



EXTENSION
College of Agriculture,
Biotechnology & Natural Resources

Carson City and Storey County Needs Assessment and Environmental Scan 2019



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Executive Summary

The purpose of this study was to determine what needs are important to Carson City and Storey County citizens, which could then serve as guiding principles for educational and programmatic activities, especially for the next five years. University of Nevada, Reno Extension (Extension) outreach activities focus on issues important to citizens identified through comprehensive assessments of needs conducted by Extension faculty, specialists and staff members. Identification of issues in relevant research literature and local media publications, along with review of the unique characteristics of both Carson City and Storey County, were the initial steps serving as the foundation of this needs assessment. The six topic areas of Nevada Revised Statute (NRS) 549.010 were the framework for this comprehensive study: (1) agriculture, (2) community development, (3) health and nutrition, (4) horticulture, (5) natural resources, and (6) personal and family development. The researcher used a mixed-method assessment strategy by conducting a community survey as well as carrying out key informant interviews. This Needs Assessment was conducted at the same time as the Douglas County Needs Assessment using the same survey instrument and interview questions. The online survey was available for six months and resulted in 150 completed surveys. Residents were encouraged to access the survey through: direct email, links featured on social media sites, public presentations, traditional media contacts and Extension staff in paper form. Then key informant interviews were conducted with 28 community stakeholders. The interviewees represented local elected government officials, school staff, government leaders, business owners, civic group chairs, youth and residents. The interviews provided in-depth perspectives focusing on community Strengths, Weaknesses, Opportunities and Threats (SWOT).

Community survey topics receiving highest ratings for their significance were: ***responsible agricultural chemical application; increasing involvement in community events and programs; access to nutritious food; drought-tolerant/low-water-use landscaping; wildfire prevention education; science, technology, engineering and mathematics (STEM) education; and affordable youth activities.***

Interviews provided supplementary, in-depth views emphasizing issues such as ***increasing demands on housing, healthcare, educational and transportation systems; workforce needs in relation to community growth; and support for youth, senior and underserved populations to address increasing educational and recreational needs*** — all in the context of projected budgetary constraints. The overall results identified numerous areas of need, including:

- ***4-H, youth programming, after-school education, traditional clubs focusing on a variety of projects; family and parenting education***
- ***Gardening, Master Gardeners, growing education, natural resources preservation***
- ***Community collaborations, community involvement and community relations***
- ***Food preparation, nutrition, food availability, exercise and wellness, urban food production***
- ***Water, water quality, water conservation, water pollution prevention***

Examples of Extension programming that are targeted for development include youth development programs, such as in agriculture, health and nature areas; youth- and family- focused food preparation and personal financial courses; water education, drought-tolerant landscaping and tree-planting

projects; senior nutrition, exercise and wellness education; and projects increasing community collaboration and citizen involvement while decreasing duplication to conserve limited resources. Results of this assessment have implications for the entire Carson City and Storey County communities and their organizations, selected aspects of which Extension can directly impact. Other results can be examined for possible adoption by local leaders, business owners and government staff members. Additional implications may be clarified through focus groups and additional interviews in both Carson City and Storey County as well as through analysis of new social media contributions provided on sites such as Facebook and Instagram.

Chapter 1: Introduction

The rich heritage of the partnerships among Carson City, Storey County and University of Nevada, Reno Extension (Extension) spans more than 100 years. Conducting new research about whole grains from nutrition experts, guiding residents on how to raise produce for food in the Carson City Community Garden, and teaching youth life and leadership skills through 4-H Youth Development Programs are just three of the numerous contributions Extension provides in research, education and outreach to increase the quality of life of residents, businesses and communities.

The Extension office for Carson City and Storey County is currently located in Carson City, a consolidated municipality with a rich and colorful frontier heritage. Named after the explorer Kit Carson, the city was selected as the state's capital at the 1864 Nevada constitutional convention. In 2019, Carson City limits covered 147.5 square miles (Carson City Assessor's Office, 2020) which made it the fourth largest city in the state in terms of area. Downtown Carson City lies in Eagle Valley, which is surrounded by three mountain ranges—the Carson Range to the west, the Virginia Range to the east and the Pine Nut Range to the southeast. Snow Valley Peak, which rises 9,214 feet in the Carson Range, is the highest point in the city. The city limits border Lake Tahoe to the west, and the Carson River runs through the city. With a population of approximately 56,000, Carson City's economy is based first upon state and local government, then retail trade and manufacturing. The city is known for its art, cultural activities, local community fair, historic buildings and a variety of museums.



The Official Seal for Carson City

Source: @CarsonCityGov



**The Official Seal for
Storey County**

Source: StoreyCounty.org

Storey County is located just northeast of Carson City, Nevada and southeast of Reno, Nevada, encompassing 264.4 square miles (Storey County Assessor's Office, 2020). Its estimated population is currently 4,020 people (U.S. Census, 2019). The county was established in 1861, being named for Captain Edward Farris Storey, who was killed during the Pyramid Lake War in 1860. At that time, Storey County was recognized as the most populated county in Nevada. Virginia City (VC) is the county seat, and was once known as the "Richest Place on Earth." VC, as it's named locally, is now home to approximately 855 residents (U.S. Census, 2018). Lockwood, Mark Twain and the VC Highlands are three other important communities with many residents working in the county's diversified industries, including manufacturing, tourism and hospitality,

trade, transportation, and utilities. Located in the northeastern corner of Storey County is one of the nation's largest industrial complexes that includes companies such as Tesla, Wal-Mart, eBay, Switch,

PetSmart, Google, Chewy.com and more than 115 other businesses of varying sizes. Some entities assessible from USA Parkway (State Route 439), a primary transportation route, operate 24 hours a day, seven days a week. Storey County provides public safety services not only to its local residents, but also to a workforce made up of more than 25,000 workers traveling from its own and surrounding communities as far away as Fallon to the east, Dayton and Silver Springs to the south, and Truckee, California, on the west (Thompson, 2020).

Purpose

Extension, a unit within the University of Nevada, Reno's College of Agriculture, Biotechnology & Natural Resources, is charged with providing educational programming to residents living in all Nevada counties. Programs are developed and related collaborations built to address issues of importance to citizens identified through comprehensive needs assessments conducted by Extension faculty, specialists and staff members. While the majority of these professionals work directly for the University, they work and live within the counties and communities they serve, with offices encompassing at least one of the state's 17 counties. To guide and assist prioritization of Extension's programming, Nevada's legislators created Nevada Revised Statute (NRS) 549.010 that identified six topic areas for educational efforts: agriculture, community development, health and nutrition, horticulture, natural resources, and personal and family development.



A Storey County Alpine Shooting Star Flower

Photo Source: Lisa K. Taylor

Extension educators are responsible for conducting needs assessments periodically in order to guide development, delivery and evaluation of research-based educational programs to address issues of greatest concern to local residents. The assessments are to be conducted within two years of assuming a position in their geographic area(s) of responsibility. Programs developed through this process often encompass more than one program area and have implications throughout the region and the state. In addition, many Extension programs developed in Nevada have been recognized for their national and international impacts.

Study Design and Report Contents

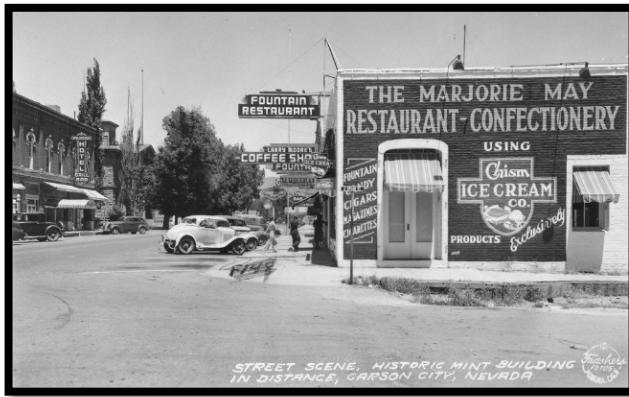
To gain an in-depth understanding of the current programmatic needs of Carson City and Storey County, this study was carried out using convergent parallel design, a mixed-methods approach (Creswell & Plano-Clark, 2011). This research process can be symbolized as qualitative and quantitative (QUAL+QUAN; Morse, 1991). The researcher concurrently gathered quantitative and

qualitative information during the same stage of the research process, weighing the methods equally, analyzing the data from the two facets independently, and together interpreting the results. Proactive triangulation of the themes evident contextually, in the survey outcomes and through interview transcription analysis, resulted in the identification of valid and corroborated findings. Results of this work contained actions and programs for community consideration and future Extension programs.

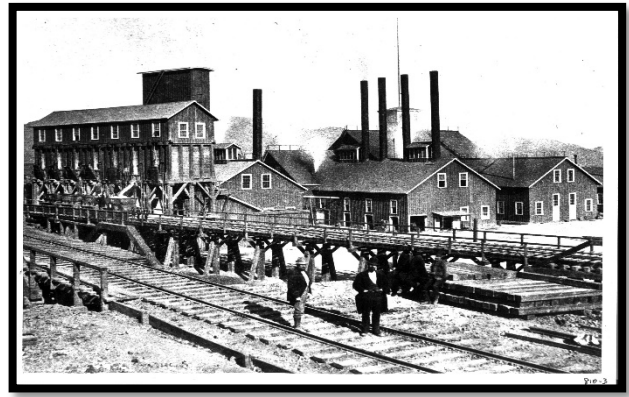
This mixed-methods study was conducted by Lisa K. Taylor, Ph.D. based on initial research conducted by Lindsay Chichester, Ph.D., who was the preceding Carson City and Storey County Extension Educator until fall of 2018. Data collection occurred January 24, 2019 through June 19, 2019, using a purposeful method of sampling of the residents and leaders living in Carson City and Storey County, thus precluding the identification of a response rate. During each interview, each participant was asked to identify other participants who the author should interview, and each participant was encouraged to email the link to coworkers and other acquaintances.

Location-specific research reports, outcomes from previous community surveys, and state and regional government planning documents were the foundation for the 77 issues jointly defined for Carson City, Storey County and Douglas County and included for consideration by all study participants. Significant Carson City and Storey County research reviewed in preparation for this study included a variety of sources such as the Carson City and Storey County Extension Community Needs Assessment Analysis and Reports (Skelly & Skelly, 2003; Skelly & Christiansen, 2007); Nevada Kids Count Data Report 2017 (Danneshvary, Miller, Rathnasekara & Prada, 2017) and Carson City Community Health Needs Assessment 2017 (Carson City Department of Health and Human Services, 2017), among others.

This report is a summary of the purpose, process and identification of needs resulting from the collection and analysis of perceptions identified by Carson City and Storey County residents via an online survey and key informant interviews conducted in the first six months of 2019. Chapter 1 provides general information about Carson City and Storey County; the purpose of the study; study design; and responsibilities identified to guide Extension research, education and outreach activities. Chapter 2 provides the methods and results of surveying citizens through an online questionnaire using descriptions, charts and quotations for each of Extension's six program areas. Then, an explanation of the process and the outcomes of the study's interviews of 28 key informants from Carson City and Storey County are described in Chapter 3. A summary of findings, priorities, limitations, conclusions and recommendations for practical next steps and future research opportunities are presented in Chapter 4.



Carson City's Historic Marjorie May Restaurant and Confectionery
Photo Source: Visitcarson.org



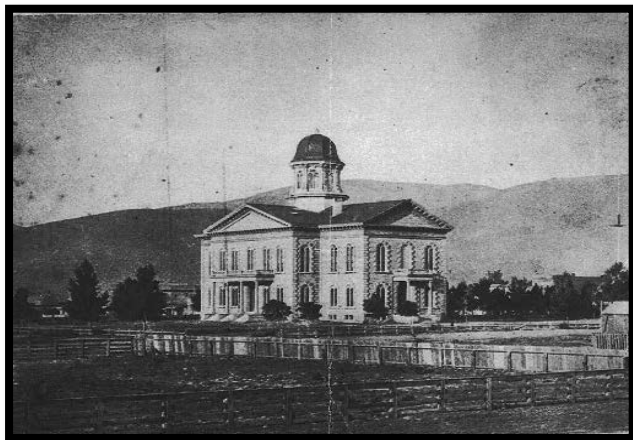
Virginia City's Railroad
Photo Source: Historian Joe Curtis



Flags placed to honor those who have given their lives for our freedom at Carson City Lone Mountain Cemetery
Photo Source: carson. org



Honoring those that have passed in Virginia City
Photo Source: Historian Joe Curtis



Nevada State Capitol in Carson City in the mid-1850's, without trees and significant landscaping.
Photo Source: Nevada Historical Society



The celebration of the Fourth of July is just one of many events held in Virginia City, the county seat of Storey County. Photo Source: visitirginiacitynv.com

Chapter 2: Carson City and Storey County Assessment Survey

The county Extension Educator is responsible for assessing ongoing community outreach and engagement needs to enhance people's lives within Carson City and Storey County. Thus, a formal needs assessment was conducted in 2019. The first phase of this assessment focused on the development and administration of a community survey to gather information regarding community needs. The survey was developed to encompass the six program areas in which Extension staff focus their efforts, as legislatively defined by Nevada Revised Statutes (NRS): agriculture, community development, health and nutrition, horticulture, natural resources, and personal and family development.

Methods

The quantitative survey was based on agreement of common issues to both educators' areas of responsibility and received University Institutional Review Board (IRB) approval prior to all data collection. While a limited number of paper surveys were distributed for completion, the majority of the surveys were accessed online through various website, electronic mail and social media platforms. All survey participants were anonymous and were encouraged to forward the link to others they thought could help assess community needs (snowball sampling procedures). Local government and community leaders also promoted completion of the questionnaire through identification of the link on their websites, blogs and social media postings, and by word-of-mouth.

