

So What?

Using Themes and Logic Models to Write Strong Impact Statements

Kim Rodrigues

Executive Director, Academic Personnel Unit

Katherine Webb-Martinez

Program Development Analyst, Program Planning and Evaluation

Jennifer Rindahl

Director, Advocacy Communications

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Desired Outcomes

- Understanding of strategies and practice organizing program activities into themes
- Understanding of how to use basic logic model techniques help define intended outcomes
- Understanding of strategies and practice write strong impact statements

Agenda

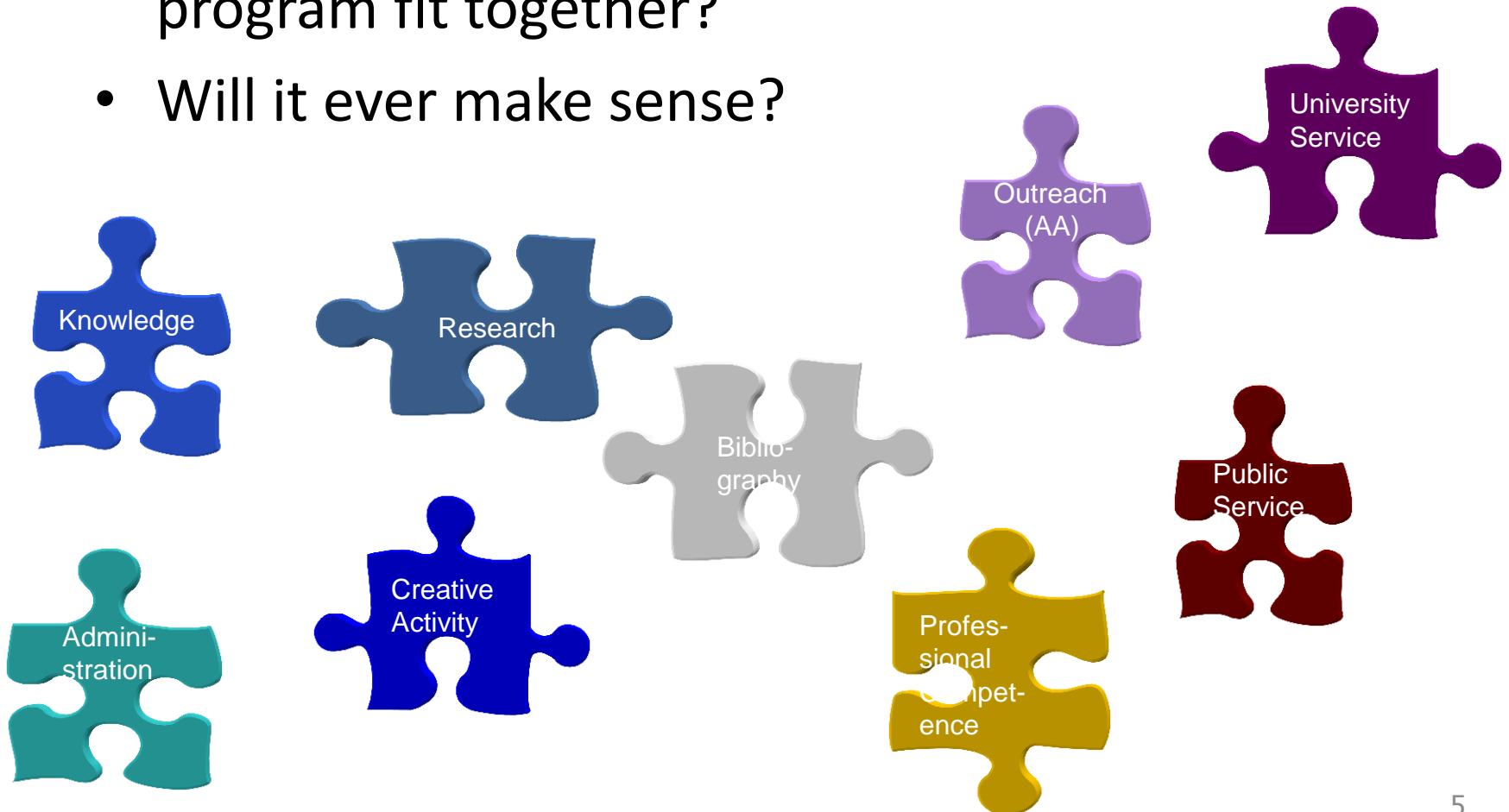
- 10:00 Welcome & Introductions
- 10:30 Overview of Writing for PR and Practice
Developing Themes
- 11:10 Overview of and Practice Using Logic
Model to Define Outcomes
- 12:00 *Lunch*
- 12:45 Overview How to & Practice Writing
Success Stories & Impact Statements
- 3:15 Wrap-Up
- 3:30 *Adjourn*

