

A Logical Approach to Writing Objectives and Impact Statements (and County Highlights)

Extension program professionals are skilled program planners. Because it becomes second nature, sometimes it may seem like a waste of precious time to pause and write down the details. But, writing down what we intend to teach and what the people who attend will learn can be very helpful.

It is helpful when...

... it is time to evaluate the success or effectiveness of the program. It will be even more helpful when it is time to write an impact statement.

It is helpful when...

...your programs don't meet your expectations, you try to think back through your planning process to determine what you failed to compensate for or consider.

In this day of accountability, there is no substitute for documented evidence. The simple templates in this packet will help you organize the information...and get it in writing!

Who uses your reports and impact statements?

The annual Report of Results and the Impact Statements you write are read and used by different people in different ways.

- Your support team uses your report to help them evaluate your performance.
- They are used to support Extension's continued funding at the county, state, and federal levels.
- Your impact statements are used to create the County Highlights that Ohio's state and federal legislators receive.
- Your county uses your impact statements in its popular report and when communicating local program successes to your commissioners and other

local supporters.

- State specialists and other contacts use your impact statements when they prepare federal reports that they submit to Washington.

The Agricultural Research, Extension, and Education Reform Act of 1998 (AREERA) and Government Performance and Results Act of 1993 (GPRA)

These laws require us to submit to our federal partner, reports that have much more detail about the programs we have done than in the past years. Across the country, Extension systems are beginning to build more detail and measurable results into the reports they submit.

OSU Extension is recognized as a national leader in many ways by other Extension systems. We hope to lead the way in effectively reporting program impact to the federal partner under the CSREES reporting system. The detailed information you provide in your impact statements is the first step.

What is an effective impact statement?

An effective impact statement is a declaration about program outcomes, written in a specific or formal way that makes a striking impression. It has the power to reinforce and/or produce a change in attitude, a change in feelings about something, or to bring about a desired result.

Defining an Effective Impact Statement

Effective: Something that makes a striking impression; it has the power to produce a desired result.

Impact: The power of an idea or statement to produce change - for example, a change in attitude, a change in feelings about something.

Statement: Declaration set forth in a specific, definite or formal way.

With a little practice and a little planning, writing impact statements can be quick and easy.

1. Before you begin writing an impact statement about one of your programs, ask yourself the following questions:
 - A. What do decision makers need to know to about this program to understand how it has made a difference in the lives of the people involved?
 - B. How much do I need to share to have them understand the worth of this program well enough to continue supporting OSU Extension?
2. Use the Impact Statement check list to evaluate your efforts.
3. Ask an uninvolved person to review what you write. Find someone on your office team who will suggest ways to improve what you have written. The best writers rely on editors. The attached sheet provides some examples of well-written impact statements.

Prepare for next year

As you plan the programs that will become your 1999 Plan of Work, think about:

- How you want each audience to be changed or affected
- What kind of information you will need to gather as evidence
- What you will need to include in your impact statements
- What you will use as comparison baseline information to show your audience was changed or affected

Write the outcomes and/or impacts after each major program, or once a month, so you will not be caught in a time crunch in September.

Important!

OUR FEDERAL PARTNER REQUIRES US TO REPORT THE NUMBER OF PARTICIPANTS WHO PLAN TO CHANGE PRACTICES. This fits into Bennett's Hierarchy at the KASA change level (aspirations). It also fits the Stages of Change Model (SCM) at the Contemplation Stage. See the next pages for more information. Obtaining information at these and higher levels requires more planning than simply counting how many attended.

Usually, end results and practice change are our ultimate program goals and are most impressive when communicating impact. However, it is not always possible or realistic to obtain that information for every program. It is more practical to obtain information about KASA and Contemplation to change. To have that information when you need it, remember to include a question to collect this kind of information in your program evaluations whenever it is appropriate.

Examples of questions that reveal participants' intentions

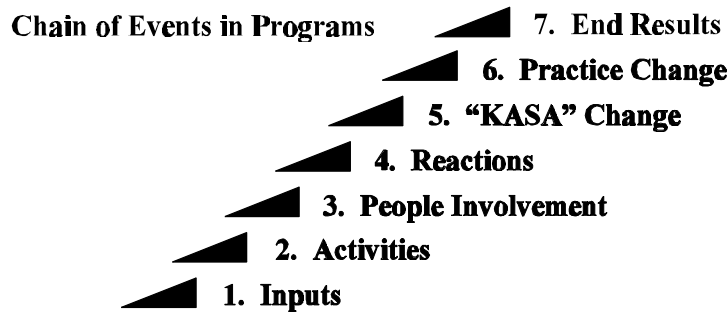
How will you use the information/skills you learned at this workshop?

What information you learned today will be most useful to you? How soon will you use it?

Have you shared the information in this instructional video with others?

