

Writing Strong Impact Statements

October 7, 2025

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Agenda

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

Desired Outcomes

Participants gain understanding of ...

- Connecting your project/programs to UC ANR's public value framework
- 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?

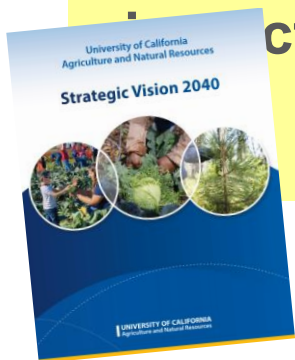
UC ANR Vision 2040

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

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

What is Public Value?

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

Nutrition education

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

UC ANR Condition Changes



People

1. Improved mental and physical well-being across an individual's lifespan
2. Improved community health and wellness
3. Improved built environment, landscaping, and access to green spaces
4. Increased community disaster preparedness and resilience to extreme weather and change in climate
5. Improved readiness and access to post-secondary education and career opportunities
6. Increased civic engagement
7. Increased public engagement and confidence in science
8. Improved living and working conditions
9. Increased equitable access to resources (e.g., information, education, technology, services, land, capital, clean air and water, healthcare)
10. Improved food and nutrition security, food sovereignty, and access to culturally relevant foods
11. Improved food safety
12. Enhanced regional-based food supply chains

UC ANR Condition Changes



Planet

1. Improved land stewardship (e.g., equitable land access, land use planning, restoration, and management strategies)
2. Increased ecological sustainability of agriculture, working landscapes, and natural ecosystems
3. Improved air quality
4. Improved soil health and productivity
5. Improved water quality
6. Improved water use efficiency and water supply security
7. Improved biodiversity (e.g. protected, restored)
8. Increased ecosystem resilience to extreme weather and change in climate
9. Increased agriculture and food system resilience to extreme weather and change in climate
10. Increased carbon sequestration and mitigation of greenhouse gas emissions
11. Enhanced waste reduction, recovery, and economic reuse
12. Reduced reliance on fossil fuels

UC ANR Condition Changes



Prosperity

1. Increased stability, efficiency, and profitability of agriculture and working landscapes
2. Improved animal management (e.g, **welfare**, profitability, and sustainability)
3. Enhanced food systems and markets (e.g., crops/products, supply chains, diversified/niche markets)
4. Improved workforce development for individuals, communities, and industry
5. Enhanced business and community leadership
6. Improved individual and household financial stability
7. Enhanced community and economic development

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

Condition

Participants gain knowledge & skills about food gardening



Action

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



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*

UC ANR:
Improved food and nutrition security, food sovereignty, and access to culturally relevant foods



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

*I'm not
responsible for
all the change*





*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



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 stewardship



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 land stewardship

Impact story:

Community gardening improves health



B. Using Existing Research to Make Safe Inference

Melissa Womack and Jocelyn Mobley, UC Master Gardener Program

activity

Gardening workshops supporting the establishment and maintenance of edible gardens

measured behavior change

66% of workshop participants spent more time outdoors

condition change indicator

associated with **better health outcomes** such as lowered chronic disease risk (cancer, cardiovascular disease, metabolic conditions) **according to a study in the [Journal of Behavioral Medicine](#) that analyzed data from the National Health and Nutrition Survey (NHANES)**

