

WyoVita (Faculty 180) Tip Sheet



Impact Statement/Success Story (November 2021)

An impact statement is a brief summary of the results of an Extension program. It's a success story that focuses on the participants and could include:

- Improvements in knowledge, attitudes, skills, and/or aspirations
- Positive changes in practices or behavior
- Improvements in social, economic, and/or environmental condition

Impact statements should show improvements to the quality of life for our participants, in our towns, counties or across the state. When you consider programs to highlight for an impact statement, select those which have demonstrated results.

This tip sheet focuses on an impact statement/success story in WyoVita. With this revision in WyoVita, it is no longer necessary to write a separate impact statement and upload it into WyoFolio.

Reporting Timeframe:

The options for Start Semester are Fall, J-Term, Spring and Summer. The basic timeframe for each semester is listed in the gray box. To capture the calendar year, select J Term for the start semester and Fall for the end semester. Even if programs are ongoing over several years, it is critical to enter the calendar year so that the appropriate reporting period is reflected.

A Select Reporting Timeframe

To generate accurate reports for UW Institutional Marketing and NIFA, it's important to enter the calendar semester and select the current reporting year. Select Fall as the end semester and select the current reporting year for which you are reporting.

In some instances, programs will require two entries. For example, a 4-H SPIN club that begins in October and ends in April in 2022.

The screenshot shows a form with two rows: 'Start Semester*' and 'End Semester*'. The 'Start Semester*' row has a dropdown menu set to 'J Term' and a year dropdown set to '2021'. The 'End Semester*' row has a dropdown menu set to 'Fall' and a year dropdown set to '2021'. A red circle highlights the '2021' year dropdown in both rows, and a red arrow points from this circle to a gray legend box on the right. The legend box contains the following text: 'Fall (Sept – Dec)', 'J-Term (January)', 'Spring (Feb – May)', and 'Summer (June – Aug)'. Below the legend box is a text input field with the placeholder 'Provide Information Below'.

Educational Program Information:

The dropdown menu for programming areas reflect the 2020-24 NIFA Plan of Work. Because of the potential for interdisciplinary work, the programming areas are grouped by types of educational programs rather than initiative team. These programming areas were identified by the UW Extension Initiative Teams. A document describing each programming area is available on the UW Extension Employee Resources web site.

Select the educational program area from the dropdown menu that best fits the programming you want to highlight. Enter the Title of the Program, Start and End dates, Contact Location, Number of Programs Taught, Instructional Hours and Collaborative Partnerships. **If it is a program you would like to feature in your impact statement, select Yes.**

B Educational Program Information

Educational Program Information: Because of the potential for interdisciplinary work, the program areas are grouped by types of educational programs rather than initiative team. Please select dropdown menu that best fits your programming. If the program does not fit one of the NIFA planned programs, please select "Other Educational Program".

If the content of the activity you are reporting on is directly related to Covid-19 select "Yes". Sewing masks, resiliency planning, food distribution, nutrition/health resources addressing the Covid would qualify. Select "NO" when reporting activities that do not relate to Covid-19 even if they are delivered through distance learning because of the pandemic.

Programing Area	Health Promotion and Education
Title of Program / Activity	ServSafe (food safety certification program)
Start Date	2021-03-03
End Date	2021-04-29
Contact Location	Niobrara
Number of Programs Taught (Group Setting)	6
Number of Instructional Hours (Individual Consultation and Group Settings)	28
Number of Collaborative Partnerships	1
Is this activity directly related COVID-19?	No
Is this program one you would like to feature in your Impact Statement?	Yes

Consumer Horticulture, Crop Diversity, Livestock Health and Infectious Disease, Maintaining Viable and Progressive Ag-operations;

Civic Health, Community Economic Vitality, Individual and Family Resource Management;

Health Promotion and Education, Healthy Environments;

Access to and Demand on Rangelands, Invasive and Noxious Weeds, General Public Range Education;

Volunteer Support and Engagement and Teen Programming and Engagement

If your program does not fit one of the educational program areas in the dropdown menu, select "Other" and enter the general subject in the text box.

When you identify a program to highlight for your impact statement, describe the situation or need for the program in the appropriate text field. Describe in a few sentences who cares about the issue and why.

