

FY 2020 Annual Report of Accomplishments and Results

[District of Columbia]

University of the District of Columbia

I. Report Overview

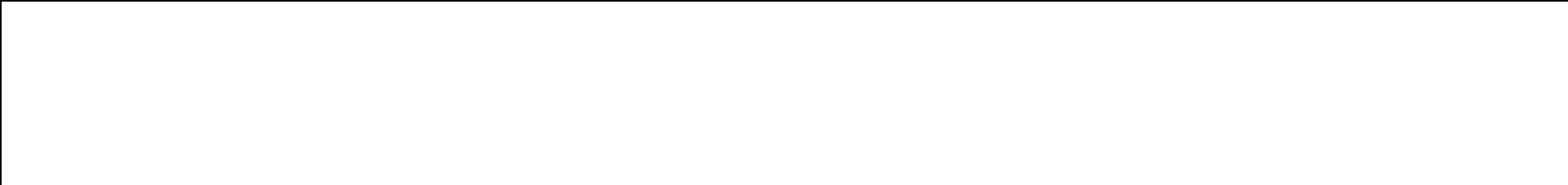
The NIFA reviewer will refer to the executive summary submitted in your FY 2020 Plan of Work located in the Institutional Profile. Use this space to provide updates if needed.

1. Executive Summary (Optional)

The College of Agriculture, Urban Sustainability, and Environmental Sciences (CAUSES) continued to advance its land-grant mission through teaching, research, and extension activities. In FY 2020 we executed a new, perhaps innovative, distributed model for 4-H and Youth Development that consists of core focal areas of urban sustainability, resilience, agriculture, nutrition & health.

We realigned staff and administrative services to better serve the college and residents of the District during the pandemic. We also re-focused our volunteer and partnership development approaches to better prepare for a post-pandemic society.

Dwane Jones continued as Dean in the Acting (Interim) capacity. A new Dean and Director of Land-Grant Programs search was launched in March 2021.



II. Merit and Scientific Peer Review Processes

The NIFA reviewer will refer to your 2020 Plan of Work. Use this space to provide updates as needed or activities that you would like to bring to NIFA's attention.

Process	Updates ONLY
1. The <u>Merit Review Process</u>	No updates to report.
2. The <u>Scientific Peer Review Process</u>	No updates to report.

III. Stakeholder Input

The NIFA reviewer will refer to your 2020 Plan of Work. Use this space to provide updates as needed or activities that you would like to bring to NIFA's attention.

Stakeholder Input Aspects	Updates ONLY
1. Actions taken to seek stakeholder input that encouraged their participation with a brief explanation	No updates to report.
2. Methods to identify individuals and groups and brief explanation.	No updates to report.
3. Methods for collecting stakeholder input and brief explanation.	No updates to report.
4. A Statement of how the input will be considered and brief explanation of what you learned from your stakeholders.	No updates to report.

IV. Critical Issues Table of Contents

No.	Critical Issues in order of appearance in Table V. Activities and Accomplishments
1.	Climate Change
2.	Global Food Security and Eliminating Hunger
3.	Health, Nutrition and Childhood Obesity Prevention
4.	Sustainable Energy (not reporting on this issue)
5.	Food Safety (not reporting on this issue)
6.	Urban Families, Youth and Communities

V. Activities and Accomplishments

Please provide information for activities that represent the best work of your institution(s). In your outcome or impact statement, please include the following elements (in any order): 1) the issue and its significance (e.g. who cares and why); 2) a brief description of key activities undertaken to achieve the goals and objectives; 3) changes in knowledge, behavior, or condition resulting from the project or program’s activities; 4) who benefited and how. Please weave supporting data into the narrative.

