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Good afternoon, everyone. We will get started in just a few minutes. Let's get started. Good afternoon. Welcome to today's webinar my name is Jen Ryan. I will be host. We will get started with the presentation in just a few minutes. This webinar is being recorded. All participants are in listen only mode. We still want you to be able to participate in today's webinar. You can submit your questions or comments throughout the presentation in the Q&A part here and that we also have a question and answer session at the end of the webinar. In today's handout part, you will find a copy of today's presentation slides that you may download. You need to be and normal views safe and type in your question. I want to remind folks that your phone is on mute. There is some background noise. I want to [indiscernible] with that, we will now begin. I will now present or turn this over to Aaron Lane. Aaron, you may not begin.

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Thanks, Jen. Thank you for joining us. I work as a coordinator for the Northeast hub. This is a national network working and partnership with other federal and state government agencies. We covered 12 states and the District of Columbia. We are very pleased to be hosting this webinar today. It is a part of a series of informative webinars that we hope you will find help. Today Dr. Matthew Richardson are where is sharing inclusivity and cooperative extension programming, within emphasis on natural resources and climate change. He coordinates research and oversees some extension programs and talks about climate change. He is a product of [indiscernible] prior to joining, he worked for the University of Illinois and USDA ARS and the [indiscernible]. Dr. Harrison had be limited. She is also [indiscernible] from Southern University in New Orleans and Purdue University. If you have questions while the presenters are speaking, please type them in the chat box. I will monitor and read them out@. Welcome Matthew and a Gloria. Thank you so much. It is now time for the presentation.

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Thank you. Thank you for inviting us to be here today. We are going to start with some background information about the University. We are the only public university within the District of Columbia. We are also in HP VU. We are entirely urban. Elgloria and I conducted this work conducted this work for the College of agriculture, urban sustainability and environmental sciences of the University. To shorten admission we say that we are striving for healthy cities and healthy people. Approximately five years ago are gene of colleges came up with the urban food hub concept. For those of you familiar with this, it should look pretty similarly your familiar to you. As part of this initiative, we are trying to do research around food production and preparation and different models of feud food distribution and waste and water recovery. So why urban food house? 11% of U.S. greenhouse gas emissions stem from food transportation. 25% CO2 emissions worldwide stem from food transportation close to 60% of the world's population now lives in urban areas. I 20/40, we will have to feed approximately 9 billion people appear and there is also significant water management issues. Especially when being affected by climate change. And urban committees must be part of the solution. They are often times considered separate from natural environment were the moral rural sectors that we have. We want to invest in this for climate. This refers to a diet of reduced quality, variety, and desirability for all populations. Within Washington DC, approximately 13% of all D.C. households are food insecure. 90% of D.C. household experience food hardship and did not have enough food in the past 12 months. 37% of the D.C. households with children were unable to afford enough food in the past 12 months. And then there are also nutrition related illness and it is a pandemic and low income neighborhoods. They have a low income population and they have no access or little access to healthy and nutritious food. TCN increase and what we call food related illness like diabetes, hypertension, and obesity. Washington DC is like any herby in urban setting. We are split up into eight wards. Our wars are described similar to Connie within a state. We have eight words which are like larger neighborhood type areas. Ward 8, they are the lowest

