



Writing Strong Impact Statements

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Agenda

- 10:00 Welcome & Introductions
- 10:15 Defining Program Themes
- 10:45 Describing Your Outcomes and Impact
- 12:30 *Lunch*
- 1:00 Overview of How To & Practice Writing
Impact Statements
- 2:50 Wrap-Up
- 3:00 *Adjourn*

Desired Outcomes

Understanding of and practice...

- organizing program activities into themes
- connecting your project/program outcomes to condition changes and public value
- writing strong impact statements

Why Write Impact Statements?

- Communicate the results and value of your work
- Create support for your projects/programs
- Expected for accountability & reporting
- Required for UC ANR annual evaluation and merit and promotion Program Review narratives

A Good PR Program Summary Narrative...

- Provides a **holistic picture** of overall program.
- Emphasizes **outcomes and impacts**.
- Is **written succinctly**.
- **Does not** include detailed activity information.

Writing Tips

- Know your **audience**.
- Make it readable; use **lay terms**.
- Be **concise**.
- Avoid vague words. Use **action words and active voice** sentences.
- Be accurate. Use **up-to-date** statistics.
- Have a **colleague proofread**, especially someone from another discipline.
- Refer to your **position description**.
- Include **administrative accomplishments** (PR specific)

YOUR Themes

- *Typically 1 to 3*
- For each **theme**, speak to **how your program is making a difference to your clientele. Include impact statements referencing your supporting documentation as evidence that your efforts are contributing to the impact.**
- Refer to Appendix B for more information on writing impact statements.

Incorporating Impact in YOUR Program Summary Narrative

E-Book guidance (NEW)

- articulate clear themes, each focused on one or more impacts
- should demonstrate how the academic's program is moving towards achieving *impact* over time (i.e., positive trajectory of achievements over one's ANR career).
- impacts should align with the targeted clientele needs; and should help demonstrate how the academic's program may contribute to ANR's articulated public value statements and condition changes.
- progress toward achieving impact are described for each theme
- evidence of impact (or anticipated impact), may be demonstrated through empirical data collected by the academic, workgroup projects, and/or inferred impact shown through reasonable inferences through scholarly literature. Evidence of behavior change outcomes may be indicators of potential/anticipated impacts.

For Each Theme Synthesize...

- **Clientele**
- **Goals**
- **Inputs**
- **Methods (Activities/Outputs)**
- **Outcomes/Impacts**
 - Change in learning (knowledge, attitude, or skills)
 - Change in action (behavior or practice)
 - Change in policy or decision-making (science-based information applied to decision-making or results from policy engagement)
 - Change in condition (social/health, economic, environmental, or physical)

A strategy for defining themes...

List all of your projects/programs first, and then group projects that target the same issue together. Each of these groups is a theme. You can look at these closely and identify the common goals, accomplishments and impacts.

- You might use the ANR condition changes or Strategic Initiatives for your themes.
- You can refer to the Statewide Program, the Program Teams and/or Workgroups your affiliated with.

More on defining themes...

- Typically people have 1-3 themes
- Don't need to be of the same size and scope

Natural Resources Examples

- Sustainable Natural Ecosystems (Strategic Initiative)
- Improved Management and Use of Land (Condition Change)
- Wildfire Education (more narrowly focused)

Exercise: **Defining Your Themes**

- 1. On your own, list your own work examples; methods (activities/outputs) and group into various themes.**
 - Each activity/output could be organized under a variety of themes – **there is no one “right” way** to organize these activities.
 - If you already have themes, start listing this cycle’s relevant Methods (Activities/Outputs).
- 2. With you partner, share your themes and explain strategy & rationale.**

Describing Your Outcomes and Impact



Describing Your Impact

Methods
(Activities/
Outputs)



Outcomes



Do NOT focus on *What You Did*

Activities/Outputs

- Workshops, short courses, field days, etc.
- Educational presentations
- Publications
- Research findings
- New methodologies and models
- New products (patents, plant or animal varieties)
- New practical knowledge for policy decision makers

