

Communicating Impacts of Your Work



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Why do you need this?

- Recognition for your work, Extension, the College, the University
- Recognize partners and partnerships
- Recognition
- Support
- Reporting
- Have it ready



support/resources

sustainable work and impact



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Our Marketing Materials

Lincoln County Workforce Development

Extension partners with local businesses and others to provide career paths and create jobs

In a 2016 Lincoln County survey, residents identified creating more employment as the top priority. Lincoln County also reported the state's lowest average weekly wage, \$706. Barriers to employment include lack of knowledge in areas such as how to fill out an application, find a career fit for particular interests and skills, and create a career plan. In addition, a lack of confidence and lack of job opportunities pose challenges. Many young adults in the county, ages 17-24, are not progressing academically, further inhibiting

their employment efforts.

In response, Lincoln County Extension Educator Holly Gatzke has worked with local businesses and entities to create the Lincoln County Workforce Development Program. In 2016, the program assisted 53 young adults and 31 adults, working with each participant one-on-one to help them develop a strategy for developing a sustainable career.

They analyzed barriers, interests and needs to help them develop a career path. Then, the participants were given assistance they needed to help them down the path, including tutoring, instruction in filling out applications, counseling and education to booster confidence and decision-making skills, and vocational training.

Gatzke also served on the Lincoln County Regional Development Authority Board of Directors, collaborating with others to create economic development opportunities, acquire funding and build business in the county. She was also the Vice President for the Lincoln County Authority on Tourism, educating and collaborating with volunteers on how to build local business and

sustainability, and how to promote tourism.

By the end of the program, participants reported improvement in their knowledge and attitudes regarding several necessary employment attributes/skills, such as decision-making, confidence, filling out applications and planning. Many were employed or had received work experience.

Program Partners: Workforce Connections; Lincoln County School District; Lincoln County Regional Development Authority; Lincoln County Government; Lincoln County Authority on Tourism; City of Caliente; Nevada Department of Employment, Training and Rehabilitation; U.S. Department of Labor



STEM (Science, Technology, Engineering and Math) and workforce training is part of the Lincoln County Workforce Development Program for young adults.

Of the 2016 participants:

64 people were career coached

35 youth received work experience

29 people were employed

23 were tutored

18 people were trained

7 earned their high school diploma or equivalent

Our Websites

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Search by Keyword.


FILTER PROGRAMS



4-H Afterschool Program



4-H Ambassadors



4-H Shooting Sports

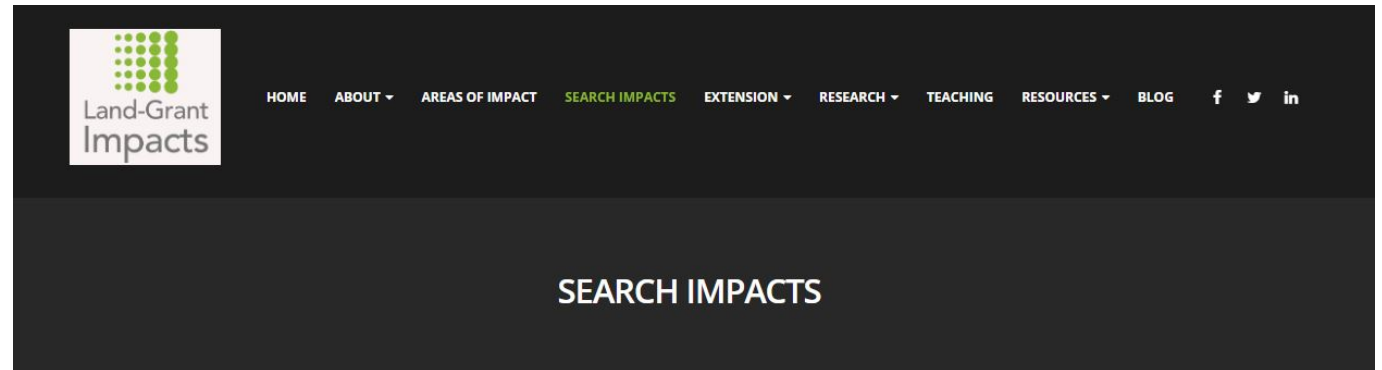


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<http://www.landgrantimpacts.org/impacts/>

Land-Grant Impacts Website



Search or browse through the statements below to learn more about the impact of land-grant institutions.



