

SUSTAINABILITY OUTREACH IN EXTENSION: COMPLETE NATIONAL RESULTS

National Network for Sustainable Living Education

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The Sustainability Outreach in Extension: National Survey was developed with input from colleagues attending the 2016 National Extension Sustainability Summit in Portland, Oregon, Community Development Extension Institute in Jackson Hole, Wyoming, and the National Association of Community Development Extension Professionals conference in Burlington, Vermont. The survey was designed in qualtrics, and emails to Extension directors in every state were administered following Dillman's (2007) Tailored Design Method for internet surveys. This included a personalized pre-notice email, a first survey link email, a second survey link email, and a final contact. Emails were drafted in an easy cut-and-paste format for directors, with the request that they send the survey to all Extension educators in their respective states. The survey was also sent to the chairs of the Association of Natural Resources Extension Professionals, National Family Consumer Sciences, National Association County Agricultural Agents, and the National Network for Sustainable Living Education, with the request to copy and paste the main email content and send to their respective members. All contacts were made during the month of January 2017. Of the 1,693 responses received, 1,395 agreed to participate and completed at least 75% of the survey. This report includes the complete national results, analyzed using Python and the Pandas, Numpy, and NLTK libraries within it.



UtahStateUniversity
EXTENSION SUSTAINABILITY

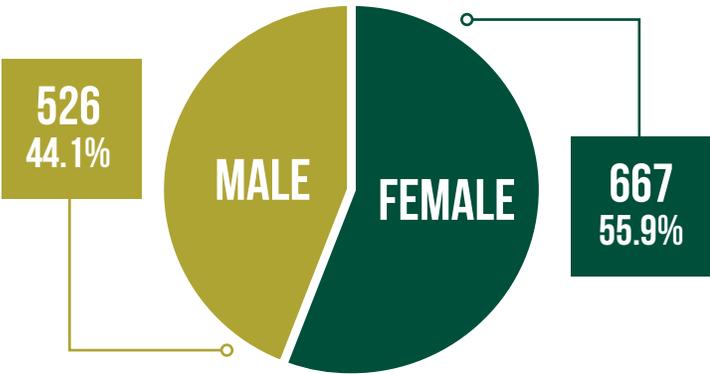


DEMOGRAPHICS

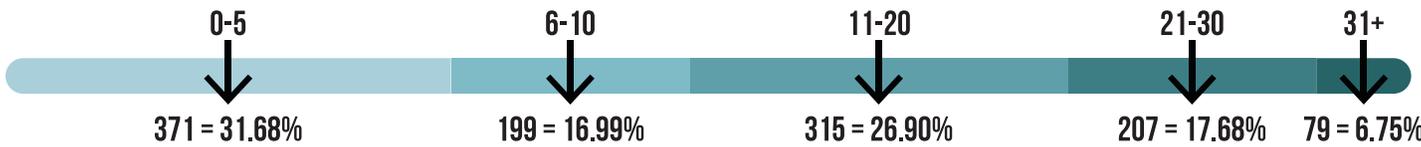
Most respondents to the survey were either county/regional educators (n = 510, 42%), state specialists (n = 302, 25%), county directors (n = 127, 11%), regional specialists (n = 116, 10%), or administrators (n = 62, 5%). Forty states were represented, with 56% (n = 667) female and 44% (n = 526) male. Most respondents had worked either 0-5 or 11-20 years in Extension.



GENDER

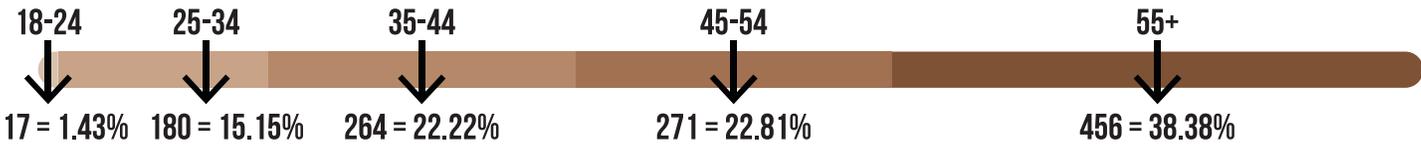


YEARS WORKED



Note: The median range of years worked is 11-20 and the mode is 0-5.

AGE



Note: The median age range is 45-54 and the mode is 55+.



ROLE:	f	%
County/regional Educator	510	42.22
State Specialist	302	25.00
County Director	127	10.51
Regional Specialist	116	9.60
Administrator	62	5.13
Staff	12	0.99
Program Coordinator	3	0.25
Program Manager	2	0.17
Sare Program Consultant	1	0.08
4-H Ypa	1	0.08
Direct Program Linked To Extension	1	0.08
Extension Program Manager	1	0.08
National Coordinator	1	0.08
Ph.D. Candidate Applying for Work In Extension	1	0.08
Research Technician	1	0.08
County Livestock and Natural Resources Advisor	1	0.08
Evaluation Research Associate	1	0.08
Nurse Planner for Continuing Education Conferences	1	0.08
County Advisor: Research and Education	1	0.08
Extension Communications	1	0.08
District Program Development Coordinator	1	0.08
Program Coordinator at 4-H Center	1	0.08
Executive Director - Regional Sustainable Development Partnership	1	0.08
County Based Advisor - Research & Education	1	0.08
Extension Program Coordinator	1	0.08
Instructor/Program Developer	1	0.08
Extension Program Instructor	1	0.08
Outreach Specialist/Content Provider	1	0.08
Deliver Extension Programs	1	0.08
Tribal Agent	1	0.08
Senior Extension Associate and Statewide Viticulture Extension Program	1	0.08
Nutrition Program Instructor	1	0.08
Development Officer	1	0.08
Nutrition Education Associate	1	0.08
Statewide Advocate for the Alaska Wood Energy Development Task Group	1	0.08
Research Fellow	1	0.08
Mg Program Coordinator County Level and Office Manager	1	0.08
Extension Technician	1	0.08
Communications Professional	1	0.08
County Agent	1	0.08
Outreach Program Manager	1	0.08
Evaluator	1	0.08

STATE	f	%
Georgia	189	15.84
Missouri	144	12.07
Oklahoma	100	8.38
Minnesota	76	6.37
Utah	59	4.95
Wyoming	53	4.44
New York	44	3.69
Iowa	44	3.69
Wisconsin	43	3.60
Florida	43	3.60
Michigan	40	3.35
Texas	39	3.27
West Virginia	39	3.27
Washington	38	3.19
Arizona	32	2.68
New Hampshire	23	1.93
Oregon	21	1.76
Connecticut	20	1.68
California	19	1.59
Massachusetts	15	1.26
Alabama	14	1.17
New Mexico	12	1.01
New Jersey	12	1.01
Nevada	8	0.67
South Carolina	8	0.67
Illinois	8	0.67
Indiana	8	0.67
Hawaii	7	0.59
North Dakota	6	0.50
Maine	5	0.42
Arkansas	4	0.34
Rhode Island	4	0.34
Alaska	4	0.34
Vermont	3	0.25
Ohio	3	0.25
Idaho	2	0.17
Louisiana	1	0.08
North Carolina	1	0.08
Kansas	1	0.08
Colorado	1	0.08

IS SUSTAINABILITY IMPORTANT?

The overall majority of Extension employees nationally believed it was either “important” or “extremely important” to engage their clientele in learning about sustainability (n = 1,326). When subdivided by gender, more females than males felt it was “extremely important” to engage their clientele about sustainability. When subdivided by years worked in Extension, the majority of newer employees who had worked 10 years or less rated this as “extremely important,” whereas the majority of employees who had worked 11 or more years rated this as “important.”



Note. Median rating was ‘Important’ and mode rating was ‘Extremely important’.

AGE

There were not enough responses in the 18-24 range (only 17), so these were combined with the 25-34 range for the chi square test.

	18-24		25-34		35-44		45-54		55+	
	f	%	f	%	f	%	f	%	f	%
Extremely Important	9	52.94	95	53.37	143	54.17	114	42.22	204	44.93
Important	8	47.06	71	39.89	106	40.15	129	47.78	218	48.02
Slightly Important	0	0.00	11	6.18	15	5.68	25	9.26	31	6.83
Not at all Important	0	0.00	1	0.56	0	0.00	2	0.74	1	0.22

Chi Square results: Test Statistic = 15.39592270248796, P-value = 0.080619110889385073 > .05 (not statistically significant), Degrees of Freedom = 9

Age	18-24	25-34	35-44	45-54	55+
f	17	178	264	270	454
%	1.44	15.05	22.32	22.82	38.38
M	1.47	1.54	1.52	1.69	1.62
SD	.62	.93	.84	.97	.87

Note. Importance measured on a Likert scale ranging from 1 (Extremely important), 2 (Important), 3 (Slightly important) and 4 (Not at all important) to calculate mean and standard deviation.

