

# National Land-grant Impacts Database Inputter Training

Introduction: Andrea Putman

Association of Public and Land-grant Universities



# APLU's Board on Agriculture Assembly (BAA)

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The **Association of Public and Land-grant Universities (APLU)** is a membership organization that fosters a community of university leaders collectively working to advance the mission of public research universities.

The **BAA** promotes **agricultural research, education, and Extension.**

*Agricultural Experiment Stations  
Colleges of Agriculture and Natural Resources  
Cooperative Extension System*

Learn more about us at [agisamerica.org](https://www.agisamerica.org).

# BAA Communications



- **Social Media**
  - [LinkedIn](#)
  - [@AgIsAmerica](#) on Facebook and X
- **Monthly Communications Toolkits**
- **Spotlights**
  - [National Farm Safety and Health Week](#)
  - [Growing Together: Conversations with CEOs](#)
- **FANR Focus Monthly Newsletter**
  - [Newsletter Sign Up](#)
- Learn more about our initiatives at [Ag Comms](#).



## NATIONAL FARM SAFETY AND HEALTH WEEK

Public and land-grant universities play a key role in supporting farm safety and health. Through education, research, outreach, and other community support they help reduce risks in the agricultural sector and promote farmers' mental and physical health.

[Read More](#)

# USDA Federal Capacity Funds

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- **Formula-based annual appropriations** from the U.S. Congress to land-grant and public universities.
- Funds are intended to **sustain food, agriculture, and natural resources research and Cooperative Extension capacity in every state and territory.**
- Institutions leverage capacity funds through **required 1:1 matching funds**, greatly extending the power of each federal dollar contributed.
- Congress' intention in providing capacity funds to every state and territory is **to ensure that local needs are met.**
- The USDA National Institute of Food and Agriculture (**NIFA**) **oversees these grants.**

# Capacity Program/Mission Area



Capacity Program	Mission Area
Hatch Act (1887)	Research
Smith-Lever Act (1914)	Cooperative Extension
McIntire-Stennis (1962)	Research
Evans-Allen (1977)	Research
1890 Agricultural Cooperative Extension (1977)	Cooperative Extension

# NIDB Communications Team

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**Kim Scotto**





# Today's Speakers

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**Frankie Gould**

Associate Vice President for Strategic  
Communications and Outreach  
*LSU Ag Center*



