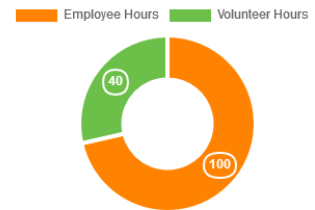
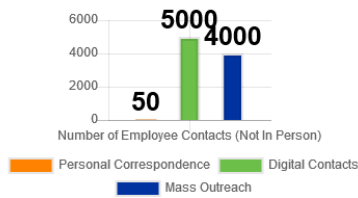


SUPER 2.0

Delivery Guide

Delivery Stats



Volunteer Value
\$906.80

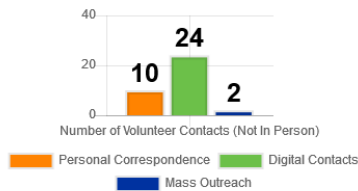


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I. Introduction

Delivery tracks the measures of production (outputs) and measures of results (outcomes) from the delivery of educational programs. A program is an educational response to one or more identified needs. A program uses interrelated strategies for education. In other words, it provides a set of learning opportunities for a specific audience. It has specific, measurable objectives. One delivery method alone does not constitute a program.

Reporting contact data and impact for agents and specialists justifies Tennessee Extension funding on the county, state, and federal levels. It is critical to demonstrate program value with various stakeholders.

Timely data entry results in more accurate and complete reports. There are four lock dates for reporting Delivery throughout each calendar year. Entering data in a consistent manner provides Tennessee Extension administration the ability to respond to stakeholder and funder requests for information in a timely manner.

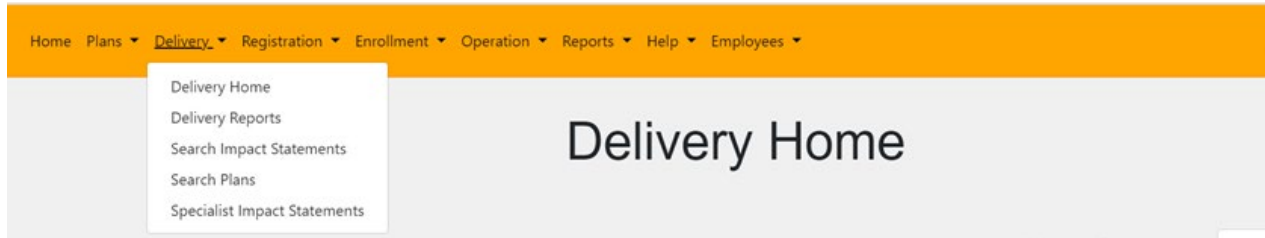
Demographic data entered through the Delivery module tracks efforts to reach all eligible audiences. Where available, demographic data entered in Delivery is imported to the county Civil Rights Compliance Report.

Agent questions about entering Delivery, Impact Statements and Outcomes should be directed to your Regional Office.

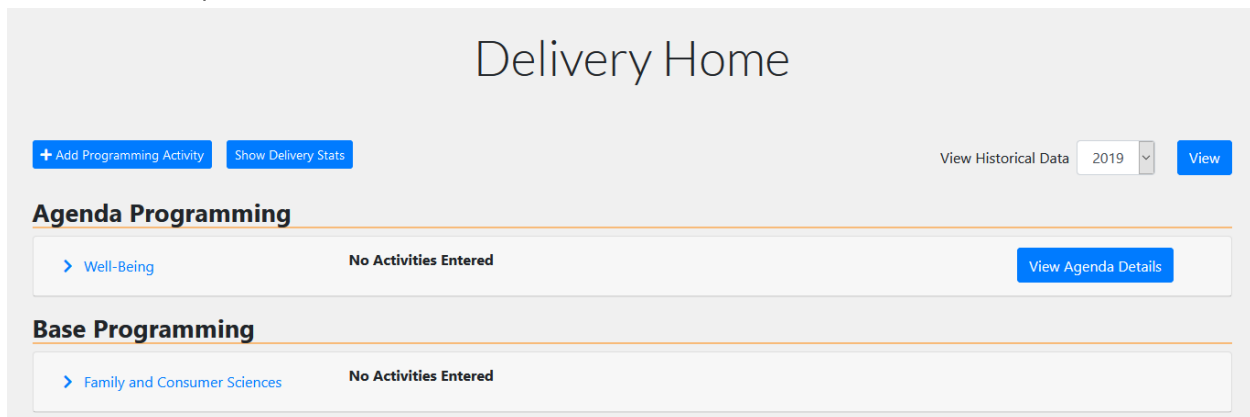
II. Step-by-Step Instructions

1. Accessing Delivery Module

From the SUPER home page, click Delivery, then Delivery Home.



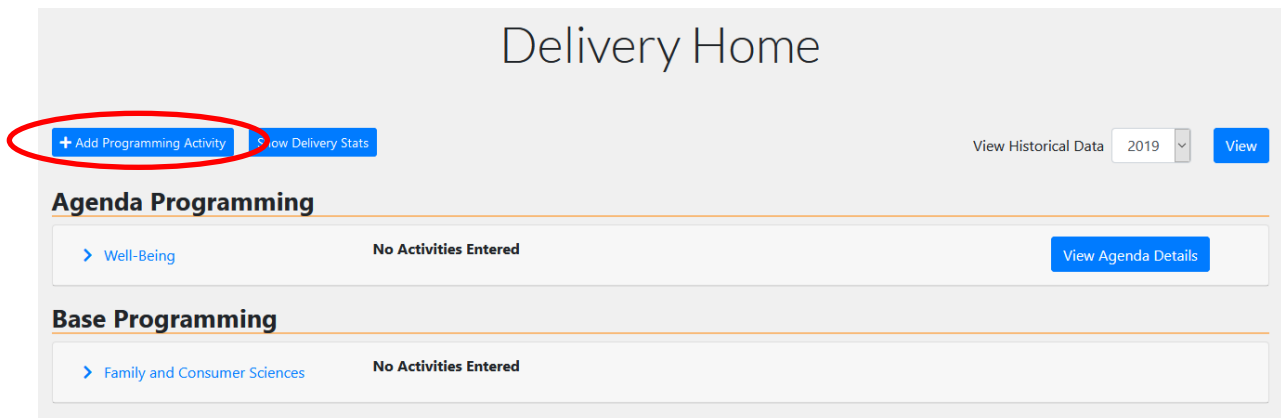
2. Delivery Home



From Delivery home you can Add Programming Activity, Show Delivery Statistics and view Historical Data.

3. Adding Programming Activity


Click the button *+Add Programming Activity* on the left side of the screen.



