



Peer-to-Peer Tips for Prepping Your NIFA Program Plan/Report

NAEPSDP Professional Development Webinar
May 20, 2021

1

Welcome

Diane Mashburn, University of Arkansas
Instructor- Program Planning, Evaluation, & Accountability
NAEPSDP Professional Development Committee member

2

NIFA Reporting Strategies Sharing Across the States

Lynn Khadiagala, PhD
Planning and Evaluation Lead
National Institute of Food and Agriculture – USDA
May 2021

3

Why are We Here?

Share Approaches to Federal Reporting

Within the frameworks of the Plan of Work and Annual Report of Accomplishments, the approaches across the states and institutions varies widely. Behind these reports are people with ideas and a multitude of processes that culminate in Plans of Work that envision a better future and Annual Reports that describe research and extension activities with real impacts on peoples' lives.

Thank you to NAEPSDP for supporting this session and many thanks to those who agreed to speak about their approaches to reporting.

4

4

Why These States and Not Other States

- The quality of the 2019 Annual Reports of Accomplishments were really good. I know because I read almost all of them.
- Narrowing the list was difficult
- Pulled together a set of states that could talk about the different sections of the Plan of Work and Annual Report
- Regional diversity
- Institutional diversity

5

5

Takeaways

- Multiple paths to an informative Plan of Work and Annual Report
- Example – Executive Summaries
 - Nevada describes its agricultural, climatic, and socio-economic conditions that give rise to its critical issues
 - New York uses its executive summary to describe its organizational structure
 - Both are informative and useful to NIFA
- Capacity funding exists to help LGUs meet the needs of their states
- Our challenge is to shape reporting to ensure we all meet the legal and regulatory requirements without sacrificing the state and local orientation of the funding

6

6

Institutional Profile – Executive Summary

Scott Cummings, Texas A & M
Associate Department Head and Program Leader;
Professor and Extension Specialist

7

Strategic Process for the Guidance of Critical Issues

8

Why a Strategic Process?

- ▶ Provides a sound foundation for our work
- ▶ Guides resource allocation
- ▶ Increases accountability

9

Identification of Issues?

- ▶ Come from various sources
 - ▶ Grassroots (Texas Community Futures Forum, TexasSpeaks)
 - ▶ Trends
 - ▶ Expert identified (specialist)
 - ▶ Mandates
 - ▶ Emerging issues

10

How is this Connected?

- ▶ We control the process
- ▶ Stayed true to the process
- ▶ Teams have stayed focused on programs and results in identified areas
- ▶ Left room to allow for emerging issues

11

Merit/Peer Review

Lynn Khadiagala, National Institute of Food and Agriculture
Planning and Evaluation Lead

