

**Program Planning, Delivery, and Reporting:** An effective educator will accurately identify priority needs, plan and deliver effective programming, and then evaluate to determine the extent to which educational objectives were met. Reporting program outcomes, both within the Extension system and to other people and organizations, is equally important. It is essential that Extension professionals be technically competent, and be deliberate in marketing the educational program to target audiences and stakeholders. It is also important to recognize the potential in reaching specific audiences who comprise the diverse nature within our communities. A program planning cycle is 5 years, but regular updates should occur as needed.

|   | <i><b>Does Not Meet Expectations</b></i>   | <i><b>Meets Expectations</b></i>  | <i><b>Exceeds Expectations</b></i>   | <i><b>Exemplary</b></i>  |
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| <i><b>Community Involvement</b></i>                     | There is no evidence of an effort to collect community input, and therefore it could appear that programs are based on personal desires rather than community needs. A formal program needs assessment was not completed prior to the start of the 5-year program plan of work cycle | Program priorities are established by gathering community input through an identified process, which includes local, state, national, and global trends and state and national initiatives. A formal program needs assessment is completed prior to the start of the 5-year program plan of work cycle.                       | Community input is ongoing and involves new community/citizen groups or target audience representatives. Written plans of work are adjusted annually to reflect changing community needs and audiences.  | Is actively involved in working with multiple community groups as a knowledge expert/planning resource, to assist them with their educational programs. Community programming partnerships are established as an outcome of the community input gathering process.                         |
| <i><b>Plans of Work</b></i>                             | Plans of Work are not current (either incomplete, inactive, or non-existent).  | Plans of Work are current, complete, incorporate the Logic Model, and show evidence of community involvement.<br><b>Note: This expectation does not apply in a person's first year in a new position.</b>   |  |  |
| <i><b>Technical Competence /Educational Methods</b></i> | Knowledge and skills are not adequate to meet the programmatic needs of the community. Educational methods are ineffective given the available technology or learning styles of the clients.   | Skills and knowledge are current. Competence in several teaching styles is evident such as group presentation, individual contact, applied demonstrations, and in written documents such as newsletters and articles. Individual is responsive to telephone inquiries, and office walk-ins. Technology is used appropriately. | Competence is recognized by specialists, peers, clients, and other governmental agencies and organizational specialists or collaborators such that this person's skills are often requested, and support given, beyond their assigned area. Educational methods are on the cutting edge as evidenced by this person's use of technology and alternative educational methods. May have produced/co-produced internally reviewed publications, or other educational materials. | Competence is shared with peers, and other professionals and is evidenced by presenting at state, multi-state region, or national levels. May have published (individual and/or team) in a refereed journal (Journal of Extension, etc.), or used innovative educational delivery methods. |

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| <p><b>Program Evaluation &amp; Reporting</b></p> | <p>Has not completed evaluation and reporting requirements.</p>  | <p>Logic Model is used to design programming efforts. A written evaluation, measuring outcomes, has been used with a minimum of two educational efforts during the past calendar year. All required individual/team reports are current and complete (these include, but are not restricted to, COERS, ES-237, etc.). For each POW in which they participate, include at least one informative, well written Educational Outcome Report (including success stories) and at least one Impact Report. <b>Note: This benchmark must be met in order to move beyond Meets overall on this CAP.</b></p> | <p>Developed and implemented evaluation strategies to measure long-term program outcomes as described in the Logic Model. All required reports are complete, submitted on a timely basis, and reflect the higher level outcomes.</p>   | <p>Reports on program outcomes serve as model, and have been used to communicate program value to peers, stakeholders, and decision makers.</p>  |
| <p><b>Marketing</b></p>                          | <p>Efforts to build basic program recognition and encourage public participation in educational programs are ineffective. Fails to promote all areas of Extension programming. Fails to portray Extension consistently with the vision and values of the organization.</p> | <p>Publicizes programs locally and evidence exists that the community/target audience has a reasonable opportunity to learn of the educational offerings. CSU Extension policies are followed regarding use of logos and disclaimers. All areas of Extension programming are promoted, and Extension is portrayed in a manner consistent with the vision and values of the organization. Clientele are encouraged to utilize electronic resources when appropriate (AnswerLink, PlantTalk, web sites, etc.).</p>   | <p>Individually, or with a team, has developed brochures covering total educational services of Extension, or may have regular media features, or may have spoken to civic groups about Extension, or conducted similar efforts that are designed to build public recognition and support for Extension in its entirety. Stakeholders are informed about programming outcomes.</p> | <p>Actively promoted the vision and values of CSU Extension, and raised the profile of Extension and CSU. Actively communicates CSU and Extension value to decision makers (legislators, county commissioners, senior administration, etc.).</p> |

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| <b><i>Diversity</i></b> | Program planning and delivery shows little evidence of the involvement of diverse audiences in program planning, delivery, or participation. | Familiar with the diverse human profile within their geographic and programmatic assignment area, and there is evidence of efforts to reach diverse groups. | Interactions with others demonstrate a commitment to diversity. Includes diverse groups in planning process. Educational programs have been conducted for specific groups that represent the diverse human population of the assignment area. | Leadership in diversity efforts results in diverse community educational partnerships and/or significant participation by diverse individuals in Extension programs. |
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**Overall Core Rating:** \_\_\_Does Not Meet \_\_\_Meets \_\_\_Exceeds \_\_\_Exemplary