EDUCATIONAL INITIATIVE

What is the Issue?

Questions to stimulate thinking:
What is happening in the county/community that makes you think there is an issue?
How do you know it is an issue?
Who else thinks it is an issue?
Is it something that MSUE should be involved in?
Have you thought of an appropriate educational strategy you can apply as part of the solution?
Describe the situation—explain what compels you to undertake this work:
Be concise.

State the issue.
• Include relevant data - quantitative and qualitative.
• Provide other pertinent information - MSU Mission, public mandate, needs assessment, etc.
• What resources are needed and available?

Describe input you obtained from all stakeholders:
(Stakeholders are usually defined as those who have resources invested in the work, and sometimes potential participants in the programming are included in this)

For example:
• Who has resources of any kind at stake in the results of the work?
  - County Commissioners
  - Collaborators/partners
  - Others

State local goal (s):

• What do you want the situation to look like when you have completed this Educational Initiative?

Indicate the TOTAL number of potential audience:

Number:__________

• These are all the people who could, potentially, be a part of your initiative

Clearly describe where you got the information about the potential audience:

• Did you use the U.S. Census, local information sources, other records?
Describe the Audience:

• Use as much descriptive information as necessary to make this clear.

Indicate the number from your potential audience you intend to include in your initiative:

Number:_________

• This number could be all of them or only a portion
• It is important to state your best guesstimate if you do not know an exact number

Describe Planned Diversity Efforts:

• Extra effort - time, place, approach, etc.
Describe Collaborators:

- What individuals, agencies, organizations, institutions are working with you?
- What roles will they play?
## OUTCOMES PLANNING WORKSHEET

<table>
<thead>
<tr>
<th>AUDIENCE</th>
<th>SHORT-TERM OUTCOME</th>
<th>INTERMEDIATE-TERM OUTCOME</th>
<th>LONG-TERM OUTCOME</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Describe the group you will reach

For example:
- Gained knowledge
- Changed behavior
- Improved condition
Describe Planned Outcomes:

Refer to your Outcomes Planning Worksheet

Questions to stimulate thinking:
• What will participants do after the learning experience(s) they could not or did not do before?
• What else will change as a result of your work?

Note:
Remember, you will have to develop an evaluation that provides evidence of the outcomes you intend.
## OUTPUTS PLANNING WORKSHEET

<table>
<thead>
<tr>
<th>CONTENT</th>
<th>METHOD</th>
<th>AUDIENCE</th>
<th>NUMBER</th>
<th>TIMELINE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What will curriculum contain?</td>
<td>For example:</td>
<td>Who will you reach?</td>
<td>How many will you reach?</td>
<td>When will you deliver this?</td>
</tr>
<tr>
<td>Workshop</td>
<td>Field trip</td>
<td>Web site</td>
<td>Test plots</td>
<td>Class</td>
</tr>
</tbody>
</table>
Describe Planned Activities/Methods:

Refer to your Output Planning worksheet
Answer the following with your Planned Outcomes consistently in mind:
• What will you do? (Activities) Be specific.
• How will you do it? (Methods) Be specific.
• Time line
<table>
<thead>
<tr>
<th>PLANNED OUTCOMES</th>
<th>EVALUATION INDICATOR(S)</th>
<th>ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What will happen as a result of the work?  
What changes will participants make?  
What will you measure that will provide evidence progress has been made on achieving outcomes?  
How will you present information?  
What research-based information/curriculum will you use?
<table>
<thead>
<tr>
<th>NATURE OF SAMPLE</th>
<th>DATA COLLECTION TECHNIQUE</th>
<th>TIME &amp; PLACE OF DATA COLLECTION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From whom will you gather data?
Will you include all participants?
Will you use a random sample?

For example:
- Group-administered questionnaire
- Telephone survey
- Mail survey
- Participant observation

For Example:
- Pre & post tests at time of workshops
- Follow-up – 3-6 months after program
- Agency records – baseline data
- Kids Count data – baseline data
WHO WILL COLLECT DATA? | HOW DATA WILL BE ANALYZED & BY WHOM? | HOW AND WITH WHOM WILL RESULTS BE SHARED?
--- | --- | ---
Self | Impact analyses – self | Legislators – Partner Report
Selected member of AOE team | Inferential statistics – Extension Specialist | Collaborators – detailed with visuals
Peers | | Peers – conferences - detailed, visuals
Journal of Extension | | Journal of Extension – scholarly style
Describe Evaluation:

Refer to your Evaluation Planning Worksheet
As concisely as you can, write a description of your plan for evaluation. Include all the elements from your Evaluation Planning Worksheet.

Note: It is absolutely critical that you develop the Evaluation Plan as part of your overall planning process. In other words, you have a complete and detailed plan for evaluation, including the tools, before you begin the initiative.

8/2002