Activity Details screen is displayed prompting the user to enter the following information:

* indicates required field

Activity Details

* Program	* Activity Name	* Base Program	* Knowledge Area
Select ▼	Select Previous ▼	Select ▼	Select ▼
* Topic (Key Theme)	* Activity Date	* There must be hours entered for 'My Hours' and/or 'Volunteer Hours'	My Hours Volunteer Hours
Select ▼	<input type="text"/> 		<input type="text"/> <input type="text"/>

Activity intended for Urban Audiences ☐

Program: The drop-down menu in this field is populated based on Individual Agenda and/or Base Programs. Select an Individual Agenda or a Base Program as applicable.

Activity Name: The user can type their own title. However, it is advisable to limit entries. For example: combining delivery methods based on topic is acceptable. If an agent talked about leadership with every 4th grade 4-H club in the month of October he/she could make one delivery entry for that.

Base Program: The drop-down menu will filter choices available based on the selection made in the *Program* field.

Knowledge Area: The drop-down menu will filter choices available based on the selection made in *Base Program* field.

Topic (Key Theme): The drop-down menu will filter choices available based on the selection made in the *Base Program* and *Knowledge Area* fields.

Activity Date: The user may select the date of the program. For example: the date of the entry, the last day of the month, etc. He/she can choose whatever works best for them.

My Hours/Volunteer Hours: The user must input at least one hour in one of these boxes or the activity entry will not save. *My Hours* refer to the time spent on this activity (planning, implementation, evaluation, etc.). *Volunteer Hours* are only entered if the volunteer was involved in the activity in a meaningful way (i.e. teaching, facilitating, registration, etc.). If a number is entered in this field, it will automatically calculate the dollar value of the volunteer time (Tennessee specific) that shows on the delivery home page.

4. Contact Method

Contact Method

Group Meetings ⓘ

Number of Occurrences

Agent Contacts

Volunteer Contacts

On Site Visits ⓘ

Number of Occurrences

Agent Contacts

Volunteer Contacts

Personal Correspondence ⓘ

Number of Occurrences

Agent Contacts

Volunteer Contacts

Digital Contacts ⓘ

Number of Occurrences

Agent Contacts

Volunteer Contacts

Mass Outreach ⓘ

Number of Occurrences

Agent Contacts

Volunteer Contacts

Contacts are no longer separated by Direct and Indirect. Fill in the activity information based on the contact method(s). If a number of occurrences is entered for a contact method, the user **MUST** enter a number in *Agent Contacts* or *Volunteer Contacts* fields. The number entered in the contacts fields must match up with what is entered in the audience demographic fields for *Group Meetings* and *On-Site Visits*. Otherwise the activity entry will not save.

5. Demographic Data

Demographic Data

☐ Audience Demographics

Click the checkbox next to *Audience Demographics* to view the Demographic Data entry section. To align with the 2020 Census Data, Race and Ethnicity are now captured separately. Participants' ethnicity, race, age group and gender must be entered. For example: White Female Youth Hispanic, Black Male Adult Non-Hispanic.

Demographic Data

☒ Audience Demographics

Clear Demographics

Import Demographics

Total Demographic Contacts: 0

Total Adult: 0

Total Youth: 0

Total Male: 0

Total Female: 0

Total Hispanic: 0

Total Non-Hispanic: 0

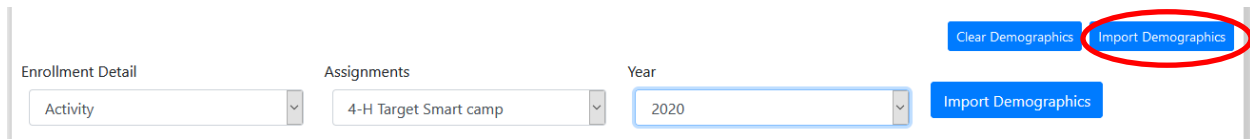
White

Age/Gender	Non-Hispanic	Hispanic	Total
Female Youth	0	0	0
Male Youth	0	0	0
Female Adult	0	0	0
Male Adult	0	0	0
Total	0	0	0

Black

Age/Gender	Non-Hispanic	Hispanic	Total
Female Youth	0	0	0
Male Youth	0	0	0
Female Adult	0	0	0
Male Adult	0	0	0
Total	0	0	0


Import Demographics. This feature allows the user to import audience demographics from a previously assigned Activity, Award, Interest, or Club/Group from Enrollment. Select the *Enrollment Detail* and the type of *Assignment* in the dropdown and click *Import Demographics*. which will populate the Assignments field based on their choice.



The screenshot shows a form with three dropdown menus: 'Enrollment Detail' (set to 'Activity'), 'Assignments' (set to '4-H Target Smart camp'), and 'Year' (set to '2020'). To the right of these dropdowns are two buttons: 'Clear Demographics' and 'Import Demographics'. The 'Import Demographics' button is circled in red.

6. Scope

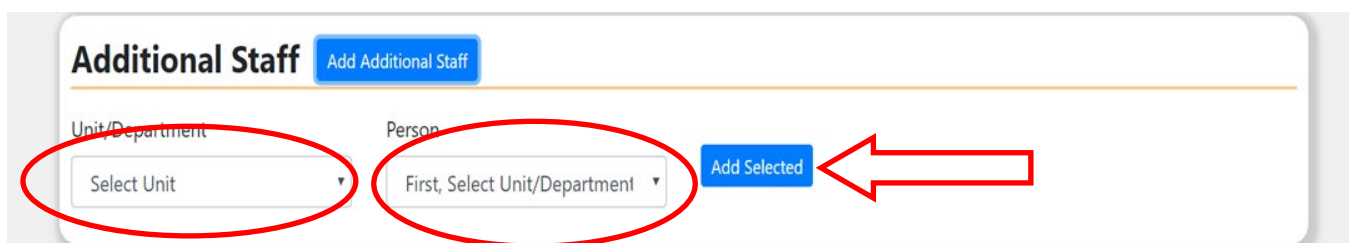
Scope will Feed the Civil Rights Report. For county level personnel, this section will default to their county. Specialists will select Statewide or the location they delivered a program.



The screenshot shows a section titled 'Scope'. Below the title is a red asterisk icon followed by the text 'Area Scope'. Below this is a blue button labeled 'Select Scope'.