In this food safety training example, USDA estimates that foodborne illnesses cost \$15.6 billion each year. That's a significant financial impact. The writer goes on to tell us that there are documented cases from food establishments and the likely causes of foodborne illnesses. And, that education for food service managers and workers can effectively reduce foodborne illnesses.

Is this program one you would like to feature in your Impact Statement? **Yes**

If yes, describe the situation/need for the program

The U.S. Department of Agriculture (USDA) estimates that foodborne illnesses cost \$15.6 billion each year. Many documented cases of foodborne illness is from food establishments. The items most likely to cause a foodborne illness are: violations in the time/temperature relationship for food; personal hygiene such as poor handwashing practices and sick employees preparing food; cross contamination of food or utensils from raw to cooked products; improper cleaning and sanitizing of food contact surfaces; and contamination of food and equipment by insects and/or rodents. Since more meals are eaten away from home than ever before, the potential for foodborne illness has increased. Education in safe food handling techniques for food service managers is considered a major intervention for reducing foodborne illness.

123 WORDS

Program Description/Educator Role:

In this section, describe Extension's response to the issue. Provide enough description so that the reader knows how the program was conducted. How long was the program? Was it a one time workshop or a series of classes? Who was the target audience? How many participated? Describe special activities or teaching strategies that supported the learning objectives. Also, highlight your role and, if applicable, identify collaborating partners.

In the example below, the UWE Nutrition and Food Safety Educator collaborated with the WY Department of Ag to offer two ServSafe trainings for managers in Crook and Niobrara Counties. Additional food safety classes were also offered for retail and other foodservice personnel. In two paragraphs, the writer effectively answered the questions above.

C Program Description/Educator Role

Program Description/Educator Role: How long was the program? Was it a one time workshop or a series of classes? Describe special activities or teaching strategies that supported the that you helped plan and coordinate for the public (Farmer's Market, Resource Fair, Ag & Garden Expo, Field Day, Open House, Jackpot Show, Community or Demonstration Garden, etc.) identify collaborating partners.

Program Description/Educator Role

UWE Nutrition and Food Safety (NFS) Educators, in cooperation with the Wyoming Department of Agriculture CHS, offered two, two-day, ServSafe® manager trainings. The ServSafe® Training and Certification Program was created by the National Restaurant Association Educational Foundation (NRAEF). Following successful completion of the course and a standardized test, participant will become a NRAEF Certified ServSafe® Food Protection Manager. One training was held in Crook County and another in Niobrara County. At each site, the Consumer Health Specialists and Extension Educator taught a portion of the ServSafe curriculum. The collaborative members plan, promote, and teach this training. Extension develops the marketing brochures. The two classes conducted in FY 2021, reached 17 individuals.

Additionally, Food Safety Works was taught four times in Niobrara County and reached 35 individuals. This is a training for food service workers that covers the basic requirements for safe food handling. The Wyoming Food Safety Fundamentals training is for retail and other foodservice personnel. This class provides detailed information about and practical tips for reducing the risk of foodborne illness. One class was taught in Crook County and reached 7 participants.

186 WORDS


Teaching/Program Results:

Impact statements should show improvements to the quality of life. Describe results – what did participants tell you about changes in their knowledge or skills; what positive changes have been made in practices or behavior; what improvements in social, economic, and/or environmental conditions did you see? This is a place to share your success in Extension programs. Summarize the evaluations so that it's easy for the reader to understand quickly. If you want to share the complete evaluation, uploaded it as an attachment.

In this example from the ServSafe class, 12 of 17 individuals passed the standardized test. Notice how the % was included along with the number, that is an important piece to include when reporting results. In Food Safety Works and the WY Food Safety Fundamentals trainings, 100% of the participants improved their knowledge. Verbal feedback indicated at least one change would be made related to food safety practices. Those behavioral changes are identified in a bulleted list which is very easy to read. The example also includes feedback about the quality of the programs.

D Teaching/Program Results

Document the results of major programs/teaching efforts. If an evaluation was conducted, describe the evaluation method(s) used to document changes in attitude, knowledge, conducted (immediately after the program or a follow-up evaluation several weeks or months after the program)? What did the participants learn? What did the participants say doing differently? Provide a synopsis of what was learned rather than simply including the raw data/responses.