Workshop Agreements

- Start and stop on time
- Participate fully
- Resist side conversations
- Take care of your own needs (no formal breaks except lunch)
- Share in success of meeting

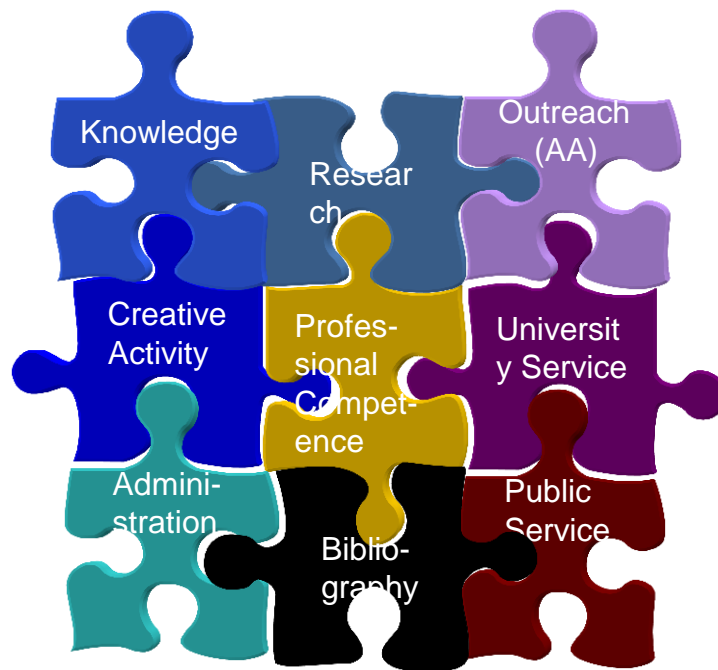
Overview

- How do all the elements of your academic program fit together?
- Will it ever make sense?



Overview

- It will make sense.



Purpose of Program Review

- Tool for candidate to measure accomplishments
- Provides a record of your professional history
- Assist candidate in establishing goals
- Evaluate progress against position description
- Comprehensive document
- Bench mark for establishment of balanced program

General Program Review Criteria

1. Applied Research and Creative Activity/
Extension Outreach
2. Professional Development and Competency
3. University and Public Service
4. Affirmative Action

Audience Matters

Who may be reading your document?

- Do not assume the reader understands the context for your work.
- Be clear how you determined the priority needs and focus for your work.
- Articulate how your methods, outcomes and impacts link to the priority needs.

A Good Program Summary Narrative...

- Provides a holistic picture of overall program.
- Emphasizes outcomes and impacts.
- Is written succinctly. Do not include detailed activity information (don't repeat information from tables).

Extending Knowledge and Information/ Applied Research and Creative Activity

For Each Theme Synthesize...

- Clientele
- Goals
- Inputs
- Methods (activities/outputs)
- Outcomes/Impacts (change in learning, behavior, condition)

Extension, Research & Creative Activity

A strategy for developing themes...

