with organizations that can invest financially in programs and projects that further their mission are great</i></p> <p><i>being a recognized and key member in the communities that we serve especially if other organizations are already working towards similar missions</i></p>

**APPENDIX B: STRATEGIC PLANNING TABLES BY ISSUE**



# Issue Workforce, STEM, and Technical Skills

BACKGROUND	
<b>DESCRIPTION</b>	Information about the full range of available career choices and the pathways to success. Developing technical and soft skills and habits of mind that are needed for success in the workplace.
<b>NEED EXTENSION CAN ADDRESS</b>	Youth, children, unemployed and underemployed need knowledge of potential jobs/career paths and the technical, soft skills, and mentoring they need to be successful. Purdue Extension is seen as a resource for career information and skill building education.
<b>TARGET AUDIENCE(S)</b>	PK-12 youth, adult mentors, underemployed, incarcerated
<b>SITUATION IN 2025</b>	Need for a wide array of skilled workers will grow. The future workforce will need to be flexible, entrepreneurial, critical thinkers with technology skills. Workers will need to continually update their skills as the workplace becomes more technological. There will be increasing need for STEAM professionals and for workers with expertise in technology and the skilled trades.

VISION FOR CHANGE	
<b>WHAT IS THE CHANGE PURDUE EXTENSION WANTS TO SEE?</b>	Children, youth, unemployed and underemployed individuals, parents, teachers, and community members understand, value and have the opportunity to explore a wide array of available career paths, including skilled trades and vocational training, as well as, careers requiring a college degree. Children, youth, and adults develop the technical skills, soft skills, and habits of mind needed to be successful in a changing world.
<b>HOW WILL WE DELIVER PROGRAMS IN 2025?</b>	Online (e.g. Purdue Global), in-person, apps, trade fairs, certificates, apprenticeships, mentorships

RESOURCES AND CHALLENGES			
RESOURCES	WHAT RESOURCES AND EXPERTISE PURDUE HAS TO ADDRESS THIS ISSUE		WHAT RESOURCES AND EXPERTISE PURDUE EXTENSION LACKS TO ADDRESS THIS ISSUE
People	Specialists		State Specialist in workforce development State Specialist -- Trades Partnerships Dedicated curriculum development staff More Educators with regional specializaiton to focus on work ready development
Curricula/Materials/Programs	INWorks MEP Program 4-H Strengthening Families Work Ready Navigating Differences Succession Planning Annie's Project BRE Skills for Success		STEAM Programming Arts/creative/innovative programming Updated 4-H project/teaching curricula Entrepreneurship programming Succession planning Make all more interesting and exciting
Education/Training			Knowledge of Trades Mep training INWorks training Succession planning training Navigating Differences training Technology training (e.g. how to create professional videos and podcasts)
Resources/Tools			Program Funding Facilities for holding programs Time for program development Marketing Capacity

<b>Connections/Relationships</b>	<ul style="list-style-type: none"> <li>Community partnerships</li> <li>School Partnerships</li> <li>Local Government support</li> <li>Connections with underserved populations</li> <li>Vocational School Partnerships</li> <li>Partnerships with Industry (e.g. Microsoft and Google)</li> <li>Partnerships across campus</li> <li>Connecting with Ability</li> </ul>		<ul style="list-style-type: none"> <li>Partnerships with Trade Unions</li> <li>Build trust and relationships with youth</li> <li>Partner with Workforce Development Organizations (e.g. serve on boards)</li> <li>Partner with other agencies/organizations to increase capacity and programming for youth (e.g. Area 9 YQCA)</li> <li>Stronger relationship with Ag Comm</li> </ul>
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**SITUATIONAL ANALYSIS (SWOT) - WORKFORCE, STEM, AND TECHNICAL SKILLS**

	<b>STRENGTHS ( + )</b>		<b>WEAKNESSES ( - )</b>
<b>INTERNAL FACTORS</b>	<ul style="list-style-type: none"> <li>Robust partnerships</li> <li>Use of technology to extend reach</li> <li>Extension professionals in all 92 counties</li> </ul>	<b>INTERNAL FACTORS</b>	<ul style="list-style-type: none"> <li>Extension lacks flexibility and the ability to quickly react to opportunities and needs.</li> <li>Lack of time for development</li> <li>Lack of capacity</li> </ul>

	<b>OPPORTUNITIES ( + )</b>		<b>THREATS ( - )</b>
<b>EXTERNAL FACTORS</b>	<ul style="list-style-type: none"> <li>Partner with vocational/JAG programs and Trade Groups to provide fee-for-service middle school programs that develop student interest and high school programs that teach skills and provide certifications.</li> <li>Prioritize/foster a culture of diversity and inclusion that supports and encourages full participation by all members of the community in all aspects of the workforce.</li> <li>Build more robust volunteer pool.</li> <li>Enhance marketing</li> <li>Explore new funding models, such as industry connections</li> <li>Foster collaboration and teamwork within Extension to more effectively spread the workload and capitalize on individual expertise.</li> </ul>	<b>EXTERNAL FACTORS</b>	<ul style="list-style-type: none"> <li>High Educator Turnover inhibits trust and partnership development</li> <li>Misalignment between tradition and current needs.</li> <li>Focus too disperse for existing staff to cover adequately.</li> <li>Educators required to do everything -- inability to focus in area of specialty.</li> <li>Legacy programs that don't meet current needs and high input/low reward programs and activities</li> <li>Silos</li> </ul>

# Issue Professional, Career, and Life Skills

BACKGROUND	
<b>DESCRIPTION</b>	Professional, career and life skills to help both adults and youth be successful, including: financial management, job, workforce, and professional skills, soft skills (including communication, coping, and conflict management), life skills (including cooking, sewing, laundry, car maintenance) and parenting skills.
<b>NEED EXTENSION CAN ADDRESS</b>	Extension serves as a trusted source of resources, education, and technical and soft skill training in communities.
<b>TARGET AUDIENCE(S)</b>	Children, youth, and young adults, at-risk and incarcerated individuals, parents, life-long learners, employers, schools and teachers, communities
<b>SITUATION IN 2025</b>	All community members have the skills they need to find and keep a job and function as a productive member of a family and society.

VISION FOR CHANGE	
<b>WHAT IS THE CHANGE PURDUE EXTENSION WANTS TO SEE?</b>	Development of strong communities with reduced poverty and recidivism resulting from: youth and young adults that are prepared for life and employment; Businesses with access to a workforce with the technical knowledge, soft skills, and personal habits that undergird success; Community members with the life and soft skills needed to be successful parents, family members, and community members.
<b>HOW WILL WE DELIVER PROGRAMS IN 2025?</b>	On-line (Youtube, social media, podcasts, ...) provide on-demand access to information, In-person, Train-the-trainer, school-delivered programs, community partnerships, braille and hearing impaired resources

RESOURCES AND CHALLENGES			
RESOURCES	WHAT RESOURCES AND EXPERTISE PURDUE <b>HAS</b> TO ADDRESS THIS ISSUE		WHAT RESOURCES AND EXPERTISE PURDUE EXTENSION <b>LACKS</b> TO ADDRESS THIS ISSUE
<b>People</b>	Extension Homemakers/Volunteers Educators Extension Intern Researchers		A New Ryan (?) Technology Expert Career Readiness 4H Specialist More county staff Campus staff to help with contracting/partnership development Logistics Coordinators
<b>Curricula/Materials/Programs</b>	InWork Co-parenting for Successful Kids Captain Cash Where Does Your Money Go? On Local Government Healthy Habits Mental Health First Aid Youth Mental Health First Aid Nutrition Education Program Strengthening Families Parenting Piece by Piece Sparks Clubs Active Parenting Work Ready 4-H curricula Skills for Success Junior Leaders 4-H Academy Investment Sparks Volunteer IN SmartIndiana Skills for Success		Lesson series that prepares Indiana citizens for life. Career education (including programming skills) Career exploration/expectations for elementary and middle school