Focus on

How Clientele/Area Benefitted from Your Work

Outcomes/Impact Definitions from Project Board & E-Book

- changes in **learning** (knowledge, attitudes, or skill)
- change in **action** (behavior or practice)
- changes in **policy or decision-making** (science-based information applied to decision-making or results form policy engagement)
- changes in **conditions** (social/health, economic, environmental)

Logic Model

chain of connections showing what the program intends to accomplish

Issue

What we invest

What you do

What results

Situation:
Background,
Rationale,
Clientele Needs,
Goals

Inputs:
Time,
Volunteers,
Research base

Methods:
Activities,
Outputs/Products,
Participation

Learning Outcomes:
Knowledge,
Attitude,
Skill

Action Outcomes:
Behavior,
Policy

Condition Outcomes:
Economic gain,
Societal or
Environmental
improvement



Time



Activity

Input, Output or Outcome?

1) Yellow Star Thistle Control Program & 2) Multistate Research Project on Invasive Species

Theme: Invasive Species Prevention & Control

Issue

Methods

Outcomes/Impact

Invasive species causing loss of rangeland and ecosystem damage

Develop workshops for ranchers and managers on yellow star thistle control

New techniques for control of yellow star thistle

Ranchers and mgrs. gain knowledge of control of yellow star thistle

Ranchers & mgrs adopt recommended control practices for yellow star thistle

Reduction in acres of rangeland lost due to invasive species

Increased ecological sustainability

Research on prevention and control for 3 invasive species

Research pubs and newsletter on prevention and control methods for 3 invasive species



Outcomes Chain

Short-term

Learning
Knowledge,
Attitude,
Skill



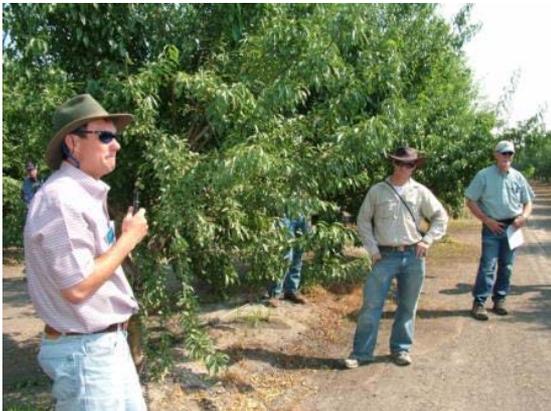
Medium-term

Action
Behavior,
Policy



Long-term

Condition
Economic gain,
Societal or
Environmental
improvement



UC Master Gardener Outcome Example

What difference are we making?

Learning

Participants gain knowledge & skills about food gardening



Action

#/%

- Started growing edibles
- Expanded varieties
- Decreased food loss
- Donate produce
- Sq.ft. community food garden



Condition

Increased access to fresh fruits and vegetables

**Impact of a Community Gardening Project on Vegetable Intake, Food Security and Family Relationships: A Community-based Participatory Research Study*

Improved food security



Public Values with respective Condition Changes

UC ANR: Safeguarding abundant and healthy food for all Californians

- Improved food security
- Improved food safety

UC ANR: Protecting California's natural resources

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

UC ANR: Promoting economic prosperity in California

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

UC ANR: Promoting healthy people and communities

- Improved health for all
- Improved community health and wellness
- Improved access to positive built and natural environments

