Program Excellence can be defined as a series of community based, education activities or events that address relevant clientele issues resulting in positive economic, environmental and/or social outcomes. To support your efforts towards Program Excellence, this checklist was developed to ensure faulty are on the right track. Use this as a guide when developing, implementing and evaluation your outcome/output plans.

### Excellence in Planning

- Is there a group of volunteers in this program?

<table>
<thead>
<tr>
<th>Extension Group</th>
<th>Non-Extension Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Area Committee</td>
<td>Commodity Groups</td>
</tr>
<tr>
<td>Task Force</td>
<td>Elected/Appointed Officials</td>
</tr>
<tr>
<td>Coalition</td>
<td>Civic Groups</td>
</tr>
<tr>
<td>Youth Board</td>
<td>Other</td>
</tr>
<tr>
<td>Leadership Advisory Board</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>

- Do you know where this issue was identified?

<table>
<thead>
<tr>
<th>LAB</th>
<th>Specialists/ RPD</th>
<th>Trend</th>
<th>Base</th>
<th>Special Interest Committee</th>
<th>Emerging Issue</th>
</tr>
</thead>
</table>

- Do you have sufficient data to justify this issue in this county?
- Is there a regional or statewide banner program in place that addresses this issue? Which one?
- Does this program support the Extension Strategic Plan? How?

### Excellence in Design and Methodology

- Have you gathered the appropriate background information on the target audience?
- Do you have research based information, resources, and materials to address the issue?
- Is a Specialist involved? How?
- Are multiple learning methods incorporated in the program?
- Are these methods appropriate for the target audience?
- Is the program a sequential set of learning activities? Can you justify your approach?
- Are volunteers involved in teaching? If so, are they properly trained?
- Can the plan reasonably achieve outcome indicators?
**Excellence in Evaluation and Interpretation**
- Is there an evaluation protocol in place to measure indicators?
- Is there an evaluation protocol in place to measure processes and educational effectiveness?
- Does the proposed evaluation instrument match the intended client change?
- Does the evaluation measure economic, environmental and/or social change?
- Does the interpretation piece address relevance, response and results?
- Does the interpretation plan include or involve the appropriate organizations, committees, elected officials, participants and non-participants?
- Is the interpretation plan done in a timely manner?

**Excellence in Reporting**
- Are the planned tasks structured to facilitate reporting in a timely and effective manner?
- Are the planned tasks representative of the steps outlined above?
- Will the planned tasks represent the picture of this program when all are reported?

**Program Planning Time Line**

<table>
<thead>
<tr>
<th>July</th>
<th>August</th>
<th>September</th>
<th>October</th>
<th>November</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Local Committee Planning Activities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>Agent/Specialist Planning Interaction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Planning Workshops</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>Planning Conferences</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>Follow-up</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**KEY:**

<table>
<thead>
<tr>
<th>A</th>
<th>Committee meetings and planning sessions with local clientele groups during this period to develop programs that are relevant to local clientele. Discussions with these groups can and should include opportunities before, during and after program planning opportunities to ensure that the program is on target and will have the greatest impact.</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>CEAs to interact with specialists in specific areas of programming. This gives specialists the opportunity to provide direct and future support to CEAs as well as program design. CEAs participate in subject area summer Centra updates. (starts in 2011)</td>
</tr>
<tr>
<td>C</td>
<td>Program Planning and Development Workshops (4-H, FCS, ANR, CRED, OS) will be utilized to evaluate preliminary programming intentions and communicate RPD &amp; DEA/CED expectations for program plans. DEA/CED communicates OS &amp; ID plans.</td>
</tr>
<tr>
<td>D</td>
<td>Program Planning Conferences will take place during this period. All plans should be well developed and in final draft version to make these discussions effective. Scheduling follow up discussions with RPD’s/DEA’s/CED’s will take place at this time. Counties/agents who are prepared in advance ‘may’ attend via technology as per RPD/DEA/CED decision.</td>
</tr>
<tr>
<td>E</td>
<td>The follow up conferences between CEAs and RPDs/DEAs/CEDs will be done individually. All plans should be approved at the conclusion of the agent’s follow up discussion, if not sooner.</td>
</tr>
</tbody>
</table>
Dates and Deadlines to Remember

All dates and deadlines will be shared during program planning workshops by our DEA/CED and the RPDs.