YEARS WORKED

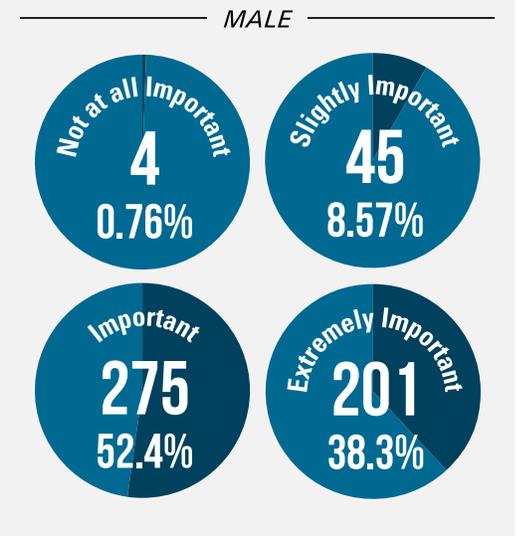
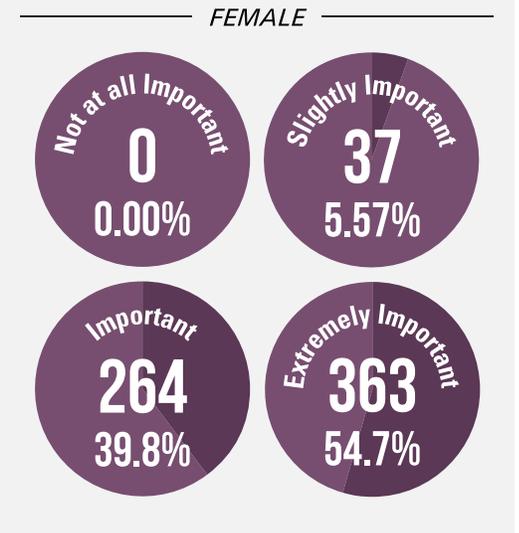
	0-5 Years		6-10 Years		11-20 Years		21-30 Years		31+ Years	
	f	%	f	%	f	%	f	%	f	%
Extremely Important	221	59.89	103	51.76	138	43.95	63	30.73	34	43.04
Important	129	34.96	86	43.22	148	47.13	121	59.02	37	46.84
Slightly Important	18	4.88	9	4.52	27	8.60	20	9.76	8	10.13
Not at all Important	1	0.27	1	0.50	1	0.32	1	0.49	0	0.00

Chi Square results: Test Statistic = 52.701455289991678, P-value = 4.6548863823501655e-07 (statistically significant), Degrees of Freedom = 12

Years	0-5	6-10	11-20	21-30	31+
f	369	199	314	205	79
%	31.65	17.07	26.93	17.58	6.78
M	1.46	1.54	1.65	1.80	1.67
SD	.87	.86	.92	.87	.91

Note. Importance measured on a Likert scale ranging from 1 (Extremely important), 2 (Important), 3 (Slightly important) and 4 (Not at all important) to calculate mean and standard deviation.

GENDER



Chi Square Results: Test Statistic = 35.776045750211317, P-value = 8.3509046385381772e-08 (statistically significant), Degrees of Freedom = 3

	f	%	M	SD
Female	664	55.9	1.51	.84
Male	525	44.2	1.72	.93

Note. Importance measured on a Likert scale ranging from 1 (Extremely important), 2 (Important), 3 (Slightly important) and 4 (Not at all important) to calculate mean and standard deviation.

WHY SUSTAINABILITY IS OR IS NOT IMPORTANT

This was an open-ended question, asking participants why they feel it is or isn't important to educate their clientele about sustainability. The total number of respondents to this question was 925. These are the top five major themes with selected responses from each.

SUSTAINABILITY IN TERMS OF USING RESOURCES

- "It is important to ensure that we are able to continue to utilize resources."
- "It enables clientele to make informed decisions about their and society's management of resources."
- "Resources are limited, population is growing, so we all need to be practicing carrying-capacity thinking to be a successful species."
- "Every day decisions impact our natural resources. Cumulatively, peoples' decisions can make a difference."

SUSTAINABILITY FOR ECONOMICAL AND PROFITABILITY PURPOSES

- "Support of natural resource industries over the long-term has always been a central focus of Extension activities. In the public interest, it is critically important that our work helps to guide these industries toward practices that are profitable and sustainable in the long-term as research-based information helps to clarify this over time."
- "If we think of sustainability with a large emphasis on economic sustainability, I think it is important for clients to be able to remain in the business of agriculture for the long run."
- "Vibrant local economies depend upon their ability to sustain themselves through various economic cycles."
- "We are a rural community that depends on agriculture for our local economy. If we don't keep agriculture and keep it clean, we cannot support the community."
- "Sustainable agriculture is important to our state's economic stability."

PROBLEMS WITH THE WORD SUSTAINABILITY

- "I feel like people are confused by the definition and that "sustainability" is this bad word as it relates to agriculture. I think it is very important to educate the public."
- "It is important to educate clientele about sustainability because it is an issue that impacts people, businesses, and organizations in the county. However, there are issues with just maintaining basic necessities and quality of life elements as resources tend to flow to urban areas, so sustainability practices are less important than accessibility. In addition, the political leaning in the area is such that sustainability and climate change are considered issues made up by people with an agenda, and there is open hostility toward any discussion or practice that would appear to support the need for sustainability or the existence of climate change. Anyone who uses the term or appears to support sustainability ideas or climate change is consider suspect and cannot be completely trusted."
- "There has been a bias that sustainability is only good for the environment and not the farmers who work in it."
- "Sustainability is just the 21st century buzzword for stewardship -- haven't we always been about good stewardship?"
- "Sustainability is too vague to be useful. Everyone from anti-gmo activists to vegans to proponents of modern technologies to increase efficiency claims that they are promoting sustainability. I find it more useful to educate on appropriate management practices for local farms."



SUSTAINABILITY FOR THE FUTURE

- "A healthy environment = a healthy community. When sustainability is integrated it takes that concept and extends to future generations."
- "No program or project stands alone in time and place. All human endeavor is impacted by the future. To be prepared for the future is being aware of sustainable practices and planning."
- "Survival of the planet, our species, other species, quality of life depends on looking at the impact on the future by what we do now."
- "We need to be good stewards of our resources in order to pass along to future generations."

IMPORTANCE FOR COMMUNITIES

- "It is critical for the future prosperity of the community."
- "It is the basis for economic, social, and environmental health of all within the community - and if the members of the community enjoy good health in all these aspects one would expect there to be less serious conflict and strife."
- "It is important to educate our clientele about sustainability in order for the community as a whole to move forward in knowledge and action and to help our communities come together and have a healthy future."
- "We are a rural community that depends on agriculture for our local economy. If we don't keep agriculture and keep it clean, we cannot support the community."

TOP 10 RANKED SUSTAINABILITY AREAS

"In your opinion, what topic areas is your state Cooperative Extension system currently doing a good job at addressing? Consider dedicated staff time, programs, curriculum development, fact sheets, etc. (select all that apply)."

This question received 1,191 responses. The top five topic areas were nutrition/health education, water quality, soil health, environmental education, and consumer education.



1.

Nutrition Education

890 74.73%

2.



Water Quality

724 60.79%

3.



Soil Health

685 57.51%

4.



Environmental Education

637 53.48%



5.

Consumer Education

630 52.90%



6.

Local Food Systems

619 51.97%



7.

Health Education

606 50.88%



8.

Increasing Youth's Interaction with Nature

541 45.42%



9.

Food Access

538 45.17%



10.

Economic Development

535 44.92%

11. Forest stewardship and management, 522, 43.83
12. Urban agriculture, 501, 42.07
13. Grasslands stewardship and management, 443, 37.20
14. Disaster preparedness, 426, 35.77
15. Land conservation, 414, 34.76
16. Community resiliency, 386, 32.41
17. Inclusivity/diversity, 381, 31.99
18. Land use planning, 358, 30.06
19. Water quantity, 347, 29.14
20. Storm and wastewater management, 344, 28.88
21. Climate change impacts, 305, 25.61
22. Energy efficiency, 285, 23.93
23. Renewable energy, 220, 18.47
24. Waste (landfill, recycling, compost), 210, 17.63
25. Fisheries, 204, 17.13
26. Food justice (aims to ensure that the benefits and risks of producing, distributing, and consuming food are shared fairly by everyone involved and to transform the food system to eliminate inequities), 195, 16.37
27. Poverty reduction, 152, 12.76
28. Green infrastructure, 129, 10.83
29. Food waste, 128, 10.75
30. Policy changes, 116, 9.74
31. Social systems, 108, 9.07
32. Systems thinking, 91, 7.64
33. Air quality, 88, 7.39
34. Transitional economies, 38, 3.19
35. Transition planning for communities traditionally dependent on extraction industries, 34, 2.85
36. 4-H/Youth development, 25, 2.01
37. Alternative forms of transportation, 18, 1.51
38. Pest/weed management, 13, 1.09
39. Conventional Agriculture, 12, 1.01
40. Animal Husbandry, 7, 0.59
41. Profitability, 5, 0.42
42. Too inexperienced to answer effectively, 4, 0.34
43. Family issues, 4, 0.34
44. Horticulture, 3, 0.25
45. Conservation, 3, 0.25
46. Parenting, 3, 0.25
47. Invasive species, 3, 0.25
48. Landscape, 2, 0.17
49. Coparenting, 2, 0.17
50. Civic engagement, 2, 0.17
51. Food safety, 2, 0.17
52. Urban forestry/landscape health, 2, 0.17
53. Grazing management, 2, 0.17
54. Permaculture, 1, 0.08
55. Financial education, 1, 0.08
56. Physical activity, 1, 0.08
57. Floriculture production, 1, 0.08
58. Natural history, 1, 0.08
59. Tribal food sovereignty, 1, 0.08
60. Beginning farmer education, 1, 0.08
61. Local government, 1, 0.08
62. Fruit, 1, 0.08
63. Community tourism development, 1, 0.08
64. Nursery, 1, 0.08
65. Environmental protection, 1, 0.08
66. Fire management and preventive practices, 1, 0.08
67. Agricultural environmental management, 1, 0.08
68. Corrections, 1, 0.08
69. Food processing, 1, 0.08
70. Abuse prevention, 1, 0.08
71. Reduction of education disparities, 1, 0.08
72. Plant health, 1, 0.08
73. Business development, 1, 0.08
74. At risk species, 1, 0.08
75. Tribal communities, 1, 0.08
76. Diversified agriculture, 1, 0.08
77. Greenhouse, 1, 0.08
78. Healthy homes, 1, 0.08
79. Financial literacy, 1, 0.08
80. Wildlife, 1, 0.08
81. Caregiving, 1, 0.08
82. Cultural competencies, 1, 0.08
83. Sports nutrition, 1, 0.08
84. Education, 1, 0.08
85. Labor and working class studies, 1, 0.08
86. Cover crops, 1, 0.08
87. Waste management, 1, 0.08
88. Household hazardous wastes, 1, 0.08
89. Life skill development, 1, 0.08
90. Sustainable farming practices, 1, 0.08