UC ANR: Developing a qualified workforce for California

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

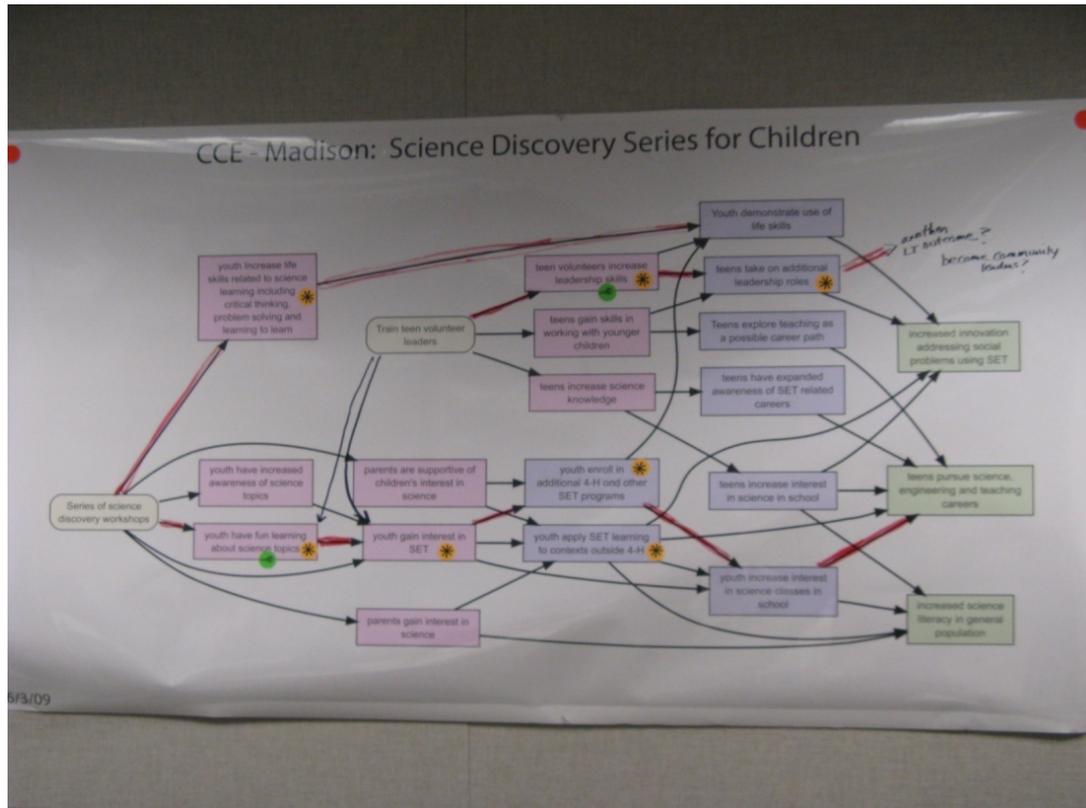
UC ANR: Building climate-resilient communities and ecosystems

- Increased preparedness and resilience to extreme weather and climate change

UC ANR: Developing an inclusive and equitable society

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

Exercise: Developing Your Outcome Chain



Outcomes Chain Exercise Instructions

1. Working on your own

- Pick project/program from yesterday's logic model exercise or one theme from the earlier exercise; write at the top
- Write the list respective methods (activities/products) along the left side
- Write the intended outcomes for those methods *in a chain of connections* to indicate which will happen first and then which follow
- Use arrows to link activities to outcomes
- Connect your work to ANR condition changes and public value (identify existing research/condition change indicators)

2. Review with your partner

- Clarify & revise as needed
- What have you been able to achieve & measure to date
- What are your future evaluation plans

Lunch!



Writing Impact Statements



What is an Impact Statement?

A brief description of the difference or *potential* difference your work makes in people's lives.

*Not how many worms
the bird feeds its young,
but how well the fledgling flies*

- United Way of America, 1999



How to Write Impact Statements/Stories

1. Explain the issue

(context, clientele, identified/ prioritized needs, goals)

2. Briefly describe what you did

(methods: activities/outputs, participation, collaboration/partners)

3. Focus on the outcomes/impact

(benefits to participants and the public)

3 R's of

Impact Stories:

1. Relevance
2. Response
3. Results

UC Delivers blog

A simple one-page impact story of your work -- connects your measured outcomes (clientele benefit) to ANR condition changes (public benefit).

