

# 2021 Four Year Plan of Work

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DR. KEN JONES AND PAM SIGLER

PROGRAM AND STAFF DEVELOPMENT

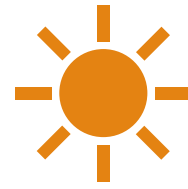


# Time Line



You will...	Resources
<ul style="list-style-type: none"><li>✓ Assistant Directors and Specialists began last year</li><li>✓ Agents Prepare the County Plans of Work between February through April</li><li>✓ Submit to District Director between March and May</li><li>✓ KERS window opens on April 1st</li><li>✓ Districts Directors must approve</li><li>✓ Deadline to enter into KERS is August 1st</li></ul>	<ul style="list-style-type: none"><li>➤ <a href="#">4-Year Plan of Work Overview</a></li><li>➤ <a href="#">Planning Guide (checklist)</a></li><li>➤ <a href="#">Planning Guide with Action Plan</a></li><li>➤ <a href="#">Plan of Work Template (Word/ Google Doc)</a></li><li>➤ <a href="#">Plan of Work Template expanded (Word/ Google doc)</a></li><li>➤ <a href="#">Plan of Work Inventory</a></li></ul>

# Beginning



## You will...

- ✓ Be familiar with County Community Assessment, especially the priorities in the five areas
- ✓ Talk to your councils, advisory groups and leaders
- ✓ Work with all the agents in your county
- ✓ Create 4 to 6 Plans of Work
- ✓ Be SMART – **S**pecific, **M**easurable, **A**chievable, **R**elevant, and **T**imely

## Resources

- [Community Assessment Website](https://extension.ca.uky.edu/communityassessment)  
<https://extension.ca.uky.edu/communityassessment>
- [Program and Staff Development Website](http://psd.ca.uky.edu/content/pow)  
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# FCS INITIATIVES

Building Strong Families for Kentucky

## FCS INITIATIVES

Making Healthy Lifestyle Choices

Nurturing Families

Embracing Life as we Age

Securing Financial Stability

Promoting Healthy Homes & Communities

Accessing Nutritious Foods

Empowering Community Leaders

The University of Kentucky Family and Consumer Sciences Extension improves the quality of individual and family life in the Commonwealth by promoting health and well-being through community education programs focused on individuals and families.

### MAKING HEALTHY LIFESTYLE CHOICES

Family and Consumer Sciences Extension encourages families to make proactive choices to improve individual health and well-being, whether choosing a low fat, nutritious diet, increasing health literacy for chronic disease prevention, or participating in regular physical activity.

#### Goals:

- Apply knowledge and skills to think critically, to solve problems, and to make informed decisions regarding healthy lifestyle choices.
- Manage healthy weight throughout the lifecycle through healthy lifestyle choices.
- Increase promotion and practice of physical activity daily.
- Reduce chronic disease risk, debilitation, and premature death by practicing healthy lifestyle choices.

[Learn more about this initiative.](#)



### NURTURING FAMILIES

Family and Consumer Sciences Extension focuses on individual and family development by promoting effective communication, understanding developmental ages and stages, appreciating individual and cultural differences, developing a strong value system, making wise decisions, and encouraging a supportive environment.

#### Goals:



## FCS 7 Initiatives

- Agent /Internal
- Program Planning Tab
- Situation
- Major Programs
- Resources
- Evaluations
- Specialist contact

## Resources to Assist Agents

Information and resources to assist you as an agent in finding answers to your questions. Materials to assist you in creating and reporting your plan of work as well as many other helpful resources.

[Plan of Work \(2020\)](#)[Resources](#)

## Agriculture and Natural Resources and Horticulture

- Created new Program indicators and numbers
- Reduced the number of indicators
- Provided logic models, sample evaluations, and sample success stories



# 4-H YOUTH DEVELOPMENT

TO MAKE THE BEST BETTER

## Program Areas

 AGRICULTURE	 FAMILY & CONSUMER SCIENCES	 HEALTH	 COMMUNICATIONS	 LEADERSHIP	 NATURAL RESOURCES	 SCIENCE, ENGINEERING & TECHNOLOGY
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	<b>Camps</b> Feltner Lake Cumberland North Central West KY	<b>Programs</b> Agriculture Communications & Expressive Art Family & Consumer Sciences Health Science, Engineering & Technology Leadership Natural Resources	<b>Events</b> Kentucky State Fair	<b>4-H YOUTH DEVELOPMENT</b> TO MAKE THE BEST BETTER  Mark Mains Assistant Director for 4-H Youth Development 212 Scovell Hall Lexington, KY 40546-0064 859-257-5961
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# 4-H Youth Development 7 Program Area Tools

- Logic Model
- Evaluation
- Success Story Template
- Plan of Work Resources



# State Top Priority Issues

Kentucky Extension Community Assessment  
Statewide Report  
2019



COOPERATIVE EXTENSION



## Jobs & Infrastructure

1. More jobs paying good wages with benefits (35%)
2. Trustworthy and effective law enforcement (8%)
3. More qualified employees for existing and new jobs (8%)

## Agriculture & Environment

1. Less illegal dumping and littering (14%)
2. Sustainability of family farms (14%)
3. More market opportunities for farmers (13%)

## Health & Wellness

1. Improved affordability of health care insurance (12%)
2. Fewer chronic diseases (diabetes, heart disease, cancer, etc.) (12%)
3. Improved access to quality affordable health care providers (medical, dental, etc.) (9%)

## Youth & Families

1. More youth life skills training (money management, life decision making, etc.) (19%)
2. Better youth and adult career readiness (12%)
3. More support for prevention of school violence and bullying (11%)

## Community Vitality

1. More qualified leaders to prepare community for the future (24%)
2. More citizens helping to solve local issues (15%)
3. More pride in the community and its assets (14%)

# Create a County Data/Information Handout

To be shared with council members and community partners

\_\_\_\_\_ County

## Community Assessment

Jobs and Infrastructure

Agriculture and Environment

Health and Wellness

Youth and Families

Community Vitality

**KY Kids Count** <https://kyyouth.org/kentucky-kids-count/>

- \_\_\_% of children live in low income families (Increased/ decrease, KY = 47%)
- \_\_\_% Kindergarten Ready (increase/decreased, KY= 51.1%)
- \_\_\_% Fourth grade students proficient in reading (increase/ decrease, KY= 53%)
- \_\_\_% Eighth grade students proficient in math (increase/decrease, KY=45.3%)
- \_\_\_% HS graduation in time (increase/decrease, KY=90.6%)
- Children in Foster Care \_\_\_ per 1,000 (increase/ decrease, KY=47.3)
- Children exiting foster care to reunification \_\_\_% (increase/decrease, KY=36%)
- Youth incarcerated \_\_\_per 1,000 (increase/ decrease, KY=26.6)

USDA 2017 Census of Agriculture

[https://www.nass.usda.gov/Publications/AgCensus/2017/Online\\_Resources/County\\_Profiles/Kentucky/](https://www.nass.usda.gov/Publications/AgCensus/2017/Online_Resources/County_Profiles/Kentucky/)

- Number of farms and acres in farm land DECREASED/ INCREASED
- Average size of farms INCREASED/ DECREASED
- Net cash farm income \$ \_\_\_\_\_ (+/- \_\_\_\_\_%)
- Crops \_\_\_\_\_%
  - (i.e. Soybeans, Corn, Wheat, Forage Barley)
- Livestock \_\_\_\_\_%
  - (i.e. Broiler and other meat like chickens, layers)
- Cropland \_\_\_\_\_%
- Pastureland \_\_\_\_\_%
- Woodland \_\_\_\_\_%

- Other \_\_\_%
- \_\_\_% Family farms
- \_\_\_% hire farm labor
- 2% sell directly to consumers
- 87% have internet access
- Other issues to check
- Gender of farmers
- Age of farmers

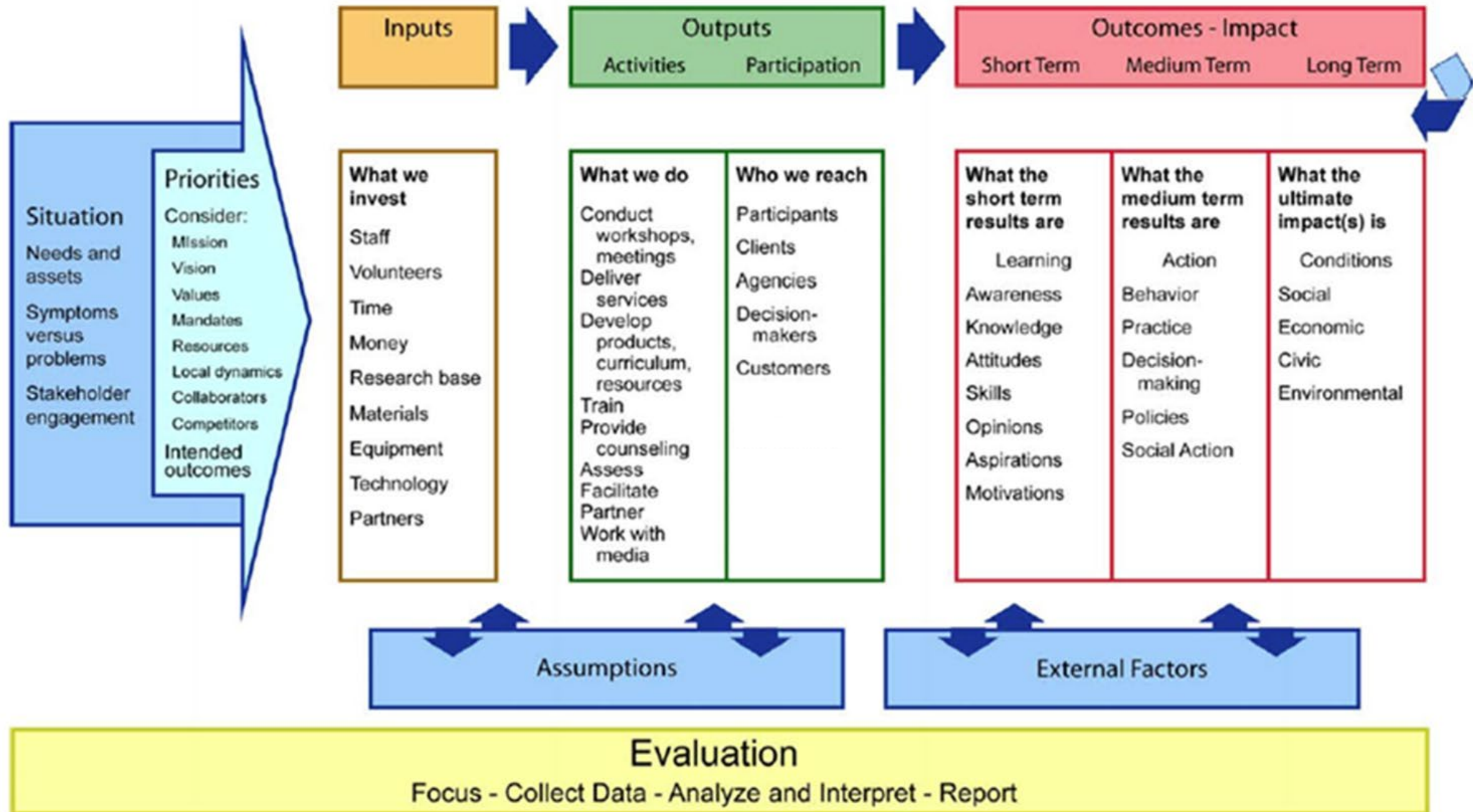
Data USA <https://datausa.io/profile/geo/ballard-county-ky#about>