**Sara Delheimer**

Program Coordinator  
*Multistate Research Fund Impacts*

**WHAT is the NIDB?**  
**WHY do we need it?**

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All land-grants

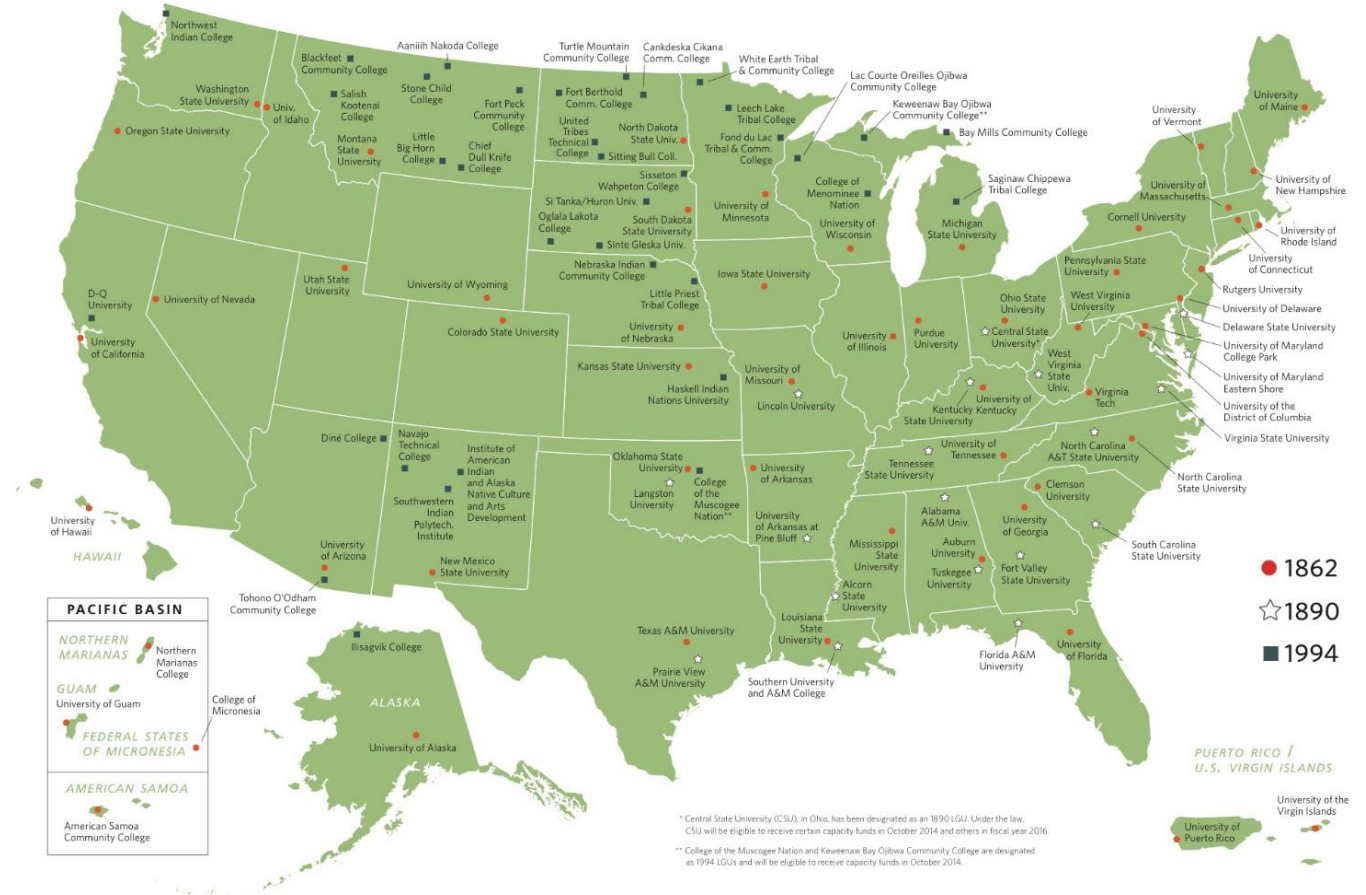
All mission areas

More than NIFA

24/7 *public* search

Quality control

Focuses on *impact*



**WHO uses the NIDB  
impact statements?**

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# AMERICA'S PUBLIC & LAND-GRANT UNIVERSITIES

Leveraging Discovery, Education, and Engagement for Climate-Smart Solutions



## Land-grant Impacts

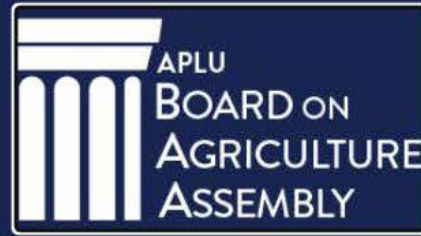
### Taking Care of America's Forests

Forests purify air, filter water, store carbon, provide food and shelter for a diverse array of plants and animals, and produce natural resources like timber, paper, and medicine. Land-grant universities work to protect forests that are under threats from pests, pathogens, deforestation, and climate change.

### Protecting Habitats and Biodiversity

Natural ecosystems provide clean air and water, food and shelter for wildlife, and recreation opportunities. Agriculture, urbanization, climate change, pests, and other stressors put America's landscapes and native species, including essential pollinators, at risk. U.S. land-grant universities are working to restore and protect ecosystems and biodiversity.





# OCTOBER 2025 TOOLKIT

## ADVANCING ARTIFICIAL INTELLIGENCE AND EMERGING TECHNOLOGIES IN AGRICULTURE

### POWERFUL EXAMPLES FROM LANDGRANTIMPACTS.ORG

- **Multistate Research Fund:** [Automation for Specialty Crops](#)  
*Funded in part by USDA-NIFA Multistate Research Fund*
- **Auburn University:** [Bringing Automation to Forest Production with Precision Tools](#)  
*Primary Funding Source: USDA Hatch*
- **Fort Valley State University:** [Detecting sericea lespedeza with artificial intelligence](#)  
*Primary Funding Source: Other USDA Capacity - Research*
- **LSU Ag Center:** [Enabling Efficient Sugarcane Processing using Sensor and Data-Driven Approaches](#)  
*Primary Funding Source: USDA Hatch*
- **New Hampshire Agricultural Experiment Station:** [Harnessing Drone Technology for Early Disease Detection in Corn Fields](#)  
*Primary Funding Source: McIntire-Stennis*