As can be seen in the actual survey (Appendix A), respondents prioritized needs as high priority (value of 1), medium priority (value of 2), low priority (value of 3) and no knowledge (value of 4) listed under each of the six Extension program areas. The participants were given two more opportunities to convey issues of importance to them. Their responses can be seen in Appendix B as lists of additional unique issues of importance, as well as identifying survey issues as first, second and third priorities and whether they would participate in related Extension offerings as included in Appendix C.

Results

The survey was distributed to citizens of Carson City and Storey County. All analyses were based on the responses provided by 150 participants who reported residing in or identified Carson City and Storey County as their community at the time of survey implementation. Most individuals (49.70%) learned about the survey through a direct link that was sent or forwarded to them, while the others were enlisted through list-servs, posts on media websites (e.g., CarsonNow) and online promotion. All respondents included in the final sample were over the age of 18. The average age of the survey completers was 51 years old with their ages ranging from 21 to 82 years old. The sample was primarily made up of individuals who self-reported to be White/Caucasian (82%) followed by two or more races (7%), Hispanic/Latino (6%), other (4%), Asian (2%) and American Indian (2%). The gender identity of respondents was 69% females, 33% males and 2% offering no response. On average, respondents reported living in Carson City and Storey County for 19 years.

“Even though we’re so spread out, each district has its group of folks that are willing to do whatever is necessary, whether it’s volunteering time to help out or just various duties. . . . We have a pretty solid core of folks that are willing to step up to the plate and do what’s necessary for this community.”

Community Perceptions

Respondents were asked a series of questions to assess their satisfaction with their area of residence. In total, 94.4% of respondents indicated they were somewhat or very satisfied living in their area. About 92% indicated they were somewhat or very attached to their area. In addition, 47% of survey participants said that their area has become somewhat or a lot better to live in during the past five years (Figure 2.1). The scale for this chart as well as Figures 2.2 and 2.3 is: 6 as not sure, 5 as a lot worse, 4 as somewhat worse, 3 as no change, 2 as somewhat better and 1 as a lot better. Sixty-six percent of respondents indicated that their local economy has become somewhat or a lot better in the past 5 years (Figure 2.2), and 30% of respondents indicated that their area’s natural environment has become somewhat or a lot better in the past five years (Figure 2.3).

Figure 2.1. During the past five years, how much better or worse do you think your area has become as a place to live?

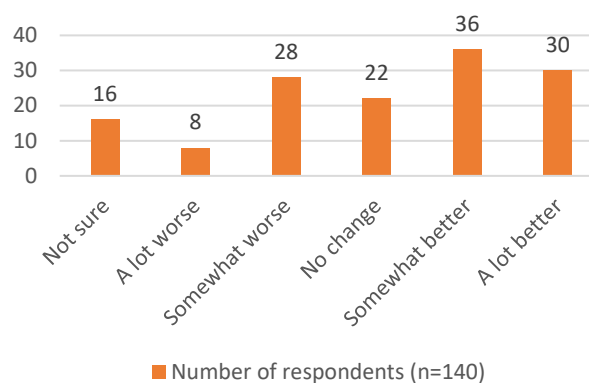


Figure 2.2. How much better or worse do you think the local economy has become in the past five years?

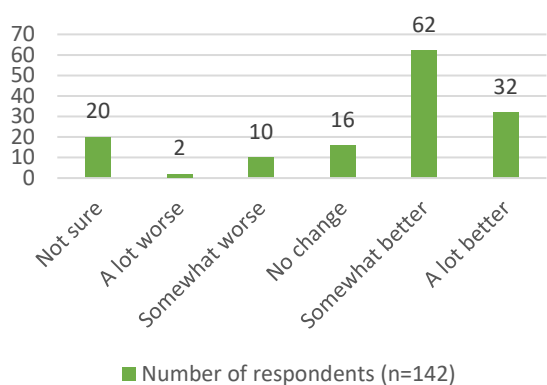
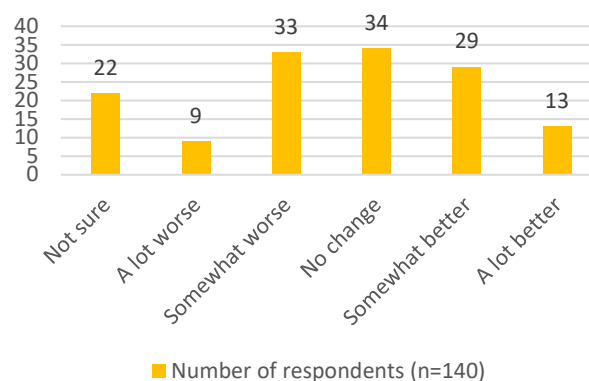


Figure 2.3. How much better or worse do you think the area's natural environment has become in the past five years?

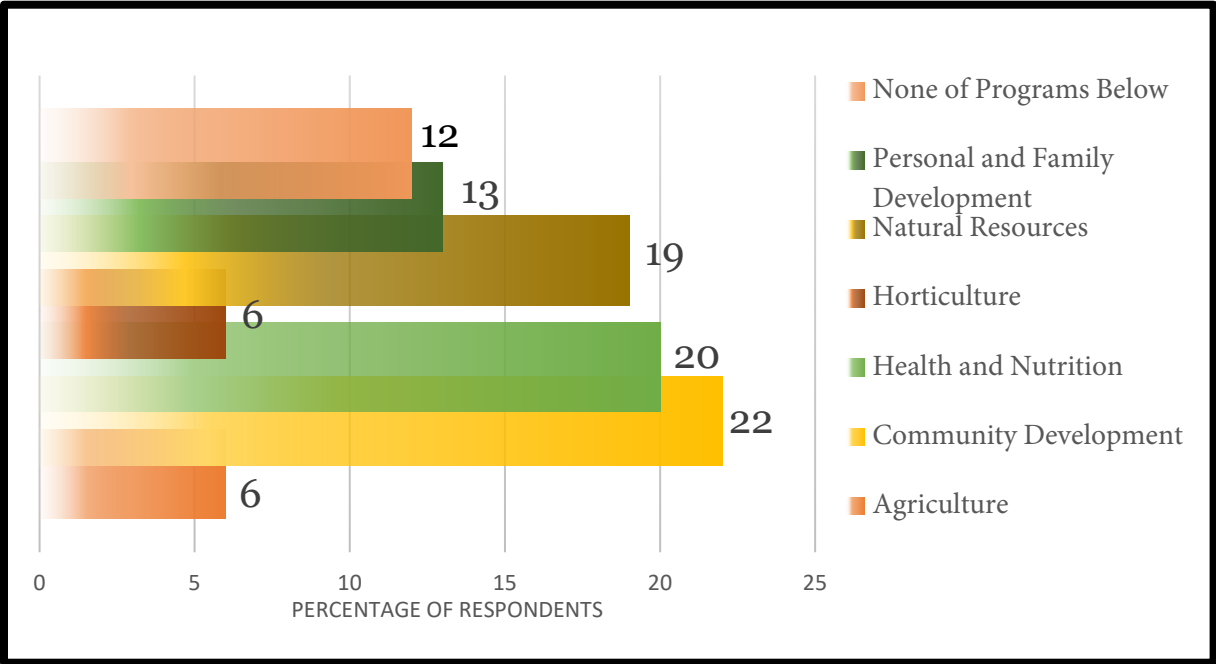


Community Needs

Participants were asked to indicate the need area with which they most closely identified. The largest percentage of respondents (22.40%) reported identifying most closely with “community development”

either professionally or personally followed by “health and nutrition” (20.40%) and then by “natural resources” (19%). See Figure 2.4 for the breakdown by topic areas.

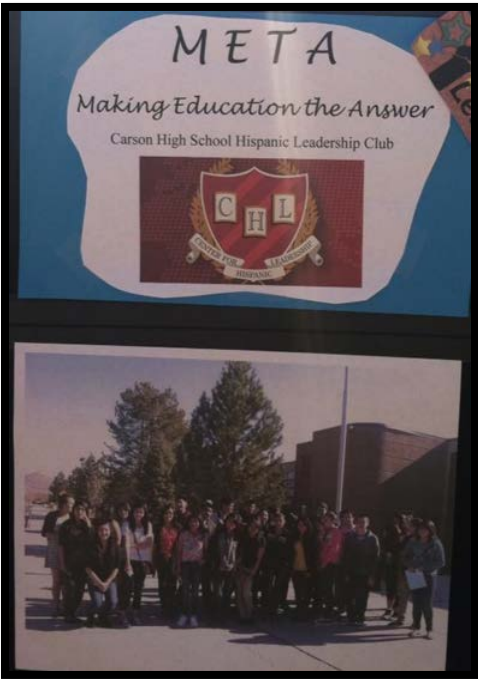
Figure 2.4. Percentage of People who Self-Reported Most Closely Identifying with Each Program Area (n=147).



“I do not believe that young children are getting enough age appropriate science in the classroom. More focus needs to be placed on engineering, coding, and applied math skills. Afterschool clubs can also help kids who want to further explore the areas.”

“One thing [that] is a challenge, is roads, another is homelessness, another is affordable housing, and I think those are the biggest issues we’ve got going on in terms of challenges.”

“You’ll find our community a challenge. They will let you do whatever you want but you may not find the citizen and community involvement like other places.”



Carson City High School Hispanic Leadership Club Bulletin Board
Photo Source: UNR Extension

Results by Need Area

1) Agriculture Needs

Top Three Identified Agriculture Needs

1. Responsible chemical use (60.50%)
2. Local food quality and availability (60.10%)
3. Beekeeping and honey (48.60%)

Respondent priorities that reflected agricultural needs included first, *responsible chemical use* (60.50%), followed by *local food quality and availability* (60.10%) and then *beekeeping and honey* (48.60%) [Figure 2.5]. The two needs which respondents most often reported having “no knowledge” were *agriculture entrepreneurship/risk management* (37.20%) and *agricultural leadership development* (34.90%). Overall, the theme of responses offered an additional agricultural need of *technical assistance in the efficient and environmentally safe management of food, fiber and livestock production practices by both traditional farmers and ranchers as well as urban gardeners*. Table 2.a. in Appendix B includes the respondents’ 23 total write-in responses.

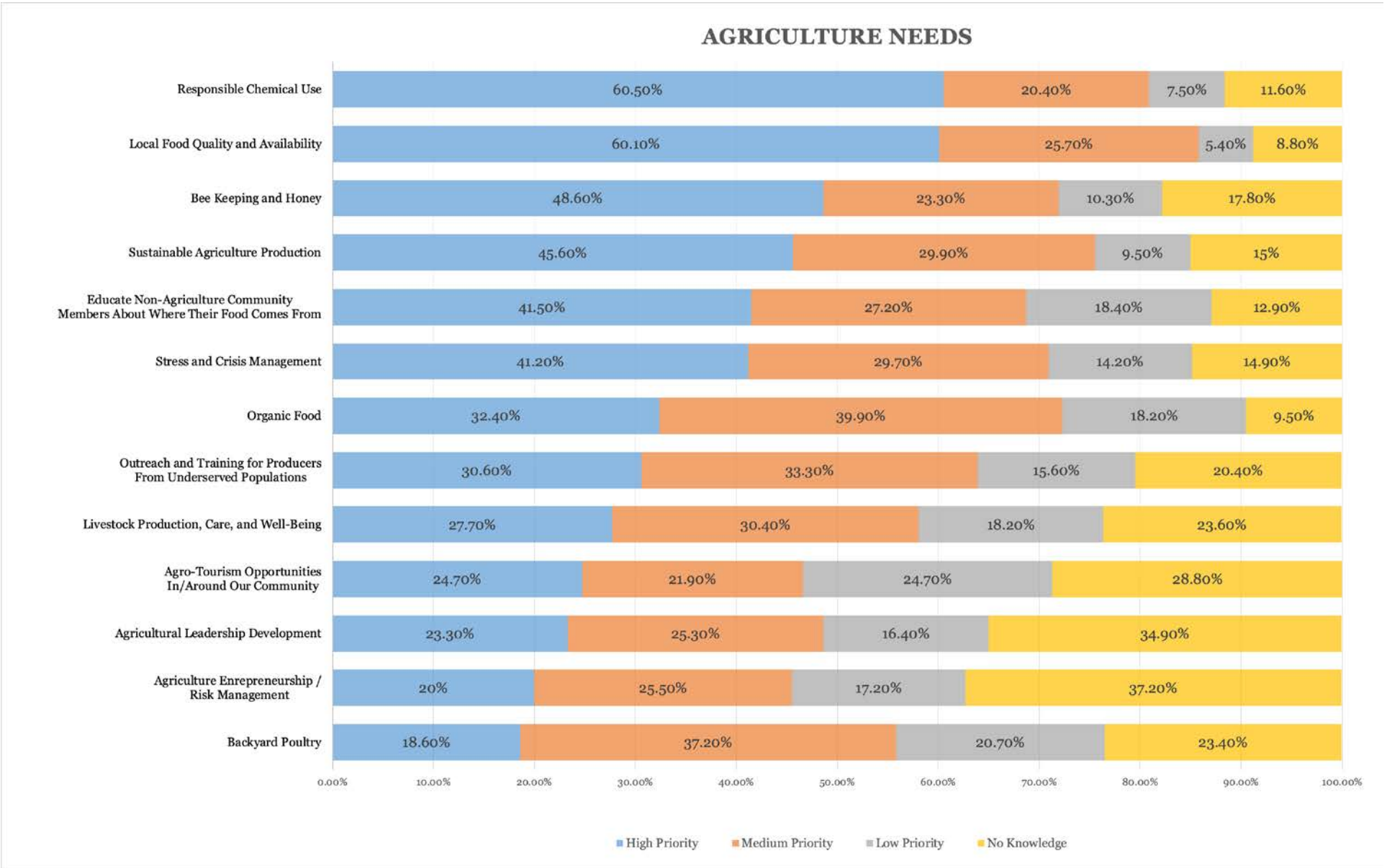
“I’ll tell you one of the threats is development. It is a two-edged sword and . . . [also] I think climate change. You’re going to see [it] be a threat as we’re seeing that the growing season is starting to be earlier and earlier [each] year.”



