

## Is This Impact Statement Ready for my WNEP Report?

*A few questions to ask...*

- ❑ Does the statement briefly describe the educational event that took place so the reader can put the impact in context?
  - 25 youth participated in a food safety lesson...*[this is a very general description]*
  - 25 youth ages 5-11 at the Northside Boys and Girls Club participated in a lesson about washing hands properly...*[this is more specific; it provides the reader a more complete context]*
  
- ❑ Does the statement describe an impact *on the learner*? (What they learned, did, intend to do, or resources they are connected to as a result of the effort?)
  - # of people gardening *[describes an activity, not an impact]*
  - # of people who rated the lesson as “good” or “very good” *[this is good information for the educator to know but it is not an impact]*
  - #of those gardening who say they’re eating more vegetables or saving money at the grocery store as a result *[this is an impact – it describes impact of gardening on the food stamp eligible participant]*
  
- ❑ Is there a total number reported along with percentages?
  - Adults with children participated in a lesson about eating fruits and vegetables at Head Start. After the lesson, over half of the adult learners (53%) said they would eat more fruits and vegetables. *[percentages are not useful information without also knowing the number of persons asked the question]*
  - Fifty adults with children participated in a lesson about eating fruits and vegetables at Head Start. Of those adults completing an end-of-session evaluation (41), over half (53%) said they would eat more fruits and vegetables. *[here we know how many learners there were, so we can put the 53% in context. We also know how many of the learners answered the evaluation question. This is an additional piece of information that helps the reader make sense of this impact.]*

- ❑ If a stakeholder read this impact statement, what questions might he/she ask? Would it strengthen the statement to incorporate those answers into the statement?
  - You write an impact statement about how a local hunger coalition you are part of raises hunger awareness in the community.
  - You anticipate a stakeholder saying to you, “How did you measure increased awareness? Are agencies changing what they are doing?”
  - You use the Hunger Awareness State Evaluation Project to assess awareness and possible changes in agency practices. This data would strengthen your statement.
  
- ❑ Do the evaluation results in the impact statement directly and clearly tie to the purpose/topic of the education as stated in the beginning of the impact statement?
  - 31 older adults at a senior meal site participated in a lesson about choosing whole grains. Before the lesson, 15 of the 25 adults responding said they would read labels when shopping; after the lesson, 20 of 25 said they would do so. *[the topic was specifically about choosing whole grains, but the impact, ‘read labels when shopping,’ is broader than the topic]*
  - 31 older adults at a senior meal site participated in a lesson about choosing whole grains. Before the lesson, 15 of the 25 adults responding said they would use food labels to help them choose whole grains; after the lesson, 20 of 25 said they would do so. *[the impact is more directly tied to the lesson topic]*
  
- ❑ Does the education and impact described fit within a WNEP outcome?
  - An impact about leading a walking club doesn’t fit within a WNEP outcome, therefore it doesn’t belong in a WNEP report\*.
  - Describing results of nutrition education that you do with the low-income members of a walking club *does* fit within a WNEP outcome.

\* If you had non-WNEP Extension funds paying you to do this, you may find a place to report the impact in the Cooperative Extension Planning and Reporting System.
  
- ❑ Is there someone I can ask to look over my impact statement before I submit it?
  - Ask a colleague to review your statement(s) and provide feedback before submitting your report. The colleague could be another coordinator, a colleague from your office (FL agent or other), your WNEP advisor, or others??
  - Having a second set of eyes to review what you’ve written can strengthen your impact statement.