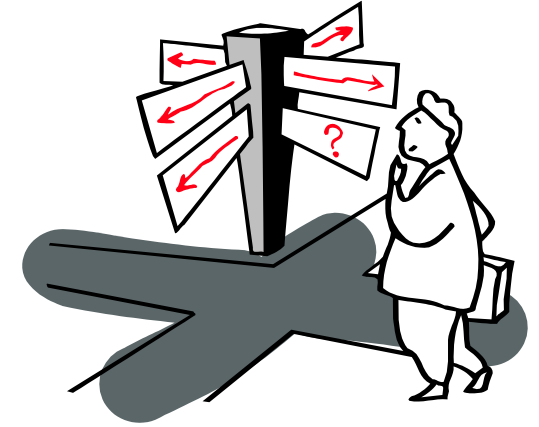
1. List the research projects, extension and creative activities that you will cover in the PR.
2. Sort entries according to common features (nature of the issue, clientele need, research methodology, biological/human/community element, ANR division priority or strategic vision goal).
3. See how your projects align with ANR Strategic Vision goals. This can also provide insights for planning future projects with these goals in mind.
4. Create an appropriate title (theme) for each grouping of projects.

Exercise: Developing Themes

In pairs group provided programmatic methods (activities/ outputs) into various themes.

- Each activity/output could be organized under a variety of themes – **there is no one “right” way** to organize these activities.
- **Information that would help** you better organize these methods:
 - academic role
 - role of collaborators
 - context for the activity
 - connection of the activity to larger research and/or extension goals
 - timeline for the activity
 - expected outcomes or impacts related to the activity and evaluation measures for success

Logic Model as Road Map



Where are you going?

How will you get there?

What will communicate that you've arrived?

“If you don't know where you are going, how are you gonna' know when you get there?”

Yogi Berra

Logic Model

chain of connections showing what the program is to accomplish

Issue

**What
we
invest**

What you do

What results

Situation:

Background,
Rationale,
Clientele Needs,
Goals

Inputs:

Time,
Volunteers,
Research base

Methods:

Outputs, Activities,
Products,
Participation

**Learning
Outcomes:**

Knowledge,
Attitude,
Skill

**Action
Outcomes:**

Behavior,
Policy

**Condition
Outcomes:**

Economic gain,
Societal or
Environmental
improvement



Time



2 project/programs

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 yellow star thistle

Improved health of the ecosystem and native species

Research on prevention and control for 3 invasive species

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



Communicate Your Impact

Methods
(Activities/
Outputs)

VS.

Outcomes



Methods

How did you serve your clientele? What did you do?

- 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

Publications



Outcomes

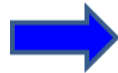
How has the cliente/area situation improved as a result of your program?