EXTENSION LEADERSHIP SUPPORT

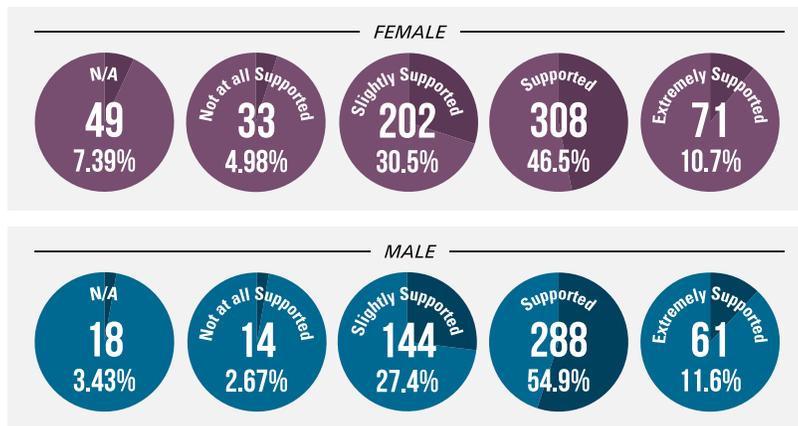
When asked "How supported by state Extension leadership do you feel in educating about sustainability?" 1,328 responded with "supported" receiving the majority of responses.

OVERALL RESULTS



Note. Median and mode rating were "supported".

GENDER



Chi Square Results: Test Statistic = 17.379603714284958, P-value = 0.0016307293999414743 (statistically significant), Degrees of Freedom = 4

Note. Importance measured on a Likert scale ranging from 1 (Extremely supported), 2 (Supported), 3 (Slightly Supported) and 4 (Not at all supported) to calculate mean and standard deviation. N/A results not included because they do not align with support scale.

	f	%	M	SD
Female	663	55.81	2.52	1.85
Male	525	44.19	2.31	1.50

Note. Importance measured on a Likert scale ranging from 1 (Extremely supported), 2 (Supported), 3 (Slightly Supported) and 4 (Not at all supported) to calculate mean and standard deviation.

AGE

	18-24		25-34		35-44		45-54		55+	
	f	%	f	%	f	%	f	%	f	%
Extremely Supported	2	11.76	17	9.50	28	10.61	33	12.18	50	11.04
Supported	8	47.06	75	41.90	125	47.35	137	50.55	250	55.19
Slightly Supported	5	29.41	67	37.43	83	31.44	79	29.15	111	24.50
Not at all Supported	1	5.88	9	5.03	15	5.68	8	2.95	15	3.31
N/A	1	5.88	11	6.15	13	4.92	14	5.17	27	5.96

Chi Square results: Test Statistic = 17.658724978718475, P-value = 0.12645254395261879 > .05 (not statistically significant), Degrees of Freedom = 1, N/A results taken out for statistical tests. Age group 18-24 was combined with 25-34 due to low number of respondents

Age	18-24	25-34	35-44	45-54	55+
f	17	179	264	271	453
%	1.44	15.12	22.30	22.89	38.26
M	2.47	2.56	2.47	2.38	1.67
SD	1.77	1.72	1.68	1.67	1.75

Note. Importance measured on a Likert scale ranging from 1 (Extremely supported), 2 (Supported), 3 (Slightly Supported) and 4 (Not at all supported) to calculate mean and standard deviation.

YEARS WORKED

	0-5 Years		6-10 Years		11-20 Years		21-30 Years		31+	
	f	%	f	%	f	%	f	%	f	%
Extremely Supported	43	11.62	15	7.54	45	14.38	19	9.22	6	7.69
Supported	168	45.41	105	52.76	151	48.24	111	53.88	49	62.82
Slightly Supported	116	31.35	62	31.16	86	27.48	57	27.67	18	3.85
Not at all Supported	19	5.14	7	3.52	12	3.83	8	3.88	3	2.56
N/A	24	6.49	10	5.03	19	6.07	11	5.34	2	0.56

Chi Square results: Test Statistic = 17.696456333405731, P-value = 0.34196894163294295 (not statistically significant), Degrees of Freedom = 16

Years	0-5	6-10	11-20	21-30	31+
f	370	199	313	206	78
%	31.73	17.07	26.84	17.67	6.69
M	2.49	2.46	2.39	2.42	2.31
SD	1.80	1.62	1.79	1.68	1.40

Note. Importance measured on a Likert scale ranging from 1 (Extremely supported), 2 (Supported), 3 (Slightly Supported) and 4 (Not at all supported) to calculate mean and standard deviation.

TOP 5 EMERGING SUSTAINABILITY ISSUES

The eighth question asked participants to rank the top 5 emerging sustainability issues for their respective state Extension service to address. 1,142 people responded. Of those responses, the top five listed included: Water quality (442), climate change impacts (373), environmental education (282), economic development (277), and nutrition/health education (276).



Water Quality

442 38.70%



Climate Change Impacts

373 32.66%



Environmental Education

282 24.69%



Economic Development

277 24.26%



Nutrition Education

276 24.17%

SUSTAINABILITY EDUCATION CHALLENGES

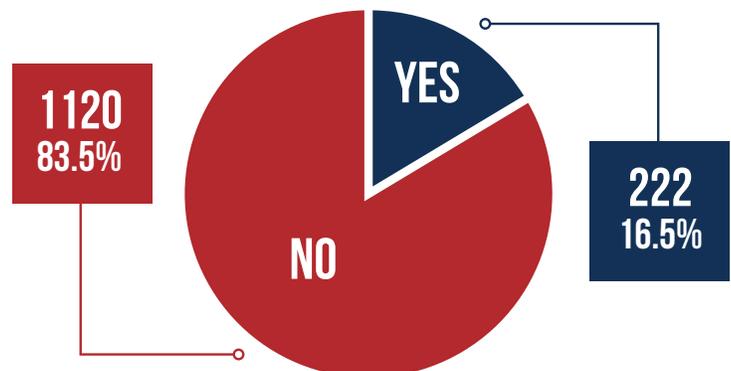
This question sought to understand the biggest challenges to educating about sustainability in Extension. 1180 responses were received for this question. They are ranked from highest to lowest challenge.

<i>Highest to Lowest Challenges to Educating About Sustainability</i>	<i>M</i>	<i>SD</i>
Communication (this includes maintaining a clientele base while talking about politically charged issues, how to tie in sustainability with various clientele values, etc.)	2.77	1.61
Lack of community interest/competing priorities	3.25	1.99
Community collaboration (this includes having time to engage and find what is important to communities, a two-way feedback loop between your office and the community, etc)	3.49	1.70
Lack of staff professional development	4.54	1.87
Overcoming institutional barriers (this includes needing upper administrative support, the need to expand Extension's traditional role, etc)	4.56	1.95
Fear of crossing the line from objectivity to advocacy	4.80	2.02
Fear of losing political support	5.80	2.00
Fear of losing employment	7.31	1.65
Others	8.49	1.89



ARE THERE ISSUES EXTENSION SHOULD NOT ADDRESS?

The second survey question asked "Were there any issues listed that you feel your state Extension service should not play a role in addressing?" There were 1,342 responses to this question. 1,120 (83.36%), felt that the issues listed in the previous question should play a role in Extension while 222 (16.54%) felt that there were issues listed in the previous question that Extension should not address.



WHY SHOULD EXTENSION NOT ADDRESS CERTAIN ISSUES?

This was a follow-up question for those who responded “yes” to this question, asking participants to explain their response. The total number of respondents to this question was 163. These are the top five major themes with selected quotes from each, identified via Python using its Pandas library and NLTK toolkit.

EXTENSION SHOULD FOCUS ON THE DISTRIBUTION OF SCIENTIFIC AND RESEARCH-BASED DATA.

EXTENSION SHOULD NOT BE INVOLVED IN POLITICAL MATTERS

“There is too much politics in all that we do I feel that being part of extension should relate me more to science rather than politics.”

“Climate change is a theory that has had very controversial data to both support and negate it. Extension’s role in throwing money into a political agenda only serves to degrade our reputation as an entity and to further strain our limited resources and personnel.”

“Our role is to educate addressing environmental issues. Many of the items on your list are political and adversarial. My local advisory group and my political leaders do not want extension mucking around and creating enemies with these issues.”

THERE ARE NOT ENOUGH RESOURCES TO GO AROUND

“Extension is too short on resources to be all things to all people. This list is way too broad.”

“With tight budgets, Extension needs to choose what we can do better than anyone else and do it! Gone are the days where Extension can do everything well. There is just not enough faculty/staff/funding to do everything well.”

“There are so many more areas where Extension could make a dramatic impact, but there is no funding or inadequate funding.”

“We do not have enough personnel or funds to address all the topics adequately. Important to focus on those where we can have the most impact.”

