



GUIDE FOR WRITING PLANS AND REPORTS



Department of Ag/Agbusiness & Ag and Natural Resources Program Area Planning and Reporting Expectations

Program Plans:

Everyone is expected to prepare a multi-year and annual plan. A program plan should be a personal plan of action for academic staff, non-tenured and tenured faculty. It should also be a tool to communicate your program direction with stakeholders, legislators, and county Extension Education Committees.

Multi-year and Annual plans should include: Situation Statement; Program Objectives; Planned Activities; Evaluation plan, and Professional Development needs.

Faculty: Faculty are expected to prepare a multi-year and annual plan. The plan should be shared with county colleagues, Extension Education Committee and filed with the county department head. Plans are on a calendar year basis, January to December. Multi-year plans may vary in time frame (usually 2 to 5 years).

Non-Tenured Faculty: Same as Faculty. In addition, plans should be shared and filed with the Department of Ag/Agbusiness mentoring team, Department Chair, and ANRE Assistant Program Leader.

Academic Staff: Same as faculty. In addition, plans may be shared with the ANRE Assistant Program Leader.

Reports:

Everyone is expected to report, at a minimum, on an annual basis. Reports are to be filed against the appropriate Team Plan as frequently as possible. Reports are the means to report to stakeholders, legislators, and county committees about the effectiveness of your programming efforts.

Reports to prepare:

Statistical - Prepare to meet civil rights compliance. Report teaching contacts where ethnicity can be determined.

Impact Indicators - Report by team.

Impact Statements - Brief stories reported against outcomes.

Success Stories - Report of long term program efforts.

Faculty: Share reports with county colleagues, Extension Education Committee (the report to this committee should be based on their needs), and maintain a file for tenured faculty review.

Non-Tenured Faculty: Share reports with county colleagues, Extension Education Committee (the report to this committee should be based on their needs), self-directed teams, and Mentoring team.

Academic Staff: Share reports with county colleagues, Extension Education Committee (the report to this committee should be based on their needs), and self-directed teams.

Evaluation:

Everyone is expected to evaluate the effectiveness of programming efforts. This is a part of the reporting process. In addition, the Department of Ag/Agbusiness will be interested in program evaluation at various points in an agent's career. The Department's goal in this review is to aid in the professional growth of the individual.

Faculty: Program and teaching evaluation is an important and integral part of the tenure faculty review process. It is suggested that individuals keep a file of some of the evaluations done.

Non-Tenured Faculty: Program and teaching evaluation is an important and integral part of the mentoring and tenure process. The evaluation of teaching and programs will be a part of an annual meeting with the mentoring team, a 3-year review, and the tenure document.

Academic Staff: Program and teaching evaluation are a part of the reporting process. It may become important in the future for faculty status in the Department.

Writing Your Multi Year Plan

Plans for major programs involve a significant amount of time and extend over two or more years should be written. Limit the number of programs planned to one or two major programs.

The multi year plan will have the following sections:

- Title
- Situation Statement
- Desired Outcomes
- Implementation Plan
- Evaluation Plan
- Resources
- Professional Improvement Needs

Title

The title should reflect the scope of the program. Is the program “Forage Management” really “Alfalfa Production Economics” or is “Home Horticulture” really “Home Landscape Design.”

Situation Statement

- Develop a situation statement that reflects the needs of people or the community.
- Be brief and to the point.
- Speak to the reasons why specific outcomes were written.
- Emphasize relationships to team efforts.
- Identify potential impact on clientele.
- Use statistics representative of the county or area.
- Identify baseline data that can be used to measure progress.
- Findings of an advisory committee can justify problem identification.

Situation Statement Example:

The dairy industry is an important component accounting for 63% of the county's agriculture income. In the last four years, production level per cow has exceeded the state average by 300 lbs. However, production has increased 80 lbs. per cow per year as compared to the state average increase of 120 lbs. A survey of 25 producers noted that 52% were using A.I. bulls. This agent has observed that roughly 50% of heifers are mated with A.I. bulls. Last year the agriculture advisory committee reinforced this concern. This effort fits into the dairy systems team effort on improving the dairy herd genetics of the Wisconsin dairy industry.

Outcomes

Multi-year outcomes are to be broad in nature enabling flexibility in annual plans. This will be helpful if the situation changes or a catastrophe occurs that requires a different focus.

- State outcomes in terms of expected changes in clients.

Example: Master gardeners will learn and be able to teach proper handling of pesticides.

NO: Neighbor-to-neighbor gatherings will be conducted.

- Include outcomes from state team plans.

Example: The agriculture community will build networks to share innovative management practices.

Learner objectives, when used, should reflect the type of program. Public policy or consumer attitudes may be an occasion for use of learner objectives as a major program objective.

Example: Landowners will increase their knowledge of public policy issues and their impact on land use decisions.

- Narrow outcomes to five or less. Outcomes should have flexibility.

Example: Dairy producers will make nutritional decisions based upon feed analysis learned through Extension teaching.

