

Reporting “IMPACT STATEMENTS” in Digital Measures (DM)

Instructions for Educators, Faculty and Extension Specialists

Updated 09/26/2018

IMPACT STATEMENTS

The impact statements screen may be completed by Extension Educators, Specialists or Faculty. It is used to report on a specific effort, program, project or team and provide the narrative or story of the impact on people, communities, businesses, operations, etc., in Indiana and beyond. Questions? Email DMhelp@lists.purdue.edu or click on “?” in the Digital Measures navigation.

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Why do we write impact statements?

The purpose of an impact statement is to highlight how things have changed as a result of Research and Extension efforts. An impact statement is a narrative or story that details the impact that Extension programs/projects have on the people, communities, businesses, operations, etc., in Indiana and beyond.

How are Purdue Extension impact statements shared? When you document an impact, what happens with it?

1. Purdue Extension reporting
 - a. A small number of impacts are chosen for inclusion in the USDA NIFA Annual Accomplishments Report and to report to Purdue’s Office of Engagement.
 - b. A few impact statements, along with statewide totals of direct contacts, are reported to Purdue’s Office of Engagement.
2. A small number of impact stories may be used to coordinate with other Extension efforts or to generate “client” stories via efforts from Ag Communication to capture the story of someone who benefited from Extension’s program/project. You can see stories that have been shared here: <https://extension.purdue.edu/Pages/Purdue-Success.aspx>
3. Some impacts may be selected as resources for PCARET members.
4. A small number of impact statements may be selected to be posted on the Land Grant University website, www.LGUimpacts.org, and on Agriculture is America, www.AgisAmerica.org.
5. You are encouraged to share! Take the Information from your impact statements and use it to highlight your County or Extension program/project. Revamp your findings into a marketing approach:
 - a. Local Faces story for flyer (template available)
 - b. Educators may post on their County website via THE DEPOT
 - c. Faculty and Specialists may include on their websites
 - d. Print on fliers – paper and electronic
 - e. Share via Social Media
 - f. Educators may present at Annual Meetings for their County Councils
 - g. For more on going from impact statement to marketing, there is an online course available on Blackboard. The “Marketing Training” course on Blackboard which includes a video, instructions and examples on how to go from impact statement to marketing and promotion can be located here: <https://mycourses.purdue.edu/>. If you need help getting access, please email Greg Lindberg, glindber@purdue.edu.
6. Impact statements are also included in the DM “Summary Reports” that are used in the annual review process with District Directors, Program Leaders and Department Heads.

Reporting is an Extension Responsibility

Educators are expected to post a minimum of two impact statements in Digital Measures per year, one in the fall around the start of the Indiana legislative year and one in the spring ahead of the legislative budget decision-making process. Once reported, you may take the information and generate marketing and promotion – Local Faces stories, website, fliers, Social media, etc. Impact statements can be either individual or team efforts. For Educators, impact statements often may be: 1) An anecdote about, or testimonial from, a participant experience (identify participant roles but not names), or 2) Results of a program evaluation conducted to determine participant changes as a result of the education effort.

Faculty and Extension Specialists are expected to post at least one impact statement on their Extension program or project annually. Not all programs/projects are at the stage to report impacts, so Faculty and Extension Specialists select the one which is producing outcomes and impact for the year. For Faculty and Extension Specialists, impact statements often may be: 1) Results of a program evaluation conducted to determine participant changes as a result of the education effort, 2) Discoveries/Results of a Research or Extension project

Impact Statements and Research

Institutional Review Board (IRB) approval is not required to write an impact statement. When Extension personnel report program evaluation results, that activity does not meet the definition of human subject research. However, if for a program/project, there are intentions to share results via professional publication or presentation, then IRB would be involved. For most Faculty and Extension Specialists, professional publications and presentations are expected, and with that intention, this would meet the definition of human subjects research. More information is available from Purdue’s Human Research Protection Program, <https://www.irb.purdue.edu>.

What are the 4 parts of an impact statement?

- 1) **Title** -- This is a catchy headline to give a hint at what is to come in the impact statement
- 2) **Issue** -- This is a description of the need, concern, or situation to be addressed by Extension. Examples of issues may include: obesity, drought, lack of leadership knowledge or skills, or the need for stronger science education. This may include needs assessment data showing that this is an issue.
- 3) **What Has Been Done** -- This is a description of the program/project. What was it called? How was it presented? What topics were addressed? Who was the audience? Avoid using acronyms, abbreviations, and jargon. Instead, write this as if you are explaining the program/project to someone who doesn’t know anything about it.
- 4) **Results** -- This is a description about what changed because of the program/project. It is presented from the perspective of the participant/audience/community/business, etc.

What “impacts” do we report?

From the logic model structure, here is an excerpt of the outcomes/impact section that illustrates suggested approaches to short-, medium-, and long-term outcomes, and how those might be expressed, measured, and shared. These are general guidelines for the most common approaches for Extension.

	Outcomes/Impact		
	Short-Term	Medium-Term	Longer-Term
	Change in KNOWLEDGE	Change in BEHAVIOR	Change in CONDITION
What might be expected to happen as a result of Programs/Projects by Purdue Extension?	Participants — Increase awareness, gain knowledge, and/or learn about skills/practices	Participants — Do something differently, take action, make a change	Participants, communities, businesses, environment — impact on health, business/operation, productivity/profit situation/role/position, family, organization, community, etc.
What are the kinds of measures or indicators we might use to show what happened?	Number of youth or number of adults	Number or youth or adults who changed behavior, took action, adopted a practice	Outcome specific to program/project logic model
How are the results gathered and shared?	Program evaluation — formative or summative	Program evaluation — Follow-up evaluation or research study Professional publication (IRB required for human subjects research if appropriate)	Program evaluation — Follow-up evaluation or longitudinal research study Professional publication (IRB required for human subjects research if appropriate)

	Anecdotes/Narratives — Local Faces story	Local Faces story	Impact statement
	Impact statement	Impact statement or Professional publication (IRB required for human subjects research if appropriate)	Professional publication (IRB required for human subjects research if appropriate)

Outcome categories can be used to explain the changes in:

- **KNOWLEDGE:** Participants increased awareness, gained knowledge, learned about a skill/practice
- **BEHAVIOR:** Participants changed something or adopted a new, recommended behavior or practice; and
- **CONDITION:** Something changed for the community, organization, agency, business, operation, or family.