<b>Education/Training</b>			<p>Effective use of technology in program delivery</p> <p>21st Century teaching/coaching (e.g. Pelaton)</p> <p>Understanding/dealing with/overcoming generational poverty, working with low income audiences.</p> <p>InWorks training</p> <p>Working with incarcerated audiences.</p> <p>Fidelity training for all programs</p> <p>New Educator training</p> <p>Working with special needs youth and adults and accessibility adaptations.</p>
<b>Resources/Tools</b>	<p>Kranert School of Business</p> <p>Grant writing skills</p>		<p>Professional videography/editing</p> <p>Time</p> <p>Money</p> <p>Technology (e.g. internet/broadband)</p> <p>Administrative Support</p> <p>Grab and Go curriculum</p> <p>Resource library/repository to share activities and curriculum among educators</p> <p>Better communication of resource availability</p> <p>Technical Support</p> <p>Marketing Support</p> <p>Curriculum Development Support</p> <p>Appealing social media and Youtube presence</p> <p>Translation of materials into languages spoken in community.</p>
<b>Connections/Relationships</b>	<p>JAG, School Engagement, Community Connections, Relationships with vocational partners</p>		<p>Partner with community organizations, schools, and businesses to provide information and training.</p> <p>Build partnerships with local law enforcement and the judicial system.</p>

**SITUATIONAL ANALYSIS (SWOT) - PROFESSIONAL, CAREER, AND LIFE SKILLS**

	<b>STRENGTHS ( + )</b>		<b>WEAKNESSES ( - )</b>
<b>INTERNAL FACTORS</b>	<p>Dedicated, qualified, and passionate Educators who are connected to their local communities in all 92 counties</p> <p>Connections with industry professionals in the state to identify emerging skill needs and trends.</p> <p>Expert Researchers</p> <p>Access to research based information</p> <p>One-on-one and small group responses from all 92 counties.</p> <p>Reputation and brand recognition for building life skills in youth.</p> <p>Willingness to innovate.</p>	<b>INTERNAL FACTORS</b>	<p>Time spent on marketing, curriculum development, and IT decreases Educator time for program delivery.</p> <p>Inadequate pool of applicants to fill Extension positions.</p> <p>Limited youth participation in regional/state events due to financial constraints or competing priorities.</p> <p>Reporting requirements</p> <p>Over-abundance of meetings that lack value</p> <p>Insufficient volunteer training.</p> <p>Marketing</p> <p>Bureaucratic red tape</p>

	<b>OPPORTUNITIES ( + )</b>		<b>THREATS ( - )</b>
<b>EXTERNAL FACTORS</b>	<p>Increase community partnerships to maximize reach and supplement expertise.</p> <p>Identify Influencers for Extension.</p> <p>Market Purdue Extension Curricula to other states.</p> <p>Enhance collaboration between Purdue faculty, Extension Educators, and other Partners to develop curricula and resources.</p> <p>Make more information and training available on-line and on-demand.</p> <p>Strategically plan calendars to optimize time management and marketing opportunities.</p> <p>Contract with state, county, and local government to provide mandatory programming and deliver services.</p>	<b>EXTERNAL FACTORS</b>	<p>Time</p> <p>Lack of focus/trying to do too many different things</p> <p>Focus on box-checking rather than collective impact</p> <p>Misalignment between state and local programming priorities.</p> <p>Potential partners view Extension as competition or don't understand Extension's value.</p> <p>Overlap with existing service providers</p> <p>Educators working outside their areas of specialty -- wearing too many hats.</p> <p>Reward structures don't value programs that target community needs.</p> <p>Maintaining legacy programs that are high input/low impact.</p>

# Issue      Urban and Small-Scale Farming

BACKGROUND	
DESCRIPTION	Small-scale food production in both rural and urban settings including crop and animal production practices, regulations, and business considerations.
NEED EXTENSION CAN ADDRESS	Rural and urban communities and local governments need education and training to understand the potential role of small-scale farming in their communities. Entrepreneurs and small farmers need fact-based education and training on small-scale production and business practices (including marketing). Consumers need information about the benefits of locally-sourced foods.
TARGET AUDIENCE(S)	Producers, local officials/government, environmentally conscious consumers, youth, entrepreneurs, small/part-time farmers, homesteaders
SITUATION IN 2025	By 2025 we need to double our food production ability, there is also increasing demand for locally grown food and a need to address food needs in a changing climate. Urban and Small-scale farming (under 10 acres) can play an important role.

VISION FOR CHANGE	
WHAT IS THE CHANGE PURDUE EXTENSION WANTS TO SEE?	Consumers prioritize locally-sourced food. Communities see the benefits of small-scale farming and support it through policies, marketing, and other means. Small-scale farmers have access to fact-base information and supports regarding production practices, economic and environmental sustainability, business practices and marketing.
HOW WILL WE DELIVER PROGRAMS IN 2025?	On-line (webinars, podcasts, virtual straming of events), Hybrid, Virtual reality (virtual farm tours, instructional videos) New tecnologies for in-person sessions

RESOURCES AND CHALLENGES			
RESOURCES	WHAT RESOURCES AND EXPERTISE PURDUE HAS TO ADDRESS THIS ISSUE		WHAT RESOURCES AND EXPERTISE PURDUE EXTENSION LACKS TO ADDRESS THIS ISSUE
People	Specialists Educators		Staffing that reflects the community Community advocates for Urban Ag People that can speak different languages
Curricula/Materials/Programs	Small Farm Confrence Farmers' Market handbook Urban Ag. Education Programs Master Gardner Nature of Teaching Livestock 101 program Food and Nutirion Programming Urban Ag. Certificate+C24 Program Hort Congress Green Expo		Programs and materials that reflect and address the diversity of community members (e.g. in different languages, culturally appropriate, ....) Programs that draw from multiple program areas.
Education/Training	Conferences Regional meetings World Café Adobe Kickbox		PD opportunities to increase knowledge of urban and small-scale farming. Permission/ability to seek training from other universities and organizations. Technology training (e.g. how to make good videos) Cultural competency training for working with diverse audiences.
Resources/Tools			Effective marketing materials to promote programs Easy access to resources and publications that are current and effectively branded. Small-scale farm publications local urban demonstration sites Publications about organic production Technology expertise
Connections/Relationships			Partnerships/connections with other universities or organizations that have more advanced or complementary expertise. Partnerships with commodity groups and grower organizations to implement new technologies in program delivery.

SITUATIONAL ANALYSIS (SWOT) - URBAN AND SMALL-SCALE FARMING

	STRENGTHS ( + )		WEAKNESSES ( - )
<b>INTERNAL FACTORS</b>	<p>Eager and motivated Educators Specialists Some research Existing programs across Ag and HHS CD relationship building capacity in communities Support for innovation</p>	<b>INTERNAL FACTORS</b>	<p>Static location of Small Farm Conference limits participation. Required programming that is not well aligned with local needs Reward structure that undervalues community-specific programming Training that is largely lecture-based.</p>
	OPPORTUNITIES ( + )		THREATS ( - )
<b>EXTERNAL FACTORS</b>	<p>Enhance awareness and credibility of existing certification programs (e.g. Master Gardener and Urban Agriculture). Develop and deliver programs that meet the needs of a diverse community. Partner with local governments and business on Urban demonstration spaces.</p>	<b>EXTERNAL FACTORS</b>	<p>Limited time and competing interests. Defining and marketing Extension's unique role. High input/low reward programs that are required Mismatch between required programs and local needs.</p>

# Issue Substance Abuse

BACKGROUND	
<b>DESCRIPTION</b>	Causes, consequences, prevention and treatment for abuse of substances including alcohol, tobacco, prescription, OTC, and illegal drugs.
<b>NEED EXTENSION CAN ADDRESS</b>	Individuals, families, communities, schools, employers, and policy makers need non-biased, fact-based information about the causes and consequences of substance abuse, warning signs and risks for addiction, connections to treatment resources, and effective programs for mitigating addiction risk factors and helping current addicts get effective treatment. Communities need holistic, coordinated approaches to identifying and addressing this challenge.
<b>TARGET AUDIENCE(S)</b>	Parents, Youth, and families; care-givers; Community members; Hospitals, Mental Health Providers, and other members of the Medical Community; School and Teachers; Justice System; Employers; Addicts, recovering addicts, and their families,
<b>SITUATION IN 2025</b>	Individuals, families, and communities better understand the causes and consequences of substance abuse and look for solutions through the lens of a public health challenge, rather than a law enforcement challenge. Purdue Extension is a leader in providing research-based information, education and training, and fostering community connections.

