

# Community Education Specialist Efforts Contribute to UC ANR's Condition Changes

## Webinar Slide Deck

Katherine Webb-Martinez, Associate Director

Kit Alviz, Program/Policy Analyst

Program Planning & Evaluation

# Learning Objectives

## Understanding of...

- how to respond to the annual CES condition change FTE survey
- why we are collecting CES effort towards UC ANR condition changes
- what UC ANR condition changes are
- how you can use them to help communicate your CES programmatic impact

# CES Condition Change Survey

- UC ANR wants to **recognize and understand the focus and contribution of your work** to the organization and to the state
- CES represent a **large programmatic footprint** across the state

Guiding principles for data collection:

- **as simple as possible**
- **aligned with CE academics process**



# CES Condition Change Survey

**PURPOSE:** Tell UC ANR how much time you spend working on activities that can lead to condition changes – *the long-term benefits of our programs to the wider public, at the environmental, economic, and social/health level*

- It should take no more than 10 minutes
- You will receive an email from [noreply@gemailserver.com](mailto:noreply@gemailserver.com) with the link to the survey
- Not mobile friendly
- Please do not forward your personalized email link to anyone else
- Report YOUR effort during the state fiscal year that is ending (July 1 to June 30)
- You will receive “smart” personalized reminders if you have not yet completed the survey before the deadline (we will send 2+ as needed)

For Help, contact Chris Hanson at [christopher.hanson@ucop.edu](mailto:christopher.hanson@ucop.edu)

# CES Feedback & Our Responses

**More instruction**, e.g. *webinars/trainings/instruction, held more regularly, and utilizing program/CES-specific examples.*

- Added more SWP specific examples to this presentation

**Communication**, e.g. *better define terms with every day, non-academic language. Use condition change language more regularly. Share how condition changes are being used, how survey responses are being used, and how CES can use these survey responses. Share list of program-specific condition changes. Share tips for how to narrow condition changes.*

- *Use condition change language more regularly – see [ANR Annual Report](#) and county reports*
- *For list of program-specific condition changes -- refer to [last year's survey findings](#) linked on condition change web page*
- *How to narrow condition changes -- only select condition changes that are most relevant to your work & connect directly to the outcomes being measured*

# CES Feedback & Our Responses cont.

“Sometimes it is **hard for me to connect my work** directly to condition change because of my position. **I'm more of an overseer, creator and trainer.**” (3)

- Added SWP specific examples for MFP and CalNat

## **Why isn't Administration included as a Program Area?**

- Only using that for positions with actual admin. appt., e.g. County Directors and REC Directors
- Other appt. types do admin. but for certain specific programmatic purposes, pick the relevant Program Areas. For example, if you administer a nutrition program, select Food Literacy and Healthy Lifestyles Program Area.

# What are UC ANR Condition Changes



# Condition Changes grouped by Public Value

## **UC ANR: Safeguarding abundant and healthy food for all Californians**

- Improved food security
- Improved food safety

## **UC ANR: Protecting California's natural resources**

- Improved management and use of land
- Improved air quality
- Protected and conserved soil quality
- Increased ecological sustainability of agriculture, landscapes, and forestry
- Improved water quality
- Improved water-use efficiency
- Improved water-supply security

## **UC ANR: Promoting economic prosperity in California**

- Improved individual and household financial stability
- Enhanced community economic development
- Improved animal management, productivity and efficiency
- Increased agriculture and forestry efficiency and profitability
- Increased emerging food economies and markets



### **UC ANR: Promoting healthy people and communities**

- Improved health for all (for individual level changes)
- Improved community health and wellness (for Policy, Systems, Environment level changes)
- Improved access to positive built and natural environments

### **UC ANR: Developing a qualified workforce for California**

- Increased workforce retention and competency
- Increased effective public leaders
- Improved college readiness and access
- Increased civic engagement

### **UC ANR: Building climate-resilient communities and ecosystems**

- Increased preparedness and resilience to extreme weather and climate change

### **UC ANR: Developing an inclusive and equitable society**

- Improved living and working conditions for California's food system and farm workers
- Increased diversity, inclusiveness, and cultural competency in California's workplaces

# How We Connect Our Work to Condition Changes



# Logic Model

chain of connections showing what the program is to accomplish

Issue

What  
we  
invest

What you do

What results

**Situation:**

Background,  
Rationale,  
Clientele Needs,  
Goals

**Inputs:**

Time,  
Volunteers,  
Research base

**Methods:**

Activities,  
Outputs/Products,  
Participation

**Learning  
Outcomes:**

Knowledge,  
Attitude,  
Skill

**Action  
Outcomes:**

Behavior,  
Policy

**Condition  
Outcomes:**

Economic gain,  
Societal or  
Environmental  
improvement



Time



# UC Master Gardener Example

What difference are we making?