Program Development Resources

http://agrilife.org/od/program-development/

- Organizational Development – http://od.tamu.edu/
- Texas Extension Accountability System (TExAS) – http://texas.tamu.edu
- Family and Consumer Sciences – http://fcs.tamu.edu
- Agriculture and Natural Resources – http://extension-tamu.tamu.edu
- 4-H and Youth Development – http://texas4-h.tamu.edu
- Texas AgriLife Bookstore – http://agrilifebookstore.org
Program Planning Expectations
Agriculture and Natural Resources

General Expectations

As educators, Agriculture and Natural Resources (ANR) agents should teach or present information when appropriate at county and multi-county educational events. All ANR agents must complete a minimum of one outcome program plan in ANR or CRED. Additional outcome plans are encouraged and may be required of experienced agents.

- Outcome programs must include all seven steps outlined in the Outcome Plan Check List and must target a specific audience.
- Agents should complete and implement an adequate number of output program plans which address the major ag commodities and significant program needs of the county.
- Minimum of 5 CEU’s should be offered annually in each county.
- All counties are required to provide at least two private applicator licensing opportunities (one of which may be a multi-county opportunity) per year.
- Category 5, 6, and 7 counties are expected to provide more opportunities as agreed upon by the rPD-ANR.
- Agents included on the county BLT proposal must contribute their pre-determined hours.
- Conduct and report a minimum of two result demonstrations or applied research projects.

Planning Groups

- Number of program area committees and task forces required in a county will be determined with consideration to the diversity of agriculture commodities and programming needs of the county.
- Program area committee(s), task force(s), or IPM steering committee(s) must meet a minimum of three times each year to assist in planning, marketing, implementation, evaluation, and interpretation of programs.
- A program area committee or other planning group should provide input and direction to outcome plans/programs.
- Utilize TALL Alumni and/or current class members on LAB’s, PAC’s, committees, task forces, boards, councils, etc...
- At least one program area committee must involve a presentation (in-person or by use of technology) by an Extension Specialist or other technical expert.

Marketing Your Program

- Agents must market county and multi-county educational events and programs through all available mass media methods.
- Agents should complete a minimum of two news articles and radio/tv programs (if available) per month.
- ANR agents must create and distribute ANR newsletters, at least quarterly.

Resource Development/Management

- Must identify and involve the agriculture leadership and commodity groups in educational programming as appropriate.
- Agents should train and utilize volunteers as PAC or Task Force members, result demonstration cooperators, and 4-H leaders in the ANR project areas.
- Agents must confirm all programs with appropriate specialist at least one month prior to the program or event. Confirmation should include:
  1. program marketing strategy
  2. target audience
  3. subject matter to be taught
  4. time frame with length of presentation
  5. location/facility, date and time
  6. visual aid or other equipment required
- Agents should work with specialist and agribusinesses to secure resources needed to conduct result demonstrations/applied research projects

Educational Methods

- ANR agents (Ag/NR, Hort, IPM, etc.) are required to give primary leadership to a minimum of two result demonstrations/applied research projects per year. The number required in each county is agreed upon by the RPD and Agent. Reports should be completed and submitted by date required by the RPD.
- At least one major ag educational event (conference, crop tour, field day, etc) should be conducted annually in each county.
- Outcome Plans should include a series of educational programs and/or methods (5 to 6) that target a specific issue or programming need. The plan should also target a specific audience.
- Adequate overall educational programming must be conducted annually in each county to address the major commodities and agricultural programming needs. Output plans must be adequate to meet the overall programming needs of the county.
**Evaluation**

- Customer satisfaction survey may be utilized for output programs educational events. Surveys are required from agents in the state designated counties. Others may use customer satisfaction surveys as they see fit to improve their programming efforts. Agents in these counties must conduct the number of Customer Satisfaction Surveys as determined by the DEA/CED.
- Must conduct formal evaluation of all outcome plans as approved by the RPD. Customer satisfaction surveys alone will not meet the evaluation requirement for outcome plans.

---

**Interpretation**

- CEA-ANR will interpret ag programming to commissioner courts and all other key stakeholders, including outcome program results, ongoing applied research programs, and upcoming events. The interpretation task associated with the annual commissioner’s court interpretation event should be listed only in the county’s organization support plan.
- Volunteers are encouraged to be utilized in program interpretation.
- Outcome summaries are due December 1.

