

# Douglas County Needs Assessment

Lindsay M. Chichester, Ph.D., University of Nevada, Reno Extension Assistant Professor and  
Douglas County Extension Educator

Lisa K. Taylor, Ph.D., University of Nevada, Reno Extension Assistant Professor and Carson  
City and Storey County Extension Educator

William P. Evans, Ph.D., University of Nevada, Reno Extension Specialist for Youth  
Development and Program Evaluation

Kristan N. Russell, Ph.D., Prairie View A&M University Justice Studies Assistant Professor

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## **DOUGLAS COUNTY EXECUTIVE SUMMARY**

The purpose of this study was to determine the needs of Douglas County citizens. The results then could serve as educational and programmatic foci in the years to come. This Douglas County Needs Assessment was conducted in conjunction with Carson City/Storey County. The results of this needs assessment will provide a foundation for need-based education, research and outreach strategies for programs and services in Douglas County. University of Nevada, Reno Extension, a unit within the College of Agriculture, Biotechnology, and Natural Resources, is responsible for and committed to providing these educational programs and services to residents throughout Nevada. It should be noted that while this is a community needs assessment, the identification of a need does not imply Extension should be the agency to address every need, due to lack of expertise and/or staffing.

Extension educational outreach activities are based on issues of importance to citizens that are identified through comprehensive community assessments conducted by Extension faculty, specialists, and staff members. To guide Douglas County Extension's programming, the six University of Nevada, Reno Extension program areas from the Nevada Revised Statutes (NRS) 549.010 were used as the framework. They include: (1) agriculture, (2) community development, (3) health and nutrition, (4) horticulture, (5) natural resources, and (6) personal and family development. Issues identified in research literature and local media publications, along with a review of the unique characteristics of Douglas County, became the initial step that helped form the foundation of this needs assessment.

A mixed-method assessment strategy comprised of a community survey and key informant interviews was conducted. The survey was active from January 24 to June 19, 2019, and resulted in 156 completed surveys of citizens indicating they lived in Douglas County. Community members were encouraged to access the survey through direct emailing, promotion on social media, articles about the needs assessment in traditional media (i.e. newspaper), with paper copies available to interested persons. Participants were encouraged to forward the survey link to other community members to increase responses. Key informant interviews were conducted between February and July 2019, and included 27 community stakeholders. These key informant interviews provided in-depth community perspectives focused on Strengths, Weaknesses, Opportunities, and Threats (SWOT) facing Douglas County.

The top needs, as identified through community surveys and face-to-face key informant interviews, were: local foods; preserving agriculture and rural heritage; agricultural literacy and education; small-acreage education; beekeeping/pollinators; growing food; native/drought-tolerant plants; Master Gardener Program; water; wildfire; weeds; and youth programming/activities.

In summary, a variety of program topics were identified as significant needs through analysis of results from both the surveys and interviews, especially concerning agricultural heritage and literacy; small-acreage management; local and home-produced foods; water; and wildfire. This assessment identified a number of significant needs that will guide continuing and future educational and research-based programming. It is anticipated that these results will be useful for community partners and stakeholders as they determine priorities and programming direction for Douglas County.

## **CHAPTER 1: Introduction**

Douglas County, Nevada, has the fifth largest population in Nevada with 48,000 residents. The seasonal population can exceed 65,000 due to its proximity to Lake Tahoe, Reno, Carson City, and northern California. Douglas County covers approximately 751 square miles and ranges in elevation from 4,625 feet on the valley floor to 9,500 feet at East Peak. Major County employers are leaders in the fields of technology, advanced manufacturing, and research. With the proximity to Lake Tahoe, tourism employs up to 30% of the workforce.

There are several small communities within Douglas County. Genoa is the oldest permanent settlement in Nevada, nestled at the base of the Carson Range of the Sierra Nevada mountains. Mormon Station, the original name of the settlement, was established in 1851 as a trading post. Mormon Station was the first town and a boomtown, not because of mining, but rather agriculture. In 2019, Genoa celebrated the 100<sup>th</sup> anniversary of its Candy Dance, which attracts thousands of people to the area for the annual art, craft, and candy fair. Minden is north of Gardnerville and hosts numerous events and activities, including a farmer's market, Bently Distillery, and the Minden Park, which is home to a splash pad, Concerts in the Park, and is a place to celebrate community. Gardnerville, was founded to serve the agricultural population and was once known as "Nevada's Garden Spot." It is one of the earliest settled, richest, and most productive of the state's agricultural regions. Main Street Gardnerville provides numerous plaques posted on buildings throughout the district, providing a historical flavor, including Basque dining. Additionally, Topaz Lake (21 miles from Gardnerville) offers fishing, there is an extensive trails system, and the Pinenut Mountains are home to a band of wild horses (Douglas County: Community Profile, 2019).

According to the U.S. Census Bureau (2019), the population growth from 2010 to 2019 was 4.1%. Persons under age 18 are 16% of the population, ages 19-64 make up 54.3% of the population, and persons aged 65+ make up 29.7% of the population. Male and female residents are nearly evenly split. Nearly 11% of the population are veterans, and 7.6% are foreign-born. The median home price is \$346,500 and the median household income is \$62,503.

The 2012 Census of Agriculture reported 100,944 acres of land in farms (ranches) in Douglas County, comprising 255 farms, with the average-sized farm being 396 acres. Both land in farms (acres) and number of farms increased (11% and 42%), from the 2007 survey while the size of the farms decreased 22%. Small-acre farms make up the bulk of farms with approximately 75 farms that are 1-9 acres in size, and 90 farms that are 10-49 acres in size. In the state, Douglas County is ranked 1<sup>st</sup> for cut Christmas trees, 1<sup>st</sup> for nursery stock crops, 7<sup>th</sup> in horses and ponies, 8<sup>th</sup> in all vegetables harvested, 10<sup>th</sup> in sheep and lambs, 12<sup>th</sup> in cattle and calves, and 15<sup>th</sup> in egg layers. The net cash farm income of operation (\$1000: the threshold for reporting profit and loss of net farm income) was - \$3720 and the average per farm was -\$14,590, meaning that according to the Census of

Agriculture, the average farm is not profitable. Women farm operators are 31%, and 98% of farm owners are Caucasian/white. The average age of farmers/ranchers in Douglas County is 63.8. With about 65% of farms in Douglas County being 49 acres or less in size, it is anticipated that needs may be different for these landowners who may be more interested in hobby agriculture, than traditional commercial agriculture.

The following mixed-method needs assessment is organized according to the results from the community survey. Top identified needs from each method of data collection (i.e. survey findings, write-in responses, and interview themes) have been synthesized, and the overall findings from this assessment have been formatted according to the six programmatic areas specified by the Nevada Revised Statutes. This resulted in priority needs for each of the six program areas, which are presented in Chapter 4. Furthermore, existing programs have been identified for several of the top identified needs, to provide a snapshot of what is currently occurring for the identified priorities found here. In conjunction with community stakeholders, it is hoped findings will impact future programming and direction for planning efforts in Douglas County.

## **Chapter 2: Methods and Survey Results**

The local Extension Educator is responsible for assessing ongoing community outreach and engagement needs to enhance people's lives within Douglas County. As part of this process, a formal needs assessment was conducted in 2019. This included a community survey distributed widely to gather information regarding community needs as defined by the six program areas defined by Nevada Revised Statutes: agriculture, community development, health and nutrition, horticulture, natural resources, and personal and family development.

### **Methods**

This assessment was developed jointly with Extension staff in Carson City/Storey County with a plan to offer a regional survey to the citizens of these communities. Results were separated by indicated communities for individual analysis. This project received UNR Institutional Review Board approval prior to all data collection. The results reported in this document are from the Douglas County respondents only; Carson City and Storey County results can be found in a separate publication.

Respondents were asked to prioritize the list of needs - high, medium, and low priority - or they could select 'no knowledge.' The survey was distributed online through various websites, email, and social media platforms, as well as through the local newspapers. Participants were invited to complete the survey online. Participants also could obtain a paper copy at each of the Extension Offices if they preferred. The survey was anonymous. Respondents were invited to send the link to anyone they believed could assess community needs (Fricker, 2008). Survey respondents were permitted to write in any additional agricultural needs that they felt were important but were not included on the list provided in the survey. Data analysis for the survey was conducted in Qualtrics.

Twenty-seven key-informant (21 males, 6 females) interviews were conducted between February 2019 and July 2019. Interviewees included animal veterinarians, natural resource professionals, community health professionals, family-support service personnel, local news and media relations personnel, town managers, a variety of elected officials, business owners and managers, community art advocates, ranchers/farmers, Master Gardeners, and school district personnel. All interviews were done face-to-face and lasted approximately one hour. During each interview, interviewees were asked to self-identify which NRS area (Agriculture; Community Development; Health and Nutrition; Horticulture; Natural Resources; and/or Personal and Family Development) they best identified with. In a couple of instances this self-identification differed from the category we had originally assigned them to. Each interviewee provided consent prior to the interview and each interview had consistent questioning with a simple SWOT (Strengths, Weakness, Opportunities, Threats) analysis from their perspective as a professional and/or citizen in the community. Notes were taken by hand, and content was organized by language and thematic content. Saturation occurred toward the end of the scheduled interviews, which led us to believe we had captured the most important issues within the county.

All the comments made by the interviewees were assigned to one of the six Extension program areas for key themes and programmatic opportunities. Some of the comments provided by interviewees were applicable to more than one area, so all comments of a similar theme were grouped into one section (i.e. flooding comments went into natural resources, rather than into agriculture; education around agriculture went into agriculture, rather than in personal and family development; and youth programs went into personal and family development rather than into community development). Furthermore, some weaknesses could also be opportunities; and some threats could be weaknesses for programming, outreach, and/or engagement. There may or may not be a complete SWOT section for each of the six areas. Finally, if a comment was mentioned more than once, it is listed once but the number of times it was mentioned follows in parenthesis. See Appendix D for complete key informant data.

## **Participants**

The survey link was distributed to citizens of Carson City, Storey, and Douglas Counties. A total of 549 individuals started the survey, but only 306 county residents completed it. The data file was split by community, resulting in 156 completed surveys by Douglas County residents. Most individuals (58%) learned about the survey through a direct link that was sent to them, or forwarded to them, while the others learned through listservs, postings on media websites (e.g., The Record Courier, CarsonNow.com), and postings on social media platforms.

Not all respondents answered all questions, thus the 'n' indicates the number of respondents for a question. A total of 107 individuals indicated they were between the ages of 18 and 78 years old. The average age of the survey respondent was 50 years old. Of the 150 respondents who self-reported their race/ethnicity, the majority were White/Caucasian (n=130, 87%), followed by two or more races (n=10, 7%), American Indian/Alaskan Native (n=3, 2%), Hispanic/Latino (n=3, 2%), and Asian (n=1, 1%). Self-reported gender (n=151) was 68% (n=102) female and 32% (n=49) male. On average, respondents reported living in this community for 18 years.

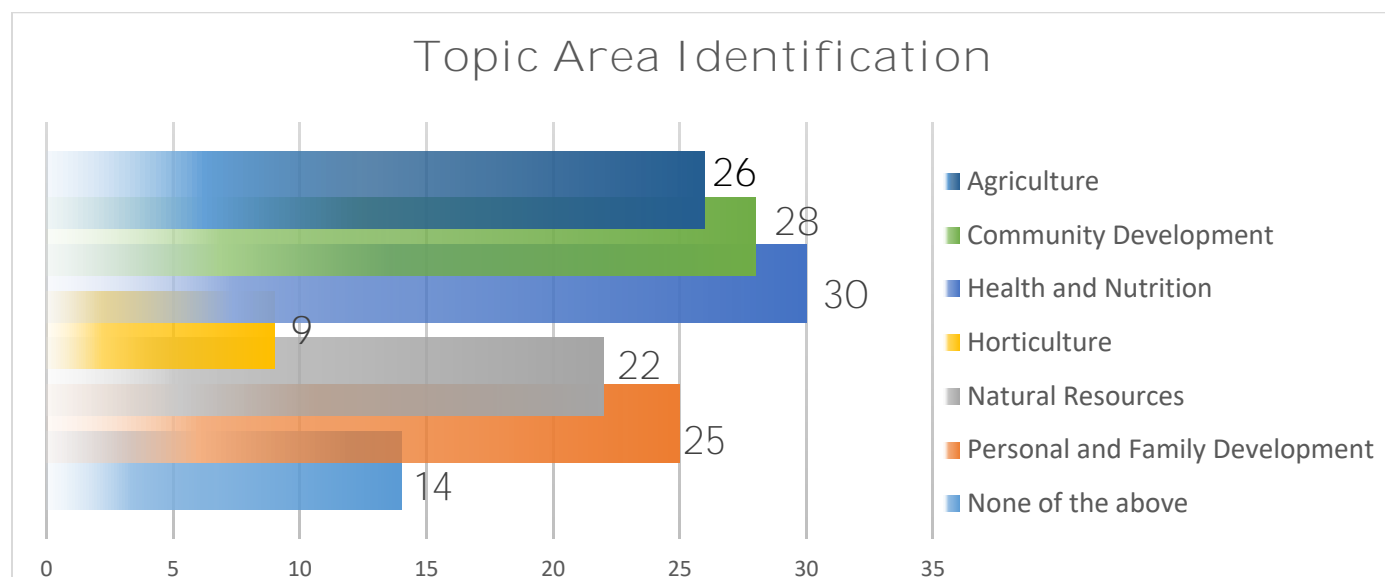
The demographics for Douglas County, according to the U.S. Census, indicate that the average age is 51 years old; and the gender representation is 50% male and 50% female. The Census Bureau also indicates 92% of the county population is White/Caucasian, 2% American Indian/Alaska Native, 1% Black/African American, 2% Asian, 0.2% Native Hawaiian or Other Pacific Islander, 13% Hispanic/Latino, and 3% are two or more races.

## **Community Needs**

Participants were asked to indicate which program area they most closely identify with. The largest percentage of respondents (30%) reported with "Health and Nutrition" either professionally or personally, followed by community development, and agriculture (Figure 2.1).