Bees pollinating flowers in Carson City Open Space field.

Photo Source: Carson City Parks, Recreation and Open Space-Bee
City USA page

Figure 2.5. Agricultural Needs as Rated by Carson City and Storey County Respondents



Note. n=145-148.

2) Community Development Needs

Top Three Identified Community Development Needs

1. **Increasing community involvement (55.10%)**
2. **Building community collaborations (49.00%)**
3. **Managing community growth (48.60%)**

The overall breakdown of priorities selected for community development needs were first, *increasing community involvement* (55.10%), followed by *building community collaborations* (49%) and then *managing community growth* (48.60%) [Figure 2.6]. The three needs about which respondents most often reported having “no knowledge” were *social networkers/influencers meet-up events* (15.30%), *agricultural tours for youth and families* (12.40%) and *building community collaborations* (12.30%). The primary theme of responses, represented as additional community development needs, was *programs that educate about and increase the quality of life through community service and civic involvement*. *Residents with low income, those with disabilities, and 4-H and FFA youth members* were mentioned as primary recipients of such activities. Table 2.b. in Appendix B includes the respondents’ 12 total write-in responses.

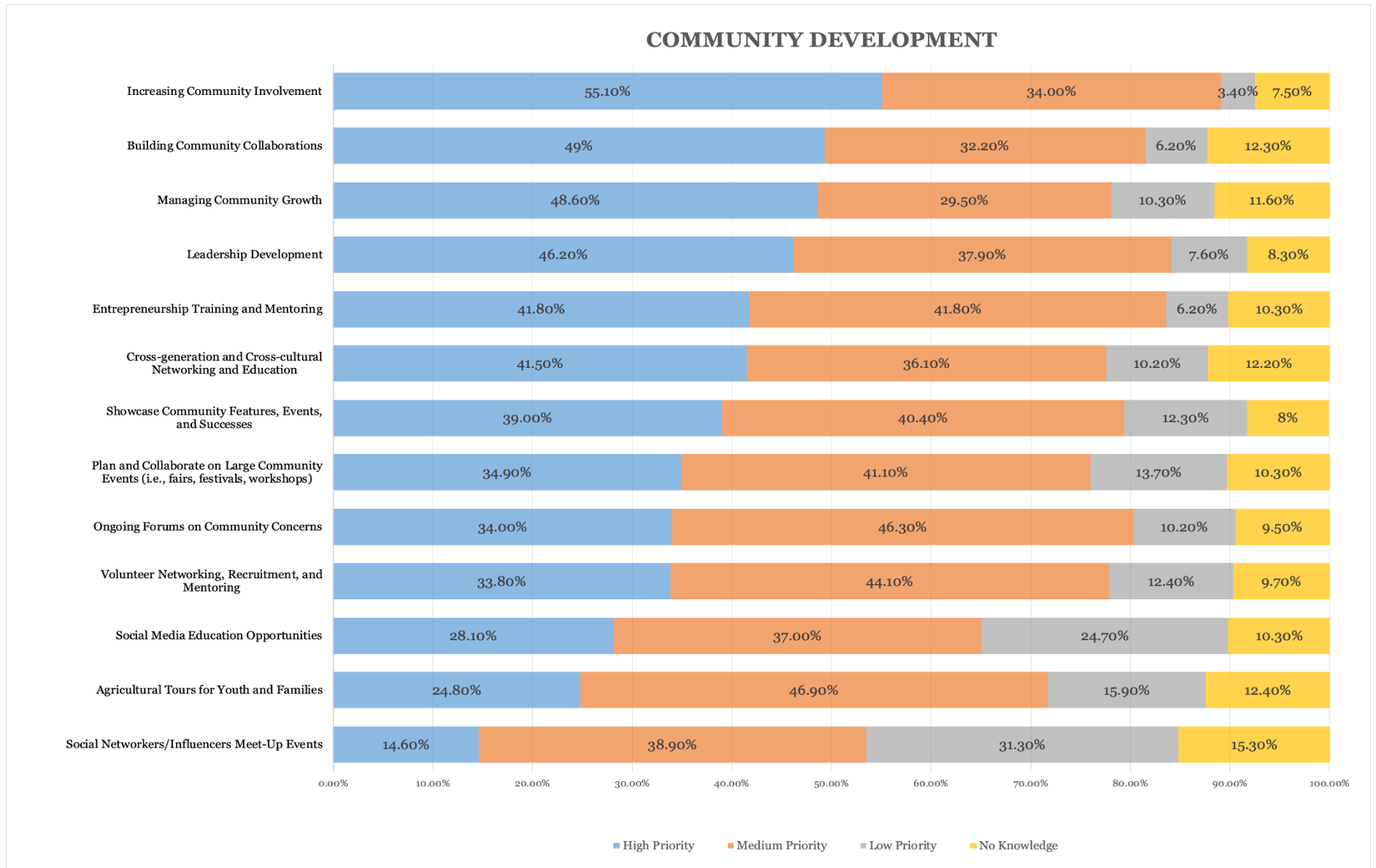


Our nation’s flag is one of the primary features of the annual Nevada Day Parade, celebrated by tens of thousands of visitors and local citizens each year. Photo Source: VisitCarson.com

“A strength is the many human services that are under one umbrella. I’ve got a staff that is very knowledgeable and has the can-do attitude. They do. We just get it done. We’re heavily grant funded so we’re sometimes limited on what we can do.”

“Growth and the economics of it is a challenge. Right now, the city has about 55,000 and the projections are that the max it could hold is 80,000. This would be a challenge if it ever got that large in the future because we have limited land for that growth.”

Figure 2.6. Community Development Needs as Rated by Carson City and Storey County Respondents



Note. n=144-147.

3) Health and Nutrition Needs

Top Three Identified Health and Nutrition Needs:

1. Access to nutritious foods (71.80%)
2. Food on a budget (66.90%)
3. Fitness and exercise (61.70%)

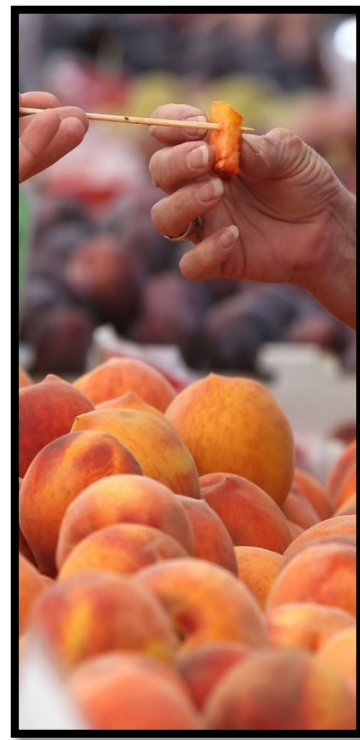
The greatest priorities selected by survey completers were first, *access to nutritious foods* (71.80%) second, *food on a budget* (66.90%) and third, *fitness and exercise* (61.70%) [Figure 2.7]. The two issues with which respondents most often reported having “no knowledge” were *health and wellness programs with educational support for parents with young children* (5.50%) and *food safety habits* (5.40%). Themes representing responses written by study participants in the health and nutrition program area included *increasing availability of healthful food for seniors and indigent individuals; broadening health, weight management and nutrition education efforts; and education about decreasing food waste and preserving water quality*. Table 2.c. in Appendix B includes the respondents’ 14 total write-in responses.



Cyclists are shown enjoying one of Carson City’s numerous trails traveled by citizens and visitors almost all year round
Photo Source: VisitCarson.com

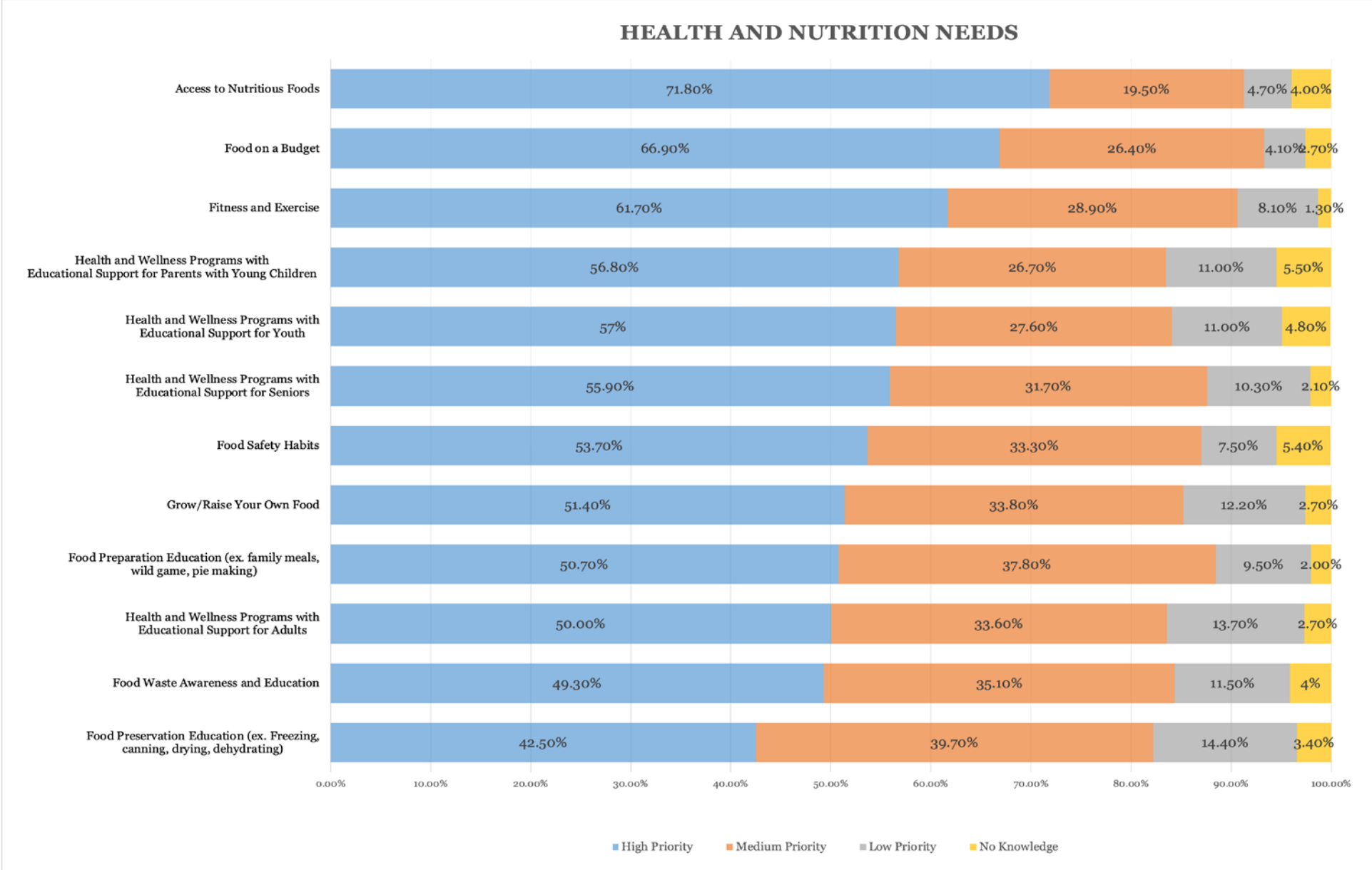
“We are open to nutrition programs providing fresh fruits and vegetables such as afterschool programs and in-school if it supports educational standards.”

“Work on community programs and support our communities’ senior programs including nutrition and exercise; we can help with facility arrangements and funding if needed.”



Optimal, nutritious produce are offered for sale Saturdays each summer by local farmers at the Carson City Farmer’s Market
Photo Source: VisitCarson.com

Figure 2.7. Health and Nutrition Needs as Rated by Carson City and Storey County Respondents



Note. n=145-149.

4) Horticulture Needs

Top Three Identified Horticulture Needs

1. Drought tolerant and low water use landscaping (58.50%)
2. Plant selecting in the high desert (52.40%)
3. Pollinator gardens and habitats (50.70%)

The greatest priorities selected by respondents were first, *drought-tolerant and low-water-use landscaping* (58.50%); second, *plant selecting in the high desert* (52.40%); and third, *pollinator gardens and habitats* (50.70%) [Figure 2.8]. The needs about which respondents most often reported having “no knowledge” were, *Junior Master Gardener programs* (13.20%), *organic gardening* (11.70%) and *home-based food business opportunities* (11.70%). OK-STET (Education) about the *Genetically Modified Organism (GMO) issue*; *fire safe landscaping*; and *best water conservation measures* were prominent themes that emerged in open responses associated with needs in the Horticulture program area. Table 2.d. in Appendix B includes the respondents’ 10 total write-in responses.