OR: *Homeowners will learn and make use of pest control measures that consider the environment and personal safety.*

NO: Dairy producers will make use of TMR's in their feeding programs.

NO: Farmers will increase their profitability by balancing rations.

Note: Profitability has many meanings, may be more dependent upon price, and can be difficult to measure.

Implementation Plan

- Identify starting and endings to programs.
- Note role with NRCS, FSA, veterinarians, farm suppliers and processors, DHIA, marketing and commodity groups.
- Target clientele. Examples: location, profession, surveys identified, status, etc.
- Note activities to reach new or under-represented groups. Examples: farm wives, youth, non-farm rural residents, diversity groups, etc.
- Note specific subject matter to be taught by you and by others.
- Make sure implementation reflects the outcomes, subject matter to be taught, etc.

Implementation Example:

During the third and fourth year, efforts will focus on outcomes three and four. Initially, news releases and newsletter articles written by this agent will begin to bring about an awareness of the educational effort. In the spring, two demonstration sites will be planted. Using the results from deep nitrogen tests, a side-by-side comparison will be made. Twilight meetings will be held in September. During the last year, efforts will be made to reach an additional 50 individuals with individual consulting.

Evaluation Plan

Provide for each outcome a plan to measure the progress over the years. This plan should be very specific to give the reader a clear vision of how the outcome will be measured. Use a number of different methods or instruments to determine the impact of efforts.

Resources

Identify resources that will be needed to carry out the plan. This may include grants, funds, teaching materials, research findings, etc.

Professional Improvement Needs

List areas or subject matter that will lead to the development of specific competencies of the individual.

Writing Your Annual Plan

Plan so that all things can be accomplished. Quality is the key. The following are the sections of an annual plan:

- Title
- Situation Update
- Annual Desired Outcomes
- Specific Calendar of Events and Activities
- Specific Teaching Matter to be Taught
- Resources
- Specific Evaluation Plan
- Professional Improvement Plan

Title

Identify annual plan title from multi-year plan.

Situation Update

Review multi-year situation statement and provide any changes that have occurred that have the potential of alternating the direction of the program. Emphasize efforts conducted during the past year that will affect programming in the coming year.

Annual Outcomes

- Outcomes are to relate to the multi-year outcomes.
- During the first or second year of a program, consider annual outcomes that bring about an awareness or appreciation of the issue or concern.

Example: Growers in the Coon Creek watershed will become aware of the ground water quality.

Or: Farm families will become knowledgeable about the steps they can take to transfer property to the next generation.

- Develop outcomes that are measurable.

Example: Farmers will gain knowledge about and make decisions to incorporate reduced tillage into their cropping programs.

OR: Nep creek watershed farmers will credit nitrogen from manure and legumes.

- Consider gathering more information if there is a lack of base line data.

Example: Selected swine producers will be surveyed to determine their present feeding and culling practices.

Later years of the multi-year plan identify specific action, decisions or practices that clientele are expected to make.

Example: Farm families after establishing personal and business goals will decide on developing business arrangements.

Specific Calendar of Events and Activities

- Use a quarterly calendar with specific events, dates, and deadlines posted.
- Events and activities are to relate to annual desired outcomes.

Example: All year: Monthly newsletter, weekly column will be written. Radio presentations will be made when there is a crisis (most every year).

FIRST QUARTER

January 9 - 13 - Educational Display on body condition scores - Myself

February 12 - Weigh demonstration calves on three farms -Myself

March 25 - Growth charts and data analyzed - Help from P. Hoffman

SECOND QUARTER

July 1 - Mail out postcards inviting neighbors to barn meetings.

July 10,12 & 15 - Barn Meetings - Teach unit: "Management Factors affect Growth of Calves." Dr. J. Hopkins on health, Greg Smith on early management.

August 27 - Sept 10 - Individual instruction to barn meeting participants - Myself

October 5 - Contact Dave Combs concerning participation in annual Dairy Symposium

Specific Teaching Matter to be Taught

List specific subject matter you will teach. Note any innovative approaches being planned. Identify specific approaches, methods, and audio or visual instruction equipment being planned.

Resources

Use all of the tools available. Video tapes, computer, slides, publications, other professionals and volunteers.

*Example: 50 water sample bottles
40 Farm-A-Syst packets
video on proper sampling of tap water to be developed by this agent.
water quality status FACT SHEET to be developed by the water
quality team.*

Specific Evaluation Plan

List specific methods, instruments to be used and approaches being planned to determine progress made by clientele toward both multi-year and annual outcomes. Identify dates or times when these plans will be completed.

Professional Development Plan

List specific professional development experiences being planned for the coming year. Note any funding and sources of funding for attending these experiences.