UC ANR Condition Changes

Improved mental and physical well-being across an individual's lifespan

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

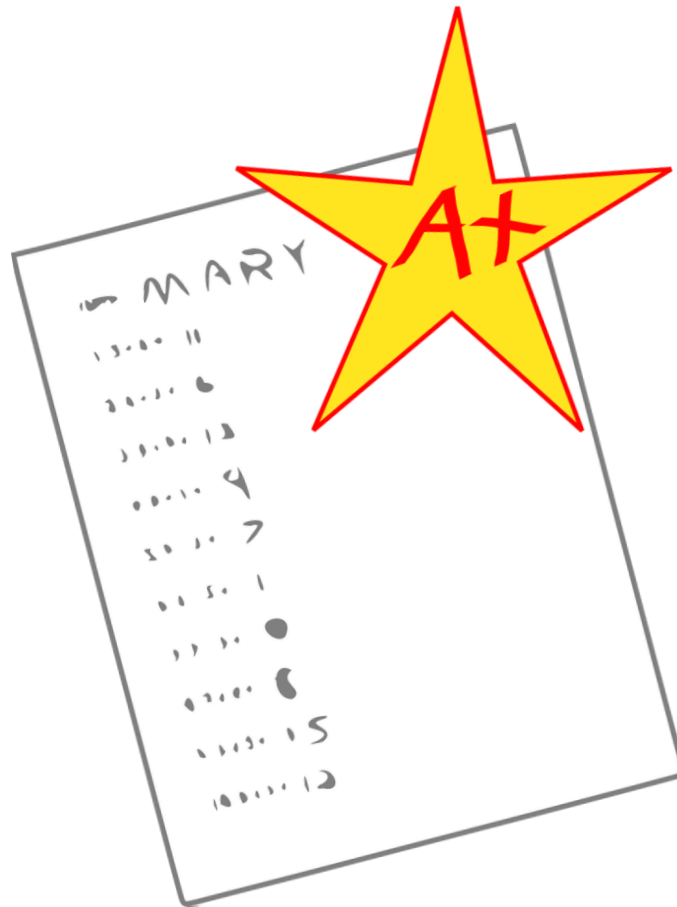
measured condition change indicator

reducing 33,000 MT/CO₂ 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 carbon sequestration and mitigation of greenhouse gas emissions

Grading Impact Statements Poll



Grading Impact Statements Poll

An IPM Advisor provided workshops to growers on best practices for spray applications. The workshops were followed by spray application demonstrations and hands-on activities. Sixty respondents of a post-workshop survey reported that they appreciated the learning opportunities.

Grading Impact Statements Poll

Below average:

No outcomes discussed -
no info on knowledge gained or
intended behavior change

An IPM Advisor provided workshops to growers on best practices for spray applications. The workshops were followed by spray application demonstrations and hands-on activities. Sixty respondents of a post-workshop survey reported that they appreciated the learning opportunities.

Grading Impact Statements Poll

Fifteen high school students trained as teen teachers for a Cooking Academy program. The teen teachers delivered a nutrition education curriculum to 90 elementary school students. All 15 teen teachers reported an increased ability to plan lessons and speak before a group in a post-survey. The teen teachers developed critical skills that can prepare them for future careers and leadership opportunities.

Grading Impact Statements Poll

Excellent:

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

Fifteen high school students trained as teen teachers for a Cooking Academy program. The teen teachers delivered a nutrition education curriculum to 90 elementary school students. All 15 teen teachers reported an increased ability to plan lessons and speak before a group in a post-survey. The teen teachers developed critical skills that can prepare them for future careers and leadership opportunities.

Grading Impact Statements Poll

A UCCE Specialist contributed to the successful development of a new strawberry variety and showcased the strawberry at an event for growers. In conversations with the Specialist, 10 growers expressed interest in growing the new variety when it becomes available.

Grading Impact Statements Poll

Average:

Has a measured outcome
but lacks information on issue.

Why is the new strawberry
beneficial?

A UCCE Specialist contributed to the successful development of a new strawberry variety and showcased the strawberry at an event for growers. In conversations with the Specialist, 10 growers expressed interest in growing the new variety when it becomes available.

Break



EXPLORE UCCE IMPACT EXAMPLES & RESOURCES

1. Demo resources
1. Participants choose out of 4 resources and explore with Q&A
1. Large group report back
 - A'has?
 - How might you use these resources?