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**Individual Development**

- Participate in professional development trainings as approved or requested by the RPD.
- All ANR agents must have a non commercial pesticide license and be certified in at least one recommended category along with the Research and Demonstration category.
- Update curriculum vitae (in dossier) for career ladder promotion annually.
<table>
<thead>
<tr>
<th>Initiative</th>
<th>Description</th>
</tr>
</thead>
</table>
| Agriculture & International Trade Policy (I8) | • Foreign Labor Loss Impacts on Diary Industry (G3)  
• International Agriculture Trade & Policy (G2)  
• U.S. Agriculture Policy (G1) |
| Bio-Security (I9) | • CEA & Veterinarian First Line of Defense Training (G2)  
• Foreign & Emerging Animal Disease (G1) |
| Crop & Forage Production (I1) | • Crop & Forage Production Systems (G1)  
• Extension Faculty Development (G2)  
• Fruit & Vegetable Production & Safety (G3) |
| Fisheries & Aquaculture (I7) | • Aquaculture Production Management (G2)  
• Offshore Fishery Management & Marketing (G1) |
| Livestock & Poultry Management (I2) | • Extension Faculty Development (G2)  
• Livestock Production & Management (G1)  
1. Basic Horse Management 101  
2. Summer Horsemanship School Program  
• Other Livestock & Poultry Management Programs Poultry Production (G5)  
• Poulty Profitability and Food Safety (G4)  
• Poultry Waste Management (G3)  
• Poultry Youth Programs (G6) |
| Nursery, Floral, Landscape & Turf (I4) | • Nutrient Management (G1)  
• Other Nursery, Floral, Landscape or Turf Programs  
1. Earthkind Stewardship  
• Sustainability and Risk Management (G2)  
• Turfgrass Production and Profitability (G4) |
| Pesticide Safety Education (I5) | • Extension Faculty Development (G2)  
• Other Pesticide Safety Education Programs  
• Pesticide Licensing (G1)  
1. School IPM  
• Urban Pest Control & Safety Education (G4)  
1. ISEC Home Pest Management Program  
2. Structural Pest Control Training |
| Risk Management (I3) | • Other Risk Management Education Programs  
• Risk Assesment & Business Management (G2)  
• Risk Management Alternatives (G1) |
| Small Scale Agriculture Producers (I6) | • Small Scale Agriculture Production (G1) |

Key: Refer to the Agency Strategic Plan 2010-2014 for details on the Initiatives (I) and Goals (G):
http://texasextension.tamu.edu/library/shared/AgriLife_Extension-2010-2014SSP.pdf
### Agriculture and Natural Resources
#### Natural Resources & The Environment

<table>
<thead>
<tr>
<th>Initiative</th>
<th>Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alternative Fuels (I5)</td>
<td>Other NR Based Recreation Education Program Understanding Resource Demand (G1)</td>
</tr>
<tr>
<td>Natural Resource Based Recreation Management and Planning (I4)</td>
<td>Other NR Based Recreation Education Program Understanding Resource Demand (G1)</td>
</tr>
<tr>
<td>Pasture, Rangeland &amp; Watershed Management (I3)</td>
<td>Extension Faculty Development and Support (G2) Stewardship Education (G1)</td>
</tr>
<tr>
<td>Water Quality &amp; Conservation (I1)</td>
<td>Community Water Supply (G5) Irrigation &amp; Conservation Tillage (G1) Rainfall &amp; Water Runoff Management (G4) Water &amp; Irrigation Districts (G3) Water Conservation - Homes, Landscapes &amp; Recreation (G2)</td>
</tr>
<tr>
<td>Wildlife Conservation &amp; Management (I2)</td>
<td>Extension Faculty Development (G2) Wildlife &amp; Fisheries Management (G10)</td>
</tr>
</tbody>
</table>

*Key: Refer to the Agency Strategic Plan 2010-2014 for details on the Initiatives (I) and Goals (G):*  
[http://texasextension.tamu.edu/library/shared/AgriLife_Extension-2010-2014SSP.pdf](http://texasextension.tamu.edu/library/shared/AgriLife_Extension-2010-2014SSP.pdf)*
## Program Planning Checklists