Format

- *The Issue*
- *How UC Delivers*
- *The Impact*
- *Includes: social media summary, photo/video, testimonial*

UC DELIVERS

How UC ANR is making a difference for Californians



UC partnership increases access to healthy food in Coachella

Author: Chutima Ganthavorn

Author: Emma McKellar

Author: Marlyn Pulido

Contributor: Michele Byrnes

[View More...](#)

Published on: August 1, 2019

UC-led partnership resulted in over 29,000 pounds of fresh produce being distributed to 900 students and limited resource families in Coachella in 2018. More than a quarter of participants reported being more food secure.

The Issue

The desert city of Coachella has a population of 6,919. Seven-hundred and sixty-one residents do not live within 10 miles of a supermarket or have a car, according to the United States Department of Agriculture (USDA) Food Research Atlas. In an effort to increase healthy food access and close the food gap in the area, CalFresh Healthy Living at University of California (CFHL-UC) teamed up with Food In Need of Distribution (FIND) Food Bank to bring fresh produce to the students and families of Cesar Chavez Elementary School.



Food distribution at Cesar Chavez Elementary School

How UC Delivers

CFHL-UC partnered with FIND in 2018 to bring CalFresh enrollment support and food donations to nutrition class participants at the Coachella Valley Adult School. In the spirit of partnership, CFHL-UC introduced FIND to Cesar Chavez Elementary School with the hopes of bringing more resources to families in the area. With staff and teacher support at Cesar Chavez Elementary, CFHL-UC delivers a spectrum of services to help influence individuals to live healthier lifestyles including nutrition and physical activity education for both children and parents using evidence-based curricula (Go, Glow, Grow; Plan, Shop, Save, Cook; and Coordinated Approach to Child Health). Environmental and policy efforts include Smarter Lunchrooms Movement resources to increase student breakfast/lunch participation, local school wellness committee collaboration to offer wellness policy support, and this recent partnership with FIND Food Bank to increase access to fresh produce.

How to Write *Strong* Impact Statements?

- Be **specific** about **participant behavior changes**
 - Briefly mention your **evaluation methods**
- Articulate the **public value** of your work
 - Make an **explicit connection** of how your program outcomes contribute, include **condition change indicators**
- Include **quantification**

Being Specific/Quantify

Include outcome indicators

- Number and percent of participants who demonstrated direct marketing skill (*learning indicator*)
- Number and percent of dairy producers who adopted a production and/or labor management practice (*behavior change indicator*)
- Ordinance passed for storm water management (*policy indicator*)
- Percent and actual size of shoreline in vegetative or natural buffers (*condition change indicator*)

Articulate Public Value

The value of a program to those who do not directly benefit from the program.

-- Laura Kalambokidis, University of Minnesota Extension

What's the difference?

- **Private value** = program participant outcomes
- **Public value** = longer-term condition change outcomes
 - Economic
 - Social
 - Environmental



Private vs. Public Value

4-H

- *Private* – youth stay out of court
- *Public* – reduced court and human services costs

Ag research and extension

- *Private* – growers use improved methods/technologies/practices
- *Public* – improved rural economy and environment

Private vs. Public Value

Water quality education

- *Private* – save \$ by reducing use of pesticides/herbicides
- *Public* – improve water quality

Nutrition education

- *Private* – improved individual health by increasing intake of fruits and vegetables
- *Public* – decrease health care costs

IPM Example

- Growers reduce use of pesticides 
- Growers save \$ 
- Water quality will be improved – ANR
Environmental Public Value

Nutrition Education Example

- Low-income adults increase intake of fruits and vegetables 

- Low-income adults have improved health 

- Improved community health and wellness –
ANR Social/Health Public Value

Strategies to Articulate YOUR Work's Public Value





Explain as **potential, anticipated impact...**

- Answer so what of research
- Not the result of a single event or product
- Don't need to plan massive longitudinal studies

Explain **Potential Impact** of Research

Example: *Biological control microorganisms for use against invasive annual grasses*

“In this research UCCE scientists are currently culturing head smut and will use it to infect red brome populations in the greenhouse. The eventual goal is to inoculate red brome in the field as a biological control agent.

Commercial availability is some years away, but has the potential to provide managers of natural reserves and grasslands a low-cost and environmentally friendly solution to invasive brome grasses.”