Often this section is a combination of **qualitative** data (testimonials/anecdotes or participant comments on evaluations) and **quantitative** data (number of, percent increase, dollars saved, increase in profit, etc.).

Each Program Area has its own logic models which form the structure for programming, outcomes and impacts.

4-H logic models - <https://extension.purdue.edu/skillcenter/extension-metrics/4-h-metrics/>

ANR logic models - <https://extension.purdue.edu/skillcenter/extension-metrics/anr-metrics/>

CD logic models - <https://extension.purdue.edu/skillcenter/extension-metrics/cd-metrics/>

HHS logic models - <https://extension.purdue.edu/skillcenter/extension-metrics/hhs-metrics/>

NIFA has a “generic” logic model template as a guide for research, education and extension activities available here:

<https://nifa.usda.gov/sites/default/files/resource/Generic%20Logic%20Model%20for%20NIFA%20Reporting.pdf>

Impact Statement Resources



A Part of the Cooperative Extension System

- Check out this free online course from eXtension for writing and marketing impact statements: <https://extension.org/impact-statement-reporting/>
- How to create impact statements: <http://www.joe.org/joe/2003february/a6.php>
- USDA/NIFA - Writing Meaningful Outcomes/Impact Statements: https://nifa.usda.gov/sites/default/files/resource/2012_writing_better_outcomes_web_0.pdf
- USDA-NIFA Impacts - <https://nifa.usda.gov/impacts>
- USDA-NIFA Impact Statement Archive (funded projects) - <https://www.multistateresearchimpacts.org/impact-statement-archive>
- Land-Grant Impacts - <https://landgrantimpacts.tamu.edu/>

Example Impact Statements from Educators

(These have edits from the initial submissions.)

Title

Teens teaching biotechnology spark STEM interests in area youth

Team

Tami Mosier, 4-H Youth Development, Steuben County, Erika Bonnett, Extension Specialist-4-H Science Initiatives

Issue

Today the United States ranks 27th among developed countries with college graduates receiving degrees in science or engineering, and in the next decade, most of the fastest growing occupations will require at least some background in Science, Technology, Engineering, and Mathematics (STEM).

What Has Been Done

The Steuben County 4-H Program has a Bio-Tech Team, which is a team of young science enthusiasts who went to a training in Indianapolis called “The Science Behind Agriculture – Teens Teaching Youth Biotechnology.” The 4-H Bio-Tech Team used unique ingredients like gummy bears, Nesquik, drain cleaner, strawberries, Kool-Aid, and others to inspire science exploration about DNA, genetics, and water properties. This “teens as teachers” team has led and conducted science experiments with youth audiences at 4-H clubs, school classrooms, and afterschool programs to encourage youth to think about science in fun and dynamic ways.

Results

Teens trained to lead these science explorations developed leadership, communication and presentation skills. One teen stated, “I am writing you this as I’m sitting here soaking all of the bio-tech training and teaching in. Thank you so much for nominating me and allowing me to have this opportunity. I love it! I’ve been able to get more comfortable with large group teaching and meets lots of new friends.” During these teen-led programs, attendees commented: “This is awesome!” and “Can we do this again next time?” In response to the bio-tech activities, a classroom teacher commented, “This is really neat!” and her colleague enthusiastically agreed. One of the first year 4-H members quickly ran to her mother and exclaimed, “I learned what makes Nesquik magical when it mixes with water!” These kids are gaining an appreciation for science because they are seeing that science is fun and can even be “magical.” Although it was not the intended result, one teacher said, “You have renewed something in me. I have gotten away from hands-on teaching because using paper is so much easier, but this has inspired me and reminded me that these kids need hands-on teaching. There were so engrossed in what you were teaching them!”

Title

Indiana’s beef producers increase revenue with Master Cattleman program

Team

Andrea Brown, Danielle Walker, Sadie Davis, Courtney Stierwalt, Miranda Ulery, Amanda Mosiman, Jill Andre-Richards, Maria Turner, Kelly Heckaman, Paul Vining, Lindy Miller, Mark Kepler, Kelly Pearson, Kara Steward, Ron Lemenage, Keith Johnson, Phil Reid, Matt Claeys, Brad Shelton

Issue

Several states across the U.S. have developed successful Master Cattleman programs that have offered cow-calf producers the opportunity to increase their knowledge of beef production. Beef producers in Indiana are in need of in-depth educational programming that will help them evaluate their production system and allow them to create a unique business plan that will increase productivity, efficiency, and profitability of their operations. The Master Cattleman program will fill a void in the current programming for Indiana’s beef producers and result in significant economic impact.

What Has Been Done

Purdue Extension created a 10-week Master Cattleman Program that utilizes industry experts to teach material in an interactive, discussion-based forum, tailored to fit the needs of the participants. This is an advanced series of classroom-based lessons where participants gain knowledge in all aspects of cattle production and build a business plan for their operation. Lessons in the classroom are scenario-based with optional field days after completing the program. Participants receive their Beef Quality Assurance certification upon completion of the program.

Results

Despite being in its early phases of statewide implementation, the program confirmed its ability to meet the needs of the Indiana’s beef producers. Most notable on follow up evaluations was that 100% of respondents indicated that the program helped increase the revenue potential of their operation. Half of the respondents estimated increases of \$1,000-5,000 while the rest said \$5,000-10,000. This is a significant impact in such a short period of time. Participants believed many elements of the program were helpful in increasing the revenue potential, including: 91% of participants said marketing information; 93% said they had a better understanding rumen physiology and feeding strategies; 77% have the ability to develop and implement a comprehensive herd health plan; and 92% had a better understanding of environmental issues related livestock production.

Title

Network of residents trained to serve and lead for community success in Daviess County, Indiana

Team

Cynthia Barber, CD, Daviess County, Mark Kepler, ANR, Fulton County, Terri Newcom, HHS, Tipton County, Lori Bouslog, 4-H, HHS, Sullivan County, Kris Parker, Regional CD, Northwest District, Janet Ayres, Professor, Ag Econ

Issue

Confident, skilled and knowledgeable leaders are needed to guide organizations and communities through the challenges they face in today’s changing environment. More leaders are needed to step up to the plate, get involved and create more vibrant communities.

