



# Writing Strong Impact Statements

October 15, 2024

## Katherine Webb-Martinez

Director, Program Planning and Evaluation

## Christina Becker

Analyst, Program Planning and Evaluation

## Mark Bolda

Strawberries & Caneberries Advisor,  
Chair, Academic Assembly Council Personnel  
Committee





# Agenda

10:00	<b>Welcome &amp; overview</b>
10:05	<b>Connecting to impact / condition change</b>
10:15	<b>How to write impact statements/stories with group activity</b>
10:45	Break
10:50	<b>Explore Examples &amp; Resources: Individual Activity</b>
11:20	<b>Choose Your Own Adventure</b> <b>1. Performance evaluation: <i>Program Narrative</i></b> <b>2. Advocacy: <i>UCCE in Your County</i></b>
11:55	<b>Wrap-up &amp; training evaluation</b>
12:00	<b>Adjourn</b>



# Desired Outcomes

Participants gain understanding of ...

- Connecting your project/programs to public value and condition changes
- Strategies for writing strong impact statements



# Why is Impact Writing a Valuable Skill for YOU?

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



# Why is Impact Writing Important for Extension?

## UC ANR Vision 2040

**UC ANR will be valued in every California community for meaningful engagement and making a positive impact in people's lives.**

<https://ucanr.edu/files/StrategicVision2040.pdf>

*Extension faces challenges of relevancy and public value in addition to competition for funding. The strongest method to demonstrate relevancy and public value is to document "true impact" (end results/long-term outcomes).*

*It is likely that Extension programs make a positive difference in the lives of individuals and their communities and that Extension greatly benefits society as a whole; however, more program evaluation with evidence of higher-level impact showing public value is needed to support this argument.*

(Workman and Scheer, 2012)



**DESCRIBING IMPACT:**  
Connecting to  
Public Value &  
Community



# What is Public Value / Condition Change?

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

-- Laura Kalambokidis, University of Minnesota Extension



# Connecting Outcomes: Private & Public Value

**Private value** = program participant outcomes

**Public value** = longer-term condition change outcomes

- Economic
- Social
- Environmental







# Connecting Private & 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

# Connecting Private & 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



# 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



# 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





# UC Master Gardener Outcomes Chain Example

## *Connecting to Public Value*

### 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



# 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







# 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

Texas A & M Cooperative Extension

# How to Write *Strong* Impact Statements?

- Be **specific** about measured participant outcomes
  - Briefly mention your **evaluation methods**
- Articulate the **public value** of your work
  - Make an **explicit connection** of how your program outcomes contribute to or better yet 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 stormwater management (*policy indicator*)
- Percent and actual size of shoreline in vegetative or natural buffers (*condition change indicator*)



## 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

*Edith B. Allen, UCCE Specialist and Professor in Botany & Plant Sciences at UCR Example*

“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

*UCCE Advisor, Lynn Wunderlich (retired) Example*

Research trials saved one spray using the tool developed -  
*Powdery Mildew Index*

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

If one applied spray costs \$82/acre (cost study reference), one fewer spray on 8,000 acres (estimated winegrape acreage in counties served), 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) as a “**safe inference**” for how your work contributes to condition changes.

**C. Larger scale data from agencies/other organizations** that measure condition changes.



# Impact story:

*Improved almond rootstocks increase production and profitability*



(Photo by Kathy Keatley Garvey)



# 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

Anecdotal evidence improved rootstock was being 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: *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:

## *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:

## *UC ANR Climate Smart Educators increase California's resilience to climate change*





# C. Agency Partner Condition Change Data

## Community Educators, Climate Smart Agriculture Program

### activity

Provide technical assistance and outreach to promote three Climate-Smart Agriculture Incentive Programs

### behavior change

farmers adopt practices such as cover cropping, installing solar panels, and installing dairy manure solid separator systems

