Program Development Leadership Cohort Builds Community, Skills and Experiences

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ABOUT

Need to think through messaging, program content or delivery? Or maybe you are looking for a technology solution for education? These are all areas of interest and experience to me.

Resume. I work as a program specialist for the Cornell Cooperative Extension system and have continued my education in Instructional Design through Quinnipiac University. I really love the “place” where people,
POLL: Does your LGU offer professional development for staff who develop programs or write proposals?
CCE Program Development Leadership Cohort

Building skills, knowledge & relationships.

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Needs Analysis

- “Staff need consistent training”
- “Program is our product – it is important that we know how to develop programs”
- “Consistent planning gets consistent results”
- “Senior staff should be able to use program models to plan, implement and evaluate programs & model this process for others”
- “Staff need to know one another beyond the county lines”
A Noted Gap
...and a realized purpose

• Senior staff need to be able to:
  • Write program plans & proposals
  • Plan for inclusiveness and diversity
  • Regularly evaluate
  • Develop mentoring relationships with colleagues

• Current training resources are underutilized
Learner Characteristics

Senior level program staff:

• Adult learners
• Subject matter experts
• Masters degree or higher
• Often supervise other staff and have other administrative roles including grant writing
• Average of 14 years experience working for CCE
• Average age = 49
• Busy!
Ben There

- Long time staffer, lots of experiences, looking to climb the career ladder

Nu Toitall

- New hire, less experience than direct reports, wants to know how to do her job
Learning Objectives

By the completion of the cohort, learners will be able to:

• **identify, locate and apply** relevant CCE program planning resources.
• **identify and recruit** new audiences/diversity.
• **write a** local plan of work or model plan/proposal for project that includes a needs assessment, outcomes connected to the statewide plans of work, delivery methods appropriate for the audience, a thoughtful implementation/delivery plan, and an evaluation strategy focused on collecting short and mid-term outcomes.
• **demonstrate** how to mentor colleagues and seek collegial feedback.
• **prepare** a program pitch to share program plans with others.
Message Design

relevant projects

people

Knowledge + Skills + Practice = Competence

social learning theory

human experience

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Experience Design

Skill development & learning through sessions, practice & feedback.

• 2 two-day on-campus events
• 6 Zoom meetings and independent follow-up Participants will use WebEx, Moodle, and social media to fully engage with each other, the coursework, and provide feedback about the experience.
• The final on-campus event will include a presentation to campus partners and program leaders.
Emphasis on knowledge gains + peer to peer learning + real projects

3 Tiered Approach:
- Online Learning Modules
- Zoom Meetings
- Face to Face events

10 topic asynchronous Moodle Course. Topics released weekly.

- Concept checks.
- Staff connected by FB group for informal discussion.
- Assignments that build up to real project.

6 Zoom meetings held to provide learners a chance to share, answer questions and build the cohort.

- Cover technical and content Qs.
- Round Robin style discussion to build cohort dynamics.
- Presentations by cohort members on progress - peer to peer learning.

Two Face to Face meetings held early in the experience and at the end to network, skill build and build the cohort.

- Cover content better driven by guest presenters.
- Networking opportunity with training team, each other and key staff from campus.
- Practice presenting ideas to outside colleagues.
Objectives: **Skill Building**

**Experiences**
- On-campus meeting early in the cohort experience
- Skill building modules that each include assignments and discussion

**Topics**
- Needs Assessment — including: understanding demographics, seeking ways to involve diverse audiences in planning, facilitation of needs assessment, and group decision-making skills
- Designing objectives that meet needs — including: review of statewide outcomes and programs and consideration of inclusiveness when developing outcomes.
- Develop educational strategies that will suit your audience and staff — including: choosing delivery methods to meet your priority audiences.
- Plan implementation — including: best practices for organizing events, activities, communication plan, logistics so that audiences are most likely to meet expectations.
- Plan evaluation — including: finding measures that will be appropriate for all audiences and will provide necessary data for stakeholders.
- Plan report and communication strategy — including: planning for ways to make statewide reporting work for you and your stakeholder reporting needs.

**Outcomes**
- Strengthened knowledge & skills in writing program proposals and program plans.
Objectives: **Building Collegial Mentoring**

### Experiences
- On campus meetings - final prep of program proposals or plan, presentations to ELC/potential collaborators
- Engaging course discussion, FB Group, Web Meetings

### Topics
- Connection to campus – tour, meet with staff/faculty - focus depends on audience
- Presentation to each other – gather feedback and comments. Work on presentations.
- Presentation to ELC (small groups), and other appropriate staff or faculty as determined.
- Review of PDLC as a pilot project. Assess cohort experience.