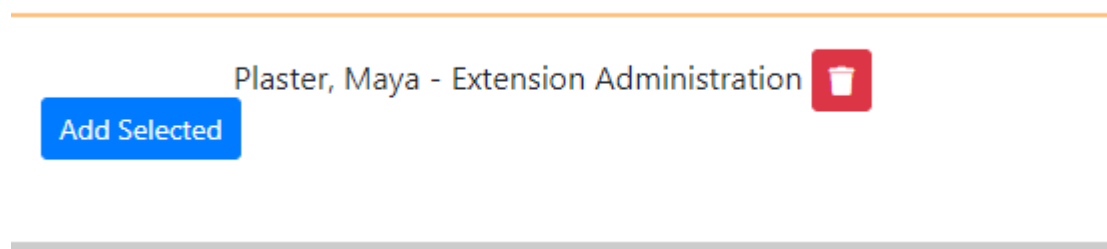
7. Additional Staff

New feature! If a specialist conducts a program, multiple agents in one county conduct a joint program, or if it is a multi-county program, this field will allow ONE person to enter the data, and tag the other facilitators, giving everyone credit for the data. It is important to communicate with all parties involved about who is entering the data and who needs to be tagged. If you tag an employee, they will receive an e-mail letting them know that the program data has been entered. To tag additional employees who helped with a program, click on *Add Additional Staff* and specify their Unit/Department and name. Once the person entering the information has identified the additional staff member, click *Add Selected* button (see arrow in the screenshot below). This will add the person's name to the *Additional Staff* box. If the wrong person has been entered or to change the person who has been tagged, the entry must first be deleted. To delete the person from *Additional Staff* click the trash can icon.



The screenshot shows a section titled 'Additional Staff'. Below the title is a blue button labeled 'Add Additional Staff'. Below this are two dropdown menus: 'Unit/Department' (set to 'Select Unit') and 'Person' (set to 'First, Select Unit/Department'). To the right of these dropdowns is a blue button labeled 'Add Selected'. A red arrow points to the 'Add Selected' button.

If the wrong person has been entered or to change the person who has been tagged, the entry must first be deleted. To delete the person from *Additional Staff*, click the *trash can* icon.



Continue adding additional staff until all individuals who were involved in this activity have been tagged.

Tagged Activity

<div> Tagged Activities Total Volunteer Value: \$0.00 </div>									
Show 10 entries		Search: <input type="text"/>							
Activity Title	Activity Date	Knowledge Area	Topic	Employee Hours	Volunteer Hours	Contacts	Host		
New Employee Orientation	01/15/2020	Organizational Support	Organizational Support	1.00	0	1	Brandi Berven - Extension Evaluation and Staff Development		
Showing 1 to 1 of 1 entries							Previous	1	Next

If an employee has been tagged in an activity, a separate section called *Tagged Activity* will appear on his/her Delivery Home screen. This will allow them to view high level details about the activity. To view the entry's complete details, click the *View* icon. If a person feels that he/she has been tag in error, or if they have already entered this activity, a link to the activity creator's email address will allow them to contact the employee for removal from their entry.

8. Keywords

Keywords

Key Words

Select Keywords ▾

Add Key Word

Selected Keywords

Consumer Horticulture

This feature is used to “tag” certain programs to credit them for reporting purposes (for example: *Consumer Horticulture* and *On My Own*). Click the *Select Keywords* dropdown and then the checkbox next to the keyword you wish to add. Click the *Add Keyword* button to add the keyword to the entry.

9. Save Activity

Click *Save Activity* button to save the entry. A pop up will appear asking the user if they want to continue saving or go back and edit. To continue, choose the appropriate option. If the information has been entered correctly, the entry will be saved. If the contact method numbers and audience demographic data do not match, a pop-up screen will appear with notification. A pop-up screen will also appear if no entries have been made in the *My Hours/Volunteer Hours* section.

10. Viewing/Editing/Duplicating Activity




Base Programming

[Organizational Support](#) Total Volunteer Value: \$906.80

An activity can be viewed, edited or duplicated by clicking on the title next to the *greater than* sign to display a list of the activities.

[Organizational Support](#) Total Volunteer Value: \$906.80

Show 10 entries Search:

Activity Title	Activity Date	Knowledge Area	Topic	Employee Hours	Volunteer Hours	Contacts	Keywords	
Support for 4-H Program	01/15/2020	Organizational Support	Organizational Support	100.00	40.00	18548	No keywords	  

Showing 1 to 1 of 1 entries Previous 1 Next

Use the *duplicate*, *edit* or *delete* icon to perform the desired action.

Clicking *duplicate* icon will make a copy of the activity with the *Activity* and *Demographics* filled in. Note that *Additional Staff* and *Keywords* will not be duplicated.

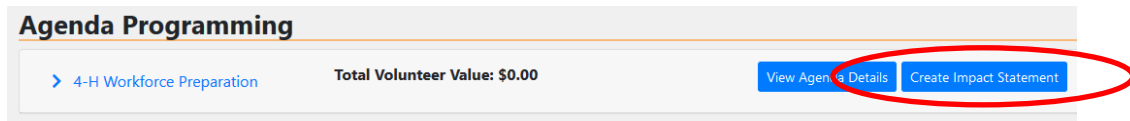
Clicking the *edit* icon will open the activity in edit mode while clicking the *delete* icon will completely delete the activity. When deleting a warning will pop up asking if you are sure you want to delete this activity.

III. Impact Statements (county-based)

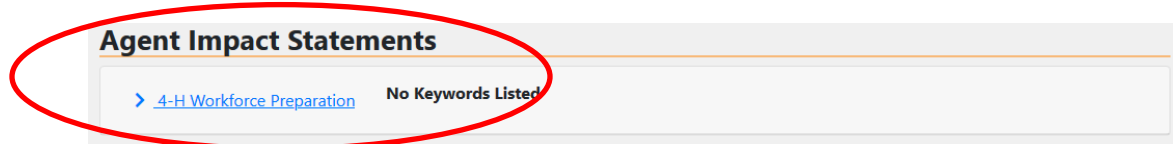
The ability to create/edit impact statements will be available for each Individual Agenda and/or Base Program Area for the current programming year. The information entered in the Impact Statements is aligned with the Specialist Impact Statements as well as Extension's Land Grant Impact Database.