### measured condition change indicator

**reducing 33,000 MT/CO<sub>2</sub> per year**, as measured by California Air and Resources Board Green House Gas Emission reduction calculator ([SWEEP GHG Calculator on CDFA's website](#)), and the [HSP Comet planner tool](#). That's **equivalent to removing 7,000 cars from the road per year.**

### UC ANR Condition Changes

Increased preparedness and resilience to extreme weather and climate change



# 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

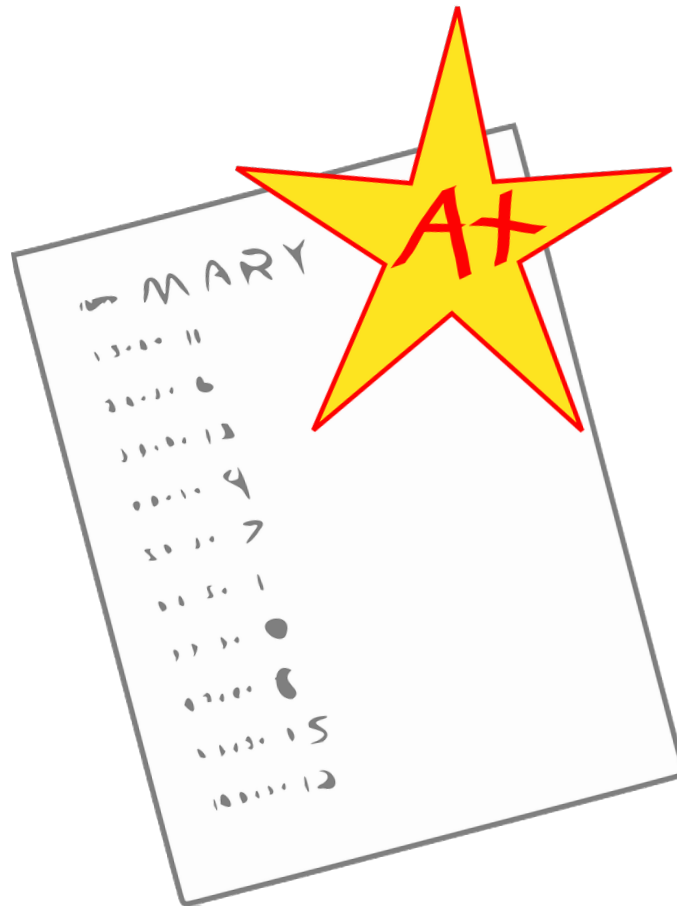
- **over 9,000 gallons of water/year on average saved** when compared to control groups
- **resulted in a 5-7% reduction in Marin Municipal Water District clients' water usage**

## UC ANR Condition Changes

Improved water-use efficiency



# Grading Impact Statements Poll





# Grading Impact Statements Poll

## **Below average:**

No outcomes discussed. Vague on what information the website shares or why it's important.

A web site developed by Extension specialists to communicate current research and information is now available for use by industry personnel. Presentations and articles about the site have resulted in strong interest by industry for use in education and referrals.



# Grading Impact Statements Poll

## **Excellent:**

Describes activity and why it's important. Has participation, a measured outcome, and discusses the importance of the outcome and links to UC ANR Condition Change.

A nutrition program promoted container gardening to improve access to fresh fruits and vegetables. In a 90-minute workshop, over 40 adults learned how to harvest, store, and prepare fresh vegetables. Post-program surveys revealed that seven participants, who previously ate only one type of vegetable daily committed to increasing their variety. Gardening contributes to greater vegetable intake and variety, which improves overall health.



# Grading Impact Statements Poll

## **Average:**

Has measured outcomes, but lacks information on issue or what the activity was - Why were best practices implemented? Was there a training or workshop?

Since 1991, more than 720,000 tons of sediment and 1,300 pounds of DDT isomers have been saved from off-site impacts. Implementation of management practices to reduce the sediment flow into the river has taken place on about 68% of the farmland in the hydrologic unit area, 91,000 acres.