### Agriculture and Natural Resources

<table>
<thead>
<tr>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organizational Support Plan - follow DEA’s instructions. DEA - Approver</td>
</tr>
<tr>
<td>Outcome Plan(s) - ANR agents may conduct an Agriculture and Natural Resource OR Community Resources and Economic Development Outcome Plan. RPD - Approver, DEA - Reviewer.</td>
</tr>
<tr>
<td>• An Outcome Plan should include a series of educational programs and/or methods that target a specific issue or programming need. The plan also targets an audience and requires an evaluation of the programming efforts to capture clientele change and other impacts. A program area committee or other planning group provides input and direction. An Outcome Summary Report must be completed and submitted by December 1st. The summary will include data and results obtained in the evaluation process.</td>
</tr>
</tbody>
</table>

### Minimum Standards for Outcome Plans

<table>
<thead>
<tr>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning Group Tasks-minimum of 3 tasks</td>
</tr>
<tr>
<td>Marketing and Promotion Task – 1 for each Group Educational Method Task (Additional task may be needed for newsletters and etc.)</td>
</tr>
<tr>
<td>Educational Methods Task – 5-6 minimum:</td>
</tr>
<tr>
<td>• Group Methods-Conference, Seminars, Field Days, Workshops, Clinics, etc.</td>
</tr>
<tr>
<td>• Mass Media – News Articles, Information Letters, Radio, TV, Web pages, Result Demonstration/Applied Research, One-to-One</td>
</tr>
<tr>
<td>Evaluation Tasks – 1 task minimum, but may need multiple task. (Must present a draft copy of your 2010 evaluation survey during Program Planning Conference)</td>
</tr>
<tr>
<td>Interpretation Tasks – 1 task minimum for interpretation to PAC, but may need additional tasks for other interpretation events.</td>
</tr>
<tr>
<td>Resource Acquisition/Management – As needed (sponsorships, materials/resources for result demonstrations, etc.)</td>
</tr>
</tbody>
</table>

For Output Plans – Adequate plans to address the programming needs of the county you serve. Output Plans may include Natural Resources Management, Livestock Production, Horticulture, Field Crop Production, and/or Forage Production. Community Resources and Economic Development and Emergency Management output plans are required. You may need to separate specific programming areas out of the broad output program plans if significant programming is needed in a particular county. Examples may include Wildlife separate from Natural Resource Management, or Beef Cattle separate from Livestock Production. RPD-Approver, DEA-Reviewer.
**General Expectations**

- In program planning, refer to program development tools, resources, and strategies.
- Plans should relate to LAB issues, local stakeholder concerns, statewide FCS strategic plan.
- Utilize research based information as the basis for educational programming.
- Outcome plans (1 to 4 required) meets all program development criteria with in-depth evaluation outcomes.
- At least one of your major program efforts should be a “packaged or banner” program that supports the FCS state strategic plan.
- At least one of your major program efforts should target adult audiences.
- Output plans meet all program development criteria with customer satisfaction evaluation.
- Plans for new year may be from a model plan or copied from existing plan and updated. All model plans must be personalized to your county situation.
- Work with TEEA or FCS Study Groups should be reflected in a TEEA model plan or FCS General Plan. Provide 2 TEEA leader trainings or club programs per year.
- BLT is a base program. There should be a county plan and evaluation reflecting level of county proposal.
- Emergency preparedness activities should be included in the County Emergency Mgmt. plan.
- Home water related education activities should be included in the County Water plan.
- % time of all plans added together will be determined by your RPD.
- Coordinate with other agents or staff members to plan and conduct interdisciplinary efforts.
- Coordinate with other agents to plan and conduct multi-county efforts.
- Plan submission worksheet will be completed at the fall district workshop.
- Plans must be approved by date set by your DEA or December 1.
- CEP - At least one of the CEP Focus areas should be an outcome plan supporting the goals of the Federal Plan of Work. Banner program is Project D.E.A.P.
- CEP - Output plans should include the other CEP Focus areas (Parenting Education and Financial Management). At least one output plan needs an evaluation component.

**Planning Groups**

- Evidence of Committee/Task Force/Volunteer involvement with planning, marketing, implementation, evaluation and interpretation of programs.
- Meet with Program Area Committees/Task Forces a minimum of 3 meetings per year to determine outcome & output program emphasis.
- Meet with Coalition partners as needed to develop special projects or initiatives.
- Plan for use of volunteers in program support and delivery.

**Marketing/Promoting Your Program**

- Utilize a variety of methods to market programs to targeted audience: News Releases, Newsletters, Radio, TV, Blogs, websites, etc.
- Update County website on a regular basis.
- Ensure equal opportunity for clientele to participate (civil rights/affirmative action).

