Showing Your Success: Tips and Strategies

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Resource Page

Learn more!

• Resources and websites mentioned in this presentation
• Review these slides
• http://go.ncsu.edu/show-success
1. Have a Vision!

Success rarely happens by accident!

- **What will success look like?**
  - For an activity
  - For a program
  - For a target audience

- **Define your goals**
  - To measure success

- **Write your success story at the beginning!**
Vision: What will success look like?
2. Seek Inspiration

- Interesting, innovative ways to communicate success
- Pay attention: How do other agents, states and organizations share their success
Worth a Look!

- **Currituck County** – 2 minutes of impact bimonthly videos

Impact Reports

- **Colorado Extension**
- **Washington State Extension**
Success Stories

- You can read success stories written by all NCCE agents
- OSS – ERS Reports
Turn Success Stories into Articles and Posts

• Your clients and stakeholders want to hear about your success
• Everyone wants to be part of success!
  – Post online
  – Post on Facebook
  – Send to local papers
  – Use in newsletters
• Should be current/timely
Extension Showcase

Pollinator Garden Success

About 80 percent of flowering plants depend on pollinators, which require forage and nesting habitat to thrive.

Agriculture Agent Debbie Roos with the Chatham County Extension center created a demonstration pollinator garden in 2008 to teach visitors about creating pollinator habitat.

The garden contains 180 species of pollinator plants, 85 percent of which are native to the NC piedmont. Debbie has conducted more than 100 workshops and tours of the pollinator garden for a diverse audience of farmers, gardeners, and educators from across the state.

A recent survey highlighted the many positive impacts of the garden tours and workshops. Not only were hundreds of visitors inspired to plant their own garden, but 88 percent of visitors said they spent money eating out and shopping in Pittsboro when they came to visit the garden, contributing to economic development.

See www.carolinapollinator-garden.org for photos, plant lists, a garden tour schedule, and more.

—Debbie Roos
Articles: Connect Clients to Resources

- Your county website
- An Extension publication
- Create a resource page

See [www.carolinapollinator-garden.org](http://www.carolinapollinator-garden.org) for photos, plant lists, a garden tour schedule, and more.

—Debbie Roos
A Picture is Worth a 1000 Words!
Infographics

UTAH 4-H STATISTICS

4-H VOLUNTEERS IN UTAH: 8,002
4-H YOUTH IN UTAH: 73,680

MORE THAN $100,000 IN SCHOLARSHIPS AWARDED

YOUTH INVOLVED IN ACTIVITIES

75,539 SCIENCE, ENGINEERING, and TECHNOLOGY
29,224 CITIZENSHIP
27,535 HEALTHY LIFESTYLES

4-H YOUTH

58% RURAL
42% URBAN

*Youth may be involved in more than one activity
Great Examples:

- Utah Extension
- Texas AgriLife

Create free online: [http://piktochart.com](http://piktochart.com)
What Do All These Methods Need?

DATA!

• Statistics
• Images
• Testimonials

“The EFNEP classes helped me learn to prepare healthier meals for my family. I also learned how to shop, prepare, serve and eat more fruits, vegetables, and whole grains while saving money on food at the same time!”

– 2014 EFNEP participant
Weld County
3. Plan Ahead!

• Schedule time for data collection!

• Evaluation starts at the beginning of programming
  – How will you collect data?
  – When?
  – What data do you need?
2 Types of Data

Program Improvement

• What did you like most/least
• Questions about facilities, format, satisfaction with content/instructor

Program Accountability

• What did people learn?
• What actions did they take as a result?
• So what?
Who Needs to Know?

Program Improvement
• You!
• Volunteers
• Advisory committee
• CED

Program Accountability
• Clients
• Volunteers
• County Partners
• Administration
• Funders
• EVERYONE!!!
4. Know Who You’re Talking To

What info is important to them?