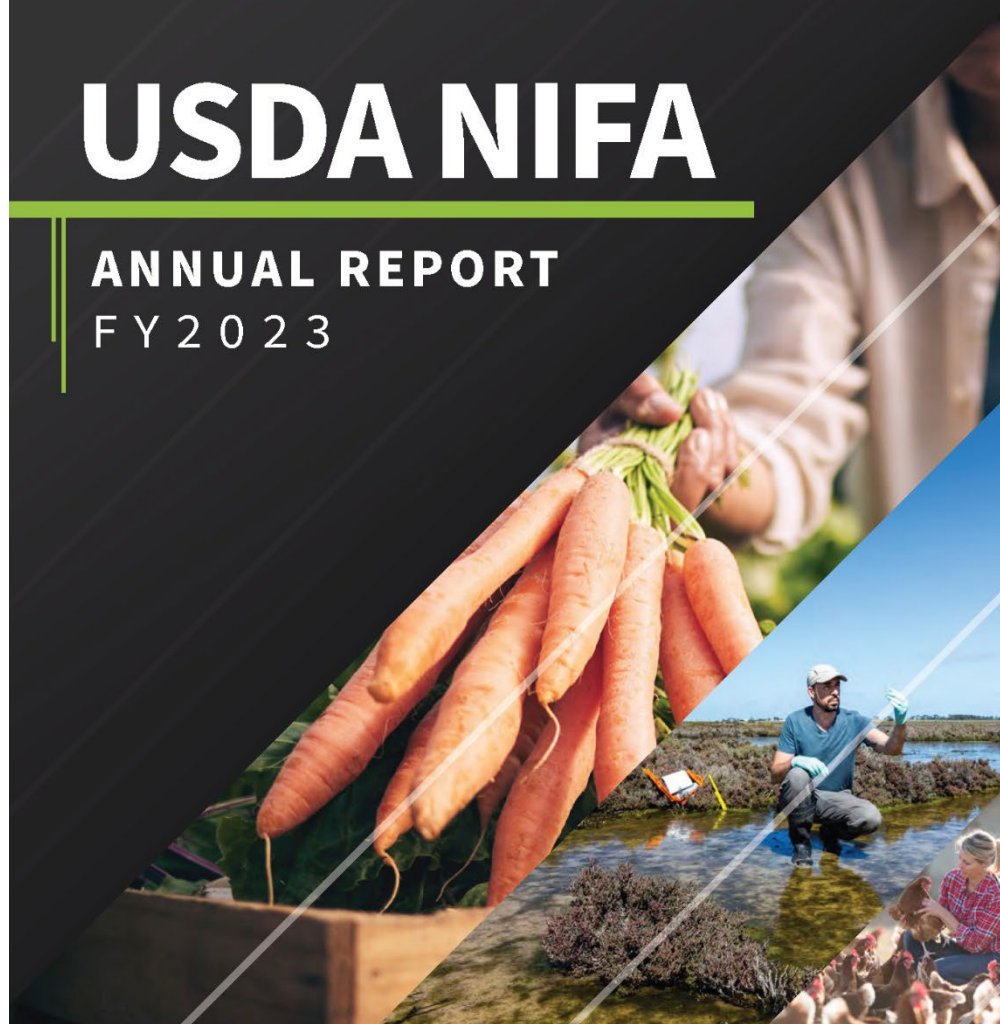


National Institute of Food and Agriculture  
U.S. DEPARTMENT OF AGRICULTURE

FEEDING PEOPLE, FUELING PROGRESS

# USDA NIFA

ANNUAL REPORT  
FY 2023





HOME > ABOUT NIFA

# Cooperative Extension Serving Up Food Safety

August 4, 2025



Extension provides critical training to reduce contamination of fresh produce through their Good Agricultural Practices (GAP) and Food Safety Modernization Act (FSMA) programs. Both GAP and FSMA focus on building systems to prevent contamination rather than responding after it occurs.