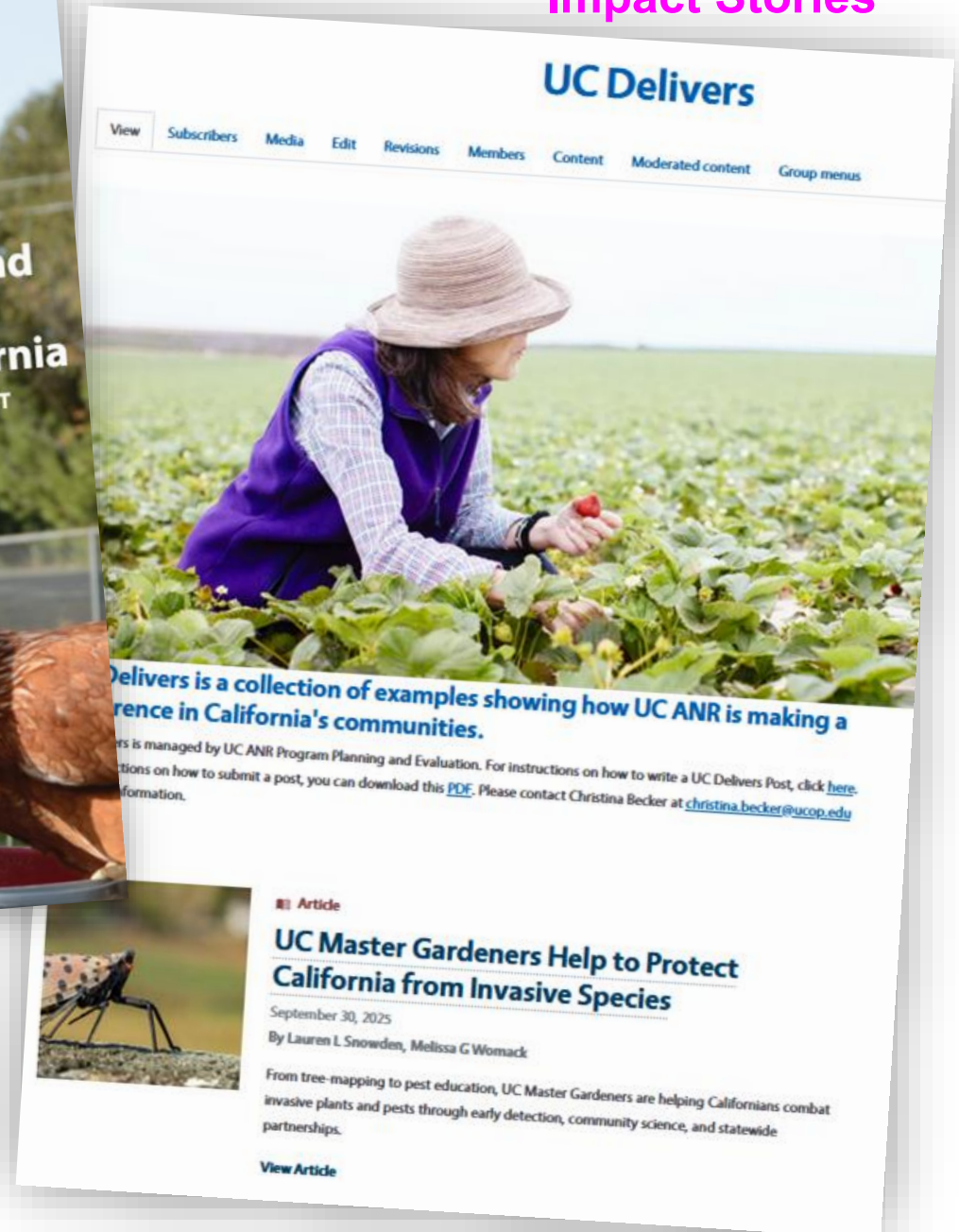


Impact Stories



ucanr.edu About tab

Impact Statements



<https://ucanr.edu/blog/uc-delivers>

Condition Change Indicator / Linkage Literature Participatory Resource Google Doc.