**Educational Methods**

- Include tasks to demonstrate role as community educator.
- Educational events and/or activities are in a proper sequence to build upon prior knowledge base and experience of the target audience.
- Utilize a variety of effective teaching techniques that are suitable for the targeted audience.
- If there is a study group, provide 4 educational opportunities per year.
- FCS 4-H project leader training & event support in core projects (listed under 4-H/youth plans).

**Evaluation**

- Conduct formal evaluation of outcome plans that match educational strategies and objective indicators.
- Conduct customer satisfaction or clientele feedback of output plans, as appropriate.
- Use evaluation results to determine future program direction.
Interpretation

- Plan for use of volunteers in interpretation efforts for key stakeholders.
- Plan for use of committee members in interpretation efforts for key stakeholders.
- Outcome/Output Summaries are due in TExAS and to RPD/DEA by December 1.

Individual Development

- Ensure professional development related to outcome plan subject matter.
- Participate in program updates, as appropriate (BLT, WAT, EFNEP, DWBW, Balance, CEP, etc).
- Agents are highly encouraged to participate in professional associations.

Region Specific Initiatives

- Inclusion of region specific projects/initiatives tasks will be discussed with appropriate agents for inclusion in their plans.
<table>
<thead>
<tr>
<th>IMPERATIVES</th>
<th>POTENTIAL PROGRAM</th>
</tr>
</thead>
</table>
| Imperative 1: Improve family life for Texans | - Child Care Provider Conference/on-line courses  
- Family Caregiver Provider Conference  
- Safe Sitter  
- Eldercare  
- Grandparents Raising Grandchildren  
- Parenting Connections  
- Strengthening Families  
- FRED – Fathers Reading Every Day  
- Marriage Education  
- Learn and Share  
- Military Programs |
| Imperative 2: Helping people in Texas eat better and safer | - BLT  
- Eat Smart  
- EFNEP  
- Food Protection Management  
- Sports Nutrition (See 4-H)  
- Steps to a Healthier You  
- Food Handlers  
- Dinner Tonight  
- Cooking with Friends |
| Imperative 3: Helping families and individuals manage their resources | - Wi$e Up  
- Money Smart  
- Debtor Education  
- NEFE  
- Home Maintenance  
- Green Living  
- Reducing Waste  
- Home Sense  
- In Home Water Conservation  
- Home Buying/Renting |
| Imperative 4: Improve Health and Wellness of Texas | - Do Well Be Well  
- Cooking Well With Diabetes  
- Cancer Education:  
  - Towards No Tobacco  
  - Hallelujah to Health  
  - Cultivando de Salude  
- Walk Across Texas  
- Master of Memory  
- Child Passenger Safety  
- Balance Food and Play  
- Organwise  
- TEEA  
- Working Well  
- Master Wellness Volunteers  
- Maintain No Gain |

Key: Refer to the Agency Strategic Plan 2010-2014 for details on the Initiatives (I) and Goals (G):  
http://texasextension.tamu.edu/library/shared/AgriLife_Extension-2010-2014SSP.pdf
**Program Planning Expectations**

**4-H and Youth Development**

See the Program Planning Guide for more information

---

**General Expectations**

- Counties should have at least two outcome programs in the area of 4-H and Youth Development. Obviously, the larger the county and the more personnel in the county, then the more outcome programs should be focused in the area of 4-H and Youth Development. For County Extension Agents – 4-H and Youth Development, they should have at least two outcome programs devoted to 4HYD.
- Output plans meet all program development criteria with customer satisfaction evaluation
- Plans for the new year may be from a model plan or copied from existing plan and updated
- Discuss with 4-H and Youth Development Specialist and RPD as plans are being developed.
- Evidence of volunteer involvement (Youth Boards or other 4HYD Committees) with planning, implementation, evaluation and interpretation of programs.

---

**Planning Groups**

- Meet with volunteer group (Youth Boards or other 4HYD Committees) to determine outcome & output program emphasis with a minimum of 3 meetings per year.
- CEA’s have specialist needs clearly identified for plan support needed.
- Plans should relate to LAB issues, local stakeholder concerns, statewide 4HYD strategic plan.
- Plan for use of volunteers in program support and delivery
- Plans must be approved by December 1.