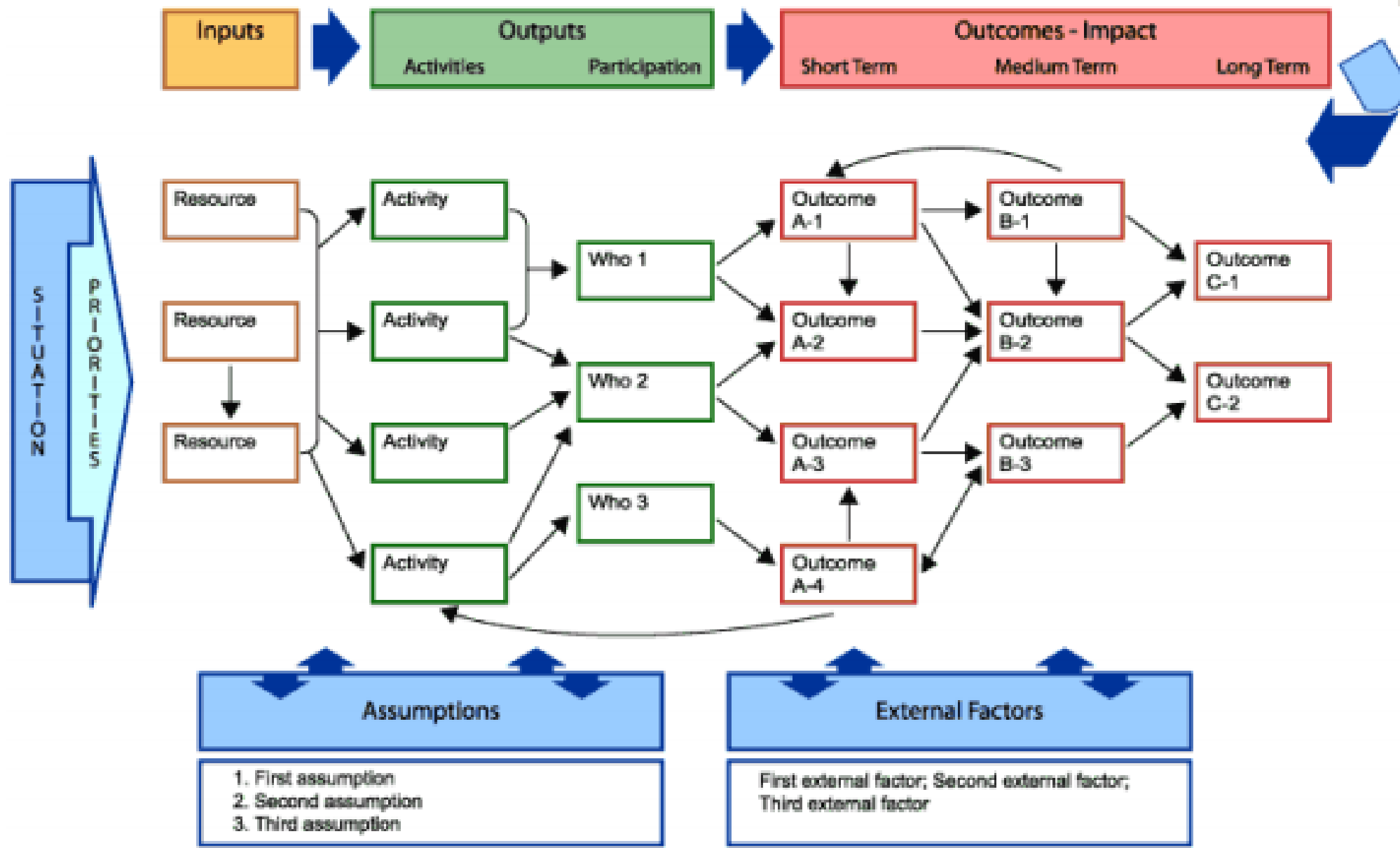
- Population \_\_\_\_\_ (-/+ \_\_\_\_\_%)
- Median age \_\_\_\_\_
- Median household income \$ \_\_\_\_\_ (-/+ \_\_\_\_\_%)
- Poverty \_\_\_\_\_% (largest group \_\_\_\_\_)
- Median Property value \$ \_\_\_\_\_ (-/+ \_\_\_\_\_%)
- \_\_\_% White, \_\_\_% African American,
- Most common jobs – \_\_\_\_\_
- \_\_\_% Home ownership
- Commute time - \_\_\_\_\_ minutes

Kentucky Health Facts <http://kentuckyhealthfacts.org/data/location/>

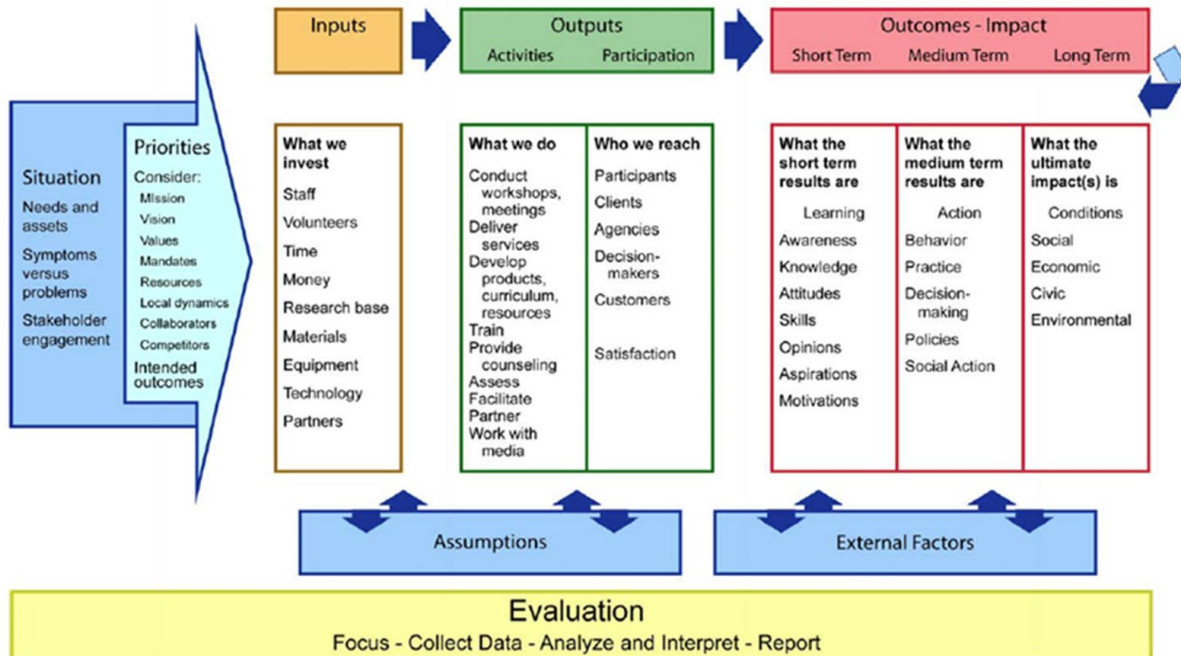
Indicator	County	Kentucky
Lack of Physical Activity		32%
Obesity		35%
Overweight		68%
Eat recommended servings of fruits and vegetables		9%
Diabetes		13%
Hypertension		39%
Flu Vaccine		38%
Medicaid		22%
Youth smoking		25%







# Plan of Work Template



Plan of Work template

MAP Title:

Program Plan:

Agents Involved:

Program Codes:

Briefly describe the situation or issue that led to the development of this program. When appropriate, identify information sources from which situational data was obtained (SNARE, KMS Count, Ky. Dept. of Ag., Center for Disease Control, etc.). Also briefly note how advisory councils were involved in the development of this program.

> **Situation:**

State the long-term outcomes for this program. These are typically described as the changes in social, economic, or environmental conditions (SEEC) that the program intends to bring about. It is likely that these will flow directly from the description of the current situation faced directly above.

> **Long-term Outcomes:**

Identify the intermediate outcomes for this program. These tend to be broader or generic changes which logically produce the long-term outcomes identified above. In other words, what must people do differently to produce the desired changes?