Scenic views of both urban and
river areas of the region

Photos Source: VisitCarson.com

“Education on drought tolerant plants, trees and living in a desert environment is a key issue for us-- choosing low water landscaping that will grow here and not be eaten. ”

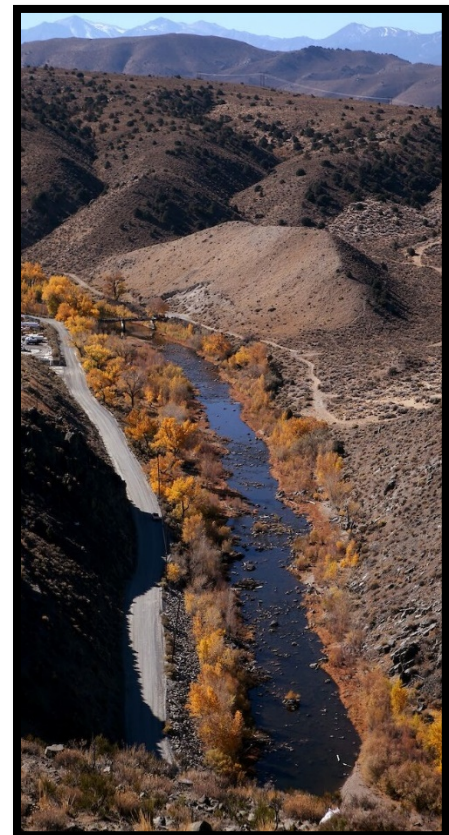
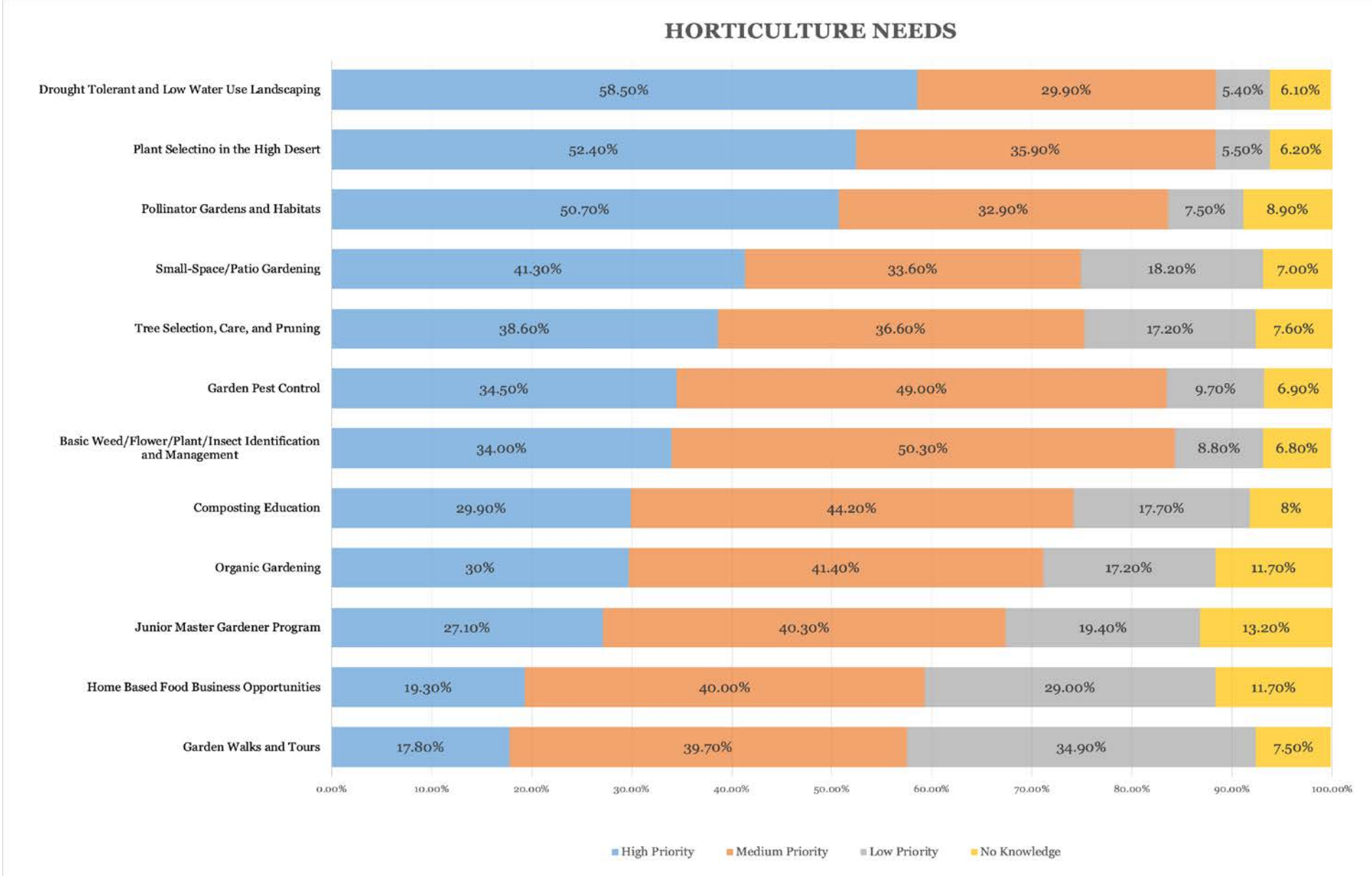


Figure 2.8. Horticulture Needs as Rated by Carson City and Storey County Respondents



Note. n=143-147.

5) Natural Resource Needs

Top Three Identified Natural Resource Needs

1. Wildfire prevention education (68.30%)
2. Maintaining water quality/pollution prevention (60.70%)
3. Preservation of green, open, and/or agriculture spaces (60.00%)

Survey completers identified *wildfire prevention education* (68.30%) as the top priority, followed by *maintaining water quality/pollution prevention* (60.70%), and then *preservation of green, open and/or agricultural spaces* (60%) of natural resources needs listed (Figure 2.9). Two needs about which respondents most often reported having “no knowledge” were *range management best practices* (16.60%) and *radon education* (14.70%). Themes of additional natural resources issues included *need for education about best practices in coexisting with wildlife, native birds, and equines in urban settings*; *conservation of open space*; and *STEM education for youth in natural and formal camp environments*. Table 2.e. in Appendix B includes the respondents’ eight total write-in responses.

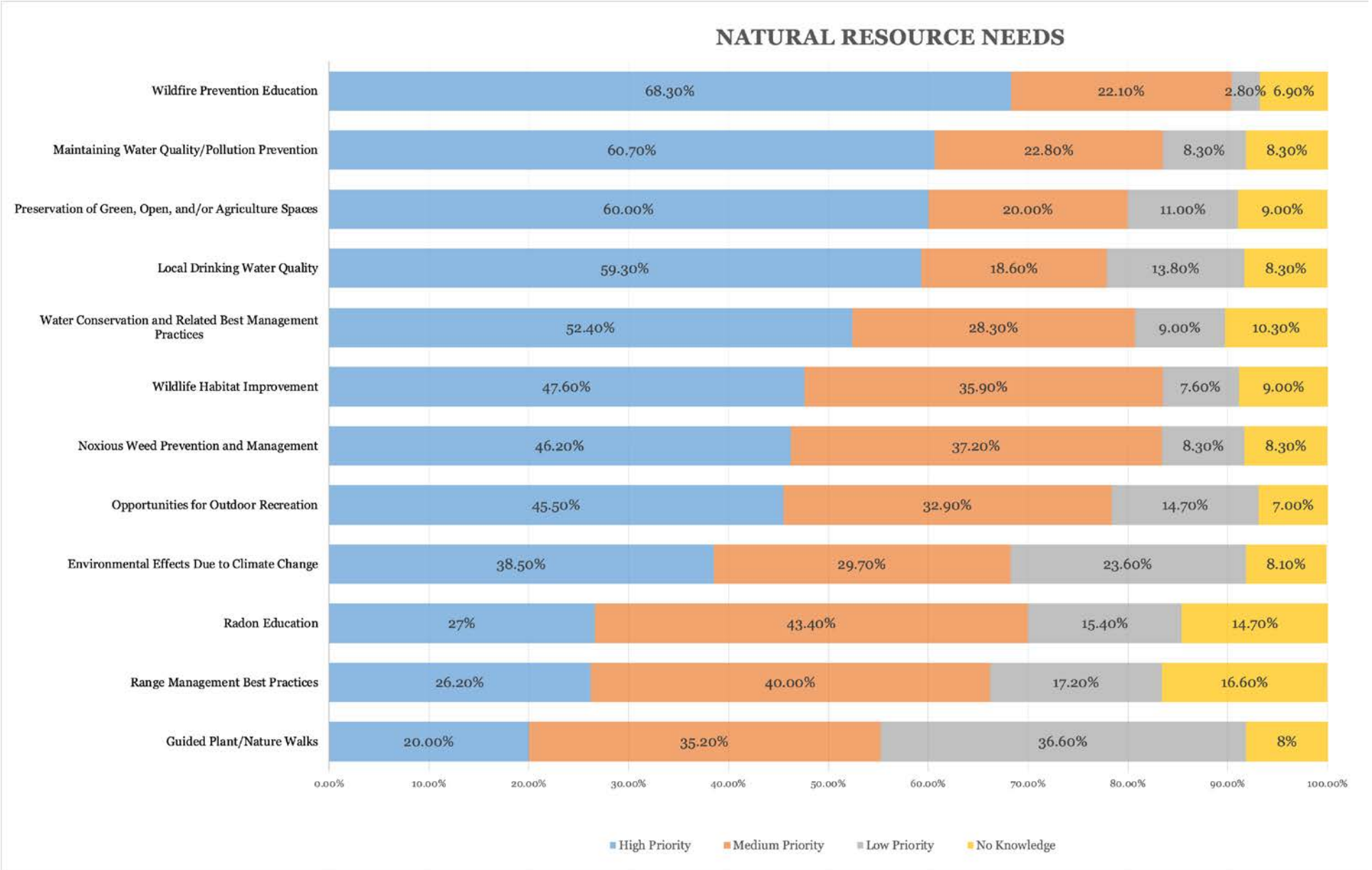
“Maintaining water quality and quantity, pollution prevention and protecting water sources are issues needing to be understood.”



Quail perched on a fence in a local park

Photo Source: VisitCarson.com

Figure 2.9. Natural Resource Needs as Rated by Carson City and Storey County Respondents



Note. n=143-148.

6) Personal and Family Development Needs

Top Three Identified Personal and Family Development Needs

1. STEM (science, technology, engineering, and math) education (59.00%)
2. Affordable youth activities (58.30%)
3. Workforce skills training (54.50%)

Priorities identified by respondents were greatest for *STEM education* (59%), followed by *affordable youth activities* (58.30%) and then *workforce skills training* (54.50%) for the personal and family development program area (Figure 2.10). The two issues about which respondents most often reported having “no knowledge” were *expanding 4-H Club programming* (13.90%) and *stress and crisis management* (11.70%). Additional written-in personal and family development needs had similarities represented by larger themes of *relevant career awareness, vocational training offering certifications, shadowing experiences and apprenticeships; financial management programs; and alignment of K-college curriculum*. Table 2.f. in Appendix B includes the respondents’ 20 total write-in responses.

“Include Arts in your STEM program so it becomes STEAM. Arts/music are a very important part of a child’s development.”

“You teach kids life skills, topics that they should know about. Because I think that’s what makes America as good as it is. We know what it’s like and I hope we never lose our history about where we came from.”

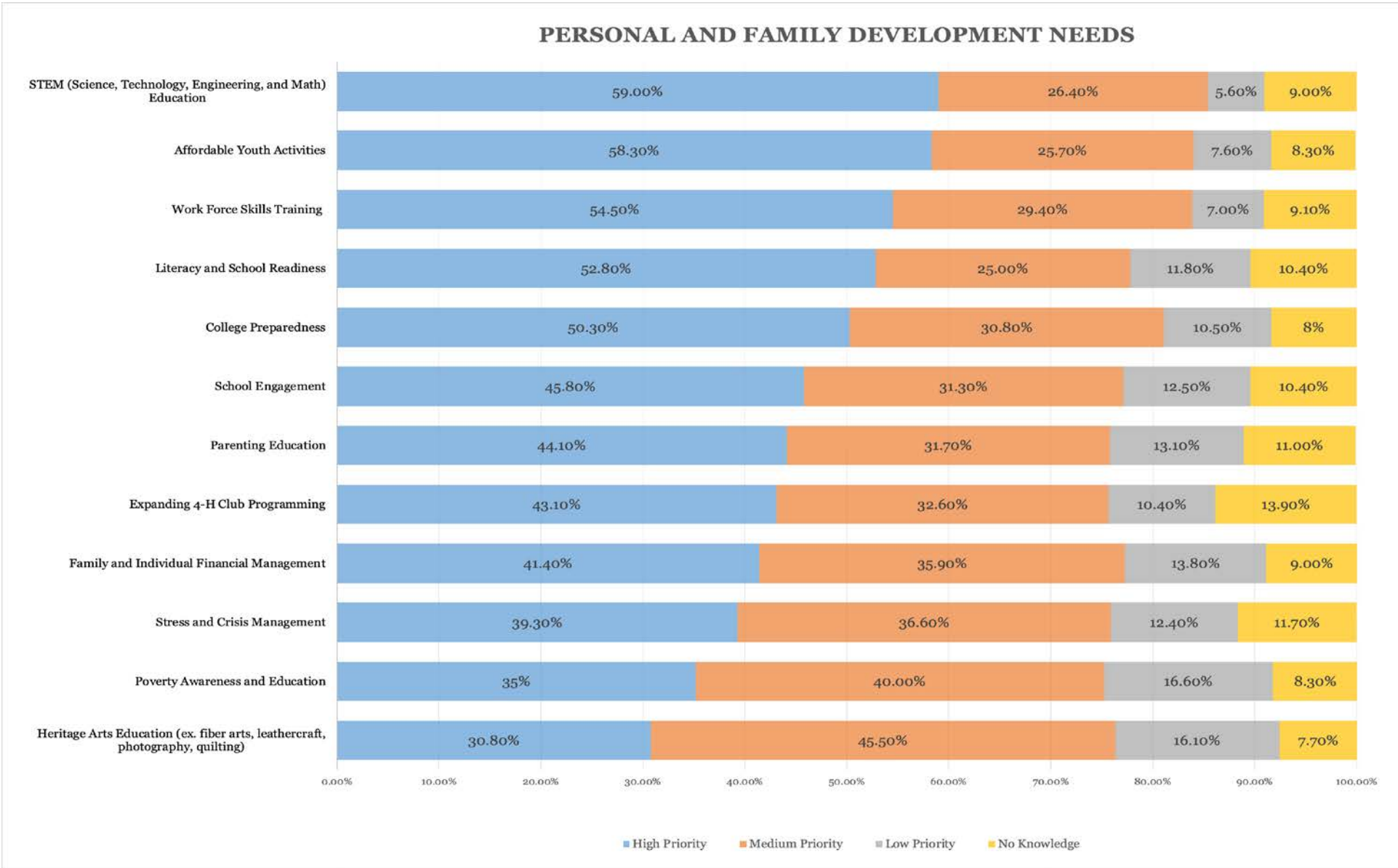


A 4-H club member competing with her dog in the Agility Contest at the Carson City Fair
Photo Source: Extension-Carson City and Storey County



A 4-H STEM afterschool program participant being assisted by Mr. Barcellos, Carson City and Storey County STEM Community Based Instructor
Photo Source: Extension Carson

Figure 2.10. Personal and Family Development Needs as Rated by Carson City and Storey County Respondents



Note. n=143-145.