---

**Marketing/Promoting Your Program**

- Develop 4-H news releases to local media (during national 4-H week)
- Market through radio, TV programs, where possible
- Update county website on regular basis
- Utilize a variety of methods to market programs to targeted audiences

---

**Educational Methods and Expectations**

- Utilize effective teaching techniques that are suitable for the targeted audience.
- Minimum of two club manager trainings with adequate communication during the year.
- 4-H Newsletter that is informational and educational posted on the TECO website (this could also be in the form of a blog that is also posted to the TECO website).
- Club officer (and/or council) training annually.
- Volunteer project leader trainings (examples include livestock species, food & nutrition, clothing & textiles, record books, scholarship, public speaking, photography). Trainings can be face-to-face or via technology.

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**Evaluation**

- Conduct evaluation of outcome programs.

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**Interpretation**

- County recognition event.
- Plan for use of volunteers in interpretation efforts for local stakeholders.
- Plan for use of youth board members in interpretation efforts for local stakeholders.
- Outcome/Output Summaries are due by December 31.

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**Resource Acquisition**

- When appropriate, work with local businesses, collaborators, schools to secure support for programs. Reflect this work with a resource acquisition task in your plan.
- Managing 4-H program assistants or volunteers is planned and reported through resource acquisition tasks.

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**Individual Development**

- Ensure professional development related to outcome plan subject matter.
- Participate in program updates, as appropriate (4-H TTVNs, trainings provided by 4-H Specialists).
- Agents are highly encouraged to participate in professional associations.
Other

- Yearly calendar (published and distributed)
- Chartering of all clubs and groups by December 1st
- Maintaining monthly enrollment of 4-H members, volunteers, and group enrollments via 4-H CONNECT
- Ensure completion of the County Support Fund Audit form due January 15
### Texas 4-H and Youth Development
#### 2013-2014 Decision Tree

<table>
<thead>
<tr>
<th>Goal</th>
<th>Potential Program</th>
</tr>
</thead>
</table>
| **Goal 1: Active Citizenship, Civic Engagement, and Betterment of Community** | • “Keys to the Courthouse” County Government Curriculum  
• One Day 4-H Service Project  
• Youth Boards (if they are an Outcome Program)  
• Texas 4-H Congress (Specialist)  
• Patriotism through Preparedness |
| **Goal 2: Communications and Expressive Arts** | • Photography  
• Videography |
| **Goal 3: Consumer and Family Science** | • High School Financial Planning Program  
• 4-H Consumer Decision Making Program  
• Youth Clothing & Textiles Education |
| **Goal 4: Environmental Education** | • Shooting Sports Education (most likely Specialist Driven)  
• Youth Water Education  
• Youth Wildlife Education  
• Youth Outdoor Education |
| **Goal 5: Healthy Lifestyles** | • Balance Your Day Program  
• Youth Foods and Nutrition Program (including food show and food challenge education)  
• Youth Sports Nutrition  
• Youth Safety Camp  
• Towards no Tobacco - Alcohol/Drug Abuse Prevention  
• Youth Walk Across Texas |
| **Goal 6: Personal Development and Leadership** | • Youth Business Management Program (Entrepreneurship)  
• Club Ed - Club Management Program  
• Building Connections - Adult Leadership  
• Leaders 4 Life - Youth Leadership Program  
• District Leadership Program (Specialist)  
• Youth Global Education and Cultural Awareness Program  
• Youth Character Education Program  
• Youth Workforce Development Program  
• Take A Stand - Bullying Program  
• YEA! 4-H - After School Program  
• Real World: An Agricultural Simulation |
| **Goal 7: Animals** | • Youth Livestock Programs (including Quality Counts)  
• Youth Livestock Volunteer Programs (including Quality Counts Gold and Mentor)  
• Youth Dog Program  
• Youth Veterinary Medicine |

Key: Refer to the Agency Strategic Plan 2010-2014 for details on the Initiatives (I) and Goals (G): [http://texasextension.tamu.edu/library/shared/AgriLife_Extension-2010-2014SSP.pdf](http://texasextension.tamu.edu/library/shared/AgriLife_Extension-2010-2014SSP.pdf)
PROGRAM PLANNING EXPECTATIONS
COMMUNITY RESOURCES AND ECONOMIC DEVELOPMENT

General Expectations

• Each county is required to develop an Emergency Management Output Plan with required tasks as outlined by the PRDs.
• In addition, each county will be encouraged to adopt the general Community Resources and Economic Development (CRED) Output Plan. This plan should include all county activities (regional fairs, festivals, prospect shows, wildlife expos/hunts) that generate revenue for the county from individuals residing outside the county. These include those that are co-sponsored by the local Chambers of Commerce, Economic Development Board, or other community groups. This plan should include any programs related to community leadership development or business-related education.
• CRED Outcome Plans are encouraged to meet local community program needs as identified by county LAB or other key stakeholders.
• Agriculture and Natural resources agents must have a minimum of one outcome plan in Agriculture and Natural Resources or Community Resources and Economic Development.