– Clients
– Volunteers
– County partners
– Program partners
– Administration: ERS, EPATS
– Funders
5. Know How to Discuss Success

**Inputs**
- What we invest
- Staff
- Volunteers
- Time
- Money
- Research base
- Materials
- Equipment
- Technology
- Partners

**Outputs**
- Activities
- Participation

**Outcomes - Impact**
- Short Term
- Medium Term
- Long Term

### What we do
- Conduct workshops, meetings
- Deliver services
- Develop products, curriculum, resources
- Train
- Provide counseling
- Assess
- Facilitate
- Partner
- Work with media

### Who we reach
- Participants
- Clients
- Agencies
- Decision-makers
- Customers
- Satisfaction

### What the short term results are
- Learning
- Awareness
- Knowledge
- Attitudes
- Skills
- Opinions
- Aspirations
- Motivations

### What the medium term results are
- Action
- Behavior
- Practice
- Decision-making
- Policies
- Social Action

### What the ultimate impact(s) is
- Conditions
- Social
- Economic
- Civic
- Environmental
Logic Model Inputs/Outputs

Inputs/Resources
What we invest in the program

Outputs – Activities
What we do to address a need/issue

Outputs – Participants
Who takes part, who we reach
Logic Model Outcomes

**Short Term:** Learning
Changes in:
- Knowledge
- Attitudes
- Skills
- Aspirations/Motivations

**Mid Term:** Actions
Decisions made
Practices adopted
Changes in behavior

**Long Term:** Impact
Improvements in conditions:
- Social
- Economic
- Civil
- Environmental
6. Have a Strategy!

- To collect data you need
- Discover system that works for you!
  - Eg. to track contacts: pen/paper or spreadsheet
- Schedule time!
  - Last day of month to enter ERS
  - Time for follow up evaluation
Logic Model Framework

• **Inputs**
  – What resources, time, funding, etc. are going into the program

• **Outputs - Activities**
  – What activities are taking place
  – Classes, workshops, tours, newsletters, camps, meetings, demonstrations, etc.
Outputs: Participants

• What do you want to know about your audience?
• What do you want to be able to say about program participants?
Outputs: Participants

• **Who are they?** Farmers, gardeners, professionals, land owners, parents
  – Race, gender, limited resource
• **Where do they live?** Which community, county?
• **Level of expertise; Acres/crops managed**
• **Gather during registration, through Turning Point clickers, or on evaluation survey**
Outcomes

• What should be evaluated for outcomes?
  – A single 1-2 hour activity?
  – A series of classes?
  – Entire program?

• Areas, activities, audiences where most time spent
Short Term Outcomes: Learning

- **Knowledge, Attitudes, Skills, Aspirations/Motivations**
- Typically gathered at end of activity
- **Surveys** often used
- See tools on [Dr. Jay’s Evaluation Portal](#) for examples
Short Term Outcomes: Learning

Tip for testimonials

– **Prompt clients** for meaningful, focused testimonials
– Instead of “How will this workshop help you?” ask:
  – “What did you learn that will help you garden more successfully?”
  – “How will this workshop help you eat healthier?”
Medium Term Outcomes: Actions

- Decisions made, practices adopted, behaviors changed
- Requires follow up evaluation
  - 3+ months later
- Requires contact information
Gathering Contact Information

• During registration
  – Online Registration or Sign In
  – Email is ideal for some client groups

• Give them something of value in return
  – Information related to class/workshop
  – Announcements of upcoming events
Something of Value: Newsletter

- Provides sustained contact
- Can be used to unify program
- Gets clients used to receiving information from you
- Can be:
  - Online
  - Email - Constant Contact
  - Hard copy
Use Newsletter List to Evaluate Larger Program

• Every 1-2 years
• Can provide incentive
  – eg. 10 people will be selected at random to receive _______.
• Send 2-3 reminders
• Let people know why we need this information!
Tools for Online Surveys

- **Google Forms**
- **Qualtrics**
  - “Learn in 5 easy steps that will get you up to speed in less than 3 hours”
Long Term: Impacts

• Improvements in conditions that occur as result of behavior change:
  – Social, Civil, Environmental, Economic

• Most not directly measured
  – Economic easiest to measure for some program areas
Long Term: Impacts

• Answer “So what?”
• Connect to need for program, big issue
  – In OSS:
  – Outcome/Impact Objective Description
  – End results of behavior change
7. Seek Guidance

You don’t have to go through this alone!

- Peers and mentors
- Dr. Jay’s Evaluation Portal
- In-service training, association meetings & conferences
- AEE graduate courses
- Journal of Extension
- eXtension Impact Statement Course
8. Start Now!

• Don’t make your system too complicated!
  – Find what works for you!

• Track trends:
  – Growth in contacts, outcomes
  – Shifts in clientele, interests

• Will make title promotion a lot easier!
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Questions?

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