CLIMATE MASTER OUTREACH USER'S GUIDE

Considering the rich qualitative data collected at two focus groups held in distinct rural communities in Arizona, and the potential of conducting Cooperative Extension programming, the UA research team developed this User's Guide, which is also provided as a standalone document as Appendix E. This guide is intended to assist Cooperative Extension educators and others to design a community-based Climate Master program. The following recommendations encapsulate the program's design, content, recruitment strategy, delivery, impacts and sustainability strategies for developing a novel Climate Master program.

10.1 PROGRAM DESIGN

1. Prior to initiating the program, assure community and leadership buy in.
2. Identify the community's short and long-term primary existential threats and concerns to:
   a. assist in developing programming that it is sensitive to the community's ecological surroundings and socioeconomic dynamics;
   b. address negative effects to quality of life; and
   c. substantiate the program's value.
3. Evaluate the community's demographic composition and cultural values and incorporate into the program design.
4. Assure a high level of organization and consistency in communicating issues, program objectives, messaging, and leadership.
5. Integrate programmatic flexibility.

10.2 PROGRAM CONTENT

1. Address incipient environmental issues and concerns, subsequent effects, and tangible solutions.
2. Provide economic development opportunities and incentivize and demonstrate sustainable behaviors and practices linked to maintaining or improving quality of life.
3. Illustrate the interconnectedness of climate effects on the community's economy.
4. Base decisions on data and best available science.
5. Avoid politically charged terminology.

10.3 RECRUITMENT STRATEGY

1. Incentivize participants to "show up."
2. Identify and minimize barriers to participating in the program.
3. Create a targeted recruitment campaign for those who are less likely to participate.
4. Recruit diverse leaders who match the community's culture, values, and dynamics.
5. Offer various levels of involvement and commitment.
6. Reframe the premise and avoid linking to "environmental "or "climate crisis" issues.

10.4 PROGRAM DELIVERY

1. Best methods for program delivery include:
   a. in-person workshops with various formats like focus groups, in-class courses, field tours, hands-on community projects, and festivals; and

   b. web-based programming that supplements face-to-face interactions.
2. Assess and address generational variance in technological acceptance and use.
3. Tie programming to science-based educational curriculums and well-known and established community organizations.
4. Identify and address political opportunities and barriers and assure:
   a. political values and perspectives are independent and separate;
   b. connectedness with elected officials and community members;
   c. elected officials promote policies that support solutions; and
   d. bipartisan political buy-in and support.
5. Conduct targeted grassroots environmental education outreach and advertising campaigns, and assure the media is onboard.
6. Recognize volunteers and create organizational identity.
7. Develop communication strategies for tourists, second homeowners, and new residents.
8. Conduct focused activities and integrate with established events.
9. Target youth; instill leadership skills and integrate adult and youth programming.
10. Involve school, faith-based, business, homeowner's associations, interest group, municipal, county, state and agency leaders, and elected officials.
11. Include speaker series that showcase successful statewide community projects with similar objectives and goals.

10.5 MEASURE PROGRAM IMPACT

1. To assess changes in participant and/or community perceptions toward climate-based issues, administer Global Warming's Six America's SASSY survey. Conduct the survey at regular intervals pre- and post-programming. SASSY survey results can also assist in developing communication messaging and tools for respective groups.
2. Track projects at regular intervals and describe the extent these projects have affected community assets, impacts to the local environment, and related community sustainable development.
3. Include tracking the substance and/or number of participants, related educational courses, town hall meetings, events, website/social media use, media releases, and political discourse. Interpret progress through a "report card" and distribute widely.

10.6 SUSTAINABILITY STRATEGY

1. Based on identified priorities, best available science, and future projections, reassess the program's goals and objectives at regular intervals.
2. Assure community members are prepared to adapt to inevitable changes in the environment.
3. Assure support for and consistent funding streams.
4. Track and respond to political direction and support.
5. Establish methods and metrics to evaluate trends in the program's progress and identify:
   a. emerging scientific information; and
   b. continuing education opportunities at varying competencies and age appropriate levels.

Source: Mottek Lucas, Anne and Christopher Jones. 2020. Managing for Climate Change: Climate Master Outreach and Extension. Focus Group Study Report. Tucson, AZ. University of Arizona Cooperative Extension.