## Recent Extension Program Highlights

- **University of Georgia** and **Fort Valley State University** agents guided 20 producers through a Demystifying the Good Agricultural Practices (GAP) Audit training program. The workshop covered best practices related to field sanitation and hygiene; worker health and hygiene; and effective recordkeeping. After the training, producers said they planned to adopt one or more practices.
- A **Penn State** Extension team is delivering training and other educational resources that will help Pennsylvania's food and agricultural industry comply with FSMA. The team's website includes guides, publications, articles and videos.
- **North Carolina State University** Extension has developed commodity-specific guidance that provides preventative on-farm practices to reduce the possibility of contamination. In addition to vegetables and fruits, there are guides for fresh herbs, mushrooms and greenhouse products.







## Our Work In Action

Learn about the work being accomplished by Land-grant university research and extension. These impact summaries and statements demonstrate how our work makes a difference in the lives of people, communities, and the environment. In essence, they help you understand why you should care about the work land-grant universities achieve.

**Discover Our Impacts In Environmental Stewardship**



## Environmental Stewardship

*Building a sustainable future for people and the natural environment through stewardship of the ecosystem, energy conservation, and water management.*

### IMPACT SUMMARIES



#### Research provides more sustainable pest management options

Environmental Stewardship / Summary  
Agricultural land and natural ecosystems face growing threats from invasive and noxious grasses and weeds, feral animals, pests...

[Read More](#)



#### Private land stewardship protects environment and communities

Environmental Stewardship / Summary  
Practicing good stewardship of private lands is important for the health of our ecosystems and communities. Researchers, Extension...

[Read More](#)



#### Protecting biodiversity for healthy ecosystems and communities

Environmental Stewardship / Summary  
Biodiversity supports healthy ecosystems and recreation around the world. A diverse range of species ensures stability and resilience in...

[Read More](#)



**Agriculture is America** @AgIsAmerica · Sep 19



Ornamental growers can spend millions in labor costs each year counting plants before fulfilling orders.

@AuburnAg researchers are developing an AI-powered robot to inventory plants; assess quality; and spot pests, saving growers time and money: [landgrantimpacts.org/robots-make-pl...](https://landgrantimpacts.org/robots-make-pl...)



Alabama Extension





PHOTO: University of Guam Western Pacific Tropical Research Center

## Advancing sustainable food production in soilless environments

Land-grant universities across the nation are working to make the food supply more secure by exploring the best ways to produce crops without soil. Hydroponic and aquaponic systems have many benefits, including reducing the inputs and space needed to produce food. Researchers are studying how to make the foods grown in these controlled environments safer and better. Extension personnel are taking the message to the public, helping them learn to implement these soilless systems.

### Here are a few examples of that work:

- In an effort to boost local food production in **Guam**, researchers are studying aquaponics, a system that produces both plants and fish as food while using 90% less water than traditional agriculture. Researchers are evaluating three approaches to aquaponics that use different equipment setups to determine which methods are most efficient, affordable and durable. *University of Guam Western Pacific Tropical Research Center; Hatch. See [full statement](#).*
- Leafy greens like lettuce can be grown in hydroponic systems, but are especially vulnerable to pathogen contamination and disease. In **Ohio**, researchers studied microbial dynamics in hydroponic systems and identified beneficial microbial species that promote plant health and mitigate disease and food safety risks. *Ohio Agricultural Research and Development Center; Other USDA competitive. See [full statement](#).*
- **Nevada** Extension educators are teaching residents of areas with limited access to healthy foods about hydroponic vertical farming, which is a way to cultivate high-value, nutrient-dense greens and herbs without soil. The indoor farm facility is open to tours and features a model hydroponic system that beginner producers can easily reproduce at home using supplies from a hardware store. *University of Nevada Cooperative Extension; Other USDA capacity – Extension, Integrated. See [full statement](#).*

Continued

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### landgrantimpacts.org

The National Land-grant Impacts Database (NIDB) documents the individual and collective impacts of the national Land-grant University System of joint research, education and Extension. Much of this work is supported by capacity and competitive funds through the USDA's National Institute of Food and Agriculture.

This document was prepared by the NIDB communications team. The Association of Public and Land-grant Universities' Board on Agriculture Assembly manages the NIDB.