Lists of First-, Second- and Third-Most Important Needs

This section provides the results of responses to three opportunities for respondents to write-in the first-, second- and third-most important needs identified from the program area selections (Appendix C). A space for entering needs and a space for indicating whether the individual and/or their family would participate in programs meeting those needs were provided in the online questionnaire. There were 94 written responses for the most important identified need, 85 for the second-most important, and 74 for the third-most important. In the far-right column of Table 2.g., which can be found in Appendix C, each response was coded and then consolidated to reflect its relationship to Extension's six need areas (1=agriculture, 2=community development, 3=health and nutrition, 4=horticulture, 5=natural resources, 6=personal and family development, 7=a combination of areas).

Carson City and Storey County – List of the Most Important Need

Respondents were asked to report which need was the most important issue provided from all of the lists of assessment needs. Respondents wrote in their responses. In total, this item had 94 need responses and 94 responses about intentions to participate. When asked if the respondent and/or their family would participate in educational programs or activities developed to address the need they identified as most important, 81 responded “Yes” (76%) and 13 responded “No” (14%).



4-H members gaining skills in rabbit care during a summer 4-H day camp

Photo Source: Lisa K. Taylor

Examples of Responses Written Under the Most Important Need

- Life skills class to teach young children and teenagers basic cooking, cleaning, etc.
- Beekeeping/pollinator plants and gardening
- Stress and crisis management
- Poverty awareness and education
- Food growth/production, cooking, storage
- Free exercise and movement opportunities
- Wildfire prevention
- Home tree, lawn and garden–weed and pest control, proper use of chemicals near Truckee River, alternatives to chemical use

Carson City and Storey County – List of the Second-Most Important Need

Respondents were asked to report which need was second-most important provided from all of the lists of assessment needs. This item had 85 need responses with 79 responses about intentions to participate. When asked if the respondent and/or their family would participate in educational programs or activities developed to address the need they identified as their second-most important, 65

responded “Yes” (76%), 14 responded “No” (17%) and six respondents (7%) did not provide a response.

Examples of Responses Written Under Second-Most Important Need

- Agricultural awareness
- Educating youth on where food comes from; how to grow and understand the process
- Healthy and wellness programs with OK-STET (Education) support for seniors
- Career advancement for already employed workforce. Needed certifications, training, and education to advance beyond entry-level jobs now existing
- Financial management; credit counselling; food on a budget
- STEM education. I do not believe that young children are getting enough age appropriate science in the classroom
- Increasing volunteerism
- Managing community growth – workforce skills training–not everyone needs to or is geared toward college

Carson City and Storey County – List of Third-Most Important Need

Respondents were asked to report which need was the third-most important provided from all of the lists of assessment needs. In total, this item had 74 need responses and 72 responses about intentions to participate. When asked if the respondent and/or their family would participate in educational programs or activities developed to address the need they identified as their third-most important, 61 responded “Yes” (82%), 11 responded “No” (15%) and two respondents (3%) did not provide a response.

“Growth is a challenge. I think you have the people that have lived in the community for many, many, many years that feel it should stay small and rural. And then you have mostly a business community that looks at it to say it needs to thrive and so we need new people, new ideas to get the dollars to spend. I think the encroachment on our way of life is the fear, it’s the weakness.”

Examples of Responses Written Under Third-Most Important Need

- Backyard poultry
- Local food quality; preserve your food
- Arts and culture
- Craft skill development (leatherwork, woodwork, sewing, etc.)
- Environmental education to highlight need to conserve resources, especially water for future generations
- Poverty education/help
- Youth classes – cooking
- Guided walks/tours–rural tourism

Chapter 3: Carson City and Storey County Needs Assessment Interviews

Meeting with citizens, community leaders and business representatives resulted in 28 viewpoints through person-to-person interviews. These perspectives were collected during a three-month period of time from those living and working in Carson City and Storey County, which provided additional depth and breadth to the results of the questionnaire discussed earlier in Chapter 2 of this report (Baxter & Jack, 2008).

Methods

Professionally recognized qualitative research data collection methods were followed in conducting interviews, analyzing the transcripts/meeting notes and reporting the results (Stake, 2006; Tracy, 2010; Yin, 2014). Face-to-face interviews were conducted with 24 community leaders, two interviews through teleconferencing and two using Zoom digital conferencing technologies from March 3 through July 1, 2019. Seven interviews were conducted in Storey County (25% of the entire group) and 21 (75% of the entire group) in Carson City. Opportunities to provide verbal consent to participate in interviews were presented at the beginning of each interview, with all informants providing their consent to be recorded. Each interview was recorded using one recording device, and handwritten notes were also taken, in keeping with procedures suggested by Rodgers and Cowles (1993) for developing an audit trail substantiating trustworthiness of the research process. Although interviewees had their own unique stories to tell, this aspect of the study focused on what the entire group of key informants communicated about themselves and their communities (Stake, 2006).

Interviews with the 28 study participants revealed unique perspectives (Baxter & Jack, 2008). Interview transcriptions and research notes were compared for their similarities and differences and led to identification of common themes across all interviews. Multiple and varied viewpoints were gathered intentionally for this report in order to reflect participants' differences in gender, race, age and other demographic attributes, which added creditability to this aspect of the study (Tracy, 2010).



A wild horse herd pictured standing along a highway in Storey County
Photo Source: Visitrenotahoe.com

NVivo software was used to analyze the interview results. These key informants agreed to provide their perspectives in answer to questions based on the SWOT query method [Stanford Research Institute (1960-1970) in Humphrey, 2005] during focused person-to-person meetings to assist in strengthening Extension's contributions to Carson City and Storey County.

Participants

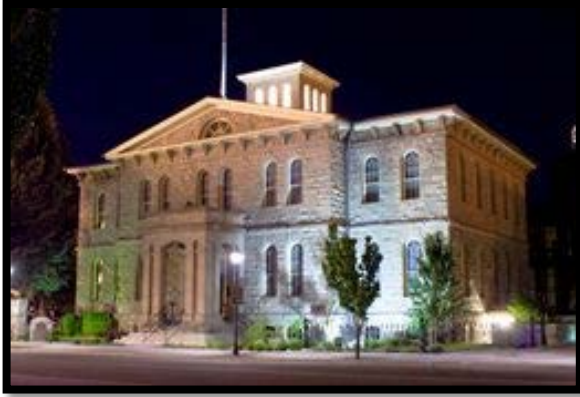
Interview participants were purposefully selected based on their key roles within the community (Patton, 2015). Responses from those invited to be interviewed represented working knowledge in all six Extension program areas. While 29 invitations were issued, 28 actual interviews were conducted. The interviews provided opportunities for the community leaders to share their perspectives of their Nevada communities. All study interviews were conducted from March through July of 2019. Individuals who agreed to interviews included youth, parents, community volunteers, school educators, public safety professionals, city and county elected officials, business leaders, civic organizational representatives, and government directors. Each possessed working knowledge of at least one of the six Extension program categories of agriculture, community development, health and wellness, horticulture, natural resources, and personal and family development. No material or monetary reciprocation was provided to any study participant.

“You’re going to see us become a bicycle friendly community. You’re going to see us be a runner friendly community. A lot of outdoors things. We have a number of bike lanes and there’s an active group who pushes on issues such as complete streets, bicycles and walking and runner friendly. That’s Muscle Powered.”

Results/Findings

The findings of this study resulted from analysis of actual interview transcriptions and notes handwritten during the interviews and related background information of the 28 key informants as reported in Figure 13. The group was made up of equal numbers of women and men, primarily prominent community leaders who have an awareness of Extension’s work with residents, volunteers and staff members to provide products with services and support in Carson City and Storey County, Nevada. More than 30 hours of interviews were examined using NVivo software to analyze the contents of the 28 typed transcripts and handwritten notes of interviews reflecting responses, perspectives and recommendations to six questions:

- What place do you identify as your community?
- What do you believe are the current major STRENGTHS of this community?
- What do you believe are the current WEAKNESSES (or challenges) in your community?
- What OPPORTUNITIES do you see for your community?
- What THREATS do you see for your community? and
- Any advice or additional thoughts you would be willing to share would be greatly appreciated.



The Nevada History Museum at Night
Photo by VisitCarson.com

What place do you identify as your community?

Review of the data revealed evidence of the key informants' personal characteristics, such as their responsibilities, and related social participation and intentions of providing specific statements during the interviews. Transcription analysis revealed Carson City was identified as participants' community by 21 individuals, Storey County by six, and the Storey County Highlands by one, with the entire group being made up of 14 females and 14 males. Verbatim quotes from the interviews are interspersed throughout this report.

What do you believe are the current major STRENGTHS of this community? Strengths that were identified related to being well governed; the natural environment and recreation opportunities of their locale; their communities' location to other prominent locations, i.e., Reno and Tahoe; the residents, and their resilience and helpfulness, especially during a crisis.

"I think the major strength of the community [Carson City] is the people. We have a lot of committed people in Carson City who, every day, try and make life better for others."

What do you believe are the current WEAKNESSES (or challenges) in your community? Themes of weaknesses that became evident included growth-related management issues; funding challenges to meet community needs; ramifications of Nevada legislative actions; and a need to clarify community priorities in light of concerns such as homelessness, road conditions, poverty, and education structures and processes.



Carson City Community Discussion Session
Photo Source: Carson City Chamber of Commerce

What OPPORTUNITIES do you see for your community? Opportunities identified included the positive qualities of each community in attracting business, tourists and future residents; descriptions of new ideas and programs having potential impact on their locales; and controlling growth for the benefits of each area.

What THREATS do you see for your community? Interviewees described political issues between the state and local governance; concerns about whether current revenues could keep pace with future expenditures to meet citizens' needs; homelessness; and lack of affordable housing.

“Providing mental health care for our citizens is a challenge. We have an aging population and it’s growing. This group requires special services and impacts service providers.”

The final interview query encouraged interviewees to offer any additional information. Ideas suggested included: collaborating with successful organizations and educational entities to offer meaningful programming; communicating about Extension using new media and current news outlets; focusing a portion of current efforts on expanding youth offerings, especially 4-H and STEM after-school programs; and increasing visibility by getting out into the community with education and promotion efforts.



Hikers enjoying one of Carson City’s many trails. Photo Source: VisitCarson.com

“You’ll find our community a challenge. They will let you do whatever you want but you may not find the citizen and community involvement like other places.”



Rides on authentic Virginia and Truckee Railroad Engines are available between Carson City and Virginia City in Storey County the majority of each year.

Photo Source: VisitCarson.com

Chapter 4: Carson City and Storey County Needs Assessment

Recommendations

In conducting this Assessment, significant efforts were made to encourage participation from all sectors of Carson City and Storey County, especially those with experiences in one or more of the Extension program areas identified in the survey. For example, individuals were asked to complete the survey and participate in interviews representing the fields of agriculture, economic development, education, human services, health, natural resources, public land use and private land ownership. Participation was also sought from unique groups, including youth, women and those with disabilities. These steps were important to ensure balanced representation of survey and interview participation throughout these geographic areas.

This mixed-methods research project included analysis of results from using a survey tool, collecting write-in comments and conducting key informant interviews. The online questionnaire was distributed using a variety of methods such as emailing an online link, asking people to promote it on their webpage, sharing the address on social media sites, and giving out paper copies as requested. Additionally, it was shared on Extension's Facebook page. As was reported in the beginning of the survey and interview sections, we used a purposeful snowball sampling technique to gain the widest community response, but that precluded us from determining response rate for those taking the survey. However, we experienced a 96.66% rate of participation from the interviews recruitment for the interview participation.

The Convergent Parallel Design (Creswell & Plano-Clark, 2011) described earlier in this report and the PEARL (Proprietary, Economics, Acceptability, Resources and Legality) strategy (Donaldson & Franck, 2016) of developing priorities from identified needs were employed to synthesize the three types of data and formulate priorities within each program area. Observations, considerations, limitations and recommendations for future research are discussed in order to bring all the findings together to formulate priorities.