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Main Elements

- Program/Project Name
- Statement Synopsis/Subhead
- Relevance/Issue
- Response/What's Been Done
- Results/Outcome/Personal Impact
- Public Value Statement/Public Impact
- Quote/Testimonial
- Photo With Caption
- Partners/Funders
- Primary Contact Name, Title, Email, Phone



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Program/Project Name & Statement Synopsis/Subhead

Synopsis/Subhead

- Make it **active**: Use a verb
- **One phrase**: What does it do?
- Max: About 20 words



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Statement Synopsis/Subhead

Healthy Steps to Freedom

Program teaches nutrition, physical activity and body acceptance to help keep women off drugs

Rethink Your Drink

Partnership encourages children and their parents to make healthy drink choices

Nevada Wildfire Awareness Month

Collaborative effort encourages homeowners to reduce the wildfire threat



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Statement Synopsis/Subhead

Now You Try It

Program Name: _____
Synopsis/Subhead: _____



Remember

- Make it active: Use a verb
- One phrase: What does it do?
- Max: About 20 words



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Relevance/Issue:

What's the problem or challenge?

- Describe the **need**, and/or the issues facing the target audience
- Is this really needed? **Why?**
- Research, surveys, etc. to **document the need?**
- Make a **convincing argument** for your program/project
- About 5-7 sentences



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Relevance/Issue:

Healthy Steps to Freedom

Program teaches nutrition, physical activity and body acceptance to help keep women off drugs

Over half of the people in treatment for methamphetamine, cocaine and other stimulants are **women**. From 1999 to 2015, synthetic opioid-related deaths increased **850%** in **women**. And, heroin-related deaths in **women** have increased **at twice the rate of** heroin-related deaths in men over the same time period.

Research shows that many **women** use drugs such as opioids to lose weight and boost energy, and many **incarcerated women** are there because they began using drugs for these reasons. Substance abuse rehabilitation programs can help get women off of these drugs while they are in a treatment or in prison. But, unless these women are also educated on how to address the issues they have with their weight, body image or energy needs, they are likely to relapse and wind up back in treatment and/or prison. This is not only **devastating for them**, their **children and families**, but also very **costly to society**.



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Response/What's Been Done: How are you addressing the issue?

- Who is the **audience**?
- **Describe the program**
- Include some **aggregate information**, how many years, etc.
- **This year's activities**, how many reached, how many classes...
- About 5-7 sentences



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Response/What's Been Done:

Healthy Steps to Freedom

Program teaches nutrition, physical activity and body acceptance to help keep women off of drugs

Healthy Steps to Freedom is a research-based, gender-specific program consisting of 10 90-minute sessions aimed at increasing health and nutrition knowledge while building skills to help women in substance abuse treatment programs manage:

- Substance abuse and health
- Eating pathology
- Cognitive behaviors
- Dieting and metabolism
- Body image and self-esteem
- Nutrition and physical activity
- Weight and body composition
- External influences (social media, relationships)

Extension has provided the program in Nevada's women's prison and in women's treatment facilities for over a decade, with more than 3,200 women completing the program. (Could add a sentence here about the past year's classes/participants.)



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Response/What's Been Done:

Nevada Wildfire Awareness Month

Collaborative effort encourages homeowners to reduce the wildfire threat

Nevada Wildfire Awareness Month began as a week-long awareness effort in 2005 and became month-long in May 2014. It's a collaborative effort of Extension's Living With Fire Program; local, state and federal firefighting agencies; and many others. Activities occur statewide during May to encourage homeowners to reduce the wildfire threat. The 2016 message, "Create Unity, Fire-Adapt Your Community," emphasizes the effectiveness of working together with neighbors and local services to prepare homes and communities for wildfire before one occurs. There were 185 events to raise awareness and provide information, including the Nevada Wildland Fire Awareness Half Marathon and 5K Runs, which raised \$10,054. Another major event was "Junk the Junipers," where 109 households brought more than 50 tons of flammable, woody vegetation from their yards to be turned into mulch or safely burned.