VISION FOR CHANGE	
<b>WHAT IS THE CHANGE PURDUE EXTENSION WANTS TO SEE?</b>	Increase community partnerships and access to research-based information and education increases community understanding and ability to address causes and consequences of substance abuse and decreases stigma. Individuals, families, employers, and other community members have access to prevention and treatment resources. Families and communities are stronger.
<b>HOW WILL WE DELIVER PROGRAMS IN 2025?</b>	Fee-based programs for cessation or recovery, Electronic/on-line programs, connect with non-traditional audiences (e.g. through 4-H), in-person, print resources, In partnership with employers, hospitals, jails; community coalition work that includes active participation by teens and young adults as well as adults.

RESOURCES AND CHALLENGES			
RESOURCES	WHAT RESOURCES AND EXPERTISE PURDUE <b>HAS</b> TO ADDRESS THIS ISSUE		WHAT RESOURCES AND EXPERTISE PURDUE EXTENSION <b>LACKS</b> TO ADDRESS THIS ISSUE
<b>People</b>	Christopher Fogel (community resource mapping) Faculty specialist Harm reduction facilitator (Donnie)		Extension Specialist focused on small-business and entrepreneurship (Ag ECON) Educator Team focused on small business development
<b>Curricula/Materials/Programs</b>	Strengthening Families Mental Health First Aid Protecting Our Youth 4-H Program focused on PYD Parenting Piece by Piece INWORK Servsafe		Recovery programs for jails Pain management programs for factories
<b>Education/Training</b>	CPR and Narcan education		PD around substance disorder and drugs Regular task force PD from campus faculty Technology training
<b>Resources/Tools</b>	4-H as preventative PCRD statistical resources Community Health coalitions		Qualitative evidence and stories to support quantitative evidence included in programming. Technology resources Bilingual resources
<b>Connections/Relationships</b>	Connections with Psychology, Pharmacy, Nursing Connections with health coalitions Work with incarcerated populations		Increased connections with 4-H -- market as protective Learning from and partnering with people in recovery Partner with corporations and manufacturing organizations with on-site health clinics. Connection to regional and state resources and educational opportunities

SITUATIONAL ANALYSIS (SWOT) - SUBSTANCE ABUSE

	STRENGTHS ( + )		WEAKNESSES ( - )
<b>INTERNAL FACTORS</b>	<p>Extension staff in every county</p> <p>Strong relationships in counties</p>	<b>INTERNAL FACTORS</b>	<p>Educators lack in-depth knowledge around substance abuse.</p> <p>Insufficient research knowledge base</p> <p>Processes and procedures for obtaining approval and funding for programming are time consuming and don't allow educators to respond quickly to needs and short-term opportunities.</p> <p>Reactive rather than proactive approach to programming</p>
	OPPORTUNITIES ( + )		THREATS ( - )
<b>EXTERNAL FACTORS</b>	<p>Adopt/Adapt evidence-based programs from other states/organizations or develop custom programs.</p> <p>Create a task force on Substance Abuse that meets regularly and crosses program area in Extension and faculty.</p> <p>Extension serves as conveners/trainers for others in the community.</p>	<b>EXTERNAL FACTORS</b>	<p>Competition among organizations working on this challenge.</p> <p>Extension Administration failure to recognize complexity and interdependence of substance disorder-prevention, cessation, and communities-policies.</p> <p>Working in siloes</p> <p>Low impact/high input programs</p> <p>Unwillingness to address difficult/unpopular societal issues.</p>

# Issue Nutrition, Food Safety and Food Security

BACKGROUND	
DESCRIPTION	Access to safe, sufficient, and nutritious food and the knowledge to make food choices that promote health.
NEED EXTENSION CAN ADDRESS	Producers, consumers, care providers and communities need a reliable, accessible source of fact-based information, resources, and education to support informed food choice and food preparation, foster food safety, and maximize access to safe and nutritious food for all community members.
TARGET AUDIENCE(S)	Children, Low income families, Care providers (daycare, senior/eldercare, schools), Pregnant women, Producers and Consumers
SITUATION IN 2025	Extension is seen as "go to" source for research-based nutrition information. Improvements in knowledge, skills, and access translates into healthier food mindsets and behavior changes that lead to safer food handling, better nutrition, and less food waste and foster stronger and healthier families.

VISION FOR CHANGE	
WHAT IS THE CHANGE PURDUE EXTENSION WANTS TO SEE?	All individuals, families, and communities have access to healthy, affordable, safe food. Individuals and families have the knowledge and skills to select and prepare safe and nutritious meals that they enjoy -- regardless of income level. Culture around food/eating increasingly values relationship building and health over speed, convenience, and cost. Good food handling practices minimize food waste.
HOW WILL WE DELIVER PROGRAMS IN 2025?	On-line programming and social marketing campaigns, in-person, Facebook Live event or short skill-based videos, face-to-face programs and demonstrations, train the trainer workshops, hotlines, one-stop shop for information (e.g. app or on-line channel)

RESOURCES AND CHALLENGES			
RESOURCES	WHAT RESOURCES AND EXPERTISE PURDUE HAS TO ADDRESS THIS ISSUE		WHAT RESOURCES AND EXPERTISE PURDUE EXTENSION LACKS TO ADDRESS THIS ISSUE
People	Media/Communication Experts Researchers/Purdue Faculty Extension Specialists Educators CWCs NEPAs		Full-time Food and Nutrition Extension Specialist Communication/Web/Social Media specialist
Curricula/Materials/Programs	Recipe for Growing Healthy Children program Have a Healthy Baby Food Security - Food Rescue Cooking Matters		Web-based programing Cooking Matters-like curriculum tailored to local audiences Basic cooking skills curricula Updated/new curriculum Master Food Gleaners program Materials translated into other languages
Education/Training			Funding for professional development Training to teach train the trainer workshops Technology training
			Support to attend national conferences Continuing education for RDs, CHES Leadership support for disciplinary PC
Resources/Tools	Extension Homemakers		Focused Marketing Master Food Volunteers Access to Purdue Faculty Technology Professional Podcasts Funding Time
Connections/Relationships	County-based RDs		Campus-County connections/collaborations Business and industry Increase collaborations across states and program areas Better integration of CWCs into Extension

SITUATIONAL ANALYSIS (SWOT) - NUTRITION, FOOD SAFETY AND FOOD SECURITY

	STRENGTHS ( + )		WEAKNESSES ( - )
<b>INTERNAL FACTORS</b>	<p>Statewide coverage                      Research-based information/knowledge base                      Media/communication expertise                      Education expertise                      Existing Educational Programs                      Positive reputation                      Ability to secure grant funding                      Connections to other universities                      Ability to bring community partners together (connect and convene)                      Embedded in the communities we serve                      Program delivery outside a 9-5 model                      Educators are invested in their community                      Community Wellness Coordinators                      Collaboration between HHS, 4-H, ANR, and CD educators and CWCs                      Eat Gather Go campaign                      Cooking Matters curriculum</p>	<b>INTERNAL FACTORS</b>	<p>Resistance to change (trying something different)                      Lack of public awareness of Extension capabilities/expertise                      Limited public access to Extension Offerings.                      Insufficient or inappropriate marketing limits participation.                      Insufficient communication of resources and collaboration between campus/county.                      Inability to access information and materials on the HUB outside disciplinary area.                      Lack of flexibility to spend money to host a meeting (e.g. coffee)                      Program offerings that don't meet client needs (e.g. multi-session programs)                      Educators forced to work outside their area of expertise/specialty.                      Inability to deliver programs across counties.                      Ineffective use of extension boards for evaluation and interviewing.</p>
	OPPORTUNITIES ( + )		THREATS ( - )
<b>EXTERNAL FACTORS</b>	<p>Increase program sharing and evaluation across the HHS program area.</p>	<b>EXTERNAL FACTORS</b>	<p>Hyper-focus on one issue (Opioid addiction), drains resources/attention from other important challenges.                      Need to focus on multiple issues inhibits educator efficacy and leads to stress and burnout                      Competition with organizations with overlapping skills/resources                      Unwillingness/inability/or lack of permission to think outside the box                      Inflexible or overly burdensome administrative processes (e.g. Signature Program development)                      Siloes that prevent effective collaboration/exchange of information.                      Mixed messages from the leadership team.                      Mismatches between county needs and state priorities.                      Doing the same things just because we always have.</p>

# Issue New and Emerging Ag

BACKGROUND	
<b>DESCRIPTION</b>	New and emerging agricultural foci/strategies/trends that increase opportunities for economic viability and success -- particularly for small farms. This includes diversification to add new income streams, organic, alternative, non-conventional, and value-added opportunities. Supports for urban agriculture may also be encompassed by this issue area.
<b>NEED EXTENSION CAN ADDRESS</b>	Young and beginning farmers, small farms, and farmers interested in diversification need information and training about new crops, tools, techniques, income streams, consumer preferences and economic models. Consumers need information and education to help them differentiate among food products.
<b>TARGET AUDIENCE(S)</b>	Small farms, Farms facing economic struggles, Young and beginning farmers
<b>SITUATION IN 2025</b>	Increased need for diversification to enhance the financial viability of small farms while meeting the changing preferences of consumers will require research, education and training, as well as forecasting tools to proactively identify trends.