No.	Project or Program Title	Outcome/Impact Statement	Critical Issue Name or No.
1.	Knowledge and Perceptions about Environmental Issues	<p>Statement of the Issue:</p> <p>Some people, such as minorities and those from under-educated and lower income backgrounds, are typically excluded from conversations surrounding the degradation and improvement of ecosystem structure, function, and services. To provide an opportunity for under-served populations to be heard, inform content creation in academic courses and in cooperative extension programs, and create experiential learning opportunities for students in an exclusively urban university setting such as</p>	Critical Issue #1

		<p>the University of the District of Columbia, we developed a survey instrument to gather public perceptions and knowledge on natural resources and climate change.</p> <p>Statement of Action Taken:</p> <p>Undergraduates and graduate students in our academic classes over three fall semesters from 2016-2018 collected demographic data from survey participants in 11 neighborhoods in Washington, DC, and asked them 26 questions/statements related to natural resources, climate change, economics, and health. We selected education as the focal demographic category and participants were categorized based on their level of educational attainment: (1) completion of high school or less (hereafter “high school”); (2) some trade school or university education beyond high school up to and including completion of a trade school, two-, or four-year degree (hereafter “post-high school”); and (3) completion of a Master’s, professional, or doctoral degree (hereafter “advanced education”). Students analyzed the survey data as part of their academic courses. Furthermore, we did an overall analysis to publish a paper titled “People with Different Educational Attainment in Washington, DC, USA have Differential Knowledge and Perceptions about Environmental Issues” in the journal <i>Sustainability</i> in 2020.</p> <p>Statement of Results:</p> <p>We surveyed 455 participants and those with advanced education reported the highest connection with nature and were more likely to report that their personal welfare depended on the natural community. Participants with the least education were more likely to believe that humans do not have much influence on natural resources and placed more</p>	
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		<p>trust in technology and human achievements to control nature and ensure that earth will not become unlivable. Participants with the least education were also more likely to express an interest in local environmental concerns over global, jobs over natural resources, and effects of degraded local natural resources on income, health, and the environment instead of on cultural/social practices, neighborhood aesthetics, and recreation. Understanding what people know and perceive is key to designing effective educational programs, engaging in collective conversations, and building effective partnerships that find solutions for environmental problems that benefit the community. For example, stakeholders with advanced degrees may likely think and act more globally and show more of an interest in curtailing environmental problems that have a negative impact on their recreation, neighborhood aesthetics, and cultural/social practices. On the other hand, stakeholders with a high school education are likely to focus on local concerns and issues that have a more immediate impact on jobs and income.</p>	
<p>2.</p>	<p>Master Gardener Training Program</p>	<p>Statement of the Issue:</p> <p>From consuming produce that is tastier and higher in nutritional value to decreasing CO2 emissions by harvesting as locally as your backyard, District residents are all “abuzz” about the many benefits of local food production. Urban agriculture has caught on, and unlike largescale intensive agriculture operations, urban agriculture utilizes comparatively smaller spaces, while focusing on diversified, edible crops. Many residents already supplement what they buy at the grocery store through community garden plots and by growing in their backyards. Technical assistance is needed with issues ranging from cultivar selection, soil testing, soil contamination, planting dates, fertilizing, and integrated pest</p>	<p>Critical Issue #2</p>

		<p>management. Alternately, other District residents do not have access to grocery stores, let alone yard space, or a nearby community garden in which they can grow their food.</p> <p>Statement of Action Taken:</p> <p>Eighty-Seven (87) participants were trained as Master Gardeners, receiving 45-50 hours of basic horticulture training. Program trainees agreed to work in their communities to teach District of Columbia residents how to cultivate garden spaces and manage landscapes sustainably using research-based information. This environmental horticulture approach reduces fertilizer and pesticide use, resulting in improved soil and water quality.</p> <p>Statement of Results:</p> <p>178 Master Gardeners and Trainees provided 8,000 hours of horticultural expertise to the District of Columbia. The value of volunteer time to the District is over \$310,160.00. Various Master Gardener projects were established through all eight wards. Produce harvested was donated local food banks, UDC’s Student Food Pantry, and elderly volunteers. One-third of Master Gardeners continue their education in horticulture-related fields and obtain employment.</p>	
<p>3.</p>	<p>Combating Food Insecurity in Underserved Wards of the District of Columbia</p>	<p>Statement of the Issue:</p> <p>There is a need to address heightened food insecurity created by the COVID-19 pandemic in the District of Columbia.</p> <p>Statement of Action Taken:</p> <p>Food was grown and donated by the teams at Firebird Research Farm, the</p>	<p>Critical Issue #2</p>