12

Outcomes

Prairie View A & M

FVSU Extension

University of Georgia Extension

Iowa State University

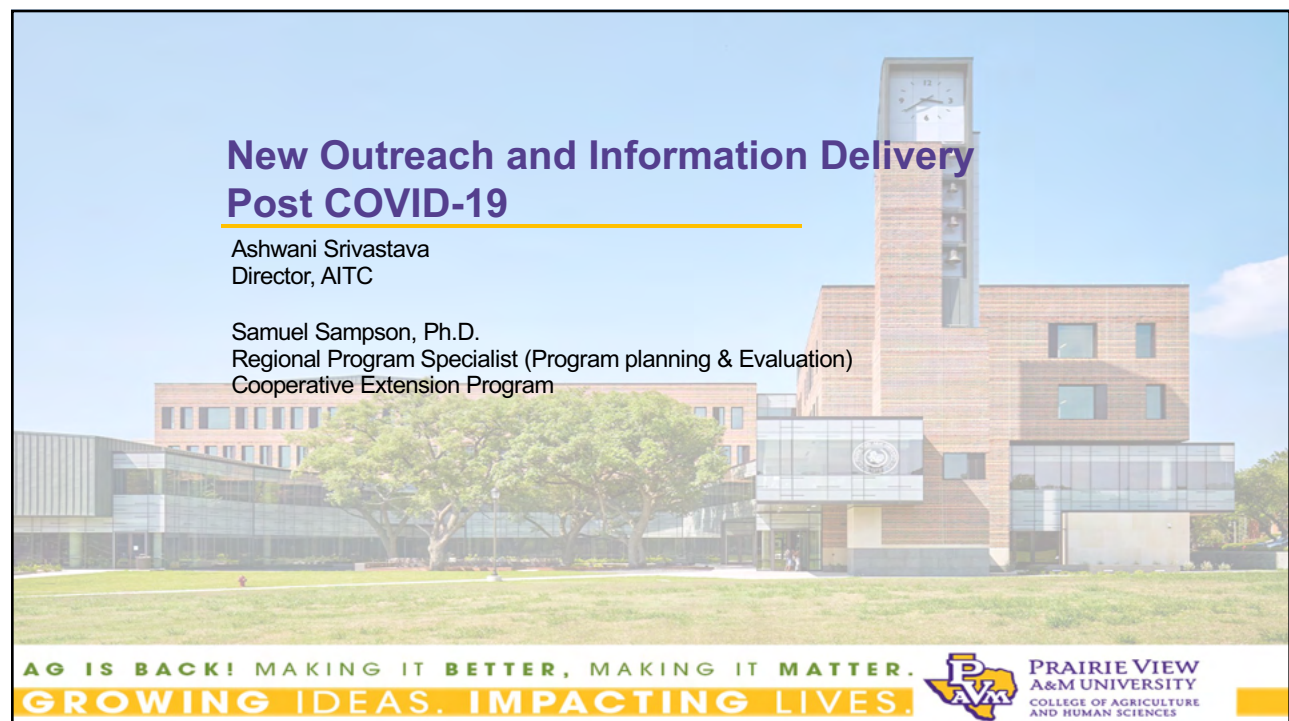
Penn State Extension

13

New Outreach and Information Delivery Post COVID-19

Ashwani Srivastava
Director, AITC

Samuel Sampson, Ph.D.
Regional Program Specialist (Program planning & Evaluation)
Cooperative Extension Program



AG IS BACK! MAKING IT BETTER, MAKING IT MATTER.
GROWING IDEAS. IMPACTING LIVES.



**PRAIRIE VIEW
A&M UNIVERSITY**
COLLEGE OF AGRICULTURE
AND HUMAN SCIENCES

14

Transition To Virtual Platform

- **Alternate Work Location (AWL)**
- Computer/Technology setup at Home or AWL
- **Repackaged Extension Products**
 - Continue to connect with farmers, families and other stakeholder via virtual platforms
- **Developed Interactive Online session**
 - Delivered via Zoom, TEAMS, Webinars, IM, Chat, Email, Calendar invites etc.
- **Extensive drive to train Extension staff to deliver programs on a virtual platform including demonstration**

GROWING IDEAS. IMPACTING LIVES.



15

*Transitioned programs to online to adjust to the pandemic for Youth

- **The 4-H Youth Development unit at Prairie View A&M University was awarded \$421,500 in addition to USDA formula funds.**
 - Having submitted proposals one to three years in advance, all programs were planned to be delivered in person except for one.
 - Worked with grant funders, typically submitting new plans of work to accommodate virtual program delivery.
 - We were able to serve twice as many youth due to reduced costs and no geographic barriers.
 - Successfully piloted the 4-H Garden at Home series, a virtual program that is a rapid response to COVID-19.
 - Several trainings were conducted for agents and/or volunteers during 2020 staff meetings to assist them with acquiring the knowledge, skills and competencies needed to function well in a virtual learning environment.

*Content provided by Rukeia Draw-Hood, Ph.D.
Program Leader, 4-H & Youth Development

GROWING IDEAS. IMPACTING LIVES.



16

*Retain Even When Life Returns to Normal

Plan to maintain responsiveness to clientele in the context of societal needs and trends and teamwork.

- **Responsiveness**
 - The pandemic environment was constantly changing in unpredictable ways. Varying COVID-19 restrictions from varying entities (state, county, schools districts, etc.) limited the ability to engage the audiences planned or previously worked with. We maintained responsiveness to clientele in the context of societal needs and trends.
- **Teamwork**
 - Geographic boundaries (state, district, and county) for youth and personnel had significantly less meaning in virtual learning environments. Teamwork and cohesion in the 4-H unit increased as a result of weekly meetings, program champion teams (that serve youth across multiple counties) and trainings (on new programs, curriculum and technologies). Improving our teamwork across traditional geographic boundaries allowed us to increase the quality and variety of programs offered to youth in each of the counties with less human resources.