Quantify **Potential Impact** Using Cost Study Data

Lynn Wunderlich Example

Conversations with vineyard managers revealed they are looking at the PMI index. Some are using it and think they saved a spray.

Our research trials saved one spray using the index.

If one applied spray costs \$82/acre (cost study reference), one fewer spray on 8,000 acres (estimated winegrape acreage in MCP), could result in \$ 650,000 saved!





Refer to how your work
contributes ...

Use condition change
indicator data to make a
safe inference



*How do I get
condition change
indicator data?*

Include A or B and if possible C.

- A. You may be able collect** condition change data from your clientele and partners.
- B. Existing research** (conducted by you or others) with findings that you can use as a “**safe inference**” for how your work contributes to condition changes.
- C. Larger scale data from other agencies or organizations** that measure condition changes.

Impact story: *Reintroduction of grazing improves land management*



A. Using Clientele Condition Change Data

Sheila Barry, Livestock and Natural Resources Advisor

activity

Developed grazing management practices to improve conservation outcomes. Informed county decision-makers and assisted in the development of conservation plans.

policy/
decision-making
change

Agencies adopted and implemented conservation plans based on best practices

measured
condition
change
indicator

grazing reintroduced on 5 properties/ 11,000 acres
to manage vegetation and rangeland resources for
conservation

UC ANR
Condition
Changes

Improved management and use of land

Impact story: *Improved almond rootstocks increase production and profitability*



A. Measured Clientele Condition Change Data

Katherine Jarvis-Shean, Orchard System Advisor

activity

Rootstock trial started in 2011 looking for almond rootstocks that can decrease boron toxicity. Research findings identified rootstocks that had high boron tolerance. Info. extended through various meetings and interview with an industry news outlet.

behavior change

Improved rootstock was adopted.

measured condition change indicator

Sales data - provided by two nurseries indicate sales doubled for the rootstock that the trial found to be superior

UC ANR Condition Changes

Increased agriculture and forestry efficiency and profitability

Impact story:

Change in food choices improves health



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B. Using Existing Research to Make Safe Inference

Chutima Ganvathorn, Nutrition, Family, and Consumer Sciences Advisor

activity

Conducted nutrition education classes to adults using the Eating Smart Being Active curriculum, Plan, Shop, Save, Cook series, and other workshops.

measured
behavior
change

93% (602 of 650) of participants showed improvement in one or more diet quality indicators

condition
change
indicator

associated with **better health outcomes** such as reduced risk of cardiovascular disease **according to several studies reviewed in an article published by the [Journal of American Dietetic Association](#)**

UC ANR
Condition
Changes

Improved health for all

Impact story: Increased understanding of biologicals increases ecological sustainability of agriculture



B. Connect Measured Program Outcomes to Existing Research for Potential Condition Change

Surendra Dara, Entomology and Biologicals Advisor

activity	Conducted a study adding to existing research on biologicals. Informed growers, crop advisors, and pest control advisors about biologicals through Ag Innovations Conference that drew nearly 180 people.
measured intent to change behavior	95.7% (132 of 138) of respondents plan to use information they learned about biologicals on ~ 70,000 acres
condition change indicator	# of acres that will be made more sustainable through use of biologicals; research shows biologicals are more sustainable because they allow for efficient use of chemical fertilizers and pesticides, reducing groundwater contamination and avoiding resistance problems for pests and diseases
UC ANR Condition Changes	Increased ecological sustainability of agriculture, landscapes, and forestry

Impact story:

Marin-Friendly Garden Walks save water



C. Agency Partner Condition Change Data

Steven Swain, Environmental Horticulture Advisor

activity

Over a ten year period UC Master Gardener volunteers conducted 1,638 *Garden Walks*. Swain developed a controlled study to estimate water savings.

behavior
change

Garden Walks participants adopted water conservation practices

measured
condition
change
indicator

- **over 9,000 gallons of water/year on average saved** when compared to control groups
- **resulted in a 5-7% reduction in MMWD clients' water usage**

UC ANR
Condition
Changes

Improved water-use efficiency

Group Exercise

Review following examples to identify strengths and weaknesses of real PR impact statements.