Survey Results

Analysis of survey responses led to the identification of the most significant needs that could be addressed through Extension's six program areas. For the **agriculture** program area, *responsible chemical use* was the greatest program priority (60.50 %), followed by *local food quality and availability* (60.10 %) and *beekeeping and honey* (48.60%).

In the **community development** program area, *increasing community involvement* received the greatest number of responses (55.10%), while *building community collaborations* received the second greatest number of responses (49.00%), followed by *managing community growth* (48.60%).

For the **health and nutrition** program area, the issue receiving the most attention was *access to nutritious food* (71.80%), followed by *food on a budget* (66.90%) and *fitness and exercise* (61.70%).

Significant needs for the **horticulture** program area were *drought tolerant/low water use landscaping* (58.50%), *plant selecting in the high desert* (52.40%) and *pollinator garden habitats* (50.70%).

For the **natural resources** program area, the issue receiving the greatest prioritization was *wildfire prevention education* (68.30%), followed by *maintaining water quality/pollution prevention* (60.70%) and *preservation of green, open and/or agriculture spaces* (60%).

For the **personal and family development** program area, *science, technology, engineering and mathematics (STEM) education* (59%) was prioritized as the greatest need, followed by *affordable youth activities* (58.30%) and *workforce skills training* (59.50%).

The selection of “no knowledge” was an option provided for each need under each program area in the questionnaire. Those survey issues receiving the greatest percentages of “no knowledge” responses were *agriculture entrepreneurship/risk management* (37.20%), *range management best practices* (16.60%), *social networkers/influencers meet-up* (15.30), *expanding 4-H Club programming* (13.90%), *junior master gardener program* (13.20%), and *health and wellness programs with educational support for parents with young children* (5.50%).

Issues written in the needs assessment questionnaire by respondents were provided for consideration by residents regardless of whether they could be addressed by Extension or another entity. For example, Public Works Department workers are responsible for water quality and related pollution prevention, which was a prominent issue identified in the natural resources program area. Accordingly, Extension programs can be developed to educate and involve youth in preserving the quality of public bodies of water by participating in community cleanup programs held in cooperation with a variety of community organizations.



One of the areas scenic views. Photo
Source: Amesconstruction.org

Interview Results

Prominent concepts emerging from the study’s interviews, resulting from analysis using NVivo software, were identified from examination of the contents of transcriptions with 21 individuals representing their community as Carson City, six indicating Storey County and one identifying VC Highlands (Storey County). Review of the data revealed evidence of the key informants’ personal

characteristics, such as their ages, responsibilities, and related social participation and education levels. During analysis of interview transcriptions, 473 significant interview statements such as those listed above were revealed and grouped into 19 categories, which were ultimately combined into six themes. Those themes were:

- **Community assets** (educational institutions, recreation and ecological practices, quality public safety agencies)
- **Residents as positive community attributes** (skilled volunteers, varied public events, active civic organizations)
- **Citizens as consumers requiring services** (need for local quality food sources, affordable housing and healthcare)
- **Implications of population and workforce growth on community resources** (increasing demands on limited budgets, increasing poverty for transient individuals)
- **Infrastructure requirements** (growing economic, social, transportation and utility needs)
- **Implications of offering a breadth of educational opportunities to enhance Carson City and Storey County's quality of life** (life skills, career development and senior outreach services through quality in school, afterschool, out-of-school and senior services, i.e., 4-H, FFA, Girl and Boy Scouts, Community Chest, Boys and Girls Clubs, Meals on Wheels, senior health exercise and nutrition education)

Conclusions

Through analysis of all results (Figure 13), significant program, research and service priorities were developed from all assessment findings:

- *4-H, youth programming, afterschool education, traditional clubs focusing on a variety of projects; family and parenting education*
- *Gardening, Master Gardeners, growing education, natural resources preservation*
- *Community collaborations, community involvement and community relations*
- *Food preparation, nutrition, food availability, exercise and wellness, urban food production*
- *Water, water quality, water conservation, water pollution prevention*

"I believe that it is challenging to get new people involved in volunteering for various projects or community events. It seems as though we see the same group of people helping all the time."

Figure 13: Final Outcomes Combined Data Analysis

A crosswalk chart is included below showing outcomes in Column A for the results of the study's online survey, Column B for the written suggestions on the survey and Column C with a summary of the outcomes of interviews.

| <u>Questionnaire Results</u> | <u>Themes From Written Responses</u> | <u>Interview Stakeholder Outcomes</u> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Agriculture Needs <ol style="list-style-type: none"> 1. Responsible chemical use (60.50%) 2. Local food quality and availability (60.10%) 3. Be keeping and honey (48.60%) | Agriculture Theme A need for technical assistance in the efficient and environmentally safe management of food, fiber and livestock production practices by both traditional farmers and ranchers, as well as urban gardeners. | What do you believe are the current major STRENGTHS of this community? Being well governed; the natural environment and recreation opportunities of their locale-OK-STET; their communities' location to other prominent locations, i.e., Reno and Tahoe; the people; and the resilience and helpfulness of their citizens, especially in a crisis |
| Community Development Needs <ol style="list-style-type: none"> 1. Increasing community involvement (55.10%) 2. Building community collaborations (49.00%) 3. Managing community growth (48.60%) | Community Development Themes Need for programs that educate about and increase the quality of life through community service and civic involvement. Residents with low income and those with disabilities, and 4-H and FFA youth members were mentioned as primary recipients of such activities | What do you believe are the current WEAKNESSES (challenges) in your community? Growth related management issues; funding challenges to meet community needs; ramifications of Nevada legislative actions; and a need to clarify community priorities in light of concerns such as homelessness, road conditions, poverty and education structures and processes |
| Health and Nutrition Needs <ol style="list-style-type: none"> 1. Access to nutritious foods (71.80%) 2. Food on a budget (66.90%) 3. Fitness and exercise (61.70%) | Health and Nutrition Themes Increasing availability of healthful food for seniors and indigent individuals; broadening health, weight management and nutrition education efforts; and education about decreasing food waste and preserving water quality. | What OPPORTUNITIES do you see for your community? Optimizing the positive qualities of their communities in attracting business, tourists and future residents; descriptions of new ideas and programs having potential impact on their locales; and controlling growth for the benefits of each area |
| Horticulture Needs <ol style="list-style-type: none"> 1. Drought-tolerant and low water use landscaping (58.50%) 2. Plant selecting in the high desert (52.40%) 3. Pollinator gardens and habitats (50.70%) | Horticulture Themes Education about the Genetically Modified Organism (GMO) issue, fire-safe landscaping, and best water conservation measures. | What THREATS do you see for your community? Politics associated with the state and their communities; concerns about whether current revenues could keep pace with future expenditures to meet citizens' needs; homelessness; and lack of affordable housing |
| Natural Resource Needs <ol style="list-style-type: none"> 1. Wildfire prevention education (68.30%) 2. Maintaining water quality pollution prevention (60.70%) 3. Preservation of green, open and/or agriculture spaces (60.00%) | Natural Resources Themes Education about best practices in coexisting with wildlife, native birds and equines in urban settings; conservation of open space; STEM education for youth in natural and formal camp environments. | Any advice or additional thoughts you would be willing to share would be greatly appreciated. Collaborating with successful organizations and educational entities to offer meaningful programming; communicating about Extension using new media and current news outlets; focusing a portion of current efforts on expanding youth offerings, especially 4-H and STEM afterschool programs; and increasing visibility by getting out into the community with education and promotion efforts |
| Personal and Family Development Needs <ol style="list-style-type: none"> 1. STEM (science, technology, engineering and math) education (59.00%) 2. Affordable youth activities (58.30%) 3. Workforce skills training (54.50%) | Personal and Family Development Themes Relevant career awareness, vocational training offering certifications, shadowing experiences and apprenticeships; financial management programs; and alignment of K-college curriculum. | |

Examples of Extension curricula and projects that are targeted for development to address the priorities listed above include youth development programs, such as in agriculture, health and nature areas; youth and family focused food preparation and personal financial courses; water education, drought tolerant landscaping and tree planting projects; senior nutrition, exercise and wellness education; and projects increasing community collaboration and citizen involvement while decreasing duplication to save limited resources.



A fun 4-H Moment at the Carson City Fair Photo Source: VisitCarson.com

Limitations

Limitations of this study include the purposeful sampling design of the interview component, as well as the snowball sampling procedure adopted for the community survey. Although these decisions increased key stakeholder input and survey participation, the lack of representative sampling should be noted when interpreting results. While 549 residents started completion of the online survey, only 306 completed the survey (for Carson City, Storey County and Douglas County). The authors deduce that respondent fatigue could have resulted from respondents selecting the degree of priority for 77 program-specific items for their communities.



Virginia City Buildings Photo Source: VisitRenoTahoe.com.

Another constraint was the lack of representation of our communities' diverse residents in the online questionnaire responses (i.e., prevalence of 23.70% Hispanic residents in Carson City as per U.S. 2018 Census data as compared to 5.30% of survey respondents). The assessment's data could be a resource

for our area of Nevada. The discrete timeframe in which our study was conducted may have limited the number and breadth of those participating in our study and the extent of data that was ultimately collected, analyzed and reported.

“One of the weaknesses is what we have for youth beyond graduation. There’s a lot of kids like my daughter that love our community but they don’t live here any longer. There’s not enough really to keep some of our young people here, there just isn’t.”

In addition, our needs assessment data collection activities were conducted prior to possible impacts from COVID-19 on Carson City and Storey County communities and, as such, this should be considered when examining all aspects of this needs assessment. In the next five years, these evaluation activities could be more inclusive by adding question(s) about pandemic and catastrophic events, such as wildfires, floods, etc.

The above limitations cannot be changed as they occurred in the past. In spite of them, this comprehensive needs assessment project has helped identify priorities for Carson City and Storey County Extension. Conscious recruitment activities could be conducted to reach out to leaders and/or groups serving diverse residents to encourage increased participation in future recruitment of participants, such as providing an information session with the Hispanic Chamber of Commerce of Northern Nevada and with church leaders serving diverse populations. In addition, focus group interviews could be conducted in areas where diverse populations live, work and worship.

Recommendations

Outcomes of this needs assessment are intended to serve as a road map for Extension programming. Goals for this implementation will be phased depending on available resources, availability of collaborating partners and the readiness of the community for their introduction. First, social media sessions, briefings and presentations will be conducted to educate our residents about the outcomes of the online survey and interviews based on answers using Strengths, Weaknesses, Opportunities and Threats method (Stanford Research Institute [1960-1970] in Humphrey, 2005) analysis. Focus groups and community forums may be used to promote strategies stakeholders could use and examine next steps in addressing identified community needs. Collaborative opportunities and/or enhancement of existing programs could optimize use of limited resources. A third phase is planned to develop and deliver appropriate programs to address gaps in programs and services throughout Carson City and Storey County.

Conducting additional interviews to gain more insight about the needs identified through this study could further inform Extension programming and facilitation that could conserve resources.

Additional review of research literature and Extension publications would be beneficial in identifying methods and partnership opportunities that could be accessed to assist attainment of goals, such as recruitment, training and support of volunteers.

Interviews and focus groups with additional stakeholders and area citizens could expand Extension's understanding of community issues for use in enhancing and/or developing educational programs and related hands-on experiences in the future. In addition, the outcomes of this study could provide reasons for identifying and developing new partnerships among members of a variety of local organizations, businesses and government groups. Implementing such strategies may result in stronger, more productive collaborations.

Communication of the findings of this report will be distributed through: links on websites, blogs and social media sites; in peer-reviewed journals, Extension fact sheets, printed media, newspapers and local reports; in presentations at public meetings and local events; on community bulletin boards and displays; and during one-on-one discussions.



Hot air balloons sailing over Carson City. Photo Source: VistCarson.com

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Appendices

Appendix A: Carson City, Storey County and Douglas County Assessment Survey

We are Cooperative Extension faculty with our land-grant university, the University of Nevada, Reno. Cooperative Extension is responsible for the outreach/engagement portion of UNR's important educational mission. Our goal is to bring research from the University and Research Stations to our communities to enhance people's lives. Cooperative Extension also is responsible for managing 4-H, a program for youth ages 9-19 (in Nevada).

One portion of our jobs is to determine needs within our community and work to bring programming and/or resources to help address those needs or issues. This process focuses on topics that either us, our staff or colleagues around the state have expertise in and can address. This is not meant to be an all-encompassing assessment, as there are numerous organizations within the community working to address needs and improve our quality of life. We do not want to duplicate their work, but to complement and enhance it.

We invite all citizens of Douglas County, Carson City, and Storey County who are older than 18, to take a few minutes to complete the following survey as part of this needs assessment project. Please note, this survey is divided into the six Nevada Revised Statutes (NRS) program areas that legislatively define the topics in which Extension workers focus their efforts. The information from this survey will help us maintain and develop programming that addresses our communities' needs. Although we do not ask for any identifying information from you in this survey, the questionnaire is set up on Qualtrics. Qualtrics also may use cookies to recognize visitors and provide personalized content or track their progress through surveys; grant unimpeded access to the website; and track usage behavior and compile data for website improvement purposes. If you are using a personal computer and wish to remove the cookies, obtain instructions for deleting cookies from the help menu or contact your Internet provider. If you are using a computer in a public domain, to limit access to your survey responses, close the Internet browser immediately after completing the survey. We invite you to forward this email to anyone else that you feel resides in our target areas above and might like to provide input into community needs. Thank you for your time and willingness to complete the survey whether it be on the link or in a hard copy format. It is much appreciated! <https://unrcfr.col.qualtrics.com/jfe/form/SV3QafwESmw8Yxb7>

Sincerely,
Lindsay and Lisa

Q1 This survey is intended for ages 18 and above only. Are you over the age of 18?