GROWING IDEAS. IMPACTING LIVES.

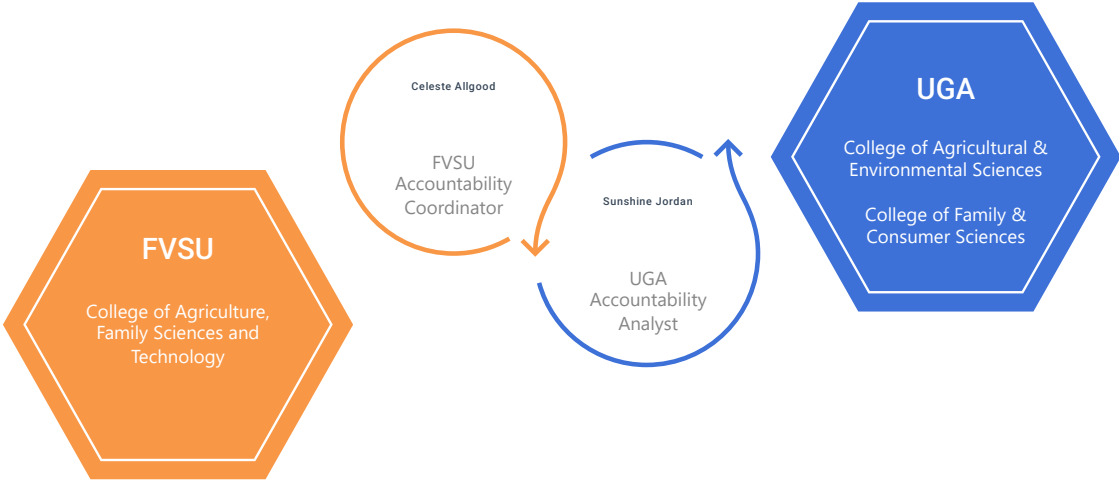
*Content provided by Rukeia Draw-Hood, Ph.D.
Program Leader, 4-H & Youth Development



