

IOWA STATE UNIVERSITY  
Extension and Outreach

# MAKING A DIFFERENCE *for Iowans*



## Building Extension's Public Value

# Workbook

*This workbook and program have been modified for use by Iowa State University Extension and Outreach.  
It is made available through an agreement with the University of Minnesota Extension.*



## 2. Stakeholders and Concerns

Using the public value approach, our stakeholders are people who are affected by our programs outcomes, or help pay for our programs, but who are NOT program participants.

### Skeptical Stakeholders

We need to respond to skeptical stakeholders who say: *I've seen the evidence that your Extension program is effective; I just don't think state/county funds should pay for it. In times of scarce public resources, I think the people who attend the programs should pay for them.*"

**"Elected officials rarely are interested in how many people attended, that the participants rated sessions as positive, or even that participants hope to incorporate a new skill they learned. They want to know what programs cost and compare this to how they are beneficial to the economy or to their budgets."**

*Karen Debord Professor of Child Development, North Carolina State University*

### Group Activity: Stakeholder Concerns

It is important to be aware of the stakeholders in a program, as well as their concerns. Within your group, choose an Extension program to discuss. Then compile a list of stakeholders for the program and the top two concerns each may have. Remember that the stakeholders in this case are people who are affected by, or have an interest in, the program, but who are not program participants. In particular, think of stakeholders whose support for the program is valued. For example, consider funders, members of the community in which the program takes place, or taxpayers in another part of the state.

<b>Stakeholders</b>	<b>Concerns</b>

Did other groups identify stakeholders or concerns that your group did not think of, but also apply to the program you

### 3. Public Value in Extension Programs

To make our strongest case for Extension, we need to be effective with even the most skeptical stakeholder: someone who very highly values free markets, and who is extremely cautious about spending tax dollars. It is for this reason that the public value approach is based in the principles of public economics.

#### Creating Public Value: Criteria

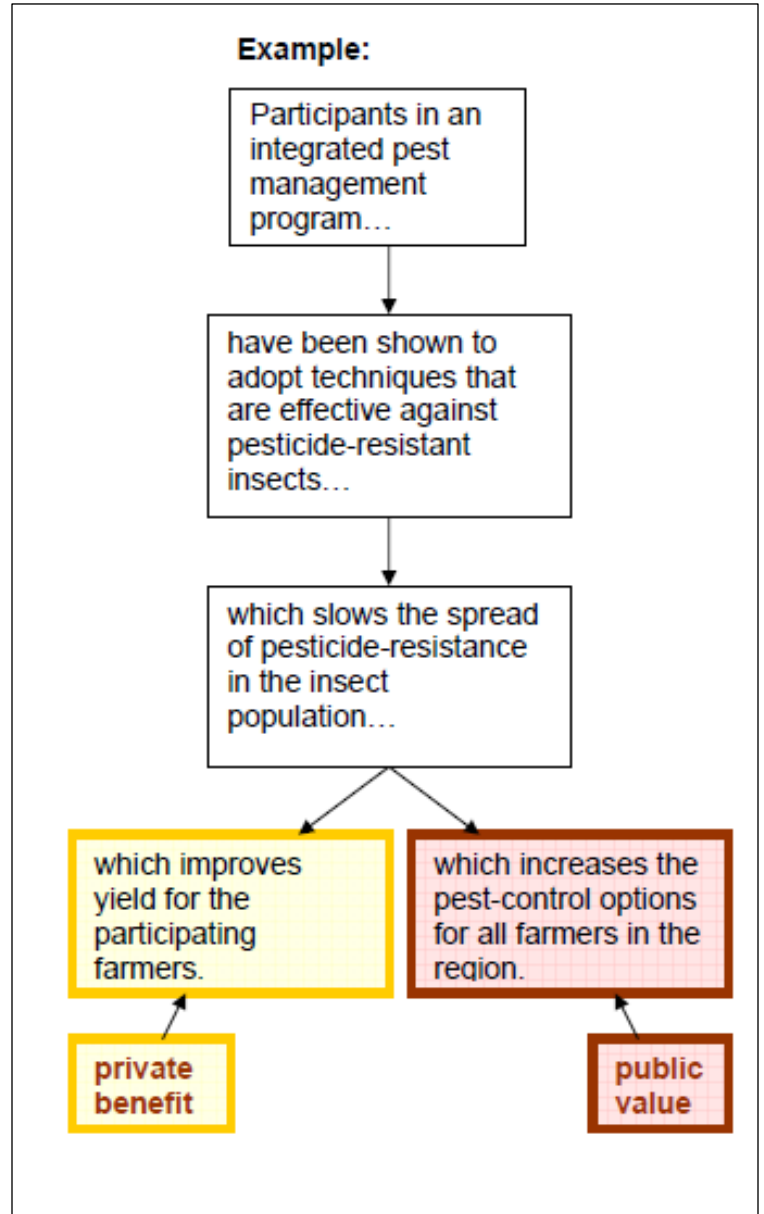
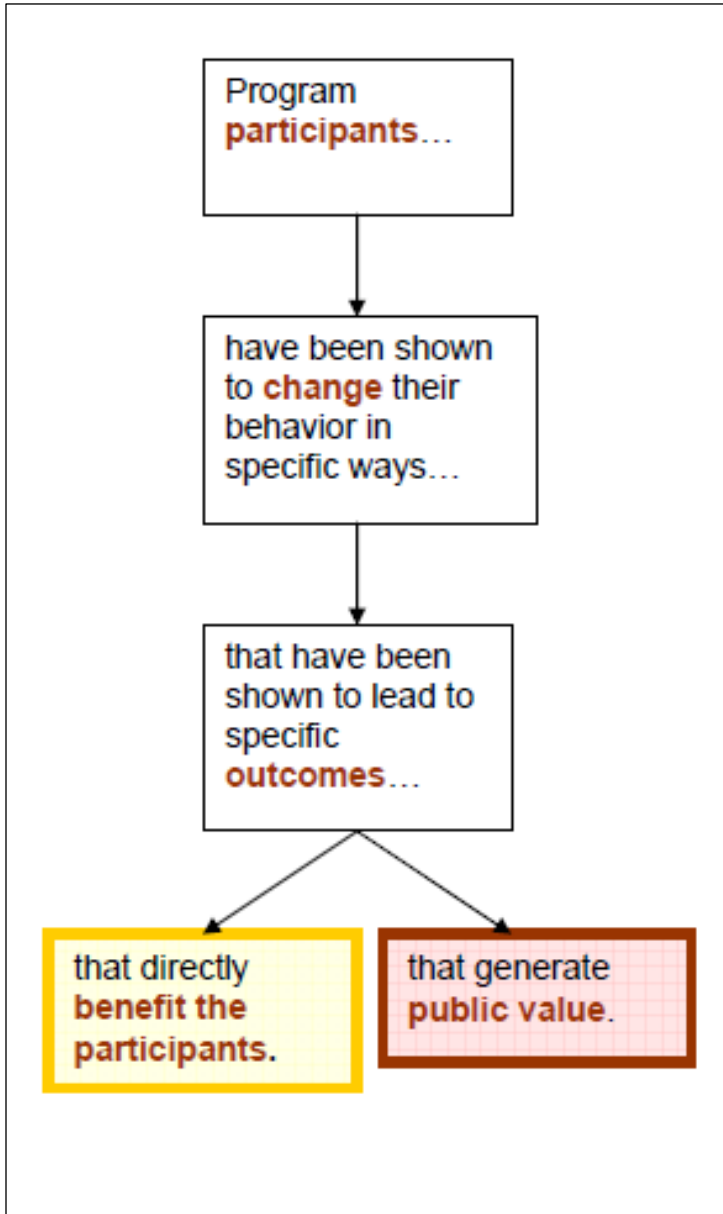
When an Extension program satisfies the criteria for public sector action, it can create public value. How does an Extension program create public value?