> **Intermediate Outcomes:**

State the initial outcomes for the program. Initial outcomes are the changes in knowledge, opinions, skills, or capacities (KOSA) which are seen as prerequisites to behavioral change. Be as specific as possible when describing KOSA changes.

> **Initial Outcomes:**

How will you determine if the desired outcomes are being achieved? From the outcomes listed in the section above, tell which outcomes you plan to measure, the indicators you will use to assess change and the evaluation methods you will use. Then tell when evaluation activities will occur.

> **Evaluation:**

Outcome:  
Indicator:  
Method:  
Timeline:

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> **Learning Opportunities**

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Inputs:  
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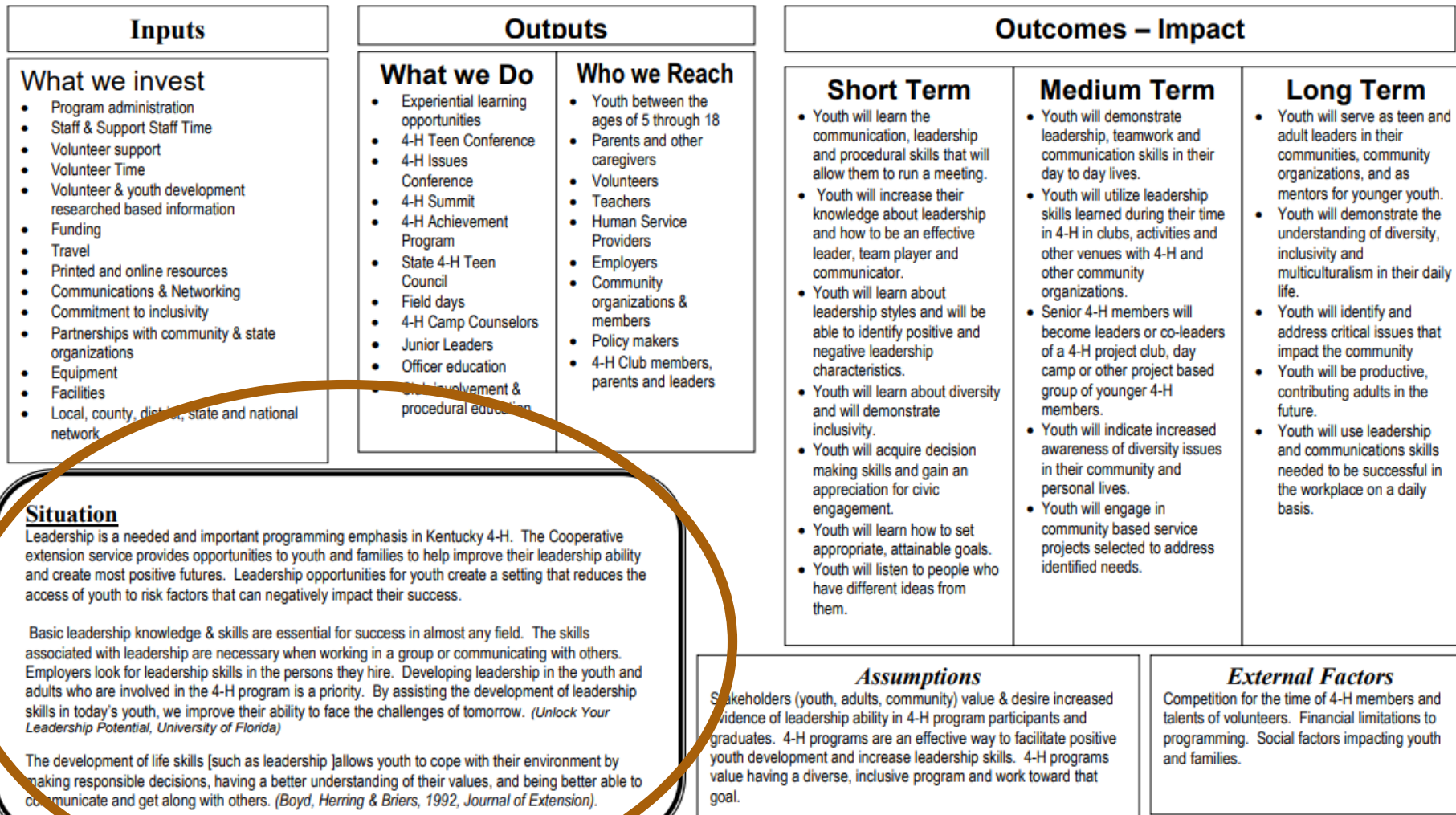
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## 4-H Leadership Core Curriculum - Logic Model (updated July 14, 2015)



## Situation

\*Make county specific

\*Use most current data

-Kindergarten

Readiness

-4<sup>th</sup> grade reading 8<sup>th</sup> grade math

-High school graduation

-Adults with HS or post secondary

## Strategic Plan

Building the capacity of volunteer leaders is critical for the sustainability of communities that support and strengthen families. Family and Consumer Sciences Extension is committed to engaging, educating, and empowering local citizens to investigate issues, make responsible decisions, and take ownership of solutions.

### GOALS

- **Develop** skills and knowledge designed to improve personal leadership capacity.
- **Implement** leadership practices designed to improve successful accomplishment of organizational goals and objectives.
- **Employ** effective practices designed to increase community support for improving community quality of life.

## Logic Model

### Empowering Community Leaders

**Situation:** Building the capacity of volunteer leaders within counties is critical for the sustainability of a community infrastructure that supports long term commitment to strengthen families. Within Kentucky there are 16,000 KEHA members, 119 Master Clothing Volunteers, and over 150 Champion Food Volunteers who share their expertise, and volunteer time with youth and families in their community. Through the efforts of the FCS agents, paraprofessionals, and volunteers local citizens are engaged, educated and empowered to understand family and community issues and take ownership of implementing local solutions.

#### INPUT

- Kentucky Cooperative Extension Service (CES) agents, program assistants, specialists, and volunteers
- Kentucky CES publications and resources
- eXtension resources
- Extension Leadership
- specialists and associates:
  - Kris Ricketts
  - Ken Culp
  - Kim Henken
  - Marjorie Baker
  - Sandra Bastin
- Community partners
- Kentucky Extension Homemakers Association (KEHA)
- Master Clothing Volunteers (MCV)

#### OUTPUTS

##### Activities

##### Enhance Personal Leadership Capacity:

- Empowering Leaders in Kentucky (ELK),
- Kentucky Extension Leadership Development (KELD) Section 1
- Master Clothing Volunteer (MCV) orientation
- Champion Food Volunteer (CFV) training
- FCS Advisory Council training,
- KEHA Leader training

##### Participants

##### People

- Volunteer leaders
- KEHA members
- 4H Leaders/Youth

##### Organizations

- Family Resource and Youth Services Centers (FRYSCs)
- Social service agencies
- Libraries
- Schools
- Faith based

# Plan of Work Family and Consumer Sciences

## County Specific Data

- Volunteers
- Civic Engagement

# Plan of Work Worksheet

## Situation

### County Data

- \* % Unemployment
- \* Average median income
- \* Major employment sector
- \* Average age
- \* % of workers who commute into county
- \* % of workers who commute out of county to work

**Plan of Work template**

MAP Title:

Program Plan:

Agents Involved:

Program Codes:

Briefly describe the situation or issue that led to the development of this program. When appropriate, identify information sources from which situational data was obtained (SNARE, Kids Count, Ky. Dept. of Eg., Center for Disease Control, etc.). Also briefly note how advisory councils were involved in the development of this program.

> **Situation:**

State the long-term outcomes for this program. These are typically described as the changes in social, economic, or environmental conditions (SEEC) that the program intends to bring about. It is likely that these will flow directly from the description of the current situation found directly above.

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# Plan of Work Worksheet

## Long Term Outcome

- *more good paying jobs,*
  - *more qualified employees,*
  - *more qualified leaders for future*
  - *more citizens helping to solve local leaders*
- (Community Assessment)