17

18

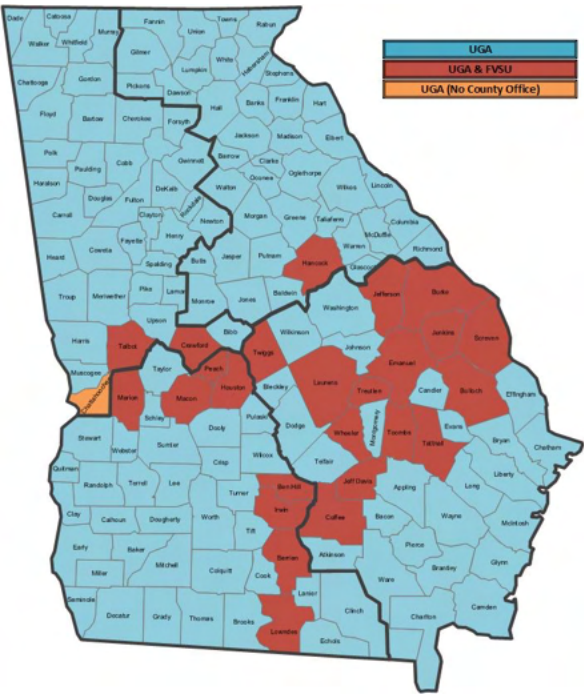
Accountability Personnel



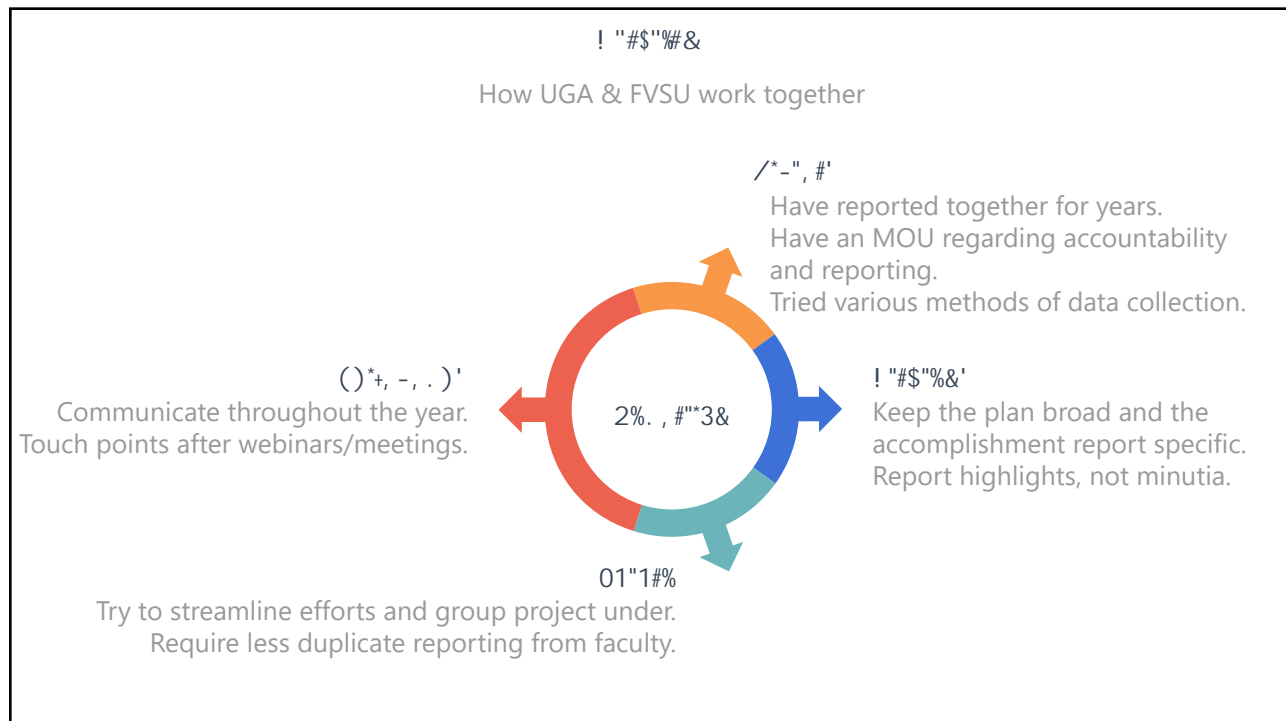
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Extension