Short-term

Medium-term

Long-term

**Learning
Outcomes:**
Knowledge,
Attitude,
Skill



**Action
Outcomes:**
Behavior,
Policy

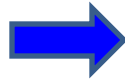


**Condition
Outcomes:**
Economic gain,
Societal or
Environmental
improvement



Exercise: Developing your Outcome Chain

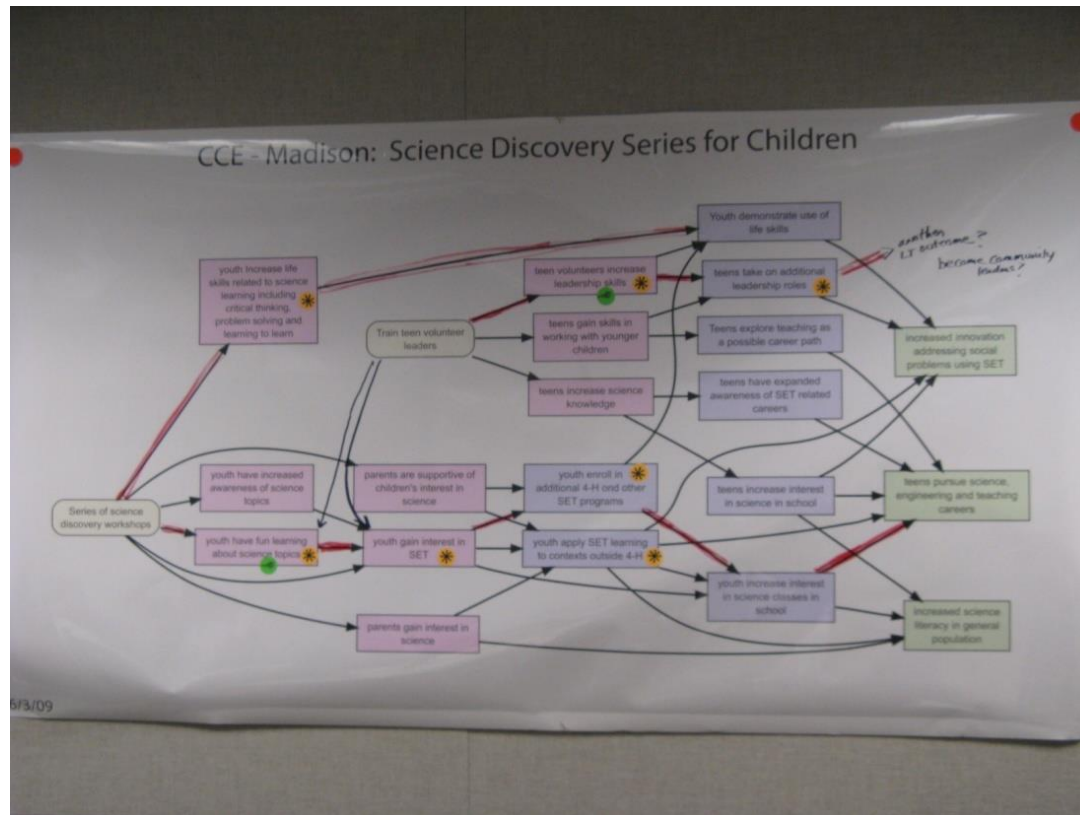
Change in Learning



Change in Behavior



Change in Condition



Exercise Instructions

Working with your partner...

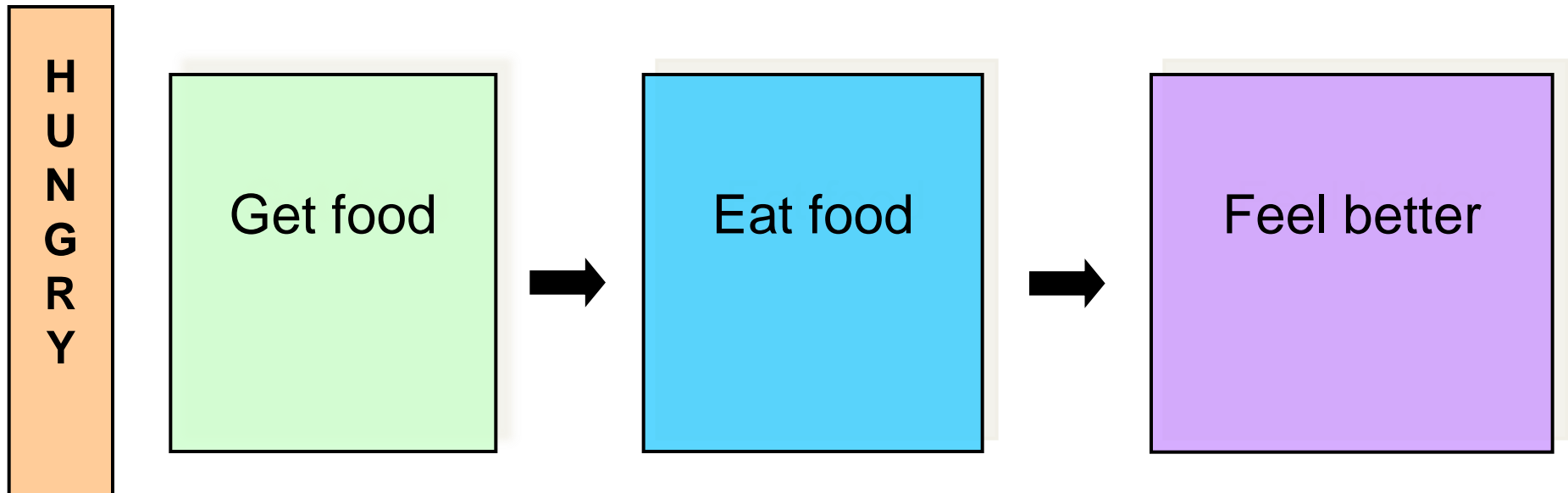
1. Pick a theme from the earlier exercise
2. Use those activities
3. Identify potential outcomes for the activities
4. *Write outcomes in a chain of connections* to indicate which will happen first and then which follow
5. Use arrows to link activities to outcomes