# **HOW to INPUT statements**

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# **FAQs & GUIDELINES**

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# **WHEN to INPUT?**

The NIDB is always open

Ideally: submit throughout the year

Target (*soft*) deadline: end of year to mid-January following year

# **When to EDIT vs. add NEW statement?**

Add new statement to share or update program results/impacts year after year

Use “edit” function to correct typos, errors



# **HOW MANY/WHAT TYPES to submit?**

~10 (or more!)

Balance research & Extension

Cover a range of topics

Focus on priority topics

Best of the best

# **WHAT makes a GOOD impact statement?**

Short, clear

NO jargon

Use 3<sup>rd</sup> person, active voice

Connect the dots: what, where, when, who, how, why

Focus on **IMPACT**

# WHAT is IMPACT?

Impact is **CHANGE** in:

- Attitude/Knowledge
- Behavior/Skills
- Condition (economic, environmental, social)

Occurs at the level of individual, group, state, region, nation, world...

Measured or estimated

Quantitative and qualitative

# Impact is NOT

Program descriptions  
(number of events,  
participants, fliers, calls)

**“In 2022, I conducted 25  
EFNEP activities in 19  
counties to address childhood  
obesity in West Virginia.  
These events reached 1,763  
youths.”**

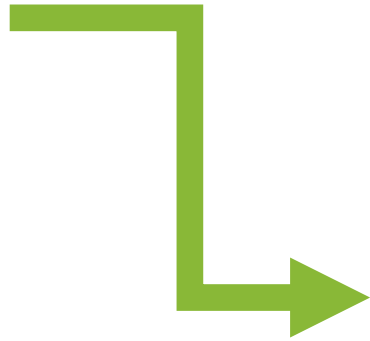


**DO submit**

Program impacts on  
knowledge, attitude,  
behavior, and/or condition

**Do NOT submit**

Project funding/award  
announcements



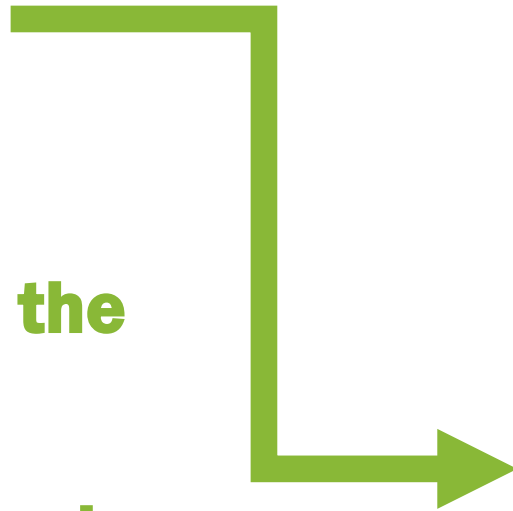
**DO submit**

When project has finished or  
achieved a milestone/impact

# Impact is NOT

Technical findings

**“Studies showed that rumen-protected methionine influences the inflammatory process through expression of IL1 $\beta$ , PTGES3, MUC1 and SOD1 in bovine cytological smear samples.”**



**DO submit**

Who is using the findings/how/to what benefit

Relevance: Significant yield and quality losses occur if farmers dig peanuts too early or too late. Existing tools and methods for determining when peanuts are at the right maturity can be inaccurate and difficult to use.

Response: As part of a [project](#) funded by USDA NIFA and the Georgia Peanut Board, University of Georgia scientists designed the [Peanut Pod Blasting Method](#), an innovative, but simple way to accurately determine peanut maturity and the best time to harvest. Since 2015, scientists have worked with Extension to demonstrate the tool to over 150 peanut farmer

Results: In 2021, farmers using this method have saved an average of 300 pounds of peanuts per acre and increased gross returns by \$60 per acre. Statewide, that's an extra 173 million pounds of peanuts, worth an estimated \$35 million.

Public Value: By developing a more accurate method to determine optimal peanut harvest time, UGA researchers have helped farmers meet growing consumer demand for high-quality peanuts. Georgia is a top producer of peanuts. Sustaining the industry supports the state's economy.



**Relevance:** In West Virginia, youth obesity is higher than the national average, but many families lack access to knowledge about food and nutrition that can help them make healthy choices.