What Has Been Done

Daviess County piloted the Community Leadership Certificate Program, developed by a team of Extension faculty, specialists and educators, with 44 hours of interactive educational opportunities to enable people to better understand themselves, their community and their leadership role. Goals were to: 1) Expand the leadership base of people who will assume active roles in the community, 2) Establish strong community networks among participants and community leaders, 3) Encourage community

volunteerism and service, and 4) Create a network of people to share creative ideas and promote community action. Topics were leadership styles, interpersonal communication, economic development, managing conflict, exploring diversity, and county government. Participants completed enrichment activities, homework and group project work, and contributed over 100 hours each. 19 individuals came from diverse sectors of the community - business, healthcare, agriculture, education, local government and non-profit organizations. Common goals were learning more about the community and becoming more actively engaged. "I am so glad I have been given the opportunity to participate in this program, to increase my knowledge of my home community and become more in tune with what our community needs to thrive." Support from the community was extraordinary, including monetary and in-kind contributions totaling \$13,700.

Results

After the 9-month program, 100% of participants reported increased knowledge in topics presented. 100% reported an increase in their confidence to volunteer in the community and to in taking on leadership roles in community organizations. 81% plan to use what they learned immediately, with the remainder planning to use it in 3 to 12 months. Strong community networks were established, as revealed in these comments and results: "I feel like we have created a family of leaders in our community that have a common goal. I've learned so much about this place that I've grown up in and now I have a team of people that I know I can count on. It has been one of the most exciting opportunities in my life." 100% of participants reported that the program expanded their connections with others in the community. In a letter written to the program graduates, the Lt. Governor shared, "A successful community and state depend on a continued supply of leaders who have the passion to serve and lead. Your program is helping create a benchmark of women and men who will lead Daviess County and the State of Indiana into a successful future." Based on experiences and success in Daviess County, 3 additional counties are now presenting the program.

Title

Community Comes Together to Tackle Childhood Obesity in Adams County, Indiana

Team

Nancy Manuel, HHS, Adams County

Issue

Childhood and adolescent obesity rates have reached epidemic proportions in the United States. Sedentary routines found in schools and in the home as well as over-exposure to unhealthy snacks and non-nutritional foods contribute to the pervasiveness of this disease that afflicts America's children. Obese children face significant health risks such as Type 2 diabetes, tooth decay, and depression. One study shows that children who are substantially overweight throughout much of their childhood and adolescence have a higher incidence of depression than those who aren't. Research has shown a connection between obesity and both decreased academic performance and increased likelihood of being bullied in school.

What Has Been Done

Through Purdue Extension leadership, the development and ongoing actions of the Adams County health coalition, Winning with Wellness, has taken on childhood obesity. Winning with Wellness received \$5,000 a year for 4 years from an AFRI grant to mobilize rural low-income communities to assess and improve the ecological environment to prevent childhood obesity. Community activities were: training and administering North Carolina Extension's curriculum, Color Me Healthy, for 15 preschools to include healthy food options and more physical activity for the children; organizing a "Color Me Healthy" fitness walk for preschoolers and families; hosting the First Annual Active Living Week; facilitating a community workshop in partnership with the Indiana Department of Health and Health by Design for a walkability study; collaborating with a hospital, park and recreation department, the library and preschools to establish "Born Learning Trails" a national campaign by United Way, with 10 interactive signs/learning activities to get children and adults interacting to promote language, literacy and motor skills needed for kindergarten; and providing transportation for 7 citizens to attend Clinton County's Healthy Communities Workshop.

Results

394 children attended 15 preschools where the Color Me Healthy program is being implemented. 13 of the 15 preschool directors rated Color Me Healthy materials as "excellent" or "very good." Preschool directors strongly agreed that Color Me Healthy curriculum: increased physical activity of the children (43%); increased children's knowledge about movement and physical activity (43%); increased children's knowledge about healthful eating (64%); and helped raise parents' awareness of the importance of physical activity and nutrition (36%). One preschool director believes preschoolers are at the perfect age to learn about nutrition and exercise. She was happy with the Color Me Healthy curriculum, and stated "A lot of families didn't understand reading the labels at the stores. So it's really nice that this curriculum enables us to be able to teach the children, and then they go home and sometimes teach the parents, which I think is fabulous."

Example Impact Statements from Faculty and Extension Specialists

(These have edits from the initial submissions.)

Title

Farm Families build their Succession Plans

Team

Nicholas Held, Valerie Clingerman, Kelly Heckaman, Amanda Dickson, Anna Morrow, Courtney Stierwalt, Megihann Leininger, Nicole Witkowski, Gracie Marlatt, Edward Farris, Jenna Nees, Maria Marshall, Teresa Witkoske, Christina Ferroli, Igor Lopes, Stacy Zuelly, Bryan Young, Roy Ballard, Jodee Ellett, Michael O'Donnell, James Monroe, Karen Plaut, Maria Marshall, Craig Dobbins, Michael Delgado

Issue

Succession planning is important for the continuity of small farms. Recent research indicates development of the farm family business requires focus on both family continuity and business profitability. Purdue's Family Business Succession Survey (Marshall et al., 2012) showed more than 55% of family businesses plan to transfer the business to a family member. However, 44% had not started a management transfer plan and 54% had not started an ownership transfer plan. In addition, less than 20% had a written management or ownership transfer plan in place. Succession planning is mentioned in extension advisory committee discussions, program evaluations, and informal conversations as an area in which information and resources are needed. Families struggle with getting the process started, including not knowing whom to contact, and have difficulty starting the conversation with family members. If there is an unexpected death, disability, divorce, or other unexpected leave, the farm can struggle and may have to be sold. Indiana farm women and women throughout the U.S. are continuing to take larger roles in managing and owning farming operations and diversified agriculture enterprises. To help these women be successful in decision-making, have sound financial management and maintain overall emotional well-being in their operations, educational opportunities directed to this specific audience are necessary.