VISION FOR CHANGE	
<b>WHAT IS THE CHANGE PURDUE EXTENSION WANTS TO SEE?</b>	Regularly updated prediction models, research, and education provide farmers with the information they need to make business choices that support economic viability. Enhanced labeling and consumer education provides information that helps consumer differentiate among available food products and aids decision making. Development of regional food infrastructure builds regional food economies, improves quality of life, and enhances the attractiveness of rural communities to younger generations.
<b>HOW WILL WE DELIVER PROGRAMS IN 2025?</b>	In-person, On-line (courses,"how to" videos), peer mentoring/sharing (success stories)

## RESOURCES AND CHALLENGES

RESOURCES	WHAT RESOURCES AND EXPERTISE PURDUE <b>HAS</b> TO ADDRESS THIS ISSUE	WHAT RESOURCES AND EXPERTISE PURDUE EXTENSION <b>LACKS</b> TO ADDRESS THIS ISSUE
<b>People</b>	Diversified Farming and Food Systems Team County Educators Campus Researchers/Specialists	
<b>Curricula/Materials/Programs</b>	Beginning Farmer Indiana Organic Grain Urban Ag Certificate Farmers Market Program Specialty Vegetable Production on-line program (in development) Small Farm Conference Hort Conference and Expo Winter Organics Meeting	Up-to-date and relevant publications
<b>Education/Training</b>		Meeting facilitation training
<b>Professional Development</b>		Educator involvement in research Greater opportunity for professional collaboration Reward system that is more aligned with needs/requirements for faculty. Hands-on, field-based training
<b>Resources/Tools</b>		Support for Urban Agriculture Technology support Marketing Expertise and support Market development expertise high quality "how-to" videos More acres at PAC for organic research Funding Inventory of specialist and educator expertise
<b>Connections/Relationships</b>	SARE, NRCS, NGOs, Hoosier Young Farmer Commission	Cross program collaboration/Team approach to education Stronger connections between campus researchers and county educators

SITUATIONAL ANALYSIS (SWOT) - NEW AND EMERGING AG

	STRENGTHS ( + )		WEAKNESSES ( - )
<b>INTERNAL FACTORS</b>	<p>Passionate educators and specialists                      Strong community connections                      Partnership with SARE, NRCS, NGOs, Hoosier Young Farmer Commission, ... Innovative research projects                      Signature/statewide programs                      Administration support for farm diversification                      PDC and program area retreats</p>	<b>INTERNAL FACTORS</b>	<p>Insufficient funding                      Communication                      Lack of openness to innovation in middle management                      Signature programs that are only a powerpoint and presentation.                      Weak collaboration between specialists and educators.                      Faculty tenure process doesn't reward extension work.</p>
	OPPORTUNITIES ( + )		THREATS ( - )
<b>EXTERNAL FACTORS</b>	<p>Purdue becomes a campus resource for research that supports programs and initiatives that originate in the counties.                      Balance/align innovation and county needs with statewide initiatives/priorities                      Facilitate community building                      Develop and prioritize a list of needed resources based on stakeholder input.                      Cultivate new audiences.</p>	<b>EXTERNAL FACTORS</b>	<p>Staff Stress and Burnout                      Overly complicated, unnecessary, or constantly changing administrative processes and excessive, unproductive meetings.                      Organizational biases that value "traditional" agriculture at the expense of differentiation.                      Resource allocation to legacy programs that are high cost/low reward.</p>

# Issue Mental Health

BACKGROUND	
<b>DESCRIPTION</b>	Mental health issues impact people of all ages, genders, and walks of life. This issue area includes education on causes and consequences of mental health issues, resources for identifying, supporting, and treating mental health issues, and removing the stigma associated with mental health diagnosis.
<b>NEED EXTENSION CAN ADDRESS</b>	Teens, young adults, families, schools, farmers, community members, employers, and community leaders and policy makers need education and resources to better understand the causes and consequences of mental health for individuals, families and communities. All community members need education and training that changes perceptions and decreases stigma surrounding mental health, develops protective habits and relationships, aids in recognizing signs and symptoms, and connects people to resources and services.
<b>TARGET AUDIENCE(S)</b>	Family members of individuals with mental health issues or at risk of developing mental health issues; Teens and tweens; Adult leaders; Community organizations that serve youth; Coaches; Farmers; Rural communities; Older Adults; Post partum women; General public
<b>SITUATION IN 2025</b>	Education, resources, and policy changes result in increased awareness and understanding of the causes, and consequences of mental health challenges and better acceptance of mental health challenges as analogous to other health challenges. Increased awareness, knowledge, and resources support early identification and support of at-risk individuals and strengthen families and the community.

VISION FOR CHANGE	
<b>WHAT IS THE CHANGE PURDUE EXTENSION WANTS TO SEE?</b>	Individuals and communities will have access to the knowledge and resources they need to implement policies and practices supporting individual, family, and community health -- including mental health. Individuals and communities will de-stigmatize issues related to mental health by recognizing that mental health challenges are health challenges. Individuals and communities will be able to identify the signs and symptoms of mental health challenges, and have access to needed diagnosis, treatments, incentives, and supports.
<b>HOW WILL WE DELIVER PROGRAMS IN 2025?</b>	On-line (social media, short courses, videos, podcasts), Short programs, graphic-heavy print materials, face-to-face, on-demand

## RESOURCES AND CHALLENGES

RESOURCES	WHAT RESOURCES AND EXPERTISE PURDUE <b>HAS</b> TO ADDRESS THIS ISSUE	WHAT RESOURCES AND EXPERTISE PURDUE EXTENSION <b>LACKS</b> TO ADDRESS THIS ISSUE
<b>People</b>	Educators 1 (nearly 2) Licensed Mental Health Therapists Farm Stress Team	Mental Health Specialist (or department) on campus Educators with Expertise in stress management and mindfulness
<b>Curricula/Materials/Programs</b>	Mental Health First Aid (adult and youth) Farm Stress Mental Health First Aid (MHFA) 4H Healthy Living Initiatives Text, Talk, Act Co-Parenting for Successful Kids Teens as Teachers Navigating Differences	Stress management techniques/tools for youth and adults. Parent awareness programs On-line modules that offer CEUs
<b>Education/Training</b>	Educators trained to facilitate: Farm Stress, Strengthening Families, Bringing Baby Home	Educator training to increase efficacy around Mental Health issues and education. Stress Management and Mindfulness training Equipping Educators to recognize the signs and symptoms of potential mental health issue and provide appropriate supports and resources relative to various mental health issues. Mental Health and Stress Management for Educators (taught by external experts) 4-H yoga training (Arkansas) Multi-stage training to provide more in-depth, county-specific knowledge
<b>Resources/Tools</b>		Funding Compilations of mental health resources Toolkits, videos, HUBs that help stakeholders identify and access needed resources. Technical support for online program, website and video development. Marketing and media campaigns, PSAs, web and print materials. Mental Health in a box (like National Youth Science Day).

Connections/Relationships	Extension presence in local mental health groups	Effective campus and community connections Cross-county delivery of key programs Partner with Mental Health providers to extend reach of mental health education in the community.
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**SITUATIONAL ANALYSIS (SWOT) - MENTAL HEALTH**

	STRENGTHS ( + )		WEAKNESSES ( - )
INTERNAL FACTORS	County and Campus Staff Existing Curricula and programs	INTERNAL FACTORS	Availability of expertise, knowledge, and resources is not clearly communicated between campus and county. Misalignment between internal structures and external needs. Misalignment between funded programs (grant) and community needs. Insufficient recognition and use of educator expertise.

