# CC-1: PROGRAM PLANNING & REPORTING

Worthwhile educational programs result from a process of on-going needs assessment, priority-setting, conversations with stakeholders and collaborators, well-defined audiences, and results-oriented planning. Institute Work Teams’ annual plans create the foundation of MSUE’s State Plan where individual members link their plans and describe their contribution to the team’s goals and goals that may be local or outside of the team. Program planning requires knowledge and skills to build partnerships, assess situations within a context, obtain resources, set realistic goals and objectives, integrate evaluation plans, and document both processes and outcomes. One of the important components of this cycle is the learning and utilization of information that comes from the process and results that help improve future programming and community impact.

***SUB-COMPETENCIES AND INDICATORS***

Assesses local situations to identify programming needs and opportunities, for example:

1. Uses environmental scanning, need and opportunity identification, asset mapping, issue analysis and/or other method to assess local situations, interpret trends, and gather objective information about learning needs.
2. Considers local, regional and state MSUE priorities when making decisions and setting priorities for programming.
3. Identifies potential audiences with examination for any underserved audiences and targets realistic numbers to be reached.

Involves stakeholders and collaborators in program development, for example:

1. Develops relationships and maintains communication with a diverse network of potential program collaborators.
2. Engages stakeholders, collaborators, advisory groups, and representatives of intended audiences to help set priorities and develop programs.
3. Displays strong team building skills when working with collaborators.

Develops innovative and creative research-based programs, for example:

1. Understands and utilizes the logic model as a framework for planning programs.
2. Selects achievable goals and objectives, and appropriate short-, intermediate-, and long-term outcomes and indicators.
3. Selects appropriate curricula or research-based information for the intended audiences and outcomes, considering diversity and generational differences.
4. Effectively adapts pre-determined curricula for local needs and audiences.
5. Designs methods and learning activities that maximize participation and ensure planned outcomes.
6. Integrates evaluation planning into the program planning process.
7. Uses transformational education concepts when planning programs.

Identifies, acquires and manages program resources, for example:

1. Determines all essential resource needs.
2. Establishes program budgets, obtains funding, and accounts for funds appropriately.
3. Implements appropriate program cost recovery procedures and policies.
4. Has developed, obtained, and managed grants.
5. Maintains required financial records.

Builds and enters individual plan into MSUE information system (MIPRS), for example:

1. In MIPRS, creates plan that links to appropriate Work Team(s).
2. In Building individual plan, modifies Plan Overview (Goals and Objectives), Situation, Deliverables, Professional Development Plan, Multi-cultural/Diversity Plan, and Evaluation Plan.
3. Links to Work Team Output Groups.
4. Links to Work Team Outcome Indicators.
5. Has Institute Director Approve and District Coordinator Review

Reports progress, results and impacts toward Individual Goals and Objectives in MIPR

1. Reports progress towards objectives on deliverables, diversity/multi-cultural, professional development and evaluation plans as well impact summaries and multi-state activities in Narratives of MIPRS.
2. Reports trainings and demographics of participants in Outputs of MIPRS.
3. Reports planned evaluation results in Outcomes of MIPRS.
4. Utilizes information and lessons learned in future planning cycle.

***LEARNING ACTIVITIES***

1. Incorporate program planning and development in-service education opportunities into your professional development plan (strategic planning, teaching methods, experiential education, etc.).
2. In cooperation with your Institute Director and District Coordinator, establish at least three key initiatives and begin reporting through the Extension Information System (MIPRS) within the first six months of your employment.
3. Invite an individual(s) (Work Team member, mentor, key volunteer) to review and discuss ways to improve the process and content of a program plan.
4. Create a resource file of information regarding county demographics and trends that can be used for preparation of proposals, a targeted program plan, and local presentation.
5. Identify a specific program delivery strategy that can effectively communicate information within your Work Team.

***KEY RESOURCES***

Altschuld, J.W. **Bridging the Gap Between Asset/Capacity Building and Needs Assessment: Concepts and Practical Applications.**  2014. <http://web2.canr.msu.edu/leadnet/order/descStory.cfm?id=2470>

Boone, E.J. et al. **Developing Programs in Adult Education.** 2002. <http://web2.canr.msu.edu/leadnet/order/descStory.cfm?id=1608>

Caffarella, R. **Planning Programs for Adult Learners.** 2002. <http://web2.canr.msu.edu/leadnet/order/descStory.cfm?id=674>

Carlson, M. **Team-Based Fundraising Step by Step.** 2000. http://web2.canr.msu.edu/leadnet/order/descStory.cfm?id=1028

Carlson, M. **Winning Grants Step-by-Step.** 1995. <http://web2.canr.msu.edu/leadnet/order/descStory.cfm?id=1026>

**Cervero, Ronald M. and Arthur L. Wilson. What Really Matters in Adult Education Program Planning: Lessons in Negotiating Power and Interests. 1996.** <http://web2.canr.msu.edu/leadnet/order/descStory.cfm?id=1607>

**Coley, Soraya M. and Cynthia A Scheinberg. Proposal Writing. 1990.** <http://web2.canr.msu.edu/leadnet/order/descStory.cfm?id=835>

Golden, S.L. **Secrets of Successful Grantsmanship: A Guerrilla Guide to Raising Money.** <http://web2.canr.msu.edu/leadnet/order/descStory.cfm?id=1021>

Haas, B. **The Logic Model: EI Worksheet, A Planning Framework, The Conceptual Framework for EIS, EI Worksheet Slides.** <http://eisevaluation.msue.msu.edu/resources/help.htm>

Hogue, T. and J. Miller. **Effective Collaboration.** 2000. <http://web2.canr.msu.edu/leadnet/order/descStory.cfm?id=387>

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Piskurich, G.M. **Rapid Instructional Design: Learning ID Fast and Right.** 2006. <http://web2.canr.msu.edu/leadnet/order/descStory.cfm?id=2171>

Piskurich, G.M. **Self-Directed Learning: Guide to Design, Develop, Implement**. 1993. <http://web2.canr.msu.edu/leadnet/order/descStory.cfm?id=919>

Ray, K. **The Nimble Collaboration.** 2002. <http://web2.canr.msu.edu/leadnet/order/descStory.cfm?id=721>

Robinson, R.D. **An Introduction to Helping Adults Learn and Change.**

<http://web2.canr.msu.edu/leadnet/order/descStory.cfm?id=836>

Rubin, H. **Collaboration Skills for Educators and Nonprofit Leaders. 1998.** <http://web2.canr.msu.edu/leadnet/order/descStory.cfm?id=774>

Soriano, F.I. **Conducting Needs Assessments: A Multidisciplinary Approach.**  2012. <http://web2.canr.msu.edu/leadnet/order/descStory.cfm?id=2471>

**Warwick, M. The Five Strategies for Fundraising Success: A Mission-Based Guide to Achieving Your Goals. 2000.** <http://web2.canr.msu.edu/leadnet/order/descStory.cfm?id=1027>

**Straus, D. and T. Layton**. **How to Make Collaboration Work: Powerful Ways to Build Consensus, Solve Problems, and Make Decisions. 2002.** <http://web2.canr.msu.edu/leadnet/order/descStory.cfm?id=1576>