



# Writing Meaningful Impact Statements

October 29, 2020



UNIVERSITY OF  
MARYLAND  
EXTENSION

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Presented by:

Dr. Jeff Howard and Dr. Chenzi Wang

Support From and Thanks to:

UME State Program Leaders

Jackie Takacs

Brad Paleg

# Agenda:

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1:00 - 2:30 PM

Fully understanding the Impact Statement purpose:

Aligning the Impact Statement requirements with major Extension program plans (planning for outcomes, impacts and the evaluation required to demonstrate them)

Major components to populate

Review of system to upload a statement

Impacts as a scholarship requirement - Presented by Jackie Tackas

2:30 - 3:00 PM

Workshop participants transition to UME Program Leader's Zoom rooms for program area specifics

# UME Impact Statement Workshop

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- Failing to plan, is planning to fail!!!
- Start, with the end in mind! What outcomes and long term impact do you hope to accomplish (by 2025) ?

# UME Impact Statement Workshop

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What is the purpose of an Impact Statement:

**WORD CLOUD FUN!!!!!!!!!!!!!!!!!!!!!!**



# What is an Impact Statement?

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Relevance: What was the problem?

The Problem/The Situation

Response: What was done to address the problem?

The Program. What you Did.

Outputs

Results: What Difference did this Program Make for Maryland Residents?

The So What? The Impact.

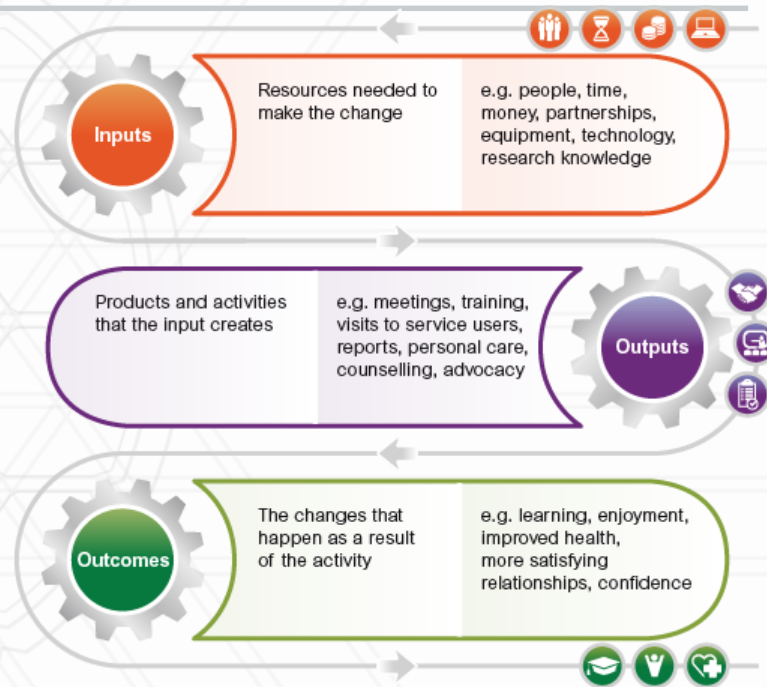
Outcomes & Impacts

# Glossary

**Outputs:** Activities, services, events, products, participation generated by a program

**Outcomes:** Results or changes of the program. Outcomes answer the questions "So what?" and "What difference does the program make in people's lives?" Outcomes may be intended and unintended; positive and negative. Outcomes fall along a continuum from short-term/immediate, to medium-term/intermediate, to long-term outcomes, often synonymous with impact.

**Impact:** The social, economic, and/or environmental effects or consequences of the program. Impacts tend to be long-term achievements. They may be positive, negative, or neutral; intended or unintended.





# Upstream, Mid-Stream, Down-Stream

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*Upstream Success Stories*



*Midstream Success Stories*



*Downstream Success Stories*



# Up-Stream

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Your program is in its early stages. You have neither achieved your planned outcomes nor substantiated or rejected your proposed logic model (a graphic representation of the program). \* At this point, you want to verify the program description, highlight any partnerships, document policy changes as a result of the program, and/or illustrate whom the program is serving. Partner publications may serve some of your needs while you are developing your strategies, and your stories may emphasize national and/or state level data during this phase.

The University of Maryland Extension (UME) Family & Consumer Sciences (FCS) focuses on strengthening families and communities through community-based education that empowers Marylanders to make decisions that improve well-being and overall quality of life. Healthy living environments, including areas such as community health, healthy homes, health literacy and health education is the primary focus of our education programs. While programs currently exist in these areas, it is unknown whether they meet the needs of people living in the Upper shore of Maryland, which includes Cecil, Kent and Queen Anne's Counties.

To gain a better understanding of the needs and education program interests of residents in these three counties, three focus groups will be conducted in each county. The focus groups will take place at local organizations.

The information shared through the focus groups will be used in 2018 to improve current or develop new health-related programs for members of the Upper Shore Cluster.