Break  
10: 50 Return



# EXPLORE UCCE IMPACT EXAMPLES & RESOURCES

1. Demo resources
1. Participants choose out of 5 resources and explore with Q&A
1. Large group report back
  - A'has?
  - Suggestions?







# Working Together for the Benefit of All Californians 2023 UC ANR Annual Report

## UC DELIVERS How UC ANR is making a difference for Californians



### UC partnership increases access to healthy food in Coachella

Published on: August 1, 2019

Author: Chutima Ganthavorn  
Author: Emma McKellar  
Author: Marilyn Pulido  
Contributor: Michele Byrnes  
[View More...](#)

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

#### 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 access to the United States Department of Agriculture (USDA) Food Research Atlas. In an effort to increase healthy food access and close the 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



UC Master Gardeners tend flowers, South Coast Research and Extension Center

UNIVERSITY OF CALIFORNIA  
Agriculture and Natural Resources

ucanr.edu About tab

Impact Statements

#### 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.

<https://ucanr.edu/blogs/UCDelivers/>



# Demo Impact Map

Link on Impact Numbers and Stories web page -

[https://ucanr.edu/sites/anrstaff/Divisionwide\\_Planning/Program\\_Planning\\_and\\_Evaluation/Impact\\_Numbers\\_and\\_Stories/](https://ucanr.edu/sites/anrstaff/Divisionwide_Planning/Program_Planning_and_Evaluation/Impact_Numbers_and_Stories/)

# UC ANR Condition Change Stories Compilation

[https://ucanr.edu/sites/anrstaff/Divisionwide\\_Planning/UC\\_ANR\\_Condition\\_Changes/](https://ucanr.edu/sites/anrstaff/Divisionwide_Planning/UC_ANR_Condition_Changes/)

See 2023 compilation



# UC ANR Impact Writing Resources

**PPE Program Development & Evaluation** - Impact Writing web page

[https://ucanr.edu/sites/CEprogramevaluation/Writing\\_Impact\\_Statements\\_for\\_Program\\_Reviews/](https://ucanr.edu/sites/CEprogramevaluation/Writing_Impact_Statements_for_Program_Reviews/)

**Academic HR:** merit and program process, training info., and examples -

[https://ucanr.edu/sites/anrstaff/Personnel\\_Benefits/Academic\\_Personnel/PR\\_Dossier\\_Examples/](https://ucanr.edu/sites/anrstaff/Personnel_Benefits/Academic_Personnel/PR_Dossier_Examples/)

**UC ANR's Condition Change web page:** impact stories with examples of UCCE measured outcomes connecting to condition changes and tipsheets -

[https://ucanr.edu/sites/anrstaff/Divisionwide\\_Planning/UC\\_ANR\\_Condition\\_Changes/](https://ucanr.edu/sites/anrstaff/Divisionwide_Planning/UC_ANR_Condition_Changes/)

**Recorded webinars on public value and condition change** -

[https://www.youtube.com/watch?v=wX\\_wuavEzCw](https://www.youtube.com/watch?v=wX_wuavEzCw)

**IGIS Story Maps resources:** -



# UC ANR IGIS Story Map resources

**Upcoming 2025 Story Map workshop:**

[https://igis.ucanr.edu/Training/IntroArcGIS\\_StoryMapsJan2025/](https://igis.ucanr.edu/Training/IntroArcGIS_StoryMapsJan2025/)

**2023 Story Map workshop recording:**

<https://www.youtube.com/watch?v=srcslcdEtwA>

**IGIS's Story Map of Story Maps:**

<https://storymaps.arcgis.com/stories/315488c2b3754871ad9584a365c729d>

[a](#)