Planning Groups

• At least one Animal Issues Committee meeting annually, and this task should be in the Emergency Management Plan.
• USDA County Emergency Board meetings should be in the county Emergency Management Plan.
• As appropriate, the Leadership Advisory Board (LAB) meetings may be included in CRED Output Plan. This will be an option when the LAB is providing direction to CRED programming and the RPD’s/DEA’s approve the tasks being in the CRED Plan.

Marketing Your Program

• Market all CRED programs and activities through radio, TV, and other mass media methods as appropriate (National Preparedness Week, Community Development Projects, and etc)
• Update county website on regular basis.

Resource Development/Management

• Revise or update Office Disaster Preparedness Plans and provide staff training.
• Copies of the county disaster preparedness plans and AIC plan must be submitted to the DEA to be filed in the district office.
• When called upon by the DEA, counties impacted by an event must participate in called daily teleconferences to provide an up-to-date situation report to the DEA. Written Situation reports are to be files with the DEA as requested.
• Pre-storm crop and livestock status reports are to be completed and submitted to the RPD-ANR as requested. In addition, post-storm assessments are to be completed as soon as possible after the passing of the storm and filed with the RPD-ANR.
• Present CRED Catalog to local Chambers of Commerce or other appropriate community organizations.
• Animal Issues Committee should revise or update Animal Issues Plan annually.
• Help promote Texas Agricultural Lifetime Leadership (TALL) to potential clients that may want to participate.

Educational Methods

• Educational methods and programs in Emergency Management include the following:
  1. “Preparing for the Unexpected” and “After Disaster” presentations/booklets/fact sheets.
     Note: Be certain to target all audiences with preparedness information. Examples include BLT, EFNEP, TEEA, 4-H Families, etc…
  2. National Preparedness Week activities.
  3. “Patriotism for Preparedness” curriculum for schools or other appropriate youth groups.
  4. Foreign and Emerging Animal Disease programs
• Educational methods/programs in CRED can be conducted and are listed in the Community Resources and Economic Development Catalog. (Examples: Texas Friendly, Cashing in on Business, Entrepreneurship Training Workshop, Main Street Texas Online, Business Training, etc.)
• Educational programs that will be required for the county EM plan will be determined upon consultation with RPD.

Evaluation

• Conduct Customer Satisfaction evaluations of output programs as needed.
• Conduct evaluations on outcome programs.
**Interpretation**

- Include Emergency Management and CRED programming results or impacts in formal a interpretation to county commissioners courts and other key stakeholder groups.
- Outcome Summaries are due December 1st for all outcome program plans.

**Individual Development**

- New agents must complete the ICS 100.b online training for emergency preparedness and the AgriLife Extension online modules EM 101 and EM 102.

<table>
<thead>
<tr>
<th>Goal</th>
<th>Potential Program</th>
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| Community & Economic Development (I1) | • Coastal Community Watershed Partnerships (G3)  
• Community Capacity (G2): CRED Regional Program  
• Extension Faculty Development (G4)  
• Supporting and Developing Local Economies (G1): Assisting Entrepreneurs |
| Community Leadership (I4) | • Community Leadership Programs (G1): Building Connections  
• Elected Officials Training & Development (G2)  
  County & District Clerk Program  
  County Judges & Commissioners Program  
  County Tax Assessor/Collector Program  
  County Treasurers Program  
  Justices of the Peace Program  
• Other Leadership Programs |
| Emergency management & Disaster Preparedness (I5) | • Emergency Management & Disaster Preparedness (G1)  
  Emergency Management |
| Nature Tourism for Economic Development (I2) | • Extension Faculty Development (G3)  
• Nature Tourism Business Management (G1)  
• Nature Tourism Development (G2) |
| Workforce Development (I3) | • Workforce Development (G1) |

**Key:** Refer to the Agency Strategic Plan 2010-2014 for details on the Initiatives (I) and Goals (G): [http://texasextension.tamu.edu/library/shared/AgriLife_Extension-2010-2014SSP.pdf](http://texasextension.tamu.edu/library/shared/AgriLife_Extension-2010-2014SSP.pdf)
PROGRAM PLANNING EXPECTATIONS
ORGANIZATIONAL SUPPORT

General Expectations

The effective management of a County Extension Office is critical to a high quality Extension program and the efficient management of human and material resources that support Extension programs. In addition to office operations, a strong Leadership Advisory Board (LAB) is a key program development element that is the foundation for program support, direction, and visibility in the community.