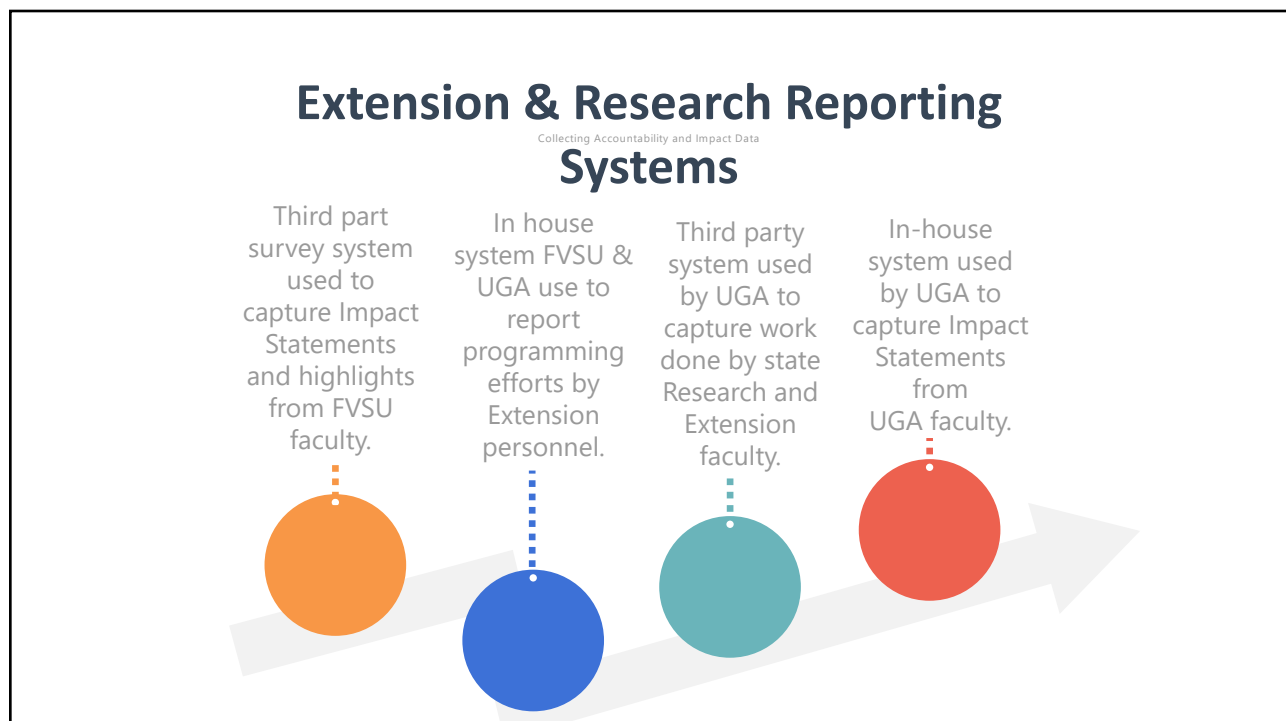
County Services



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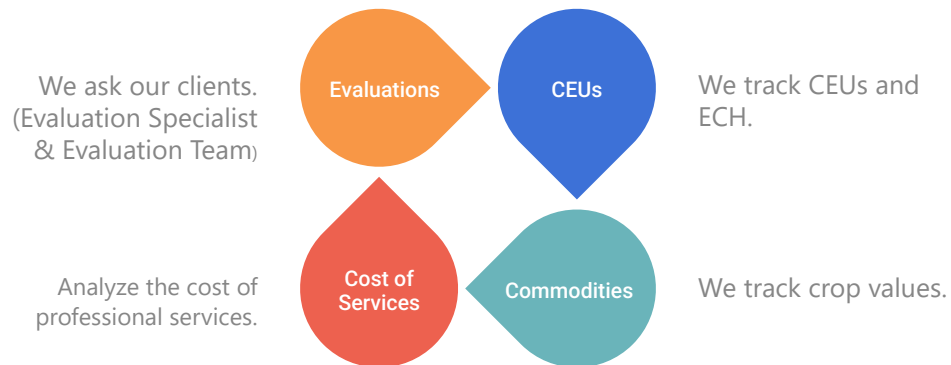
21



22

Economic Value

Getting economic value of Extension and research efforts



23

Serving Youth

Reaching a wide audience through:

- In-school programming
- Scholarships/Fundraising
- Transportation
- In-school Gardens



24

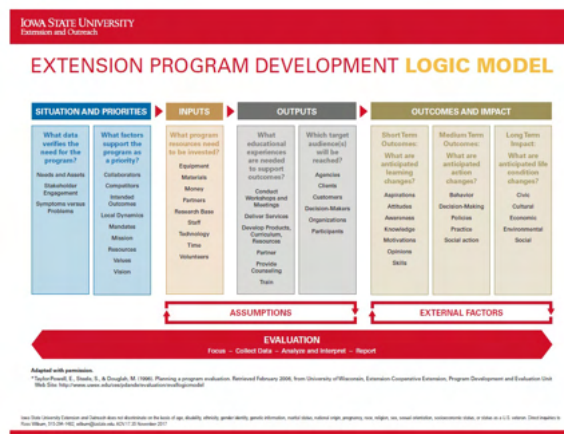
NAEPSPD: Peer-to-Peer Tips for Prepping Your NIFA Program Plan/Report

Keli Tallman,
Program Development and Evaluation Manager

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25

Tool for Guiding Evaluation and Reporting of Outcomes and Impact



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26



27

Quality Success Story Checklist

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QUALITY SUCCESS STORY CHECKLIST

The Quality Success Story Checklist is a resource to assist ISU Extension and Outreach and county extension professionals in writing relevant, impactful success stories. The intent of the checklist is to guide the creation and sharing of ISU Extension and Outreach's private and public value with key stakeholders, partners, participants, funders, and all Iowa citizens.