		<p>PR Harris Food Hub, and the Van Ness Urban Food Hub.</p> <p>Statement of Results:</p> <p>Food was grown under the management of Matt Gardine, Assistant Farm Manager, by project assistants Brian Barnes, Victoria Mirowski and Thomas Wheet, and in partnership with Purple Mountain Organics. From the beginning of the COVID-19 pandemic in March 2020, up to July 31st, 6,071lbs of fresh produce was donated to food-insecure residents in the District of Columbia. The Center for Urban Agriculture and Gardening Education (CUAGE) partnered with multiple institutions to distribute the food, including nonprofits, food banks, and community groups, such as Dreaming Out Loud, Veggie City, Food Not Bombs, Bread for the City, Common Good City Farm, Capital Area Food Bank, Plantita Power, DC Central Kitchen, Martha’s Table, and East River Family Strengthening Collaborative.</p>	
<p>4.</p>	<p>Urban Agriculture Technician Certificate Course</p>	<p>Statement of the Issue:</p> <p>Careers in the urban agriculture sector can be quite lucrative. Opportunities for sustainable business development have been bolstered by the advent of direct retail sales to both (1) local restaurants, and (2) single household consumers in the form of Community-Supported Agriculture (CSA) programs. Due to the small number of Washington, DC, urban farms, there are few opportunities to obtain professional farming experience. It would be prohibitively expensive for a farm manager in Washington, DC, to hire inexperienced employees and provide the skills needed to start a farming business.</p>	<p>Critical Issue #2</p>

		<p>Statement of Action Taken:</p> <p>The <i>Urban Agriculture Technician</i> (UAT) certificate program was created to extend specialized urban farming skills to its participants. The course provides participants with high levels of knowledge regarding the principles of different topics related to urban agriculture. The UAT course is a hybrid course which combines lecture-style training with field demonstrations, to ensure that participants gain holistic knowledge of the advertised topics. The course was transitioned to a virtual, online offering.</p> <p>Statement of Results:</p> <p>Pre- and post-tests to assess knowledge acquisition among participants indicate that all participants have increased their knowledge and understanding of urban agriculture principles and skills. Sixteen individuals successfully completed course requirements and became program graduates.</p>	
5.	4H Gardening Activities	<p>Statement of the Issue:</p> <p>The need for access to nutritious food is an issue, especially concerning food deserts, areas in the city that lack grocery stores. Youth in the District of Columbia need to have information on growing their food in an urban setting, to understand organic and non-organic gardening, and how to grow nutritious food in soil and soilless environments. Many schools in the city now have gardens. Youth have expressed an interest in developing their school gardens. Schools have requested UDC 4-H to facilitate youth development and leadership in urban agriculture, gardening, and nutrition.</p>	Critical Issue #2

		<p>Statement of Action Taken:</p> <p>School gardens were developed and maintained at Murch Elementary School, in Ward 3, the Rita Bright Family and Youth Center, in Ward 1, and the Columbia Heights Education Center, in Ward 1. UDC CAUSES engaged 4-H nutrition volunteers and UDC students. Volunteers were committed to implement programming with the students, as well as conduct nutrition workshops and activities. As a result of volunteer efforts, workspace at the UDC Green Roof remains cultivated to plant and grow seedlings to support garden programs at schools and centers. Students were instructed on how to plant, maintain, and harvest, and were provided food demonstrations on preparing foods from their plantings.</p> <p>Statement of Results:</p> <p>Pre- and post-surveys revealed that 100% of the students learned something about gardening, including the difference between traditional and organic farming and alternative ways of growing food, e.g., aquaponics and hydroponics. One hundred percent (100%) of the children involved in planting projects reported feeling that their contribution to the school or community is a source of pride. Forty percent of the youth surveyed report eating better due to the experience they had in planting a school garden and participating in food demonstrations and preparation activities. Eighty percent of the gardens have been maintained.</p>	
<p>6.</p>	<p>Community Education - Dietary Guidelines Education</p>	<p>Statement of the Issue:</p> <p>Persistently high rates of non-communicable diseases with their resultant increased medical costs requires comprehensive and coordinated prevention strategies.</p>	<p>Critical Issue #3</p>