Figure 2.1. *Self-Reported Number of People who Most Closely Identify with Each Topic Area (n=154).*



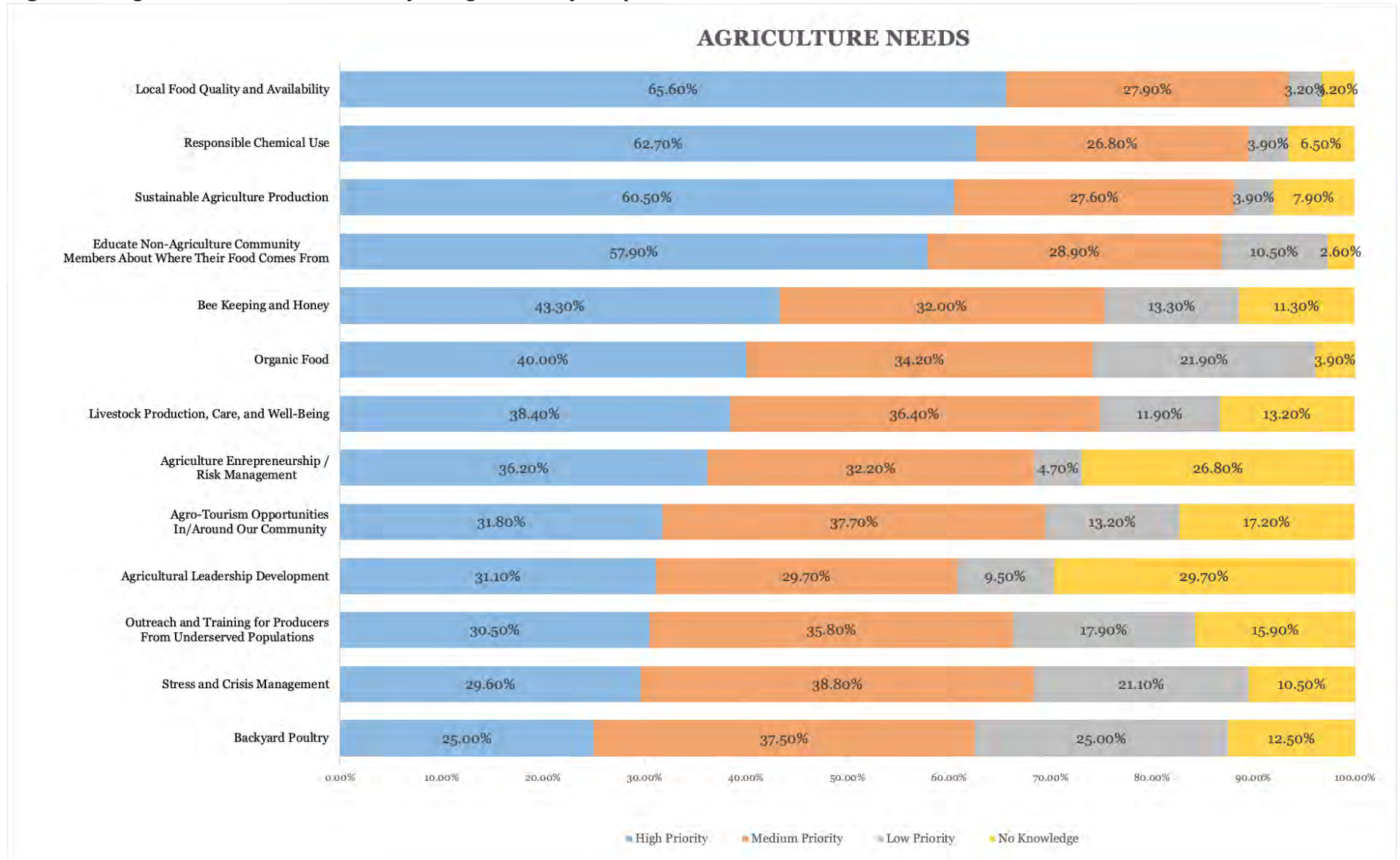
### Results by Topic Area

#### FIGURE 2.2: TOP FIVE AGRICULTURE NEEDS FROM SURVEY

1.	Local food quality and availability (66%)
2.	Responsible chemical use (63%)
3.	Sustainable agriculture production (61%)
4.	Education of non-agriculture community members about where their food comes from (58%)
5.	Beekeeping and honey (43%)

Survey respondents were able to report if they had no knowledge regarding a specific needs area. The two areas with which respondents most often reported “no knowledge” was *Agricultural Leadership Development* (30%) and *Agriculture Entrepreneurship / Risk Management* (27%). See figure 2.3 on the next page for the overall breakdown of priority level for each needs area. Survey respondents were permitted to write in any additional agricultural needs that they felt were important but were not included on the list provided in the survey. Water issues (i.e. water management, water quality, well-head protection, and low-water crops) sorted itself to the top. Weeds came in second (i.e. weed abatement, noxious weed training, controlling invasive weeds, and White Top). Home gardening was third and small-animal (i.e. poultry and rabbits) meat production was also in the top comments. Both weed and water issues were later moved to the natural resources section for final discussion and theme analysis. Home gardening was moved to the horticulture section for final discussion and theme analysis. Table 2.a in Appendix B includes the respondents’ 54 total write-in responses.

Figure 2.3. Agriculture Needs as Rated by Douglas County Respondents



Note. n=148-155.

**FIGURE 2.4: TOP FIVE COMMUNITY DEVELOPMENT NEEDS FROM SURVEY**

1.	Managing community growth (53%)
2.	Building community collaborations (48%)
3.	Increasing community involvement (48%)
4.	Leadership development (40%)
5.	Showcase community features, events, and successes (38%)

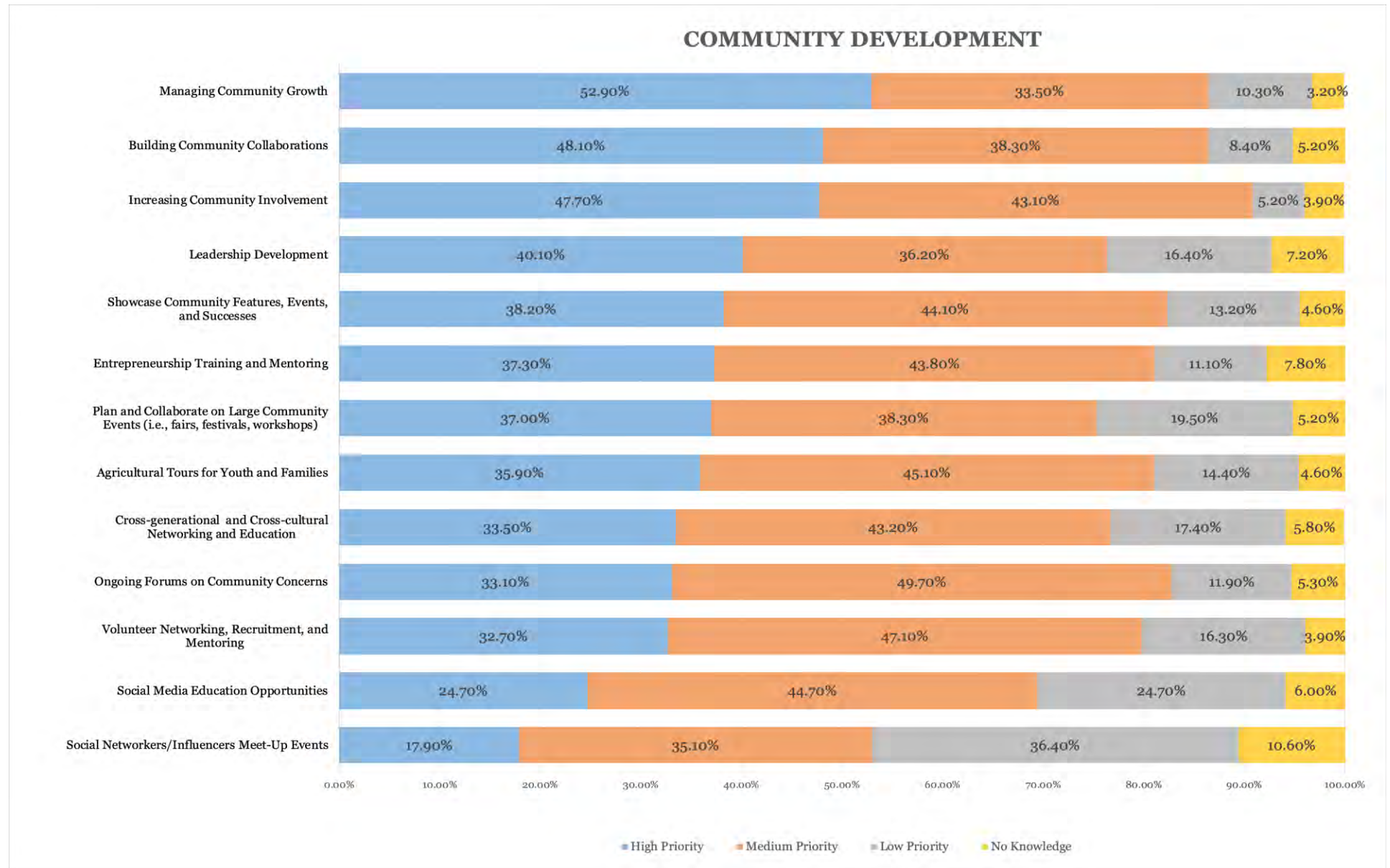
Survey respondents were able to report if they had no knowledge regarding a specific needs area. The two areas with which respondents most often reported “no knowledge” was *Social Networkers / Influencers Meet-Up Events* (11%) and *Entrepreneurship Training and Mentoring* (8%). See figure 2.5 on the next page for the overall breakdown of priority level for each needs area. Survey respondents were permitted to write in any additional community development needs that they felt were important but were not included on the list provided in the survey. Written responses indicated that youth mentoring and involvement, as well as improved services and housing for veterans were important. Youth events and programming was discussed more in the personal and family development section. Table 2.b in Appendix B includes the respondents’ 10 total write-in responses.



People gathered at Minden Park, Minden, NV for an event. Photo by: Davy Millard.



Figure 2.5. *Community Development Needs as Rated by Douglas County Respondents*



Note. n=150-155.

**FIGURE 2.6: TOP FIVE HEALTH AND NUTRITION NEEDS FROM SURVEY**

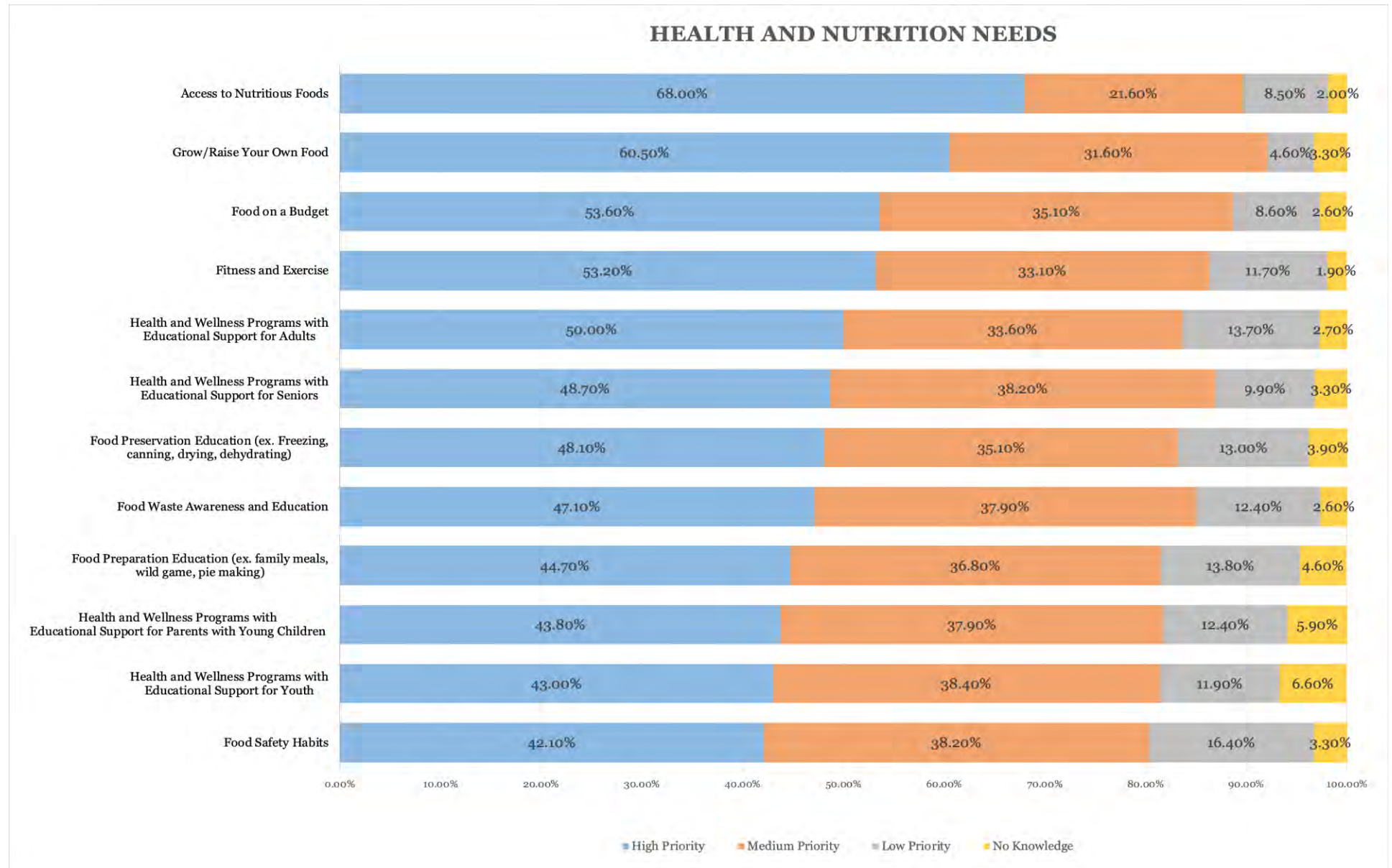
1.	Access to nutritious foods (68%)
2.	Grow/raise your own food (61%)
3.	Food on a budget (54%)
4.	Fitness and exercise (53%)
5.	Health and wellness programs with educational support for adults (50%)

Survey respondents were able to report if they had no knowledge regarding a specific needs area. The two areas with which respondents most often reported “no knowledge” was *Health and Wellness Programs with Educational Support for Youth* (7%) and *Health and Wellness Programs with Educational Support for Parents with Young Children* (6%). See figure 2.7 on the next page for the overall breakdown of priority level for each needs area. Survey respondents were permitted to write in any additional health and nutrition needs that they felt were important but were not included on the list provided in the survey. Mental health assistance/education and local/healthy foods (addressed in the agriculture and horticulture sections) were written in more than other topic areas. Table 2.c in Appendix B includes the respondents’ 15 total write-in responses.