1. Creating an Impact Statement

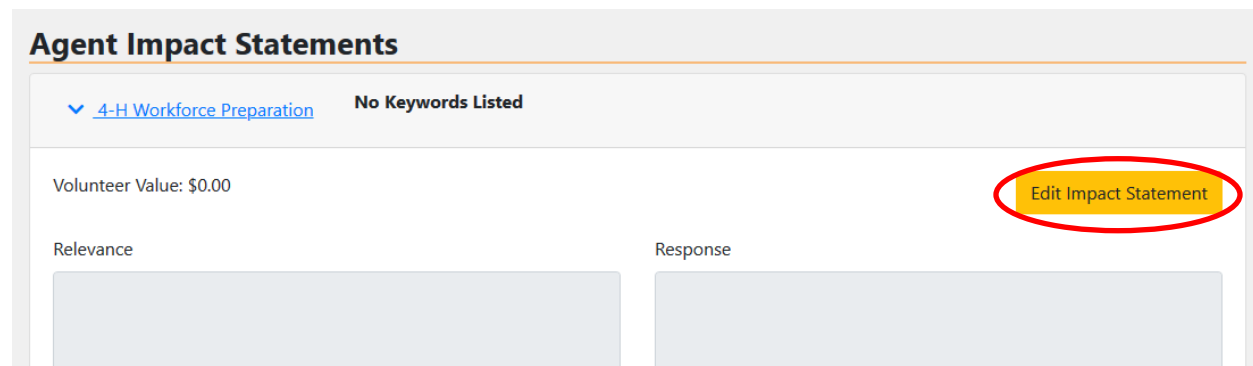
To create/edit an impact statement, click the blue *Create Impact Statement* button next to the type of Impact Statement to be worked on.



Clicking the title will add an Impact Statement title to the page.



Click on the name of the Impact Statement to open the statement in view mode. Click the *Edit Impact Statement* button to add/edit text inside the *Relevance*, *Response*, *Results* and *Public Value Statement* text boxes.

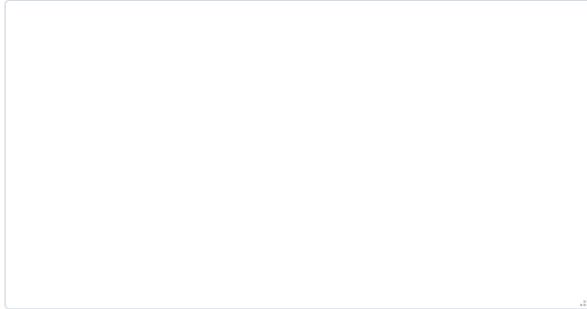


There is a 6,000-character limit for each of these boxes. See the Definitions section for the definition for each of the boxes. Agent Impact Statement examples can be found under SUPER > Help. When finished entering impact click the *Save* button.

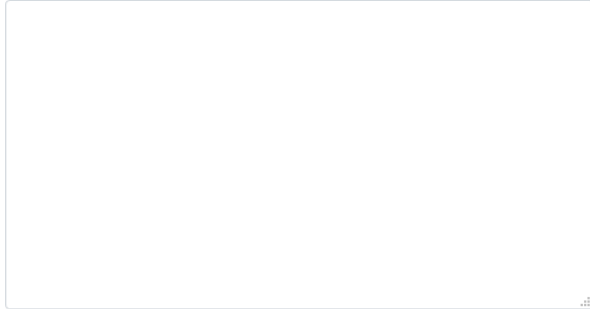
4-H Workforce Preparation

☐ Urban Impact Statement

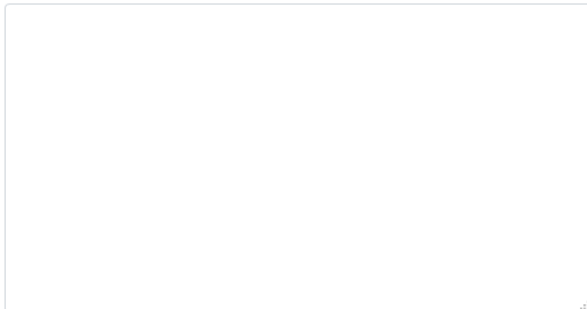
* Relevance ⓘ (6000 characters remaining.)



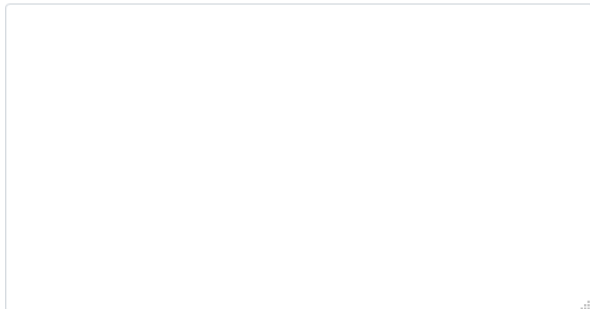
* Response ⓘ (6000 characters remaining.)



* Results ⓘ (6000 characters remaining.)



* Public Value Statement ⓘ (6000 characters remaining.)



Save

2. Impact Statement Image

IMPORTANT: ONLY UPLOAD IMAGES AFTER CLICKING THE SAVE IMPACT STATEMENT BUTTON OR IT WILL ERASE THE UNSAVED TEXT. The user now has the option to add one 500kb or less image for each impact statement. Click the *Browse* button to select the file to be uploaded. The image can be a picture, infographic, charts, etc., but it must be a .jpg, .jpeg, or .png. Click the green *Upload Image* button to send the file to SUPER. Uploading an image is optional. General publicity release forms are required for photos of identifiable people. Only original photos are allowed. Link to photo release policy is here:

<https://communications.tennessee.edu/guidelines/photo-and-video/>

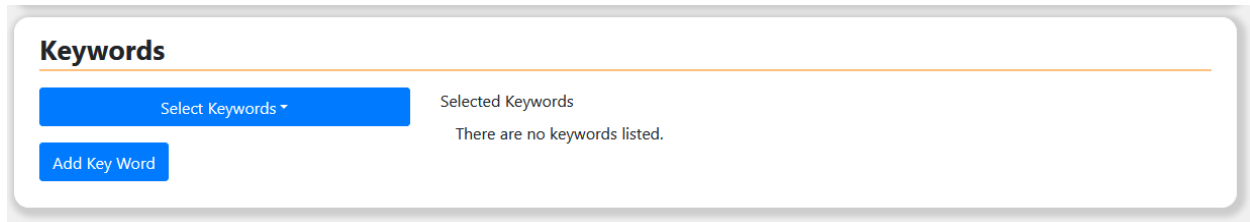
Browse...

No file selected.

Accepts .jpg, .jpeg and .png files only. There can be only one image per impact statement. Uploading a new image will remove the previous image. Max size for image is 500 KB. This usually translates to a max width of 1024 pixels.