		<p>Statement of Action Taken:</p> <p>The Center for Nutrition, Diet, and Health developed a program to present dietary guidelines education sessions and food demonstrations in all eight wards of the District of Columbia. In the last quarter of 2019, over 300 DC residents in Wards 4, 5, and 7 were been provided regular dietary guidelines education sessions at Good Success Christian Ministry in Ward 7, Church Food Pantry in Ward 4, and Langdon Education Center in Ward 5.</p> <p>Statement of Results:</p> <p>Over 70% of participants reported meeting learning objectives consistent with dietary guidelines.</p>	
<p>7.</p>	<p>Community Health and Nutrition Education</p>	<p>Statement of Action Taken:</p> <p>During the pandemic, the Center for Nutrition, Diet and Health (CNDH) focused its efforts on developing virtual workshops to continue to meet the nutritional needs of the community. Dr. Tiffany Johnson-Largent developed two workshops. The first workshop, <i>Veggie Series</i>, is a 15-hour certificate program that discusses the nutritional benefits of 12 different vegetables, how to select, store and prepare these different vegetables. The second workshop, <i>Quick Tips to Understanding the Nutrition Facts Label</i>, is a one (1) hour workshop developed to teach workshop attendees the importance of understanding the information presented on the nutrition facts label to help prevent the development of nutrition-related diseases (i.e., obesity, diabetes, hypertension, hypercholesterolemia, and certain cancers) and/or</p>	<p>Critical Issue #3</p>

		<p>management.</p> <p>Nine (9) virtual health and wellness workshops were held with approximately 40 direct adult contacts via Web-Ex.</p> <p>Statement of Results:</p> <p>Five (5) 15-hour certificates and three (3) one-hour certificates were awarded. Twenty-one (21) pre and post-tests were administered and six (6) follow-up surveys. During this reporting period, the goals were to: (1) increase knowledge, (2) promote behavior changes, and (3) encourage the consumption of fruits and vegetables amongst the workshop attendees. The following questions were asked before and after the workshop:</p> <ol style="list-style-type: none"> 1. Before today’s workshop, I can identify one (1) cup of most vegetable foods I eat. 2. Before today’s workshop, I can identify or discuss a health benefit of eating vegetables. 3. In the past month, I ate two (2) cups of vegetables most days. 4. In the next month, I will eat two (2) cups of vegetables most days. 5. In the past month, I ate a variety of colored vegetables (i.e., red, green, purple/blue, white, orange/yellow, etc.) 6. In the next month, I will eat a variety of colored vegetables (i.e., red, green, purple/blue, white, orange/yellow, etc.) 	
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		<p>From the pre-evaluations, 37.5 % of the respondents reported high and moderate to question one, whereas 100% of the respondents for the post-evaluation reported high. Twenty-five percent (25%) of the respondents for question two pre-evaluation reported high, compared to 100% of the respondents for question two post evaluation. Twenty-five percent (25%) of question three pre-evaluation respondents reported always compared to 66.7% in the post-evaluation. Fifty percent (50%) of the respondents for question 4 in the pre-evaluation reported always compared to 77.8% in the post evaluation. Twenty-five percent (25%) of the respondents reported always to question five in the pre-evaluation compared to 66.7% in the post-evaluation. No respondents reported high for pre-evaluation question six compared to 66.7% of the respondents who reported always in the post-evaluation. Increase in knowledge and behavior was shown for this 15-hour certificate course on vegetables.</p> <p><u>Testimonials:</u></p> <p><i>“I have enjoyed your classes, your teaching style, and content and would love to take more from you.”</i> Excerpt from email (7/15/2020) – S.W. – Veggie Series 15-Hour Certificate Workshop Attendee.</p> <p><i>“I also would like to say how much I enjoyed [the class]. Your class [was]informative, interactive, and fun. I enjoyed [how] you put the information in everyday language.”</i> Excerpt from email (9/01/2020) – P.W. – Quick Tips to Understanding the Nutrition Facts Label - One-Hour Workshop Attendee.</p>	
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<p>8.</p>	<p>Community Nutrition Education</p>	<p>Statement of the Issue:</p> <p>Persistently high rates of non-communicable disease with their resultant increased medical costs require comprehensive and coordinated prevention strategies.</p> <p>Statement of Action Taken:</p> <p>Dr. Amy Schweitzer, Project Specialist for Community Education, Center for Nutrition, Diet and Health developed dietary guideline education sessions and food demonstrations for residents of the District of Columbia.</p> <p>DC residents in Wards 3, 4, and 7 have participated in regular dietary guidelines education sessions through online adult seminars with Columbus Property Management (Ward 7), a series of six session certificate courses to residents (Wards 3, 4 and 7), and via educational handouts at the Sixth Presbyterian Church Food Closet (Ward 4).</p> <p>Statement of Results:</p> <p>More than 25 residents who attended the Eating Healthy on a Budget virtual workshops weekly in July, August, and September 2020 expressed a need to increase dietary fiber, decrease sugar intake, and increase fruit and vegetable intake after attending the sessions. Residents expressed understanding of food labels regarding sodium and fiber after attending the workshops. Sixth Church Food Closet has Spanish-speaking participants who were requesting recipes for foods provided at the pantry. Dr. Amy Schweitzer provided English and Spanish versions of recipes to over 30 participants, twice per month, in July, August, and September 2020 for the Sixth Church Food Closet. Over half of the Columbus Property Management participants have met educational objectives. Additional</p>	<p>Critical Issue #3</p>
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		<p>connections have been made in Ward 5 (Crowder Owens Calvary Food Bank), Ward 6 (So Others Might Eat), and Ward 3 (Northwest Neighbors Village) to provide regular virtual nutrition education programs.</p> <p>Dr. Schweitzer also taught an upper-level undergraduate course and practicum to 13 UDC students in Nutrition and Dietetics. The practicum applies all the knowledge gained from the lecture which focuses on Nutrition Education theories and practices. The students are presented virtual community education sessions in the District of Columbia as well as Maryland, New Jersey, and Florida under the guidance of their site preceptors. Twelve (12) out of 13 students have demonstrated their ability to evaluate scientific literature, write objectives, and develop lesson plans as well as demonstrate their understanding of professional communication through graded projects and discussion sessions.</p>	
<p>9.</p>	<p>4H Youth Soccer Program</p>	<p>Statement of the Issue:</p> <p>Youth sports activities in DC communities help engage teenagers in projects that foster positivity, leadership, and camaraderie.</p> <p>Statement of Action Taken:</p> <p>UDC CAUSES provided sporting activities for youth through the 4-H soccer program. The program is dedicated to the promotion and organization of youth soccer at both the recreational and competitive levels. Also, the soccer program is devoted to the development of its players and coaches, allowing them to reach their fullest potential. The program instills leadership and sportsmanship qualities in its members in an atmosphere</p>	<p>Critical Issue #6</p>

