

SUPER 2023



Annual Planning Updates
Civil Rights
Impact Statements

Eliminate Agendas – only one plan

2024 Annual Plan

Plan Status: New

Submit

Needs Assessment



Annual Plan



Name your plan

▼ Plan Home

* Plan Title:

* Programmatic Area

Select Programmatic Area ▼

* Knowledge Area

Select Knowledge Area ▼

* Topic

Select Topic ▼

Other Planning Changes


- ▶ Needs Assessment for plan
- ▶ Eliminate State Action Agendas
- ▶ Plans for the coming year: Remove Select Target Audience dropdown

Civil Rights

Civil Rights Law and Policy

- ▶ TITLE VI OF THE CIVIL RIGHTS ACT OF 1964
- ▶ TITLE VII OF THE CIVIL RIGHTS ACT OF 1964
- ▶ TITLE IX OF THE EDUCATION AMENDMENTS OF 1972
- ▶ REHABILITATION ACT OF 1974, SECTION 504
- ▶ AMERICANS WITH DISABILITIES ACT OF 1990 (ADA)
- ▶ AGE DISCRIMINATION ACT OF 1975
- ▶ CIVIL RIGHTS RESTORATION ACTS OF 1987 AND 1991
- ▶ EXECUTIVE ORDER 11246
- ▶ EXECUTIVE ORDER 13166 LIMITED ENGLISH PROFICIENCY (LEP)
- ▶ UT POLICIES

<https://eesd.tennessee.edu/civil-rights/>



We have an obligation to
serve all Tennesseans



Public Notification



- ▶ Notify public of nondiscrimination
- ▶ States that we adhere to CR laws and programs open to everyone
- ▶ Advertising to underserved audiences as well as disabled
- ▶ Nondiscrimination statement on materials & presentations

Long Statement

In accordance with Federal law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age, disability, and reprisal or retaliation for prior civil rights activity. (Not all prohibited bases apply to all programs.)

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication for program information (e.g., Braille, large print, audiotape, and American Sign Language) should contact the responsible State or local Agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

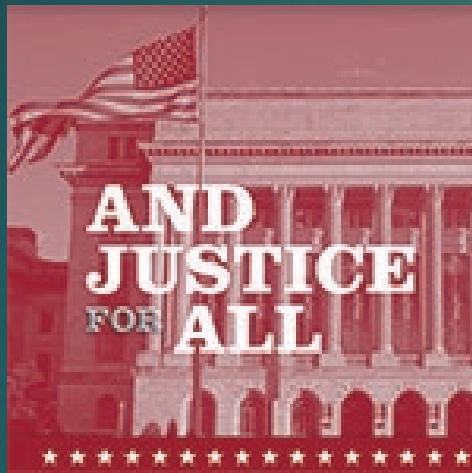
To file a program discrimination complaint, a complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form, which can be obtained online at <https://www.ocio.usda.gov/document/ad-3027>, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by: (1) Mail: U.S. Department of Agriculture Office of the Assistant Secretary for Civil Rights 1400 Independence Avenue, SW Washington, D.C. 20250-9410; or (2) Fax: (833) 256-1665 or (202) 690-7442; or (3) Email: program.intake@usda.gov. This institution is an equal opportunity provider.

Short Statement

The University of Tennessee is an equal opportunity provider

Posters

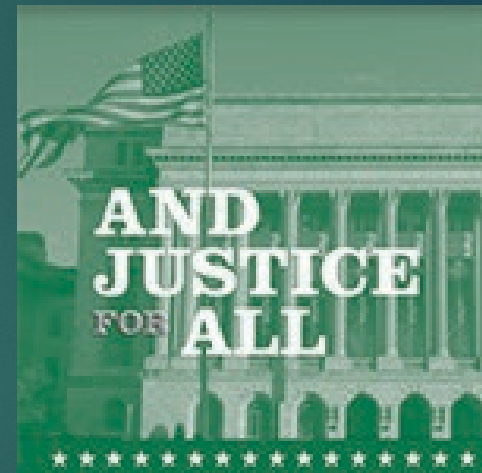
USDA



SNAP/FDPIR



Other FNS



Reasonable Accommodation Statement

If you need a reasonable accommodation to participate in this event, please contact Name, Title, Email, Phone no later than [Date at least one week prior to event]. Language access services, such as interpretation or translation of vital information, will be provided free of charge to limited English proficient individuals upon request.

Language Access

- ▶ Improving Access to Services for Persons with Limited English Proficiency
- ▶ Identify potential language barriers
- ▶ Provide translation services for those who need them
- ▶ Record language requests in Delivery

Reporting Language Access

Underserved Audiences: Limited English Proficiency

☒ Limited English Proficiency Offered

Add LEP Section

* Language

Albanian

* Number of Requests

0

* Number Written Responses

0

* Number Phone Conversations

0

* Number In-Person Conversations

0

Example Links

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Paragraph

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Example Documents

Accepts .PDF files only.

Browse...

No files selected.