	OPPORTUNITIES ( + )		THREATS ( - )
EXTERNAL FACTORS	Better capitalize on county experts and expertise to develop curricula and trainings. Model strategies that support healthy families and mental health by implementing policies and practices that support positive work/life balance and incentivizing/supporting Extension staff to engage in protective practices and seek needed supports. Develop a Repository/HUB for sharing Mental Health resources and programs. Extension led summits of experts that help build connections and awareness and disseminate information. Community-based asset mapping for mental health. Development of a statewide Mental Health plan that identifies and meets the unique needs of each county while building synergies and effectively sharing resources and expertise across counties.	EXTERNAL FACTORS	Staff Stress, Burnout, and Turnover Overly broad focus/focus that is not well-aligned with community needs/lack of focus Unrealistic, conflicting, or poorly communicated expectations (e.g. disconnect b/w state and county expectations). Resource allocation to legacy programs that are high cost/low reward. Business model that undervalues Extension by giving away knowledge and expertise for free. County staff that feel overworked, under-appreciated, and under-supported

# Issue Land Use and Natural Resource Management

BACKGROUND	
<b>DESCRIPTION</b>	Policy, education, and practices that impact effective land use and natural resource management and decision-making at the individual, community, and state levels, including : sustainable farming practices that balance productivity and environmental health; rural/urban conflicts; storm water management and healthy waterways, invasive species, and land use and community planning and policy.
<b>NEED EXTENSION CAN ADDRESS</b>	Extension is well suited to facilitate community engagement in land use and natural resource management planning and policy development, build community partnerships, and provide unbiased, fact-based information to aid decision making.
<b>TARGET AUDIENCE(S)</b>	community members (including youth); policy makers and legislators; public officials including commissioners, town boards and planning boards; homeowners and landowners; developers; agency and nonprofit professionals
<b>SITUATION IN 2025</b>	Extension serves as conduit for providing trusted information to all stakeholders and a facilitator that brings together stakeholder groups to develop land use and natural resource management plans and policies that are fact-based and protect and conserve natural resources and habitats, while meeting the current and future economic and quality of life needs of the community.

VISION FOR CHANGE	
<b>WHAT IS THE CHANGE PURDUE EXTENSION WANTS TO SEE?</b>	All stakeholders better understand the role of planning in sustainable land use and natural resource management and are interested and actively engaged in the planning decision process and development of proactive plans and policies. Communities implement land use and natural resource management policies that protect land, water, and soil health; improve quality of life for residence; value the needs of wildlife; and foster agricultural sustainability and economic development. Farmers, landowners, and community members understand, value, and use good land use practices.
<b>HOW WILL WE DELIVER PROGRAMS IN 2025?</b>	in-person, hybrid, on-line

RESOURCES AND CHALLENGES			
RESOURCES	WHAT RESOURCES AND EXPERTISE PURDUE <b>HAS</b> TO ADDRESS THIS ISSUE		WHAT RESOURCES AND EXPERTISE PURDUE EXTENSION <b>LACKS</b> TO ADDRESS THIS ISSUE
<b>People</b>	Campus experts (water, horticulture, forestry) County Educators Land Use Team		Ag Econ expertise Landscape Architecture extension appts Extension roles/incentives for tenured faculty Educators with natural resources expertise (renewable energy, septic, soils and management) Legal expertise/support for issues related to land use
<b>Curricula/Materials/Programs</b>	Woodland Owner training Rainscaping Conservation community leadership Watershed leadership academy Master Gardner Master Naturalist		Master Naturalist Program as Signature Program (with DNR) Master Watershed Steward program as Sign. Program (with Sea Grant) Youth education on natural resource management and sustainability. Planning education/materials for transitioning farmers
<b>Education/Training</b>	Planning Commission Role Training		Training for ordinances development Training to prepare educators for effective service on plan commission -- update and support Effective marketing training Nature of teaching (all 3 ways of teaching)
<b>Resources/Tools</b>	Tipping Point Planner		Support for community gardens and parks Funding Time Comprehensive Plan Development Tools Marketing for current and future programs/resources
<b>Research</b>			Land Use policies
<b>Connections/Relationships</b>	CISMAS Indiana Land Use Resource Council		Networking forums Strengthen partnerships with SWCD, NRCS, and district foresters. DNR IN/IL Sea Grant

SITUATIONAL ANALYSIS (SWOT) - LAND USE AND NATURAL RESOURCE MANAGEMENT

	STRENGTHS ( + )		WEAKNESSES ( - )
<b>INTERNAL FACTORS</b>	<p>Campus Expertise                      Vast network of educators with land use expertise/experience                      Land Use Team                      Educators serve on local boards (e.g. Land Use)                      County reach                      Ability to facilitate community discussions                      Partnerships with local/regional organizations (e.g. CISMAS, Indiana Land Use Resource Council)</p>	<b>INTERNAL FACTORS</b>	<p>Educators lack time and expertise to effectively address needs.                      Resource allocation, staffing, training, and management models that are out of step with current needs and realities.                      Service on boards of zoning appeals</p>

	OPPORTUNITIES ( + )		THREATS ( - )
<b>EXTERNAL FACTORS</b>	<p>Enhance plan commission processes to encompass public engagement and intentionally integrate education, natural resources, and environmental considerations into community planning.                      Build strong and powerful coalitions to address issues that impact the whole community.                      Capitalize on public perception sway mechanisms to build large and effect marketing efforts that impact public perception/behavior                      Build partnerships and expand joint programming with organizations with complementary or overlapping expertise (e.g. SWCD, NRCS, district foresters, DNR, Sea Grant).</p>	<b>EXTERNAL FACTORS</b>	<p>Navigating strong emotions and competing needs in an environment of special interest, politicization and distrust of science, and entrenched beliefs.                      Trying to fill a role that's better filled by others.                      Focus too broad for existing resources.</p>

# Issue Entrepreneurship and Small Business Development

BACKGROUND	
DESCRIPTION	Empowering individuals, businesses and communities to support small businesses.
NEED EXTENSION CAN ADDRESS	Provide a cohesive and readily available set of resources to support small business and entrepreneurship.
TARGET AUDIENCE(S)	Small farmers, home-based business, workforce, youth, potential entrepreneurs, early stage businesses, communities ecosystems and policy makers.
SITUATION IN 2025	Purdue Extension is seen as a leader and source of trusted information on small business development and entrepreneurship.

## VISION FOR CHANGE

WHAT IS THE CHANGE PURDUE EXTENSION WANTS TO SEE?	Small businesses and entrepreneurs will have easy access to trusted information and tools that will aid decision making and increase their chances for success. Purdue Extension, Small Business Development Centers, Chambers of Commerce, and other community resources will work together to support entrepreneurship and small business development in local communities.
HOW WILL WE DELIVER PROGRAMS IN 2025?	Face-to-face, Online, Print materials, Workshops, Mentoring, Consulting, Individual Assistance

## RESOURCES AND CHALLENGES

RESOURCES	WHAT RESOURCES AND EXPERTISE PURDUE HAS TO ADDRESS THIS ISSUE	WHAT RESOURCES AND EXPERTISE PURDUE EXTENSION LACKS TO ADDRESS THIS ISSUE
People	Knowledgeable Educators Regional Educators	Extension Specialist focused on small-business and entrepreneurship (Ag ECON) Educator Team focused on small business development
Curricula/Materials/Programs	PIFF: Family Farms Beginning Farmer Series BR & E CREST Digital Ready Business	Utilize Kentucky curriculum Mentorship programs
Education/Training		Entrepreneurship and small business training Coaching training Small business development training
Resources/Tools		Good Decision Tree and FAQs Advisory committee \$\$ to support programs and personnel.
Connections/Relationships	Small Business Development Corporations (SBDCs) Other agencies (e.g. SCORE) Campus-based entrepreneurship center	Advisory tree in small business and entrepreneurship (state officials, university LEDOs, small business owners)