# CHOOSE YOUR OWN ADVENTURE

1. Performance  
Evaluation:  
*program narrative*

1. Advocacy:  
*UCCE in Your  
County*  
(esp for CDs and  
Community  
Educators)





# A Good UC ANR Program Review Narrative

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





# Defining YOUR Themes

## *E-Book guidance: Typically 1 to 3 themes*

- Themes are the constructs for reporting goals, inputs, methods, efforts, outputs, outcomes, and impacts in the program summary narrative.
- For each theme, speak to **how your program is making a difference to your clientele. Reference your supporting documentation as evidence that your efforts are contributing to impact.**
- Themes don't need to be of the same size and scope



# 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...

1. List all of your projects/programs
2. Group projects that target the same issue together = themes
3. Look at those closely and identify the common goals, accomplishments and impacts

Theme idea resources:

- ANR condition changes
- Strategic Initiatives
- Your job title
- Statewide Programs
- Program Teams and/or Workgroups you're affiliated with

*Natural Resources Examples*

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



# Defining YOUR Themes

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



# Incorporating Impact in YOUR Program Summary Narrative

## E-Book guidance

- **for each theme, describe progress toward achieving impact.**
- impacts should align with the targeted clientele needs; they should help demonstrate how the academic's program may **contribute to ANR's articulated public value statements and condition changes.**
- **evidence of impact (or anticipated impact)**, may be demonstrated through empirical data collected by the academic, workgroup projects, and/or inferred through reasonable inferences from scholarly literature. Evidence of behavior change outcomes may be indicators of potential/anticipated impacts.
- should demonstrate progress in achieving greater outcomes and impacts **over time** (i.e., career growth).



# Using Graphics to Illustrate Impact

- Title
- Clear units of measure
- Simple, straightforward design without “clutter”
- Font size 10 point or larger
- Explicit data source(s)
- Sample size, if applicable for the audience
- Date(s) data collected

Building Capacity in Evaluating Outcomes © 2008  
University of Wisconsin-Extension, Cooperative Extension, Program Development and Evaluation

Figure 1  
1-3<sup>rd</sup> grade students (n=104)



Figure 2  
4<sup>th</sup>-8<sup>th</sup> grade students (n=211)



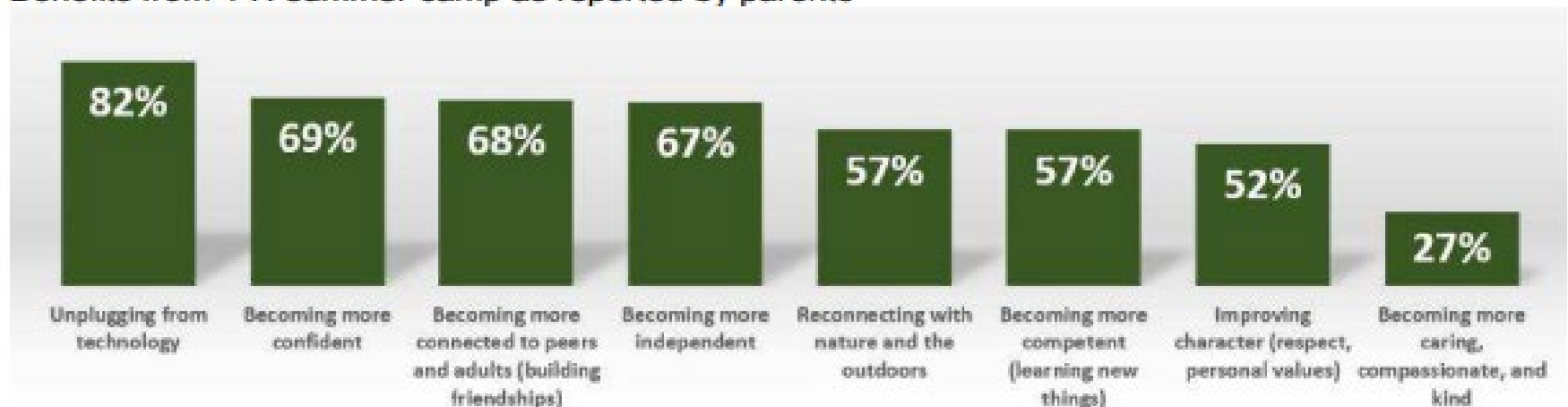
Example shared by Steven Worker, 4-H Youth Development Advisor