income and the average income is approximately \$32,000 and the majority of the residents are African-American. At the opposite end of the spectrum, you have Ward 3, and have a medium income of approximately hundred and \$10,000 and is only 5% American or African-American. Ward 3 also has three and half point 5% employment. We have eight D.C. census tracts are food deserts. 88% of 520 D.C. food retailers offer no fresh produce. Low income neighborhoods are home to 30 press 32% limit. To give you a little bit of a visual of this within the district, over here on the east side of the district which is primarily ratted and that indicates the medium household income. So Ward 8 would be over here we have the deep ride and then Ward 7 where it there is still quite a bit. Those are low lowest income as you move towards the West here in the central part and those are more in the middle in terms of income and then we get over to the West and those are the wealthiest words by average income. You see rates in particular and education tracks along with income levels. In the east part of the city, this is predominantly African-American and education levels are lower and as you move to the west you have more of a white population and folks that have higher education levels. Of the food hubs are just not -- they are actual physical spaces as well as our extension programs. So in this map, all the purple dots indicate where there are grocery stores. Down here is Ward 8 and you can see within Ward 8 there is only one purple dot. Above that in Ward 7 there were about three purple dots and this is approximately five years old. On the right-hand side, you will see the little balloons and that indicates where those food hubs are. Down in the lower right, this is in Ward 8 of the district. And the red balloon is in Ward 7. And that is in Ward 5 which is the third in the district. And then that is Ward 3. We do have a food hub at that location as well. And then we do have [indiscernible]. And once we have practices that we want to do that we will move into the districts. Survey research. We aren't really trained in that research. We have certainly picked up a lot of skills in this area. I don't think we would consider ourselves experts yet. The reason why we jump into survey research is so we could design better programs so we could meet the needs of the stakeholders within the district. And if you think about the extension programming, it should be based on research. Research is really the key principle and we should be doing that and education. Are our -- we want to know what people know and perceive about natural resources and climate change. Knowing what the baseline knowledge is necessary. We wanted to design effective educational programs and engage in collective conversations and build effective partnerships so that change can actually happen in Washington DC. In terms of inclusion. We are not going to cover every aspect of that. We are going to talk about several of the inclusion factors that we consider. And they are primarily race and at the city, education, age, language, gender, place of residence. We have conducted our research using two primary means and that is face-to-face versus online surveys. There are pros and cons to each method. Both methods have or are advantageous for including certain groups but also have the potential to exclude certain groups. Face-to-face some considerations when you are thinking about doing this type of survey are the demographics of the interviewers. What is the level of training that you are giving them? Is it locally relevant? What is the length of the survey, are you offering incentives and what are they? The language of the survey and the language of the interviewers that are available and also the literacy of participants.

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Thank you so much for giving a great overview of what we have considered survey research. I do want to go back and say one other thing. In the interest of training or educating our students, we talked very much about experiential learning. One of the things that I have been able to do as a community researcher, I have been able to get out into the community and to really actually talk with stakeholders about their needs. Given the fact that I have a lot of involvement with students that are being trained in healthcare. While we have shifted our gear to talk about [indiscernible]. What I want to know it is very important to have some of these in community offerings in order to know what is important in the minds of those stakeholders. I just want to go what Matthew is saying about why it is so important to understand that and why it is also important to provide if you want to get good data, you need to be or

have interviewers that look like the interviewees in order to get the data. I have experience that. Sometimes that we have a lot of opportunities to go out in communities limit. When we talk about educating students, and that is a really good benefit. Many of our students come from these communities. And therefore, can intercede with the stakeholders and get really good information. I will turn that back over to Matthew as we proceed in this discussion.