		<p>of friendship, while creating a healthy living community.</p> <p>We successfully implemented the winter portion of this program, which consisted of youth leadership training for coaches, five different leagues (U 19 boys, U 19 girls, U 15 boys, and two U12 COED) at three other sites. One of these sites was UDC, where we hosted the finals of each tournament, allowing the youth to become aware of UDC and its facilities.</p> <p>Statement of Results:</p> <p>As part of our program, we were able to obtain employment for youth, provide academic counseling, open new sites, and support positive healthy eating habits in participants.</p> <p>Coaches who participated reported learning about and working with youth more effectively and understanding the nutritional needs of athletes. The program's success has also garnered increased stakeholder support from parents, community, and district agencies. National 4-H has also expressed keen interest in the UDC 4-H Soccer Program model.</p> <p>The program includes more than 1,000 youth annually. Support from sponsors and partners helps to subsidize the cost of the program. Sponsors and partners include:</p> <ul style="list-style-type: none"> • DC Scores • District Sports • USDA National Institute of Food and Agriculture • DC Department of Parks and Recreation • DC Mayor's Office on Latino Affairs 	
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		<ul style="list-style-type: none"> • Leveling the Playing Field • Latin American Youth Center • Collaborative Solutions for Communities 	
<p>10.</p>	<p>Senior Companion Program</p>	<p>Statement of the Issue:</p> <p>Senior Companion volunteers are still facing challenges due to the Coronavirus pandemic (COVID-19). As we get older, the risk for severe illness from COVID-19 increases. The Centers for Disease Control and Prevention (CDC) states that people in their 60s and 70s are at a higher risk of being hospitalized. In fact, 8 out of 10 COVID-19 related deaths reported in the United States have been among adults aged 65 years and older. These are difficult times for everyone as we work to keep our volunteers and clients safe. Therefore, we have implemented new procedures and policies in accordance with AmeriCorps (grantor), University of the District of Columbia, and the CDC. A program such as the Institute of Gerontology, Senior Companion Program, is critical to bringing new programming that abides by government and University guidelines to balance public health concerns with the needs of our volunteers, clients, and community.</p> <p>Statement of Action Taken:</p> <p>The Senior Companion Program (SCP) funded by AmeriCorps, trained Senior Volunteers aged 60 years and older, living in the District of Columbia, to serve virtually other District citizens in their places of residence.</p> <p>The SCP postponed all face-to-face programming due to the Coronavirus</p>	<p>Critical Issue #6</p>