Upload Image

3. Adding Keywords

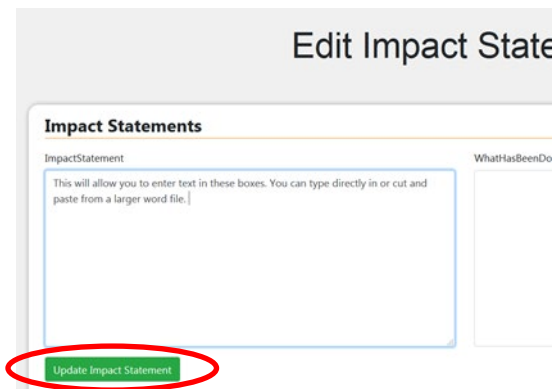


The screenshot shows a section titled "Keywords" with a blue button labeled "Select Keywords ▾" and another blue button labeled "Add Key Word". To the right of the "Select Keywords" button, the text "Selected Keywords" is displayed, followed by "There are no keywords listed."

This feature is used to “tag” certain programs to credit them for reporting purposes. (for example: *Consumer Horticulture* and *On My Own*). Click the *Select Keywords* dropdown and then the checkbox next to the keyword you wish to add. Click the *Add Keyword* button to add the keyword to the entry.

4. Saving the Impact Statement

Click the *Update Impact Statement* button after you have entered text for the first time, or after every edit.



The screenshot shows a form titled "Edit Impact State" with a sub-section "Impact Statements". It contains two text input fields: "ImpactStatement" and "WhatHasBeenDo". The "ImpactStatement" field has a placeholder text: "This will allow you to enter text in these boxes. You can type directly in or cut and paste from a larger word file." Below the "ImpactStatement" field, a green button labeled "Update Impact Statement" is circled in red.

IV. Specialist Impact Statements

Specialist Impact Statements are now closely aligned with the National Impact Database and will require the completion of four input boxes.

1. Creating the Statewide Impact Statement

To create the Specialist Impact Statement, navigate to Delivery > Specialists Impact Statements. Click the *Create Impact Statement*.


Complete the fields noting that items with an asterisk are required. A photo (500kb or less) may be uploaded to accompany the Impact Statement. Browse to select the file (must be .jpg, .jpeg, or .png). The image can be a picture, infographic, charts, etc. General publicity release forms are required for photos of identifiable people. Only original photos are allowed. Link to photo release policy is here: <https://communications.tennessee.edu/guidelines/photo-and-video/>

2. Add Additional Staff

Additional Staff [Add Additional Staff](#)

Unit/Department Person [Add Selected](#)

Like with Activity Reporting, additional employees may be tagged with the impact statement. The employee tagged will receive an e-mail letting them know they have been added to the Impact Statement. To tag additional employees, click on *Add Additional Staff* and specify their Unit/Department and name. Once the person entering the information has identified the additional staff member, click *Add Selected* button. This will add the person's name to the *Additional Staff* box.

Greenfield, Jonathan - Information Technology Services 

If the wrong person has been entered or to change the person who has been tagged, the entry must first be deleted. To delete the person from *Additional Staff*, click the trash can icon.

3. Completing the Statewide Impact Statement

* Relevance ⓘ (6000 characters remaining.)

* Response ⓘ (6000 characters remaining.)

* Results ⓘ (6000 characters remaining.)

* Public Value Statement ⓘ (6000 characters remaining.)

[Save](#)

Enter information into each of the text boxes. See the Definitions section for definitions for each of the text boxes.

More information and examples can be found on the Land Grant Impacts website:
<https://landgrantimpacts.org/>

When finished, click the save button to return to the Specialist Impacts dashboard.

V. Search County Impact Statements

Once Impact Statements are submitted they are available for viewing by employees.

1. Search Criteria

The screenshot displays a web form for searching impact statements. It is organized into two main sections. The top section contains four dropdown menus for 'Year' (set to 2020), 'Base Program' (set to Select), 'Knowledge Area' (set to Select), and 'Topic' (set to Select). Below these are two more dropdowns: 'Region / County' (with a blue 'Select Unit(s)' button) and 'Keywords' (with a blue 'Select Keywords' button). A green 'Search Impact Statements' button is positioned below the Region / County dropdown. The bottom section features a 'Search term:' text input, an 'Accuracy:' dropdown (set to 'partially'), and a 'Match Type' section with a checked checkbox for 'separate word search'. At the bottom left of this section, it says 'Number of Matches:' followed by two blue navigation buttons with left and right arrow icons.

To search for County Impact Statements, click Delivery > Search Impact Statements. Select search criteria from the dropdowns. Search terms can be entered into the Search term box when the pre-determined selects are not adequate. The *Accuracy* dropdown is used to determine how closely the search term must match the text being searched. The *Match Type* checkbox indicates whether the words need to be grouped like a sentence or used as separate words.

2. Search Results

Displaying Agenda Impact Statements For:

- | | | |
|---|--|--|
| <input checked="" type="checkbox"/> Seratt, Rebecca - 4-H Civic Minded Leadership | <input checked="" type="checkbox"/> Riddle, Belinda - Well-Being | <input checked="" type="checkbox"/> Bain, Tonya - 4-H Workforce Preparation |
| <input checked="" type="checkbox"/> Carver, Billy - Livestock & Forage Systems | <input checked="" type="checkbox"/> Wheeler, Anastasia - 4-H Workforce Preparation | <input checked="" type="checkbox"/> Wheeler, Anastasia - Well-Being |
| <input checked="" type="checkbox"/> German, Joshua - Crop Production Systems | <input checked="" type="checkbox"/> Sims, Jerri - Livestock & Forage Systems | <input checked="" type="checkbox"/> Scott, Celeste - Residential/Consumer Horticulture |
| <input checked="" type="checkbox"/> Cooper, Christopher - Residential/Consumer Horticulture | <input checked="" type="checkbox"/> Draper, Mary - Well-Being | <input checked="" type="checkbox"/> Hicks, Christopher - Livestock & Forage Systems |
| <input checked="" type="checkbox"/> Hicks, Christopher - Crop Production Systems | <input checked="" type="checkbox"/> Morris, Danny - Agri-Business Economics and Entrepreneurship | |

Displaying Base Program Impact Statements For:

- | | | |
|---|---|--|
| <input checked="" type="checkbox"/> Gallimore, Lori - 4-H Youth Development | <input checked="" type="checkbox"/> Paschall, Amanda - 4-H Youth Development | <input checked="" type="checkbox"/> Clark, Mary - Family and Consumer Sciences |
| <input checked="" type="checkbox"/> Watson, Dustyn - 4-H Youth Development | <input checked="" type="checkbox"/> Brown, Heather - Family and Consumer Sciences | <input checked="" type="checkbox"/> Bryant, Victoria - 4-H Youth Development |
| <input checked="" type="checkbox"/> Beaty, Mitchell - 4-H Youth Development | <input checked="" type="checkbox"/> Bower, Linda - Family and Consumer Sciences | <input checked="" type="checkbox"/> Bower, Linda - 4-H Youth Development |

The results of the search will display a list of names of people who have Impact Statements matching the criteria. Impact Statements can be removed by clicking the checkbox next to the person's name.