SITUATIONAL ANALYSIS (SWOT) - ENTREPRENEURSHIP AND SMALL BUSINESS DEVELOPMENT

	STRENGTHS ( + )		WEAKNESSES ( - )
<b>INTERNAL FACTORS</b>	<p>Knowledgeable Educators Regional Educators</p>	<b>INTERNAL FACTORS</b>	<p>Resources are not aligned and not enough to build. Entrepreneurship and small business development is not an Extension priority.</p>
	OPPORTUNITIES ( + )		THREATS ( - )
<b>EXTERNAL FACTORS</b>	<p>Think big, eliminate duplication and silos, and work collaboratively across Extension and the University. Build partnerships and trust with local economic groups, small business development groups to maximize reach while minimizing overlap. Collaborate and coordinate with Small Business Development Center to avoid duplication. Adapt/Adopt promising resources from other states.</p>	<b>EXTERNAL FACTORS</b>	<p>Fragmentation/lack of cohesive vision and collaboration within Extension. Turfism/competition with other groups with overlapping capabilities.</p>

# Issue Farm Financial Management

BACKGROUND	
<b>DESCRIPTION</b>	Strategies and resources that build resilience and help farmers effectively manage the business aspects of farming, including risk management, financial planning, profitability, marketing, diversification, and succession planning, to maximize financial success and profitability, both now and in the future.
<b>NEED EXTENSION CAN ADDRESS</b>	Provide resources, tools, education and training to help family farms understand and apply good business practices and develop and implement effective business plans that enhance resilience, financial viability, and long-term stability.
<b>TARGET AUDIENCE(S)</b>	Full and part-time farmers, Intergenerational farm families, Teens interested in farming, Landowners, Lawyers and Insurance providers.
<b>SITUATION IN 2025</b>	Bimodal distribution of farms -- large and small. Farmers increasingly need to understand and utilize good business practices to optimize profitability and sustainability. Farms increase diversity within their businesses to more effectively manage risk. Farm families proactively develop succession plans to minimize impacts from inheritance taxes and insure smooth transitions.

VISION FOR CHANGE	
<b>WHAT IS THE CHANGE PURDUE EXTENSION WANTS TO SEE?</b>	Farms of all sizes have the knowledge, information and tools they need to develop effective strategies for weathering highs and lows in agriculture resulting from changes in weather/climate, policy, consumer preference, market pressures, or other factors. Family farms understand the importance of long-term planning and develop, and regularly update a succession plan.
<b>HOW WILL WE DELIVER PROGRAMS IN 2025?</b>	Face-to-face, web-based, hybrid, activity-based

RESOURCES AND CHALLENGES			
RESOURCES	WHAT RESOURCES AND EXPERTISE PURDUE <b>HAS</b> TO ADDRESS THIS ISSUE		WHAT RESOURCES AND EXPERTISE PURDUE EXTENSION <b>LACKS</b> TO ADDRESS THIS ISSUE
<b>People</b>	Campus Specialists County Educators Purdue Succession Planning Team		Attorney or legal advisors Revitalized land lease team Ag ECON staff/expertise
<b>Curricula/Materials/Programs</b>	Annual Extension Reports Crop budgets PAER Cash rent and land values Farm Bill Workshops		
<b>Education/Training</b>			Financial training to assist farm families with financial decisions Training on overcoming a marketing crash and marketing a commodity Multi-day and/or on-line training to provide educators with indepth knowledge and tools Area or District level trainings
<b>Resources/Tools</b>	PACS Research Center for Commercial Ag barometer		Financial data/records to assist producers with benchmarking Risk management principle education and tools Resources on commodity marketing and resilience
<b>Connections/Partnerships</b>	Partnerships with industry Partnerships with lending institutions Center for Commercial Ag		Enhanced partnerships with campus Enhanced involvement with the Center for Commercial Agriculture

SITUATIONAL ANALYSIS (SWOT) - FARM FINANCIAL MANAGEMENT

	STRENGTHS ( + )		WEAKNESSES ( - )
<b>INTERNAL FACTORS</b>	<p>Campus Specialists Educators Purdue Succession Team Resources and materials Existing workshops</p>	<b>INTERNAL FACTORS</b>	<p>Insufficient knowledge, training, confidence to effectively support farm producer business planning and resilience. Time, money, and sufficient staff with depth of expertise. Weak or insufficient support and partnerships between campus and counties. Materials/resources/programs that are static or dated. Staff turnover Availability of resources and programming on this topic is not well understood by all Extension Educators.</p>
	OPPORTUNITIES ( + )		THREATS ( - )
<b>EXTERNAL FACTORS</b>	<p>Build effective partnerships between Purdue Extension, local lenders, industry, policy makers and others. Better engage stakeholders to understand the value of extension programming. Expand Extension reach and capacity by better equipping educators to use financial planning and other tools instead of relying solely on campus specialists. Empower Educators to make programming decisions at the local level. Enhance Extension visibility and value by fostering effective partnership and communication (presentation) skills among Educators.</p>	<b>EXTERNAL FACTORS</b>	<p>Goals and objectives too broad to effectively manage. Educators feel stretched and underprepared. Low impact activities/events take resources from more impactful activities.</p>

# Issue Community Health

BACKGROUND	
<b>DESCRIPTION</b>	The broad set of factors that promote or inhibit community health, including infrastructure, planning, policies, and resources that impact fitness, health, economic and educational activities.
<b>NEED EXTENSION CAN ADDRESS</b>	Communities need to identify the set of factors that contribute to local community health challenges, develop strategies and build community capacity to successfully address challenges. Extension can provide vision, leadership, education, and connections communities need to identify needs and assets, and build coalitions and community capacity to address local needs.
<b>TARGET AUDIENCE(S)</b>	Legislators and policy makers, Government officials, Chambers of Commerce and local leaders, Hospitals, Schools, Law Enforcement, Employers, Visitors Bureaus, Community members -- especially limited resource, Youth
<b>SITUATION IN 2025</b>	Indiana communities are aware of community health challenges in their local community, have identified the factors that contribute to these challenges, and are building community coalitions and implementing strategies to mitigate challenges -- resulting in improved nutrition, health, and well-being for individuals and the community as a whole.

VISION FOR CHANGE	
<b>WHAT IS THE CHANGE PURDUE EXTENSION WANTS TO SEE?</b>	<p>Communities and individuals adopt a culture of health where health is seen as a priority.</p> <p>Communities and individuals recognize the importance of place building in maintaining the health of community members and the community as a whole.</p> <p>Stigma surrounding health challenges (including mental health) are removed and all members of the community feel comfortable and supported as they engage in frank conversations about health.</p> <p>Community members are motivated to participate in education and discussions about community health.</p> <p>All Indiana counties have a functioning and thriving health coalition engaged in enacting effective processes within their communities.</p> <p>Indiana communities are recognized as safe and healthy places to live.</p>
<b>HOW WILL WE DELIVER PROGRAMS IN 2025?</b>	On-line, Apps, Community Mapping

RESOURCES AND CHALLENGES			
RESOURCES	WHAT RESOURCES AND EXPERTISE PURDUE <b>HAS</b> TO ADDRESS THIS ISSUE		WHAT RESOURCES AND EXPERTISE PURDUE EXTENSION <b>LACKS</b> TO ADDRESS THIS ISSUE
<b>People</b>	Purdue knowledge and expertise Community knowledge and expertise Community Development Regional Educators 4H Educators Campus Experts		Community Development staff located in counties Grant writers App Developers
<b>Curricula/Materials</b>	Existing curricula		Curriculum that addresses behavior change and destigmatizing health topics Community Health curriculum
<b>Education/Training</b>	Facilitation, Grant Writing, Development Workshops		Understanding technology to reach people where they are Professional Development (access to research on campus, grant writing, e-learning/teaching) Training for community leaders and volunteers Community leadership training Coalition training and training for extension staff to train coalitions
<b>Resources/Tools</b>			Funding to keep key staff and build community partnerships Mobile Education Lab Digital Inclusion fact sheets and information multi-language resources \$\$ to support professional development \$\$ to fund coalition leaders Marketing tools/including better websites Clear marketing messages

<b>Connections</b>	Existing Health Coalitions		Other colleges and universities Community leaders, coalitions, underserved groups, community members, employers, new leaders, service providers Purdue alumni in local communities
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**SITUATIONAL ANALYSIS (SWOT) - COMMUNITY HEALTH**

	<b>STRENGTHS ( + )</b>		<b>WEAKNESSES ( - )</b>
<b>INTERNAL FACTORS</b>	Passionate and knowledgeable Staff Presence in all 92 counties Interdisciplinary work and knowledge Campus Experts Reputation and Credibility (name recognition) Existing Curricula Connections with existing coalitions	<b>INTERNAL FACTORS</b>	Staff turnover inhibits development of trust and long-term effective partnerships Insufficient county-based community development staff limits Extension visibility and connections. Responsiveness Lack of available resources to address local needs (e.g. toolbox, programs) Lack of cohesive/effective marketing strategy and processes Evaluation metrics are not aligned with 21st century programming realities, learning, or technologies. Participant expectations are unrealistic and/or out of step with present day audience realities.

