

Impact Statement Details

Month / Year*

Month / Year

Month* Year*

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- Select month from the drop-down list, and type the year to indicate the date on which you are submitting your impact statement.

Title*

Title* 

- Type the title of your impact statement. This is more than simply the title of your program. Think about creating a news headline. Share a glimpse of the story you are going to tell. This is a catchy headline to give a hint at what is to come in the impact statement.

Impact Narrative or Story

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| Issue (Who Cares and Why)* ⓘ B I U x² x₂ ↺ ↻ ↗ | What Has Been Done (Describe the program)* ⓘ B I U x² x₂ ↺ ↻ ↗ |
| Who Were the participants (Describe learners/attendees by roles, numbers & demographics.) ⓘ B I U x² x₂ ↺ ↻ ↗ | Results* ⓘ B I U x² x₂ ↺ ↻ ↗ |

- Create your narrative. DO YOUR WRITING OUTSIDE of DM! Since DM does not save your data as you go, and since it can also “time out” if you leave it open and idle for some time, a best practice would be to create, edit, finalize, and save your impact statement in WORD, then cut and paste it into DM.

Issue (Who Cares and Why)*

- In about three sentences, state the issue or problem addressed by the Extension program.
- Look to the situation statement of the logic model – the ISSUE comes from that information.
- Describe the problem, need, concern, or situation. Examples of issues may include: obesity, drought, lack of leadership knowledge or skills, or the need for stronger science education.
- Explain the relevance of this issue. Why is it important?
- Share any needs assessment data you have gathered to indicate the prevalence or importance of this issue.
- Introduce any statistics that may illustrate the problem or issue in the state or among the population.

What Has Been Done (Describe the program)*

- In about three to five sentences, describe what you or your team did.
- Give the title of the program.

- Describe the delivery or implementation, include quantity of activities (e.g., four-session weekly series; six communities).
- Indicated that topics that were presented
- Look to the inputs and outputs section of the logic model – WHAT HAS BEEN DONE comes from that information.
- Avoid using acronyms, abbreviations, and jargon.
- Write as if you are explaining the program to someone who doesn't know anything about it.

Who Were the Participants (Describe learners/attendees by roles, numbers & demographics)*

- Who was the audience (aka learners)?
- Describe the audience by their roles (e.g., high school youth, childcare providers, parents, farmers, community leaders, agency representatives, land owners).
- Look to the outputs section of the logic model – details for this section can come from that.
- How many Youth and/or how many Adults attended? Give the unique number of program participants.
- Provide participant self-reported demographics information – gender, ethnicity, race and age from evaluation survey, 4-H Online, Survey Builder, Common Measures 2.0 surveys, or CVENT or Salesforce.
- Provide the total number of learners (youth and/or adult) who completed the evaluation, if applicable.

Results*

- This is a description about what changed because of the program.
- Share results from the program from the perspective of the audience.
 - What did they learn? Knowledge, attitudes, skills, aspirations.
 - What practices did they adopt or behaviors did they change?
 - How did they benefit from those practices or behaviors?
- Look to the Outcomes-Impact section of the logic model. Use those to help you create a narrative of the results.
- Include numbers or percentages to report your evaluation. Include economic indicators if appropriate.
 - As appropriate, combine quantitative data (e.g., number, percentage, dollars, etc.) and qualitative data (e.g., anecdotes or narratives or quotes from participants on program evaluation. (Don't share names).
 - Describe the difference your program made for the people of Indiana, and the communities, families, youth, businesses, environment, etc.