- ☐ Yes (1)
- ☐ No (2)

Q2 By completing this survey, you are acknowledging that we will not collect any Identifying Information and there is no risk to you. You may stop taking the survey at any time, but we would be grateful if you would complete it in its entirety.

- ☐ Agree (1)
- ☐ Disagree (2)

Q3 Please complete the survey by selecting "High priority" for needs requiring immediate action, "Medium priority" for needs that require attention, "Low priority" for needs that are not important for this specific county. If you do know about the specific topic or cannot prioritize the importance of the need, you may leave it blank or select "No knowledge" indicating that you do not have knowledge of this need.

| Q4 Agriculture Needs | High | Med | Low | No know. |
|---------------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Agricultural leadership development (1) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Agriculture entrepreneurship/risk management (2) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Agri-tourism opportunities in/around our community (3) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Backyard poultry (4) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Beekeeping and honey (5) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Educate non-agriculture community members about where their food comes from (6) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Livestock production, care and well-being (7) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Local food quality and availability (8) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Organic food (9) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Outreach and training for producers from underserved populations (10) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Responsible chemical use (11) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Stress and crisis management (12) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Sustainable agriculture production (13) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Additional agricultural need (please specify) (14) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Additional agricultural need (please specify) (15) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Additional agricultural need (please specify) (16) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| Q5 Community Development Needs | High | Med | Low | No know. |
|-----------------------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Agricultural tours for youth and families (1) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Building community collaborations (2) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Cross-generational and Cross-cultural networking and education (3) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Entrepreneurship training and mentoring (4) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Increasing community involvement (5) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Leadership development (6) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Managing community growth (7) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Ongoing forums on community concerns (8) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Plan and collaboration on large community events (i.e. fairs, festivals, workshops) (9) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Showcase community features, events and successes (10) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Social media educational opportunities (11) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Social networkers/influencers meet-up events (12) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Volunteer networking, recruitment, and mentoring (13) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Additional community development need (please specify) (14) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Additional community development need (please specify) (15) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Additional community development need (please specify) (16) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| Q6 Health and Nutritional Needs | High | Med | Low | No know. |
|--------------------------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Access to nutritious foods (1) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Fitness and exercise (2) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Food on a budget (3) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Food preparation (ex. family meals, wild game, pie making) (4) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Food preservation education (ex. freezing, canning, drying, dehydrating) (5) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Food safety habits (6) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Food waste awareness and education (7) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Grow/raise your own food (8) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Health and wellness programs with educational support for adults (9) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Health and wellness programs with educational support for parents with young children (10) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Health and wellness programs with educational support for seniors (11) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Health and wellness programs with educational support for youth (12) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Additional health and nutrition needs (please specify) (13) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Additional health and nutrition needs (please specify) (14) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Additional health and nutrition needs (please specify) (15) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| Q7 Horticulture Needs | High | Med | Low | No know. |
|------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Basic weed/flower/plant/insect identification and management (1) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Composting education (2) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Drought tolerant and low water use landscaping (3) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Garden pest control (4) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Garden walks and tours (5) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Home-based food business opportunities (6) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Junior Master Gardener program (7) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Organic gardening (8) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Plant selection in the High Desert (9) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Pollinator gardens and habitats (10) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Small-space/patio gardening (11) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Tree selection, care, and pruning (12) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Additional horticulture need (please specify) (13) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Additional horticulture need (please specify) (14) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Additional horticulture need (please specify) (15) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| Q8 Natural Resource Needs | High | Med | Low | No know. |
|---------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Environmental effects due to climate change (1) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Guided plant/nature walks (2) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Local drinking water quality (3) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Maintaining water quality/pollution prevention (4) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Noxious weed prevention and management (5) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Opportunities for outdoor recreation (6) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Preservation of green, and/or agriculture spaces (7) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Radon education (8) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Range management best practices (9) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Water conservation and related best management practices (10) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Wildfire prevention education (11) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Wildlife habitat improvement (12) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Additional natural resource need (please specify) (13) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Additional natural resource need (please specify) (14) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Additional natural resource need (please specify) (15) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| Q9 Personal and Family Development Needs | High | Med | Low | No know. |
|-----------------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Affordable youth activities (1) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| College preparedness (2) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Expanding 4-H club programming (3) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Family and individual finance management (4) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Heritage arts education (ex. fiber arts, leathercraft, photography, quilting) (5) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Literacy and school readiness (6) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Parenting education (7) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Poverty awareness and education (8) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| School engagement (9) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| STEM (Science, Technology, Engineering and Math) education (10) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Stress and crisis management (11) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Work-force skills training (12) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Additional personal and family development need (please specify) (13) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Additional personal and family development need (please specify) (14) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Additional personal and family development need (please specify) (15) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Q10 Of the needs listed earlier in the survey, please identify 3 of the most important needs that Extension should address. Then, after each need, please indicate (yes or no) if you and/or your family would participate in an educational program or activity developed to address that need.

Q11 #1 most important need: _____

Q12 Would you and/or your family participate in an educational program or activity developed to address your #1 most important need?

- ☐ Yes (1)
- ☐ No (2)

Q13 #2 most important need: _____

Q14 Would you and/or your family participate in an educational program or activity developed to address your #2 most important need?

- ☐ Yes (1)
- ☐ No (2)

Q15 #3 most important need: _____

Q16 Would you and/or your family participate in an educational program or activity developed to address your #3 most important need?

- ☐ Yes (1)
- ☐ No (2)

Q17 Which topic area below do you most closely identify with professionally or personally?

- ☐ Agriculture (1)
- ☐ Community Development (2)
- ☐ Health and Nutrition (3)
- ☐ Horticulture (4)
- ☐ Natural Resources (5)
- ☐ Personal and Family Development (6)
- ☐ None of the above (7)

Q18 How did you learn of this survey?

- ☐ Direct link from Lindsay Chichester (1)
- ☐ Direct link from Lisa Taylor (2)
- ☐ Forwarded from a Supervisor/colleague (3)
- ☐ Received from a listserv (4)
- ☐ Saw it in CarsonNow (5)
- ☐ Saw it in the Nevada Appeal (6)
- ☐ Saw it in the Record Courier (7)
- ☐ Saw it posted online (8)
- ☐ Other (please specify): (9) _____

Q19 Please provide your age: _____

Q20 Which of the following best describes your race/ethnicity?

- ☐ American Indian/Alaskan Native (1)
- ☐ Black/African American (2)
- ☐ White/Caucasian (3)
- ☐ Asian (4)
- ☐ Native Hawaiian or other Pacific Islander (5)
- ☐ Hispanic/Latino (6)
- ☐ Two or more races (7)
- ☐ Some other race (please specify): (8) _____

Q21 What is your gender identity?

- ☐ Male (1)
- ☐ Female (2)
- ☐ Gender identity not listed above (3)
- ☐ Prefer not to state (4)

Q22 Number of children in household under age 18 _____

Q23 Number of children in household over age 18 _____

Q24 Which community do you currently reside in?

- ☐ Carson City (1)
- ☐ Dayton (2)
- ☐ Gardnerville (3)
- ☐ Genoa (4)
- ☐ The Highlands (5)
- ☐ Lockwood (6)
- ☐ Mark Twain (7)

- Jacks Valley (8)
- Lake Tahoe area (9)
- Minden (10)
- Reno (11)
- Topaz Lake (12)
- Topaz Ranch Estates (13)
- Virginia City (14)
- Washoe City/ Washoe Valley (15)
- Other (please specify): (16) _____

Q25 How many years have you lived in this community? _____

Q26 Overall, how satisfied are you with living in this area?

- Very satisfied (1)
- Somewhat satisfied (2)
- Neutral (3)
- Somewhat dissatisfied (4)
- Very dissatisfied (5)
- Not sure (6)

Q27 How attached do you feel to your area?

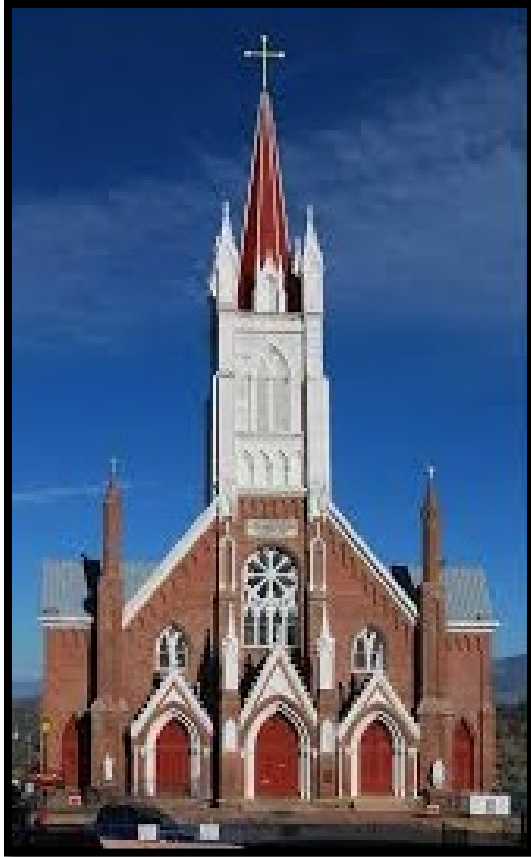
- Very attached (1)
- Somewhat attached (2)
- Slightly attached (3)
- Not at all attached (4)
- Not sure (5)

Q28 During the past years, how much better or worse do you think your area has become as a place to live?

- A lot better (1)
- Somewhat better (2)
- No change (3)
- Somewhat worse (4)
- A lot worse (5)
- Not sure (6)

Q29 Please explain why you chose your answer to the previous question _____

If completing this survey by hand, please return it to either the University of Nevada Cooperative Extension office in Douglas County (775-782-9960) at 1325 Waterloo Lane, Gardnerville, NV 89410 or to the Carson City/Storey County office (775-887-2252) at 2621 Northgate Lane #15, Carson City, NV 89706.



St. Mary's in the Mountains
Photo Source: DesertheUSA



Paul Laxalt State Building
(Carson City Old Post Office Building)
Photo Source: VisitCarson.com

Appendix B: Written Responses Regarding Top Needs by Area

For each of six program areas, respondents were provided a list of needs in the survey to rate by Extension priority level. In addition, they were given the opportunity to write in any needs that should be considered but were not included in the original survey list. These write-in responses are listed in the tables below by priority need area. It is important to note that respondents were allowed to write up to three responses, meaning that up to three lines in the table may be from the same participant. In addition, regardless in which category Extension may address certain issues programmatically, each entry was listed below in the category under which it was written by each respondent.

Table 2.a. *Agriculture Needs – Written Responses by Carson City and Storey County Respondents*

| Written Response |
|-----------------------------|
| Feral horse birth control |
| Backyard gardening for food |

| |
|----------------------------------------------------------------------------------------------------|
| Importance of our Great Basin environment and how it is affected by weather and population density |
| General home lawn and garden care, pests, weeds, chemicals, etc. |
| Marijuana and hemp growth |
| Consider natural resources and potential impacts to them when farming |
| Low cost organic food |
| Fresh product |
| More community gardens |
| Backyard garden learning and tech |
| Community livestock and poultry (co-op) |
| Land use regulations and development |
| Multiple locations for community gardens |
| 4-H – Beekeeping |
| GMO seed and its effects |
| Water |
| Defensible space, fuels like junipers planted near houses, help in clearing for low-income |
| Consider impacts to water quality and erosion when farming |
| Non-GMO |
| More farm land |
| Low-cost access to local produce |
| Wildlife protection in farming and ranching |
| Permeable land |

Table 2.b. *Community Development Needs – Written Responses by Carson City and Storey County Residents*

| Written Response |
|-----------------------------------------------------------------------------|
| Legislative skills to combat high local corruption |
| Nutrition |
| Importance of youth voices |
| Assistance for low-income and disabled with yard care, weed abatement, etc. |
| Underserved communities' involvement |
| 4-H or FFA |
| Education on investing |
| 4-H – Beekeeping |
| Legal and social services support for whistle blowers |
| Community service opportunities |
| More investigative news to expose local corruption |
| Community meeting spaces |

Table 2.c. *Health and Nutrition Needs – Written Responses by Carson City and Storey County Respondents*

| Written Response |
|------------------------------------------------------------------------------------------------|
| Food bank for seniors |
| Addiction |
| Youth garden site |
| Weight loss for seniors |
| Working with the local schools making sure the health and nutritional value of food are served |
| Nutrition in food |
| Organic |
| Senior services in the Highlands, where most seniors in the county live |
| Fresh foods in food banks |
| What food (vitamins) you need daily |
| Food excess share |
| After-school programs |
| Fresh food for indigent population |
| Food waste/water conservation |

Table 2.d. *Horticulture Needs – Written Responses by Carson City and Storey County Respondents*

| Written Response |
|------------------------------------------------------------|
| Fire safety with landscaping |
| Water use in Great Basin |
| Fire safe landscape |
| Youth garden site |
| Education on the marketing propaganda of non-GMO |
| Refer serious professionals in the area |
| Defensible space |
| Education on why GMOs are safe |
| Extreme drought management |
| Education that GMO and pesticides are two different things |

Table 2.e. *Natural Resource Needs – Written Responses by Carson City and Storey County Respondents*

| Written Response |
|---------------------------------------------------------------------------|
| Well and septic issues on one-acre lots |
| Wildlife awareness |
| Further development of SSR as educational site on Great Basin environment |
| Living with wildlife |
| Riparian protection around the Carson River |
| Wildlife protection education |
| More STEM related to Tahoe Basin 4-H Camp |
| Bird ID classes |



Fossils like this 17,000 year old Imperial Mammoth are displayed at Carson City's Nevada State Museum. Photo Source: VisitCarson.com

Table 2.f. *Personal and Family Development Needs – Written Responses by Carson City and Storey County Respondents*

| Written Response |
|------------------------------------------------------------------------------------------------------|
| Workforce soft skills |
| Apprenticeship opportunities |
| Life skills cooking, survival tactics, etc. |
| Vocational education |
| Reading readiness programs |
| Coordination with WNC regarding non-bachelor's degree opportunities for recent high school graduates |
| Pathways to college |
| Trade schools |
| Education on investing... it's not too late to start for people in their 40s |
| Backyard garden learning and tech |
| Community livestock and poultry (co-op) |
| Workforce advancement certifications |
| Work shadowing for youth |
| Respect for education |
| Debt avoidance |
| Tobacco 21 |
| Homeless mental care |
| High-tech jobs |
| Debt reduction/investing |
| Vaping/e-cigarettes awareness |

Appendix C: Write-in Responses of Top Three Reported Needs

After the respondents rated the needs in each area and had the opportunity to write in additional responses to those lists, we also asked respondents to list their overall top three needs, regardless of Extension priority area. These written responses let us know respondents' perceptions of the top three overall needs facing Carson City and Storey County. Since participants were not provided a list, responses were sometimes general or crossed multiple program areas. If this occurred, responses were consolidated under the Combination Issues section. Similar responses were grouped and listed together. As can be seen, many respondents wrote down similar issues; in such cases, we have indicated the priority assigned by the number of respondents listing the grouping in the first, then second and/or third priority positions.