Yes No No, but I intend to.

**Bennett's
Hierarchy
of
Program
Evaluation**



- Level 7: End Results**
How have participants' personal and working lives changed as a result of participation?
- Level 6: Practice Change**
What practices have participants' changed as a result of participation?
- Level 5: KASA Change (Knowledge, Attitudes, Skills & Aspirations)**
 - Knowledge Change:** What information, understanding and problem solving abilities were gained by participants?
 - Attitude Change:** How have participants' concerns changed regarding the ideas or practices presented? How have participants' receptiveness to the ideas or practices changed?
 - Skill Change:** What verbal or physical abilities have participants developed as a result of participation?
 - Aspiration Change:** What goals have participants established as a result of participation?
- Level 4: Reactions**
In what way(s) did program activities appeal to participants?
- Level 3: People Involvement**
Who has participated in the program and how much? What have participants done in the learning situation provided by the program?
- Level 2: Activities**
What kind of information and methods of delivery did extension use to interact with program participants?
- Level 1: Inputs**
What kind of personnel and other resources did extension expend on the program?

Stages of Change Model (SCM)

The Stages of Change Model is usually associated with changing or adopting a new behavior that is positive and leads to improvement. Anything a person does to modify behavior, emotions, thoughts, or relationships in an effort to change an identified action or practice are considered examples of the processes of change occurring.

Pre-contemplation (Awareness)

- Does not think seriously about changing/adopting a new behavior
- Tends to defend the existing behavior and be defensive if others try to help change the behavior
- May not see the need for change at this point

Contemplation

- Is aware of the consequences a behavior
- Thinks about changing/adopting a behavior but is not ready to start
- Gathers information
- Thinks the positive aspects of changing and the negative aspects of not changing
- Begins to weigh and balances

Determination/Preparation

- The positive aspects of change begin to outweigh the reasons for not changing
- Gets ready to change/adopt the behavior
- Sets goals for themselves
- Determines skills they need to master

Action

- Actively takes steps to change an existing behavior, adopt a new behavior to replace an old one or fill a void
- Tends to openly receive help and support from others
- Reviews their commitment to themselves to change
- Develops plans to deal with lapses
- Uses short term rewards to sustain motivation
- Analyzes their effort to change in a way that enhances their self-confidence.

Maintenance

- Continues to practice the changed/new behavior.
- Can anticipate situation during which a relapse could occur and develop contingency plans
- Recovers from a lapse and see it as a strength and a show of self-control
- Remind self of what a difference it make

Relapse

- Temporarily discontinues the action, before resuming the desired behavior.

- Recognizes that lapses are a normal part of change

EXAMPLES OF EFFECTIVE IMPACT STATEMENTS

1. Parents and their children are listening more carefully to each other. Communication skills were taught to 50 parents. Eighty percent of participants increased their communication skills with their children through the "Learning by Listening" program. Parents were observed and video-taped role playing and practicing "I" statements instead of "you" statements. They concentrated on active listening, which was measured by observed ratios of time talking to time listening.

2. Pre/post tests completed by 153 participants in the Farm Safety program indicated they plan to put into practice the safety techniques they learned. Seventy-eight percent noted they had increased their knowledge about farm safety. Sixty-five percent of the participants returned a 6-month follow-up survey that was sent. All respondents said they continue to use the farm safety practices they learned. The farm accident rate among this group has dropped from an average of one accident per farm per month to an average of one accident per 6 months per farm.

3. A 26-head dairy herd on DHI increased production per cow by 550 pounds. Thirteen herds with 1,560 cows took advantage of the "Least Cost Ration" computer program. This resulted in \$60 increased income per cow or a total of \$93,600. The herds consumed less feed which resulted in a savings of an additional \$24,000 that year.

4. In Breeze County, 75 pesticide applicators out of 82 trained indicated they have adopted the practice of using protective clothing when applying pesticides. This was determined through a follow-up evaluation six months after completion of the original training program. The seven applicators who do not use protective clothing have had one pesticide related insurance claim per month, compared to the 75 applicators who use protective clothing who have had none.

5. Fifteen public officials in Dakota County participated in Extension leadership development programs. In an end of program questionnaire, 95 percent reported that they gained knowledge and increased leadership skills as a result of participation. They feel they are doing a better job for their residents after the program as compared with prior to being involved. Several have encouraged other officials to enroll in the leadership programs, resulting in the need for an additional program.

6. All of the 4-H Camp Counselors (26) were observed practicing leadership skills they learned and practiced during a 6-part counselor training as they directed the recreational and developmental activities of 175 10 to 12 year old 4-H members. Using a set of standards developed during the training, counselor trainees were observed during their at-camp apprenticeship by the more experienced counselors and by the 4-H youth development agent. Feedback was given to the trainees immediately following the observation period.

