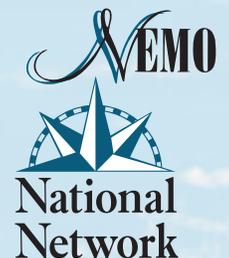


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Rhode Island	1992
South Carolina	1996
Alabama	1998
New Hampshire	1998
Maine	1999
Ohio	1999
Georgia	2000
New York (1)	2000
Wisconsin	2000
Indiana	2000
Kansas	2001
Minnesota	2001
Pennsylvania (1)	2001
Tennessee	2001
Arizona	2002
Colorado	2002
Delaware	2002
Texas	2002
Mississippi	2003
Nevada	2003
North Carolina	2003
Louisiana	2003
California	2003
Vermont	2004
Pennsylvania (2)	2004
Hawaii	2005
North Florida	2006
Oregon	2006
New York (2)	2007
Virginia	2008
Maryland	2008

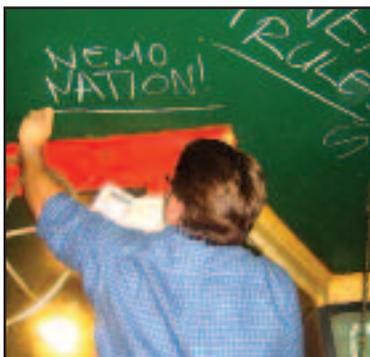
A Catalyst for **Community Land Use Change**

National NEMO Network 2008 Progress Report



Contents

Who We Are



- 3 About This Report
- 4 About the NEMO Network
- 6 Local Land Use Impacts

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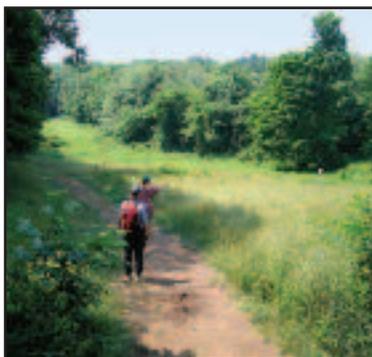
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Written and edited by David Dickson and Chet Arnold, with contributions from our Network colleagues. Design and production management by Kara Bonsack. Photography by the NEMO Hub and Network members. Photography credits given in the Local Impacts section for all non-Hub related photographs.

Printing funded by USDA CSREES Water Quality Program. This report was printed with vegetable oil-based inks on 30% post-consumer recycled paper using biogas energy and certified by SmartWood for Forest Stewardship Council (FSC) standards.

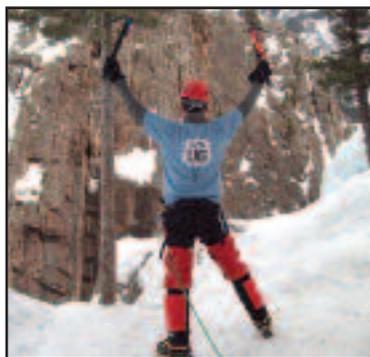
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Local Impacts



- 8 Changes to Land Use Plans
- 11 Spotlight on South Carolina
- 12 Changes to Land Use Regulations
- 15 Spotlight on Tennessee
- 16 On the Ground Changes
- 19 Spotlight on Maine
- 20 Changes to the Decision Making Process
- 23 Spotlight on Connecticut
- 24 Changes to Research & Information Gathering
- 27 Spotlight on Minnesota
- 28 Beyond Local Impacts

Network Coordination



- 30 The NEMO Hub: Coordinating the Network
- 32 Strengthening Network Programs: NEMO Network Initiatives
- 36 Moving Forward
- 37 Network Members Directory



Cover: Photo of attendees of NEMO University 6 (U6) held in Monterey, CA in October 2008. Member states are listed on the left column of the cover, including the year they joined the Network. (Full color photo of attendees on inside back cover.)

National NEMO Network member programs are supported by many different federal, state and local sources. Coordination for the NEMO Network by the University of Connecticut Department of Extension is currently supported by the USDA CSREES Water Quality and Forestry Programs, and the EPA Office of Water Nonpoint Source Control Branch. The National NEMO Network is a USDA CSREES National Facilitation Project and a focus area of the Northeast States and Caribbean Islands Regional Water Program.

About This Report

... we invite you to see for yourself the power of professional, research-based education and outreach to change the way communities plan and build their future.

This report highlights the work and progress of the **National NEMO Network**, a unique confederation of educational programs that are helping communities across the country make better land use decisions. The Network is not the result of an agency directive or initiative: it was created in 2000 by its member programs, who share a desire to promote natural resource-based community planning, and a belief that education is the way to make it happen.

This is the third progress report on the National NEMO Network. It highlights impacts from NEMO programs, in the form of local actions that have been taken by communities to better protect their natural and community resources through improved land use planning and design.

Our 2002 Progress Report focused on the story of the Network and the structure and goals of its programs. Three years later, the evolution of these programs enabled our 2005 Progress Report to be focused not on descriptions of programs, but on the many impacts of these programs at the community level. This report continues that trend, and is comprised primarily of brief vignettes of what communities around the country are doing, catalyzed and assisted by NEMO education and technical tools.

The Network has now truly reached maturation. The rapid growth in the number of programs in the Network has leveled off, but the impacts of NEMO programs have continued to grow. While compiling this report, it became evident that not only are more communities involved with NEMO, but that the resulting local actions are both greater in number and more varied. Examples of these local efforts are spotlighted in this report.

Finally, this report also describes Network-wide initiatives to strengthen and enhance the educational, topical and technical expertise that NEMO programs bring to these communities. As the Network has matured, the Network Hub at the University of Connecticut has shifted its primary focus from helping to start programs, to helping programs expand and enhance their efforts.

On the pages that follow, we invite you to see for yourself the power of professional, research-based education and outreach to change the way communities plan and build their future.

We hope this report serves as inspiration both to those innovative local officials looking to provide an effective balance between conservation and development in their community, and the educators who seek to help them.