# Mid-Stream

With your program up and running, you want your partners to know about your progress. You haven't achieved the long-range outcomes yet, but you have some promising stories and examples of early changes. You may now have anecdotal, change-on-the-street type of stories to share. Your success story may spotlight community changes and growth of the program as well as partners. National and/or state level data may still constitute the bulk of support for your model; however, preliminary program data should indicate you are making progress. Look to your process evaluation (an evaluation of who the program serves and to what extent) to provide data that can be used in your midstream success story. These stories typically include both data and anecdotal information.

The bounty of Chesapeake Bay seafood isn't just delicious — it's also an economic driver. The estuary's crabs, oysters, and fish are at the heart of Maryland's seafood processing industry. Each year, this sector contributes several hundred million dollars to Maryland's economy. However, the Maryland seafood industry is composed of numerous, small, independently operated companies, nearly all of which lack capacities or facilities in food safety and quality control strategies, and regulatory compliance. The Maryland Crabmeat Quality Assurance and Inspection Program (MCQAP) has been developed to provide technical support to the MD seafood industry and help the industry remain current and competitive.

Through the MCQAP program, plant inspections and sanitation monitoring, on-site service and training, industry reports, and technical supports have been created. Almost two thirds of MD crabmeat processors belong to the program. Routine microbiological inspections conducted through MCQAP ensure compliance with FDA and state regulations. Reports of the inspection and lab test results are mailed to each participating processing plant, and include recommendations if findings warrant changes in sanitation procedures. In addition, the Specialist provided extensive on-site training, outreach service and technical support to the MCQAP program member and non-member crabmeat processors so that the industry is able to comply with FDA and state food safety regulations.

# Down-Stream

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By now, life-on-the-street has changed. You have demonstrated impacts that you want to convey to your stakeholders. Your success story should illustrate how things have changed for the people your program serves. You are not eliminating surveillance data. Rather, the goal is to explain surveillance systems' results to a general audience. For example, what does it mean that 30% of your state's most at-risk population now has access to or has received sealants? The goal is to catch the attention of your audience and leave them wanting more information.

Volunteers are critical partners to the overall success and impact of the 4-H program, reaching nearly six million young people across the United States.

To equip 4-H volunteers to work with youth, volunteer orientation and training are needed to prepare them to address their organizational mission and prepare for their role. The Allegany UME Educator conducts various volunteer life skill educational programs, including large and small group venues as well as one-on-one instruction, mentoring, and guidance.

Through recruitment, training, and recognition efforts, the volunteer base in Allegany County has increased by 29.9% since the Educator's hire. Local 4-H Volunteer Survey results show that Allegany County volunteers are increasing their knowledge of positive youth development, club management, and interpersonal skills.

According to Finkelstein, the greater one's motivation for and sense of satisfaction from volunteering, the more time a person will give to volunteer efforts (Finkelstein, 2007). As such, volunteers who feel valued, supported, and well trained for their role are greater assets to the program and thus to youth participants (Tierney, Grossman, & Resch, 2000). Given the county survey data, Allegany County 4-H Volunteers are satisfied with their experience. Based on larger research linking satisfaction to high quality future contributions, Allegany County 4-H volunteers are providing local youth with a positive experience and will continue to give their time and talents to improve the 4-H program in the future.

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Ag Profitability

New Agri-business

Decrease inputs and increased yield

Decrease runoff into the Bay

Home Horticulture

# UME Impact Statement Workshop

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## Purpose and Use:

- 1) Federal Reporting
- 2) State Annual Report
- 3) County/City Reports
- 4) Aggregate of Progress Over Major Program Areas

# Start with the END in mind?

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What will your Impact Statement Look Like 5 years from now:

Must start with: Baseline assessment, community mapping, focus groups, data/literature review



# Aligning Priorities and Initiatives

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UME Program Plan

UME Strategic Plan

IEP System/UMERS



# UME Impact Statement Workshop

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Think about your Impact Statement as a well written newspaper article:

Why is this issue important!

Here's what I'm doing about it!

This is why you should care!

# UME Impact Statement Workshop

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Let's go see the real deal....

Quick Poll..... How many impact statements should each faculty member submit?

Minimum 1 required – multiple others are encouraged for each major Program ( most Educators have 2 to 3 MAJOR programs they're known for and focus upon.

# UME Impact Statement Workshop

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Word Version of Impact Statement as Template – Let's check it out

Quick question poll: Is it acceptable to submit a group impact statement? Yes! Someone take the lead role and submit on behalf of the team – important though for faculty to be able to designate what portion of the effort they were responsible for to demonstrate independent work too

# Impacts for Scholarship

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Promotion

Proving our Worth

Faculty Achievement Reports

Annual Impact Statements

# UME Impact Statement Workshop

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Let's hear from Jackie Takacs :  
Importance of Impacts on Promotion and  
Tenure Process

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Many thanks for joining

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