Baskets of tomatoes at community Farmer’s Market.  
Photo by: Wendy Hanson Mazet.

Figure 2.7. Health and Nutrition Needs as Rated by Douglas County Respondents



Note. n=151-154.



**FIGURE 2.8: TOP FIVE HORTICULTURE NEEDS FROM SURVEY**

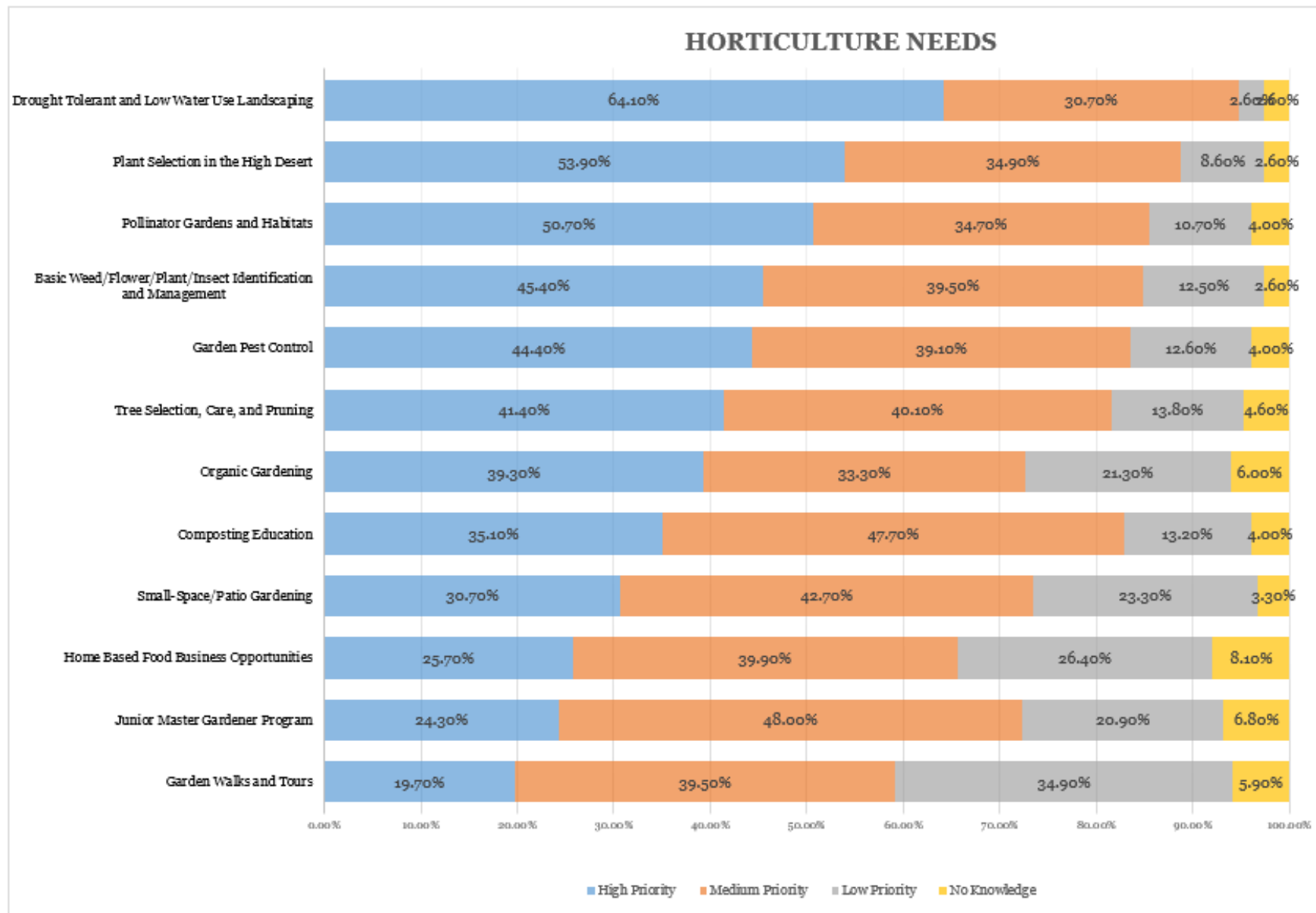
1.	Drought-tolerant and low-water-use landscaping (64%)
2.	Plant selecting in the high desert (54%)
3.	Pollinator gardens and habitats (51%)
4.	Basic weed/flower/plant/insect identification and management (45%)
5.	Garden pest control (44%)

Survey respondents were able to report if they had no knowledge regarding a specific needs area. The two areas with which respondents most often reported “no knowledge” was *Home-Based Food Business Opportunities* (8%) and *Junior Master Gardener Program* (7%). See figure 2.9 on the next page for the overall breakdown of priority level for each needs area. Survey respondents were permitted to write in any additional horticulture needs that they felt were important but were not included on the list provided in the survey. Respondents indicated they are most interested in a Master Gardener Program and learning more about edible or medicinal weeds and herbs. Table 2.d in Appendix B includes the respondents’ 13 total write-in responses.



Gertrude's Garden at Dangberg Home Ranch in Gardnerville, NV. Photo by: Lindsay Chichester.

Figure 2.9. Horticulture Needs as Rated by Douglas County Respondents



Note. n=148-153.



**FIGURE 2.10: TOP FIVE NATURAL RESOURCE NEEDS FROM SURVEY**

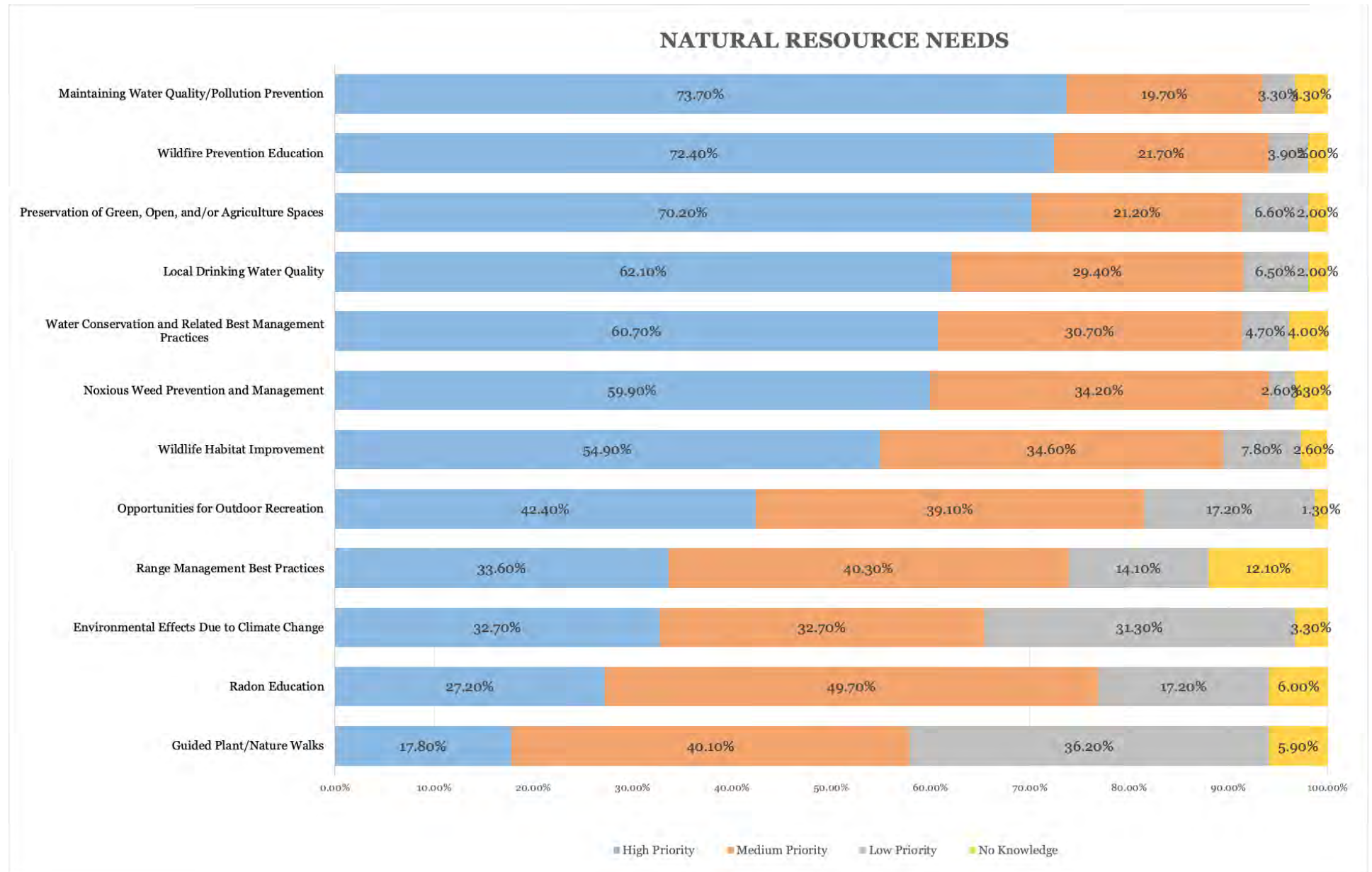
1.	Maintaining water quality/pollution prevention (74%)
2.	Wildfire prevention education (72%)
3.	Preservation of green, open, and/or agriculture spaces (70%)
4.	Local drinking water quality (62%)
5.	Water conservation and related best management practices (61%)

Survey respondents were able to report if they had no knowledge regarding a specific needs area. The two areas with which respondents most often reported “no knowledge” were *Range Management Best Practices* (12%) and *Radon Education* (6%). See figure 2.11 on the next page for the overall breakdown of priority level for each needs area. Survey respondents were permitted to write in any additional natural resource needs that they felt were important but were not included on the list provided in the survey. Wildfire topics were the most often written in and focused on urban interface and impacts of wildfire. Concerns about the large wild/feral horse population depleting natural resources came in second. Table 2.e in Appendix B includes the respondents’ eight total write-in responses.



East Fork Ranch, Minden, NV. Photo by: Lindsay Chichester.

Figure 2.11. *Natural Resource Needs as Rated by Douglas County Respondents*



Note. n=149-153.



**FIGURE 2.12: TOP FIVE PERSONAL AND FAMILY DEVELOPMENT NEEDS FROM SURVEY**

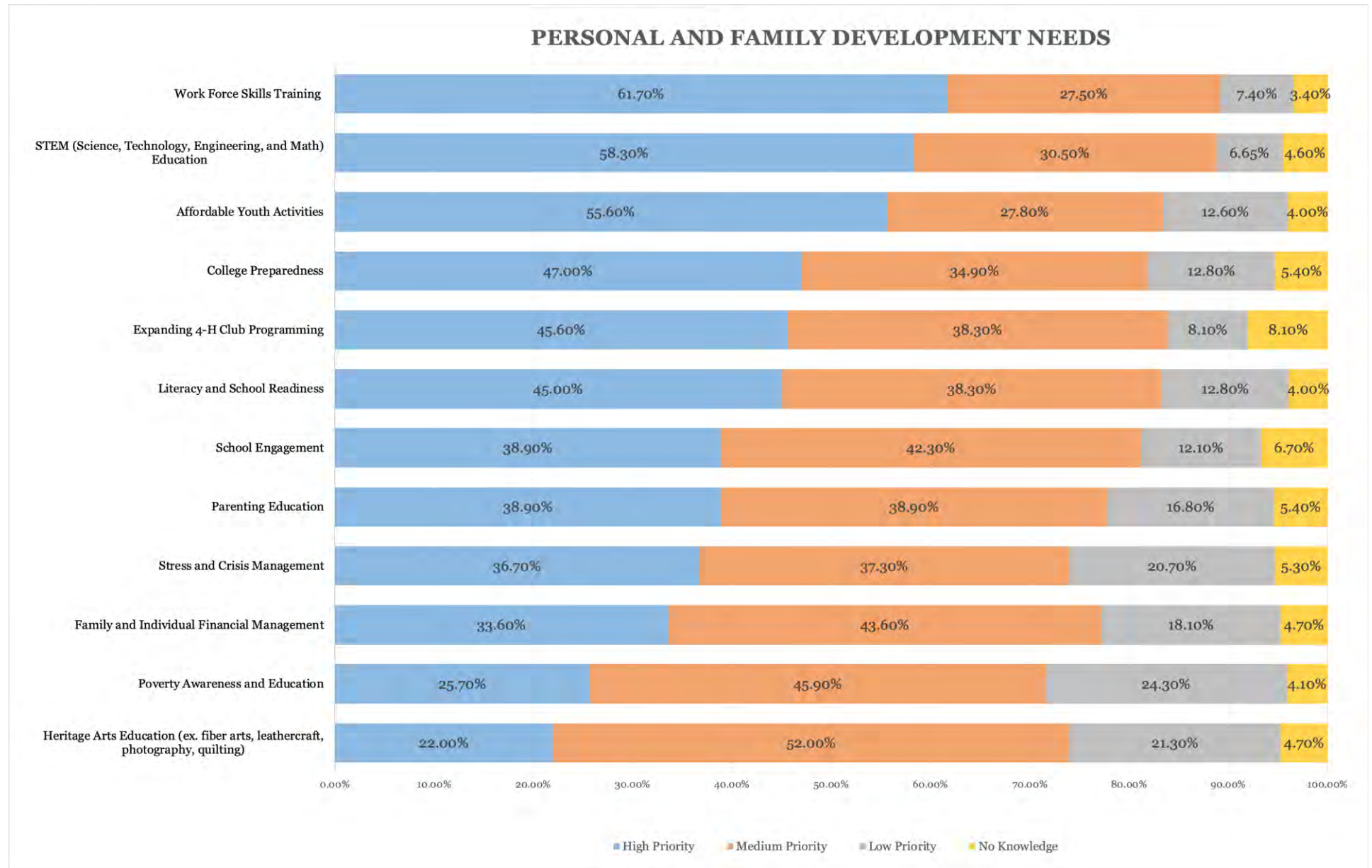
- |    |   |
|----|---|
| 1. | Workforce skills training (62%)                                   |
| 2. | STEM (Science, Technology, Engineering, and Math) education (58%) |
| 3. | Affordable youth activities (56%)                                 |
| 4. | College preparedness (47%)  |
| 5. | Expanding 4-H Club programming (46%)                              |

Survey respondents were able to report if they had no knowledge regarding a specific needs area. The two areas with which respondents most often reported “no knowledge” was *Expanding 4-H Club Programming* (8%) and *School Engagement* (7%). See figure 2.13 on the next page for the overall breakdown of priority level for each needs area. Survey respondents were permitted to write in any additional personal and family development needs that they felt were important but were not included on the list provided in the survey. Affordable mental health professionals and treatment surfaced as the top write-in followed by a homeless shelter for teens and/or families. Table 2.f in Appendix B includes the respondents’ seven total write-in responses.



