Robert Falcon Scott

- 1911
- Goal to reach South Pole
- 800 miles in 10 weeks
- Snow-blind, hungry, frostbitten
Rules of Planning

- Rule #1: To begin start with the end
- Rule #2: Execute the plan

Designs & Directions

Today’s Objectives

- Describe annual planning
- Learn best practices
- Develop clarity
- Have fun
Our Direction

We are the leader in program development and evaluation. Federal, state and local partners view Extension as extremely well-planned, expertly managed, and critically evaluated. Our programs are showcased for documented improvements to Tennessee’s social, economic and environmental conditions.

Tennessee Extension Model for Program Planning and Evaluation

- Collect indicator data
- Evaluate learning, actions/behavior and conditions
- Compare impacts to objectives
- Write/report impacts
- Assess needs
- Listen to advisory groups
- Identify issue(s)
- Set priorities
- Target audience
- Design the learning
- Recruit/train volunteers
- Teach/conduct program
- Manage program resources
- Plan outcomes
- Write educational objectives
- Plan evaluation/indicators
- Train curricula
- Involve partners
- Secure inputs
Joseph L. Donaldson, Ph.D.

Assess Needs
- Needs that are known
- Needs that are unknown

Identify Issue

Identify Issue

Needs Assessment in Action
Beth Bell, Dyer County
Assess Needs – Methods

- Document Reviews
- Surveys
- Open Listening Sessions
- Invitations to Stakeholder Groups
- Interviews with Key Informants
- Advisory Groups

Advisory Groups

Steps to Effectiveness

- Invited personally
- Sent a reminder letter
- Don't serve forever
- Feel important
- Know accomplishments

Set Priorities

- Extension
- Community
- Specific Audiences
- Yourself
Set Priorities

- Size (% of population affected)
- Seriousness (economic, quality of life, environmental)

Identify Issue

- What group has the issue?
- For whom is the need the greatest?
- How will you reach and teach?

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Identify
Issue

Deliver

Evaluate

Plan

Target Audience

- What group has the issue?
- For whom is the need the greatest?
- How will you reach and teach?
Joseph L. Donaldson, Ph.D.

**Designs & Directions: The Extension Annual Planning Process**

- **Plan outcomes**
- **Write objectives**
- **Plan evaluation/indicators**
- **Obtain curricula**
- **Involve partners**
- **Secure inputs**

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**Bennett/Rockwell TOP Model**

**Program Development (Objectives)**

- SEEC:
  - S = Social
  - E = Economic
  - E = Environmental
  - C = Conditions

- KASA:
  - K = Knowledge
  - A = Attitude
  - S = Skill
  - A = Aspiration

**Program Performance (Evaluation Measures)**

- SEEC:
  - Practices
  - Participation
  - Activities
  - Resources

- KASA:
  - Reactions
  - Participation
  - Activities
  - Resources

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**In Other Words,**

- **Outcome Evaluation:** SEEC, Actions (practices or behavior), Learning (KASA)
- **Process Evaluation:** Reactions, Participation, Activities and Resources
Educational Objective: Housing

- 10 migrant workers will attain better housing

Plan Outcome Indicators

- Number of homes attained with insulation
- Number of homes with standard plumbing

Educational Objective: Safety

- 20% of families will reduce their risk of a home fire.

Plan
Plan Outcome Indicators

- Smoke or heat detectors installed?
- Fuses and circuit breakers labeled?
- Stovepipes/chimneys inspected?
- Extension cords not under rugs?

Educational Objectives: Milk Quality

- 10 dairy producers will attain higher milk quality.

Plan Outcome Indicators

- Bulk tank somatic cell count reduced?
- Antibiotic treatment plans?
Write Educational Objectives

- 50% of youth will reduce their use of vending machines to save money and improve health.

Plan Outcome Indicators

- Amount of money saved
- Number of participants now saving
- Number increasing fruit and vegetable consumption

Obtain Curricula
Involves Partners
Secure Inputs
Planning in Action

Nancy Rucker, Cheatham County
Clint Cummings, FCS

Create Individual Annual Plan

Tennessee Extension Model for Program Planning and Evaluation

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Designs & Directions: The Extension Annual Planning Process

- Design the learning
- Recruit and train volunteers
- Teach/conduct program
- Manage program resources

Deliver

Design the Learning

- Experiential
- Integrative
- Reinforcement
- Other methods

Deliver

Recruit/Train Volunteers

- Think of yourself as the CEO
- ISOTURE
- Effective Extension professionals are effective managers of volunteers

Deliver
A program is an educational response to an identified issue. The program uses inter-related educational strategies to address the issue.

Deliver

Teach/Conduct Program

Education in Action

Betty Neilson, Henderson County
Roy Bullock, TSU

Deliver

Manage Program Resources

- Volunteers
- Relationships
- Publications
- Equipment
Joseph L. Donaldson, Ph.D.

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Evaluate

- Collect indicator data
- Evaluate learning, actions/behavior and conditions
- Compare impacts to objectives
- Write/report impacts

Big Ideas

- Evaluate planned programs (60%)
- Evaluation has many purposes
- Evaluate base program
- Evaluate outcomes

Evaluate

Big Ideas

- Evaluate planned programs (60%)
- Evaluation has many purposes
- Evaluate base program
- Evaluate outcomes
Collect Indicator Data
- Methods depend on audience and program
- Show of hands
- Follow-up after three months

Evaluate Highest Level
- Learning: Short-term
- Actions: Intermediate
- Conditions: Long-term

Compare Impacts/Objectives
- Compare impacts to objectives
- Think about the program’s value
- Think about realistic indicators
**Write/Report Impacts**

- Relevance: issue
- Response: what has been done
- Results: impacts

**Evaluation in Action**

- Collect indicator data
- Evaluate learning, actions, behavior, and conditions
- Compare impacts to objectives
- Write/report impacts

**Tennessee Extension Model for Program Planning and Evaluation**

- Assess needs
- Listen to advisory groups
- Identify issue(s)
- Set priorities
- Target audience

- Design the learning
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Your Individual Annual Plan

- 01/01 – 12/31 each year
- Meet with your co-workers
- Start needs assessment
- Work with Advisory Group
- Share plan/get input
- Submit plan

Individual Action Agenda

- Be relevant
- Tell steps you will follow
- Be understandable
- Represent 60% of your work
- Be focused on programs with potential for impact

You will have

- 1-3 action agendas
- Time to revise
- Opportunity to build on current programs or start new ones
- Opportunity to use State Action Agenda or build your own
**Agenda Sections**

- Title
- Days planned, base program, knowledge area
- Issue
- Plans for the Coming Year
- Partners, collaborators
- Outcomes
- Funding
- Unique qualities
- Scope

**Dates and Deadlines**

- October 1 – IAP may be submitted
- November 1 – IAP due to regional program leaders
- December 1 – Impact Statement due
- December – CED conducts performance appraisal
- January-February – Finalize performance appraisal
- Mid-January – State lock date for IAP

*We are planning to impact the lives of people...*  
*Who will you impact?*