Ag Example

I am particularly proud to represent UC ANR in the counties I serve and I believe my program has raised the awareness of Cooperative Extension and the unique role we all play in improving the environment, the economy, and the individual lives of our clientele. I will continue to seek out partnerships and collaborations with UC ANR faculty, specialists, and advisors in order to bring the best science to the issues my clientele face.

Ag Example

Theme: Endemic and Invasive Pests and Diseases;

Project: Canker Diseases of Walnut

Impacts: Growers have adopted fungicide applications for Botryopshaeria/Phomopsis management. Managers of large walnut holdings (>10,000 acres), as well as chemical company representatives and custom applicators report change/increase in fungicide use.

Ag Example

Theme: Sustainable Food Systems

Project: Canopy management and mechanical harvest studies for orchard productivity

Impacts: Mechanized olive harvest is gradually being adopted by the grower community, with first commercial use observed in 2012. An increasing number of acres of walnuts in TC are managed with no- or minimal-pruning strategies. I know of three local growers with in-house minimal-pruning trials to validate the cost benefit illustrated by Lampinen's research program.

Natural Resource Example

These are new control methods for application on western juniper. They have been adopted by local ranchers and chipping operators. Potentially these techniques could be widely applied on rangelands throughout northeastern California and southern Oregon.

Natural Resource Example

Theme: Land use and Environmental Regulation

Outcomes: Rancher participation and compliance in the Tomales Bay and the Napa River and Sonoma Creek watersheds Grazing Land Conditional Waiver programs is greater than 80%. This is out of a potential of 245 and 70 participants in each watershed. More importantly, these participants are actively participating with respective technical and financial support organizations to secure conservation dollars and implement practices like cross-fencing, alternative water sources, and stream restoration.

Impacts: Through the sharing of the best available science and development of educational programs and support materials, regulated agricultural producers are able to comply with regulations in a more cost-effective manner, enabling them to even better serve as stewards of their lands and contributors to local economies. Conditional Waiver programs in Tomales Bay and Napa River and Sonoma Creek watersheds, and the collaborative partnership to provide education and technical and financial assistance, are being used as models across California. With regard to Marin's Local Coastal Program, the California Coastal Commission on May 15, 2014 approved Marin's Land Use Policy, and in doing so, approved a definition of agriculture that provides for flexibility in cropping systems. Additionally, they approved the installation of on-farm processing up to 5,000 square feet and retail sales up to 500 square feet as uses that remain under local jurisdiction for Coastal Permit administration. This reduces the overall fees and time required to receive approval for these critical farm diversification elements.

Water Example

Theme: Water Quality and Quantity Program and their interaction with the Environment-Promote Efficient Use or Re-Use of Water Resources

Outcomes: Results of this work were presented in public meetings of the local Planning Commission as well as in individual meetings with members of the SLO County Board of Supervisors, Planning Department and Agricultural Commissioners staff. Based in part upon our review, the County of SLO successfully received approval for the project from the California Coastal Commission with agricultural reuse as a part of the proposed project, as well as nearly one-half of the needed funding for the project. As a result of this positive impact, County Planning Staff requested my support in review of the potential for agricultural reuse of effluent water from a proposed treatment plant for the town of Shandon.

Impact: With UC developed baseline information for agricultural re-use of municipal waste water, \$86 million in stimulus funding for the Los Osos waste water treatment facility was secured. Our efforts helped to ensure this project achieves 100% beneficial use of critically important water resources, improving social conditions, reducing seawater intrusion into the underlying drinking water sources, and improving water quantity and availability for agriculture.

NFCS Example

Theme: Youth EFNEP Nutrition Education

Outcomes/Impacts: We used the Eat Well and Move evaluation tool with K-2nd graders, and two different Nutrition Education Surveys for grades 3-5 and 6-8:

- Los Angeles: 89% of youth in grades K-5 showed improvement in knowledge to choose foods consisted with the Federal Dietary Guideline recommendations; 50% showed improvement in physical activity practices.
- Orange County: 95% of youth in grades K-8 showed improvement in knowledge to choose foods consisted with the Federal Dietary Guideline recommendations; 59% showed improvement in physical activity practices.