THERE IS A BIG RISK IN PROMOTING POLICY CHANGES IN EXTENSION

“Policy changes should be left to decision makers. Extension’s role is to generate and disseminate information and new technologies, and can develop data for decision makers, but should not have the direct role of policy changes. Extension must present facts and remain neutral to be effective. Community groups can advocate based on scientific-based knowledge that Extension can share with them.”

“I’m not sure what is meant by “policy changes” but it would seem that could venture close to political topics.”

“Policy changes verge on getting too close to political involvement.”

“Sometimes advocating for policy change can get you in a bind with political entities, individuals, etc. These must be played safely to assure solid footing organizationally in the future.”

SOME TOPICS ARE OUTSIDE THE REALM OF EXTENSION OR ARE ADDRESSED BY OTHER ORGANIZATIONS.

“Climate change impacts, alternate forms of transportation, issues currently addressed by federal, state and local governments. Why duplicate their activities?”

“Some of the topics are addressed by other state agencies. Some of the topics are so specialized that we could not justify an Extension program for so few learners and/or sites.”

“Some of these issues are larger than Extension and sometimes go outside of the resources within each state.”

“Extension offers quality information by basing its programs on data. It does not need to chase popular fads, such as “soil health,” unless that term can be defined and measured scientifically.”

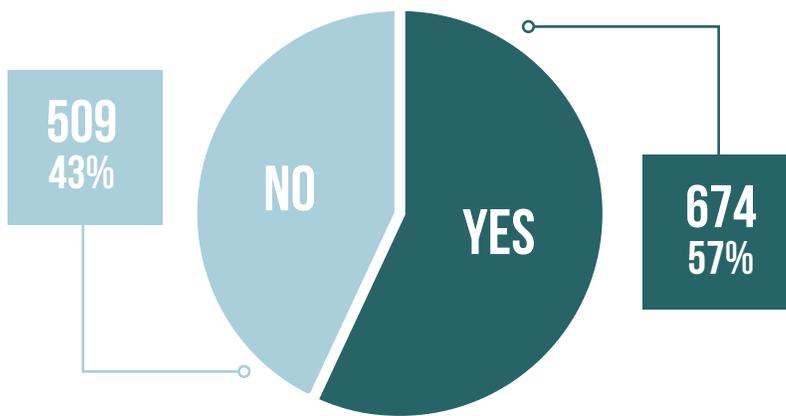
“Above all, I believe Extension efforts should be focused on providing science-based information to those engaged in utilization of natural resources. That in itself is a rather broad scope. While I embrace the existence of social issues like food and environmental justice, I don’t see these belonging within the scope of Cooperative Extension. I do, however, feel that it certainly should be a mission of public universities to explore social issues and find solutions to problems that should not exist in a country as wealthy and advantaged as the U.S. I also object to the term “food systems,” which has crept into agriculture. As an ag Extension agent, should I concern myself with trucking and highways and warehousing and the wholesale food industry? I say: absolutely not. Unfortunately, a very important category of Extension, production agriculture and many subsets of it, has been subsumed into food systems. Sorry, but that’s just plain wrong—as wrong as having a vast and giant amalgamation of dozens of government agencies into homeland security.”

“When an issue is difficult to define outside of science and education, I am concerned.”

“The county delivery form of Extension is meant to provide research-based information to the local community relevant to ag & natural resource issues.”

SUSTAINABILITY RESOURCES

Question 10 asked “Are there helpful resources you know of (from your own state, other states, the National Network for Sustainable Living Education, USDA National Institute of Food and Agriculture, etc.) to assist in communicating with or educating your clientele around the principles of sustainability?” There were 1,183 respondents. Of those, 574 (56.97%) indicated that they knew of helpful resources and 509 (43.03%) indicated that they did not know of helpful resources.



THERE IS A BIG RISK IN PROMOTING POLICY CHANGES IN EXTENSION

The total number of respondents was 248. The most common resources listed were the USDA, SARE, ATTRA, and the EPA.

RESOURCE	f	%
USDA: https://www.usda.gov/wps/portal/usda/usdahome	37	14.92
SARE: http://www.sare.org	26	10.48
ATTRA: https://attra.ncat.org	14	5.65
EPA: https://www.epa.gov	8	3.23
NRCS: https://www.nrcs.usda.gov/wps/portal/nrcs/site/national/home/	7	2.82
eXtension: extension.org	7	2.82
4-H.org	5	2.02
http://www.wicci.wisc.edu/	3	1.21
EDEN	3	1.21
Google	3	1.21
NNSLE	2	0.81
Project Wet	2	0.81
http://erc.cals.wisc.edu/	2	0.81
NACAA	2	0.81
SEACCCOP: https://seacccop.wordpress.com/	2	0.81
Land Stewardship Project	2	0.81
Northwest Earth Institute: https://nwei.org/	2	0.81
Project Wild	2	0.81
APA Planning for Food Access and Community-Based Food Systems 2012	1	0.40
Different Farmers organizations	1	0.40
AASHE	1	0.40
U of MN Extension	1	0.40
http://www.sripmc.org/	1	0.40
http://www.anrep.org/people/initiatives/nnsle/	1	0.40
Farm Bureau Federation	1	0.40
renewable energy sites	1	0.40
Minnesota Food Charter	1	0.40
http://oklahoma4h.okstate.edu/docs/7-capitalshandout.pdf	1	0.40
Water quality resources	1	0.40
http://www.northcentralsare.org/	1	0.40

http://seagrant.noaa.gov/whatwedo/climate.aspx	1	0.40
http://www.confedmo.org/programs/outreach/outdoor-action-committee-oaks/	1	0.40
Southface Energy Institute	1	0.40
Northeast Climate Hub: https://www.climatehubs.oce.usda.gov/northeast	1	0.40
NC State Extension	1	0.40
UGA	1	0.40
Soil and Water Conservation District collaborations	1	0.40
GCCI	1	0.40
IPM Centers	1	0.40
Network of experts	1	0.40
Soil and Water Conservation Districts	1	0.40
ENGO sites	1	0.40
State Nutrition Action Coalition	1	0.40
USU water research labs	1	0.40
http://kerrcenter.com/	1	0.40
Union of Concerned Scientists	1	0.40
http://masgc.org/climate-outreach-community-of-practice/summary	1	0.40
http://www.nespal.org/	1	0.40
develop my own training materials	1	0.40
http://www.wec.ufl.edu/extension/green_tv/	1	0.40
Boys and Girls Clubs (to get the word out to our kids)	1	0.40
suquamish.nsn.us	1	0.40
Farming the woods	1	0.40
the Hawaii Department of Land and Natural Resources	1	0.40
Master Conservationist	1	0.40
Utah Agriculture in the Classroom http://utah.agclassroom.org/	1	0.40
ORGA	1	0.40
http://animalagclimatechange.org/	1	0.40
Friends of Long Island Horticulture	1	0.40
FDA	1	0.40
Building Soils for Better Crops	1	0.40
https://iacgreatlakes.com/	1	0.40
https://www.ncat.org/	1	0.40

http://stateclimatesummaries.globalchange.gov	1	0.40
Bad Wolf Press (plays for children about many different subjects)	1	0.40
Cornell horticulture curriculum for kids	1	0.40
http://www.dep.state.fl.us/green/	1	0.40
USU Extension website https://extension.usu.edu/	1	0.40
landstewardshipproject.org/	1	0.40
Community Development Society	1	0.40
http://www.unitedwayalice.org/reports.php	1	0.40
Rodale Institute	1	0.40
Florida Climate Institute	1	0.40
Texas A&M AgriLife Extension	1	0.40
Nat'l Wildlife Federation	1	0.40
Missouri Department of Health	1	0.40
Climate Hubs	1	0.40
UM IoE	1	0.40
Georgia Department of Agriculture	1	0.40
http://www.cleanenergyresource-teams.org	1	0.40
https://energy.ces.ncsu.edu/	1	0.40
https://www.cornell.edu/	1	0.40
http://www.capacitycenter.org/	1	0.40
curriculum from the State Departments of Natural Resources	1	0.40
Private Foundations	1	0.40
https://cars.uark.edu/	1	0.40
https://nifa.usda.gov/funding-opportunity/healthy-homes-partnership	1	0.40
IPM	1	0.40
Northwest Earth Institute	1	0.40
air.utah.gov	1	0.40
E-Extension: http://e-extension.gov.ph/elearning/	1	0.40
ISU Extension Specialists as resources	1	0.40
MPCA	1	0.40
https://nifa.usda.gov/resources	1	0.40
www.sfa-mn.org/	1	0.40
Climate Hubs: Eastern NY Commercial Horticulture Team	1	0.40
NC Water Initiative	1	0.40
Family Connections groups	1	0.40