ELEMENTS OF A QUALITY SUCCESS STORY	
ELEMENT ONE: RELEVANCE (ISSUE)	PRESENT NOT PRESENT
• Includes research, statistics, and trends that support the importance of the need or issue	
• Identifies why the need or issue is important to address	
• Addresses why a program is being considered	
• Indicates how the need or issue was determined and key stakeholders involved	
ELEMENT TWO: RESPONSE (INPUTS AND OUTPUTS)	PRESENT NOT PRESENT
• Identifies educational learning opportunities that seek plans to address need or issue	
• Identifies educational learning products/materials developed to address need or issue	
• Highlights expended/invested resources	
• Identifies target audience(s)/participant(s) reached	
• Provides scope of audience participation	
ELEMENT THREE: RESULTS (OUTCOMES AND IMPACT)	PRESENT NOT PRESENT
• Describes the participant learning, action, and/or life condition changes (private value that took place due to the response)	
• Describes how the program might influence overarching civic, economic, environmental, or societal public value	
• Describes how evidence was collected to document impact	
• Uses multiple measures to evaluate impact	

ADDITIONAL TIPS
Success story titles should succinctly reflect the story's private and/or public value. The relevance, responses, and results elements should flow seamlessly together. The story should be written for a lay audience, spell out acronyms, eliminate jargon, and be concise. The length of the story should ideally be 1-page in length, with a focus on outcomes and impact.

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28

Penn State Extension

Brent D. Hales, Associate Dean - College of Agricultural Sciences

How has Penn State accomplished produced evidence-based outcomes across its projects and programs? Several years ago, Penn State Extension undertook a number of initiatives to ensure that its investments reflected the needs of the agriculture industry and capitalized on the research coming out of the University. Specifically, we:

- Created the Penn State Ag Council made up of key stakeholders from across Pennsylvania's ag commodity groups and other invested partners
- Created a Product Development Process that works to build programs that reflect industry needs by engaging faculty, educators, and Ag Council members to create programs



29

Penn State Extension

- Created a business model that took into account the growing demand for online non-credit programming
- Created a strategic plan that will ensure this collaborative focus of online and face-to-face programs coupled with investments in urban programming and diversity, equity, and inclusion
- Created an evaluation unit to assist leadership in data-driven decision making



30

Penn State Extension

For institutions that may not have the resources that Penn State has to create this type of an investment, what insights can we offer?

- Start with those efforts that fit your current efforts
- Seek input from stakeholders outside the college or usual partners
- Engage in visioning to determine where you want to go
- Build feedback loops from inside and outside the system
- Promote opportunities to succeed fast/fail fast and celebrate both equally
- Plan, implement, evaluate, repeat



31

Q + A

Please add your Qs in the chat – if you Q is for one presenter, please do include their name.

32

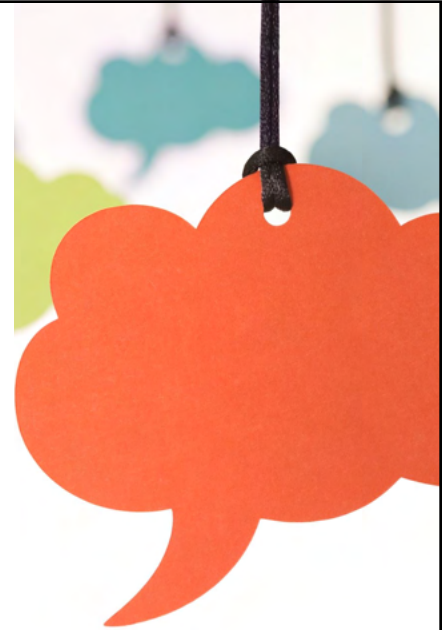
NAEPSDP - Upcoming

June 7 – August 6 RFP for (Virtual) NAEPSDP Conference

July 12-16 Virtual Summer School “Moving Extension Forward: Lessons & Strategies from the Pandemic”

September 30 <PM> – NAEPSDP “Unconference”

November 30 - December 2, 2021 (Virtual) NAEPSDP Conference



33



34