4-H Workforce Preparation by: Anastasia Wheeler - Hancock County

Show Impact Statement

To view an Impact Statement, click the *Show Impact Statement* button under the Impact Statement name.

VI. Searching Specialist Impact Statements

Specialist Impact Statements are searchable in a similar manner as County Impact Statements.

Year: 2020
Focus Areas: Select Focus Area(s)
Unit/Department: Select
Users: Select year and Unit first. Select Users
Search Impact Statements

To search for Specialist Impact Statements, click Delivery > Search Specialist Impact Statements. Select search criteria from the dropdown including the 'Unit/Department'. A list of available Specialists that have Impact Statements will be visible. Select the Specialists you wish to view Impact Statements for and click the *Search Impact Statements* button. The result of the search will be displayed like below.

Obesity Prevention - By: Franck, Karen

Primary Focus Area: Nutrition and Health

Secondary Focus Area: Youth, Family and Communities

Primary Funding Source: Other

Urban Programming: Not Urban Impact Statement

Integrate Programming: Integrated Impact Statement

Integrate Programming Beneficiary: Colorado State University Extension

Tagged Staff: No

No image included.

Relevance

Tennessee continues to be one of the worst states for obesity and overweight with over 30% of adults considered obese.

Response

UT Extension is working with Colorado State University Extension to address obesity through obesity prevention efforts.

Results

This program has shown positive results.

Public Value Statement

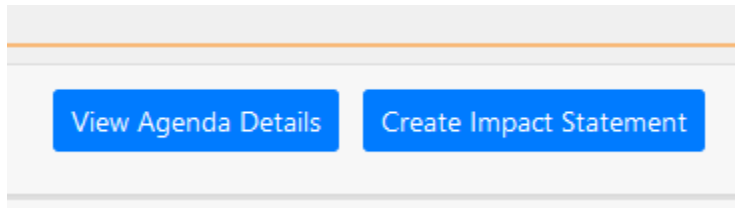
This is a very valuable program.

VII. Outcomes

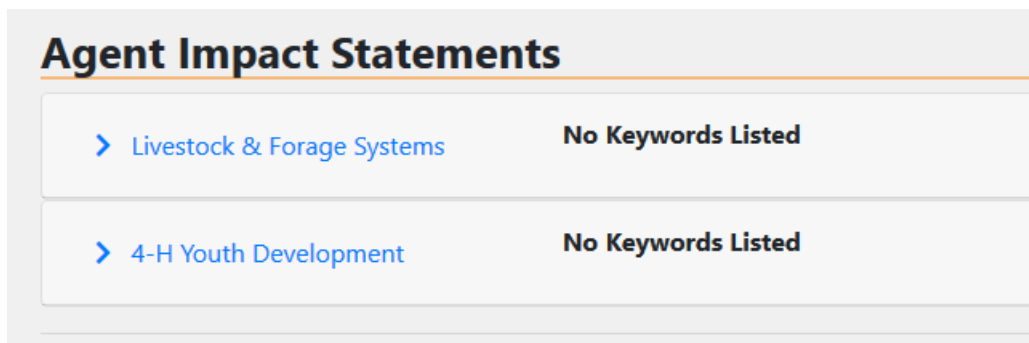
1. Viewing Outcomes

To view outcomes, navigate to the Delivery dashboard by clicking Delivery > Delivery Home

If you have not already created an Impact Statement click the blue Create Impact Statement button next to the item to do so.



Under Agent Impacts, expand the Plan Name or the Base Program for the Impact Statement.



Scroll to the bottom to view the outcomes added from your plan or for your Base Program.

Outcome Statements

Financial Impact: \$0

Total Contacts: 0

Beef

Intermediate

beef producers sold calves that were managed for improved marketing methods, according to practices promoted by UT Extension, to increase returns by \$.

beef producers utilized bulls (through natural service or artificial insemination) with greater genetic potential to produce head of calves to increase returns by \$.

beef producers implemented reproductive management by conducting breeding soundness exams on bulls (\$ increased returns) and pregnancy diagnosis on cows/heifers (\$ increased returns).

Forages

Intermediate

Number of acres that are planted to "improved" forage species. Clover acres Warm-Season grass acres Novel endophyte tall fescue acres

Number of producers using "improved" winter feeding practices. Acres of tall fescue stockpiled
Number of forage tests Number of cattle fed using improved hay feeding systems

Number of acres managed with "improved" forage practices. Acres soil tested Acres sprayed for weed control .

Manage Outcome Statements

Click the blue Manage Outcome Statements button to add, delete, or enter outcome data.

2. Adding Outcomes from Annual Plan

To add an Outcome, select the appropriate Topic and then click the blue Select Statements drop down. Select the Outcomes that need to be included and click Add to Impact Statement by clicking the checkbox next to the Outcome. Click the Select all checkbox to add all of the outcomes. Click outside the select list to close the list and then click the green Add To Impact Statement button to add the Outcomes.

** indicates required field*

* Topic (Key Theme)

Select ▼

* Outcome Statements

Select Statements ▼

Add To Impact Statement

3. Adding Outcomes from Base Program

To add an Outcome, select the appropriate Base Program, Knowledge Area and Topic and then click the blue Select Statements drop down. Select the Outcomes that need to be included and click Add to Impact Statement by clicking the checkbox next to the Outcome. Click the Select all checkbox to add all of the outcomes. Click outside the select list to close the list and then click the green Add To Impact Statement button to add the Outcomes.

** indicates required field*

* Base Program * Research Knowledge Area * Topic (Key Theme)

Family and Consumer Sciences Consumer Economics Build assets


* Outcome Statements

Select Statements ▼

Add To Impact Statement

4. Deleting Outcomes

To delete an Outcome, click the garbage can icon to the left of the outcome to be deleted. Confirm the deletion by clicking the Delete Statement button on the Delete Activity pop up. The screen will refresh and the Outcome will be removed. Note: If an outcome is deleted, all the data associated with that outcome will also be deleted.


 0 beef producers utilized 0 bulls (through natural service or artificial insemination) with greater genetic potential to produce 0 head of calves to increase returns by \$FRM.