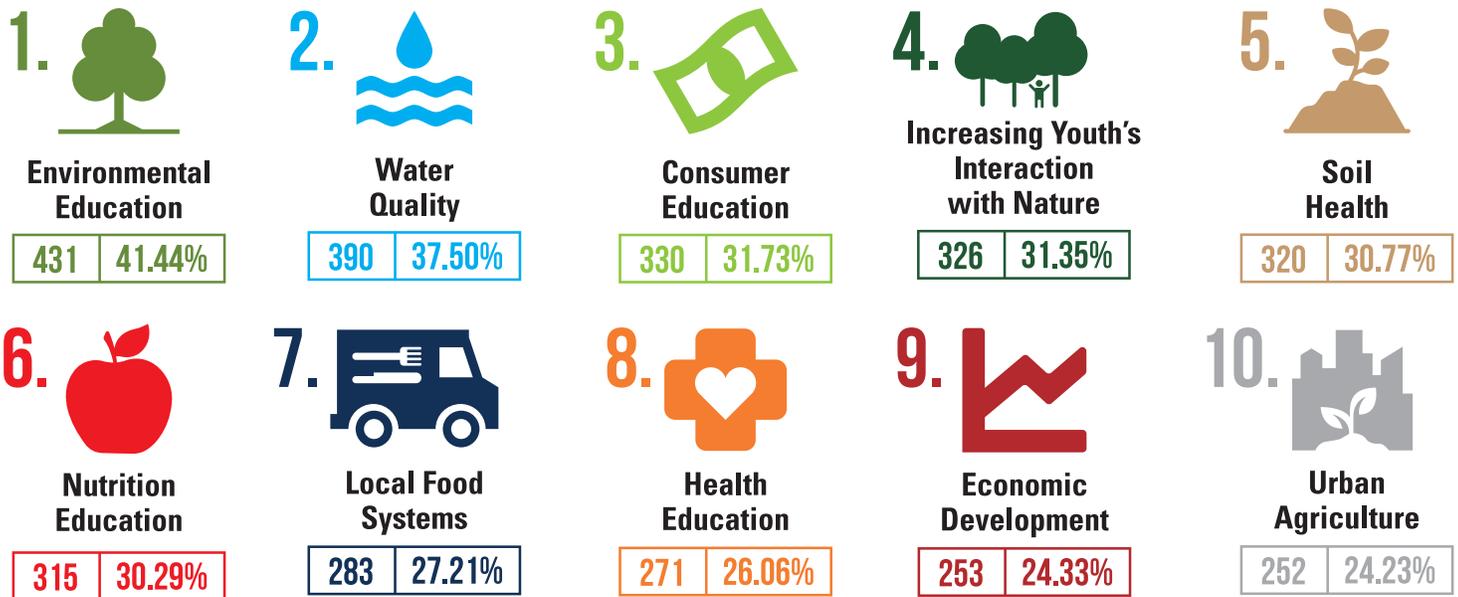
UGA School of Environmental Design	1	0.40
Utah Water Watch	1	0.40
Step Up to Leadership	1	0.40
UW Extension	1	0.40
Midwest Agroforestry collaborations	1	0.40
County Libraries	1	0.40
http://solutionsforyourlife.ufl.edu/	1	0.40
Farm Bureau	1	0.40
http://www.floridaclimateinstitute-uf.org/	1	0.40
The Forest Rangers and Smokey The Bear	1	0.40
Home Energy Conservation	1	0.40
Junior Master Gardener program and curriculum: www.jmgkids.us	1	0.40
Stanford Social Innovative Review	1	0.40
Community Development Academy: http://extension.missouri.edu/cda	1	0.40
CERES	1	0.40
Iowa Economic Development Authority	1	0.40
https://fyi.uwex.edu/sustag/	1	0.40
Community Food Pantries like 'Gilmer Community Food Pantry'	1	0.40
Extension EDU resources	1	0.40
Soil and Water Conservation	1	0.40
Extension Specialists	1	0.40
capacitycenter.org	1	0.40
Good Forestry in the Granite State	1	0.40
Utah Stream Side Science	1	0.40
The Utah Department of Health	1	0.40
www.HeartlandsConservancy.org	1	0.40
WSU publications https://pubs.wsu.edu/	1	0.40
Interaction Institute for Social Change: http://interactioninstitute.org/	1	0.40
UNDP	1	0.40
Climate Learning Network- online website	1	0.40
MNDNR	1	0.40
NMSU	1	0.40
https://extension.unh.edu/good-forestry/	1	0.40
Southern Region IPM Center	1	0.40
https://www.usrsb.org	1	0.40
http://mngreenstep.org	1	0.40
http://www.gcfi.org/index.php	1	0.40

http://extensionhealthyhomes.org/	1	0.40
NatureWatch catalog	1	0.40
NEAFCS resources	1	0.40
https://www.flseagrant.org/	1	0.40
The Clean Energy Resource Teams	1	0.40
http://wec.ifas.ufl.edu/buildingforbirds/web/home.html	1	0.40
Monsanto	1	0.40
NAEFCS	1	0.40
Institute of Child Nutrition	1	0.40
Gulf of Mexico Climate Community	1	0.40
Rural Coalition	1	0.40
Local nonprofits	1	0.40
Healthy Communities	1	0.40
Department of Energy	1	0.40
IATP	1	0.40
MN State Energy Office	1	0.40
Public Policy Education publications	1	0.40
Quivera Coalition	1	0.40
http://northcentralwater.org/	1	0.40
How Does Climate Change Your Plate?	1	0.40
Footprint calculators	1	0.40
Project Learning Tree	1	0.40
NC State Research-Based Support for Local Food Systems 2011	1	0.40
https://www.consciouscapitalism.org/	1	0.40
http://asi.ucdavis.edu/programs/sarep	1	0.40
http://www.resilience.org/	1	0.40
http://droughtmonitor.unl.edu/	1	0.40
http://mnfoodcharter.com/	1	0.40
Materials from Europe	1	0.40
League of Conservation Voters	1	0.40
Small Business Administration	1	0.40
https://usu.co1.qualtrics.com/CP/Graphic.php?IM=IM_3CstFirLA-4PyOyp	1	0.40
Stronger Economies Together	1	0.40
Environmental issues forum: NAAEE	1	0.40
Conservation Districts	1	0.40
Energy conservation materials	1	0.40
http://www.cleanenergyresource-teams.org/	1	0.40
ERME	1	0.40
Triumph Over Tragedy	1	0.40

Wisconsin's horticulture education for kids	1	0.40
MISA: https://www.misa.umn.edu/	1	0.40
NAAEE Excellence in Environmental Education	1	0.40
Sightline Institute http://www.sightline.org/	1	0.40
Field to Market	1	0.40
NOP	1	0.40
Division of Energy Resources	1	0.40
Institute on the Environment	1	0.40
The Healthy Homes Partnership	1	0.40
www.utahcbcp.org	1	0.40
http://studentclimatedata.unh.edu/	1	0.40
Farm Viability Grants	1	0.40
Va Tech Food Systems Planning Guide 2011	1	0.40
USGS	1	0.40
http://www.sref.info/	1	0.40
EDIS	1	0.40
Blue Thumb stream education	1	0.40
Texas A&M Agri life	1	0.40
NCAT in San Antonio	1	0.40
CDC	1	0.40
Leopold Center: http://www.leopold.iastate.edu	1	0.40
Fire Departments	1	0.40
Missouri Department of Natural Resources	1	0.40
http://www.marketplaceliteracy.org/index.html	1	0.40
reducing non-target impacts from pesticides	1	0.40
https://www.nifi.org/	1	0.40
but there are lots of materials	1	0.40
NREL resources	1	0.40
https://350.org/	1	0.40
FCI	1	0.40
www.wicci.wisc.edu/	1	0.40
https://www.thinkwater.us/#home	1	0.40
Community Food Security Coalition	1	0.40
SeaGrant Network	1	0.40
https://www.pca.state.mn.us	1	0.40
USU Water Quality	1	0.40
MDA	1	0.40
http://www.rmi.org/reinventingfire	1	0.40
https://mn.gov/commerce/consumers/your-home/energy-info/	1	0.40

TOP 10 MOST OFFERED SUSTAINABILITY AREAS

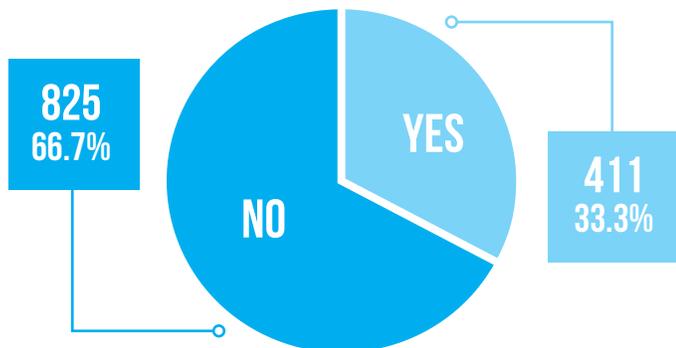
This question sought to identify whether participants offered any public programs, outreach, or education to support various listed topics. The total number of respondents for this question was 1,040. The top 5 topic areas that respondents addressed were environmental education, water quality, consumer education, increasing youth's interaction with nature, and soil health. Many respondents also listed other programs in an open-ended response option.



