

# Master Gardener Annual Project Narrative

Total Number of Volunteers \_\_\_\_\_ Total Volunteer Hours \_\_\_\_\_ Total Contacts \_\_\_\_\_

*Please use this form to report on one activity or program*

Project Category:  Youth Programs  Demonstration Garden  Workshop or Presentation or Hands-on Programs  Community Service  Innovative Projects  Special Audiences, Senior/Disabled Audiences, or Hort. Therapy  MG Awareness  Other or General MG Accomplishment

County/MG Program Name \_\_\_\_\_ Date \_\_\_\_\_

County Coordinator Name \_\_\_\_\_ Project Leader Name \_\_\_\_\_

Names of MG involved in the project (*Those who should receive a certificate if this is a winning project*)

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Title of MG Outreach Activity or Program

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Purpose/Objective/Goal

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Outcomes/Impacts: Include number of participants and impact of the activity; attach evaluation results if conducted. Please indicate if previously underrepresented audiences were reached.

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**Project Budget**

Please itemize as follows, including a description of other sources of funds or donated materials that your group plans to use, if applicable.

Materials: \_\_\_\_\_ \$ \_\_\_\_\_

Equipment/Tool costs: \_\_\_\_\_ \$ \_\_\_\_\_

Outreach costs (educational handouts, etc.): \_\_\_\_\_ \$ \_\_\_\_\_

Total budget: \_\_\_\_\_ \$ \_\_\_\_\_

Financial support from:

    Non-Master Gardener sources: \_\_\_\_\_ \$ \_\_\_\_\_

    Master Gardener/Extension sources: \_\_\_\_\_ \$ \_\_\_\_\_

## Master Gardener

### How to Start Evaluating Impact

Evaluating a Master Gardener activity or program does not need to be difficult, but it should be intentional and well-planned. The result of your evaluation efforts will be your ability to explain the benefits of the program to your constituencies and ensure future funding.

Begin with constructing a simple logic model to aid you in identifying the components of the program, including the outcomes or impacts. Impact is the effect or value of an activity or program on individuals, groups, or communities. Here is an example of a logic model.

<b>Situation</b>	<b>Inputs</b>	<b>Outputs</b>	<b>Learning Outcomes</b>	<b>Behavioral Outcomes</b>	<b>Conditional Outcomes</b>
Describe the program or activity	List your assets – what you or your organization contributes	List the number of participants, activities, and products such as curricula and handouts	Have there been changes in: <ul style="list-style-type: none"><li>• Knowledge</li><li>• Skills</li><li>• Attitudes</li><li>• Motivations?</li></ul>	How have participants used what they have learned?	How have conditions – economic, social, political, etc. changed?

### How to Measuring Impact

#### 1. Levels of impact

In Extension, we talk about three levels of impact or change:

- Learning – Did participants learn information they did not know before participating? Did participants learn a new skill? Did they gain motivation to change a behavior? Did they change an attitude? Changes in learning are considered short-term impacts or outcomes because they can be measured immediately after learning takes place and can be directly attributed to the activity or program.
- Behavior—Did participants use what they learned in an activity or program in their daily lives? Have participants changed their behavior? Have participants contributed volunteer hours or money to further the initiative or goals of the work? Changes in behavior are considered medium-term impacts/outcomes because they can be attributed to the activity or program more easily than conditional changes, but not as directly as learning impacts/outcomes.

- Conditions – Has information or skills learned in an activity or program contributed to a sustainable change in the ways individuals, groups, communities, states, or nations conduct business? Have trends, such as environmental damage, been altered? Have new institutions been established or significantly altered?

## 2. Tools to measure impacts

A variety of tools can be used to measure impact. First, the evaluator or researcher should write an evaluation question and then select appropriate tools or methods to answer it. The three evaluation questions below illustrate what might be asked under the three levels of impact. Appropriate evaluation tools or methods to address the questions are suggested.

- Learning

Question: Have Master Gardner participants learned what materials should and shouldn't be composted?

Tools or Methods: Pre- or post-tests, pre- or post-scenarios, retrospective questionnaires (post then pre)

- Behavior

Question: Did Master Gardner participant groups return home and design and construct a compost pile. If they did, how well did they construct based on the guidelines given in the training?

Tools or Methods: Observations of the compost pile and/or work done to construct it, interviews with the participant, interviews with other community members. Interviews may be done in person, on the phone, via an online questionnaire.

- Conditions

Question: Has the community established a composting policy and promoted the adoption of that policy with its residents? If it has, how have community members reacted to the new policy?