	<b>OPPORTUNITIES ( + )</b>		<b>THREATS ( - )</b>
<b>EXTERNAL FACTORS</b>	Provide leadership and training to effectively foster coalitions and build community capacity to successfully implement initiatives . Foster connections among community leaders, coalitions, underserved groups, community members, employers, leaders, and service providers. Foster connections with other colleges and universities to take advantage of synergies. Increase collaboration across Extension program areas. Effectively market Extension so that it is seen as an important community resource. Extension can be a leader in providing flexible/remote work opportunities.	<b>EXTERNAL FACTORS</b>	Not keeping up with current topics Insufficient political buy-in Competition from other organizations with overlapping expertise Lack of cohesive identity and coordinated message and marketing plan that encompasses all of Extension in a unified fashion. Lack of clarity around Extension's unique role in community development Lack of prioritization/shared vision within Extension results in lack of focus and impedes effective marketing and programming. Extension business model (everything is free) is unsustainable and undermines perceived value.

# Issue Community and Economic Development

BACKGROUND	
<b>DESCRIPTION</b>	Community and economic prosperity are inextricably linked to factors effecting the financial, social, environmental, mental and physical health and wellbeing of the community members, including race, education level, and geography. Thus, community and economic development must take a community-oriented approach that considers issues at the root of prosperity and poverty, while imagining new opportunities.
<b>NEED EXTENSION CAN ADDRESS</b>	Communities need programming/education that facilitates individual and community well-being and promotes economic prosperity. Elected officials need research-based decision making tools that drive effective change.
<b>TARGET AUDIENCE(S)</b>	Both internal and external audiences. First need to train ourselves. Youth and young adults, Families; Children; City/county government (e.g. planning and policy); Legislators and Policy Makers; Justice system; Philanthropists; Entrepreneurs; Business Leaders
<b>SITUATION IN 2025</b>	Indiana communities are seen as ideal destinations to live, work, and play.

VISION FOR CHANGE	
<b>WHAT IS THE CHANGE PURDUE EXTENSION WANTS TO SEE?</b>	Indiana communities approach community development using holistic approaches that are community-oriented, tailored to the demographics, history, geography, and education profile of the local population, and that address underlying financial, social, environmental, mental and physical health conditions that enable or inhibit community prosperity.
<b>HOW WILL WE DELIVER PROGRAMS IN 2025?</b>	Face-to-Face, Online, Digitally, more personalized, Hands on

RESOURCES AND CHALLENGES			
RESOURCES	WHAT RESOURCES AND EXPERTISE PURDUE <b>HAS</b> TO ADDRESS THIS ISSUE		WHAT RESOURCES AND EXPERTISE PURDUE EXTENSION <b>LACKS</b> TO ADDRESS THIS ISSUE
<b>People</b>	Community Wellness Coordinators 4H educators outreach to under-served audiences		Community Development experts in all counties
<b>Programs/Curricula/ Materials</b>	Community Leadership Program Community Development Captain Cash/Strengthening Families Sparks clubs		
<b>Education/Training</b>	Coming Together/Navigating Difference trainings Navigating Difference training		Time management On-boarding activities that foster cross-program collaboration Visioning and big picture training Diversity training
<b>Resources/Tools</b>	Community coalitions		Static and dynamic reporting tools
<b>Connections/Relationships</b>	Relationships with community partners in economic and community development and other community organizations		Government officials Collaborate with companies Collaborate with NEPAs and other organizations to increase audience

SITUATIONAL ANALYSIS (SWOT) - COMMUNITY AND ECONOMIC DEVELOPMENT

	STRENGTHS (+)		WEAKNESSES (-)
<b>INTERNAL FACTORS</b>	Educators/Specialists with expertise across all program areas PCRC	<b>INTERNAL FACTORS</b>	Community development not available in all communities Extension planning/programming/thinking that is siloed High input/low impact events suck resources Poor communication between program areas Overburdened staff Top-down management Reporting requirements don't capture relevant information Lack of flexibility to meet community needs Diversity with in Extension Staff turnover
	OPPORTUNITIES (+)		THREATS (-)
<b>EXTERNAL FACTORS</b>	Enhance communication and collaboration among Extension and other community development actors to increase impact. Create/capitalize on opportunities to bridge rural/urban divide Increase opportunities to listen to and connect with constituents Build a prosperous future for all generations	<b>EXTERNAL FACTORS</b>	Maintaining relevance of Extension Lack of clear, unified vision disconnect between state priorities and local funding models Community leaders and other constituents that are change averse

# Issue      Chronic Disease/Obesity

BACKGROUND	
<b>DESCRIPTION</b>	Indiana has a high rate of obesity and chronic disease that is impacted by a number of issues including: food systems and the need to increase access to nutritious food and knowledge and skills to select and prepare it. Poor diet can also be a symptom of other challenges, e.g. poverty, lack of transportation, stress and family dynamics, ...
<b>NEED EXTENSION CAN ADDRESS</b>	Communities need accessible source of fact-based information on causes of chronic disease and consequences of obesity and holistic approaches to prevention and treatment.
<b>TARGET AUDIENCE(S)</b>	Low income individuals and families; Children and Youth; Young Adults (18-25)
<b>SITUATION IN 2025</b>	Need new strategies for reaching/engaging audiences.

VISION FOR CHANGE	
<b>WHAT IS THE CHANGE PURDUE EXTENSION WANTS TO SEE?</b>	(1) All communities provide access to nutritious and affordable food; (2) Chronic disease and obesity rates in Indiana are lower; (3) More people are engaged in behaviors that support health (e.g. physical activity, selecting, preparing, and eating healthy foods); (4) Extension is the "Go To" source for information around this issue
<b>HOW WILL WE DELIVER PROGRAMS IN 2025?</b>	In person; Online/Digital programs (e.g. Instagram TV Live; virtual events, viral videos); Participatory events and activities (e.g. Stone Soup, community meals prep, how to shop activities); Resources, tools and materials (e.g. grab and go plan, Online Nutrition through partnership with Online Med)

RESOURCES AND CHALLENGES			
RESOURCES	WHAT RESOURCES AND EXPERTISE PURDUE <b>HAS</b> TO ADDRESS THIS ISSUE		WHAT RESOURCES AND EXPERTISE PURDUE EXTENSION <b>LACKS</b> TO ADDRESS THIS ISSUE
<b>People</b>	Educators (NEPA, CWC) Faculty Staff with RD background		Dedicated Marketing/Technology person Support Staff
<b>Curricula/Materials</b>	CATCH curriculum: NEPA program; CWCs; Community gardens; Dining with Diabetes; I Am Moving, I Am Learning; My Plate; Urban Ag; Master Gardner; ... Signature Programs Targeted Programs		New/Better programs to meet changing needs/expectations of audiences
<b>Education/Training</b>	Digital Ready training for educators Best practice guides for using social media Professional Development for Educators		Internal Training for Educators Training for effective live presentations
<b>Resources/Tools</b>	Social media; Facebook pages, Website		Technology (e.g. social media platforms); video rigging equipment; broadband access Grants/Funding for program delivery
<b>Connections</b>	To local universities		With Schools