These behavior changes not only lead to more healthful diets and increased physical activity in the short-term, but if maintained they can prevent or reduce the risk of childhood obesity over time.

Administration Example

Theme: UCCE Program Development and Management

Outcomes: Strengthening of existing and development of new partnerships and program collaborations through which the land grant mission can be delivered. Reaching more than 1,000 youth outside of our UCCE Marin 4-H Clubs. Establishment of the Dean Donaldson Fund for Environmental Horticulture. Successful UCCE Centennial Celebrations in both Marin and Napa Counties.

Impacts: UCCE Marin and Napa continuing and expanding programs in all arenas, including youth development and health and nutrition. As a result, the groundwork is completed for future academics in these disciplines to join the North Bay area and be successful.

Exercise: Practice Your Impact Writing

1. On your own, write (or edit) an impact statement for one of your themes or draft a *UC Delivers* impact story
2. With your partner, share and get feedback
3. Revise
4. As a group – Share examples. What did you learn from this exercise?

UC ANR Impact Writing Resources

PPE Program Development & Evaluation webpage -

<http://ucanr.edu/sites/CEprogramevaluation/>

Academic HR web page: merit and program process and training info.

UC ANR's condition change web page -

- Statewide impact stories with examples of UCCE measured outcomes connecting to condition changes
- Tipsheets -- ***Putting Condition Changes to Work*** fact and ***NEW Measuring Condition Changes***

Recorded webinars on public value and condition change

https://ucanr.edu/sites/Professional_Development/Monthly_WebANRs/

Other Extension Impact Writing Resources

- Toolkit for Assessing IPM Outcomes & Impacts <http://ipmimpact.ucanr.edu/>
- University of Wisconsin-Extension Program Development and Evaluation <http://www.uwex.edu/ces/pdande/index.html>
- Virginia Tech - Writing effective impact statements: <https://www.communications.cals.vt.edu/resources/impact-statements.html>
- University of Tennessee - Writing Extension impact statements: [http://web.utk.edu/~aee/impactstatements.htm#IMPACT%20STATEMENT%20FOR MAT](http://web.utk.edu/~aee/impactstatements.htm#IMPACT%20STATEMENT%20FOR%20MAT)
- University of Wisconsin - Writing success stories vs. impact statements: [Success Story vs. Impact Statement](#)
- Iowa State University - Developing and Articulating the Public Value of Extension Work: [NAEPSDP PV PP new template](#)
- JOE article *Improving Extension Programs: Putting Public Value Stories and Statements to Work* <https://joe.org/joe/2013june/tt1.php>
- JHSE article *Programming for the Public Good: Ensuring Public Value Through the Cooperative Extension Program Development Model* https://docs.wixstatic.com/ugd/c8fe6e_7c4d46d779db4132943d4fae8f1d9021.pdf

Extra slides

UC Delivers: *Mexicali Valley CIMIS weather station and bilingual information cut water use*



B. Using Existing Research for Safe Inference / Estimate

Richard L. Snyder & Khaled M. Bali, CE Specialists

activity

“UCCE initiated and coordinated meetings...to install and calibrate two CIMIS weather stations... developed bilingual computer programs and publications to educate growers in the region about how they can improve water use efficiency...

measured
policy
change

...our best management practices to conserve water and improve irrigation efficiency were included in Regional Water Quality Control Board - Region 7 Silt/Sedimentation TMDL standards

safe
inference &
extrapolation

Parker et al. (*California Agriculture* journal, 2000) estimated that California growers save approximately \$64.7 million per year in water and energy savings by using CIMIS.

The estimated benefit to growers in our region is \$6.5 million in water and energy savings...”



UC ANR
Condition
Changes

Improved water-use efficiency
Increased agriculture efficiency and profitability