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Results/Outcome/Personal Impact

- Personal Impact =
 - ✓ **CHANGE IN KNOWLEDGE**, or,
 - ✓ **CHANGE IN BEHAVIOR**
- **What happened to the audience as a result of the program?**
- **Measurable outcomes**
- How outcomes were measured (surveys, research, case studies)
- Use bullets if you can
- Length varies, but about 150 – 300 words as a guideline



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Results/Outcome/Personal Impact

Healthy Steps to Freedom

Program teaches nutrition, physical activity and body acceptance to help keep women off of drugs

Over the past decade, more than 3,200 women in Nevada have graduated from the program. Using a variety of test measures standard in the profession, which include pre- and post-tests with the women, overall, women who complete the program show improvement in a number of areas. They:

- See their “ideal weight” significantly higher
- Have improved nutrition and health behaviors
- Have improved attitudes about eating, binge eating and body image
- Have improved “perceived” body image and perception of themselves
- Have positive changes in intuitive eating, based on natural hunger and fullness signals
- Show increases in physical activity (Could add a sentence or stats on past year.)



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Results/Outcome/Personal Impact

Veggies for Kids

Program teaches children in rural communities about nutrition and how to grow vegetables

Veggies for Kids was evaluated using a pre-test/post-test method. The pre-testing was conducted the week prior to providing the 10-week Veggies for Kids classroom instruction at all school sites, with post-testing conducted following completion of the lesson series. A total of 562 participants including all Veggies for Kids school sites were evaluated.



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Results/Outcome/Personal Impact

Veggies for Kids

Program teaches children in rural communities about nutrition and how to grow vegetables

Compared to before completing the program, after completing the program:

- 220 more students recognized My Plate (an increase from 53% of students pre-program to 92% post-program)
- 253 more students correctly named five food groups (an increase from 53% of students pre-program to 98% post-program)
- 191 more students correctly named six different vegetables (an increase from 34% pre-program to 68% post-program)
- 40 more students were willing to sample selected vegetables
- 79 more students drank water 16 or more times each day
- 50 more students exercised 46 minutes or more each day



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Results/Outcome/Personal Impact

Veggies for Kids

Program teaches children in rural communities about nutrition and how to grow vegetables

Or, for more abbreviated, less technical formats:

After completing the program, significantly many more students:

- Were able to name the five food groups, recognize My Plate and correctly name six different vegetables.
- Were more willing to sample vegetables, exercised more each day, and drank more water.



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Results/Outcome/Personal Impact Now You Try It

Remember

Impact =

- ✓ **CHANGE IN KNOWLEDGE**, or,
- ✓ **CHANGE IN BEHAVIOR**

What happened to the audience as a result of the program?
Measurable outcomes



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Public Value Statement/Public Impact

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

- **Laura Kalambokidis**, 2007, applied economist with University of Minnesota Extension
- Kalambokidis uses principles of public sector economics to help Extension staff determine and share the public value of their work.



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Public Value Statement/Public Impact

- Journal of Extension, April 2011
- “Advancing the Public Value Movement: Sustaining Extension During Tough Times”
 - **Nancy K. Franz**, Iowa State University
- <https://pdfs.semanticscholar.org/41b3/47feb1990e7818f8ed1ab384030ef9afeab3.pdf>



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Public Value Statement/Public Impact

“This contrasts with the private gain or personal value program participants directly gain from Extension education such as new knowledge gain or behavior change.”

- Franz



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Public Value Statement/Public Impact

Franz sites Kalambokidis:

“The goal becomes not just changing client behavior, but showing this changed behavior leads to outcomes that benefit the general public by generating public value.”



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Public Value Statement/Public Impact

“For those familiar with the logic model, this means moving the focus from short- and medium-term outcomes of learning and behavior change to long-term outcomes resulting in economic, environmental, or social condition changes.”

- Franz



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Public Value Statement/Public Impact

Private or Personal Value

- 1) Youth and adults develop leadership skills
- 2) Homeowners conduct tests for septic tank leaks
- 3) Youth and adults increase their intake of fruits and vegetables

Public Value

- 1) Increasing civic participation, benefitting communities and society
- 2) Decreasing water pollution and drinking water contamination, protecting public health and resources
- 3) Improving health, and decreasing health care costs



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Public Value Statement/Public Impact

Private or Personal Value

- 1) Pesticide applicators get certified on pesticide application techniques
- 2) Incarcerated women learn healthy eating as an alternative to drug use for weight control

Public Value

- 1) Improving water quality and providing safer/cleaner rivers and waterbodies for recreation
- 2) Reducing recidivism and cutting court/incarceration costs



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Public Value Statement/Public Impact

- Journal of Extension, August 2014
- “The Role of Evaluation in Determining the Public Value of Extension”
 - Nancy K. Franz, Iowa State University
 - Mary Arnold, Oregon State University
 - Sarah Baughman, Virginia Tech’s Sarah Baughman
- <https://joe.org/joe/2014august/comm3.php>

“So what?”