Douglas County 4-H member showing sheep at Carson City Fair. Photo by: Larry Burton.

Figure 2.13. *Personal and Family Development Needs as Rated by Douglas County Respondents*



Note. n=149-151.

## Douglas County – Priority Programming Needs

### High Priority

Respondents were asked to report which ‘need’ was the most important from all the lists of assessment needs they were provided. Respondents wrote in their responses. In the far-right column of Table 2.g, 2.h., and 2.i, which can be found in Appendix C, we have coded each response to show which of the six need areas the response fell under (1=Agriculture, 2=Community Development, 3=Health and Nutrition, 4=Horticulture, 5=Natural Resources, 6=Personal and Family Development, and 7=General). In total, this item had 105 responses.

Figure 2.14. *Douglas County Respondents’ Written Responses for High Priority Needs.*

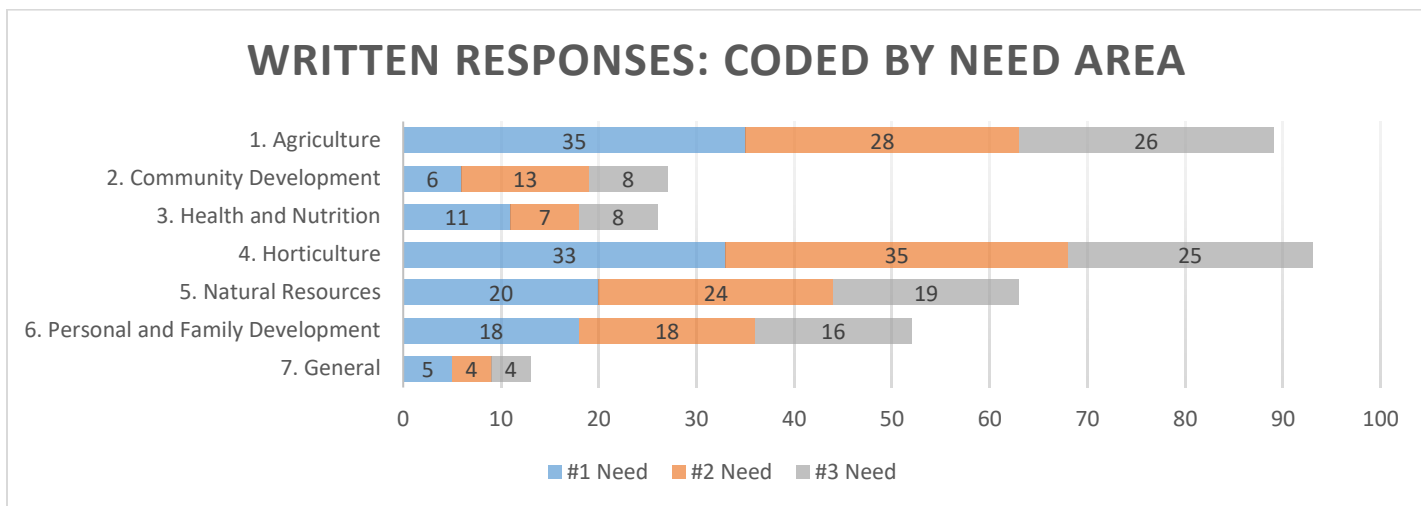


Figure 2.15. Written examples of responses under high-priority needs.

Ability to produce your own food including beekeeping and chickens
Local food quality and availability
Growing food, chickens, etc, at home to be more self-sufficient and have healthier diet
Educating the community regarding where their food comes from
Water conservation
Community events
Classes on cooking on a budget
Food preservation and proper storage
Stress and crisis management
Low cost/free programs for kids

When asked if the respondent and/or their family would participate in educational programs or activities developed to address high-priority needs that they wrote in, 79 respondents (81%) indicated they would participate, 14 (14%) reported they would not participate, and four (4%) did not report.

Figure 2.16. Written examples of responses under second high-priority needs.

Preservation of green, open, and agricultural space
Safe practice with chemicals
Encouraging agritourism to benefit the county economically
Community involvement
Educating on value of health eating and growing of foods
Drought tolerant and water conservation gardening
Protection of pollinators
Good practices for maintaining good water quality
Wildlife habitat improvement
4-H

When asked if the respondent and/or their family would participate in educational programs or activities developed to address their second most-important need that they wrote in, 69 respondents (79%) indicated they would participate, 17 (19%) reported they would not participate, and two (2%) did not report.

Figure 2.17. Written examples of responses under third high-priority needs.

Bee-pollinator program
Livestock care and health
Weed management and education for small parcels
Home-based food business opportunities
Growing your own food
General home gardening/landscape management
Master Gardeners
Weed control
Wildfire education and safety
Workforce skills



When asked if the respondent and/or their family would participate in educational programs or activities developed to address their third most-important need that they wrote in, 62 respondents (79%) indicated they would participate, 13 (17%) reported they would not participate, and three (4%) did not report.

Appendix C fully details all of the written responses by programmatic area, and in Appendix E the top needs by collection methods are fully discussed. Topics and themes that emerge across multiple collection methods clearly identify the community needs.



Flooded roadway in Douglas County. Photo by: Steve Lewis.

### Chapter 3: Key Informant Interview Results

**Agriculture:** Two dominant themes emerged as **strengths**, including the use of agriculture for open spaces and locally grown/raised food opportunities. Several important themes emerged for **opportunities**. Overwhelmingly, agricultural education and agricultural literacy were strongly identified by the interviewees, both for the community and in the school. Interviewees strongly indicated that our community does not understand agriculture and/or the agricultural lifestyle. The second theme was working with small-acreage owners and how they can better manage their small acreage. Third was creating more opportunities to grow/raise local foods and opportunities to provide local foods to the community. Agritourism and conservation easements wrapped up the final priority themes. Sustainability of agriculture and ranching in the Carson Valley was identified as the primary **weakness/threat**. The sub-division of ranches, challenges future generations face, and decisions from county officials may impact agriculture moving forward.

**Community Development:** Major **strengths** identified were the love of Douglas County, from its natural beauty to the historical charm. The Community and Senior Center was also seen as a huge asset to the community. The emergency response teams were also viewed favorably. Other mentions included the arts, the airport, and other agencies working to make the community a better place. Two major **weakness/threat** themes emerged. One is a lack of affordable or workforce housing and the effects it is having on the community. The second is a lack of leadership and professionalism from county officials. Three themes emerged as **opportunities** in community development. The first theme is identified as events, tourism, and recreation, as it seems people want to see more/different events in the area. The second is looking at sustainability of different community programs. The third is providing assistance and support to non-profits to be more successful.

**Health and Nutrition:** Several **strengths** were identified, which included two hospitals within the county, a Community Health Center which provides specialized care for women and reproductive topics, overall interest in health and positive lifestyle changes, good vaccination rates, Douglas County performing well in the State's Health of the State report, and Extension's Radon program. Two primary **weakness** were identified, one in senior care and services and one in a lack in behavioral and mental health resources. Several **opportunities** were identified, which include nutrition classes, food preservation, food waste, and interest in culinary arts. Two primary **threats** were identified by interviewees. One was the threat of preventable diseases coming back if people do not vaccinate and the other was the lack of a full-time health officer.



**Horticulture:** The interviewees identified one dominant **strength** – Heritage Park. Many great events and partnerships have occurred at Heritage Park over the years (i.e. “sharing gardens” community garden, Children’s Garden, labyrinth, chess set, checkerboard). No **weaknesses or threats** were identified. Interviewees identified three major **opportunities**. It was strongly indicated that more horticulture classes are needed across the board, and opportunities for partnerships and/or collaborations were identified. The revitalization of the Master Gardener Program was of interest. The third theme was pollinators and native habitats, and things that could be of harm to them.

**Natural Resources:** The three major **strengths** identified by interviewees were water, weeds, and fire. A large benefit to the county is the ability of ranchland property to take water during a flood. (Note: these comments were left in the natural resource section rather than the agriculture section because the movement and management of water was the primary focus of the comments.) Two primary **weaknesses** were identified – fire and water, respectively, and their associated problems. Overwhelmingly, water was the largest area where the **opportunity** for education is needed, and numerous topic areas also were identified. Weeds was the second largest theme, specifically their identification and treatment. Fire and recreational opportunities rounded out the final themes. The primary **threats** identified had to do with water, specifically flooding and water management/access, fires, and weeds. Also mentioned numerous times were threat of isolation from flood or fire, the loss of structures used to divert water, and concerns about the integrity of the river if not maintained.

**Personal and Family Development:** Two major themes were identified as **strengths**. One was the 4-H program, and the other was school-based programs. Interviewees identified several **opportunities**, which included suggestions of where 4-H could be improved upon and prospects of better community partnerships being established. The second theme focuses on education for the youth in the community, more specifically, the fact that a general life skills class seems to be needed. The only **threat** identified was concern about job opportunities for graduates. However, this was a similar threat as what was identified in the agriculture section regarding youth entering an agricultural profession or coming home to take over a family agricultural enterprise.

## **Chapter 4: Douglas County Needs Assessment Discussion**

This mixed-method needs assessment included an online survey with write-in options and key informant interviews. The PEARL (Propriety, Economics, Acceptability, Resources, and Legality) (Donaldson & Franck, 2016) strategy of developing priorities from identified needs was employed to synthesize the various types of data and formulate priorities within each program area identified by Nevada Revised Statutes.

The primary discussion below will be by each of the Extension program areas, which will bring the numerous data collection findings into one place. Observations about findings and what surprised the authors will be discussed, as well as limitations, implications for existing programs, and plans for future programming. Although this information is in previous sections of the document, this chapter brings it all together.

Once the needs were identified from each of the six data collection points, they were put into a table by priority (1 = perceived most important, 5 = perceived least important) and color coded by theme and language coding similarities (Appendix E). If two or more themes were tied, then the numerical values from their ranking in the table determined tie breakers. If some of the needs did not sort themselves into a theme, they were listed as miscellaneous, as there was only one comment for each of those. It is not that the miscellaneous needs are not important; they are, as they were in the top identified needs for their respective section of this needs assessment, but they were not powerful enough to place any higher in the overall need ranking in this document.

### **Agriculture**

Within the survey, the top five identified Agriculture needs were:

1. Local food quality and availability
2. Responsible chemical use
3. Sustainable agriculture production
4. Education of non-agriculture community members about where their food comes from
5. Beekeeping and honey

In the key informant interviews (Appendix D), there were several opportunities (i.e. needs) that emerged:

1. Agricultural education and agricultural literacy (i.e.: helping non-agriculture people learn about agriculture)
2. Small acreages
3. Local foods
4. Agritourism
5. Conservation easements

Survey respondents had the opportunity to write in needs that they felt were left off the list of potential needs provided by the research team in the original survey instrument (Appendix B, Table 2.a.). There were five needs identified:

1. Small-ranch education
2. Alternative crop opportunities
3. Water quality/management
4. Good farming practices
5. Weed identification/treatment

It should be noted that water and weeds, while identified in this agricultural section, were the top needs identified in the natural resource section. For the purpose of this document, we will discuss those topics in the natural resource section.

In Appendix C, survey respondents had the opportunity to indicate what their top three overall needs were, regardless of category defined by state law. The research team then sorted these into the categories defined by statute and added a general section for the responses that were too vague.

Indicated high-priority needs (Appendix C, Table 2.g.):

1. Local foods
2. Growing/raising own food
3. Education about agriculture
4. Maintenance of rural agriculture culture and heritage
5. Preservation and protection of agricultural spaces

Indicated second high-priority needs (Appendix C, Table 2.h.):

1. Keeping Douglas County a viable agricultural area
2. Environmental resource utilization
3. Importance of agriculture
4. Local foods
5. Ag programs for youth

Indicated third high-priority needs (Appendix C, Table 2.i.):

1. Beekeeping
2. Preservation of agriculture and green spaces
3. Livestock
4. Local foods
5. Youth in agriculture



Limitations – When the original survey tool was developed it contained items in the agriculture section that were then later identified to be a better fit under the natural resources section (i.e. water, weeds).

Extension programs in place and future program opportunities –

1. Local foods – The Douglas County Extension Educator is working with a regional team to update the existing Living on the Land curriculum which will be primarily for small-acreage owners and covers a vast number of topics. The Douglas County Extension Educator is also working with a local Agrihood interest group that is exploring agricultural preservation within a housing development, which would remain in agriculture.
2. Preserve agriculture and rural heritage – Douglas Extension continues to collaborate on agricultural activities such as Eagles and Agriculture and establish collaborations with the Visitors Authority, the Historical Society, the Arts Association and others to celebrate agriculture.
3. Agricultural literacy and education – The Douglas County Extension Educator will be collaborating with Dangberg Home Ranch to offer a variety of agricultural days for the entire family.
4. Small-acreage education – The Douglas County Extension Educator is working with a regional team to update the existing Living on the Land curriculum which will be primarily for small-acreage owners and covers a vast number of topics. Consideration will be given to the possibility of updating the Small Ranch Manual. The Extension Educator is also working with fellow Nevada Extension colleagues to submit a grant for the Beginning Farmer and Rancher Development Program.
5. Beekeeping – The Douglas County Extension Educator attended numerous educational classes and maintained four hives in 2020. Douglas Extension is working toward educational workshops and creating a Douglas County Bee and Pollinator Club.
6. Youth in agriculture – The Douglas County Extension Educator provides Youth for the Quality Care of Animals to youth in Nevada and across the country and provides expertise for youth animal science camps and at livestock judging events. A USDA-APHIS grant was obtained to work on developing online modules in regard to emergency response during a fair or livestock exhibition focusing on disease, biosecurity, evacuation, animal-rights, activists, etc.