The color scheme is as follows for Carson City and Storey County Written Response Lists as of 8.23.20:

| |
|---------------------------------------------------------|
| Extension program areas denoted by color as seen below: |
| Agriculture |
| Community Development |
| Health and Nutrition |
| Horticulture |
| Natural Resources |
| Personal and Family Development |
| Statements having impacts in a variety of program areas |

| Written Priorities | Priorities Marked by Number of Respondents | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|-----|-----|
| | 1st | 2nd | 3rd |
| Agricultural Program Issues | | | |
| Agricultural awareness; where does our food come from; educating youth on where food comes from and how to grow and raise and understand the process; youth involvement in ag; support public education in agriculture, gardening, etc. | 1 | 2 | 2 |
| Agricultural education; support youth education in agriculture; | 1 | 1 | |
| Agricultural food prep (canning/pie making) | | 1 | |
| Agricultural fruit tree production | | 1 | |
| Agricultural needs to be pushed #1--promotion of the ag community; support for local farm products; the fruit and vegetables in Carson City grocery stores is not very good. why not get more of our local food in stores? the farmers market is excellent but the time is so limited during the summer months. could it be extended? | 2 | 1 | |
| Agricultural poultry production; backyard poultry | | 1 | 1 |
| Aquatic habitat; aquaponics farms | | 1 | 1 |

| | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|
| Bees; honey production; bees; supporting pollinator habitat | 1 | 3 | |
| Family food production; growing your own sustainable food; grow your own food and raise animals for food; know where your food comes from; sustainability; environmentally conscious farming | | 4 | 1 |
| Local food production; small scale food production; sustainable farming; farming, agricultural and livestock opportunities; sustainable agriculture practices/grazing | | 3 | 2 |
| Youth livestock raising opportunities | 1 | | |
| Community Development Program Issues | | | |
| Collaboration; community engagement; more community involvement in how to help themselves. | 1 | | 2 |
| Community development | | 1 | |
| Financial assistance/aid for disabled & low-income neighbors that cannot take care of their yards on their own | | 1 | |
| Individuals with disabilities - more wheelchair and handicap centered events | | 1 | |
| Infrastructure | 1 | | |
| Managing community growth -- we need to stop building; | | 1 | |
| More community involvement in how to help themselves. | 1 | | |
| Rural tourism-based economy diversify, become year-round, and provide jobs that are beyond entry-level and seasonal employment. | | | 1 |
| Small business development programs utilizing local business owners for programs speakers. | | 1 | |
| Spending money on programs for residents-paid cars, etc., but no funds for residents | | 1 | |
| Food and Nutrition Program Issues | | | |
| Access to nutritious food; cut hunger; healthy food; increase F&V availability; food insecurity; receive proper nutrition; local food availability; food; local food quality; providing access to nutritional foods for everyone, including low income; access to nutritious food | 5 | 2 | 4 |
| Affordable cooking; food on a budget programs; meal planning and full use of what bought; meal planning-balanced and nutritious; cooking; groceries-affordable & cook healthy; food on a budget; eating fresh food vs. cans; meal planning; organic food/cooking class; food preparation education; how to use food bank food to make healthy meals | 3 | 4 | 4 |
| Buying at farmers market - need recipes and how to cook fresh fruits and veggies just picked | 1 | | |
| Exercise and movement opportunities; exercise | 1 | 1 | |
| Food growth/production; grow your own food; growing your own food; growing and raising your food class; help families understand need for healthy foods and how to grow or choose at store | 1 | 2 | 2 |
| Food storage; food preserving; preserve your own food; food preservation class | 1 | 1 | 2 |
| Health | 1 | | |

| | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|
| Health and wellness programs with ed support for parents with young children. | | 1 | |
| Healthy and wellness programs with ed support for seniors | | 1 | |
| Home based food business | | | 1 |
| Memory walks for dementia/Alzheimer's patients reidentifying common plants and animals. activates their senses and is physical at the same time | 1 | | |
| Nutrition-huge need for ed; nutrition; nutrition; nutrition ed; nutrition; nutrition education for families | 4 | 1 | 1 |
| Organics-low cost; healthy or organic food choices; organic foods; | 3 | | |
| Recreation; opportunities for outdoor recreation; opportunities for outdoor recreation; | | 1 | 2 |
| Weight management programs | 1 | | |
| Horticulture Program Issues | | | |
| Composting; composting | 1 | | 1 |
| Drought gardening issues-sun; what fruits/vegetables actually grow well in our climate & environment; desert gardening for food; xeriscaping – low water food plants | 2 | 2 | |
| Garden wildlife management | 1 | | |
| Gardening; plant related ed-gardening; gardening skills; patio gardening; grow your own food; home gardening; plant identification-native plants and planting tips; small space gardening; family or backyard gardening; home garden | 4 | 5 | 1 |
| Landscaping business training and assistance | | | 1 |
| Multiple locations for community gardens - convenient to neighborhoods - walk to garden rather than drive | 1 | | |
| Plant trees in this environment; landscaping how-to's; assistance in yard/landscape design | | 2 | 1 |
| Pollinator plants and gardening | 1 | | |
| Water conservation planting; landscape water management/pest management | 1 | 1 | |
| Weed & pest control-home lawn & garden; proper use of chemicals near Truckee River; alternatives to chemical use | 1 | | |
| Natural Resources Program Issues | | | |
| Awareness of natural resources and how to prevent negative impacts from farming, recreation, etc. | 1 | | |
| Natural habitat for high desert | | | 1 |
| Preservation of wildlife; wildlife encroachment | 1 | | 1 |
| Range management | | 1 | |
| Riparian zones - respect for Carson River | | 1 | |
| Personal and Family Development Program Issues | | | |
| 4-H-county and statewide teen programs; jumpstart 4-H programs again; promoting 4-H; 4-H support; Life skills class - class to teach young children and teenagers basic cooking, cleaning, etc.; 4-H expansion in Storey county; Expanding local 4-H events | 5 | | 2 |

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| Affordable youth activities; youth programs; youth activity expansion; youth development; youth education efforts; affordable youth activities; youth activities (jr. & high school); affordable youth activities; get kids trained; affordable youth activities | 6 | 2 | 2 |
| Communication and civility education | | 1 | |
| Craft skill development (leatherwork, woodwork, sewing, etc.) | | | 1 |
| Financial-family and individual financial management (all three related); future financial planning; investing-saving/investing; financial education for families and individuals; financial management, credit counseling; family and individual financial management, financial well-being education | 4 | 1 | 1 |
| Heritage arts; heritage arts; arts and culture | 1 | | 2 |
| Housing | | 1 | |
| Parenting education; parenting education; parenting classes in Carson City; parenting education | 1 | 1 | 2 |
| Pride in home | 1 | | |
| Reading readiness programs for young children; literacy | | 1 | 1 |
| Retirement planning | | 1 | |
| Volunteerism-increasing; volunteerism encouragement | | 2 | |
| Youth classes – 4-H beekeeping | 1 | | |
| Youth classes – 4-H financial planning- teaching 4-H kids to bank and budget money; student financial readiness for college | | 2 | |
| Youth classes – cooking; children's cooking classes-Storey County | 1 | | 1 |
| Youth classes - grow and raise their own food class. 4-H would be great for the kids in Storey County. | 1 | | |
| Youth classes - leadership education | | | 1 |
| Youth classes – sewing; youth sewing | 1 | 1 | |
| Youth classes - STEM/Logo Club-camp | 1 | | |
| Youth classes - swim classes at community pool | 1 | | |
| Youth classes – vocational areas - expansion of 4-H programs - automotive, welding, small engine. | 1 | | |
| Combination Issues | | | |
| Agricultural/open space/recreation land protection; sustainable land use strategies; land protection (conservation easements); how we can reverse the effects education on drought tolerant plants and living in a desert environment is a key issues for us; maintaining green space and development of our community; preserving open space | 3 | 1 | 2 |
| Agriculture tourism; nature walks; guided walks/tours (nature, gardens, etc.); pollinator garden tours | 2 | 1 | 1 |
| Animal protection, wild and domestic | 1 | | |
| Awareness of impacts to fenced or free-ranging livestock from recreation use (motorized and passive) | | | 1 |

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| Career advancement for already employed workforce | | 1 | |
| Conserving water and natural resources | 1 | | |
| Coordination with WNC on educational opportunities for recent high school graduates | 1 | | |
| Education; education; workforce education/skilled trade schools; school engagement; cross generational education; community engagement, i.e. events and school educational programs; educational activities; the information about educational programs offered is not reaching the community. There needs to be better social media coverage and information dissemination at the schools; school encouragement; workforce skills training; college preparedness; education; youth involvement in ag; to help in great education and development to assist others development in education, health and development; schools | 6 | 4 | 5 |
| Environmental education-community education about wildlife, conservation, agriculture and sustainable growth; environmental education to highlight need to conserve resources, especially water for future generations | 1 | | 1 |
| Environmental effects due to climate change; climate change is not a thing; the climate always changes and we are not the cause; climate change and its local effect on Ag; climate and environmental crisis; climate and environmental crisis; environmental effects of climate change | 2 | 4 | |
| Fun safety-use and target practice | | | 1 |
| GMO-discouraging the use of GMOs, pesticides and growth hormones in farming and ranching; promoting alternatives that do not inflict permanent damage upon the land, water air, and food chain; GMO-based food supply; non GMO foods | 1 | 2 | |
| High housing/cost of living, driven by population growth | 1 | | |
| Homeless care; poverty awareness and provide local food; poverty education/help; providing for the most vulnerable people in the community; providing for the most vulnerable people in the community | 2 | 1 | 2 |
| Plants for the high desert | 1 | | |
| Pollinator supportive habitat; pollinator gardening; pollinator habitat; pollinator gardens and habitats | 1 | 1 | 2 |
| Poverty awareness and education; family homelessness and poverty; social isolation of seniors; poverty education | 1 | | 3 |
| Responsiveness to citizens. I repeatedly tried to speak, with the person in charge of Extension in Carson City and Storey County and only got a link to the Facebook page; stop trying to tell people how to live. many of your programs take on issues you have no knowledge of or business performing | 1 | 1 | |
| Social media management | 1 | | |
| STEAM programming; STEM; STEM and other high-tech education for jobs in western Nevada; STEM Education; including arts in your STEM program; STEM education. I do not believe that young children are getting enough age | 6 | | 3 |

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| appropriate science in the classroom. More focus needs to be placed on engineering, coding and applied math skills. After school clubs can also help kids who want to further explore these areas. STEM; STEM education; STEM education is important; STEAM even more so (science, technology, engineering, art-culture and mathematics) | | | |
| Stress management; stress and crisis management; stress | 1 | 2 | |
| Survival skills-plant, animal and land identification purpose/affects; | 1 | | |
| Under-served audience recognition and outreach programming | 1 | | |
| Water; water; water quality; water quality; water quality; water quality Storey County; maintaining water quality (and quantity) and pollution prevention; protecting water sources from cities trying to take all the water rights; water; quality water; | 7 | 2 | 1 |
| Water conserving and natural resources; water conservation; water conservation; water conservation; water conservation; water conservation and quality; water conservation; water conservation; Water conservation-water is the life blood of this area; water conservation; water conservation; water conservation and clean water; water conservation around the home/garden - grey water collection and usage; water conservation through as many means as possible (xeriscapes, reduced use, reuse of waste water); | 6 | 3 | 6 |
| Water use/conservation education | 1 | | |
| Weed management – pest and weed control; weed abatement; noxious weed management; noxious weeds; proper use of chemicals; weed control | 1 | 4 | 1 |
| Wildfire prevention-I think wildfire awareness and prevention is extremely important and a great was for Coop Ext to be involved; wildfire prevention; fire safety; grazing to prevent wildfires; wildfire prevention; fire education; fire prevention defensible space fire safe landscaping; mitigation of fuels around homes; [fire] education community-wide event to help with clearing efforts, etc. | 2 | 3 | 4 |
| Zero-waste! programming could include: DIYs for beauty, cleaning, and toiletries; how to start a personal vermicompost heap; easy zero-waste swaps; how to eat in a zero-waste and plastic free way | | | 1 |