Then we will discuss...

- key outcomes
- key links
- key pathways to impact

Lunchtime!

Everyday Example of Program Theory



UC Delivers

- **Purpose**

- *To discuss a major problem affecting agriculture, natural resources, youth development and nutrition in California and how UC ANR has helped to improve/solve this issue.*

- **Format**

- *The issue*
- *What has ANR done?*
- *Pay-off*
- *Photo/Quote from person outside of ANR*



Cooperative Extension Teams with Strawberry Industry to Identify New Disease Developments

The Issue

In California, strawberry is a dominant coastal commodity. It is a very high value industry in the state, and it is popular with consumers throughout the country. However, new plant problems (such as patches of plants exhibiting severe yellowing of foliage, calices turning brown and withered, and changes in preplant soil fumigation) have caused loss of fruit quality and decline or death among plants. Strawberry collapse, as well as yellowed plants and calyx tissue damage, are all problems that cannot be diagnosed and understood without focused investigations and laboratory testing. Growers have lacked the time and facilities needed for discovering the causes behind these dilemmas.

What has ANR done?

With support from the California Strawberry Commission and local growers, CE coastal farm advisors Steven Koike and Mark Bolde teamed up to tackle these recent developments. Field visits and investigations were supplemented with testing conducted at the Cooperative Extension diagnostic lab in Salinas. This system successfully discovered the following: 1) Leaf yellowing issues are not due to a pathogen but instead to high levels of sodium. 2) Fruit calyx damage is caused by two factors, with some cultivars having a physiological defect that expresses itself as calyx browning. Furthermore, the leaf blight pathogen, previously known to only affect leaves, is also infecting fruit calices. 3) Strawberry collapse is the greatest disease concern for this industry, and the CE lab has been instrumental in identifying the precise cause (one of three fungal pathogens) of collapse cases found throughout the coast. Following these field investigations and lab confirmations, Bolde and Koike rapidly informed the strawberry industry of findings via blog entries, online newsletters, e-mail reporting and the traditional farm calls and phone contacts. The growers have thus been kept apprised of these new developments and in a timely manner.

The Payoff

The California strawberry industry is continuously educated about problems as they arise through a unique CE diagnostic program that efficiently discovers, investigates and solves industry problems.

CE farm advisors and the strawberry industry have partnered to support growers with a diagnostic service program. It has become the first place growers and agricultural professionals go to when faced with tough, unolved issues. Field problems and diseases are efficiently investigated with this combined field and laboratory approach.

Contact

Supporting Unit

Santa Cruz County Monterey and Santa Cruz Counties: Steven T. Koike, stkoike@ucdavis.edu; and Mark Bolde, mpbolde@ucdavis.edu



CE advisors documented for the first time that the leaf blight fungus infects the calyx of strawberry fruit.