## **Community Development**

Within the survey, the top five identified Community Development needs were:

1. Managing community growth
2. Building community collaborations
3. Increasing community involvement
4. Leadership development
5. Showcase community features, events, and successes

In the key informant interviews (Appendix D), there were several opportunities (i.e. needs) that emerged:

1. Events, tourism, and recreation
2. Program/project sustainability (better collaboration and long-term sustainability)
3. Non-profit support (education and grant opportunities)

Survey respondents had the opportunity to write in needs that they felt were left off the list of potential needs provided by the research team in the original survey instrument (Appendix B, Table 2.b.). There were two needs identified:

1. Youth programs
2. Veteran services

In Appendix C, survey respondents had the opportunity to indicate what their top three overall needs were, regardless of category defined by state law. The research team then sorted these into the six categories defined by statute and added a general section for the responses that were too vague.

Indicated high-priority needs (Appendix C, Table 2.g.):

1. Computer literacy
2. Outdoor recreation – trail development
3. Community events
4. Affordable housing
5. Building community collaborations

Indicated second high-priority needs (Appendix C, Table 2.h.):

1. Manage community growth
2. Community involvement

Indicated third high-priority needs (Appendix C, Table 2.i.):

1. Manage community growth
2. Community events and celebrations



Limitations – In some of the data collection points only two to four needs were identified, as opposed to the five needs we saw in other areas. This could be because respondents either felt their needs were already listed in the survey tool, or they did not fully understand what content/programmatic areas would fit under community development.

Manage community growth was identified as the second need. However, this is a topic that we do not feel is within the realm of our expertise.

Programs in place and future program opportunities –

1. Community events – The Extension Educator has focused on agritourism events such as Farm to Fork (September 2019). Upcoming events will enhance and collaborate on agricultural programming by the Historical Society: a Basque cultural tour, a barn quilt painting class, and a second agricultural tour.
2. Manage community growth
3. Build community collaborations – Douglas Extension continues to seek collaborations locally with the Carson Valley Chamber, Visitors Authority, Historical Society, Arts Council, Main Street, and numerous other organizations.
4. Community involvement – The Douglas County Extension Educator provides expertise and consultation for local interest groups as needed and acts as a facilitator for the Carson Valley Swim Center and the Carson Valley Chamber of Commerce at its strategic planning meetings.

## **Health and Nutrition**

Within the survey, the top five identified Health and Nutrition needs were:

1. Access to nutritious foods
2. Grow/raise your own food
3. Food on a budget
4. Fitness and exercise
5. Health and wellness programs with educational support for adults

In the key informant interviews (Appendix D), there was one overarching opportunity (i.e. need) that emerged:

1. Education and outreach (nutrition, food preservation, less food waste, culinary arts)

Survey respondents had the opportunity to write in needs that they felt were left off the list of potential needs provided by the research team in the original survey instrument (Appendix B, Table 2.c.). There were four needs identified:

1. Local food and production and preparation
2. Food foraging (i.e. searching, identifying, and collecting food resources in the wild)
3. Mental wellness
4. Family planning/teen pregnancy

In Appendix C, survey respondents had the opportunity to indicate what their top three overall needs were, regardless of category defined by state law. The research team then

sorted these into the six categories defined by statute and added a general section for the responses that were too vague.

Indicated high-priority needs (Appendix C, Table 2.g.):

1. Growing own food
2. Healthy cooking
3. Cooking on a budget
4. Food preservation and storage
5. Community health and wellness

Indicated second high-priority needs (Appendix C, Table 2.h.):

1. Healthy eating
2. Growing own food
3. Food waste/security

Indicated third high-priority needs (Appendix C, Table 2.i.):

1. Fitness opportunities for all ages
2. Healthy foods

Limitations – Growing own food emerged as the priority topic, which closely mirrors local food, the primary need from the agriculture section. This indicates a strong perceived need for growing own food/local foods, as it crosses programmatic areas.

Programs in place and future program opportunities –

1. Growing own food – Douglas Extension is hiring a part-time horticulture-focused position to assist with this need; the Extension Educator is working with a regional team to update the existing Living on the Land curriculum which will be primarily for small-acreage owners and covers a vast number of topics.
2. Access and preparation of healthy and nutritious food
3. Fitness
4. Food/cooking on a budget
5. Education and outreach

## Horticulture

Within the survey, the top five identified Horticulture needs were:

1. Drought-tolerant and low-water-use landscaping



2. Plant selection in the high desert
3. Pollinator gardens and habitats
4. Basic weed/flower/plant/insect identification and management
5. Garden pest control

In the key informant interviews (Appendix D), there were several opportunities (i.e. needs) that emerged:

1. Classes and trainings
2. Revitalize Master Gardener Program
3. Native plants and pollinators

Survey respondents had the opportunity to write in needs that they felt were left off the list of potential needs provided by the research team in the original survey instrument (Appendix B, Table 2.d.). There were four needs identified:

1. Master Gardener Program
2. Edible/medicinal herbs and weeds
3. Growing food
4. Less chemical use

In Appendix C, survey respondents had the opportunity to indicate what their top three overall needs were, regardless of categories defined by state law. The research team then sorted these into the six categories defined by statute and added a general section for the responses that were too vague.

Indicated high-priority needs (Appendix C, Table 2.g.):

1. Small space/backyard gardening
2. Sustainable gardening (safe use of herbicides)
3. Organic gardening
4. High Desert/drought tolerant/native plants
5. Tree management

Indicated second high-priority needs (Appendix C, Table 2.h.):

1. Native plant selection/care
2. Drought-tolerant gardening
3. Backyard gardening





4. Pollinators
5. Horticulture weeds

Indicated third high-priority needs (Appendix C, Table 2.i.):

1. Drought-tolerant landscaping
2. Home water efficiency
3. Organic food production
4. Pollinators
5. Master Gardener Program/gardening

Limitations – Not having a permanent staff person in place has stalled many of our efforts here. We are optimistic that the hiring of a part-time horticulturist will allow the Douglas Extension Office to increase services in horticulture. Once again, pollinators emerged as a top need, as was also seen in the agriculture section, indicating a strong need for beekeeping and pollinator education and habitats.

Programs in place and future program opportunities –

1. Native/drought-tolerant plants - Hiring a part-time horticulture-focused position to assist with this need.
2. Backyard gardening - Hiring a part-time horticulture-focused position to assist with this need.
3. Educational classes - Hiring a part-time horticulture-focused position to assist with this need; Douglas Extension will continue to offer and host courses from Washoe County Extension as appropriate.
4. Master Gardener Program - Hiring a part-time horticulture-focused position to assist with this need.
5. Pollinators – Similar to beekeeping plan in the agriculture section above.
6. Sustainable gardening - Hiring a part-time horticulture-focused position to assist with this need.
7. Organic gardening - Hiring a part-time horticulture-focused position to assist with this need.

## Natural Resources

Within the survey, the top five identified Natural Resource needs were:

1. Maintaining water quality/pollution prevention
2. Wildfire prevention education
3. Preservation of green, open, and/or agricultural spaces
4. Local drinking water quality
5. Water conservation and related best management practices

In the key informant interviews (Appendix D), there were several opportunities (i.e. needs) that emerged:

1. Water (well access, water rights, water quality, irrigation water, flood mitigation, etc.)
2. Weeds (identification, control)
3. Fire (defensible space, fuels reduction)
4. Recreation (more access to river, river celebrations)

Survey respondents had the opportunity to write in needs that they felt were left off the list of potential needs provided by the research team in the original survey instrument (Appendix B, Table 2.e.). There were two needs identified:

1. Wildfire interface
2. Abundance of wild horses

In Appendix C, survey respondents had the opportunity to indicate what their top three overall needs were, regardless of category defined by state law. The research team then sorted these into the six categories defined by statute and added a general section for the responses that were too vague.

Indicated high-priority needs (Appendix C, Table 2.g.):

1. Water conservation
2. Wildfire prevention
3. Weed control/abatement

Indicated second high-priority needs (Appendix C, Table 2.h.):

1. Water quality
2. Water management
3. Wildlife
4. Wildfire prevention
5. Pesticide use

Indicated third high-priority needs (Appendix C, Table 2.i.):

1. Climate change
2. Weed control
3. Wildfire
4. Natural resource education



Limitations – This section had three primary themes: water, wildfire, and weeds. As was mentioned in the agriculture section, some of the same themes emerged in that area. However, they were more appropriate in the natural resource section.

Programs in place and future program opportunities –

1. Water – Douglas County Extension Educator is collaborating with Douglas County to host a water forum series on a multitude of topics.
2. Wildfire – Douglas County Extension is collaborating with the Living With Fire team to offer increased Junk the Juniper events and educational opportunities in Douglas County.
3. Weeds – Douglas Extension will continue to offer and host courses from Washoe County Extension as appropriate.

## **Personal and Family Development**

Within the survey, the top five identified Personal and Family Development needs were:

1. Workforce skills training
2. STEM (Science, Technology, Engineering, and Math) education
3. Affordable youth activities
4. College preparedness
5. Expanding 4-H Club programming

In the key informant interviews (Appendix D), there were several opportunities (i.e. needs) that emerged:

1. Extension and 4-H (share and promote, youth leadership roles, collaboration)
2. Youth education and outreach (general life skills classes)

Survey respondents had the opportunity to write in needs that they felt were left off the list of potential needs provided by the research team in the original survey instrument (Appendix B, Table 2.f.). There were two needs identified:

1. Mental health
2. Homeless shelters

In Appendix C, survey respondents had the opportunity to indicate what their top three overall needs were, regardless of category defined by state law. The research team then sorted these into the six categories defined by statute and added a general section for the responses that were too vague.

Indicated high-priority needs  
(Appendix C, Table 2.g.):

1. Youth activities
2. Maintain and expand 4-H program
3. Low-cost/affordable activities for youth
4. Post-high-school preparedness
5. Workforce development

Indicated second high-priority needs (Appendix C, Table 2.h.):

1. Youth activities
2. Workforce skills training
3. Parental-education
4. College preparedness



Indicated third high-priority needs (Appendix C, Table 2.i.):

1. Youth programs
2. Parental-education opportunities
3. Workforce skills
4. Financial literacy
5. College preparedness

Limitations – Youth programming and activities was identified as the primary need, and youth in agriculture was a top need in the agriculture section as well. Mental health and homeless shelters were identified as needs. However, this is a topic that we do not feel is within the realm of our expertise.

Programs in place and future program opportunities –

1. Youth programming/activities – Douglas Extension will be collaborating with professionals within Douglas County to offer a series of life skills classes.
2. Workforce skills training
3. Expand 4-H Club opportunities – Douglas Extension and 4-H will be working to do some internal assessments of the 4-H program to determine needs and opportunities. Additionally, a new hire of the 4-H staff member will be occurring.
4. College preparedness
5. Parental education

## Summary

In summation, this mixed-method needs assessment has identified many community needs. While Extension, and specifically, the Douglas County Extension Office, can work on some, there are others where we lack the expertise and/or staff to be the lead agency. We expect additional stakeholder groups may utilize this data for community-planning purposes. The overlap of identified needs across some of the Extension program areas indicates the need should be evaluated collaboratively and with cross-discipline expertise. Additional discussion with community groups and stakeholders will be needed to identify how current results can best be used to develop educational programming.

The Snowball Sampling Method used for the survey component helped obtain a broader community sample of participants. Analysis of the survey write-in responses and the key informant interview components allowed for further details on community needs to be identified and overall community themes to emerge. The PEARL Test was then implemented to evaluate the overall data systematically and determine priority issues/needs for Douglas County.

A potential limitation to findings is the lack of a way to follow up with respondents on the write-in comments we received, meaning that some of the interpretation was subjective and based on limited information. Also, the average age of survey respondents was 50, which certainly influenced the results presented here. Finally, although we would have liked the number of completed surveys to be higher, our mixed-method procedure provided confidence with our findings, as saturation of common themes occurred across our data methods.

The previous Douglas County Extension Educator published a needs assessment in 2002 (SP-03-11). Interestingly, many of the identified top 15 needs at that time continue to align with needs identified in this study. These include clean drinking water, growth/development planning, availability and continued assurance of enough water for all uses, water conservation, affordable housing, and County Commissioners who listen to the community. These needs continue to be priority needs for the citizens of Douglas County.

## Appendix A

### 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 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/SV\\_3QafwESmw8Yxjb7](https://unrcfr.col.qualtrics.com/jfe/form/SV_3QafwESmw8Yxjb7)

Sincerely,  
Lindsay

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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.**

## Appendix B

### Written Responses Regarding Priority Needs by Area

For each needs area, 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 respondent. The responses have been sorted by theme for final analysis. It should be noted that the responses have only been edited to correct spelling errors and capitalization of words; the statement otherwise has been left as written by the respondent.