- Does it narrow an **information gap**?
- Does it address a crucial concern about **fairness**?
- Does one person's participation **benefit** people who do not participate?
- Does one person's participation **reduce** costs for others?
- Does the program **improve upon the market outcome**?

Think of an Extension program. In what ways does it satisfy one of these public value criteria?

# 4. Demonstrating Public Value

To demonstrate our programs' public value, we need to identify the changes participants make, the **outcomes** that result from those changes, and the **public value** that arises from those outcomes. The diagram below illustrates the essence of the public value message: *If people participate in our program, the community will reap benefits.*



## Group Activity: Chart the Public Value

Earlier you identified skeptical stakeholder for a particular program. With a stakeholder in mind, fill out the “demonstrating public value” diagram on the next page. Identify program participants, changes the participants make, outcomes as a result of those changes, the benefits to those participants and the outcomes that benefit those who didn’t participate in the program (public value). *Which public benefit will be most important to the stakeholder you previously identified?*

Demonstrating public value for \_\_\_\_\_

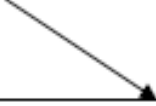
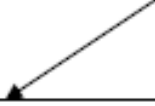
Who are the program **participants**?



What are some **changes** participants make?



What are some **outcomes** that result from those changes?



How do these outcomes **benefit participants**?

How do these outcomes **benefit others** in the community?

## 5. Creating a Public Value Message

When you support \_\_\_\_\_ program,

participants will \_\_\_\_\_,

**(Changes**

which leads to

**(Outcomes)**

\_\_\_\_\_ ,

which will benefit other community members by

**(Public Value)**

\_\_\_\_\_ .

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### A Note from Organizational Advancement

Public value statements should be woven into all aspects of your Extension county, program and organizational marketing including: public presentations, decision maker and stakeholder communication, press releases, webpages, county stakeholder reports, news articles, letters to the editor, annual reports media interviews and impact statements.

For more information about public value go to our training link at

[www.extension.iastate.edu/externalrelations/marketingmaterials/publicvalue.htm](http://www.extension.iastate.edu/externalrelations/marketingmaterials/publicvalue.htm) or

contact your organizational advancement specialist.