What Has Been Done

Purdue formed a Succession Planning Team, comprised of extension educators and faculty/specialists, to address the needs of families planning the continuation of farm businesses. Research goals were to enhance: 1) farm family well-being, 2) economic viability of small and medium family farms, and 3) farm family cohesion and management succession. Findings were incorporated into: 1) education for the younger generation of family business managers via farm management courses at the university, 2) extension programs across the state for the older generation of family business managers, and 3) family farm business structures via publications, extension activities, and website (Purdue Initiative for Family Firms - <https://ag.purdue.edu/agecon/piff/pages/piff.aspx>). To cultivate strong Indiana farm families through the succession planning process, three extension programs are implemented: 1) Regional workshops, 2) Introduction to succession planning presentation, and 3) Farm family visits. Regional workshops are coordinated during the winter months across Indiana and address: 1) Beginning succession planning steps. 2) Financial skills. 3) Communication strategies. 4) Business structures. 5) Risk management tools. 6) Options for asset transfer to the next generation. 7) Management transfer plans. Workshop presenters include experienced local professionals (i.e., attorneys and accountants), Faculty/Specialists and Educators. Introduction to Succession Planning is a presentation delivered at educational workshops, at conferences and many other venues. The presentation covers basic steps and considerations for succession planning including: 1) Estate/succession planning definitions. 2) Recent research studies. 3) Feasibility of adding a family member. 4) Elements of a family business. 5) Options for business structures. 6) Human resource risks. 7) Management succession. Farm Family Visits are scheduled after the workshops or presentations for those seeking advice on preparing succession plans. Purdue team members provide assistance with succession planning and advise families on preparing for meetings with accountants and attorneys. Purdue has another team - Women in Agriculture - for providing offerings specific to women through an annual Midwest Conference. Educators and agri-business professionals collaborate to offer sessions designed to address the personal, family and farm issues affecting the lives, farm and family businesses of Midwest farm women. Succession planning is always a topic made available to women attending this conference.

Results

Program evaluations completed by participants indicate the workshops have been beneficial to families starting their succession plans. 100% of respondents indicated information presented was useful to them and they felt better prepared to start their farm succession plans as a result of attending. Most valuable topics were communication, the need for getting started with planning, six tips for a succession plan, success of family ownership, how to get started, a beginning point, feasibility, and adding family members. Asked to name something they planned to implement, responses included "take action to finish what we've started", "start meeting regularly", "visit the lawyer, CPA, and financial advisor", "start communicating with all family members" and "listen to ideas my son has." For the Women in Ag conference, women attending indicated that they gained ideas they could try immediately with the most important concepts learned as better communication techniques in discussing family farm management, estate planning, and succession planning and how to do it well. Succession planning continues to be important to the future of farming families in Indiana.

Title

Helping Hoosiers Prevent Heart Disease

Team

Stephanie Woodcox, Megan Addison, Harriet Armstrong, Debora Arseneau, Meagan Brothers, Lisa Cangany, Jennifer Cannon, Shannon Chipman, Esmeralda Cruz, Ashley Dixon, Janice Dougan, Jaclyn Franks, Kimberly Frazier, Ann Fremion, Polly Gettinger, Allison Goshorn, Brenda Hagedorn, Molly Hoag, Teri Hornberger, Jane Horner, Nancy Hudson, Molly Hunt, Jane Jett, Annette Lawler,

Janeen Longfellow, Joanne Lytton, Nancy Manuel, Mindy Mayes, Kathy Murray, Lindsey Pedigo, Gail Peitzmeier, Susan Peterson, Susan Plassmeier, Karen Richey, Ashley Roberts, Atina Rozhon, Tonya Short, Alice Smith, Diana Stone, Demarcus Sneed, Jennifer Stefancik, Janet Steffens, Brooke Wilkinson, Lisa Wilson, Teresa Witkoske, Karen Yehle

Issue
Heart disease is the number one cause of death among men and women in the U.S. Each year, about 600,000 die from heart disease—about one in every four deaths. Heart disease costs the U.S. \$108.9 billion each year in healthcare services, medications costs and lost productivity. Heart disease is also the number one cause of death for men and women in Indiana with 66% overweight or obese, 40% with high cholesterol, and 33% with high blood pressure. The good news is that there are several risk factors and lifestyle activities that can be modified to help reduce risk of developing heart disease. Prevention of heart disease is possible.

What Has Been Done
Purdue Extension works statewide to educate adults on heart disease and teach them ways to reduce their risks for developing this chronic disease. Through the Be Heart Smart program, participants learn how to identify and monitor risk factors for heart disease and make simple changes to their daily routine that can improve heart health. Be Heart Smart is offered as a series of four, 1-hour classes. Topics covered include risk factors for heart disease, cholesterol and blood pressure guidelines, a heart-healthy eating plan, stress reduction techniques, and tips for how to talk to your healthcare provider. Each lesson provides suggested action items for heart-healthy behaviors to start making a difference today. Be Heart Smart was presented 51 times in 43 counties during the 2015-2016 programming year, reaching 530 individuals. Of those reporting, participants of the program were mainly female (86%), aged 61 years or older (72%), and White (91%).

Results
When asked, 80% of program participants were concerned that they are at-risk for heart problems. There were statistically significant improvements in knowledge for: 1) identifying controllable versus uncontrollable risk factors, 2) recommended blood pressure levels; 3) recommended cholesterol levels; 4) healthy body mass index; 5) how to decrease sodium in the diet; 6) recommendations of the DASH Eating Plan; 7) benefits of physical activity; and 8) ways to decrease stress. Participants intend to make behavioral changes, including: 1) 96% would monitor controllable risk factors for heart disease such as blood pressure and cholesterol; and 2) 88% would increase daily physical activity. One noted that information provided was “real stuff for a real problem. It has changed how I see and do things in my daily life”. Another noted applying the information learned “is possible to do” and “doesn’t have to be complicated.” The findings suggest that after the program, adults are more knowledgeable about risk factors for heart disease, strategies to prevent or reduce personal risk of heart disease, and intend to incorporate heart-healthy behaviors into their daily activities.

Title
Enhancing the Value of Public Spaces

Team
Kara Salazar, Michael Wilcox, Melinda Grismer, Roberta Crabtree, Steve Yoder, Daniel Walker, Kris Medic, Teri Hornberger, Jeff Hermesch, Hans Schmitz, Sara Dzimanski

Issue
Public spaces are essential to the social, economic, and environmental sustainability of communities. They are the shared resources such as parks and town centers that define a sense of place and where residents experience social interactions, explore nature, and purchase goods and services. The management decisions of these public spaces - made by public policy makers, private business owners, and residents - impact the wellbeing and livelihood of the community as a whole. In many cases, Indiana communities underestimate and inefficiently leverage the value of public space to the detriment of their quality of place. Quality of place, in turn, is a significant factor that plays a critical role in community and economic development outcomes that seek to enhance community vitality and sustainability. The Indiana-based curriculum is designed for use by decision makers and local leaders with oversight and management of community public spaces (e.g., parks boards, plan commission members, non-profit organizations). The program combines data collection and analysis with inclusive public deliberation to guide the design of a high-quality action plan that can result in sustainable and impactful improvements for public spaces and, ultimately, an enhanced quality of life.