Table 2.a. *Agriculture Needs – Written Responses by Douglas County Respondents*

Written Response
More classes for small ranches
Training for non-agricultural people regarding entering agricultural production (e.g., how to do a garden and enter farmers markets, or how to begin and start a small farm operation)
Land management
Expand ag in the classroom at all ages
Making it financially appealing for people to want to stay in agriculture
Private property rights
Hops
Pollinator plantings on agricultural land
Home garden production
Growing herbs, veggies at home
Brambles
Backyard composting
Local hemp production
Amending our soils
Native plants
Foraging for food/medicine
Water quality/well head production
Water management
Responsible water management
Benefits of ag with the watershed management
Cover crops
Soil health and farming techniques
Low water crop alternatives
Minimal tillage
Noxious weeds training and why they are detrimental
Weed abatement
White top outreach
Controlling invasives (weeds)
Meat rabbits
Meat poultry

Small animal production
Community gardens
Community gardens
Community farming
Center for ag excellence
Research and Development
Wildlife co-existence
Wildlife urban interface
Animal care
Humane animal control
Use of ag lands for renewable energy production
Small farm cooperative for machinery for hay production
Ag zoning allowance for Airbnb, Vrbo
Educated regulatory authorities on the need for proactive management of our local resources
Fire education
Expanded farmers markets
Equine education/management
Pest abatement
Small dairy farms
Feedlot, local sale yard
Road safety with no ag
Employee pool/housing
Preserve ag open space in the CV
Ag based degrees

Table 2.b. *Community Development Needs – Written Responses by Douglas County Respondents*

Written Response
Youth involvement
Mentoring programs for youth
4-H is never mentioned
Veteran medical services; clinic by Lampe Park is very limited on medical services
Veteran housing – either affordable housing or for overnight stays if we get more medical services in the valley
Community gardens/neighborhoods
Collaboration to ensure Muller Parkway is completed in a timely manner
Leadership
Housing for youth in transition or from domestic violence homes
Downtown revitalization

Table 2.c. *Health and Nutrition Needs – Written Responses by Douglas County Respondents*

Written Response
Local food production
We need to empower people to gain knowledge about a better lifestyle. People only know what they know and without education they can't make better choices. Community

gardens and learning where food comes from, how preservatives are added, and how easy it can be to prepare better food.
Herbs/edible foraging
Build a gleaning program for the CV; support the new food bank
Mental wellness assistance
Mental wellness education
Teen pregnancy prevention
Family planning
Proper food storage
Cross cultural dietary
STD prevention programs
How important it is to have children vaccinated
Programs for veterans
Drug and alcohol assistance/education
Emergency preparedness

Table 2.d. *Horticulture Needs – Written Responses by Douglas County Respondents*

Written Response
Master gardener program
Master gardener program
Edible or medicinal uses of weeds
Culinary/medicinal herbs
Managing pastures with newer technology, less chemicals
Ban roundup
Educate people on growing their own food. How much better it tastes. How therapeutic it can be to work in the dirt and produce something positive.
Lawn care and fertilization
Soil management education
Noxious weed control preferably non-chemical
Native plants in the landscape
Xeriscape
Large population wasp eradication

Table 2.e. *Natural Resource Needs – Written Responses by Douglas County Respondents*

Written Response
Wildfire interface
Impacts of wildfire and causal factors education should be number 1
Urban interface fire
Lower number of wild horses
Wild horse depletion too many of them
Balance in the yard
It's not climate change, it's weather
Keep cats indoors

Table 2.f. *Personal and Development Needs – Written Responses by Douglas County Respondents*

Written Response
We need more mental health professionals and it needs to be affordable
Mental health providers, services, and resources
Work on taking the stigma off of mental health, empower people with mental health issues not to be ashamed
Homeless shelters for families
Homeless shelters for teens
Self-esteem building
Parental controls education for internet use

## Appendix C

### Color Code of Written Responses

After the respondents rated the needs in each area (survey) and had the opportunity to write in additional responses to those lists (Appendix B), we also asked respondents to list their overall top three needs, regardless of Extension priority area. In essence, these written responses let us know the respondents' perception of the top three overall needs facing Douglas County. Appendix C lists survey respondents' perceptions of Douglas County's highest, second-highest, and third-highest needs. Since the participants were not provided a list, responses were sometimes general or crossed multiple need areas. The items were all coded by the first author on this publication by needs area and were checked for reliability by a second author. If within a statement there were clearly two separate programmatic areas where the response would be appropriate, it was provided in each area. Within each of the six programmatic areas, the needs were categorized by theme to assist in final evaluation and discussion. It should be noted that the responses have only been edited to correct spelling errors and capitalization of words; the statement otherwise has been left as written by the respondent.

If a similar topic was presented multiple times, it was condensed, and the number of similar/same comments is identified in parenthesis (i.e. (4)).

Coding scheme is as follows:

1	Agriculture
2	Community Development
3	Health and Nutrition
4	Horticulture
5	Natural Resources
6	Personal and Family Development
7	General

Table 2.g. *High-Priority Needs Identified for Douglas County.*

#	Written Response	C o d e
1	Local food quality and availability	1
2	Working toward a sustainable local food supply, which encompasses agriculture and home gardening/backyard farming education, dealing with climate change, reducing pesticides, protecting clean water, encouraging pollinators	1
3	Better access to healthy food including farmers markets, restaurants, growing your own, etc...	1

4	Growing food, chickens, etc. at home to be more self-sufficient & have healthier diet	1
5	Chickens	1
6	Ability to produce your own food including beekeeping and chickens	1
7	Local food awareness and availability	1
8	Connecting people to the food they eat--tapping into and supporting the farmer in all of us (patio gardening, small farm flock, connecting small producers, co-op facilitation)	1
9	Agricultural awareness/education- teach the community about why ag is important and what their local farmers are doing (4)	1
1	Helping the community understand the value of agriculture in our community	1
1	Help support our local agricultural producers and those agencies that are tasked with assisting ag	1
1	Maintaining our rural agriculture culture/heritage while planning for smart growth according to our Master Plan and Development Code	1
1	Permanent conservation of irrigated, agricultural land	1
1	Agriculture preservation	1
1	How to best protect ag land and keep it ag	1
1	Growing organic farming & agricultural practices	1
1	Working toward a sustainable local food supply, which encompasses agriculture and home gardening/backyard farming education, dealing with climate change, reducing pesticides, protecting clean water, encouraging pollinators (2)	1
1	Pesticide/Herbicide Community Education (2)	1
1	Classes addressing small ranches. How to have better outcome on limited financial resources	1
2	Garden and farming skills in this desert area. Including pollinator education and development	1
2	Humane Animal Care	1
2	Are farmers not getting water as they should. I am not a farmer but know a few	1
2	Being a resource for local agriculture	1
2	Ag machinery cooperative for small ag zoned agriculture; necessary to support preservation of ag open space in the CV	1
2	Ensure that all residents are computer literate	2
2	Outdoor recreation-trail development	2
2	Community events	2
2	Affordable housing	2
2	Building Community Collaborations	2
3	Maintaining our rural agriculture culture/heritage while planning for smart growth according to our Master Plan and Development Code	2
3	Growing food, chickens, etc. at home to be more self-sufficient & have healthier diet (2)	3
3	Survival without a grocery store	3
3	Better access to healthy food including farmers markets, restaurants, growing your own, etc. (2)	3



3	Education towards good nutrition	3
3	Classes on cooking on a budget	3
3	Food preservation, and proper storage	
3	Community Health and wellness (like children being vaccinated against all childhood diseases) (2)	3
3	Healthcare availability to the adult population. The community has a high number of the senior population, who takes their healthcare seriously. Healthcare is saturated and adults have difficulty establishing with a primary care provider	3
3	Stress and crisis management	3
4	Mental health services	3
4	Fitness and exercise	3
4	Veteran medical services (physical, mental/emotional). My husband has to drive to the Reno VA to see a nutritionist or to get minor wounds treated	3
4	Backyard/small space/patio gardening (5)	4
4	Reduction of pesticide/herbicide use to promote pollinator stability	4
4	Working toward a sustainable local food supply, which encompasses agriculture and home gardening/backyard farming education, dealing with climate change, reducing pesticides, protecting clean water, encouraging pollinators	4
4	Education of Pollinator expansion to combat ongoing destruction. Plantings, pruning, what grows, what doesn't grow in our area education, a monthly to do list in the newspaper or FB. CC just announced they are a "Bee City". What does GN do?	4
4	Garden and farming skills in this desert area. Including pollinator education and development	4
4	Organic Gardening	4
4	Planting in High Desert	4
5	Drought tolerant and native landscaping	4
5	Horticulture need	4
5	Trees that thrive in our climate, don't produce a ton of pollen or seeds, don't out a lot of suckers, don't "self-prune," and are drought tolerant (2)	4
5	All gardening related topics and Master Gardener Program	4
5	Desert soils amendments for family food crops	4
5	Water conservation and changes needed in the Valley to achieve it (6)	5
5	Wildfire driven by invasive weeds is Nevada's greatest threat to rangeland agriculture. Douglas and Carson City have less of an issue, but the support of all is needed to move issues forward in the rest of the State. To get support, education is key. More education on the interaction of invasive weeds and fire frequency and magnitude, and the subsequent expansion of more invasive weeds should be at the top of the list.	5
5	Wildfire preparedness and assistance in being fire safe (e.g. green waste removal projects and labor to help the elderly or infirm who cannot clear space themselves) (4)	5
5	Noxious Weed Training (4)	5

5	Youth activities	6
6	Youth activities focused on teens ages 13-17	6
6	Youth development	6
6	Maintain and expand 4-H programs for youth in our community (4)	6
6	Low cost/free programs for kids (2)	6
6	More entertainment for kids	6
6	Youth literacy and education... academically, socially	6
6	Preparedness for post high school graduation life (i.e., financial planning, job interview skills, etc.)	6
6	Workforce training, STEM and preparing for college/trade school for our youth is imperative for our future	6
6	Programs in the Gardnerville area for young children	6
6	Pre-school education	6
7	Financial management for families	6
7	Parenting Education, I have grown kids so not a need for me. It is definitely needed.	6
7	Senior networking	6
7	Sustainable practice	7
7	Get radical teachers out of our schools	7
7	Education	7
7	Safety of animals, people & environment	7

Table 2.h. *Second High-Priority Needs Identified for Douglas County.*

#	Written Response	C o d e
1	How to keep Douglas County a viable agricultural area/preservation of green, open, and agriculture spaces (3)	1
2	Connecting people to the resources we all use--water, land use, necessity of agricultural rights ("Right to Farm")	1
3	Value of good irrigating practices, knowing how irrigating water gets to us	1
4	The perception (and the reality often times) is that agriculture is cost-prohibitive to engage in with limited resources. Training on different opportunities available for a range of resources would be really cool, and go a long way towards getting people more excited about the agricultural industry in general	1
5	The importance on agriculture and proper ways of growing crops and disposing of pesticides	1
6	Limited use of pesticides. There needs to be education to the bad sides of them. There needs to be timely education to the benefits, when and how to weed before weeds are out of control	1
7	Safe practice with chemicals	1

8	Ag programs for 4H/youth- have opportunities for youth to develop agricultural skills to help maintain an agricultural and rural way of life in the Carson Valley	1
9	Education in school on where food comes from and the impact ag has on the environment	1
1	Making Douglas County the Center for Ag Science and Research	
1	Ag small producer workshop	1
1	Encouraging agri-tourism to benefit the county economically	1
1	Bees & honey	1
1	Safety on the roads with agriculture equipment	1
1	Support an ordinance that allows airbnb and vrbo on ag zoned land where impacts are not the same as in high density neighborhoods	1
1	Managing community growth (3)	2
1	Increasing Community Involvement (2)	2
1	Improve career training	2
1	Work to increase the number of small business owners.	2
2	Eco-tourism	2
2	Ongoing community forums	2
2	Volunteer programs that encourage community participation (a thriving Master Gardener program)	2
2	Healthy food selection	3
2	Educating on value of healthy eating and growing of foods	3
2	Training in growing your own food. Maybe more hoop houses etc. (2)	3
2	Food waste	3
2	Food security for all	3
2	Organic food access	3
2	Preserving food by canning, drying, etc.	3
3	Food on a budget	3
3	Public Health, STI, family planning, unplanned pregnancy prevention, teen pregnancy prevention programs to continue	3
3	Exercise classes for people with medical conditions (not just seniors)	3
3	Native plant species integration into gardening to promote local fauna stability	4
3	Teaching the community of the importance of smart high desert management to ensure our environment will be maintained for future generations	4
3	Selecting desert and/or drought tolerant plants (4)	4
3	Gardening education (i.e. growing own food, high desert horticulture, improving yields in backyard gardening) (6)	4
3	Pollinator protection and Importance Education for the Community (2)	4
3	Nutritious and medicinal weed identification and uses	4
3	Weed/ horticulture	4
4	Educating the community on pesticides	4
4	Replacement of invasive plant species with stable. green ground covers	4

4	Water quality - how to test and soil sample interpretations (2)	5
4	Preserving fresh water and access/availability	5
4	Clean ground water	5
4	Good practices for maintaining good water quality	5
4	Water/resource management (2)	5
4	Water conservation	5
4	Co-existence with wildlife (2)	5
4	Wildlife Habitat Improvement	5
5	Wildfire prevention (2)	5
5	I pull my weeds when they are small, before they flower, and are easy to dispose	5
5	Resource management by helping bridge the gap between regulatory authority and those that do on the ground management of our natural resources	5
5	Natural resource need	5
5	Youth Activities which include 4-H, financial management, the arts, STEM, workforce skills, school engagement, nutrition and healthy foods, and college preparation (4)	6
5	Affordable youth activities, especially for those not involved in school sports. A busy kid doesn't have time to get into trouble :) Our son plays multiple school sports, but we know other kids that don't and those kids have too much time on their hands. Most parents have to work- a bored kid is a kid that tends to get into trouble.	6
5	Youth outreaches of any kind to help them get connected to something positive (my family is grown & I don't have time with my current schedule to participate in this activity)	6
5	Work force skills training (2)	6
5	Parenting education (2)	6
5	College Preparedness	6
6	Higher education	6
6	Stress and crisis support	6
6	Low cost/ no cost activities for seniors that highlight the wonderful things about Douglas County	6
6	Family planning	6
6	Poverty Awareness and education	6
6	Vehicle maintenance for teen driver	6
6	Early learning/school readiness	6
6	Stop this Socialism	7
6	education & training of students and public	7

Table 2.i. *Third High-Priority Needs Identified for Douglas County*

	Written Response	C o d e
1.	Pollinators/bees/plant life cycle education (4)	1
2.	Preserving outdoor green spaces (2)	1
3.	Keep Douglas County 'Rural.!'	1
4.	We manage small herd of cattle, would like classes on care and treatment of cattle issues	1
5.	Livestock CARE (2)	1
6.	Re-kindling the desire of young people to be involved in ag	1
7.	Where Our Food Comes From - Community Education - From Livestock production to Growing your own food. Ag in the classroom at all learning levels. It is very important for kids to understand where their food comes from (2)	1
8.	Local food products available	1
9.	About 10 folks own 90% of the irrigated land in the county. The small, even tiny farms need education and help	1
10	Weed management and education for small parcels	1
11	Drought tolerant ag education; planning for a drier future	1
12	Managing community growth (4)	2
13	Community festivals or fairs centered around community involvement--ag people show up and participate, but what about the community? Statics and produce, crafts, quilting, etc. with food festival, carnival, horse show, livestock--the whole small town county fair experience.	2
14	Local events that bring the community together while providing both education and entertainment	2
15	To create an awareness of all of the recreational opportunities available in our region	2
16	Social media education opportunities	2
17	Home based food business opportunities	2
18	Growing your own food	3
19	How to identify and cook local nutritious foods	3
20	Fitness opportunities	3
21	Healthy exercise options that are affordable for all ages	3
22	Senior food and wellness support	3
23	Food Waste Awareness and Education	3
24	Drought tolerant and low water use landscape/gardening (5)	4
25	Water preservation. I already use rain barrels to collect gutter rainwater to divert it to my trees	4
26	Native plants	4
27	General home gardening/landscape management	4