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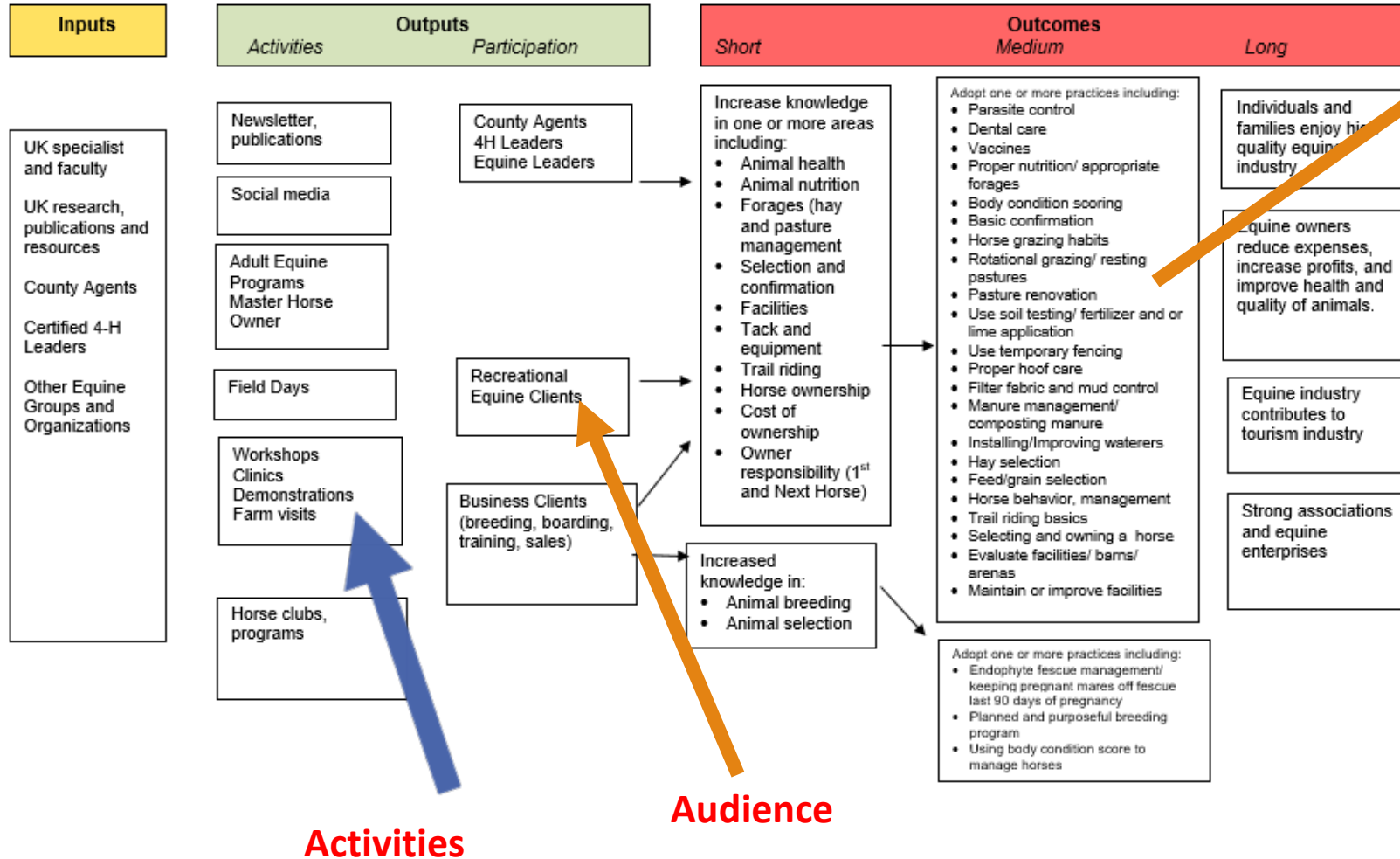
# Learning Opportunities

- Audience
- Activity
- Content/ Curriculum
- Input
- Date



**Program: Equine Logic Model**  
**Situation:**

According to USDA Agriculture Census 2017, 96% of the 16,280 Kentucky horses and ponies are on farms with 1 to 24 horses. Most Extension's equine clients are horse and farm owners who ride for sport and recreation and businesses that support those clients.  
[https://www.nass.usda.gov/Publications/AqCensus/2017/Full\\_Report/Volume\\_1\\_Chapter\\_1\\_State\\_Level/Kentucky/st21\\_1\\_0028\\_0029.pdf](https://www.nass.usda.gov/Publications/AqCensus/2017/Full_Report/Volume_1_Chapter_1_State_Level/Kentucky/st21_1_0028_0029.pdf)



**Outcome: Intermediate**

**Livestock owners will**

- Test soil
- Select appropriate forage
- Use rotational grazing
- Test forage
- Install temporary fencing

**Indicator**

Number of equine owners or operators who adopted a best practice to improve or maintain animal nutrition

**Method**

Follow-up evaluation

**Timeline**

May of each year

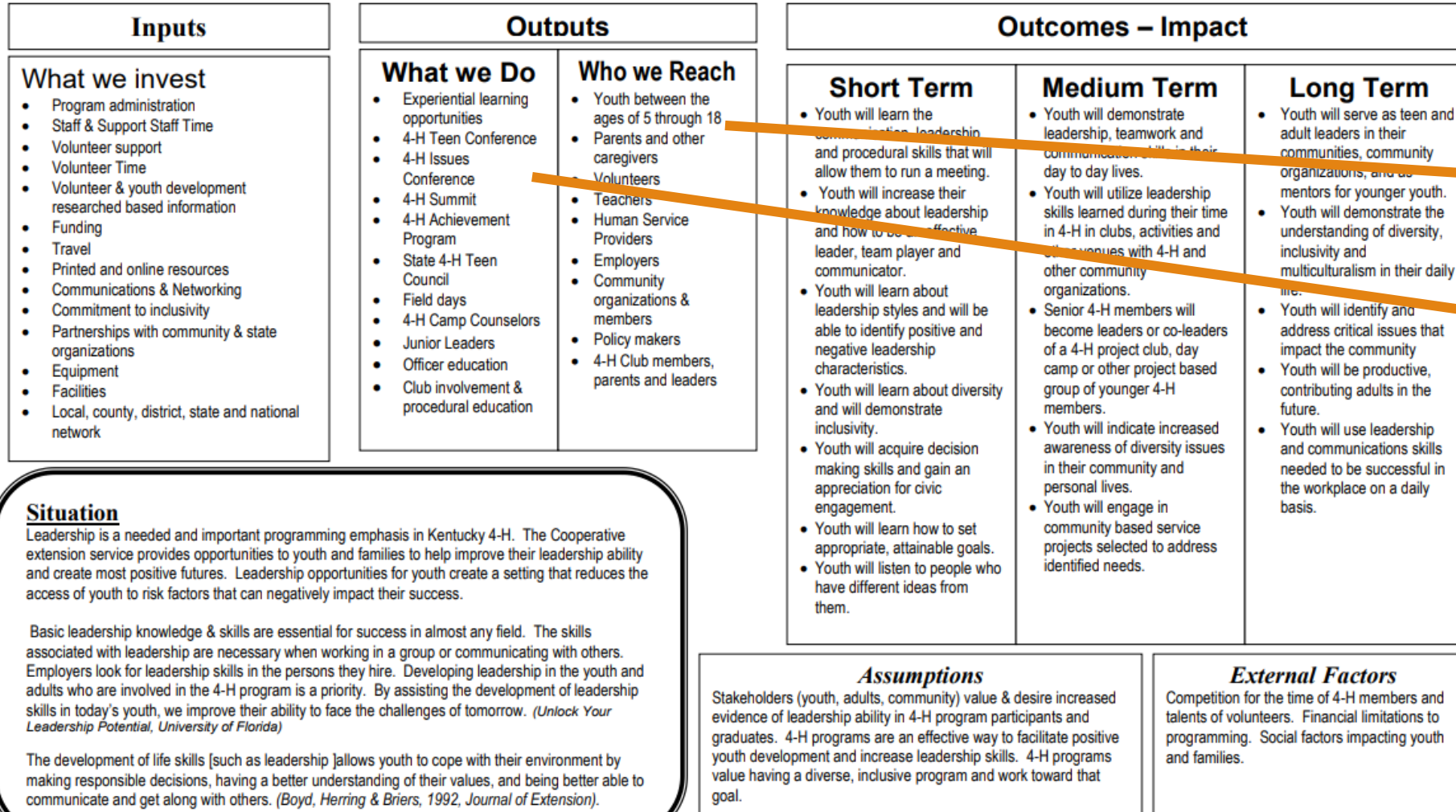
<b>Farm Management, Economics and Policy</b>	
	Number of people who increased their <b>knowledge of Ag Policy</b> including: Farm Bill and Environmental issues
	Number of people who <b>recognize methods to reduce risk and improve farm profit</b>
	Number of people who discussed and compared leasing agreements and options
	Number of people who increased knowledge of farm health and safety practices (i.e. farm safety days, disaster preparedness, equipment demonstrations, farmers dinner theater)
	Number of people who <b>improved or maintained record keeping practices</b>
	Number of people who <b>incorporated technology to effectively manage farm operations</b>
	Number of people who <b>applied marketing techniques for meat animals</b>
	Number of people who <b>applied marketing techniques including futures and options to reduce risk levels for crops</b>
	Number of people who <b>adopted practices or adapted equipment for safety</b> (i.e. Agribility, install roll over bar)
	Number of farmers <b>adopting new technologies in agriculture production</b>
	Number of people who <b>improved equipment or facilities</b>
	Number of people who <b>increased profits, reduced expenses, and/or reduced risk</b>

**Initial Outcomes**

**Intermediate Outcomes**

**Long Term Outcomes**

## 4-H Leadership Core Curriculum - Logic Model (updated July 14, 2015)



**Learning Opportunities Audience**  
**Activity**  
 Leadership Development  
**Content/ Curriculum**  
 4-H Teen Conference, Camp counselor training  
**Date**  
 May and June of each year

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Identify the intermediate outcomes for this program. These tend to be behavior or practice changes which logically produce the long-term outcomes identified above. In other words, what must people do differently to produce the desired changes?

#### > Intermediate Outcomes:

State the initial outcomes for the program. Initial outcomes are the changes in knowledge, opinions, skills, or aspirations (KOSA) which are seen as prerequisites to behavioral change. Be as specific as possible when describing KOSA changes.

#### > Initial Outcomes:

How will you determine if the desired outcomes are being achieved? From the outcomes listed in the section above, tell which outcomes you plan to measure, the indicators you will use to assess change and the evaluation methods you will use. Then tell when evaluation activities will occur.

#### > Evaluation:

Outcome:  
Indicator:  
Method:  
Timeline:

Outcome:  
Indicator:  
Method:  
Timeline:

Outcome:  
Indicator:  
Method:  
Timeline:

Indicate the audience you intend to reach and the learning opportunities that will be provided. First, describe the project or activity. Then, describe the content that will be delivered or the curriculum used. Next, indicate the inputs or resources used to conduct the program (e.g., volunteers, paid staff, facilities, grant funds, etc.). Finally, tell when the project/activity will occur.