<http://bit.ly/2YrfxQo>

[illegible]

UC ANR Condition Change Stories Compilation

https://ucanr.edu/sites/anrstaff/Divisionwide_Planning/UC_ANR_Condition_Changes/

See 2024 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/

Academic HR: merit and program process, training info., and 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/

Recorded webinars on public value and condition change -

https://www.youtube.com/watch?v=wX_wuavEzCw

IGIS Story Maps resources: -

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

UC ANR IGIS Story Map resources

2025 Story Map workshop recording:

<https://www.youtube.com/watch?v=i-ZIAi8YSfQ>

IGIS's Story Map of Story Maps:

[https://storymaps.arcgis.com/stories/315488c2b3754871ad9584a365c729d](https://storymaps.arcgis.com/stories/315488c2b3754871ad9584a365c729da)
[a](#)

CHOOSE YOUR OWN ADVENTURE

1. Performance Evaluation:
program narrative
2. Advocacy:
County Spotlights
(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...

E-book pages 22-23

- **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...

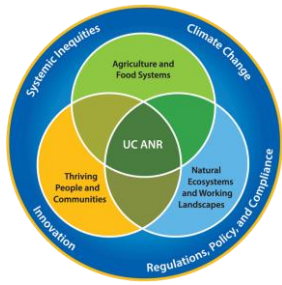
1. List all of your projects/programs
2. Group projects that target the same issue together = themes
3. Look at those closely and identify the common goals, accomplishments and impacts

Theme idea resources:

- Condition changes
- Program Areas & Program Teams you're affiliated with
- Your job title
- Statewide Programs/Institutes

Natural Resources Examples

- Natural Ecosystems and Working Landscapes (Program Area)
- Improved Land Stewardship (Condition Change)
- Wildfire Education (more narrowly focused)



VICE PROVOST of RESEARCH & PROGRAM INTEGRATION

Leverage resources, improve
communication & enhance
transdisciplinary approaches

UC ANR Program Teams by Scientific Discipline and Area

Agronomy and Horticulture

- Agroecology, Organic & Regenerative Systems
- Agronomic Crops
- Environmental Horticulture, Floriculture, Berries, and Nurseries
- Fruit & Nut Tree Crops
- Urban Agriculture and Community Gardens
- Vegetable Crops
- Viticulture

Community and Economic Development

- Agri-Food Technology & Innovation
- Biobased Products & Bioeconomy
- Disaster Preparedness & Response
- Food Systems, Food Waste & Business Support
- Labor & Workforce Development

Integrated Pest Management

- Entomology, Arthropod & Vertebrate Pests
- Plant Pathology & Nematology
- Weed Management

Animal Production Systems

- Aquatic Food Production Systems
- Dairy Production
- Meat Production
- Specialty Livestock & Poultry

Natural Ecosystems & Working Landscapes

- Biodiversity Conservation & Stewardship
- Climate Science & Ecosystem Impacts
- Fire Management, Policy and Resiliency
- Forest & Upper Watershed Systems
- Human-Wildlife Interactions
- Rangeland & Grazing Systems
- Soil Health & Management
- Water Quantity, Quality & Security

Youth, Families, & Communities

- Community Nutrition & Health
- Native American Community Partnerships
- Positive Youth Development & 4-H
- Science Literacy & Critical Thinking
- Systemic Inequities

Statewide Programs & Institutes



UC Research & Extension Centers
University of California
Agriculture & Natural Resources



UC Cooperative Extension
University of California
Agriculture & Natural Resources



UC ANR Policy Institute
University of California
Agriculture & Natural Resources



UC Sustainable Agriculture Research & Education Program
University of California
Agriculture & Natural Resources



UC ANR Innovate
University of California
Agriculture & Natural Resources



UC ANR Small Farms Network
University of California
Agriculture & Natural Resources