28	How to grow/raise organic and humanly for your own family (2)	4
29	Education of chemicals used on produce	4
30	Pollinator gardens and the damage cats do to birds and other wildlife	4
31	Supporting pollinators including bees and butterflies	4
32	Educating newcomers about how to garden in this valley	4
33	Master Gardener	4
34	Composting	4
35	Environmental effects due to climate change (5)	5
36	Controlling noxious weeds (3)	5
37	Wildfire education and safety. The Camp Fire and Carr Fires were very eye opening	5
38	Wildland fire interface	5
39	Opportunities for Outdoor Education	5
40	Water conservation and education- water is gold around here!	5
41	Open space preservation and rec opportunities	5
42	Ensuring that youth programs are available and thriving (2)	6
43	Low cost youth programs	6
44	An increased emphasis on 4-H. Training about 4-H not being exclusively about livestock showing would be nice. Livestock is often the focus and what 4-H is known for, but it encompasses and includes so many other opportunities.	6
45	Parent Awareness (2)	6
46	Health and wellness for parents with young children	6
47	Internet safety for children, pre-teens and teens, create awareness of the real dangers. Educate the parents as to the resources available to educate themselves.	6
48	Workforce skills/life skills/job training/STEM and related vocational education (3)	6
49	Financial strategies for low income residents	6
50	Family budgets	6
51	College preparedness (2)	6
52	Stress and crisis management in every sphere of our community	6
53	Corrupt politicians	7
54	Decrease number of wild horses	7
55	Housing	7

## **Appendix D**

### Key Informant Interviews by Programmatic Area

If a similar topic was presented multiple times, it was condensed, and the number of similar/same comments is identified in parenthesis (i.e. (4)).

### **Agriculture**

Two dominant themes emerged as **strengths** in Douglas County agriculture, including the use of agriculture for open-spaces and locally grown/raised food opportunities. Several important themes emerged for **opportunities**.

#### Open-spaces

- Agriculture – people live here because of it, the open spaces, and the animals
- People love seeing the agricultural/open spaces
- More ranchers and farmers are selling the property rights [development rights to establish Conservation Easements] off their land to help keep the Valley green and in agriculture – allows development to happen in certain areas
- Maintaining open spaces

#### Local foods

- Everything for Bently Distillery is grown locally
- We are fortunate to know many of the people who raise our food, many people in cities don't have that luxury
- We have several local agricultural producers (i.e. Corley Ranch, Bently beef)
- The availability of good/healthy food is good here – people will eat better if the access is there

#### Miscellaneous

- Extension has historically been good with providing information on agriculture (i.e. noxious weeds, horticulture)

Several important themes emerged for **opportunities**. Overwhelmingly, agricultural education and agricultural literacy were strongly identified by the interviewees, both for the community and in the school. Interviewees strongly indicated that our community does not understand agriculture and/or the agricultural lifestyle. The second theme was working with small-acreage owners and how they can better manage their small acreage. Third was creating more opportunities to grow/raise local foods and opportunities to provide local foods to the community. Agritourism and conservation easements wrapped up the final themes.

### Agricultural education and agricultural literacy

- Agriculture is part of the Valley, it is important for people to know about it. Offer more education (6)
- People seem interested in agriculture. Eagles and Agriculture is a great event for highlighting agriculture
- Help people understand the rural lifestyle and what happens in each season. Large equipment will be on the road during hay season.
- Can Department of Agriculture share what they are doing at outreach events?
- Agriculture classes about how to be better (traditional vs new thought)
- People think that calves left alone during calving season have been abandoned. They don't understand the mama cows will be back. People want to intervene and help or take one, when that is actually trespassing and theft.
- Trespassing onto private lands (i.e. ranches) to go for a walk, take dogs for a walk, hunting, fishing, etc. – not ok!
- Teach students about agriculture. Can all students be required to take an agriculture class? School Board needs to support local agriculture and promote in school (4)

### Small acreages

- Need a series of workshops for small-acreage owners (bees, poultry, rabbits, weeds (control and ID), water, manage waste, windbreaks, drip systems, water rights and use, dust, etc.) (7)
- Need to have a small ranch manual that can be handed out to people when they buy here or visit one of the Natural Resource/Extension Offices

### Local foods

- Agrihoods (2), Bently, 4-H – love the whole concept of growing/raising own food, raised humanely, knowing where your food comes from
- Local food production
- Teach people how to build raised beds to grow their own food
- Why do we import things when we could be getting them/growing them locally?
- Create more farm to table
- Need a year-round CSA [Community Supported Agriculture] (more greenhouses and animals) – can we use the heat sinks from the hot springs?

### Agritourism

- Agritourism. Eagles and Ag is great, but what else can we do?
- Need to showcase local agriculture and agricultural community (people, places, barns, ranch rodeos)
- Highlight different agriculture in the community and the family behind it



### Conservation easements

- More support for conservation ranching (easements and sustainability) – i.e. River Fork Ranch. Important to protect agriculture and have water recharge areas (3)

### Miscellaneous

- Need a local feedlot/animal finishing facility
- Need an animal harvesting facility
- Is carcass composting a viable option here?
- Agricultural succession plans
- Need more research and development (R&D) in Douglas and in Nevada
- Need more local vegetable production
- Can solar be an alternative source of income for ranchers?
- Air quality protection (keep agriculture to help with this)
- Need a windfarm (was supposed to be one along the Pinenuts) – important to protect the viewsheds, but sustainable energy is important too
- Cover crops and their utilization in Nevada

Sustainability of agriculture and ranching in the Carson Valley was identified as the primary **weakness/threat**, the subdivision of ranches, challenges for the future generations, and decisions from county officials may impact agriculture moving forward.

- Subdividing ranches
- Can agriculture hang on? Many challenges (i.e. young people may/may not return, markets, weather)
- Are we giving youth an opportunity to come home and get involved in agriculture?
- County engineers are making decisions that are negatively impacting agriculture and irrigation

## **Community Development**

Major **strengths** identified were the love of Douglas County, from its natural beauty to the historical charm. The Community and Senior Center is also seen as a huge asset to the community. Our emergency response teams were also viewed favorably. Other mentions included the arts, the airport, and other agencies working to make our community a better place.

### Love of the area

- Great place for recreation
- People like to visit here
- Lots of natural beauty here
- Genoa has great charm and character (Old West, historic)
- This region is high in geographic diversity

### Community and Senior Center

- The community and senior center has been a huge benefit to the community, is a good partner, and provides a great place to bring people together in the community (4)

### Emergency Response Teams

- Emergency Management has done a great job preparing for various threats we may see
- First responders are great
- Great partnership with the Sheriff's Office and the Fire Departments (Eastfork and the Lake)

### Arts

- The Plan for Prosperity has an art component
- There have been some great art/theatre events in the community (concerts, Dangberg Ranch events, theatre groups in schools)

### Miscellaneous

- The airport is a great asset to our community
- Bently is good for the area
- Partnership Douglas County is a catalyst for relationships
- Food closet kitchen will be really helpful
- The Record Courier has been supportive in sharing information
- Passionate volunteers in the community
- Many of the community resource groups work well together
- Extension Educator's skills as a meeting moderator/facilitator had him in demand (2)

Two major **weakness/threat** themes emerged. One is a lack of affordable or workforce housing and the effects it is having on the community. The second is a lack of leadership and professionalism from county officials. Other weaknesses were mentioned on a wide variety of topics as seen below.

### Affordable housing

- Lack of affordable/workforce housing (i.e. homelessness prevention). Hard to keep employees or jobs staffed if they cannot live here (8)
- Decline in school enrollment, high cost of living plus lots of retirees

### County leadership and professionalism

- Lots of negativity with current county leadership
- Lack of leadership at the county level – lots of new people and turnover
- County employees are savvy and smart, work well together, but having to work with elected officials is tough

- County Commissioners lack professionalism
- Public meetings get very contentious because people are strongly on one side or another
- Divisiveness in Douglas County between no growth and smart growth – hard to find middle ground

### Miscellaneous

- Rural access to services (especially emergency) can be difficult
- Geography of the county has everyone, and everything spread out, several different population sections
- Have a hard time getting the community to appreciate the arts
- Arts tend to suffer when things get tight (especially in schools)
- The downtown walkable shopping spaces are very spread-out and disjointed
- Outdated way of thinking from the community (reluctant to change)
- Aging population
- Douglas County is not tech savvy
- Finding volunteers is a challenge – people are so busy
- Douglas County has more non-profits than any other county in Nevada – everyone is fighting for a piece of the same pie and several are duplicative, when one person is the heart of it and then they leave, no one else takes it over
- Need money for various community programs, but where is it going to come from?
- Seasonality is a problem, need people to visit in the off-season
- Lack of things for kids and young families to do
- Pockets of families struggling to make ends meet
- Need a grocery store on the north end of town
- DART is inefficient to run, doesn't meet needs of outlying county
- The public and youth in park facilities lack respect for adults, and are getting in trouble because of it

Three themes emerged as **opportunities** in community development. The first theme is identified as events, tourism, and recreation, as it seems people want to see more/different events in the area. The second is looking at sustainability of different community programs and projects. The third is providing assistance and support to non-profits to be more successful.

### Events, tourism, and recreation

- Can the Visitors Authority bring back rodeos and community events?
- Need more events that celebrate natural resources (viewsheds, walking trails along the river, bird watching, etc.)
- Community network events (is the Chamber the only one doing this?)
- Create smaller regional and community events that drive business in slow times
- Tell a better story to grow tourism

- Lots of recreation opportunities
- Increase the public arts – walks/tours downtown

#### Program/project sustainability

- To make a big impact, must be able to partner with other groups – several smaller groups are doing this, but there needs to be a catalyst or a leader
- Can problems in the community be identified and then funded? (i.e. Caring Neighbors Program, flu vaccinations)
- Backpack Buddies is a great program but needs a liaison at the school to tap into Latino community
- Caring Neighbors and the Suicide Prevention Network are great, but need resources and people to support their sustainability

#### Non-profits

- Educational opportunities for non-profits (i.e. board member responsibilities, strategic goal setting, setting a mission, sustainability)
- Google grant opportunities for non-profits

#### Miscellaneous

- Opportunities to create more business diversity
- What does sustainability mean? (population growth, maintain ag lands, build affordable housing)
- Arts is in the strategic plan, need partners to help promote
- Rerouting the bulk of traffic out of the downtown would make a more walkable and enjoyable space
- Need a better recycling program/curbside recycling
- Need to reach people where they are (i.e. newspaper or online)
- Have a lot of intelligent and highly qualified people here, just need to find them and use them in appropriate roles

### **Health and Nutrition**

In Health and Nutrition there were several **strengths** identified, which include the following:

- Two hospitals in the county are excellent
- Community Health Center is a great safety net, especially for women and reproductive care
- People who live here have an overall interest in health and do make lifestyle changes
- Vaccination rates are good
- Douglas County did well in the State's Health of the State report
- Radon program is great and very aggressive in their outreach

Two primary **weakness** were identified, one in senior care and services and one in a lack in behavioral and mental health resources.

#### Senior care and services

- Limited senior care and facilities
- Aging community
- Seniors face serious problems of isolation and loneliness
- Many homebound seniors who live alone – only program in place is “Caring Neighbors” – need a long-term plan
- More suicide prevention efforts – large majority are in the 65-and-over population
- Lack of resources (housing, health care) for seniors – lack of funds to provide what we need (i.e. Mallory Behavioral Health Crisis Center)

#### Behavioral and mental health

- Need more mental and behavioral health services for senior patients and for substance abuse persons (age 18-30)
- Need more mental health resources for trauma-impacted youth

#### Miscellaneous

- The health care services offered are limited

Several **opportunities** were identified, which include nutrition classes, food preservation, food waste, and interest in culinary arts.

#### Education and outreach

- More classes on nutrition for youth and adults
- Need nutrition classes to help with obesity problem
- Food preservation classes
- Need to be better consumers and waste less food
- Get more people interested in culinary arts

Two **threats** were identified by interviewees.

- Vaccinations against preventable diseases – threat of coming back
- County will eventually need a full-time health officer

## **Horticulture**

In the horticulture section, the interviewees identified a dominant **strength**.

- Lots of great things and partnerships at Heritage Park over the years (i.e. “sharing gardens” community garden, Children’s Garden, labyrinth, chess set, checkerboard)

No **weaknesses or threats** were identified.

Interviewees identified three major **opportunities**. It was strongly indicated that more horticulture classes are needed across the board, and opportunities for partnerships and/or collaborations were identified. The revitalization of the Master Gardener Program was of interest. The third theme was pollinators and native habitats, and things that could be of harm to them.

#### Classes and trainings

- Numerous horticulture trainings/education for county employees and citizens (i.e. what is growing here, what should I grow here, how to keep dust down when removing sagebrush, tree trimming, home composting, etc.) (6)
- Create awareness about sustainability around environmental topics
- The Heritage Park Community Garden could be a good education center for the community
- Offer more horticulture classes at Community/Senior Center?

#### Revitalize Master Gardener Program

- Master Gardeners used to be very active, has dwindled over the years. Build it back up. Get “Ask a Master Gardener” up and running again (3)

#### Native plants and pollinators

- Home native habitat and pollinators
- Mosquito abatement is great, but concerns about pollinators and native species

### **Natural Resources**

The three major **strengths** identified by interviewees indicating a job well done were in water, weeds, and fire. Under water, there were comments about ranchlands having the ability to take water during a flood. We made the decision to leave these comments in the natural resource section rather than the agriculture section because the movement and management of water was the primary focus of the comment.