#### > Learning Opportunities

Audience:

Project or Activity:  
Content or Curriculum:  
Inputs:  
Date:

Project or Activity:  
Content or Curriculum:  
Inputs:  
Date:

Audience:

Project or Activity:  
Content or Curriculum:  
Inputs:  
Date:

Project or Activity:  
Content or Curriculum:  
Inputs:  
Date:

Audience:

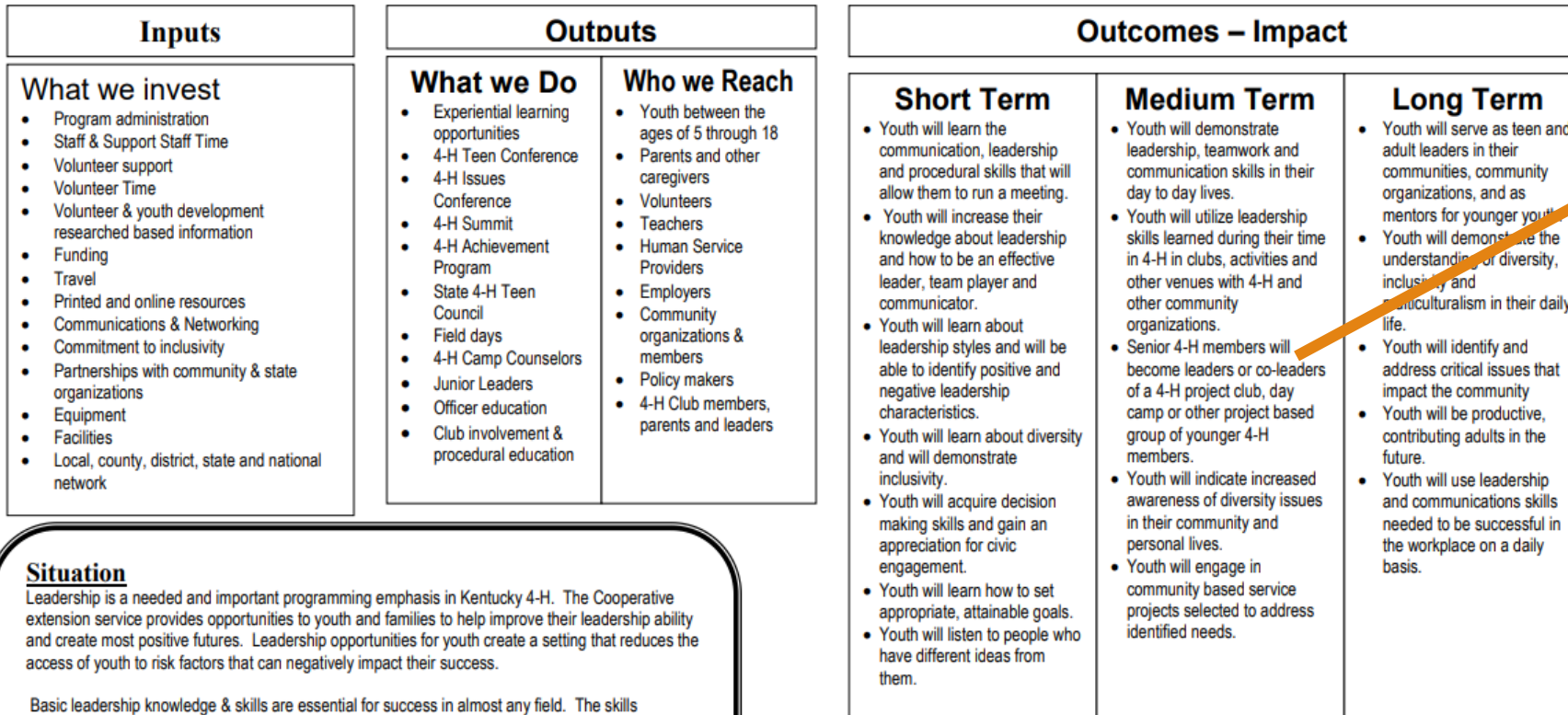
Project or Activity:  
Content or Curriculum:  
Inputs:  
Date:

Project or Activity:  
Content or Curriculum:  
Inputs:  
Date:

## Evaluation

- Outcomes
- Indicator
- Method
- Timeline

## 4-H Leadership Core Curriculum - Logic Model (updated July 14, 2015)



## Evaluation

**Outcomes (Intermediate)**  
Senior 4-H members will lead 4-H project clubs, day camp or teach younger youth

### Indicator

4051.13

Number of youth leading a project group or club

4051.14

Number of youth serving as direct mentors to younger youth

### Method

Leader records, camp records, testimonials,

### Timeline

Annual end-of-year reports

### Situation

Leadership is a needed and important programming emphasis in Kentucky 4-H. The Cooperative extension service provides opportunities to youth and families to help improve their leadership ability and create most positive futures. Leadership opportunities for youth create a setting that reduces the access of youth to risk factors that can negatively impact their success.

Basic leadership knowledge & skills are essential for success in almost any field. The skills associated with leadership are necessary when working in a group or communicating with others. Employers look for leadership skills in the persons they hire. Developing leadership in the youth and adults who are involved in the 4-H program is a priority. By assisting the development of leadership skills in today's youth, we improve their ability to face the challenges of tomorrow. *(Unlock Your Leadership Potential, University of Florida)*

The development of life skills [such as leadership] allows youth to cope with their environment by making responsible decisions, having a better understanding of their values, and being better able to communicate and get along with others. *(Boyd, Herring & Briers, 1992, Journal of Extension)*.

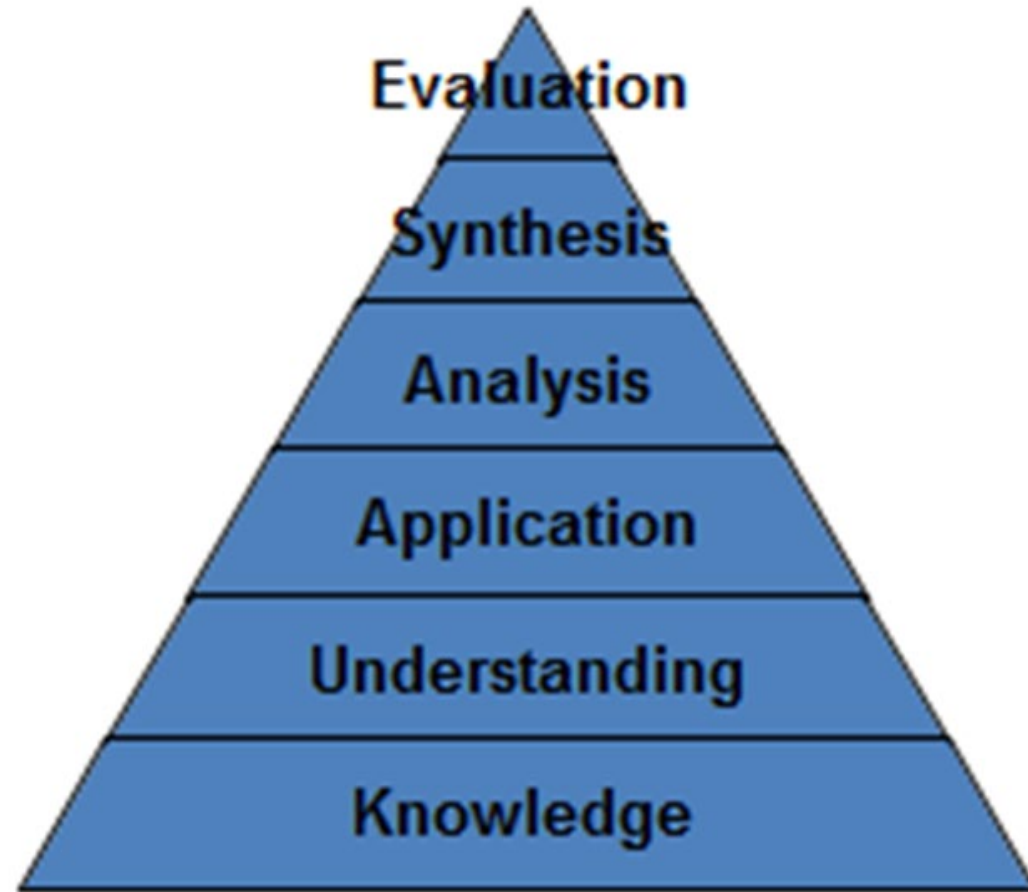
### Assumptions

Stakeholders (youth, adults, community) value & desire increased evidence of leadership ability in 4-H program participants and graduates. 4-H programs are an effective way to facilitate positive youth development and increase leadership skills. 4-H programs value having a diverse, inclusive program and work toward that goal.