7. One-hundred-thirty-seven public officials participated in a series of six Leadership Development programs focused on conducting efficient and effective meetings. Eighty-five percent of those trained demonstrated increased skills in conducting successful meetings during a

simulation exercise held during the last meeting. These skills were measured through the use of a checklist by trained observers and by program participants.

Writing Impact Statements from Program Objectives

Provide the following information for each program you plan.

Person in charge of the program	Email	County	Phone #
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Program Title _____

Date(s) of program _____ Length of Program _____

Location of Program _____

A. Rationale/reasons for Doing the Program

B. Who - Potential Target Audience

C. Planned Desired Future Outcomes (Future Tense Verb)

D. Methods That Will Be Used (Be Specific)

E. Measurable Long Term Desired Outcome(s) or Benefits to Audience:

F. How Outcomes Will Be Measured (Be Specific)

Baseline Information needed for Comparisons

Measurement tools that will be used

G. Impact Statement

H. County Highlight Bullet Statement

Application Example: Plan with Objective(s)

Ima Example Example.23@osu.edu Victory County 614-233-6753
Person in charge of the program Email County Phone #

Program Title Introduction to Community Emergency System Date(s) of program Sept 14 & 21
Length of Program 2 4-hour workshops Location of Program Victory Corners Community Center

A. Rationale:

Of the 23 local small cities and villages, only two have emergency plans that are kept updated and active. During tornado season last year there were 9 articles in local newspapers about how vulnerable these communities are and how confusing it would be if there were a major crisis.

B. Who - Potential Target audience:

Potential of 150 local city and village officials

C. Planned desired long term future outcomes(Future tense verb)

.... will establish a community emergency systems appropriate for their community situation and needs.

D. Methods that will be used (specific)

1. Role playing within a series of case studies that explore the specific community resources expended for various types of emergencies
2. Small group critiques of equipment literature and sales presentations
3. worksheets that convert community resources expended into a common unit value
4. Individualized application of information to real life situations

E. Anticipated Measurable Desired Outcome(s) or Benefits to Audience:

They will gain some familiarity with situations, equipment, and differences in communities, develop questions that need to be explored when developing an emergency system for their community that is effective and economically viable, begin analysis of own community, connect to others for future consultation when workshop is over.

Actual Measurable Desired Outcomes or Benefits to Audience:

F. How Outcomes will be measured:

Baseline Information needed: comfort level before workshop, current status of community emergency systems, current knowledge levels about various aspects of community emergency systems

Measuring tools: A pre and post survey of their perceived comfort and familiarity with the components that will be taught, observation and discussions about their personal plans they develop during the workshop. Follow up post card or phone call check

G. Impact Statement (Complete after program)

H. County Highlight Bullet Statement (Complete after program)

Program Plan with Objective(s) Converted into Program Outcomes

Person in charge of the program	Email	County	Phone #
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Program Title Introduction to Community Emergency System
Date(s) of program September 14 & 21 Length of Program 2 4-hour workshops Location of Program Victory Corners Community Center

B. Who - Actual Audience: 50 Conference attendees

E. Actual Measurable Desired Outcome(s) or Benefits to audience:

They gained some familiarity with situations, equipment, and differences in communities, developed a list of questions they will use when they begin to develop an emergency system for their community, began an analysis of own community, and connected to others with whom they can confer when workshop ends

F. How Outcomes were measured:

A pre and post survey of city officials' perceived comfort and familiarity with the components that were taught showed 95% became more comfortable with the terminology and sequence of events. Eighty-five percent said they had been thinking about starting the process and now had enough information to begin. organized observation of key behaviors during discussions and work times about their personal plans they develop during the workshop

G. The impact statement

The impact statement is a shortened version of the actual measured outcomes and benefits to the audience.

Impact Statement

Fifty local city and village officials who attended the Emergency Services Workshop became acquainted with components and procedures associated with establishing a community emergency system, and have started an analysis of their community situation and its needs. Paired pre- and post surveys showed role playing within a series of case studies and small group critiques of cost estimates, equipment literature and sales presentations were very helpful. 95% increased their comfort levels with the process and 85% said they intended to continue to develop the individualized analysis and plan they started during the workshop for their home community. Within the next 3-6 months they would begin to organize the community structure for further exploration and implementation.

H. County Highlights bullet statement

The County Highlight bullet statement is a shortened version of the Impact statement.

County Highlight Bullet Statement Written from Impact Statement

To make their citizens safer, 45 local city and village officials have started the process of developing an Emergency system for their 9 central Ohio communities. At the Small Cities Services Workshop they became acquainted with the components and procedures associated with establishing a community emergency system. They had the opportunity to start the analysis of their community situation and its needs.

Prepared by Jackie LaMuth (8/98), Ohio State University Extension.