5. Entering Outcome Data

To add Outcome data, enter the appropriate numbers in the boxes for each of the outcomes and click the Update Outcome Statements button. The page will refresh and you will see a message, “Outcome Statement(s) updated” at the top of the screen indicating that the changes have been saved.


Build assets

Intermediate



of

participants purchased a home.



of

worked toward new savings, investment or retirement goals.

Update Outcome Statements

VIII. Definitions

1. Methods

Group Meetings – Meetings, Demonstrations, Trainings, Video Conferencing, Conference Calls

On Site Visits – Office, Farm, Home, Business

Digital Contacts – Webinars, YouTube, Social Media, Website Visits, Publication Downloads, Online Learning, Other Digital

Mass Outreach – Newspaper, TV, Radio, Exhibits, Garden Visits, Other

Personal Correspondence – Emails, Letters, Newsletters, Phone Calls

Diversity data required for Group Meetings and On Site visits

2. Number of Methods

The number of times the method was used.

Examples include: the number of times an email was sent, the number of times a meeting was held, the number of people who visited the office, the number of articles, videos, websites, tweets, posts, etc.

3. Urban

Urban Impact Statements should reflect program efforts designed specifically for an urban area.

4. Integrated Impact Statement

Is the Impact Statement integrated with another school or university?

5. Financial Impact

Values entered in this section are numerical measures or estimates of change in economic values such as increased revenue, increased savings, and one-time capital purchases for participants of Extension programs. This is a numerical character box. You should utilize the 'Public Value Statement' section to justify calculations. Please see the example provided. These economic values should not include awarded grants totals or fee-based program revenues.

6. Demographics – Region of Origin

White – original peoples of Europe, the Middle East, or North Africa.

Black or African American – original peoples of Africa.

American Indian or Alaska Native – original peoples of North, Central and, South America who maintains tribal affiliation or community attachment.

Asian – original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

Native Hawaiian or Other Pacific Islander – original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

<https://www.census.gov/topics/population/race/about.html>

7. Impact Statement Definitions

Previous Impact Statement Format Categories	Updated Impact Statement Format Categories
Issue	<p>Relevance: What is the issue? Who cares and why? The issue statement will be pulled from the Agenda for Impact Statements related to Annual Plans. A well-written justification frequently points to the public value of a project or program. In this section, the agent explains the significance of the activity.</p>
What Has Been Done?	<p>Response: What has been done? This section does not require the number of contacts made or the list of all activities. Please use this section to incorporate which programs/activities are most relevant to the described issue(s). When describing the activities, it is most helpful when actions are connected to intended or actual results. For example, “We did X to obtain Y.”</p>
Impact	<p>Results: Describe the changes that occurred as a result of the activities.</p>
	<p>Public Value Statement: Two to three sentences reiterating the importance or worth of the program.</p>

IX. Examples

1. Agriculture and Natural Resources County-Based Impact

Relevance: What is the issue? Who cares and why? A well-written justification frequently points to the public value of a project or program. In this section, you explain to the significance of the activity.

Rhea County continues to be a growing semi-urban county with a population density of 100.9 persons per square mile. According to the 2010 Census, Rhea County has a population of 31,809 with 11,949 households and a home ownership rate of 72.0%.

According to real estate agent Tina Isham-Jones, landscaping positively affects the value of the property and the ability to sell property. Many times, the outside of the property creates interest to potential buyers. Rhea County Extension receives a steady flow of requests for information that relates to home horticulture. Clientele contact the Extension office to receive research based, non-biased information.

Based on recommendations from the Rhea County Agriculture Advisory Committee, a needs assessment survey was conducted for residential horticulture programs. As part of this needs assessment, key informant interviews were conducted with 27 White females, 12 white males, 1 black female, and 1 Native American female. The needs assessment revealed that there is a need to continue education on topics such as integrated pest management, turf grass management, small scale orchard management and weed and pest identification. Rhea County is a growing county and the need to improve home value still exists. Programming was developed to meet the needs of the county.

Response: What has been done? When describing the activities, it is most helpful when actions are connected to intended or actual results. "We did x to obtain Y."

A small-scale orchard short course was held as a multi-county event to provide resources to producers of small-scale orchards. 17 participants from 6 counties attended the 3-day program covering topics such as variety selection, orchard management plans, pesticide management, grafting, and economics. The 3-day course was intensively managed to provide landowners with information that could be taken back and immediately implemented to improve their production practices.

The "Lunch and Learn" that was planned for 2019 was converted to a Vegetable Gardening 101 class. Topics such as seed starting, variety selection, mulching, diseases, insects and more were covered. This was at the advice of attendees at the first meeting and was well received by several in the community. there was an average of 10 individuals at each meeting and 3 plan to participate in the Master Gardener Intern class in the spring of 2020.

Master Gardeners and the agent worked to educate the population of Rhea County on different varieties of cucumbers and watermelons with a special interest on compact and space saving varieties as well as vermicomposting. Educational sessions were held at career day, the Rhea County Fair, farm-city day, and through school field trips. Agent specifically coordinated school field trips during the summer reading program to promote the benefits of worms and other organisms to soil health to youth.

A number of home visits were made to assist homeowners with various home horticulture related topics. Current Master Gardeners also aided the agent by fielding calls and assisting with programs such as the Small-scale Orchard course and Vegetable Gardening 101 class.

Monthly Master Gardener Association meetings were held where current Master Gardeners learned about apple and lily production, pollinators, backyard wildlife management, aquaponics, and more. At each monthly meeting a local “expert” was brought in to provide continuing education units to the Master Gardeners.

Master Gardener volunteers worked tirelessly on projects such as the Master Gardener building, Pumpkinfest, the Spring City Depot, the Hospital Courtyard, and the Rhea County Fair. They promoted not only the Master Gardener program but also UT/TSU Extension through their efforts.

Results: Describe the changes that occurred as a result of the activities.

The following resulted from the home vegetable programming:

- 10 residents plan to implement this information on crop, cultivar, and site selection; soil fertility management; cultural practices; plant management practices; pest and disease identification; integrated pest management practices; or proper harvest and handling to improve their home fruit and vegetable production within the next year.
- 14 residents received information on home fruit and vegetable production and 72% increased their knowledge of crop, cultivar, and site selection; soil and fertility management; cultural practices; plant management practices; pest and disease identification; integrated pest management practices; or proper harvest and handling.