SITUATIONAL ANALYSIS (SWOT) - CHRONIC DISEASE/OBESITY

	STRENGTHS ( + )		WEAKNESSES ( - )
<b>INTERNAL FACTORS</b>	<p>County-based Extension Educators                      State Specialists/faculty                      Strong community relationships that foster respect                      External grant funding                      Existing resources (e.g. curricula)</p>	<b>INTERNAL FACTORS</b>	<p>Insufficient mechanisms for assessing impact (e.g. tracking participation and measuring behavior change)                      Educators feel unprepared to teach some subjects                      Program offerings that aren't strategic or aligned with existing expertise or local needs                      Misalignment of state and county priorities                      Educator turnover that impacts community-building and trust</p>
	OPPORTUNITIES ( + )		THREATS ( - )
<b>EXTERNAL FACTORS</b>	<p>Engage and Extend audiences (reach), through innovative/relevant program offerings and message delivery methods                      Better capitalize on existing resources and curricula (e.g. other states)                      Cultivate strategic partnerships and collaborations that facilitate access to new audiences and fill gaps in expertise                      Better connect local audiences to other programming opportunities and foster repeat exposure                      Seek external grant funding</p>	<b>EXTERNAL FACTORS</b>	<p>Trying to meet all needs                      Current business model (give everything away for free)                      In-house creation of all programs and curricula                      Competition audience with other programs/activities</p>

# Issue Ag Production and New Technologies

BACKGROUND	
<b>DESCRIPTION</b>	The set of factors that impact the ability of producers to feed the world in a manner that is efficient, sustainable, and profitable. This includes best practices, regulations, pesticide use & pest management, new and emerging technologies (e.g. drones), invasive species, soil health, weather, storage, production management, and others.
<b>NEED EXTENSION CAN ADDRESS</b>	Food producers and agribusiness, consumers, and policy makers need a trusted, reliable, accessible source of fact-based information to support agricultural production and informed decision-making.
<b>TARGET AUDIENCE(S)</b>	Producers; Consumers/Public; Food Industry/Agribusiness; Trade Groups; Policy Makers
<b>SITUATION IN 2025</b>	Increased reliance on big data and data analytics will require enhanced infrastructure, modified management practices, and enhanced information and training. New technology and changes in weather patterns, consumer preferences and policies will impact crop choices, management practices, and financial models.

VISION FOR CHANGE	
<b>WHAT IS THE CHANGE PURDUE EXTENSION WANTS TO SEE?</b>	(1) Producers use research-based knowledge and tools to produce needed and desired products using techniques that are socially acceptable, environmentally friendly, and economically sustainable; (2) Consumers/public use fact-based information about food production practices to inform their decision-making; (3) Legislators/policy use fact-based information about food production practices and issues to informed policy; (4) Scientists/Researchers provide research results that inform/enhance production and public opinion.
<b>HOW WILL WE DELIVER PROGRAMS IN 2025?</b>	Peer mentoring (farm-to-farm); Digital (online, including podcasts, Vlogs, games, videos, webinars, aps), face-to-face, one-on-one (mentoring)

## RESOURCES AND CHALLENGES

RESOURCES	WHAT RESOURCES AND EXPERTISE PURDUE <b>HAS</b> TO ADDRESS THIS ISSUE	WHAT RESOURCES AND EXPERTISE PURDUE EXTENSION <b>LACKS</b> TO ADDRESS THIS ISSUE
<b>People</b>	Extension Educators in each county Extension Specialists Research Capacity (ACRE/ASREC)	Marketing/Communication Expertise Industry Specialist Replacement for knowledge and expertise lost to retirement or attrition
<b>Curricula/Materials</b>	Variety of issue-based programs	Curricula and materials addressing current and project high need issues (e.g. grain handling and storage, climate change, marketing, pesticide regulations) Materials/plans for addressing just-in-time issues Tools/curricula for teaching farmers to use new technology
<b>Professional Development/Education/Training</b>	Educators with certifications (CCAs, FAA licenses)	Mechanisms to encourage and support County Educator contributions to research Hot topics skills trainings (e.g. farm safety following youth death in grain elevator) Tips, hints, and training for producing quality online content (e.g. podcasts, webinars) New information/research from campus Use of technology (e.g. drones) On-boarding resources to help new educators become knowledgeable about key topics Media training Presentation/public speaking skills/training Tiered subject matter training Certifications and licensures
<b>Resources/Tools</b>	Research farms Drone technology	Updated publications that are visually appealing, audience-appropriate, and make use of the full range of modern communication methods Searchable database of expertise for county educators Client FAQs Decision making tools for educators Funds and time to support research and testing Technology infrastructure that keeps pace with innovation Access to accurate and timely data analysis Marketing resources

<b>Connections</b>	State to County Commodity groups PACs Growers Soil Health Partners Other campus units (e.g. ABE)		Organizations with overlapping/complementary missions
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**SITUATIONAL ANALYSIS (SWOT) AG PRODUCTION AND NEW TECHNOLOGIES**

	<b>STRENGTHS ( + )</b>		<b>WEAKNESSES ( - )</b>
<b>INTERNAL FACTORS</b>	County-based Extension Educators State Specialists Research Capacity Strong community relationships that foster respect Existing resources (e.g. curricula)	<b>INTERNAL FACTORS</b>	Meeting communication/information needs of different audiences Lack of clarity regarding roles, responsibilities, and authority inhibits effective/timely response to issues and opportunities Broad portfolio of program responsibilities Organizational focus is too broad, not well communicated, and too focused on process at the expense of vision. Unclear or inconsistent expectations Focus on quantity rather than quality
	<b>OPPORTUNITIES ( + )</b>		<b>THREATS ( - )</b>
<b>EXTERNAL FACTORS</b>	Develop stronger relationships (e.g. greater reciprocity) between counties and extension educators Foster resource sharing to increase growth, sustainability, resilience, and profitability of small farms (e.g. knowledge, equipment, technology) Build Extension reputation as a source of unbiased, research-based information Build stronger partnerships with organizations that have overlapping missions to insure consistent messaging (e.g. Soil & water/NRCS)	<b>EXTERNAL FACTORS</b>	Remaining relevant in a changing society

# Issue Climate Change and Environmental Issues

BACKGROUND	
DESCRIPTION	Impact of Climate Change and Environmental Issues (including policy, management decisions, human behavior) on agriculture, human health, economics, etc.
NEED EXTENSION CAN ADDRESS	Increase awareness and provide fact-based information about climate change and environmental issues.
TARGET AUDIENCE(S)	Legislators/Policy Makers; Stakeholders/Change makers (e.g. farmers, resource managers, families, youth)
SITUATION IN 2025	Issue will grow in size and urgency; solutions will need to transcend politics

VISION FOR CHANGE	
WHAT IS THE CHANGE PURDUE EXTENSION WANTS TO SEE?	(1) Public Perception is more in-line with scientific evidence; (2) Public Action/Behavior Supports Positive Change; (3) Decision-making is based on research-based information
HOW WILL WE DELIVER PROGRAMS IN 2025?	In person; Digitally; Field trips and tours; Activities (e.g. tree-planting); Resources and materials

RESOURCES AND CHALLENGES			
RESOURCES	WHAT RESOURCES AND EXPERTISE PURDUE HAS TO ADDRESS THIS ISSUE		WHAT RESOURCES AND EXPERTISE PURDUE EXTENSION LACKS TO ADDRESS THIS ISSUE
People	Purdue Climate Change Resource Center Staff (80) Hans and Austin (35%) North Central Climate Collaborative of Field Educators		Climate/plant youth STEM specialist (vacant) Climate Specialists (endowed chair)
Curricula/Materials	Impact Assessment Slide Decks Middle School Curriculum 4H Weather/Climate Curriculum		Critical thinking curriculum Climate Experiments for Youth
Education/Training			Climate-specific signature program Educator awareness of existing resources Central repository for resources Training to build County Educator Capacity (e.g. train the trainer programs)
Administrative Support			Clear messaging and expectations

SITUATIONAL ANALYSIS (SWOT)			
	STRENGTHS ( + )		WEAKNESSES ( - )
INTERNAL FACTORS	County-based Extension Educators State Specialists Strong community relationships that foster respect External grant funding Existing resources (e.g. curricula)		INTERNAL FACTORS Lack of clear roadmap/strategy/priorities for addressing issue Educators feel unprepared to teach some subjects
	OPPORTUNITIES ( + )		THREATS ( - )
EXTERNAL FACTORS	Better integrate climate change and environmental issues into existing programs (e.g. a category for 4H photography project) Build community relationships to foster respect Seek external grant funding		EXTERNAL FACTORS Sensitivity around terminology Misinformation