Teaching/Program Results	
	<p>Seventeen participants attended the two ServSafe® Manager Certification training classes. Twelve of 17 (82%) individuals passed the standardized test and received national certification provided by the National Restaurant Association Educational Foundation.</p> <p>All participants enrolled in the Food Safety Works and the Wyoming Food Safety Fundamentals received a food safety manual and a certificate of completion. Through an evaluation, 100% (42) of participants improved their food safety knowledge. A high percentage of participants indicated through verbal feedback that they would make at least one change related to food safety within the four core practices: clean, separate, cook, and chill.</p> <p>Participants indicated the information easy to understand, the training met their expectations, and they would recommend the training to others.</p> <p>As a result of Food Safety Training programs, participants:</p> <ul style="list-style-type: none">• wash their hands more often• separate raw and cooked foods to prevent cross-contamination• heat and cool foods more safely and• follow other research-based food safety practices to reduce the risk of foodborne illness
	P 161 WORDS

Identified NIFA Outcomes:

Each of the NIFA programming areas has specific outcomes associated with it. IF you selected one of the NIFA programming areas in the Educational Program Information please review the outcomes and determine if you are able to report against any of them.

TIP: Each outcome has the title of the respective programming area in front of it. In the example below you will see the first three begin with Health Promotion and Education, the next four are Healthy Environments, etc. PLEASE NOTE: one Viable and Progressive Ag-operations outcome is separated from the rest and is at the bottom of the list.

E Identified NIFA Outcomes (2020-2024)

The following outcomes are associated with the NIFA Planned Programs for Wyoming. Enter the requested numbers as appropriate for your programming efforts.

Health Promotion and Education: # of participants reporting an increase in physical activity and strength training	<input type="text"/>
Health Promotion and Education: # of participants who report an increase in their intake of fruits, vegetables and whole grains	<input type="text"/>
Health Promotion and Education: # of participants who report a decrease in foods to limit such as added salt, sugar, and fat	<input type="text"/>
Health Promotion and Education: # of participants who report following USDA/FDA food safety recommendations	54
Healthy Environments: # of participants exposed to environmental changes	<input type="text"/>
Healthy Environments: # of community partners adopting recommended physical activity and nutrition practices/guidelines	<input type="text"/>
Healthy Environments: # of community partners making environmental changes (e.g. walking path, stairway posters)	<input type="text"/>

Participant Numbers and Demographics:

For Direct Contacts, the number of adult and youth participants is required. Since it's not part of the civil rights demographics, make your best guess. Because it is required though you do need to enter a number. For example, if no youth were involved you would enter 0.

The number for gender, ethnicity and race must equal the total number of participants. If participants have not self-disclosed their demographic information, you would enter the number of participants in the "Did Not Respond" line. Refer to WyoVita Tip Sheet – Participant Numbers and Demographics for more information.

The screenshot shows the 'Activity Classifications' form. The first two rows, '# of Adult Participants*' and '# of Youth Participants*', are circled in red. A red arrow points to the '# of Did not respond (Gender)' row. Another red arrow points to the '# of Did not respond (Race)' row. The form includes fields for various demographic categories such as gender, ethnicity, and race, each with a question mark icon for help.

With virtual programs, you may also have indirect contacts you would like to include. There are two sections where you could report indirect contacts. If you wish to include them in your impact statement - document them here. If they are indirect contacts that are not part of an impact statement, include them in the Educational Programs Developed and Popular Press Activities section.

Use the attachments field to upload documents which reflect your best work. It is not necessary to include everything. Be selective and choose a few outstanding examples you feel best support your impact statement. Examples include teaching outlines, evaluations, URL to a recorded workshop, etc.

The screenshot shows the 'Attachments' section of the form. It features a table with columns for 'Attachment Type' and 'Attachment'. The 'Attachment Type' column has a dropdown menu set to 'File'. The 'Attachment' column contains an 'Upload File' button and the text 'ServSafe_Aggregated Evaluation.docx'. Below the table is an 'Add Another' button.

Save Your Entry: The system does not automatically save your entries. Please save often.

If you have additional questions about your impact statement/success story in WyoVita, please contact Kim Reaman at kreaman@uwyo.edu.