What has been done
As part of efforts by an interdisciplinary team, the Enhancing the Value of Public Spaces curriculum and facilitation guide were published and include the community capitals framework and the appreciative inquiry process to demonstrate how high quality public spaces improve a community’s quality of place and create a comprehensive action plan. The Enhancing program has three components: the Indiana-based curriculum, community workshop forums to bring together key stakeholders and decision makers to provide input into crafting the high quality action plan, and working group meetings facilitated by Purdue Extension to provide technical assistance needed to complete a high quality action plan. The facilitation process can take about 15 – 20 hours over the course of three to six months. The program was conducted in five pilot communities and is now being executed in seven communities (Corydon, Elkhart, Frankfort, Kokomo, Lebanon, Perry County and West Lafayette). Deployment continues to be a team-oriented effort with a minimum of three Purdue facilitators and two or three local hosts collaborating with stakeholder groups to develop a public spaces action plan.

Results

Participating communities completed public spaces action plans for use with parks and recreation master plan updates, comprehensive planning efforts and downtown revitalization projects. Feedback survey results indicate the program is useful in providing new knowledge to assist with making decisions and taking actions to help develop new or enhance existing public spaces. Participants in the Frankfort program used the data, tools and resources to write an action plan and grant proposal focusing on downtown redevelopment that resulted in a \$40,000 award from the Indiana Office of Community and Rural Affairs. The City of Kokomo used the tools and resources as part of the city Comprehensive Plan update, which the Purdue Extension Enhancing team will continue to support as part of a \$13,000 grant award. Current programs in West Lafayette are focusing on the city-wide Parks and Recreation Master Plan update with support from the Enhancing team through running public forums, survey development and implementation and stakeholder interviews. Success of the Enhancing program also prompted its inclusion as one of the key program offerings of the new Hometown Collaboration Initiative (HCI). This effort provided a conduit for Enhancing to support three HCI communities in completing their related action plans. As part of the HCI program, the city of Corydon used the Enhancing action planning process to successfully complete an action plan to acquire property and subsequently launch a fund raising campaign to develop and build Bicentennial Park. To date Corydon has raised \$750,000 to create the first park in city limits.

Title

4-H NFPA Fluid Power Challenge

Team

Erika Bonnett, Jose Garcia Bravo

Issue

The 2015 4-H NFPA Fluid Power Challenge was an inaugural experience, Purdue University partnered with the National Fluid Power Association and Center for Compact and Efficient Fluid Power to provide teams of Indiana youth in 6-8th grades with an opportunity to learn about hydraulics, engineering design, and other STEM (Science, Technology, Engineering, and Math) skills. This program created an opportunity to give youth a learning experience with STEM through hands-on, experiential learning activities. Youth experienced a one day workshop in which they worked as teams to learn concepts of fluid power through hands-on learning. Teams then went back to their communities and worked to create and design a fluid power manipulator for the challenge day. Thirty youth participated in the challenge the first year, with only 25% of youth understanding what Fluid Power was prior to participating. As part of challenge day and to show knowledge gain, youth created a portfolio of their design that they presented to the judges prior to the actual competition.

What Has Been Done

The Challenge experience consisted of a workshop day in which teams from across Indiana came to Purdue's campus for a day long workshop to introduce concepts of fluid power, engineering design, and learn about the challenge competition. The students worked during workshop day on creating a pre-designed lifting device, and were accompanied by graduate and undergraduate students from Agriculture and Biological Engineering and the Purdue Polytechnic Institute to learn the basic skills they would use to create their challenge robots. Teams then returned home to work on the design of a robotic manipulator, and were asked to document the creation of their prototype with a design portfolio.

Five weeks after the workshop day, the teams assembled back at Purdue University for the 1st 4-H NFPA Fluid Power Challenge Competition. Teams were judged by industry professionals from Caterpillar, Wabash National, and professors from Purdue University and Universidad Tecnológica de Queretaro, Mexico. The teams were judged and awarded points on various categories such as: portfolio, teamwork, design, challenge completion, and overall winner. Each team designed a fluid power robot from a standard kit of same resources that were provided to each group on the workshop day. The robot had to pick up an object and move a certain distance to a stair-stepped landing area in which each step was worth a different amount of points. The teams used syringes with either air or water to actuate the mechanisms moving the robot, and were only allowed to use the syringes for powering the robot. This opportunity for the teams of students gave them each a chance to create a design, problem solve, work as a team, and learn about the engineering design process. Two teams were later selected to demonstrate their designs and communicate their experience at the Indiana Legislature Rural Caucus held at the Indiana State Fair. This was an opportunity to not only promote the Fluid Power Challenge, but connect 4-H, STEM education, and fluid power with youth voice for policy makers.

Results

Using partnerships between the National Fluid Power Association, the Center for Compact and Efficient Fluid Power, Purdue Polytechnic Institute and the 4-H Youth Development Program at Purdue University gave a unique opportunity to reach youth students throughout the state of Indiana while targeting teaching STEM skills. The partnership with 4-H also gave a unique non-formal education setting, with an opportunity to continue the focus on STEM skills since all partnering organizations have this as a priority. Youth students who completed the workshop and challenge completed the 4-H Science Common Measures Evaluation focused on STEM skill development for this 4-H event, and 96% reported that they liked to see how things are made or invented. 86% liked science, while 75% would like to have a job related to science. 96% also said they felt that they could explain why things happen in an experiment. For the 4-H program, this partnership is a natural fit. Not only does it fit the Science Mission Area, one of the three mission areas provided by National 4-H Council, but provided a youth focused activity in which youth students use life skills partnered with learning skills in conjunction with caring adults and mentors to learn about new concepts, programs and careers.