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Public Value Statement/Public Impact

Healthy Steps to Freedom

Program teaches nutrition, physical activity and body acceptance to help keep women off of drugs

Over the past decade, more than 3,200 women in Nevada have learned how to address their issues with weight, body image and energy needs, and showed improvement in a number of health behaviors and attitudes after graduating from the Healthy Steps to Freedom Program while in substance abuse treatment programs and in prison. Research shows that these improvements decrease their chances of relapsing, and decrease the rate of recidivism. This not only benefits these women, but also benefits their children and families. It also reduces the costs to society related to drug abuse and incarceration, and provides a safer, healthier environment for our citizens.



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Public Value Statement/Public Impact

Alternative Crop Production in Nevada: Teff

Extension tests teff as an alfalfa alternative, using less water with equal or higher profit

With research and assistance from Extension, Nevada producers in Churchill, Lyon, Mineral and Pershing Counties grew 2.6 million pounds of teff grain, valued at approximately \$1.2 million, contributing to Nevada's economy and tax base. Teff was formerly mainly cultivated in Ethiopia and Eritrea. It uses less water than alfalfa, Nevada's traditional crop, which helps preserve our state's scarce water resources. Teff's grain, or seed, provides a gluten-free alternative grain for humans with gluten-intolerant health conditions, contributing to the overall health of our population and making our country less dependent on foreign food sources.



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Public Value Statement/Public Impact Now You Try It



Remember

- ***“The value of a program to those who do not directly benefit from the program”***
- *Long-term outcomes resulting in **economic, environmental or social condition changes***
- *Showing this changed behavior leads to outcomes that **benefit the general public***



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Quote/Testimonial

- Have someone else comment about **benefits** of the program
 - Someone who was **helped**
 - A **partner** of the program
 - A **county or government official**
- Should sound somewhat **conversational**
- Include **name and title**
- Include **affiliation to the program**



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Quote/Testimonial

“The Veggies for Kids Program was highly beneficial for my first graders to participate in last year. Not only were my students exposed to great nutritional education, they were also able to experience many new foods, learn about various cultures and plant seeds in the garden. My students thoroughly enjoyed Veggies for Kids each week.”

– Ce’arra Richards, Hawthorne Elementary School first-grade teacher



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Photo With Caption

- Show someone **doing something**
- Should have a **focal point, be close-up**
- Should give some indication of **what the program does**
- Avoid broad classroom shots
- Avoid shots of instructors at a white board
- Include **something that IDs program, unit, College or University**
- Look for attractive/appropriate backgrounds
- Be mindful to include **diversity**
- Include a short, active, informative **cutline/caption** (one sentence)
- Include **photo credit** (who took the photo)



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Photo With Caption

Faculty from Extension's Hoop House Program help the Pyramid Lake Paiute Tribe build a hoop house that will provide fresh produce for local residents. *Photo by Randy Emm.*



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Photo With Caption

Alfalfa has been one of Nevada's staple crops, but Extension researchers are working to find other crops for Nevada producers that use less water, and provide higher economic returns. *Photo by Jane Doe.*



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Partners

Partners include State of Nevada Supplemental Nutrition Assistance Program-Education; U.S. Department of Agriculture, Natural Resources Conservation Service; Mineral County Senior Home Health; Mineral County School District; Lyon County School District; Elko County School District and the Washoe County School District.

- Double-check the names of partners for accuracy, formal name
- Don't forget any major partners, if you are listing partners



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Primary Contact Information

Don't Forget:

- Name
- Title
- Institution
- Email
- Phone



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Comments

- Vary length/detail/language, depending on purpose/audience
- Build as we go
- Multipurpose
- Create content, and push it out many ways



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Questions?

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Thank you!



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