## OUTCOMES

**Activities:**  
Volunteers lead composting workshops, demonstrations

**Learning:**  
Public participants gain knowledge & skills about composting



**Action/Behavior:**  
Public participants adopt recommended green waste reduction practices



**Condition:**  
Reduced yard waste sent to landfills  
*BioCycle study: 16 households diverted 5.8 tons in 10 months*

**ANR Condition Change:**  
"Increased ecological sustainability of landscapes"



# UC ANR Condition Changes

## *Why are we using them?*

- To help us **build support for our work**, by communicating the public value of our efforts.

## *How are we using them?*

- To collect data on effort toward condition changes
- To align our program outcomes to broader condition changes and public value

# How YOU Can Use Condition Changes



# How **You** Can Use UC ANR Condition Changes

- Help you **articulate the impact of your work**, the benefit beyond those participating in the program
- **Build support for your work**
- Shows how **your work aligns/supports others in the organization**

# EFNEP Example

*UC Delivers: EFNEP Helps California's Low-income Families Make Healthy Choices while Saving Money*

Authors: Katie Panarella, Larissa Leavens

## activity

65,000 hours of adult and youth **nutrition education classes** delivered in Spanish, Chinese, Vietnamese, Hmong, or English on topics that include how to save \$ when shopping for food

## behavior change

**87% improved in one or more food resource management practices** including planning meals, comparing food prices, not running out of food at the end of the month, or using grocery lists when shopping

## IMPACT

Adult graduates reported an **average monthly food cost savings** of \$38.20, which **collectively saved California EFNEP families \$2,916,340.**

## UC ANR Condition Changes

**Improved food security**

**Improved individual & household financial stability**



# UC CalFresh & 4-H Example

*UC Delivers: UC CalFresh and 4-H Partner to Develop a Generation of Student Chefs*

Authors: Chelsey Slattery, Shyra Murrey and Tracy Bishop (4-H CES)

**activity**

UC CalFresh partnered with 4-H to implement **Cooking Academy** a Teens-as-Teachers program – 7 wks. of cooking and food safety instruction with youth (6-11) learn basic nutrition information, try new foods, and safely prepare meals with produce from the school garden.

**behavior changes**

66.7% of teens reported they **eat more fruits and vegetables, drink less soda, and consume more water** after participating in the program.

100% of teens agreed that their **families purchased healthier food** because of participating in the program.

**Safe inference**

Eating healthier food promotes improved overall health

**UC ANR  
Condition Change**

**Improved health for all** (individual level)

**CalNat Example**  
**Annual Report FY 16/17**  
**Brook Gamble, Eliot Freutal, Sarah Angulo CES**

**activity**

**Train-the-trainer** model – train facilitators who themselves go on to deliver the California Naturalist course at partner organizations

**behavior  
change**

559 naturalists recorded 33,000+ **volunteer hours**

- citizen science (16% of hours)
- conservation/restoration (19% of hours)

700,000+ acres of partner land available for improved management and interpretation by CalNat trained volunteers

**in progress**

Collecting individual stories of how environment has been improved

**UC ANR  
Condition Change**

Increased ecological sustainability of agriculture, **landscapes, and forestry**

# UC MFP Example

## *Logic Model*

**activity**

- **Training volunteers ...**
- **Volunteers conduct public education activities:** demonstrations; workshops; classes, booth displays at farmers' markets, community events & county fairs; hotline; help desk

**behavior  
change**

**Volunteers learn then teach the public** food safety techniques and home food preservation methods.

**Public participants adopt safe home food preservation practices.**

**safe inference**

contributes to....

**UC ANR  
Condition Change**

**Improved food safety**

**condition change  
indicator**

In the United States 25% of reported botulism cases are due to the consumption of contaminated home-canned foods

# Takeaways



*ANR wants to recognize and understand the focus and contribution of your CES work!*