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Thanks, Elgloria. With face-to-face surveys are some advantages. The interviewers match the demographics of participants. You can target specific geographic areas. You can target participants that visibly belong to some demographic category. And you can get and an accurate screening of participants. And you will see a rise [indiscernible]. They may just try to get incentive and is not really relevant. You could also capture verbal and nonverbal cues. He needs to make sure they are understanding the survey. And then you can also keep the focus of participants. The limitations there are it can be difficult to target participants and some nonvisible demographic categories. One of the ones we are interested is level of education. There could be language barriers. If folks are calling us on the phone, we have lines where we can connect if they do not speak English we can help them get the information. Face-to-face, you may not be able to have that conversation. The surveys must be short. We randomly walk up to people in D.C. and asked them to take a survey. If they are on the way to work or pick up kids or grocery shopping, they have a very limited amount of time that they would be willing to spend. You may have unwilling participants. Weather is certainly a consideration. Too hot or too cold or other types of bad weather you may have a low turnout or heavy a tough time getting people to participate. You need to train it interviewers and then you need to find people at acceptable times of the day to interview. There is also the potential that the interviewer hasn't influence. This can be a bias that the interviewer introduces by the way they may raise questions or leave participants and answers. It could also simply be that again the demographics of the interviewer may change their response in some way. For example, a man may answer questions differently if the interviewer is a man versus if they are women. And then doing surveys over a relatively small area. Online surveys some considerations to think about is the readability of the survey on electronics. [indiscernible]. That readability is important. A lot of folks are accessing these online surveys true some sort of mobile device rather than looking down at a computer. The length of the survey should still be considered. You can do a little bit of a longer survey. You do it online but they are still or the longer it is, they are less likely to sit through the interview. The language of the survey needs to be considered and also the literacy. They will allow you to check if the language is confusing and what is relative or reading level your survey [indiscernible]. Some advantages to online surveys are the demographics of the interviewers are relevant. And you can get more participants over a larger geographic area. It can be longer and you have access to these panels. Instead of finding people randomly you contract with someplace like [indiscernible]. They are to have people they can reach out to. I guess it partially depends on how large of a survey you want to do. To do that on the local area it is sometimes less expensive than if you would have to pay interviewers you can have the survey available and more languages. And weather is less relevant. The limitations are a can be harder to get that response. Senior citizens for example are less likely to participate. Some of the survey panels that we have done online it had been difficult to get people of color or people who have a lower education. Technology. Not everybody has access. That can limit the participant pool that you have. There could be in influence of the survey tool itself. You have less accurate screening of participants. You could have [indiscernible] and you cannot capture verbal or nonverbal cues. From here, we will talk about surveys and it has been published. This is available online. You can look this up. This study was conducted of the undergraduate students. Gloria and myself and another instructor were all teaching different classes. Mine were [indiscernible- low volume]. And also climate change. And the students that I had were focusing on conducting surveys on the urban food hub. People understand or get human subjects research and they were trained directly in classes and

how to approach people and how to script out the introduction and how to deliver the actual surveys without biasing that is much as possible. We instructed our students to read the questions directly to the participants so if there were any sort of literacy issues that would be negated by the students reading the questions and inputting the data directly into that tablet. The students went out onto the sidewalk to transit stations and grocery stores in different places where people congregated and they explained what kind of research they were doing. I encourage and I think that or a lot of folks are they want to be helpful and they are more likely to participate that way. We also had all of our students to wear their university identification card that also help brand where they were from. And this was part of in academic study that we are doing. We did not want them to emphasize any demographic group. We were already focusing on neighborhoods and more predominately African-American areas. And we were getting participants that were less educated. By and large if you look at the history of the environmental movement it has been predominately white people who have been participating and people of color are being left out or not included in conversations. People who, from lower income areas and are not necessarily asked their opinion it is important for Oz or as [indiscernible] but also arm mission to support the late stakeholders and to reach out to some of these groups that have been traditionally ordered. So when we did the analysis for this particular study a lot of the potential explanatory the leg demographic ones are correlated. Like I said a do tend to have lower education and have a lower income on average. So we could not include all of those in our analysis. We decided to focus on education in this particular case. And we gripped the participant in four different educational categories. Actually, it was three different categories. We were looking at folks who had high school or lesson education and then folks who had attended some college and then students with advanced education. We are just giving you some of this to compare the analyses a little bit different. On average [indiscernible] they were less able to describe climate change and more likely believed that humans do not influence natural resources. When you look at the participants that had the highest education, they had the greatest connection with nature they were more able to describe climate change and they were more likely to recognize the influence of humans on natural resources and express a more equal interest in local and global environmental concerns. So I think by looking at this page where you can identify certain ways that we could reach out and for us to raise more awareness about climate change with the group that has less education. And second if we were partnering with the population that has less education, you can reach out to them by emphasizing local concerns. They were interested in local concerns and relatively well-educated. Those are the impact or things that impact the health of their family. And they recognize all those connections. So, we feel that there is a way that you can bridge some of that In conversations and building consensus in local neighborhoods if you are speaking about things that matter to the local community. Okay. The next slide is moving on to the second case study. I will live Elgloria talk about this one. This is our second case study. Matthew and I and one of our other colleagues really talked about we wanted to do somewhat of a longitudinal study. Go back and see it there are some differences.