# Using Graphs to Illustrate Impact

- Bar graphs: show comparisons (bar types - stacked, multiple, vertical, horizontal)
- Pie charts: show parts of a whole
- Line graphs: show progress over time

Building Capacity in Evaluating Outcomes © 2008  
University of Wisconsin-Extension, Cooperative Extension, Program Development and Evaluation

Figure 3  
Benefits from 4-H summer camp as reported by parents



Example shared by Steven Worker, 4-H Youth Development Advisor



# Other Writing Tips for UC ANR Merit and Promotion

- Know your **audience**.
- Make it readable; use **lay terms**.
- Be **concise**. If relevant, use **graphics/graphs**.
- Be specific about **your role**.
- 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** (where applicable).



# 2024 Personnel Committee Trainings

**Wednesday, October 9, 2024 (10-11 am)**

**Training for Brand New Academics.** New to UC ANR? Welcome! Let the Personnel Committee help orient you on the alphabet soup of the advancement cycle. What's an AE? What's a PR? When are the deadlines, and what are the requirements? Come to this training to learn more.

**Wednesday, October 23, 2024 (2-3 pm)**

**Training for first-time PR writers.** You've written an Annual Evaluation, but now it's time to tackle a Program Review dossier. Come to this training and take a deep dive into the Ebook – your guide to writing effective PRs.

**Wednesday, November 6, 2024 (10-11 am) AND Wednesday, November 13, 2024 (2-3 pm)**

**Advancement Cycle Q&A Sessions.** At these trainings, the Personnel Committee will provide a short presentation on Ebook updates, and then the floor will be opened to Q&A. The short presentation will be the same on both days. Please come with your questions!



# Outcomes on Small Farms - Dossier

**Aparna Gazula**  
**Small Farms and  
Specialty Crops  
Advisor**  
**Santa Clara, San  
Benito, and Santa Cruz  
Counties**

# Using UC ANR Public Value & Condition Changes in dossier narrative section

## A. Enhance Competitive, Sustainable Food Systems

Goal: Provide farmers with research-based information that helps them improve their competitiveness and agricultural productivity, thus supporting the sustainability and viability of small farms.

Clientele: The primary clientele for this theme are small-medium size farmers, processors and marketers of specialty vegetables, fruits, and herbs, and public and private agencies.

### A.1. Public value statement: UC ANR: Promoting economic prosperity in California

#### A.1. *Condition Change: Increased emerging food economies and markets*

- **Background and Rationale – Issue from ANR Condition Change Impact Stories, county context**
- **Methods and Outputs**
- **Outcomes and Impacts**
- **Concluding statement – Concluding statements from ANR Condition Change Impact Stories**



# Key Resources

1. UC ANR Public Values
2. UC ANR Condition Changes
3. UC ANR Impact Numbers and Stories
4. ANR CE Program Evaluation
  - Measuring Outcomes
  - Surveys

# Testimonial

*I was so happy with my outcome. Thanks again to you and your team for all your help in understanding how to quantify and report impacts of the work.*

Have a great weekend,

Sarah

--

Sarah Light

Agronomy Farm Advisor

UC Cooperative Extension



## Group Exercise

Review the following examples to identify strengths and weaknesses of real PR descriptions of project/program impact.

***What would make them stronger?***



# 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.



# 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.



Incorporate **relevant evidence** of accountability and governance, collaboration and communication, people, leadership, inspiring innovation and leading change, resource management and financial budgeting, diversity, client service, health and safety, principles of community, and/or professionalism.

# County Director 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 XXX 4-H Clubs. Establishment of the XXX Fund for Environmental Horticulture. Successful UCCE Centennial Celebrations in both XXX Counties.

**Impacts:** UCCE XXX 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 XXX area and be successful.