UC Delivers

- **Process**

- Visit your portal and click on UC Delivers
 - <https://ucanr.org/portal/>
- *Submit through portal,*
- *I will review and send it back for suggestions*
- *Editor,*
- *Back to author for final review*
- ***Posting on ucanr.edu/delivers***

- **Use**

- Academics can use as successful examples of their work for PRs, with potential clients, and when applying for funding.
- UC ANR will share through blogs and with legislators and subject area experts as successful examples of our work as a division.

What is an Impact Statement?

A brief description of the difference your work has made.

*Not how many worms
the bird feeds its young,
but how well the fledgling
flies* - United Way of America, 1999



Formula for *Strong* Impact Statement

1. **Specify** the benefit and to whom or what area
2. Include **quantification**
3. Articulate **link to long-term outcomes/impacts** -- both for program participants AND public value
4. Make sure **connection** back to clientele needs and methods is clear

Being Specific/Quantifying...



- Number and percent of participants who demonstrate skill in direct marketing
- Percent of shoreline in vegetative or natural buffers
- Ordinance passed for storm water management
- Number and percent of dairy producers who adopt a production and/or labor management practice based on information acquired from Extension

Articulating Public Value


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

-- Laura Kalambokidis, University of Minnesota Extension

IPM Example

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

Nutrition Education Example

- Low-income adults increase intake of fruits and vegetables 

- Low-income adults have improved health 

- Health care costs will be decreased --
Economic Impact/Public Value

Common Public Values

- Decrease public costs related to risky behavior
- Decrease public costs related to financial problems
- Decrease the cost of consumer goods/foods
- Improve environmental quality
- Increase global competitiveness
- Increase civic engagement of citizens

How to Include Long-term, Change in Condition Outcomes/Impacts?

Challenges:

- Take a lot of time to be realized
- Difficult to measure



- Explain as **anticipated**...
- Use **literature/research** to link to...
- Refer to how your work will **contribute** ...

Using Literature/Research...

“Research shows that engaging youth in civic activities is the most effective way to promote civic identity formation and subsequent civic engagement in adulthood.”

UC Cooperative Extension brings new opportunities to Placer County youth,
UC Delivers, Shannon Horrillo

Group Exercise

Review following examples to identify strengths and weaknesses of real 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.

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

Based on results from a comparison of pre- and post-Food Behavior Checklist responses from workshop participants who completed four or more hours of lessons in 2004-2005, improvements were documented in the following areas: Food Resource Management: (plan meals, economical shopping and does not run out of food)--72% and Food Safety Practices: (thawing food and food stored properly)--66%.

Exercise: Practice Writing

With a partner...

- Use earlier theme or example from own work
- Draft a *UC Delivers* success story
- Focus on writing “The Payoff” – the impact statement

Group...Present and get feedback

UC Delivers Template

- **Title** Issue being addressed.
- **The Issue** Why is it important to address this issue with research, education, and/or extension?
- **What had ANR Done?** Methods -- Identify activities, # of clientele reached, publications, services, workshops, etc. used to address the issue.
- **The Payoff** Include catchy title. Describe outcomes. Provide specific results. Briefly describe how outcomes were measured. Focus on behavior and condition changes. If possible, briefly describe relevance to public value known from research literature.

ANR Resources

- Program Review

[http://ucanr.edu/sites/anrstaff/Personnel Benefits/Academic Personnel/Merit and promotion process/](http://ucanr.edu/sites/anrstaff/Personnel_Benefits/Academic_Personnel/Merit_and_promotion_process/)

- Program Development & Evaluation

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

- "Telling Our Story" tools

http://ucanr.edu/sites/Toolkit/Telling_our_story/

Other Extension Resources

(posted on CE program evaluation webpage)

- Virginia Tech - Writing effective impact statements:
<http://www.cals.vt.edu/communications/writingimpactstatements.html>
- University of Tennessee - Writing Extension impact statements:
<http://web.utk.edu/~aee/impactstatements.htm#IMPACT%20STATEMENT%20FORMAT>
- North Carolina - Writing program success stories:
<http://www.ces.ncsu.edu/AboutCES/factsheets/stories.html>
- 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](#)