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We focus on African Americans and because of how Washington D.C. is set up we really wanted to go back to those areas of Washington D.C. to really serve African-Americans as best as we could. We emphasize age. We want to know if there is a difference between a younger group of people and those that were older than 25. I am not suggesting that 25 is old. I am just saying we categorize it that way. So what we saw here was 69 to 75% of participants were able to describe natural resources and climate change respectively. This is within the African American community. I'm going to talk about why we selected African Americans in particular is because it had a lot to do with we recognize when a lot of times environmental issues are discussed at many times African Americans are not at the table. Yes, the impact of the natural resources or climate shame has a native impact on that marginalized community more so than any other. We found that in the current research which we did and this was online, fewer than 44% agreed that they have a strong knowledge of natural resources. And then most people think

humans are abusing the environment we are heading towards an environmental catastrophe. And most think that climate change has a negative impact on natural resources in their neighborhood. Reported spending time outdoors 5 to 7 days a week. We really looked at education across the entire populations that we study. He looked at that in African Americans and we saw in our study that there was a difference. Now we look at just African Americans and the difference between what each group of age thought about this whole notion of natural resources and climate change. I wanted to be clear that we were only looking at this group of people. It was interesting when we delved into the data or recent data and we looked at about 491 participant and what the difference was. In our discussion, we began to understand that perhaps it has a lot to do with in the younger group there may be different priorities than those who are in the older group when it comes down to environment. As we mentioned earlier, local environmental issues are very important to many African-Americans. Just by virtue of where they live and lots of neighborhoods there are [indiscernible] and hazardous areas. We believe that some of that colors their understanding of this whole knowledge of being a part of the proenvironment behavior. We saw that 69 to 75 percent were able to describe natural resources. And if you think about the language, language is very important. If you frame the language in a way that African Americans really understand what you mean by natural resources or climate change, they may be more inclined to say they understand. I am concerned about the beauty of the park or about that. On the opposite side of that, I don't get in opportunity to really be able to take advantage. Again, we looked at the youngest group which was 18 to 25. Viewer understood that the national environment impacts their individual house. Many in this group I believe understood natural resources but their priorities were little bit different than perhaps those who were over the age of 25. And most of them thought the natural world as a community to which they belong felt disconnected from nature. And they must reported that their personal welfare is connected to the welfare of the natural world. And more than 74 to 81% understood that the national environment impacts their individual house. Here are people that we have learned in Washington D.C. it may very well feel this disconnect because they are concerned about their neighborhood and crime. And they are concerned Morris about more things in Washington D.C. perhaps in our members that are over 25. These experience are always going to account for how we engage in any of our African-American communities to be or to support in a whole notion of environmental justice and those things that we are finding it to be very important. So, I would just say, in our second article that we talked about. We are really looking at how you engage communities. Cuddy you engage the communities in the environment and how to you engage the community and how do you provide the things that they need to make sure that the quality of life in their particular neighborhood is elevated? We have said that inclusion matters. It really matters when you think about the survey. When you think about who the survey and why you are there and what does a community need when you are ready to ask some of these questions. Given that, and my own personal research even I as in African-American women recognize that sometimes it takes me a little while to get into my own community that I look like my community. And for them to really have a -- many African Americans have experienced negative impacts of being surveyed. It is so important to really understand from the beginning that when you are going into these communities what really matters. And why these are so important because usually their. Some have the notion that they don't want to be involved in our research aware that may not necessarily be in accurate assessment and why they limit themselves. And then the involvement and in this particular movement. Using feedback provided by your stakeholders in developing extension programs. We go to the communities and we ask appropriate questions and we get very good feedback but we don't bring that feedback back to those members that actually could benefit from that. So it is really important when you are developing this program to really go back to the stakeholders with this feedback and that shows that what they have said to us really matters. We as researchers really value their involvement and value their opinions and then we do use that feedback in developing these extension programs. We do that in a number of ways and certainly in our classrooms. That is a really

important component to even begin that discussion with our students. When you are looking at working with community members, and why it is important to have some of these [indiscernible] about developing the programs and understanding who [indiscernible] and why it is important to include all their voices at each development stage. I will turn it back over to Matthew for any conclusion doing remarks.