**Response:** In 2022, West Virginia Cooperative Extension professionals led a six-week course to teach 1,763 high school students across West Virginia about nutrition, meal planning, and cooking skills...

**Results & Impacts:** 85% of students showed improved food and nutrition knowledge and skills after the course. Furthermore, one year after the course, a mother reported that her son now helps plan grocery lists and cooks meals at home instead of eating fast food. Over the past year, the family has saved money on food expenses, spent more time together as a family, and had better health reports at their check-ups. “I never dreamed how a simple class could change my family’s daily life and future so much and help my wallet at the same time,” she said.

**Public Value:** By improving the knowledge and skills of families across West Virginia, Extension educators are facilitating healthier choices that mitigate obesity and related health issues, which can be costly for families and create strain on the state’s healthcare system.



# Inputter Guides

- Quick Start Guide

## How To:

- Log in to the NIDB
- Submit an Impact Statement
- Share Your Impact Statement
- Edit an Impact Statement
- Archive or Delete an Impact Statement
- Reset Your Password

### GUIDE TO CRAFTING AN IMPACT STATEMENT

**TITLE**  
A short, descriptive title that will help database users know what the impact statement is about.

**RELEVANCE**  
Connect your impact to timely topics. The NIDB team has created a [list of high priority topics](#) for 2024 submissions.

**RESPONSE**  
Be brief and clear. Mention any innovative tools used, but don't give too much information about methods. Don't use jargon.

**RESULTS**  
Remember to use active voice. Use numbers to show magnitude. Share important tools, products, workshops, and other outputs. Use links to provide additional information.

**PUBLIC VALUE STATEMENT**  
How does this program affect the public or a broader area? What are the impacts beyond just program participants or project site?

**TAGS**  
Select tags. There is no limit to the number of tags you can use, as long as they are relevant.

[landgrantimpacts.org](#)

**FUNDING SOURCE(S)**  
Select funding source(s) from the dropdown menu. You can provide additional information about funding in the body of the impact statement.

**URBAN IMPACTS**  
Was this impact in an urban area?

**SUBMISSION YEAR**  
Select the year you are submitting statement. You can add additional details about the year(s) the project/program took place in the body of the impact statement.

**POINT OF CONTACT**  
Who should be the point of contact for media or other requests?

**INTEGRATED STATEMENT**  
Was this program/project with another university?

**SYNOPSIS**  
A short blurb that summarizes your impact statement.

**LINKS**  
Add links to any program website.

**IMAGE**  
Add a custom image. By uploading that you have distributed use the proper attribution (your name, university, and project name) to your impact statements. Please use generated images.

**NEED MORE HELP?**  
🔗 [Interactive "How To" Guide](#)  
✉ [agcomms@aplu.org](mailto:agcomms@aplu.org)

### NATIONAL LAND-GRANT IMPACTS DATABASE (NIDB)

**WHAT IS THE NIDB?**  
The NIDB is the nation's most extensive repository of the land-grant system's collective impact statements in research, education, and Extension. It focuses on IMPACT. Includes projects from all funding sources. Authorized users assigned by their institutions can input statements, using a standardized form. Access the database at: [landgrantimpacts.org](#). The NIDB is managed by the Association of Public and Land-grant Universities (APLU).

**NIDB INPUTTERS**  
Are communicators, evaluators, and/or administrators at land-grant universities, who have received impact writing training. Can add, edit, or delete impact statements for their institution.

**IMPACT STATEMENTS**  
Highlight significant work performed at/by a land-grant institution, across research, education, and/or Extension. Can feature projects from any funding source. Focus on IMPACT, not funding/project announcements.

**NIDB TIMELINE**  
Impact statements can be submitted to the NIDB anytime, year-round. We encourage you to submit your impact statements from your university, access to timely reporting, we encourage you to submit your impact statements by mid-January to be considered for the educational materials generated each February. Check these out at: [landgrantimpacts.org/future-impacts/](#)

**RESOURCES**  
Find writing tips, step-by-step instructions, ideas for sharing, and other guidance at: [landgrantimpacts.org/resources](#)

**QUESTIONS? CONTACT KIM SCOTTO AT [AGCOMMS@APLU.ORG](mailto:AGCOMMS@APLU.ORG)**

**Any QUESTIONS?**