

DONE    PLAN TO    NO PLAN  
       

---

*Have you explored or established partnerships and networks with these groups? Specifically, have you:*

- *Explored how partnerships and networks will avoid duplication of program efforts?*
- *Identified possible mutual benefits, such as joint grant applications? (List them here.)*
- *Described partnership arrangements on paper to maintain identity and identify responsibilities, using a written agreement or contract to help avoid conflicts?*
- *Have you identified volunteer adults, such as parents, who can become partners? List here by name and note what each can offer.*

DONE    PLAN TO    NO PLAN  
       

---

*Have you checked further to identify additional agencies/networks you didn't list originally? (List them here.)*

---

***Summarize your thoughts about potential partnerships and networks for your project.***

Go on to any other section of the Planning Checklist. Information from this section can help expand your responses to questions 1, 2, & 3 of Planning section 1.



Success element  
addressed (see p. 6)

7

Organizational  
support

## 4 Reviewing organizational support

Gaining acceptance for a program idea has long been associated with program stability. If you have any doubts, think about how it took 40 years, and the dedication of many groups, agencies and individuals, to gain acceptance for recycling.

People have many learning needs related to a new idea. They need to hear about it enough to know that the idea exists. They need to hear about it from a source they consider credible. The idea needs to be associated with their personal life concerns. And they need access to enough opportunities to learn that they can fit the learning into their busy lives. In other words, a one-time program or education activity is not enough. Opportunities to learn about water need to be incorporated into the culture of the community.

Having a sponsoring or host organization that provides continuing support for the program helps ensure its stability and consistency. Organizations which have community credibility in the eyes of their funders and of their clients are most able to provide this kind of long term stability.

Organizations with a mission that relates to the community water problem can: provide program management expertise, supply an “office” that funders or other community members can hook up to, help insure that program staff are properly trained, and be flexible when needs or resources change. These are also important ingredients of success. Try to link your program to an organization that can provide these qualities.

---

*What is the sponsoring or host organization?*

---

*How has this organization committed ongoing support for such things as program ideas, resources, management, planning for the future, etc.?*

DONE    PLAN TO    NO PLAN  
       

---

*Has the host organization gathered program ideas (or changes) from a variety of sources? Note person and idea for each source.*

- *Specific person within a group or institution*
- *Network/partner participants*
- *Organization or staff*
- *Instructors or leaders*
- *Young people (participants or advisors)*
- *Program evaluations designed to contribute new program ideas*

DONE    PLAN TO    NO PLAN  
       

---

*Has the host organization determined how available resources could support or limit the scope of the program?*

DONE    PLAN TO    NO PLAN  
       

---

*How has the host organization planned for good program management to ensure high quality programs? See also Planning section 7, Choosing a program delivery strategy.*

- Selected consistent, professional program managers?
- Selected leaders and staff especially for this program—with skills, practical experience, and education appropriate to program goals?
- Trained the staff in program concepts and delivery?

DONE    PLAN TO    NO PLAN  
       

---

*How has the host organization provided for the program's future?*

- Built a relationship with the funder which is dependable for ongoing program support?
- Involved one or more community partners to help provide program support?

DONE    PLAN TO    NO PLAN  
       

---

*Has the host organization provided for the program's future by planning for flexibility in the following areas?*

- Audience
- Content/delivery methods
- Amount of grant money available
- Plans (resilient enough to meet changing conditions?)
- Time lines, personnel, or budgets flexible
- Potential to go beyond its initial scope

---

***Summarize your thoughts about the host organization. Is it possible to provide support effectively? How will you compensate for any gaps?***

Go on to any other section of the Planning Checklist. Information from this section can help expand your responses to questions 2, 3, 5 and 6 of Planning section 1.



Success elements addressed (see p. 6)

1  
Goals

8  
Design furthers goals

## 5 Determining goals and objectives

The ultimate goal of a successful water education program is to produce action which protects or improves water quantity or quality. Within this general goal, you need detailed goals and objectives which will help you design, deliver and evaluate a successful community water education program. This process may take special effort and require involving the community, professional staff, volunteers, and participants.

Goals should address water education, environmental education, and critical thinking skills and should focus on applying information to community water resources needs. They should also relate to broader water education themes and generate opportunities for teaching life skills.

Take advantage of proven instructional strategies that arise from science education and learning style research. Successful strategies from these disciplines will reveal many possibilities. It will also become obvious that people with expertise in applying these strategies should be part of your planning process. Consult the Resources section of this guide for more helpful details on this topic.

---

*What do you consider to be potential goals of your program? How do these goals relate to community water education needs?*

---

*Is this program part of a broader youth education program(s)? What goals and objectives from the larger program relate to youth water education?*

---

*What other locally-available programs meet your youth water education goals? See also sections 3, Networks and partners and 4, Organizational support.*

DONE    PLAN TO    NO PLAN  
       

---

*Which water education topics do you want to address through your program? See Resources for details.*

- Science of water
- Water related ecosystems
- Drinking water supply: quantity and quality
- Water use
- Sources of water pollution and contamination
- Water quality: risk assessment and reduction

(continues next page)

- Management and protection strategies for specific uses
- Gov't./citizenship issues
- Water related careers

DONE    PLAN TO    NO PLAN

      

---

*Which environmental education goals do you want to address through your program? (See Resources section.)*

- Ecological foundations
- Conceptual awareness—issues and values
- Skills: investigation, evaluation, environmental action

DONE    PLAN TO    NO PLAN

      

---

*Which life skills do you want to encourage with your program?*

- Communicating with others
- Leading self and others
- Learning to learn
- Making decisions/solving problems
- Planning and organizing
- Planning one's life
- Relating to change and others
- Identifying/clarifying personal values

DONE    PLAN TO    NO PLAN

      

---

*Do you have written goals and objectives? (Write them here.)*

DONE    PLAN TO    NO PLAN

      

---

*Do goals and objectives meet the following criteria?*

- Clearly stated?
- Age-appropriate for audience? (see section 2, *Assessing community water education needs*)
- Activities support overall objectives?
- Objectives realistic and achievable from learner's perspective?

---

*How would you restate your goals based on conclusions from this section?*

Go on to any other section of the Planning Checklist. Information from this section can expand your responses to questions 1, 4, and 5 of Planning section 1.