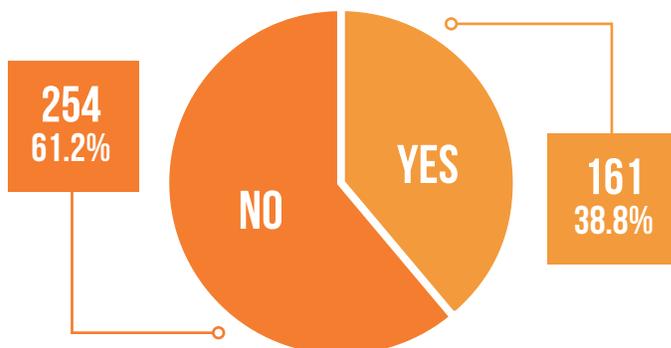
11. Land conservation, 247, 23.75
12. Water quantity, 206, 19.81
13. Food access, 201, 19.33
14. Inclusivity/diversity, 197, 18.94
15. Community resiliency, 194, 18.65
16. Disaster preparedness, 191, 18.37
17. Grasslands stewardship and management, 187, 17.98
18. Land use planning, 187, 17.98
19. Climate change impacts, 182, 17.50
20. Forest stewardship and management, 173, 16.63
21. Energy efficiency, 142, 13.65
22. Waste (landfill, recycling, compost), 138, 13.27
23. Renewable energy, 126, 12.12
24. Storm and wastewater management, 123, 11.83
25. Policy changes, 116, 11.15
26. Systems thinking, 100, 9.62
27. Food waste, 99, 9.52
28. Poverty reduction, 95, 9.13
29. Food justice (aims to ensure that the benefits and risks of producing, distributing, and consuming food are shared fairly by everyone involved and to transform the food system to eliminate inequities), 93, 8.94
30. Green infrastructure, 79, 7.60
31. Air quality, 68, 6.54
32. Fisheries, 66, 6.35
33. Social systems, 64, 6.15
34. Alternative forms of transportation, 24, 2.31
35. Transitional economies, 18, 1.73
36. Transition planning for communities traditionally dependent on extraction industries, 14, 1.35
37. Integrated pest management, 8, 0.77
38. Youth development, 6, 0.58
39. Efficiency in agriculture, 3, 0.29
40. Wildlife, 3, 0.29
41. Parenting, 3, 0.29
42. Food safety, 3, 0.29
43. Plant pests, 2, 0.19
44. Invasive species, 2, 0.19
45. Workforce development, 2, 0.19
46. Sustainable agriculture, 2, 0.19
47. Leadership development, 2, 0.19
48. Plant health, 2, 0.19
49. Management, 2, 0.19
50. Physical activity, 2, 0.19
51. Civic engagement, 2, 0.19
52. Food preservation, 2, 0.19
53. Youth adult partnership, 1, 0.10
54. Public health pests, 1, 0.10
55. Behavioral health, 1, 0.10
56. Urban commercial landscape management, 1, 0.10
57. Sustainable arboriculture, 1, 0.10
58. Agroforestry, 1, 0.10
59. Home gardening, 1, 0.10
60. Production agriculture, 1, 0.10
61. Plant selection, 1, 0.10
62. Child care, 1, 0.10
63. Crop consulting, 1, 0.10
64. Urban landscapes, 1, 0.10
65. Habitats, 1, 0.10
66. Sovereignty, 1, 0.10
67. Implementation & management, 1, 0.10
68. Public health entomology, 1, 0.10
69. Horticultural production, 1, 0.10
70. Antibiotics, 1, 0.10
71. Pecan, 1, 0.10
72. 4-h, 1, 0.10
73. Adult education on youth development, 1, 0.10
74. Estate/succession planning, 1, 0.10
75. Stem education, 1, 0.10
76. Healthy homes, 1, 0.10
77. Sustainable food production, 1, 0.10
78. Sustainable viticulture, 1, 0.10
79. Aquaculture programming, 1, 0.10
80. Volunteer engagement, 1, 0.10
81. Waste, 1, 0.10
82. Sustainable landscape design, 1, 0.10
83. Nutrient management, 1, 0.10
84. College access, 1, 0.10
85. Adoption, 1, 0.10
86. Textile, 1, 0.10
87. Ticks, 1, 0.10
88. Landscape maintenance, 1, 0.10
89. Collaboration/decision-making, 1, 0.10
90. Environmental risks of pesticides, 1, 0.10
91. Water policy, 1, 0.10
92. Tribal food sovereignty, 1, 0.10
93. Mangement, 1, 0.10
94. Swine health, 1, 0.10
95. Volunteer management, 1, 0.10
96. Weed control, 1, 0.10
97. Pesticide reduction, 1, 0.10
98. Local government, 1, 0.10
99. Cultural competencies, 1, 0.10
100. Managing insect pests, 1, 0.10
101. Beginning farmer education, 1, 0.10
102. Small animal production, 1, 0.10
103. Row crop, 1, 0.10
104. Increasing profitability, 1, 0.10
105. Sustainable domestic practices, 1, 0.10
106. Turfgrass management, 1, 0.10
107. Resource management, 1, 0.10
108. Efficiency, 1, 0.10
109. Legal issues, 1, 0.10
110. Invasive pests, 1, 0.10
111. Alzheimer's education, 1, 0.10
112. Disease management, 1, 0.10
113. Wildlife management, 1, 0.10
114. Economics education, 1, 0.10
115. Animal welfare, 1, 0.10
116. Financial education, 1, 0.10
117. Interpersonal communication, 1, 0.10
118. Agricultural environmental management, 1, 0.10
119. Wetlands, 1, 0.10
120. Community leadership development, 1, 0.10
121. Family strengths, 1, 0.10
122. Teen leadership education, 1, 0.10
123. Water efficiency, 1, 0.10
124. Rainwater catchment, 1, 0.10
125. Manure, 1, 0.10
126. Pesticide use, 1, 0.10
127. Commercial fruit production, 1, 0.10
128. Corrections, 1, 0.10
129. Preserving working landscapes, 1, 0.10
130. Sustainable beef, 1, 0.10
131. Forages, 1, 0.10
132. Invasive species management, 1, 0.10
133. Self-awareness, 1, 0.10
134. Facilitating group processes, 1, 0.10
135. Livestock education, 1, 0.10
136. Landscape design, 1, 0.10
137. Family economics, 1, 0.10
138. Legal issues in agriculture, 1, 0.10
139. Arboriculture, 1, 0.10
140. Sustainable farming practices relative to pollinator services, 1, 0.10
141. Parenting support, 1, 0.10
142. Commercial horticulture, 1, 0.10
143. Health insurance education, 1, 0.10
144. Landscape management, 1, 0.10
145. Literacy, 1, 0.10
146. Healthy relationship development, 1, 0.10
147. Apparel overconsumption, 1, 0.10
148. Vector borne disease prevention, 1, 0.10
149. Non-profit decision support, 1, 0.10
150. Pesticide education, 1, 0.10
151. Pesticide safety, 1, 0.10
152. Family issues, 1, 0.10
153. Farm management, 1, 0.10
154. Career readiness, 1, 0.10
155. Integrating permaculture, 1, 0.10
156. Crop management, 1, 0.10
157. Preservation, 1, 0.10
158. Beef cattle production, 1, 0.10
159. Grazing management, 1, 0.10
160. Some of the composting, 1, 0.10
161. Organic gardening, 1, 0.10
162. Financial management, 1, 0.10
163. Organic agriculture, 1, 0.10
164. Consumer food preservation, 1, 0.10
165. Outreach to veterans, 1, 0.10
166. Livestock education for the small farm, 1, 0.10
167. Natural history education, 1, 0.10
168. Program evaluation, 1, 0.10
169. Appropriate child development practices, 1, 0.10
170. Local foods, 1, 0.10
171. Turf management, 1, 0.10
172. Poverty simulations, 1, 0.10
173. Engagement, 1, 0.10
174. Sustainable urban landscape design, 1, 0.10
175. Livestock systems, 1, 0.10
176. Judicious use of chemicals, 1, 0.10
177. New agent, 1, 0.10
178. Child protective issues, 1, 0.10
179. Riparian buffers, 1, 0.10
180. Other horticulture topics, 1, 0.10
181. Community development, 1, 0.10
182. Strategic planning, 1, 0.10
183. Sustainable tourism, 1, 0.10
184. General agriculture, 1, 0.10
185. Animal production, 1, 0.10
186. Again, 1, 0.10
187. Agriculture, 1, 0.10
188. Caregiving across the lifespan, 1, 0.10
189. Non-native pest detection, 1, 0.10
190. Coparenting, 1, 0.10
191. Conservation of wild pollinators, 1, 0.10
192. Organizational development, 1, 0.10
193. Urban forestry, 1, 0.10
194. Row crop production, 1, 0.10
195. Soil conservation, 1, 0.10
196. Aging issues related to home, 1, 0.10
197. Biodiversity conservation, 1, 0.10
198. Family resiliency, 1, 0.10
199. Blueberry trainings, 1, 0.10

USDA REGIONAL CLIMATE HUBS

In this question, participants were asked “Have you heard of the USDA Regional Climate Hubs? (<http://www.climatehubs.oce.usda.gov>).” There were 1,236 respondents. Of those, 411 (33.25%) indicated they had heard of the USDA Regional Climate Hubs while 825 (66.75%) had not.



For those who had heard of the hubs, our team asked whether they had worked with anyone and/or used materials from the hubs. A large number of the 415 respondents, 254 (61.2%), had not, while 161 (38.8%) indicated they had worked with someone or used materials from the hubs.



The respondents who had heard about the hubs were also asked “What should the role of Extension be in working with the hubs?” There were 135 respondents for this question. The top three themes for Extension’s role in working with the hubs are to supply information to others, collaborate with Climate Hub, and for the development of resources.

SUPPLY INFORMATION

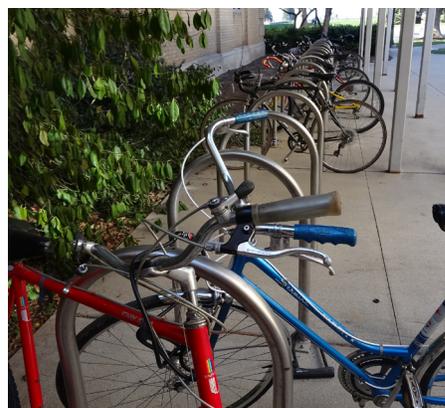
- “helping to connect community members and clients with deeper understanding of data and implications.”
- “Conduit to various client groups as a useful resource to share fact-based info.”
- “We are the people at the front—communicating science to the public in a manner to assist landowners, community members and other stakeholders with their agriculture and natural resource concerns. So Extension should be an integral part of those hubs.”
- “Educate end users about climate related information and provide resources and knowledge for extreme events.”
- “Obtaining and providing science-based information and putting climate issues in a context that producers and others in the community can understand and are willing to work with.”