Step-by-step instructions for entering Impact Statements in Digital Measures

Locate the “Extension” section and select “Extension Educators or Specialists: Impact Statements”

General Information	
Contact Information and Web Profile	External Connections and Partnerships
Administrative Data - Permanent Data Yearly Data	Professional Development
Work History	Licensures and Certifications
Administrative Assignments	Media Appearances and Interviews
Awards and Honors	Professional Memberships
Consulting	Annual Activity Narratives
Education	
Teaching	
Teaching and Learning Activities	Academic Mentoring/Advising
Directed Student Learning (e.g., theses, dissertations)	Other Instruction Taught
Research/Scholarly Activities	
Publications	Presentations
Contracts, Fellowships, Grants and Sponsored Research	Exhibits and Performances
USDA Research, Extension, and Programmatic Impacts	Intellectual Property (e.g., copyrights, patents)
Biographical Sketch - NIH (2015) NSF	Field / Interdisciplinary Research
Extension	
Extension Educators - Profile	Extension Educators or Specialists - Other Activities
Extension Educators or Specialists - Learning Events	Extension Educators or Specialists - Impact Statements

Impact Statements MENU

This shows the impact statements that have been entered and saved.

- The most recent month will be on the top of the list. The “oldest” month will be at the bottom.
- If you want to look at what you have entered, or if you need to make any updates/changes to your impact statement, click on the TITLE of the impact statement in the “Item” column to open it.
- TEAM IMPACT STATEMENTS - Notice the event entered by IM Professor. This individual has entered that event for the team. Look at the right for the LOCK symbol. That means as a team member you cannot edit or delete the impact statement. You can only view it or duplicate it.

← Extension Educators or Specialists - Impact Statements		+ Add New Item	🔄 Duplicate	🗑️
Item				<input type="checkbox"/>
Community Comes Together to Tackle Childhood Obesity in Adams County, Indiana	August 2014			<input type="checkbox"/>
Network of residents trained to serve and lead for community success in Daviess County, Indiana	July 2014			<input type="checkbox"/>
Indiana’s beef producers increase revenue with Master Cattleman program	May 2014			<input type="checkbox"/>
Writing Effective Impact Statements for Purdue Extension	April 2014			<input type="checkbox"/>
Entered By: <u>Professor, IM</u>	Adoption of new technologies in soy bean production in the Midwest			<input checked="" type="checkbox"/>
	January 2014			<input type="checkbox"/>

Duplicate

- If you have need to copy an impact statement, you can use DUPLICATE. Then you could edit it for creating another impact statement if appropriate.
- Click on the box on the right to insert a check mark. Once you have done that, the DUPLICATE button on top will be available and you can click on it.

Delete

- If you need to delete an impact statement on the menu, click on the box on the right to insert a check mark.
- Once you have done that, the TRASH CAN button on top will be available and you can click on it.

LET'S CREATE A NEW IMPACT STATEMENT

Add a new item

Click on button at top: ADD NEW ITEM

< Extension Educators or Specialists - Impact Statements + Add New Item Duplicate 🗑️

Month/Year *

Select the month and year from drop-down lists to indicate the date on which you are submitting your impact statement.

Title *

Type the title of your impact statement. This is more than simply the title of your program. Think about creating a news headline. Share a glimpse of the story you are going to tell.

• Month / Year

• Title

Purdue Team Members

If this is a team impact statement, the lead individual will search for and select other Purdue staff from the alphabetical list of active accounts.

- Click on the ADD button to open another box, type the team member's last name to pull up the alphabetical listing of active accounts and select your team member.
- This will "link" the learning event to all team "members" and they will be able to see it when they log in. Only the lead individual can make edits.
- If unable to locate a Purdue Extension staff on list, send that information to DMhelp@lists.purdue.edu so we can check on accounts.
- If team members are from outside Purdue, there is space to put their information further down on this screen under "External Partners."

Purdue Team Members

Team Member

Huetteman, Julie: jhuettem

Team Member

Select or type a name...

Add Another Team Member: 1

Primary Program Area Theme *

Select one theme from our 4 program areas (4-H, ANR, CD, HHS)

Secondary/Related Program Area Theme(s)

From listing, select one or more other themes ONLY IF what you are reporting in the impact statement is multifaceted and addresses more than one theme. Do NOT put the same theme for primary and secondary. Leave secondary theme blank if this does not apply to impact statement.

<ul style="list-style-type: none"> Primary Program Area Theme 	
Secondary/Related Program Area Theme(s)	4-H Citizenship 4-H Science 4-H Healthy living 4-H Universal 4-H Teen Leadership 4-H Adult Volunteer Development ANR Diversified agriculture ANR Field crops ANR Livestock ANR Farm & agribusiness management ANR Natural resources ANR Horticulture ANR Food & Farm Safety/Security ANR Collaborative/Multiple Program Areas ANR Other CD Community & organizational planning CD Economic & business development CD Leadership & civic engagement CD Local government education CD Quality places HHS Family resource management HHS Health HHS Foods and nutrition HHS Human development

NIFA Priorities – POW *

Select one priority that best fits impact statement.

- USDA NIFA priorities (issues/planned programs)
- The seven “planned programs” are issues documented in Purdue Extension’s two annual reports: 1) Plan of Work (POW), and 2) Annual Accomplishments Report, which are submitted to USDA NIFA on April 1 each year.

<ul style="list-style-type: none"> NIFA Priorities - POW 	Childhood Obesity Climate Change Food Safety Global Food Security and Hunger Human, Family, and Community Health & Wellbeing Natural Resources and Environment Sustainable Energy
---	---

The following descriptions are provided from USDA NIFA priority statements and have Purdue Extension program areas and programs / descriptions added.

1 Childhood obesity

- Programs to ensure that nutritious foods are affordable and available and that individuals and families are able to make informed science-based decisions about their health and well-being.
- Programs which focus on policies, knowledge, skills and other aspects relating to healthy eating, exercise, etc. to control weight and reduce obesity for individuals, families or communities.
- HHS is program area most likely here.

2 Climate change

- Programs to help producers adapt to changing weather patterns and sustain economic vitality while also reducing greenhouse gas emissions and increasing carbon sequestration in agricultural and forest production systems.
- Programs about weather and climate
- 4-H and ANR are program areas most likely here.

3 Food safety

- Programs to help provide a safer food supply and reduce the incidence of foodborne illness by addressing the causes of microbial contamination and antimicrobial resistance, educating consumer and food safety professionals, and developing enhanced food processing technologies.
- Includes ServSafe
- ANR and HHS are program areas most likely here.

4 Global food security and hunger

- Programs to boost domestic agricultural production, improve capacity to meet the growing global food demand, and foster innovation in fighting hunger and food insecurity in vulnerable populations.
- Economics, community -- food production systems, marketing & retail management, logistics & systems, and/or business development
- Crops -- environment, productivity, and/or biotic/abiotic stress
- Disaster preparation, education and/or recovery
- Hunger and/or malnutrition -- food products, food quality, and/or food quantity
- Livestock -- environment, productivity, and/or health & welfare
- Non-food products and/or non-food systems
- Including gardening and Master Gardeners
- ANR and CD are program areas most likely here.