Tools or Methods: Content analysis of documentation of community meetings and/or policy statements; interviews with community members, community officials, etc.; content analysis of other documentation such as newspaper articles that report on the process of establishing the policy.

## **How to Write Impact Statements**

Impact statements should include the following elements:

1. The number of participants
2. The name of the group
3. The intervention (activity)
4. The change that occurred (number or percentage who changed)
5. How it was measured

Here are examples of three impact statements:

### Learning

Ninety-five percent or 19 of the 20 of participants who attended a training session held for the Mingo County Master Gardner program demonstrated on a pre- post knowledge assessment that they learned what materials should and shouldn't be composted.

### Behavior

Ten or 50 percent of the participants who attended a training session held for the Mingo County Master Gardner program constructed compost piles within one month of the completing the program. We observed that each of the ten participants include appropriate materials in their compost piles.

### Conditions

Six months after the compost training session in Mingo County, the 10 Master Gardner members who built and used their own compost piles, petitioned the county commission to establish a community compost pile at the community garden site. As a result, a publically-accessed composting facility was established at the community garden at 205 Main Street. Thirty visits to the compost facility have been recorded in the last month. Community members have been interviewed and indicate an interest in regularly using the compost facility to dispose of organic waste. Garbage collectors will not pick up organic materials from households.

**MASTER GARDENER  
VOLUNTEER PROGRAM RECOGNITION GUIDELINES**

**Deadline for applications is March 1.**

CRITERIA FOR PROJECT SELECTION  
(All applications are judged independently)

		POINTS
A	Simplicity of project (easy to replicate)	10
B	Project practicality, usefulness, or relevance for situation	10
C	Creativity and originality	10
D	Consistent with Extension and MG missions	20
E	Clarity and completeness of project application	20
F	Significance of learning	20
G	Number of people impacted	10
	<b>TOTAL</b>	<b>100</b>

A. It must be simple to replicate. A goal of an outstanding program is to share the excellent ideas and programs so they (or parts) can be replicated by other MG groups. *(Ex. A 20-acre botanic garden would be difficult to replicate, but the gardening ideas inside it would be easy to create somewhere else. A step-by-step, how to do this, would be a great way to share your project.)*

B. It must be practical. An outstanding volunteer program is one that is easy to use and fits well for the situation it is intended. *(Ex. You could develop a wonderful program with a \$10 admission fee, but if people can't afford it they won't come. You have found the best way possible to meet a need of your community.)*

C. It should be original and creative. We are looking for that added touch that makes the program your own...or that reflects the personalities of the Master Gardeners who are working with it. *(We don't want you to recreate the wheel, just maybe parts of it so that it fits your situation.)*

D. It must reflect Extension and MG missions.

- All Extension and MG programs are available to all persons without regard to race, color, sex, disability, religion, age, veteran status, political beliefs, sexual orientation, national origin, and marital or family status.
- All Extension and Master Gardener programs should have an educational component within them.
- All Extension and MG programs should extend the resources of the University to people wherever they live, helping them use

knowledge to solve problems at work, at home, and in their communities.

E. Project application should be written by the Master Gardener(s) involved. Explain how your project meets the criteria as an outstanding project. Provide your response in a Word or WordPerfect document. Limit your application to 3 single-spaced pages. Don't include any pictures or handouts. If your project is selected as a winner, digital pictures etc. will be requested from you.

F. Significant learning and impact. One area that we need to encourage and it isn't something that we have emphasized much in the past. The teaching and service done by Master Gardeners are usually excellent, however the impact made from the program and extent of learning that occurred by the Master Gardener or the participants is what will be judged.

*Questions to be asked:*

- *How do you plan to use this information?*
- *Can you share specific information that you learned today can help to show impact:*
  - *Example: As a result of this program 70% of the participants plan to use less pesticides. Don't provide multiple choice answers, let them write out what they learned.*
  - *Pre/post and follow-up post tests are good ways to show their initial level of education and what they did learn and use.)*

G. People and Master Gardeners impacted. [*Did you reach the most people possible? An outstanding MG project will help to make your community (whatever you describe) to be a better place*]

E-mail application to Mira Danilovich ([mira.danilovich@mail.wvu.edu](mailto:mira.danilovich@mail.wvu.edu)) by March 1. Please put the MG county program name in the subject line of the email. Receipt of application will be verified via e-mail within two days.

Questions should be directed to Mira Danilovich at 304-293-2620 or via email. **No hard copy or mailed applications will be accepted.**

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We applaud all of the volunteer work done by the Master Gardeners and encourage you to complete an application so that work can be recognized on the state level.