COLLABORATION BETWEEN CLIMATE HUB AND EXTENSION

- “Extension can work with hubs to consolidate research. Extension can provide leadership in developing outreach strategies and materials as well as conducting outreach programs and sharing materials in states and regionally.”
- “Team up. Use their resources and also produce new materials to populate their tool box. Form teams to apply for grants and to influence or inform agencies on the need of them working together on planning and working toward a sustainable economy and society.”
- “Two-way, as outlets for information generated through the hubs and setting priorities for hubs work.”
- “Extension should (a) support the mission of the hubs, (b) be well integrated with the work of the hubs, including opportunities to contribute to hub direction, stakeholder engagement, and research funding opportunities.”
- “I think they should work hand-in-hand. We are beginning to in my state. Very good ties exist between the Climate Hub and Extension.”
- “Working together to develop high-quality educational materials, based on cooperating on educational events related to climate science.”
- “I believe we should be integrally tied to them and use their resources to inform and educate our clientele as well as conduct research from the field to inform the hubs of what is needed in the field.”

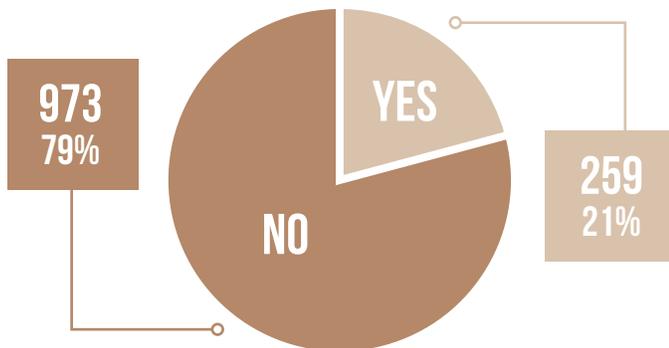
DEVELOPMENT OF RESOURCES

- “Help develop educational material and disseminate it.”
- “Help gather data.”
- “Use as resources in programming.”
- “Participation and use of resources in education.”



SUSTAINABILITY-FOCUSED PROGRAMS

The National Network for Sustainable Living Education built a national database of sustainability-focused Extension programs (<https://extensionsustainability.usu.edu/national-sustainability-focused-extension-programs/>). To assist in this database formation, participants were asked “Do you offer any sustainability-focused programs where sustainability is the focus, not just one part or an association?” There were 1,232 respondents to this question. The majority of respondents, 973 (78.98%), indicated that they do not offer sustainability-focused programs and 259 (21.02%) indicated they did.



The next question then asked those who responded “yes” to question 15, to list the program(s) title and URL. There were 176 respondents to this question with a variety of programs mentioned, ranging from Sustainable Agriculture to a Lake and Stream Leaders Institute. All programs were researched, contacted, and those who responded were added to the national database, available at <https://extensionsustainability.usu.edu/national-sustainability-focused-extension-programs/>.

This was a rating question regarding the value of various tools to communicate sustainability information to the public. 1,201 responses to this question were received. The following table displays responses ranked from highest value down.

Rating of Tools:	M	SD
State specialist to refer to	2.45	1.50
Fact sheets	2.74	1.41
Professional development training on how to incorporate sustainability with current county or state programs	2.79	1.60
Youtube videos	2.89	1.57
Online courses	3.03	1.52
State level websites	3.09	1.46
Facebook	3.31	1.57
eXtension website	3.55	1.54
Twitter	3.78	1.56
National Network for Sustainable Living Education (a national Extension sustainability group) website	4.29	1.68

Note. Importance measured on a Likert scale ranging from 1 (Extremely valuable), 2 (Valuable), 3 (Somewhat Valuable), 4 (Neutral), 5 (Not at all valuable) and 6 (Don't know) to calculate mean and standard deviation. Only 49 (4.08%) selected Other to write-in a tool. Of those, the most common tools listed were face-to-face interactions, workshops, and trainings.



NATIONAL SURVEY

WELCOME

The purpose of this research is to determine to what degree Cooperative Extension integrates or supports the concepts of sustainability and to discern what we are doing well, and where the gaps lie. The results will be used to guide future professional development and funding opportunities through eXtension and the USDA. This form includes detailed information on the research to help you decide whether to participate. Please read it carefully and ask any questions you have before you agree to participate.

PROCEDURES

Your participation will involve completing a survey seeking your input on sustainability outreach in Extension, requiring approximately 20 minutes of your time. If you agree to participate, you will not be asked for identifiable information and your replies will not be connected to your email.

RISKS

This is a minimal risk research study. That means that the risks of participating are no more likely or serious than those you encounter in everyday activities. In order to minimize any risks and discomforts, the researchers have ensured anonymity and kept the survey at a reasonable length. However, loss of confidentiality is always a risk. If you have a bad research-related experience or are injured in any way during your participation, please contact the principal investigator of this study right away at 435-797-5116 or roslynn.brain@usu.edu.

BENEFITS

Participation in this study may benefit you by creation of a national strategic plan for sustainability outreach in Extension that includes your input. This study will help the researchers learn more about sustainability outreach in Extension and may help guide future funding opportunities and outreach programs.

CONFIDENTIALITY

Every effort will be made to ensure that the information you provide as part of this study remains confidential. Your identity will not be identifiable. We will collect your anonymous responses through Qualtrics. This information will be securely stored in a restricted-access folder on Dr. Brain's password-protected computer.

It is unlikely, but possible, that others (Utah State University, USDA or state or federal officials) may require us to share the information you give us from the study to ensure that the research was conducted safely and appropriately. We will only share your information if law or policy requires us to do so. The research team works to ensure confidentiality to the degree permitted by technology. It is possible, although unlikely, that unauthorized individuals could gain access to your responses because you are responding online. However, your participation in this online survey involves risks similar to a person's everyday use of the internet.

VOLUNTARY PARTICIPATION & WITHDRAWAL

Your participation in this research is completely voluntary. If you agree to participate now and change your mind later, you may withdraw at any time by exiting the online survey. If you decide not to participate, there will be no impact to you in any way. The national strategic plan we create simply would not include your input, as it wasn't provided. The researchers may choose to terminate your participation in this research study if your responses were incoherent or the survey was over 50% incomplete.

COMPENSATION

There is no compensation for your participation in this study.

IRB REVIEW

The Institutional Review Board (IRB) for the protection of human research participants at Utah State University has reviewed and approved this study. If you have questions about the research study itself, please contact the principal investigator at 435-797-5116 or roslynn.brain@usu.edu. If you have questions about your rights or would simply like to speak with someone other than the research team about questions or concerns, please contact the IRB Director at (435) 797-0567 or irb@usu.edu.

You can download a copy of the official Letter of Information, [here](#).

Roslynn Brain

Principal Investigator

(435) 797-5116; roslynn.brain@usu.edu

COMPLETE NATIONAL SURVEY CONTINUED

INFORMED CONSENT

By clicking below, I certify that I have read the Letter of Information and agree to participate in the survey. I understand that my participation is voluntary and that I can skip questions or stop at any time.

- I have read the Letter of Information and agree to participate in the study.*
- I decline to participate in this study.*

Please certify that you are 18 years of age or older.

- I am 18 years of age or older.*
- I am younger than 18 years of age.*

WHY WE ARE SEEKING YOUR INPUT

You were selected to participate in this Extension sustainability outreach survey because you are an Extension educator with insight to share. The purpose of this survey is to determine to what degree Cooperative Extension integrates or supports the concepts of sustainability and to discern what we are doing well, and where the gaps lie. The results will be used to guide future professional development and funding opportunities through Extension and the USDA.

SUSTAINABILITY DEFINED

For the purpose of this survey, sustainability is defined in accordance with the National Network for Sustainable Living Education (NNSLE): "an ethic of stewardship in which our desire for fulfilling and productive lives is thoughtfully and consciously balanced with the social, economic, and environmental security of life on Earth, now and for future generations."

Sustainability may have subtle differences in meaning to different people, but it boils down to some very basic concepts:

- Activities or practices in any given discipline are undertaken with the objective of continuing that activity indefinitely in a way that doesn't deplete the resource(s) the activity depends upon.
- Sustainability takes into equal account the social, environmental, and economic consequences of every practice, so that a positive, win-win-win result is most closely approximated.
- Nearly every activity or practice, regardless of how small, is related in some degree to a larger issue – such as ground-water depletion or the loss of agricultural lands.

Many of the workshops, curricula, and best practices we teach in Extension may already be considered sustainable living education, though not explicitly labeled as such. For example, Extension's Water Wise programs implicitly embody principles of sustainability through water conservation practices that reduce consumption, save money, and create a resource conservation ethic in communities. Likewise, Family, Consumer and Health Sciences' workshops that teach people how to manage their personal finances more responsibly also support sustainability since these practices ultimately reduce wasteful spending and consumption, thus conserving resources.

SURVEY CONTENT DEVELOPMENT

Survey questions were designed with input from colleagues attending the 2016 National Extension Sustainability Summit, Community Development Extension Institute, and National Association of Community Development Extension Professionals conference. The survey should take approximately 20 minutes to complete. We appreciate your participation!

WHO SHOULD COMPLETE THIS SURVEY?

This survey is being distributed to Extension educators across the U.S. All U.S. Extension professionals are eligible. If you are not an Extension employee, there is no need for you to complete the survey.

Participation in this survey is voluntary and anonymous, but to validate our results, we need as many participants as possible to complete the survey.