### External Factors

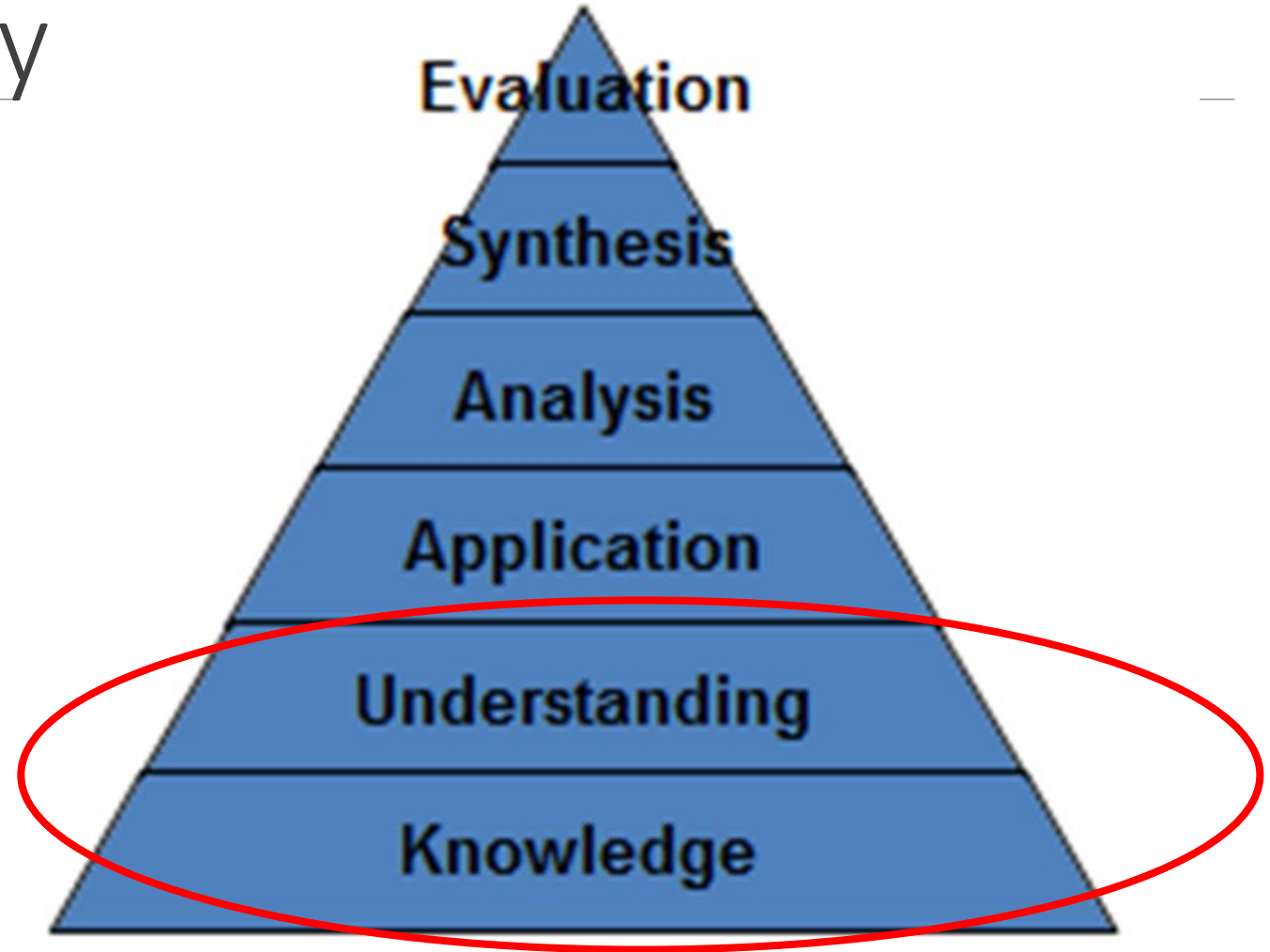
Competition for the time of 4-H members and talents of volunteers. Financial limitations to programming. Social factors impacting youth and families.

# Blooms Taxonomy



# Bloom's Taxonomy

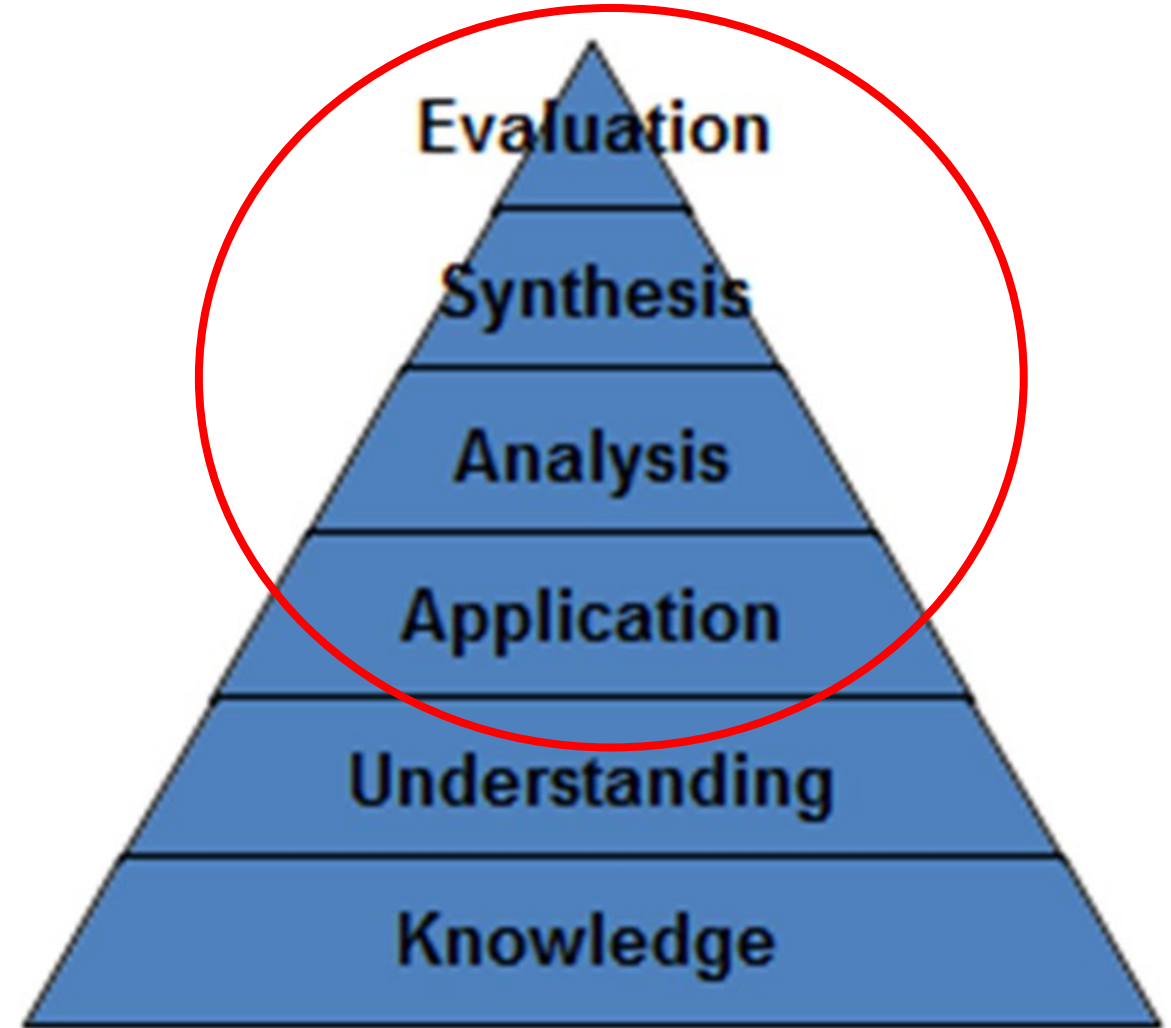
Verbs for Educational Objectives	Knowledge	Understanding
	Arrange	Defend
	Define	Describe
	Duplicate	Discuss
	Identify	Distinguish
	Label	Explain
	List	Express
	Memorize	Extend
	Name	Identify
	Recognize	Illustrate
	Order	Indicate
	Relate	Interpret
	Recall	Interrelate
	Repeat	Locate
	Reproduce	Match
	Select	Paraphrase
	State	Observe
	Recognize	
	Report	
	Research	
	Restate	
	Rewrite	
	Review	
	Summarize	
	Translate	





# Bloom's Taxonomy

Verbs for Educational Objectives	Application	Analysis	Synthesis	Evaluation
	Apply	Analyze	Arrange	Appraise
	Choose	Appraise	Assemble	Access
	Demonstrate	Calculate	Collect	Argue
	Dramatize	Categorize	Combine	Attach
	Draw	Classify	Compose	Choose
	Employ	Compare	Construct	Compare
	Generalize	Contrast	Create	Consider
	Illustrate	Criticize	Design	Critique
	Interpret	Differentiate	Develop	Criticize
	Operate	Discriminate	Formulate	Estimate
	Organize	Distinguish	Hypothesize	Evaluate
	Paint	Examine	Invent	Judge
Practice	Experiment	Manage	Predict	
Prepare	Infer	Organize	Rate	
Produce	Point out	Originate	Recommend	
Schedule	Prioritize	Plan	Relate	
Sketch	Question	Prepare	Select	
Solve	Select	Propose	Support	
Use	Subdivide	Set up	Value	
Write	Teach	Write	Weigh	
	Test			



# Short Term Evaluation



## During the program

- **Engagement/ hands-on activities**
- **Quizzes**
- **Competitions**
- **Photo documentation**



## Immediately or soon after the program

- **Pre-Post (Retrospective) Evaluation**
- **Next classes intro – What did you do since the last class?**
- **What did you learn? How do you feel? What do you plan to do?**



Three key points:

- 1.
- 2.
- 3.



What is still circling in your mind!



What is squared away with you that you can apply and use?

# Retrospective or Pre/Post Evaluation

(Title of Lesson)  
**EVALUATION FORM**

Your help is needed in providing vital feedback on the program you have just completed. Please take a moment to complete this survey.

For each of the topics listed below, in the LEFT column, circle the ONE number that best reflects your LEVEL OF UNDERSTANDING before the program. Then, in the RIGHT column, circle the ONE number that best reflects your LEVEL OF UNDERSTANDING after the program.

**LEVEL OF UNDERSTANDING**  
Poor=1, Average=2, Good=3, Excellent=4

Level of Understanding	BEFORE the Program				AFTER the Program			
	1	2	3	4	1	2	3	4
Ability to compare wants and needs								
Can identify spending habits or style								
Distinguish between short, medium and long term goals								
Confidence in money issues or matters								

**Intentions.** For the following behaviors, check the box that describes what you plan to do as a result of the program.

Behavior Change	Yes	No
Create one or more SMART goals		
Create a spending plan including fixed, flexible and occasional expenses		
Take action toward one or more SMART goals.		

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

	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 use the information I learned today in my organization.				
Overall, this was a very educational program.				

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

Do you feel like what you learned provides you the ability to lead more effectively? (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 time!