5 Human, Family and Community Health and Well-being

- Policy and/or regulation about human, family and community health and well-being
- Economics, community -- leadership, economic development, government operations and/or community development
- Family well-being -- family resources management, parenting & relationships, and/or child development
- Human health -- nutrition & wellness, chronic diseases, and/or environmental factors
- Youth development – citizenship, science, healthy living, universal, teen leadership, adult volunteer development
- Including Junior Master Gardeners.
- 4-H, CD, and HHS program areas are here.

6 Natural Resources and Environment

- Programs about forests, land, water, soil, air quality, ecosystems, conservation, wildlife and fish, sustainability, etc.
- Including Master Naturalist
- ANR and CD program areas are most likely here.

7 Sustainable energy

- Programs to develop optimum biomass, forests, and crops for bioenergy production; and produce value-added, bio-based industrial products.
- ANR is program area most likely here.

Purdue Extension Goal(s)

- Strengthening families
- Building effective parenting skills
- Supporting career preparation
- Promoting healthy living
- Enhancing positive life skills
- Strengthening workforce, business, and economic development
- Expanding agriculture-related opportunities
- Fostering responsible land use and conservation of resources
- Creating quality communities
- Increasing civic participation and local government education

If the impact statement addresses any of the ten Purdue Extension Goals, select them here. Be selective and choose the goal that fits the program. You may choose more than one if appropriate. Choose NONE if your program does not address a goal.

<input type="checkbox"/> Building Effective Parenting Skills
<input type="checkbox"/> Creating Quality Communities
<input type="checkbox"/> Enhancing Positive Life Skills
<input type="checkbox"/> Expanding Agriculture-Related Opportunities
<input type="checkbox"/> Fostering Responsible Land Use and Conservation of Resources
<input type="checkbox"/> Increasing Civic Participation and Local Government Education
<input type="checkbox"/> Promoting Healthy Living

Details on these goals can be found here: <https://extension.purdue.edu/skillcenter/wp-content/uploads/2018/09/Extension-Strategic-Initiatives.Community-Forums.pdf>

Purdue Priorities

Check any boxes that pertain to your impact statement. Leave blank if they do not apply.

- PK-12 Schools – select if your impact statement involves the students, teachers, or staff, or the buildings/facilities associated with schools, preschools, Head Start, etc.
- Diversity – select if your impact statement is about a program/project that either 1) focused on a diversity “topic” or 2) was developed and presented for particular individuals, groups, or organizations.

Purdue Priorities	<input type="checkbox"/>	PK-12 Schools
	<input type="checkbox"/>	Diversity

Extension/Research *

Select one option that describes event. Here are explanations of the terms as used by USDA NIFA.

- **Extension** refers to education/activities in the community and **Research** refers to studies/projects
- **In-state** = Indiana. Any Extension efforts located in Indiana.
- **Integrated** = Combined efforts for Extension faculty and staff working together in education and research
 - ✓ We are required to report to USDA NIFA our Extension (education) and Research (studies) efforts. Also, USDA NIFA is looking to see that our events bring extension and research together – this is labelled “integrated.” For example, an integrated event would be when Educators and Researchers collaborate on a program where the latest research is shared with attendees/participants. Or, when Researchers coordinate with Educators to arrange on-farm research studies, leading to new knowledge that is shared with the farmers.
- **Multistate** = other states than Indiana. If you indicate multistate, then select all state(s) involved.
 - ✓ We are required to report to USDA NIFA about multistate efforts. Multistate for Extension refers to situations where Purdue Extension personnel collaborate with Extension personnel from other states to provide education events or research opportunities. It does NOT refer to attendees of the event.

* Extension/Research	
(Extension = education, Research = studies) collaborating with Extension professionals	In-state Extension In-state Research Integrated Research & Extension Multistate Extension Multistate Research Multistate Integrated Research & Extension International Extension and/or Research
If multistate, indicate states	<input type="checkbox"/> Arizona <input type="checkbox"/> Arkansas <input type="checkbox"/> California

External Partners/Collaborators

- If you worked with others outside of Purdue on the project/program recorded in this impact statement, list the name of the organization. Here are a few examples: YWCA; Farm Bureau; Boys and Girls Club; or Chamber of Commerce.
- Separate each organization with a semicolon ;

External partners/collaborators (separated by ";")	<input type="text"/>
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Briefly describe your evaluation plan/method

If you have an evaluation as part of the program/project recorded in this impact statement, describe the methods you used to evaluate it. Here are some examples in the questions below.

- Was it “post-test only” where you gave a paper survey at the end of the final session?
- Was it a “post-/pre-test” where you asked questions using clickers at the end about their knowledge before and after the project/program?
- Did you measure attitudes at the beginning (during registration) and again at the end (of the last session) in a “pre-test / post-test” to compare changes?
- Or, did you set up a six-month follow-up with an emailed URL for online access to a survey where participants could answer questions about what changes had occurred since the project/program ended?

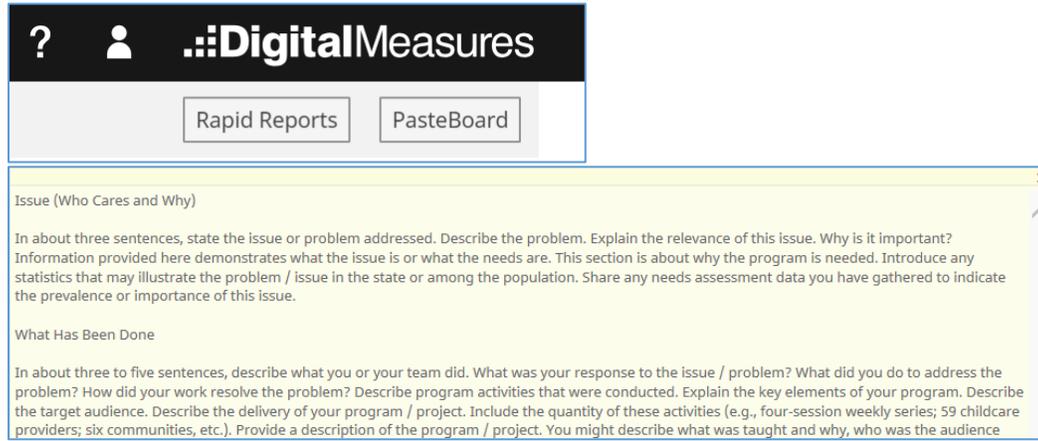
- Did you use another plan, approach, or method for your evaluation?