Counties are encouraged to adopt the model plan for organizational support and adapt it to fit the county. This plan is a minimum standard. Any custom plans must meet this minimum standard with DEA approval.

• CED/County Coordinator is accountable for this plan and should be the plan originator with all agents listed as other personnel.
• Lead agent assignments for each task should be planned collaboratively with all agents in the county but can vary by task or by year. Lead agent assignments should be consistent with approved Job Responsibilities for that year.
• Counties may elect to create a separate plan for LAB activities. If there is no separate plan, LAB activities must be included in this plan. Program area committees and Youth Boards should be planned for in appropriate outcome/output plans.

Planning Groups

• Office conferences are encouraged weekly with a minimum standard of 2 per month in all counties with two or more staff (secretaries count as staff) - one task per month is sufficient to report all office conferences.
• Program area coordination meetings should be planned at least once per month where two or more agents support a given program area.
• County-based or district planning committees should be included in this plan.
• Counties with a large staff (5+) should conduct planning retreats or meetings at least 1-2 times per year to evaluate their program and coordinate program planning for the future.

Marketing Extension

• Recruitment efforts at universities, career day or other activities promoting Extension, and related activities should be planned here.
• District-based Judges and Commissioners Conference.

Resource Development/Management

• Include task on CB-5, certificate of expenditures, submission of budget proposal to the DEA, and submission to the county, including budget workshops as appropriate.
• Include major efforts at securing grants, donor support, or volunteer support when it benefits the organization as a whole.
• Conducting office inventory.

Educational Methods

• Include activities in support of First Step, Mentoring, or related methods to provide orientation, training to new agents, county staff, or volunteer training programs that support office operations.
• At least two activities should be planned that support training/education for support staff.
• Level IV agent support of career ladder training and promotion committees.
• Level IV agent mentoring of Level I, II, III agents.

Evaluation

• Conducting a local civil rights review or participating in a district review when scheduled by DEA.
• Formal performance reviews should be conducted for all county-based staff annually.

Interpretation

• An annual report should be completed each year in December.
• D-843, D-360 should be submitted monthly to the court.
• Each agent/county should plan some form of an annual meeting or informational event to promote their program to key stakeholders.
• A formal effort should be planned to brief state officials on program outcomes and accomplishments.
• All other tasks that support the county’s interpretation plan.

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**Individual Development**

• Any/all training related to role as county coordinator or dept. head.
• Any/all training/activities that improve knowledge/skills in office management/program administration.
Interdisciplinary programs are those that incorporate multiple program disciplines into a coordinated educational program with a series of activities and events. By combining program areas, there is a potential for expanding the scope of the audience, the quality of the program, and the impact of the program. Interdisciplinary programs can be more complex to plan, implement, and evaluate, but they also have the potential to yield better results. Agents are required to plan and evaluate 1-2 interdisciplinary programs annually based on staffing in their counties. Agents are encouraged to conduct more programs with consideration given to neighboring counties that could be included in such a program as well.

**Examples of Interdisciplinary Programs**

- Better Living for Texans
- Ag. Literacy Events (Ag. Fair, Kids & Kows, Pizza Ranch, etc)
- Master Gardeners
- Emergency Management
- CRED programs (Mainstreet, Leadership, Hospitality)
- School Curriculum programs
- Youth Camps
- Backyard Basics

**Characteristics of Effective Interdisciplinary Programs**

- Planned jointly between all agents
- Role of all agents is meaningful (collaborative vs. cooperative)
- Plans include multiple disciplines.
- Tasks include variety of “lead agents”
- Plan is supported by all task types
- Evaluation measures for outcomes in all program areas.
PROPOSED PROGRAM PLANS FOR 2011
(To be submitted by each agent at the end of the planning workshop)

AGENT: ________________________________ COUNTY: ________________________________

### OUTCOME PLANS

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<tr>
<th>TITLE OF PLAN</th>
<th>PLANNING GROUP PROVIDING DIRECTION</th>
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### OUTPUT PLANS

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