Initial Outcomes

Practice or Behavior Change that participant ASPIRES to adopt

Formative Evaluation

## Newport Intermediate School Learn Grow Eat Go (Health and Vocational)

Date \_\_\_\_\_

Number of students participating \_\_\_\_\_

Number of new students participating \_\_\_\_\_

Number of adults participating \_\_\_\_\_

### Activities

- Use interpersonal skills working in groups
- Use critical thinking skills compare nutrition labels, categorize according to sugar and fat content
- Make decisions on beverage choices based on information learned from Extension program
- Calculate the number of minutes of physical activity required to use the calories in foods that the group evaluated
- Demonstrated food safety by washing hands correctly and following food handling rules
- Read and followed written direction when preparing a recipe
- Used a variety of measuring tools
- Physically active for 20 to 30 minutes

### Cognitive Outcomes

- Recalled information from previous session
- Sustained attention
- Stayed focused despite distractions
- Multi-tasked
- Followed oral direction
- Formed ideas or solved problem
- Completed task in a timely manner

# Lesson Plan/ Evaluation Form

# Community Garden and Horticulture Therapy

*Jefferson County  
Healing Garden at a  
Substance Abuse  
Rehabilitation Center*



## Commercial Horticulture

### Sample Evaluation

*Note to Agents – This is a sample evaluation that you can adapt to meet your county and programs. It is also available on Qualtric to edit, distribute to clients, analysis, and share with specialists electronically.*

*The items on the evaluation align with KERS program indicators and the sample success story that is available.*

The \_\_\_\_\_ County Extension Service is proud to work with commercial horticulture growers. In order to continue our services, please take a few minutes to complete the following survey.

How did you get Extension information and resources for commercial horticulture during the past 12 months? *Select all that apply.*

- |   |  |
|---|--|
| <input type="checkbox"/> Program, workshop or conference    | <input type="checkbox"/> Webinars                          |
| <input type="checkbox"/> Newsletter                         | <input type="checkbox"/> Website                           |
| <input type="checkbox"/> Phone call, email, or office visit | <input type="checkbox"/> Social Media                      |
| <input type="checkbox"/> Farm visit                         | <input type="checkbox"/> UK Veg IPM Hotline (888-483-4476) |
| <input type="checkbox"/> Field day                          | <input type="checkbox"/> Other _____                       |

What type of Extension diagnostic services did you use during the past 12 months? *Select all that apply.*

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Soil test              | <input type="checkbox"/> Insect/ Pest identification  | <input type="checkbox"/> Abiotic disorder disease |
| <input type="checkbox"/> Soilless media testing | <input type="checkbox"/> Plant disease identification |   |
| <input type="checkbox"/> Water testing          |   |   |
| <input type="checkbox"/> Plant identification   |   |   |

Did the diagnostics information provided by Extension influence the decisions that you made in treating soil, weeds, invasive species, insects or disease?

- Yes  No

During the past 12 months, did you use the University of Kentucky Ag Weather Center?

- Yes  No

# SAMPLE Follow-up Evaluations

What practices or changes have you made to your commercial horticulture operation as a result of Extension resources over the past 12 months?

Commercial Horticulture	Yes	No
Adopted techniques that extended the growing season		
Diversified crop production		
Conduct foliar tissue testing		
Implemented or improved an irrigation system		
Planned and practiced crop rotation		
Other		

Comment:

Did you implement any of the following Integrated Pest Management Practices during the past 12 months?

Integrated Pest Management	Yes	No
Scouted fields, high tunnels, greenhouses and/or gardens weekly		
Integrated new cultural mgt. tactics or biological control practices with current spray program		
Altered existing spray program based on pest monitoring or to reduce non-target impacts		
Other		

Comment:

Pollinators	Yes	No
Used Extension resources in making decisions or employing best practices related to enhance pollinators and/or their habitats		
Used Extension resources to make decisions or employing best practices related to processing or marketing honey		
Other		

Comments:

During the past 12 months, identify practices that you applied related to chemical use.

Chemical Use	Yes	No
Use personal protection equipment		
Updated spray program to reduce risk of developing resistance		
Tested pesticide application water for pH, alkalinity, or other characteristics		
Selected alternate materials based on REI, PHI, etc.		
Improved or maintained good practices in chemical handling, storage or disposal		
Evaluated weather conditions		
Communicated with neighbors/users of pesticide sensitive areas around their farm, including posting signs		
Other		

Comment

Identify **water and soil quality and conservation practices** that you used during the past 12 months.

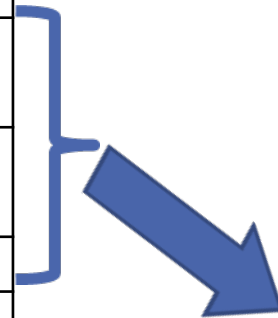
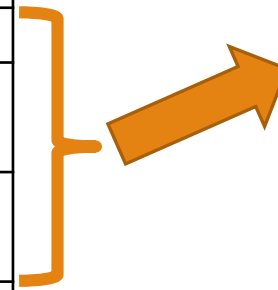
<b>Water Quality and Soil Health</b>	<b>Yes</b>	<b>No</b>
Implemented one or more best practices for <b>soil quality/ soil health</b>		
Implemented one or more best practices for <b>soil/water conservation</b>		
Implemented one or more best practices to <b>increase soil organic matter</b>		
Implemented one or more best practices to <b>improve soil structure for water infiltration and retention</b>		
Implemented one or more best practices to <b>increase ground cover for soil protection</b>		
Implemented one or more best practices to <b>improve water quality</b>		
Implemented one or more best practices to protect stream banks or stream buffer zones		
Developed or updated Ag Water Quality Plan		
Developed or implemented nutrient management plan		
Adjusted rate, timing, placement and/or sources to increase nutrient use efficiency		
Other		

Comment:

# Beef Farm Management Evaluation

<i>Farm Management and Economics</i>	Yes	No
Improved or maintained record keeping practices		
Utilized budgets/decision aids to make decisions		
Applied marketing of cattle (larger lots sizes, seasonality, direct marketing, etc.)		
Utilized the futures market or seasonal price patterns to make management/ marketing decisions		
Incorporated technology to effectively manage farm operations		
Adopted new technologies in agriculture production		
Improved equipment or facilities		
Reduced expenses through improved winter feeding, optimizing stocking rate or other practices		
Utilized risk management tools such as PRF/LRP insurance, futures, options, contracts etc.		
Increased profits, reduced expenses and/or reduced risk		
Other		

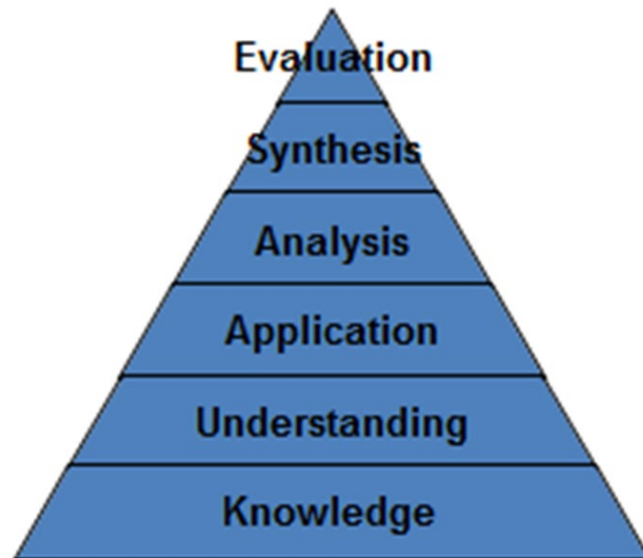
Number of people who improved or maintained record keeping practices
Number of people who incorporated technology to effectively manage farm operations
Number of people who applied marketing techniques for meat animals
Number of people who applied marketing techniques including futures and options to reduce risk levels for crops
Number of people who adopted practices or adapted equipment for safety (i.e. Agribility, install roll over bar)
Number of farmers adopting new technologies in agriculture production
Number of people who improved equipment or facilities
Number of people who increased profits, reduced expenses, and/or reduced risk





# Parts of a Success Story

## Blooms Taxonomy



**Situation**

**Partnership (if applicable)**

**Target Audience**

**Educational Response**

**Outcome**

- Initial
- Intermediate (Practice or Behavior Change)
- Long Term (Social, Economic, Environmental, Civic)

## Sample Success Story

### Beef

<b>Beef</b>	Yes	No
Adopted best practices to improve or maintain <b>animal nutrition</b> by forage testing and using analysis to develop supplement program, using body conditioning scores of cows to adjust supplement programs, use a complete mineral supplement or work with an agent or nutritionist to develop feed rations		
Improve <b>genetics</b> by Implementing a crossbreeding program and utilizing Expected Progeny Difference to meet breeding objectives		
Practiced <b>efficient reproduction techniques</b> (i.e. perform exams of pelvic area, reproduction tract scores, breeding soundness exam of bull, artificial insemination, pregnancy diagnosis or animal evaluation.		
Develop and implement a herd health protocol and improve <b>animal health</b> practices (i.e. follow BQA guidelines, read and follow product labels and obey withdrawal periods, record animal treatments, improve animal handling/welfare skills		
Other:		

In \_\_\_\_\_ County, \_\_\_\_ acres of farm land is pastures and \_\_\_\_% of the agriculture economy is from livestock production of which \_\_\_\_% is from beef cattle. (Data available from [Ag Census](#))

Over the past year, the Agriculture and Natural Resource Agent for \_\_\_\_\_ County reached \_\_\_\_\_ beef producers via programs, newsletters, farm visits and personal communications. The agent has provided research based information and diagnostic services that address livestock health, nutrition, genetics, reproduction, facilities and handling, marketing, risk management, and leadership.

