Planning Worksheet

for 4-H program development using outcomes-based evaluation

Step 1

Choose a program to plan

Which of the 4 circles does it come from?

Science Literacy/Environmental Stewardship

What is the name of the program? (Be as specific as possible.)

Science Discovery Series

EXAMPLE

Step 2

What Inputs Are There to Invest?

(List available curriculum, staff/expertise, partnerships, etc.)

- Nationally-recognized curriculum, including Science Discovery Kits for loan
- Author team willing to promote curriculum and provide training
- Web site that provides resources for educators & activities for youth
- Internal staff support web site with promotional materials
- Some grant funding

Step 3

What Will Be Done? (Outputs/Processes Used)

(List specifically what will be done with what audience, such as training conducted, teaching provided, activities offered, curriculum used, etc. These reflect your delivery modes and *process objectives* – what *you* will do.)

- Provide training on using experiential-based science lessons for teachers, volunteers, staff at a variety of conferences
- Promote curriculum availability and use nationally
- Provide interactive educational activities for youth on web site

Step 4

Determine Expected Outcomes – Results!

What will result from the programs conducted, from the *participants'* perspective? How will this be evaluated/indicated? Outcomes are short-term, medium-term, and long-term.

Short-term Outcome(s)
Learning
(Awareness, knowledge, skills, opinions, aspirations)

As a result of participating in this program, the participants will:

- Teachers will gain science knowledge and learn about available resources for teaching science to youth
- Teachers will gain skills in using experiential learning methods for teaching science
- Youth will learn subject matter and science process skills that relate to NJ Core Curriculum Standards and National Science Standards.

End-of-program evaluations for teachers; integrated evaluation will be used for web-based youth activities. SDS kits include an evaluation of use and effectiveness.

Medium-term Outcome(s)
Action
(Behavior, practice change, decision-making, policies, social action)

As a result of participating in this program, the participants will:

- Teachers will use experiential learning methods to teach science and life skills.
- Teachers will use proven Science Discovery Series lessons/activities to teach science content and process skills.
- Teachers will use the discoverscience.rutgers.edu web site to for resources to teach science.
- Youth will use the web site as a learning tool. (They will self-evaluate their learning.)

Follow-up surveys (mailed and web-based) will be employed to determine what methods teachers are using and if youth are using skills learned.

What Long-Term Benefits/Impact Will Result? (social, economic, civic, environmental) How will these be indicated/evaluated?

Our efforts will rely on other studies being done that show that using experiential teaching/learning methods are effective in teaching important science content as well as related life skills to youth.

Step 5

"Alignment" needed to improve program delivery

List changes that might be needed in the organization, to be more effective in achieving outcomes (such as Accountability Systems, Feedback Systems, Data (Information) Systems, Recognition Systems, Training Systems, Reporting Structures and hierarchies, etc.)

More county 4-H staff need to learn how to provide such training to local volunteers for use in local clubs and organizations. News relations and promotional materials need to be distributed to local audiences.

Written by Keith G. Diem, Ph.D., based on University of Wisconsin Logic Model, Bennett's Chain of Events Hierarchy, etc., 11/2003.