



Program Development Module

PowerPoint Presenter's Notes

These notes are intended to be used as a general discussion outline and not as a script to be read.

Slide #1

K-State Research and Extension provides informal education to address needs of Kansas communities. To address those needs in an effective way, there must be a plan. Educational program plans provide the road map for educators to follow to be sure they are headed toward the anticipated outcome.

Slide #2

This is not a new idea. As a matter of fact, this quote is from a booklet produced in 1922. This answer to the question, "Why plan?" is as valid today as it was when it was written.

Slide #3

Besides providing a road map for the educational program, planning helps individuals think through the reasons and ways for delivering information. This helps keep in mind the ultimate goal, and improves the program's quality and effectiveness. Plus, we all have more to do than we can possibly accomplish, so a good plan will help prioritize the work and keep it on track.

Slide #4

Of course, not all of what we do can be planned ahead of time. As a rule, about half of an agent's time should be planned, or proactive. The other half will be spent in unplanned, or reactive, time.

Slide #5

Today we're discussing planned, proactive time. An agent's plan should lead toward one of the long term intended outcomes developed by K-State Research and Extension (covered in the next slide). Some plans take years; some are never complete. They involve different kinds of delivery and messages. For example, we may need to teach about a topic in more than one way to address different learning styles.

The program development committee (PDC) plans a comprehensive local program. Because such a program takes a great deal of time and effort, most agents should be involved in only two or three.

Slide #6

These are the long term intended outcomes for the current K-State Research and Extension five-year plan, which ends in 2009. Many of these efforts will continue in the future. Most of an agent's proactive work should address at least one of these outcomes.

Slide #7

To plan an effective program, an agent needs to know what is going on in the community that requires an educational solution. The agent, along with the PDC, will set priorities to address those needs. Then the program is designed, implemented, and evaluated. Evaluation can take place at any time, and adjustments can be made as needed.

Slide #8

For program planning, K-State Research and Extension uses the logic model. This framework is used nationally by a number of groups, and some grants require its use when applying for funding because it is usually clear and easy to understand.

The logic model framework includes several parts. We will talk a little about each of them.

Slide #9

Using the logic model framework, we develop a map to follow. It will result in a simple explanation of the program. There will be connections that lead from one part of the plan to the next. The relationships flow from “if this happens, then this will result ... if this results, then this will result,” etc.

Slide #10

Here is a picture of a logic model plan, with all of the main parts:

- Situation
- Inputs
- Outputs
- Outcomes

Let's talk about what each part means.

Slide #11

The situation explains what is currently happening in a community that can be addressed with an educational solution. Development should be done with as much information and input as possible. The situation needs to be as clearly articulated and accurate as possible, or the plan may not address the true need.

Slide #12

Inputs are the things we invest to make the program happen: time, funding, equipment, materials, and technology all contribute to program delivery. Sometimes we need support from collaborators or funders to successfully deliver the program

Slide #13

Outputs are what we do and with whom we do it. It is extremely important to identify the target audience. We want to reach those who need the information, and we need to know who they are so we can deliver education in a way that will be best received by that audience. For instance, day-long workshops may work for ag producers interested in learning more efficient techniques to increase yields, but on-line materials may be the only way to reach busy parents with parenting information.

Slide #14

Outcomes are what we want to happen as a result of an educational program. They answer the “so what?” question. When planning a program, we start by thinking about where we are (the situation) and move to thinking about where we want to be (the long-term outcome or impact). Then we think about how to get to the long-term impact.

For example, we may want to decrease incidence of heart disease in our community. (Long-term outcome) Moving backward, we consider behaviors that need to change. (Medium-term outcome: exercise more, eat more fruits and vegetables...) Then, what do people need to learn in order to make those behavior changes? (Short-term outcome: how to incorporate more physical activity into the day, how many fruits and vegetables they need to eat each day and how to prepare them ...)

Slide #15

When using the logic model framework to develop a program plan, we end up with a picture or map of the program that looks something like this.

We start where we are. (Situation) If we invest certain things, if we do appropriate activities with the right audience, if we teach them the right things, if they make the appropriate behavior changes, then we should expect the impact that will improve the situation.

Slide #16

To improve programming, we need to know if we have made any difference with our audience. Evaluation should be done at every step of our plan ... inputs, outputs, and outcomes.

Our new on-line reporting system stresses the importance of knowing what each audience does as a result of a program. We ask for agents to report outcomes (sometimes called impacts), which could be short term (what people learn), medium term (what people do) or long term (what condition changes). We also ask for any stories that illustrate successes.

The reporting system has a section for reporting impacts and success stories quarterly and annually. Agents should report information from each of their program plans at least once during the year. At the end of the year, they summarize annual impact with each of their programs.

A great use of these reports locally would be to share them with stakeholders – such as you and the rest of the board, and with commissioners, as well as other funders. Current and potential collaborators would also be interested in seeing where we are making a difference.