All Reasonable Efforts

- ▶ Extension must be able to demonstrate that federally funded programs or activities have been made available to the maximum possible potential audience of a given locale or area.
- ▶ How:
 - ▶ Radio, newspaper, television, websites, social media, etc.,
 - ▶ Create brochures, posters and fliers
 - ▶ Send personal letters and invitations
 - ▶ Personal visits or phone calls
 - ▶ Networking with other groups



Civil Rights Plan


- According to the US Census...
- Identify your audience?
- How you are reaching your audience
- Metrics of success




Examples



Extension programs will be
available to all persons in the
county.




Programs will be delivered to diverse and underserved audiences in their respective communities. Flyers will be distributed in underserved communities (community centers, libraries, gardening stores, coffee shops, etc.). Surveys/ interviews will be conducted to better reach these underserved communities.



Participation by females will be encouraged through personal invitations to field days and meetings. Agent will also work with the Farm Bureau Women's Group to encourage more female participation in ANR programs. A discount will be given on Master Beef Producer class fees to spouses attending the class.

Programs will be held with FCS Agent during our Beef and Forage meeting to encourage female participation.


Will use different teaching/presenting methods to encourage participation from our Old Order Mennonite community to meet their religious/lifestyle beliefs.



The Agent will make two community visits to underrepresented communities within the county. The Agent will identify key local leaders in these communities in order to identify families that may benefit from FCS Extension programs the most.

County has a growing population of Hispanic/Latino families. The Agent will introduce herself to key local leaders of the Hispanic/Latino community, key organizations, and places of worship in an effort to introduce families to Extension and FCS programs. Agent will also advertise TNCEP programming at Hispanic grocery stores, and other locations where this particular demographic frequents.

The Agent will be intentional of program setup to make classes inviting and inclusive for individuals that have disabilities. Agent will visit organizations such as Progressive Directions Inc. (PDI) who offers services to disabled adults.



The agent and staff will address under-served youth by promoting activities by local newspaper, Internet, radio, and newsletters to encourage program participation. Educational material will be posted and/or given out during club meetings, and where diverse, underserved youth populate for instance the Hatchie River Boys & Girls Club and local housing authorities.

Agent plans to reach an audience not currently served in 4-H programming by conducting programming at the alternative school and with special education classes (SPED) within the County School System

County has a great partnership with the Boys and Girls Club where we have the 4-H mentoring grant. We bring programming to their facilities as well as offer needed transportation to this minority group to ensure youth have the opportunity to participate. Agent will continue to apply for and follow grant requirements of the mentoring grant to continue to aid in supporting this underserved population.

Impact Statements

What is Impact?

- ▶ Reportable and verifiable differences a land grant program makes in the people.
- ▶ Start with the end in mind...
- ▶ Document results of an Extension program.
- ▶ Demonstrate how our work makes a difference

Impact:

- ▶ Broadly speaking:
 - ▶ Quality of life was enhanced
 - ▶ Economy was strengthened
 - ▶ Environment was protected

Why Write Impact Statements?

- ▶ Communicate the results and value of your work
- ▶ Create support for your projects & programs
- ▶ Expected for accountability & reporting
- ▶ Annual evaluation and promotion



Impact Reporting...



- ▶ Illustrates the importance of the land-grant effort
- ▶ Describes the positive change we make in social, economic, and environmental conditions
- ▶ Provides public accountability – Federal, State, Local
- ▶ Shows the economic value of our work
- ▶ Shows Return on Investment
- ▶ Provides a reputation that improves future funding opportunities
- ▶ Increases awareness of programs within the institution
- ▶ Helps us reflect and learn from our work

Keep in Mind...

- ▶ We do not report everything we do in impact statements
- ▶ We report programs that have measurable impact
- ▶ Often, it takes multiple years before program impact is achieved

Economic Value of our work...

- ▶ Increased incomes
- ▶ Savings
- ▶ Increased productivity
- ▶ Value-added
- ▶ Expected values of outcomes
- ▶ Willingness to pay
- ▶ Multiplier effects
- ▶ Increased quality of life
- ▶ High rates of ROI



- ▶ What do you write?
- ▶ What is the format?
- ▶ What makes a great statement
- ▶ What is the preferred writing style?

An Impact Statement:

- ▶ Briefly summarizes, in lay terms, the difference your teaching/learning, research/discovery, and extension and outreach/engagement efforts have made
- ▶ States accomplishment and creates strong support for programs
- ▶ Answers the questions... "So what?" and "Who cares?"
- ▶ Conveys accomplishments in simple language free of technical jargon

Impact statements should include:

- ▶ the number of people served;
- ▶ the problem addressed;
- ▶ the way in which indicators were measured, for example a pre/post test;
- ▶ the indicators of impact, facts and figures;
- ▶ other indicators that demonstrate practice change or improved social, environmental, economic conditions

What do you write?

