Working with Kentucky Advisory Councils on County Plans of Work

Objectives:

- ✓ Advisory Council members will understand their potential role in the program planning process.
- ✓ Advisory Council members will assess their level of involvement in program planning and identify any steps needed to further involvement.
- ✓ Advisory Council members will understand the stages of program development and their roles in that stage.
- ✓ Advisory Council members will learn techniques and skills to use within the stages of program development.

Advance Preparation:

Agents should review the enclosed Programming with Advisory Groups abstract and/or the program development publications located on the Cooperative Extension Program and Staff Development website http://www.ca.uky.edu/agpsd/planning.htm

- ✓ Duplicate copies of "Continuum of Involvement in Programming for County Extension Councils."
- ✓ Duplicate copies of the Council Membership grid
  http://ces.ca.uky.edu/advisorycouncil/Documents/councilchart.xls
- ✓ Duplicate sheets with the discussion questions for the Application exercise. Obtain large white sheets of paper for the recording of answers from the exercise.

Materials Needed:

- ✓ Interest approach and Application materials suggested in this lesson.
- ✓ Handouts as mentioned in advance preparation
- ✓ Laptop and projector

Time Needed: 1 1/2 hours

BACKGROUND: (10 minutes)

Cooperative Extension is a grassroots organization and relies on input from clients, advisory groups, collaborators and members of the community at large for input in programming. While Cooperative Extension has always sought this input, we are planning to empower these groups to be engaged more fully in the programming process in order to capitalize on the knowledge, experiences, skills and community connections of those involved in Extension programming at the county level. Additionally, the goal is to keep advisory members involved through the various stages of programming as will be discussed further in this training.

(Distribute the continuum and ask each person to place an X at the level where they feel their advisory group is. Brainstorm on ways you could move to the next level.)

INTEREST APPROACH: (20 minutes)

Option One: Dominos and Program Development

1 Divide into groups of 2-3.

2 Give each group approximately 30 dominos.

3 Task: Set up dominos (in design of group's choosing) so that knocking the first one down will cause a chain reaction, causing all dominos to fall. Each group demonstrates (note that not all will warp perfectly).

4 Discussion: -What was the ultimate goal? (Lead group to realization that the ultimate goal is to cause the last domino to fall). -How is this like program development? Examples of possible analogies:

> -Plans don't always work out.
> -Sometimes adjustments have to be made in the middle.
> -Sometimes there are unanticipated outcomes.
> -Plans don't always go as you think they will.
> -Outside influences can impact the outcome (someone hitting the table).

Option Two: "Two Heads are Bigger/Better than One" Styrofoam Cup Exercise— Ask participants to individually list in 30 seconds all the uses for a Styrofoam cup that they can imagine. Next ask them to compile their list with their neighbor(s) to see how the list expands. If time allows, compile a list by tables or groups of 4-5 to see how the list expands as we involve the experiences and creativity of others. A point could be made that if we added other tables (as collaborations), our list would no doubt grow. Gender differences, residence or occupational differences could be noted as well. Others points might include concepts like if we had not started small (grassroots, individuals, committees, program councils), some may have never shared their ideas and our product would look very different. Discuss other ways of getting small group participation.

Note: Any object such as a paper clip, note card, etc., can be used to do this type exercise.

LESSON: (30 minutes)

Use the PowerPoint "***Advisory Leader's Roles with the Extension Plan of Work*** " using talking points to teach the concepts and steps of programming. (*Talking points have been added for your use by condensing the program development pubs. Edit as you feel appropriate for you and your group. Review of these pubs and the abstract attached will assist you in preparing to present this information.*)

APPLICATION: (20 minutes)

Organize into groups of 5-6 for the exercise. Ask them to select a facilitaor and recorder for their group. Give each group a list of discusion questions to follow up the lesson *(use the sample questions or devise your own questions)*. Give them time to answer the questions. Ask groups to then write their answers on the large white sheets you have around the room as they finish. Call time as necessary. Discuss the answer as time allows.*(Note: Sheets should have one of the questions written on each sheet so members can record their answers under each question.)*

REFERENCES:

http://ces.ca.uky.edu/advisorycouncil/
http://www.ca.uky.edu/agpsd/planning.htm

Sample Discussion Questions for the Application Step for the "Working with Kentucky Advisory Councils on County Plans of Work" Lesson Plan

What are some significant concepts you learned or were reminded of from this lesson?

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How do you feel you will be able to use these concepts, ideas, methods, etc. in your role as an Extension Advisory Council member or community collaborator?

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What concepts did you hear in this lesson that you feel you need more information or training on?

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Evaluation: (for county use only)

LEVEL OF UNDERSTANDING. **For each of the topics listed below, in the LEFT column, circle the ONE number that best reflects your LEVEL OF UNDERSTANDING before this** *Advisory Council Training on Plan of Work.* **Then, in the RIGHT column, circle the ONE number that best reflects your LEVEL OF UNDERSTANDING after the training.**

	Poor	**Average**	**Good**	**Excellent**
	1	**2**	**3**	**4**

Level of Understanding	*BEFORE* the Program	*AFTER* the Program
Understand the stages of program development.	1 2 3 4	1 2 3 4
Understand the steps to be taken within each stage of program development.	1 2 3 4	1 2 3 4
Understand techniques and skills to use within each stage of program development.	1 2 3 4	1 2 3 4

INTENTIONS. **For the following <u>behavior</u>, check the box that describes what you plan to do as a result of this lesson.**

Behavior Change	Yes	No
Will you assess your advisory council's role in programming and identify next steps to extended involvement?		

SATISFACTION. **Check the box for the statement that best describes your thoughts concerning the program.**

Satisfaction	Strongly Disagree	Disagree	Agree	Strongly Agree
The subject matter was timely for me.				
The speakers were effective.				
The information was practical to me.				
I can go and use the information I learned today with my council.				
Overall, this was a very educational program.				

What is the most significant thing you will apply (feel free to list more than one)?

What areas do you feel you need more training to help you with program planning involvement?

Do you feel that what you learned provides you the ability to be a better advisory council member?

(*Circle the best answer*) YES   NO   Please explain your answer or provide an example.

Please provide any additional information on the back.

Thank you very much for your involvement!!