

Texas AgriLife Extension Service North Region Program Excellence Academy 2008-2009

Title: Program Development: Executing the Model for More Effective Programs.

Required Text:

Boone, E.J., Safrit, R.D., & Jones, J. (2002). *Developing programs in adult education* (2nd ed.). Prospect Heights, IL: Waveland Press, Inc.

Seevers, B., Graham, D., & Conklin. (2007) *Education through Cooperative Extension* (2nd ed.). The Ohio State University: Ohio Agricultural Education Curriculum Materials Services.

Davidson, J. (2005) *Evaluation methodology basics: The nuts and bolts of sound evaluation*. Thousand Oaks, California: Sage Publications, Inc.

Description and background:

This professional development course focuses on principles, theories, techniques, and applications for program development within educational programmatic environments. Program development strategies, focusing educational programming in relation to issues identified by clientele, and program planning to help people and organizations succeed will be the focus of this course.

A program development caveat to all leaders and managers. . . outcomes will occur in the *presence* or *absence* of formal planning and program development activities. In the *absence* of formal planning and program development, outcomes are more likely to be random and uncontrolled. In the presence of *formal* planning and program development, outcomes are more likely to be predictable and controlled.

As organizations become more complex, as change becomes more constant, as accountability becomes more pervasive, and as individuals have more choices, formal planning and program development becomes increasingly critical to achieving success.

Objectives

It is expected that by the time a student has finished this professional development course, the agent will be able to:

- ✚ Define and use terminology associated with Cooperative Extension;
- ✚ Define in detail the Extension organization and infrastructure;
- ✚ Describe how Extension programs are developed, implemented and evaluated;
- ✚ Demonstrate the core competencies critical for individuals employed within Texas Cooperative Extension as they relate to the program development process.
- ✚ Help Texas AgriLife Extension Service faculty achieve success, determine their sense of purpose, deal with change, and improve effectiveness and efficiencies through planning and program development.
- ✚ Understand the importance and necessity of planning and program development within programmatic environments.
- ✚ Use planning and program development principles, theories, techniques, and applications to help agricultural/life science organizations achieve strategic objectives.

Professional Development Course Delivery

1. Centra Meetings
2. Three Face-to-Face classroom type sessions which are three days in length
3. Online self directed lessons
4. Assignments as assigned that will support and add value to agents county program

Course Instructors

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Professional Development Course Overview

Cooperative Extension is the largest non-formal educational organization in the world. The South Region Program Excellence Academy is a program that enables Cooperative Extension Faculty to understand the organization, operations, and program development process of Cooperative Extension. The Academy focuses on current educational approaches and the core competencies needed to develop, implement, evaluate, and interpret quality educational programs.

Professional Development Course Expectations

1. Describe the concepts of Extension Education Programs
2. Identify principles of Cooperative Extension programs, including needs assessment, program development, evaluation, and interpretation.
3. Describe educational methods critical for developing Extension programs.

Professional Development Course Face-to-Face Topics: (All Face-to-Face meetings will be supplemented with timely centra and/or online self-directed sessions)

Session I- STRATEGIC AND TACTICAL PLANNING ¹, October 2008

1. A review of Program Development (Keys to Education that Work)
2. Outcome vs. Outputs
3. What does our community look like?
 - a. Issue Sources / Issue Identification
 - b. Community Visioning and Community Planning
4. Agency Strategic Plan
 - a. What do our funders want?
 - b. Connecting the dots
 - c. Assignment - Issue Development
5. Overview of Program Area Committees / Youth Boards / Leadership Advisory Boards
 - a. True Colors (personality profile)
6. Recruiting committee members, Bylaw development, agendas
7. Leadership / Management of Volunteer Groups
8. Facilitate to Make a Difference
9. Teaching Volunteers to Teach
 - a. Learning Styles
 - b. Delivery Methods
 - c. Adult Learning Theory
10. Outcome / Output Template

- a. Description and Development of the Issue
- b. Goals and Objectives
- c. Writing Outcome Indicators
- d. Target Audience

Session II- PROGRAM IMPLEMENTATION¹, December 2008

1. Comprehending the importance of and develop educational designs
2. Developing an Extension educational teaching plan
3. Understanding learning styles and the role that they play in educational designs
4. Learning how to engage volunteers to deliver educational programs
5. Utilizing technology in an educational program
6. Integrating distance education into educational programs
7. Developing newsletters, personal columns and marketing plans to promote the educational program

Session III- PROGRAM EVALUATION¹, May 2009

1. Overview of Extension Evaluation Philosophy in North Region
2. Three primary evaluation strategies used in Extension
3. Utilizing types of evaluations typically conducted for Extension programming
4. calculating “before vs. after” response
5. Understanding evaluation models and evaluation methods
6. Developing evaluation plans and evaluation instruments
7. Analyzing Quantitative data
8. Analyzing Qualitative data
9. Developing outcome statements
10. Utilizing the 3 ‘Rs’ of program interpretation

11. Developing interpretation documents

¹ **All Components will incorporate contextual program area application with leadership being provided by respective Regional Program Director.**

Reference Materials that will be utilized:

Altschuld, J. W., & Witkin, B. R. (2000). From needs assessment to action: Transforming needs into solution strategies. Thousand Oaks, CA: Sage.

Bennett, C, & Rockwell, K. (2001). Targeting Outcomes of Programs. [Online] Available: <http://deal.unl.edu/TOP/index.html>. (January 1, 2001).

Boone, E. J. (1985). Developing programs in adult education. Englewood Cliffs, New Jersey: Prentice-Hall.

Boyle, P. G. (1981). Planning better programs. New York: McGraw-Hill.

Collins J. C., & Porras, J. I. (1997). Built to last: Successful habits of visionary companies. New York: Harper-Collins.

Kettner, P.M., Maroney, R.M. & Martin, L.L. (1999). Designing and managing programs: An effectiveness-based approach. Newbury, CA: Sage.

Marshall, M. G. (1990) Program Development Handbook. Texas Agricultural Extension Service, College Station, Texas. publication #D-690.

Nieto, R. D., & Schaffner, D. (1997). Examining community needs through a capacity assessment. Journal of Extension, 35 (3). [Online]. Available: www.joe.org/joe/1997june/a1.html.

Parslow, T. (Committee Chair for the report). (1995). A guide for writing your program plans and reports: 1996-99. Madison, WI: University of Wisconsin, Cooperative Extension.

Perrin, B. (1998). Effective use and misuse of performance measurement. American Journal of Evaluation, 19: 367-379.

Rockwell, S. K. & Kohn, H. (1989). Post-then-pre evaluation. Journal of Extension, 27 (2). [Online]. Available: www.joe.org/joe/1989summer/ent.html#a5.

Seevers, B., Graham, D., Gamon, J., & Conklin, N. (1997). Education through cooperative extension. Albany, New York: Delmar.

Shinn, G. & et al. (2001). Creating a strategic framework for the department of agricultural education. Unpublished manuscript, Department of Agricultural Education, Texas A&M University.

Stewart, R. G., & Cuffman, D. M. (2001). Needs assessment: A systematic approach for successful distance education. Unpublished manuscript, School of Continuing Studies, East Tennessee State University. [Online]. Available: www.mtsu.edu/~itconf/proceed98/rstewart.html.

Witkin, B.R. and Altschuld, James W. (1995). Planning and Conducting Needs Assessments: A Practical Guide. Thousand Oaks, CA: Sage Publications.