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Those are the two studies that Elgloria and I wanted to highlight today. There is a lot of other research that we are currently doing. Both throughout the Northeast regions and we extended our focus throughout the United States looking at the impact of COVID on health and physical activity of older Americans. We are not experts but this is the topic that really interest us. If there is anybody who has suggestions for us, we would love to hear that as well. Feel free to issue this in email or reach out after the webinar. I would like to thank everybody and acknowledge everybody who helped this research possible including the funding from the UST UST. USDA. We will take any questions.

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Thank you so much Matthew and Elgloria. Thank you to all the participants who were able to get in through the portal. There was a power outage . Looks like many of you made it on. We are going to open this up to questions. If you have any, please type them in the chat box. We will get started. The first one is, can you tell us more of what in urban food hub is and why it is important?

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I can take that one. The way [indiscernible] is a physical location in the community where we are growing food. Our program in urban agriculture is there. We have hydroponic systems and green roof and raised beds but represented within those food habits. Where teaching people how they can be entrepreneur tumors we are teaching them limit. And then dealing with the produce they are growing. If you are just trying to sell fish, and you have till lobby on tilapia fish [indiscernible] the third step is food distribution. So, food hubs when you look at the smaller systems within urban areas is connecting to the consumer. So we are taking people different methods of are you starting like a CSA or selling to restaurants are working with local restaurants to sell your food? There is a lot of potential for increasing your revenue and reaching consumers. And then the food hubs are a means to help reduce environmental impact. By putting those food hubs within the city close to the consumer we are reducing greenhouse gases. There are a lot of different ways why there would be positive environmental effects from this. There would also be a positive economic and environmental benefits. We are trying to create more pleasing environments within neighborhoods. So the place where the community can gather can work together and can meet their neighborhood farmer and to help build more of those social aspects of the community. I will also add that when COVID-19 was upon us, the food hub was really instrumental and being able to deliver fresh produce to many of those neighborhoods. I want to point out that while Matthew pointed that out the value added but from the pupils perspective they were very appreciative of being able to get fresh vegetables delivered to them in their neighborhood. And these are the things that came from our food hub. That was a really good benefit.

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That is great. Thank you so much. The next question is what is the greatest challenge?

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Is a good cook question. I would say at least where we are it is the general awareness of what that Cooperative extension is and what it can offer. There are a lot of residents Meg D.C. is not that big of a place. There is still a lot of folks that don't know we exist or don't know what we do or don't how to get in contact with us. I think for me, that would be the biggest challenge to continuing to raise that awareness to make those connections.

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I think I have to agree with you. Just acknowledging that D.C. is in urban area and we still want to make sure that we are able to get out into the community. I think that is one of the reasons why we strategically position the urban food hub where things are most appropriate or most in need of fresh fruits and vegetables. But also be in anchor and that particular neighborhood. So people know that this is what extension work we are doing and that benefits the people in that particular weekend. It has been our desire to really move into all eight of the words. We have accomplished for. We think including as many people to understand about corporate extension is a really important thing. I believe the next step -- we are right now working on this published. We really and how we position and what we have learned inside of a classroom to be more inclusive. To really understand perhaps we are not experts now. As we continue to engage in this work we hope to become experts. I am actually very helpful that I can use what I have learned that in some of the same challenges that we face are similar challenges that I am being face present to hear in the New York area. So our next step is really to actualize some of the work we have done. And then understand why those things are important. I do know corporate extension is very important in New York. In our little hub, it may not look like the major Cooperative extension that takes care of that. That I have gained some really good understanding of urban inclusion. I think that is my next up and how to engage more people in this work.

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I think the time is up for question. I did hear you say people could reach out to. And then for those who were not able to join at the start, this will be sent out throughout the USDA website. So, thank you Matthew and Elgloria. Back to you, Jen.

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On behalf of the USDA, I wanted to say thank you to Elgloria and Matthew and Aaron for presenting a wonderful webinar. Thank you for attending today's webinar. Have a great afternoon.

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