		<p>pandemic. New procedures were put in place to connect Senior Companion staff, volunteers, and clients. Virtual meetings were made accessible so volunteers could maintain physical distancing and other measures to slow the spread of COVID-19. SCP increased the use of virtual meetings, workshops, text messaging, and emails. WebEx and Zoom were selected, and WebEx instructional training was conducted for all volunteers. In-Service meetings were conducted as required by the grantor agency.</p> <p>The Senior Companion Program of the Institute of Gerontology, Center for Nutrition, Diet and Health (CNDH), College of Agriculture, Urban Sustainability and Environmental Sciences (CAUSES), provides companionship, friendship, assistance in managing daily chores and activities and connects seniors to additional resources. The Senior Companion Program, funded by the Corporation for National and Community Service, has recruited and trained Senior Volunteers aged 60 years and older, living in the District of Columbia, to serve other District citizens in their places of residence or at group facilities such as senior housing, long-term care facilities, and senior centers.</p> <p>Statement of Results:</p> <p>During the COVID-19 pandemic, the Senior Companion Program, Institute of Gerontology, Center for Nutrition, Diet and Health, has continued providing services to adults 60 years of age and older. From July to September 2020, 71 volunteers participated in the virtual WebEx monthly In-Service meetings. We conducted six (6) 90-minute WebEx user trainings. Fifty-Three (53) out of 65 volunteers were trained to use Cisco WebEx, email, and text messaging. As a result, the Senior Companion Program</p>	
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		<p>was able to provide 4,247 hours of programming and services via wellness checks with clients and other home-bound older adults in the DC community.</p>	
<p>11.</p>	<p>Advancing Youth Leadership Program</p>	<p>Statement of the Issue:</p> <p>The DC Department of Parks and Recreation (DC DPR) Roving Leaders Team requested that UDC CAUSES 4-H & Youth Development staff facilitate an Advancing Youth Development Intensive 15-Hour Training Course for their 30 team members. Roving Leaders expressed a desire to yield three outcomes:</p> <ol style="list-style-type: none"> 1. Better interactions between Roving Leaders and the young people they serve; 2. More professional development opportunities for their team members; and 3. An understanding of Advancing Youth Development principles to serve as a youth worker “toolkit.” <p>Statement of Action Taken:</p> <p>UDC CAUSES 4H staff facilitated an Advancing Youth Development Intensive 15-Hour Training Course for 30 DC DPR Roving Leaders. Advancing Youth Development (AYD) is a nationally acclaimed course designed for front-line youth workers who interact with adolescents daily. The 15 and 30-hour courses are based on curricula from 4H and Youth Development and Policy Research. Seven sessions cover the language of</p>	<p>Critical Issue #6</p>

		<p>youth development and the history of youth work, the youth development framework, fostering youth participation and leadership, culturally competent programming, program assessment, and professional competencies of youth workers.</p> <p>Statement of Results:</p> <p>After the training course, team members received a certificate of completion. This certificate met the professional development objective. The Roving Leaders self-reported the following outcomes:</p> <ol style="list-style-type: none"> 1. Survey responders reported that they had learned how to better interact and connect with young people. 2. Survey responders reported that they obtained a greater understanding of youth development concepts including, but not limited to, intentional program design, youth needs, and developmental outcomes. 3. Survey responders reported that they would use their newfound knowledge daily. 	
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OPTIONAL Youth Development Expenditures (dollars)	
State and/or Institution:	FY 2020 Expenditures (\$)
1862 Smith-Lever	
1890 Extension	