Informatics & GIS
University of California
Agriculture & Natural Resources



UC Organic Agriculture Institute
University of California
Agriculture & Natural Resources



UC Integrated Pest Management
University of California
Agriculture & Natural Resources



UC Master Food Preserver
University of California
Agriculture & Natural Resources



UC ANR Fire Network
University of California
Agriculture & Natural Resources



Community Nutrition & Health
University of California
Agriculture & Natural Resources



UC Master Gardener
University of California
Agriculture & Natural Resources



Nutrition Policy Institute
University of California
Agriculture & Natural Resources



UC Environmental Stewards
University of California
Agriculture & Natural Resources



California Institute for Water Resources
University of California
Agriculture & Natural Resources



4-H Youth Development Program
University of California
Agriculture & Natural Resources



CalFresh Healthy Living, UCCE
University of California
Agriculture & Natural Resources

UNIVERSITY OF CALIFORNIA
Agriculture and Natural Resources

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.
1. Share your themes and explain strategy & rationale.

Incorporating Impact in YOUR Program Summary Narrative

E-Book guidance pages 22-23

- for each theme, describe progress toward achieving impact
- given UC ANR's public value framework was refreshed during 2025 – **you may choose to follow the old or new framework** in the 2025/26 academic advancement process
- **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.

page 32

- 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

1-3rd grade students (n=104)

Adults in this program are nice to children



Figure 2

4th-8th grade students (n=211)

I learned new things I have not learned at school



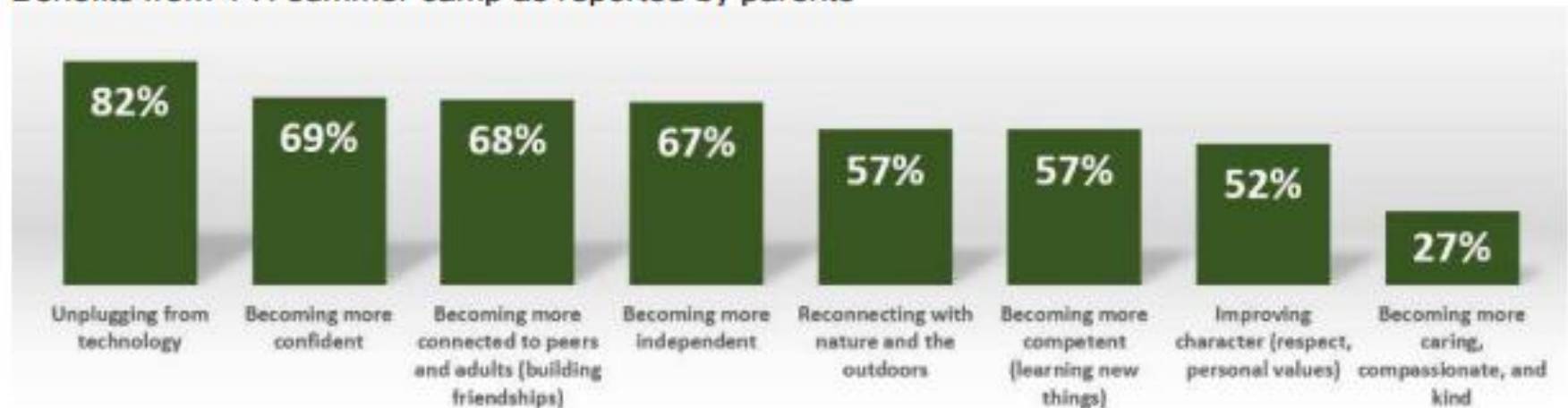
Using Graphs to Illustrate Impact

- 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).

2025 Personnel Committee Trainings

Thursday, October 9 (9-10 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.

Thursday, October 23 (9-10 am)

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.

Thursday, November 6 AND Tuesday, November 18 (9-10 am)

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 Framework 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 Value Framework
2. UC ANR Impact Numbers and Stories
3. 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.



*What about for
Administration?*

E-book page 24

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.