The Small-scale orchard short course was reviewed as a resounding success with 100% of participants indicating plans to increase production numbers in 2019-2020. On average, participants indicated a 60% gain in knowledge of topics such as variety and site selection, propagation, pesticide use, marketing, and soil management. Follow-up interviews with 5 participants yielded the following results:

- 2 participants now have a private applicator card and estimates they will save an average of \$500 in pesticide cost by using more effective options at lower rates with an increased application interval.
- 3 participants plan to market fresh fruit at local farmers markets with hopes of yielding \$2000.00 in revenue.
- 1 participant plans to increase his production by 1000 trees in 2019-2020 through grafting at a savings of \$5.00 per tree (\$2500.00 value) as well as adding bramble production to his current operation.
- All 5 participants felt as though they were prepared to evaluate the feasibility of utilizing value added products in their operation.

Soil health and management has been a major concern for many residents of Rhea County. The Master Gardener area has served in the education of more than 1000 attendees at the Rhea County Fair and various other educational events held on the grounds at the Rhea County Ag Center. These were both youth and adult attendants at the fair, homeschool 4-H meetings, school field trips and career day. The vermicomposting project and soil organism presentation was also used in the education of 300 youth specifically at Rhea County Farm City Day.

Master Gardener volunteer hours on education of others and projects such as the Master Gardener building, Pumpkinfest, and the Rhea County Fair totaled to 562. According to the Independent Sector this has a Total Economic Value of \$14,291.66.

The vegetable Gardening 101 class yielded many individuals who chose to explore vegetable gardening for the first time or change current practices to be more efficient. Follow-up interviews with 8 participants yielded the following results:

- 3 producers constructed raised bed gardens for their first attempt at gardening.
- 2 producers converted to compact or space saving varieties for their small space.
- 2 producers constructed small cold frames to extend production deeper into the fall.
- 1 producer sold excesses from her garden through church and the local farmers market to offset production expenses (~\$425.00 Impact).
- 3 producers are now using internet mapping tools to plan out gardens based on location, winds, and slope.
- All producers reported being more comfortable with raising their own home vegetable gardens.
- All producers felt they offset food expenses in their budget by growing some of their products at home (\$775.00 Impact).

Public Value Statement:

The Residential Horticulture Programs in Rhea County are estimated to have a total economic benefit of \$6,400.00. In addition to the economic benefits of the program, local businesses and stakeholders have indicated the positive effects the Master Gardener program has had on consumer knowledge and beautification. The most notable results being the courtyard at Rhea Medical Center and the Improvements to the Master Gardener area at the Rhea County Agriculture Center.

2. Family and Consumer Sciences County-based Impact Statement

Relevance: What is the issue? Who cares and why? A well-written justification frequently points to the public value of a project or program. In this section, you explain to the significance of the activity.

The Tennessee Department of Health, working with the Robert Wood Johnson Foundation and the University of Wisconsin Population Health Institute, compiled 2018 County Health Rankings and Roadmaps for each Tennessee county. Researchers examined and analyzed information on 34 factors that can have a negative or positive impact on health. Overall, Rutherford County has ranked in the top three counties for the past eight years; however, this study indicated that 36% of Rutherford countians were consider obese and 16% of individuals self-classified as in “poor” or “fair” health.

A needs assessment was conducted with the Family Consumer Science advisory committee in Rutherford County. The needs assessment revealed a continued request for programing areas on food safety and preparation, relationships and parenting, healthy lifestyles and food choices, and other home resources.

Response: What has been done? When describing the activities, it is most helpful when actions are connected to intended or actual results. “We did x to obtain Y.”

Two series of four hands-on cooking classes were implemented with MTSU-Center for Health and Human Services with 24 attending the first series and 18 attending the second series. These educational series educated attendees on basic cooking skills, how to read a label, use of kitchen tools, and food safety.

The Girl Talk program was designed to encourage both mothers and daughters to apply the skills learned to develop an open communication system within the family. The Girl Talk program was implemented in multi-session format with 6 mothers and 6 daughters completing the course.

A total of 20 cooking demonstrations were conducted at the Primary Care & Hope Clinic: Managing Life with Diabetes sessions. These demonstrations provided recipes ideas and food choice suggestions to help individuals manage their diabetes. Rutherford County FCS had a Farmers Market Fresh booth at the Schwan Cosmetics Health Fair where 105 individuals were encouraged to purchase fresh fruits and vegetables at the farmers' markets. 28 individuals attended a seasonal eating food demonstration conducted as part of the Better Boro project. This is a citywide initiative designed to provide and support programs and events that promote healthy nutritional habits, an environmentally sound community, and accessible fitness activities for the citizens of Murfreesboro. In an effort to promote an active lifestyle, the Marathon Month was implemented with 17 participants. Six participants logged a 1/2 marathon (13.1 miles) and 11 logged a full marathon (26.2 miles).

A total of 64 individuals participated in a decluttering seminar which encouraged the prioritization and organization of homes as well as methods to downsize homes. Two follow-up multi-sessions were held at the St. Clair Senior Center with 21 attending and 19 attended the session at the Smyrna Senior Center.

Together We Can multi-session parenting classes were held in partnership with Still Waters and 11 participants completed the course. These classes are designed to increase parenting skills. This course covers a variety of topics, including discipline, child development, nutrition, and conflict resolution.

Results: Describe the changes that occurred as a result of the activities.

As a result of MTSU Cooking Class partnership, 35 participants (100%) demonstrated the ability to cut up an onion and/or bell pepper; open a canned good using a can opener; measure ingredients; make a grocery list; read nutrition labels; and understand the importance of hand washing before food preparation. The participants in the Marathon Month self-reported an increase in physical activity for exercise, improved sleep, weight loss, more time with friends, and feeling less stress.

By participating in the downsizing/declutter education program, participants reported understanding the importance of storing vital records in one location, making lists for prioritization, how to properly store items and when to consider disposing of household items.

Public Value Statement:

The Rutherford County Family Consumer Science programs seek to improve health outcomes for residents through increased access to healthy foods, physical activity opportunities, parenting skills, and home resources. It is expected that these initiatives will continue to increase the quality of life for county residents and maintain a high health ranking in the state.

3. Public Value Statement for a State-wide Impact Statement

Public Value Statement: By assessing nutrient needs through soil sampling and analysis, 1104 producers potentially reduced fertilizer costs by \$17.60/ac and 7,700 tons of excess phosphate (P2O5) from potentially moving offsite and causing environmental degradation on over 408,000 row crop acres. By utilizing UT fertility recommendations on approximately 171,000 acres, 772 producers had a potential reduction in P2O5 fertilizer costs of \$15.50/ac as well as more than

15,800 tons of P₂O₅ that could move offsite and have negative environmental consequences.

Total Economic Impact: \$9,831,300.00

*Example created with permission from Dr. Lori Duncan.