Writing Your Annual Accomplishment Report

This is an opportunity to tell how programming efforts are paying off. The annual accomplishment report is an account of progress toward the multi-year and annual plans. The Annual Accomplishment Report will consist of

- Impact Statements
- Success Stories
- Teaching
- Professional Development Experiences
- Other Scholarship Activities

Impact Statements

An impact statement is a brief narrative reflective of the progress made toward desired outcomes identified in annual plan

- Statements should appear in the same order as desired outcomes in the plan.
- Speak in terms of results in clientele, not activities.
- Maximum of 75 words for each impact statement.
- Impact statements are to be entered into the web-based reporting system under a related team. Note which team the statement was filed under.

Example: During the year, three families developed agreements to begin transferring property to the next generation. This brings the total to twelve families. Two families decided not to proceed any further in developing an agreement. An additional four families have yet to decide the type of an agreement or whether to proceed. Filed with the Farm Business Education team.

Success Story

- Success stories should relate to a program from your multi-year and annual plan of work.
- Success stories are to be no longer than 500 words.
- At least half of the report should be results.
- The report needs to show impact or changes people have made.
- Success stories are to be entered into the web-based system under a related team.

Success Story Outline:

- **SITUATION - WHY THE PROGRAM WAS NEEDED.**
A brief description of the originating situation that provides the background and introduction to the success story. This is the rationale for the program and context that gave rise to the program.
- **WHAT EXTENSION DID – THE PROGRAMMATIC RESPONSE**
Using qualitative and quantitative information describe the inputs and outputs . Inputs are the resources that were infested (staff, funding, volunteers, research base, and expertise of individuals). Outputs are the activities engaged in; the products produced and the people reached.
- **WHAT RESULTED – THE DIFFERENCE THE PROGRAM MADE IN PEOPLE**
Using documented evidence, quantitative or qualitative , report the outcomes of the program. Outcomes are the individual, family, group, business, community benefits that occurred. These changes may be changes in knowledge, attitude, awareness, skills, motivations, behaviors, practices, decision making, policies, and environmental conditions. Write in journalistic style - tell impact first.
- **EVALUATION METHODS USED.**
Briefly describe the evaluation (pre-post, survey, case study, interview, mixed method); the sample; response rate; the data collection procedure used and timing of data collection.

Example Success Story:

Situation

Green County has the fourth highest nitrogen load in the state. This is due in part to the high concentration of livestock on a relatively small land base. As an example, Green County ranks fourth in the nation in the number of cows per square mile.

Response:

To address the disposal problems of these large amounts of by-products, this agent conducted several education seminars for farm and industry personnel. A Manure Management Seminar was conducted in cooperation with two local manure haulers. The DNR; a UWEX soils specialist; local commercial manure haulers; FSA; and this agent gave presentations. Topics included "Spreading Regulations," "Manure Management and Crediting," (taught by this agent) "Advantages and Disadvantages of Commercial Application," and "Guidelines for Applying Sludge Products to Crop Land." Articles in county newsletters, newspapers, and over the radio raise awareness of the situation.

Results:

Over forty (40) farmers have started to credit the use of manure and sludge on their cropland. An estimated \$40,000 of additional net income should be realized when full nutrient credit is taken. In addition, these forty farmers have indicated that they will be taking steps to better utilize manure products as a fertilizer source. Research has shown that about \$10.00 per acre savings can be released by credit nitrogen alone.

This also became good news for commercial haulers. Before the two seminars were held, it was difficult to find haulers. Three farmers have started commercial hauling. This has added to their farm income. Now there is a saving of several thousands of dollars by reducing the cost of spreading.

The two seminars reached a total of 90 agribusiness personnel and landowners. Others were reached through local media and the county newsletter.

Evaluation:

A post seminar survey was conducted that 76 individuals returned surveys. Interviews of four individual commercial haulers and observation by this agent noted the impact of this effort.

Teaching

This is an opportunity to share the results of a teaching event. Identify one or two teachings that you have conducted during the past year. The teaching should be one that has been taught more than once and with different clientele. The outline for this teaching is:

- Title of presentation
- Audience
- Learner objectives
- Teaching outline
- Materials developed
- Innovations used
- Evaluation results

Title of presentation

The title should describe the teaching unit and relate to a program planned.

Audience

Be specific. For example: Master Gardeners, New milk testing patrons, Burke Township farmers.

Learner Objectives

List two to four learner objectives that describe what the clientele will learn. This may include increasing awareness, developing a skill, improving knowledge, etc.

Teaching Outline

The teaching outline covers the specific subject matter that is taught. It should be listed in a logical order, relate to the learner objectives and be easily followed by the reader.

Innovations Used

Identify any specific innovations that were used in the teaching. These innovations may be a type of teaching method, use of teaching aids, new technology, or other unique instructional approaches.

Evaluation Results

Results of your teaching should relate to the listed learner objectives. Identify the evaluation instruments that were used (for example: pre-then-post test). Note how this teaching effort leads to the progress toward program outcomes. It should note any unexpected results that occurred.

Professional Development Experiences

List professional development activities and experiences that were attended during the past year.

Other Scholarship Activities

List other scholarship activities that you were involved in during the past year.

Examples: Awards, offices held, recognition received, involvement in self-directed team activities, professional presentations, articles or manuscripts published and other statements.