

Suggested Items that Should be Included Under “Planned Actions to Implement Outcome or Output Programs”

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The “*planned action section*” of the outcome program plan is the teaching plan for the Extension Educator similar to a school syllabus that a teacher uses to guide them through a semester. It should include all the steps and activities the Extension Educator plans to implement during the program year. This document will outline six items that should be included in the “*planned action section*.” These six are:

- **Program Planning with Committee/Task Force**
- **Marketing/Promotion of the Program to the Audience**
- **Describing Educational Methods/Activities**
- **Evaluation**
- **Interpretation**
- **Professional Development**

Program Planning with Committee/Task Force

A “planned action” should be developed to discuss the upcoming year’s program with the committee or task force the Extension Educator works with to develop programs. Typically, the initial meeting is devoted to reviewing and finalizing plans for the upcoming program. A second or third meeting may also be in the plan to discuss progress during the year and to make implementation adjustments in the plan to insure programming success.

Marketing/Promotion of the Program to the Audience

It is important to place a specific “planned action” pertaining to marketing/promotion of the program. This can be a time consuming step for the Extension Educator. Marketing the program to the appropriate audience is essential to programming success. This action should include a description of how the program will be marketed. This could include one-on-one contact, via the newsletter, or news media.

Describing Educational Methods/Activities

Educational methods/activities should be listed in the “planned action.” This includes, but is not limited to workshops, newsletters, tours, lectures, one-on-one instruction, case studies, and seminars. As these are listed, it is important to try and make these sequential for the learner. Try and be as specific as possible on the educational methods/activities. Also, keep in mind that people learn in different ways. This is why it is so important to provide multiple learning opportunities to the participant.

Evaluation

At times, evaluation becomes an afterthought in relation to the program. Do not let this happen!!! It works best to have an evaluation “planned action” before the program ever begins to develop the evaluation strategy or method. Doing this saves a great deal of time for the Extension Educator at the end of the programming year. A second evaluation “planned action” should be developed at the end of the year. This “planned action” is devoted to implementing the evaluation strategy and for analysis of data for interpretation.

Interpretation

There is a tendency to not share the program results with our stakeholders. Develop time in the “planned action” to interpret these results to stakeholders at the end of the program. These results should be shared with, but not limited to your committee, county commissioners, supervisors, program participants, co-workers, and the local community.

Professional Development

Professional development opportunities are available throughout the year. These opportunities that relate to the subject matter of the outcome program should also be listed in the “planned actions” of the Extension Educator since it directly impacts the program and the program year.

Other Items

These are by no means the only six items that should be found in an outcome plan. There could be many more. This holds especially true if you are working with volunteers or other educators to implement your outcome program. Inclusion of “planned actions” associated with your outcome plan is critical to its success.

Volunteer Recruitment

If volunteers are highly involved in the implementation of the program, it is necessary to have a “planned action” to recruit these individuals to provide support and assistance to the outcome program.

Volunteer Training

Another essential “planned action” for outcome programs could be the training of volunteers to implement the program. This is to insure they are all implementing the same educational strategy to participants. The Extension Educator needs to have this as a “planned action” because it is imperative to the program’s success and requires a great deal of resources from the Extension Educator to carry out this action.

Recognition Event

Another “planned action” could be a recognition event for program participants who have completed the program. They may be given a certificate or other incentive for completing the program.

Conclusions

Again, these are all suggestions that you (the Extension Educator) should think about when developing the plan for your outcome program. However, it is also important to point out that this is your outcome program. Feel free to use your creativity to design the most effective educational outcome program that will promote change in your audience.

If you have specific questions concerning your outcome program plan, feel free to contact your District Extension Administrator, Regional Program Director, or the Extension Education Unit.