- ▶ Changes in Learning
 - ▶ Knowledge, attitudes, or skills
- ▶ Changes in Action
 - ▶ Behavior or practice
- ▶ Changes in Conditions
 - ▶ Social/health, economic, environmental
- ▶ Changes in Policy or Decision-Making

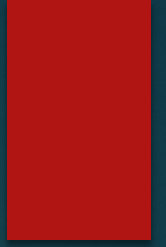


Impact Statements



- ▶ Based on Plan
- ▶ Each Base Program
 - ▶ 4-H, ANR, CED, FCS
- ▶ County Director

Impact Statements



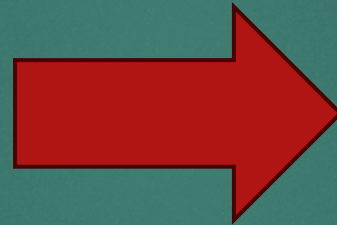
▼ Key Findings

▼ Plans for Coming Year

▼ Civil Rights Plan

Impact Statement Components

Relevance
Response
Public Value/
Success Story



Response
Results
Success Story

Response

- ▶ Action Statement
- ▶ Briefly describe what you did
- ▶ Methods
 - ▶ Activities/Outputs
- ▶ Participation
- ▶ Collaborations/Partners
 - ▶ If applicable
- ▶ Civil Rights efforts in plan



Activities/Outputs

- ▶ Workshops, field days
- ▶ Farm visits
- ▶ Education presentations
- ▶ Publications
- ▶ Faith groups
- ▶ Youth centers



Response



41 youth participated in Chick Chain, raising nearly 400 pullets. Conducted 4 project group meetings, Feathered Friday 4-H Photo Contest with 52 entries.

Civil Rights Response



Agent met in 2 schools where over 40% of the population is economically disadvantaged.

Agent made personal calls or visits with parents, guardians and/or youth who are minorities, under-represented audiences and/or limited-resource audiences to help them better understand 4-H opportunities.



Results



- ▶ The impact of your works is in the answer to the question:

"What is the payoff socially, economically, and environmentally?"

- ▶ What happened to the audience as a result of the work described?
 - ▶ What knowledge was gained?
 - ▶ What skills were increased?
 - ▶ What practices/behavior changed? How many people changed?
 - ▶ How much money was saved?
 - ▶ Were policies changed as a result?
 - ▶ What were the end results (qualitative and quantitative)?

Results

- ▶ Do not duplicate what is covered in the outcome indicators
- ▶ Include locally created outcomes
- ▶ Include Civil Rights activity

Results

- ▶ Master Gardeners gained 1333 hours through 754 programs of continuing education for a value of \$29,553.00
- ▶ Master Gardeners have implemented over 3466 community outreach projects.
- ▶ The poultry show (skillathon, showmanship and premier exhibitor) helped youth earn over \$1,153 in premiums.
- ▶ 139 participants reported their knowledge gain in two areas: (a) the impacts of divorce and of putting children in the middle of conflict, and (b) strategies to reduce conflict with one's former spouse.



Success Story



- ▶ Testimonial or personal success story - Short and concise
- ▶ Diverse audience participation
- ▶ Volunteer hours and value
- ▶ Sponsorship and donations
- ▶ In-kind donations

Success Stories

- ▶ Your program's 'elevator speech'
- ▶ Map the program
- ▶ Determine what impact to report
- ▶ Tell the value – tied to research and evidence

Success Story:

- ▶ UT Extension programming for beef cattle production and management continued to enhance the lives and livelihood of Tennessee beef cattle producers.
- ▶ An on-site interactive 'Fire-Wise' Demonstration Garden was successfully installed at the County Extension campus by Master Gardener volunteers under the direction and with assistance from UTIA Extension specialists and area agent utilizing \$8,000.00 of grant funding. It has received much acclaim and is highly visible to those visiting the Extension office.

Tips for Great Impact Statements:

- ▶ Be brief!
- ▶ # of Participants
- ▶ #s that show a change
- ▶ Longest part should be the impact...
- ▶ Focus on the outcomes (impact), not the activities (what has been done)

Do Not Use These Phrases:

- ▶ “could impact”
- ▶ “potentially”
- ▶ “provides a new opportunity”
- ▶ “is currently being considered”
- ▶ “can help”
- ▶ “could result”
- ▶ “can have an enormous impact”
- ▶ “opens the door to”
- ▶ “will save”



**Active
Voice!!**

Use these Words & Phrases Instead:

▶ “impacted by...”

▶ “helped by...”

▶ “Resulted in...”

▶ “eliminated.”

▶ “improved....”

▶ “demonstrated...”

▶ “enabled....”

▶ “saved....”

How to Write Strong Impact Statements?

- ▶ Be specific about participant behavior changes
 - ▶ Briefly mention your evaluation methods
- ▶ Articulate the value of your work
- ▶ Make an explicit connection of how your program outcomes contribute, include condition change indicators
- ▶ Include quantification

Most Common Pitfalls

- ▶ Too long and too many details.
- ▶ Poor timing or writing about a program when no end-results
- ▶ Listing activities only with no attention to results.
- ▶ Including too much program planning information, such as lists of curricula used and lists of objectives



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