RESEARCH TEAM AND CONTACT

The survey team consists of representatives from the USDA, eXtension, and the National Network for Sustainable Living Education. If you have questions about the study or your eligibility, please contact the project leader:

Dr. Roslynn Brain, Utah State University: roslynn.brain@usu.edu

If you have questions or concerns about the survey and would like to contact someone other than the researchers, you may contact the Utah State University IRB Administrator at (435) 797-0567 or email irb@usu.edu; refer to IRB protocol #7797.

Thank you very much for your help!

QUESTIONS

In your opinion, what topic areas is your state Cooperative Extension system currently doing a good job at addressing? Consider dedicated staff time, programs, curriculum development, fact sheets, etc. (select all that apply):

- | | | |
|---|---|---|
| <input type="checkbox"/> Air quality | <input type="checkbox"/> Food waste | <input type="checkbox"/> Soil health |
| <input type="checkbox"/> Alternative forms of transportation | <input type="checkbox"/> Forest stewardship and management | <input type="checkbox"/> Storm and wastewater management |
| <input type="checkbox"/> Climate change impacts | <input type="checkbox"/> Grasslands stewardship and management | <input type="checkbox"/> Systems thinking |
| <input type="checkbox"/> Community resiliency | <input type="checkbox"/> Green infrastructure | <input type="checkbox"/> Transitional economies |
| <input type="checkbox"/> Consumer education | <input type="checkbox"/> Health education | <input type="checkbox"/> Transition planning for communities traditionally dependent on extraction industries |
| <input type="checkbox"/> Disaster preparedness | <input type="checkbox"/> Inclusivity/diversity | <input type="checkbox"/> Urban agriculture |
| <input type="checkbox"/> Economic development | <input type="checkbox"/> Increasing youth's interaction with nature | <input type="checkbox"/> Waste (landfill, recycling, compost) |
| <input type="checkbox"/> Energy efficiency | <input type="checkbox"/> Land conservation | <input type="checkbox"/> Water quantity |
| <input type="checkbox"/> Environmental education | <input type="checkbox"/> Land use planning | <input type="checkbox"/> Water quality |
| <input type="checkbox"/> Fisheries | <input type="checkbox"/> Local food systems | <input type="checkbox"/> Others: _____ |
| <input type="checkbox"/> Food access | <input type="checkbox"/> Nutrition/health education | _____ |
| <input type="checkbox"/> Food justice (aims to ensure that the benefits and risks of producing, distributing, and consuming food are shared fairly by everyone involved and to transform the food system to eliminate inequities) | <input type="checkbox"/> Policy changes | _____ |
| | <input type="checkbox"/> Poverty reduction | |
| | <input type="checkbox"/> Renewable energy | |
| | <input type="checkbox"/> Social systems | |

Were any issues listed in Question 1 that you feel your state Extension service should not play a role in addressing?

- Yes Please explain: _____
- No _____

Do you (as an individual, not your state Extension system) offer any public programs, outreach, or education to support the following topics? (if so, select all that apply):

- | | | |
|---|---|---|
| <input type="checkbox"/> Air quality | <input type="checkbox"/> Food waste | <input type="checkbox"/> Soil health |
| <input type="checkbox"/> Alternative forms of transportation | <input type="checkbox"/> Forest stewardship and management | <input type="checkbox"/> Storm and wastewater management |
| <input type="checkbox"/> Climate change impacts | <input type="checkbox"/> Grasslands stewardship and management | <input type="checkbox"/> Systems thinking |
| <input type="checkbox"/> Community resiliency | <input type="checkbox"/> Green infrastructure | <input type="checkbox"/> Transitional economies |
| <input type="checkbox"/> Consumer education | <input type="checkbox"/> Health education | <input type="checkbox"/> Transition planning for communities traditionally dependent on extraction industries |
| <input type="checkbox"/> Disaster preparedness | <input type="checkbox"/> Inclusivity/diversity | <input type="checkbox"/> Urban agriculture |
| <input type="checkbox"/> Economic development | <input type="checkbox"/> Increasing youth's interaction with nature | <input type="checkbox"/> Waste (landfill, recycling, compost) |
| <input type="checkbox"/> Energy efficiency | <input type="checkbox"/> Land conservation | <input type="checkbox"/> Water quantity |
| <input type="checkbox"/> Environmental education | <input type="checkbox"/> Land use planning | <input type="checkbox"/> Water quality |
| <input type="checkbox"/> Fisheries | <input type="checkbox"/> Local food systems | <input type="checkbox"/> Others: _____ |
| <input type="checkbox"/> Food access | <input type="checkbox"/> Nutrition/health education | _____ |
| <input type="checkbox"/> Food justice (aims to ensure that the benefits and risks of producing, distributing, and consuming food are shared fairly by everyone involved and to transform the food system to eliminate inequities) | <input type="checkbox"/> Policy changes | _____ |
| | <input type="checkbox"/> Poverty reduction | _____ |
| | <input type="checkbox"/> Renewable energy | |
| | <input type="checkbox"/> Social systems | |

How important do you feel it is to engage your clientele in learning about sustainability?

- Not at all important
- Slightly important
- Important
- Extremely important

Why do you feel it is or isn't important to educate your clientele about sustainability? _____

How supported by state Extension leadership do you feel in educating about sustainability?

- N/A: I do not educate about sustainability
- Not at all supported
- Slightly supported
- Supported
- Extremely supported

What are the top 5 emerging sustainability issues for your state Extension service to address? (Please organize in rank order [drag and drop] with the most important emerging issue at the top):

Air quality, Alternative forms of transportation, Climate change impacts, Community resiliency, Consumer education, Disaster preparedness, Economic development, Energy efficiency, Environmental education, Fisheries, Food access, Food justice (aims to ensure that the benefits and risks of producing, distributing, and consuming food are shared fairly by everyone involved and to transform the food system to eliminate inequities), Food waste, Forest stewardship and management, Grasslands stewardship and management, Green infrastructure, Health education, Inclusivity/diversity, Increasing youth's interaction with nature, Land conservation, Land use planning, Local food systems, Nutrition/health education, Policy changes, Poverty reduction, Renewable energy, Social systems, Soil health, Storm and wastewater management, Systems thinking, Transitional economies, Transition planning for communities traditionally dependent on extraction industries, Urban agriculture, Waste (landfill, recycling, compost), Water quantity, Water quality, Others:

- 1.) _____
- 2.) _____
- 3.) _____
- 4.) _____
- 5.) _____

What are the biggest challenges to educating about sustainability in Extension? (Please organize in rank order with the biggest challenge at the top):

- Communication (this includes maintaining a clientele base while talking about politically charged issues, how to tie in sustainability with various clientele values, etc).*
- Community collaboration (this includes having time to engage and find what is important to communities, a two-way feedback loop between your office and the community, etc).*
- Lack of community interest/competing priorities.*
- Lack of staff professional development.*
- Green infrastructure*
- Overcoming institutional barriers (this includes needing upper administrative support, the need to expand Extension's traditional role, etc).*
- Fear of crossing the line from objectivity to advocacy.*
- Fear of losing political support.*
- Fear of losing employment.*
- Others? _____*

Are there helpful resources you know of (from your own state, other states, the National Network for Sustainable Living Education, USDA National Institute of Food and Agriculture, etc.) to assist in communicating with or educating your clientele around the principles of sustainability?

- Yes Please include resource title(s) and online link(s) if possible: _____*
- No _____*

Have you heard of the USDA Regional Climate Hubs? (<http://www.climatehubs.oce.usda.gov>)

- Yes*
- No*

Have you worked with anyone and/or used materials from the hubs?

- Yes*
- No*

What should the role of Extension be in working with the hubs? _____

Do you offer any sustainability-focused programs where sustainability is the focus, not just one part or an association?

- Yes Please list the program(s) title and URL: _____*
- No _____*

What is your role in Extension?

- County/regional educator*
- County director*
- Regional specialist*
- State specialist*
- Administrator*
- Other: _____*

In what state do you work? _____

What is the gender you identify as?

- Male*
- Female*

How many years have you worked for Extension? _____

What is your age?

- 18-24 years old*
- 25-34 years old*
- 35-44 years old*
- 45-54 years old*
- 55 years or older*

How would you rate the value of the following tools to communicate sustainability information to the public?

	Don't know	Not at all valuable	Somewhat valuable	Neutral	Valuable	Extremely valuable
Extension website						
National Network for Sustainable Living Education (a national Extension sustainability group) website						
State level websites						
Professional development training on how to incorporate sustainability with current county or state programs						
Fact sheets						
Online courses						
YouTube videos						
Facebook						
Twitter						
State specialist to refer to						
Other:						

Thank you very much for your time and insight! We will be developing and sharing a national strategic plan based on the results of this survey.

Utah State University is committed to providing an environment free from harassment and other forms of illegal discrimination based on race, color, religion, sex, national origin, age (40 and older), disability, and veteran's status. USU's policy also prohibits discrimination on the basis of sexual orientation in employment and academic related practices and decisions. Utah State University employees and students cannot, because of race, color, religion, sex, national origin, age, disability, or veteran's status, refuse to hire; discharge; promote; demote; terminate; discriminate in compensation; or discriminate regarding terms, privileges, or conditions of employment, against any person otherwise qualified. Employees and students also cannot discriminate in the classroom, residence halls, or in on/off campus, USU-sponsored events and activities. This publication is issued in furtherance of Cooperative Extension work, acts of May 8 and June 30, 1914, in cooperation with the U.S. Department of Agriculture, Noelle E. Cockett, Vice President for Extension and Agriculture, Utah State University.