#### Water

- During floods, ranches that are able can take excess water to alleviate pressure from river and other water systems (2)
- Ability to flood irrigate, less pumping of water
- Stormwater utility is in effect



- River health and maintenance – clearing gravel on 88, cleaned out Cradlebaugh
- Water quality is good

### Weeds

- Douglas County is only county in Nevada to have a mandate with Nevada Department of Agriculture in regard to weed control program. Mostly sold as horse hay (4)
- Programs in place to be able to spray for weeds on agricultural lands, can also map these areas
- Weed spray trailer rental is only one in the state

### Fire

- Active groups working on fire prevention
- Living with Fire is a great program
- Wildfire Awareness – Living With Fire has done a great job
- Fire Safe Council did a green waste program, was a great and popular program

### Miscellaneous

- Have a good working relationship with Forest Service

Two primary **weaknesses** were identified – fire and water, respectively, and their associated problems.

### Fire

- Some communities have trouble getting insurance because of cheatgrass – fuels reduction is serious need
- High fire danger areas
- Need a Wildland-Urban Interface Code (WUI Code) for new builds to better mitigate risks from wildfire

### Water

- Flood irrigation can spread weed seeds
- Lack of water understanding
- Community doesn't have direct access to the river (~20 miles in Douglas County), so they aren't aware of it. No legal and promoted entry ways, despite several county-owned spots... No river walk area, no river celebrations.

### Miscellaneous

- Need a better working relationship with BLM (Bureau of Land Management)

Overwhelmingly, water was the largest area where the **opportunity** for education is needed and numerous topic areas also were identified. Weeds were the second-largest

theme, specifically identification and treatment. Fire and recreational opportunities rounded out the final themes.

### Water

- Water education (i.e. ground/surface and well water, water sustainability (especially with development), property right and water rights, role of Nevada Lands, what is the Alpine Watershed Decree, large versus small landowners, healthy store and release of water, run off, decreased infiltration, storage flows, decrease in effective irrigation, ground and surface water protection, who has access to what and when, buying water, etc.) (9)
- The importance of protecting ranches to help with flood plain management (3)
- Can the county have a maintenance program to help manage the ditches and rivers? (i.e. pulling out tumbleweeds). Could this be an Epic Promise project?
- Snagging and clearing for increased capacity to irrigate
- Water Subconservancy is a good partner – the river project process just takes a long time
- Utilize funds to repair surface water conveyance – deliver proper water as determined by Alpine Watershed Decree, use willows to support river/ditch banks, water quality concerns if not mitigated
- Living River = Working River
- 90% of the watershed doesn't know we live in a watershed (i.e. Carson River)
- Ground water recharge is important
- Goal is a healthy, sustainable water system
- Agriculture and community water purification

### Weeds

- Need more education on weeds, identification, and treatments (3)
- Sustainable agricultural practices – grazing, weeds and weed management
- High demand for county to spray weeds on residential/small-acre lots, price has increased because is low on priority list
- Realtors need to understand weed program in county so they can share with clients

### Fire

- Help older people at home make their space fire defensible
- Continued fuels reduction in the Tahoe Basin

### Recreation

- Recreation opportunities exist along the river, but met with challenges for the property owners along the river
- Create river parks and access points

### Miscellaneous

- Various USDA/NRCS programs to help with programs (i.e. spraying weeds, conservation easements)
- Vector management and concern (CDC has good resources, Douglas County Mosquito Abatement District Manager does a great job)
- Teach people about pros/cons of hemp and marijuana
- Pastures and microorganisms

The primary **threats** identified have to do with water, specifically flooding and water management/access, fires, and weeds. It was mentioned numerous times about the serious threat of isolation from flood or fire, the loss of structures used to divert water, and concerns about the integrity of the river if not maintained.

### Water

- Water and flooding (i.e. winter flooding and spring run-off, agrarian river, flash/alluvial flooding, debris after a flood). Some of the same areas continue to be problematic (i.e. West Fork), could mean isolation for certain parts of our county (4)
- State of Nevada owns the river bottoms, makes any river mitigation work challenging. Paperwork process is lengthy, can take 2-6 months frustrating and not timely in most cases. No clear answer on who owns the structures in the rivers (i.e. dams, diversions) (3)
- People are building in flood plains and alluvial fan areas. Cumulative Effects Analysis – looks at subdivisions, roads, etc. – people are being flooded that never were before (2)
- Loss or inability to maintain water diversion structures and infrastructure (i.e. Cottonwood, Rocky, Virginia, Allerman Canal, etc.) (2)
- River system has been neglected (willows, sand/gravel, over growth). River banks need willows and cottonwood trees to help hold the banks; if they are taken out the river will blow out (2)
- Ag producers face loss of land, structures, and debris fields after a flood – little to no help for them
- Water – such a vital resource. Serious concerns if irrigation cannot happen
- People are digging ponds near ditches, messing up irrigation
- Water stealing – no gauges or monitors on any diversion points. Small property owners are building ponds and filling them, water disappears and no way to monitor it
- Standing water causes problems with vectors

### Fire

- Wildland fires, could mean isolation for certain parts of our county (4)
- Fields/weed lots that are not tended to become big fire hazards for homes
- Managing expectations of the community, especially in regard to number of fire stations and personnel available

### Weeds

- Weeds and weed seeds could be problematic to weed-free hay program in Douglas
- Medusa Head

### Miscellaneous

- Earthquakes – Douglas County has numerous fault lines
- Why do we pit one person's recreation against another? (i.e. water vs equine vs 4-wheels).
- Herbicide use and effects on ground water and soil health
- Number of horses versus cows in the Valley. Management of pastures, urination, defecation, possible contamination of ground water because of lack of management of horses and horse waste.

## **Personal and Family Development**

Two major themes were identified as **strengths**. One was the 4-H program, and the other was school-based programs.

### Extension and 4-H

- Nice to see that 4-H is still strong, keeping kids involved (3)

### Youth education and outreach

- Partnered with JOIN (Job Opportunities in Nevada) to offer workforce development training – students get credit for working at local businesses.
- Angel Fund at the school helps fund breakfasts and lunches for youth that cannot pay

### Miscellaneous

- Close knit community, lots for families to do (i.e. concerts, parades, outpouring of support for families in crisis)

Two **weaknesses** emerged: One is a general lack of awareness about what Extension and/or 4-H do and better marketing of both Extension and 4-H. The other is what we are calling the effects of poverty regarding children, specifically, as that is the audience that was mentioned in each comment.

### Extension and 4-H

- How can Extension/4-H better get the message out about what they do and offer? Have a stronger presence on Facebook and other social media platforms. Be where people are = on multiple platforms (4)

### Effects of poverty

- Backpack Buddies has a higher need to reach kids on south and north end of town than centrally, younger kids have less shame to take than older kids
- Homelessness is minimal, affecting less than 10 youth
- Access to dental is an issue for kids in poverty, always looking for dentists who can help

Interviewees identified several **opportunities**, which included suggestions of where 4-H could be improved upon and where better community partnerships may be established. The second theme focuses on education for the youth in the community, more specifically, the fact that a general life skills class seems to be needed.

### Extension and 4-H

- Share what Extension and 4-H are, what it does for youth, and the community (build leadership skills, community involvement); promote that 4-H has numerous indoor projects, especially in the winter months; use Facebook (3)
- Leadership: Can 4-H members and/or other youth become a member of a civic group? Kids need to be going to some of these meetings. Currently 4-H youth cannot/do not hold offices on the Leader's Council. In turn, they rarely come to meetings (2)
- Need to work on a better partnership between 4-H and FFA. 4-H feeds into ag program at high school (2)
- Can 4-H work on being more multi-generational? Take advantage of Community/Senior Center and 4-H needing volunteers and a possible meeting space

### Youth education and outreach

- Need general life skills classes (i.e. boil an egg, sew on a button, check oil, banking/credit, communication skills, responsibility for self – like calling if will be late). Could the school give credit for it? Would Aspire be open to it? (4)
- Need to reach kids in high school, lack of knowledge about American History and the Constitution – can they get college credits?
- Need to focus on youth arts education

### Miscellaneous

- Younger families need more attention
- Need to have positive events/activities to get youth involved in
- Opportunities for parents to spend more time with their kids, face-to-face time
- Potential to grow the farm behind the high school?

The only **threat** identified was concern about job opportunities for graduates. However, this was a similar threat as what was identified in the agriculture section regarding youth

entering an agricultural profession or coming home to take over a family agricultural enterprise.

- Limited job opportunities for young graduates



View of Job's Peak, Gardnerville, NV. Photo by: Lindsay Chichester.

## Appendix E

### Programmatic Themes

Within each table are the top five themes from each individual component in the needs assessment process where needs were gathered (i.e. survey, key informant interviews, Appendix A, and the three opportunities to write in needs in Appendix B). Major themes were then determined, and color coded, based on frequency in the chart, with number one being the most frequently cited, followed by two, then three, etc. The second table contains the top overall five themes for each of the programmatic areas.

Table 2.j. **Agriculture** Programmatic Themes by Collection Method

	Survey	Interviews	Appendix A	Appendix B-1	Appendix B-2	Appendix B-3
1.	Local food quality and availability	Agricultural education and agricultural literacy	Small-ranch education	Local food	Keeping Douglas County a viable agricultural area	Beekeeping
2.	Responsible chemical use	Small acreages	Alternative crop opportunities	Growing/raising your own food	Environmental resource utilization	Preserving agriculture and green spaces
3.	Sustainable agriculture production	Local foods	Water quality/management	Education about agriculture	Importance of agriculture	Livestock
4.	Educate non-agriculture community members about where their food comes from	Agritourism	Good farming practices	Maintain rural agriculture culture/heritage	Local food	Local foods
5.	Beekeeping and honey	Conservation easements	Weed ID/treatment	Preserve and protect agricultural spaces	Ag programs for youth	Youth in agriculture

1. Local food
2. Preserve agriculture and rural heritage
3. Agricultural literacy and education
4. Small-acreage education
5. Beekeeping
6. Youth in agriculture
7. Miscellaneous



Table 2.k. **Community Development** Programmatic Themes by Collection Method

	Survey	Interviews	Appendix A	Appendix B-1	Appendix B-2	Appendix B-3
1.	Managing community growth	Events, tourism, and recreation	Youth programs	Computer literacy	Manage community growth	Manage community growth
2.	Building community collaborations	Program/project sustainability (better collaboration and long-term sustainability)	Veteran services	Outdoor recreation-trail development	Community involvement	Community events and celebrations
3.	Increasing community involvement	Non-profit support (education and grant opportunities)		Community events		
4.	Leadership development			Affordable housing		
5.	Showcase community features, events, and successes			Building community collaborations		

1. Community events
2. Manage community growth
3. Build community collaborations
4. Community involvement
5. Miscellaneous

Table 2.1. **Health and Nutrition** Programmatic Themes by Collection Method

	Survey	Interviews	Appendix A	Appendix B-1	Appendix B-2	Appendix B-3
1.	Access to nutritious foods	Education and outreach (nutrition, food preservation, less food waste, culinary arts)	Local food production and preparation	Growing own food	Healthy eating	Fitness opportunities for all ages
2.	Grow/raise your own food		Food foraging	Healthy cooking	Growing own food	Healthy foods
3.	Food on a budget		Mental wellness	Cooking on a budget	Food waste/security	
4.	Fitness and exercise		Family planning/teen pregnancy	Food preservation and storage		
5.	Health and wellness programs with educational support for adults			Community health and wellness		

1. Growing own food
2. Access and preparation of healthy and nutritious food
3. Fitness
4. Food/cooking on a budget
5. Education and outreach
6. Miscellaneous

Table 2.m. **Horticulture** Programmatic Themes by Collection Method

	Survey	Interviews	Appendix A	Appendix B-1	Appendix B-2	Appendix B-3
1.	Drought-tolerant and low water use landscaping	Classes and trainings	Master Gardener Program	Small space/backyard gardening	Native plant selection/care	Drought-tolerant landscaping
2.	Plant selecting in the high desert	Revitalize Master Gardener Program	Edible/medicinal herbs and weeds	Sustainable gardening (safe use of herbicides)	Drought-tolerant gardening	Home water efficiency
3.	Pollinator gardens and habitats	Native plants and pollinators	Growing food	Organic gardening	Backyard gardening	Organic food production
4.	Basic weed/flower/plant/insect identification and management		Less chemical use	High Desert/drought-tolerant/native plants	Pollinators	Pollinators
5.	Garden pest control			Tree management	Horticulture weeds	Master Gardener Program/gardening

1. Native/drought-tolerant plants
2. Backyard gardening
3. Educational classes
4. Master Gardener Program
5. Pollinators
6. Sustainable gardening
7. Organic gardening
8. Miscellaneous

Table 2.n. **Natural Resources** Programmatic Themes by Collection Method

	Survey	Interviews	Appendix A	Appendix B-1	Appendix B-2	Appendix B-3
1.	Maintaining water quality/pollution prevention	Water (well access, water rights, water quality, irrigation water, flood mitigation, etc.)	Wildfire interface	Water conservation	Water quality	Climate change
2.	Wildfire prevention education	Weeds (identification, control)	Abundance of wild horses	Wildfire prevention	Water management	Weed control
3.	Preservation of green, open, and/or agriculture spaces	Fire (defensible space, fuels reduction)		Weed control/abatement	Wildlife	Wildfire
4.	Local drinking water quality	Recreation (more access to river, river celebrations)			Wildfire prevention	Natural resource education
5.	Water conservation and related best management practices				Pesticide use	

1. Water
2. Wildfire
3. Weeds
4. Miscellaneous

Table 2.o. **Personal and Family Development** Programmatic Themes by Collection Method

	Survey	Interviews	Appendix A	Appendix B-1	Appendix B-2	Appendix B-3
1.	Workforce skills training	Extension and 4-H (share and promote, youth leadership roles, collaboration)	Mental health	Youth activities	Youth activities	Youth programs
2.	STEM (Science, Technology, Engineering, and Math) education	Youth education and outreach (general life skills class)	Homeless shelters	Maintain and expand 4-H program	Workforce skills training	Parental-education opportunities
3.	Affordable youth activities			Low-cost /affordable activities for youth	Parenting education	Workforce skills
4.	College preparedness			Post-high-school preparedness	College preparedness	Financial literacy
5.	Expanding 4-H Club programming			Workforce development		College preparedness

1. Youth programming/activities
2. Workforce skills training
3. Expand 4-H Club opportunities
4. College preparedness
5. Parental-education
6. Miscellaneous

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