A survey was conducted to determine the benefits of Extension to the \_\_\_\_\_ County beef producers. Of the \_\_\_\_\_ beef producers who responded to the survey,

\_\_\_\_% adopted a practice to improve or maintain animal nutrition

\_\_\_\_% improved genetics

\_\_\_\_% practiced efficient reproduction techniques

\_\_\_\_% demonstrated good animal health practices

\_\_\_\_% adopted one or more best practices in forage

\_\_\_\_% implemented one or more best practices in water quality and soil health

\_\_\_\_% improved or maintained farm management practices

XX producers impacted the local economy, minimized environmental impact, and contributed to the sustainability of agriculture as

\_\_\_\_% improved equipment or facilities

\_\_\_\_% increased profits, reduced expenses and/or reduced risk

\_\_\_\_% served as an advocate or leader for the beef industry by sharing information, speaking to elected officials, serving on councils or commodity organizations, and/or mentoring new or young producers.

<Share quotes from clients>

# College of Agriculture, Food and Environment

## Cooperative Extension Reports

- Search Plans of Work [FY 2009-2012](#), [FY 2013-2016](#), [FY 2017](#), [FY 2018](#), [FY 2019](#), [FY 2020](#),
- Search Success Stories [FY 2001-2012](#), [FY 2013-2016](#), [FY 2017](#), [FY 2018](#), [FY 2019](#)
  
- Plans of Work - by Planning Unit [FY 2001-2012](#), [FY 2013-2016](#), [FY 2017](#), [FY 2018](#), [FY 2019](#), [FY 2020](#),
- Plans of Work - by Program Accomplishment Code (PAC): [FY 2001-2012](#), [FY 2013-2016](#), by Major Program: [FY 2017](#), [FY 2018](#), [FY 2019](#), [FY 2020](#),
  
- Statistical Contact Summaries for FY [2001-2012](#), [2013](#), [2014](#), [2015](#), [2016](#), [2017](#), [2018](#), [2019](#)
  
- Success Stories - by Planning Unit [FY 2001-2012](#), [FY 2013-2016](#), [FY 2017](#) [FY 2018](#) [FY 2019](#)
- Success Stories - by Program Accomplishment Code (PAC): [FY 2013-2016](#), by Major Program: [FY 2017](#), [FY 2018](#), [FY 2019](#)
  
- Priority Indicators Report for FY [2011](#), [2012](#), [2013](#), [2014](#), [2015](#), [2016](#)  
(For 2017, 2018, See Program Indicators below)
  
- Featured Programs Report for FY [2011](#), [2012](#), [2013](#), [2014](#), [2015](#), [2016](#)
  
- Affirmative Action Reports for FY [2009-2012](#), [2013](#), [2014](#), [2015](#), [2016](#), [2017](#), [2018](#), [2019](#)
- Program Indicators FY [2017](#), [2018](#), [2019](#), [2020](#)
- MSA Counties FY: [2017](#)

# Tie to County Assessment and County Team



Jobs and Infrastructure	You could apply
<ul style="list-style-type: none"><li>✓ <b><u>More jobs paying good wages with benefits (35%)</u></b></li><li>✓ <b><u>Trustworthy and effective law enforcement (8%)</u></b></li><li>✓ <b><u>More qualified employees for existing and new jobs (8%)</u></b></li></ul>	<ul style="list-style-type: none"><li>➤ <b>ANR and Hort - Farm Management</b><ul style="list-style-type: none"><li>✓ Record keeping</li><li>✓ Using technology</li><li>✓ Applying marketing techniques</li></ul></li><li>➤ <b>4-H Workforce Preparedness and Communications</b></li><li>➤ <b>FCS – Health and Nutrition, Financial Stability, Empowering leaders</b></li></ul>

# Soft Skills

---

1. Communications
2. Team Work
3. Adaptability
4. Problem Solving
5. Creativity
6. Work Ethic
7. Interpersonal skills
8. Time Management
9. Leadership
10. Attention to detail



# Tie to County Assessment and County Team



<b>Agriculture &amp; Environment</b>	<b>You could apply....</b>
<ul style="list-style-type: none"><li>✓ <b>Less illegal dumping and littering (14%)</b></li><li>✓ <b>Sustainability of family farms (14%)</b></li><li>✓ <b>More market opportunities for farmers (13%)</b></li></ul>	<ul style="list-style-type: none"><li>➤ <b>ANR and Hort</b> <b>Crops, Diagnostic Services, Environmental, Horticulture, Forest Systems, Livestock, Small Farms</b></li><li>➤ <b>FCS</b> <b>Healthy Homes and Communities</b></li><li>➤ <b>4-H</b> <b>4-H Agriculture, 4-H Natural Resources, 4-H Science/Engineering and Technology</b></li></ul>

# Tie to County Assessment and County Team



Health & Wellness	You could apply
<ul style="list-style-type: none"><li>✓ <b>Improved affordability of health care insurance (12%)</b></li><li>✓ <b>Fewer chronic diseases (diabetes, heart disease, cancer, etc.) (12%)</b></li><li>✓ <b>Improved access to quality affordable health care providers (medical, dental, etc.) (9%)</b></li></ul>	<ul style="list-style-type: none"><li>➤ <b>ANR and Hort Farm Mgt Safety, Environmental, Horticulture, Community Gardens and Hort Therapy</b></li><li>➤ <b>FCS Accessing Nutritious Foods, Making Healthy Lifestyle Choices</b></li><li>➤ <b>4-H 4-H FCS, 4-H Healthy Living</b></li></ul>

# Tie to County Assessment and County Team



Youth & Families	You could apply
<ul style="list-style-type: none"><li>✓ <b>More youth life skills training (money management, life decision making, etc.) (19%)</b></li><li>✓ <b>Better youth and adult career readiness (12%)</b></li><li>✓ <b>More support for prevention of school violence and bullying (11%)</b></li></ul>	<ul style="list-style-type: none"><li>➤ <b>4-H</b> <b>4-H Agriculture, 4-H Family and Consumer Sciences, 4-H Healthy Living, 4-H Communications, 4-H Leadership 4-H Natural Resources, 4-H Science, Engineering &amp; Technology</b></li><li>➤ <b>FCS</b> <b>Embracing Life, Nurturing Families, Securing Financial Stability</b></li><li>➤ <b>ANR and Hort</b> <b>Farm Management,</b></li></ul>



# Tie to County Assessment and County Team



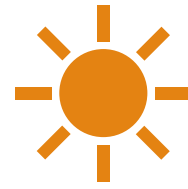
<b>Community Vitality</b>	<b>You could apply</b>
<ul style="list-style-type: none"><li>✓ <b>More qualified leaders to prepare community for the future (24%)</b></li><li>✓ <b>More citizens helping to solve local issues (15%)</b></li><li>✓ <b>More pride in the community and its assets (14%)</b></li></ul>	<ul style="list-style-type: none"><li>➤ <b>ANR</b> Agriculture and Extension Leadership Development, Master Gardeners, Master Cattleman, other “Master” Programs</li><li>➤ <b>FCS</b> Empowering Leaders, Master Clothing Volunteers, Champion Food Volunteers</li><li>➤ <b>4-H</b> 4-H Leadership, 4-H Communications, Achievement Program</li><li>➤ <b>CLD</b> Fine Arts, First Impressions, Community Economic Development</li></ul>

# Time Line



You will...	Resources
<ul style="list-style-type: none"><li>✓ Assistant Directors and Specialists began last year</li><li>✓ Agents Prepare the County Plans of Work between February to April</li><li>✓ Submit to District Director between March and May</li><li>✓ KERS window opens on April 1st</li><li>✓ Districts Directors must approve</li><li>✓ Deadline to enter into KERS is August 1st</li></ul>	<ul style="list-style-type: none"><li>➤ <a href="#">4-Year Plan of Work Overview</a></li><li>➤ <a href="#">Planning Guide (checklist)</a></li><li>➤ <a href="#">Planning Guide with Action Plan</a></li><li>➤ <a href="#">Plan of Work Template (Word/ Google Doc)</a></li><li>➤ <a href="#">Plan of Work Template expanded (Word/ Google doc)</a></li><li>➤ <a href="#">Plan of Work Inventory</a></li></ul>

# Beginning



## You will...

- ✓ Be familiar with County Community Assessment, especially the priorities in the five areas
- ✓ Talk to your councils, advisory groups and leaders
- ✓ Work with all the agents in your county
- ✓ Create 4 to 6 Plans of Work
- ✓ Be SMART – **S**pecific, **M**easurable, **A**chievable, **R**elevant, and **T**imely

## Resources

- [Community Assessment Website](https://extension.ca.uky.edu/communityassessment)  
<https://extension.ca.uky.edu/communityassessment>
- [Program and Staff Development Website](http://psd.ca.uky.edu/content/pow)  
<http://psd.ca.uky.edu/content/pow>

# SMART Outcomes

---

**S**pecific - concrete, who or what is expected to change

**M**easurable – can see, hear, count, smell it

**A**ttainable – likely to be achieved

**R**elevant – oriented, meaningful, valued results

**T**imed – target date

# Support Team



## Program and Staff Development



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Lexington, KY 40546-0215

## Program Team

- Assistant Directors
- District Directors/ Regional Directors
- Specialists

## PROGRAM & STAFF DEVELOPMENT

[Affirmative Action](#)   [Professional Development](#)   [Program Development Resources](#)   [Program Evaluation Tools](#)   [Reporting](#)   [Advisory Councils](#)

### Quick Links

#### Reporting

[KERS](#)

[Cooperative Extension Reports \(Program Indicators\)](#)

[Reporting Deadlines](#)

[Report to the People](#)

#### More PSD Resources

[State Extension Council](#)

[Civil Rights Training - Updates](#)

[County Program Review Schedule/Forms](#)

#### Extension Resources

[Extension Human Resources](#)

[Extension Main Page](#)

[Internal Page](#)

[Field Directory](#)



Program and Staff Development (PSD) is a resource for Kentucky Cooperative Extension; assisting in the planning, implementation and evaluation of programs at the local and state levels. PSD addresses a wide range of topics, from building relationships within communities, to aiding in process and outcome evaluations, to reporting success stories to stakeholders. Learn more [About Us](#).