Not every impact statement will have an evaluation. If you did not evaluate the project/program, or if you might be reporting on a testimonial or anecdote, leave it blank.

Briefly describe your evaluation plan/method (if applicable)

Create your narrative. DO YOUR WRITING OUTSIDE DIGITAL MEASURES!

- Since Digital Measures does not save your data as you go, and since it can also “time out” if you leave it open and idle for some time, a best practice here would be to create, edit, finalize, and save your impact statement in WORD, then cut and paste it into Digital Measures.
- You may also use the “PasteBoard” in Digital Measures as a place to cut and paste your text from the WORD document. Once you put the text in the PasteBoard, check for and correct any text/character issues in the conversion, then highlight it, drag it, and drop it in the appropriate text box.



Issue (Who Cares and Why) *

In about three sentences, state the issue or problem addressed. Describe the problem. Explain the relevance of this issue. Why is it important? Information provided here demonstrates what the issue is or what the needs are. This section is about why the program is needed. Introduce any statistics that may illustrate the problem/issue in the state or among the population. Share any needs assessment data you have gathered to indicate the prevalence or importance of this issue.

• Issue (Who Cares and Why)

What Has Been Done *

In about three to five sentences, describe what you or your team did. What was your response to the issue/problem? What did you do to address the problem? How did your work resolve the problem? Describe program activities that were conducted. Explain the key elements of your program. Describe the target audience. Describe the delivery of your program/project. Include the quantity of these activities (e.g., four-session weekly series; 59 childcare providers; six communities, etc.). Provide a description of the program/project. You might describe what was taught and why, who was the audience (e.g., how many attended, etc.), and how was it implemented (e.g., nine-week series of workshops).

• What Has Been Done

Results *

- Now, share results from the program/project from the perspective of the participants or attendees. What did they get out of it? What did they learn? If a follow-up evaluation was used, report on what actions they have taken or changes they have made since

attending the program. Include numbers or percentages to report your evaluation. Include economic indicators if appropriate. Include a narrative about, or from, the attendees.

- As appropriate, combine quantitative data (e.g., number, percentage, dollars, etc.) and qualitative data (e.g., anecdotes/narratives or quotes from participants on program evaluation. (Don't share names but do include their titles/roles, such as, for example, parents, producers, childcare providers, etc.).
- This is the most important part of your impact statement and most likely the longest section. Tie the results back to the problem set in "Issue" above. Describe what happened as a result of the efforts described in "What Has Been Done." What changed as a result of the Extension effort? What difference did this make for Indiana residents? What are the benefits? What is the impact of this effort? For short-term changes in knowledge, attitudes, skills, and aspirations, consider including a statement about what that change does for, or means to, participants. Describe the difference your program/project made for the people of Indiana, and the state's communities, families, businesses, environment, etc.

• Results

Outcome Indicators

- To report outcome indicators, "Click here" to select the Program Area. HHS is not reporting outcome indicators here.
- Do not duplicate outcome indicators if you have, or a team member has, already reported them in another impact statement or in a learning event.

Each Program Area has a unique approach to reporting outcomes.

- 4-H – Common Measures 2.0 surveys are being used to collect data for medium-term outcomes for youth programs. For instructions how to administer, enter, analyze, and report data for 4-H, go here: <https://extension.purdue.edu/skillcenter/extension-metrics/4-h-metrics/>
- ANR – Follow-up measures are needed to report on medium- or long-term outcomes in ANR. For instructions and examples for measuring, collecting and reporting ANR outcomes, go here: <https://extension.purdue.edu/skillcenter/extension-metrics/anr-metrics/>
- CD has outcomes that Educators may report as appropriate to their spotlight program or Program Leads may report for signature programs. For instructions on reporting CD outcomes, go here: <https://extension.purdue.edu/skillcenter/extension-metrics/cd-metrics/>
- HHS – No reporting of outcomes here. HHS is organized to focus on signature programs, and HHS specialists who coordinate them, are the only ones to document outcomes. For coordination of HHS outcomes reporting, go here: <https://extension.purdue.edu/skillcenter/extension-metrics/hhs-metrics/>

Outcome Indicators

ⓘ

Select the outcome indicator(s) for this program or project and provide the number, but don't duplicate these if you have already reported outcome indicators elsewhere.

[Click here](#) for 4-H

[Click here](#) for ANR

[Click here](#) for CD - 2015 - 2017 (Retired)

[Click here](#) for CD - Updated in 2018

None for HHS

Be sure to [save](#) the Outcome Indicator(s)

When the Program Area popup window opens, scroll down to find the appropriate theme, identify the outcome, and put the number in the box. Then, scroll to the bottom and click "OK" to **save your data** and close this window.

Volunteer Investments

NC 21 - # of volunteer hours for community generated work

NC 22 - \$ value of volunteer hours leveraged to deliver programs (Independent Sector value) \$

NC 23 - \$ value of organization and/or community-generated volunteer hours (based on Independent Sector hr. value) \$

Cancel OK

SAVE Impact Statement

For the last step, you need to save your impact statement.

- Select save button at top of screen.
- **SAVE** = if you are finished reporting this impact statement.
- **SAVE + Add Another** = if you have another impact statement you are ready to report now.

Cancel Save Save + Add Another

- You will see this new impact statement with month and year, has now been added to the menu of saved impact statements.

← Extension Educators or Specialists - Impact Statements <input type="button" value="+ Add New Item"/> <input type="button" value="Duplicate"/> <input type="button" value="Trash"/> 	
Item	<input type="checkbox"/>
Community Comes Together to Tackle Childhood Obesity in Adams County, Indiana August 2014	<input type="checkbox"/>
Network of residents trained to serve and lead for community success in Daviess County, Indiana July 2014	<input type="checkbox"/>
Indiana's beef producers increase revenue with Master Cattleman program May 2014	<input type="checkbox"/>
Writing Effective Impact Statements for Purdue Extension April 2014	<input type="checkbox"/>
Entered By: Professor, IM Adoption of new technologies in soy bean production in the Midwest January 2014	<input type="checkbox"/>