### Outcomes
- Local plan of work or program proposal is completed.
- Practice seeking feedback for colleagues and potential partners.
- Practice pitching a formal plan to potential stakeholders.
- Assistance in shaping the future of the PDLC experience.
### Objectives: Project Development

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<tr>
<th>Experiences</th>
<th>Topics</th>
<th>Outcomes</th>
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<tbody>
<tr>
<td>3 weeks of webinar meetings – small group discussion</td>
<td>Picking a program/proposal that needs work, lit review, implementation of needs assessment strategies review/design of objectives that fit with CCE Mission, Association and funder needs. Meet/discuss/work</td>
<td>Strengthened knowledge &amp; skills in writing program proposals and program plans.</td>
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<td>Use of tools (logic model, Netway, Dick &amp; Carey Model, Program Development &amp; Reporting tool.)</td>
<td>Developing instructional plan, work with local staff and volunteers to plan for logistics, prep of promotions, delivery, staffing to meet the objectives. Meet/discuss/work</td>
<td>Practice mentoring colleagues and seeking collegial feedback.</td>
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<td>Develop evaluation plan, templates and when they will be used. Prep the final program report – what will that look like to meet stakeholder needs. Meet/discuss/work</td>
<td>Local plan of work for this program is completed.</td>
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Implementation

• Promotion & recruitment
• Course Syllabus
• Online course
• F2F events
• Web meetings
• Relevant project development
Technology
Other thoughts and suggestions that you might have?

Add your ideas to the chat box – I invite you to have your comments visible to all.
CCE Program Development Leadership Cohort

PDLC is an in-depth learning experience for staff who lead programs and write proposals. This experience is focused on strengthening program planning skills, inclusiveness/diversity practices, evaluation and connections with colleagues. Over the next few months you will work on a local project, applying the skills we will be exploring. As you finish sections, look for a completion badge to appear.

Topic 1 -- Program Development Models and Frameworks

An Art & Science to Program Development Work

There is an art and a science to Program Development (PD). You may remember hearing this at the New Staff Orientation. The 'art' is what you know works and the 'science' is based on research, which is about practice. In a recent survey of CCE Association Directors and Program Leaders, many acknowledged not considering a framework for program development when planning, implementing and evaluating local CCE programs. That said – we see many examples of intentional programming and good work that fit the description of PD shared by staff. PD is happening but perhaps without a systematic approach.

This may beg the question - if a program works, attracts people, why should we apply program development theory?

Applying a PD model and framework helps plan to achieve more consistent, predictable results.

Research and practice show common elements in successful programs. Descriptions and ‘how-to’ for these common elements can be found in PD Models and the frameworks that we might use to think through the steps of PD. Many PD models are similar to each other even across disciplines like planning and community development. Cooperative Extension PD and educational/instructional design.

The PD process broadly consists of determining the current state and needs of the learner, defining the end goal of instruction, and creating some “intervention” to assist in the
Observations | Noted Best Practices

• Communicate regularly and frequently (Moodle announcements)
• Create a peer-to-peer learning environment (Moodle, Flipgrid, small groups)
• Provide clear and concise information & directions (include objectives, syllabus, badging)
• Include playful/light human interactions (web meeting warm-ups, small groups, level up/leaderboard)
• Make scheduling simple (Outlook invitations)
• Share big picture plans (syllabus, logic model)
• Make the learning relevant (self selected project)
• Help learners to monitor their progress (check off, badging, H5P)
Use of Flipgrid – video forums to connect colleagues
Announcements sent to those who register
Badging to show topic completion
Relevant Projects

As participants work through content, they are applying concepts to a local project of their choosing that needs TLC related to program or proposal development.

Sometimes projects are wide: planning a plan of work for a local program area, sometimes they are focused – creating a workshop series. In all cases the knowledge and skill gains are made relevant by applying them to a local project.

At the end of PDLC participants present their full project – they create a one-pager for distribution and present to colleagues and each other at the final face to face event.
Results

- 4 years in
- 60 Senior Program Staff members have participated
- 2 have moved to Executive Director roles
- Several funded projects
- Many presentations at conferences include instructional design frameworks
- Continued collegial network
Challenges

• People are busy!
• Expectation – roughly 40 hours of professional development. Not everyone gets what that means when they start. It is a commitment.
• ED (supervisor) support
• Participant motivation varies – strategize, keep it simple
• Time, time, time
Ideas for moving PDLC forward

• Require PDLC for all staff with program leadership responsibilities?
• Offer as an individual or coaching option – keep open for people to complete with a cohort following DIY experience?
• Larger class size?
• Graduate credit?
Are there any ideas here that could be applicable in your state?

Add your ideas to the chat box – be sure to have your comments visible to all.