Logic Model of: <u>CCE Program Development Leadership Cohort: Skill development & learning through sessions, practice & feedback</u>

Situation: Results from a 2015 survey of CCE Executive Directors and Program Leaders indicated a need for system wide preparation of lead program staff to enhance the quality of program plans, proposals, and local mentoring of other program staff.

The Program Development Leadership Cohort (PDLC) was developed to provide an in-depth program planning experience for staff with major program leadership responsibilities in an association. PDLC provides experiences/strengthen skills related to building:

- program plans & proposals
- inclusiveness and diversity
- evaluation
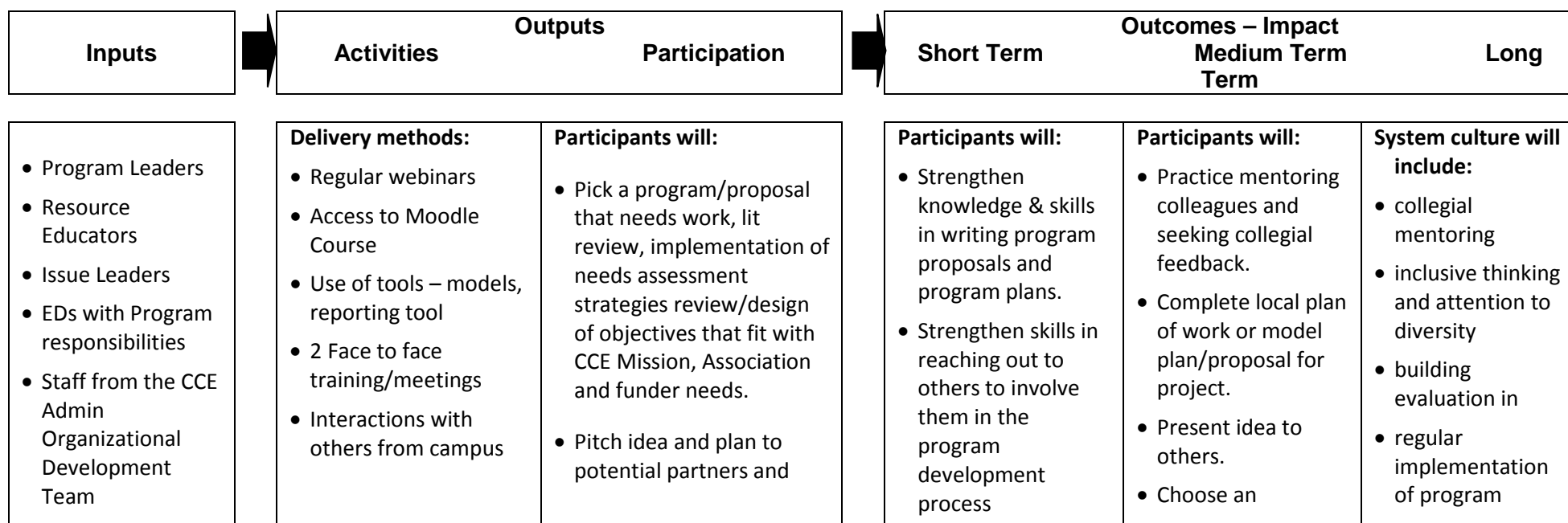- mentoring relationships with colleagues

The pilot class will help to shape the efforts that go into this experience in the future.

PDLC includes:
- Part 1 - Skill Building : Topics in Program Development
- Part 2 - Project Development: Creating a Program Plan or Proposal
- Part 3 - Project Presentation

Woven throughout:
- Intentional planning for diversity and inclusiveness, evaluation and opportunities to guide and receive guidance from colleagues

Inputs	Outputs		Outcomes – Impact		
	Activities	**Participation**	**Short Term**	**Medium Term Term**	**Long**
• Program Leaders • Resource Educators • Issue Leaders • EDs with Program responsibilities • Staff from the CCE Admin Organizational Development Team	**Delivery methods:** • Regular webinars • Access to Moodle Course • Use of tools – models, reporting tool • 2 Face to face training/meetings • Interactions with others from campus	**Participants will:** • Pick a program/proposal that needs work, lit review, implementation of needs assessment strategies review/design of objectives that fit with CCE Mission, Association and funder needs. • Pitch idea and plan to potential partners and	**Participants will:** • Strengthen knowledge & skills in writing program proposals and program plans. • Strengthen skills in reaching out to others to involve them in the program development process	**Participants will:** • Practice mentoring colleagues and seeking collegial feedback. • Complete local plan of work or model plan/proposal for project. • Present idea to others. • Choose an	**System culture will include:** • collegial mentoring • inclusive thinking and attention to diversity • building evaluation in • regular implementation of program

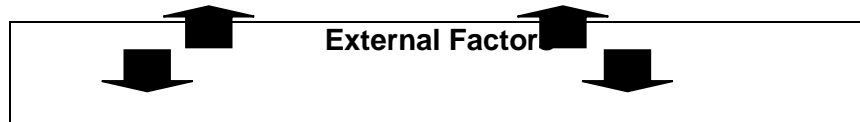|				
		stakeholders • Connect to campus – meet with staff/faculty - focus depends on audience • Assess Needs – including: understanding demographics, seeking ways to involve diverse audiences in planning, facilitation of needs assessment, and group decision making skills • Design objectives that meet needs – including: review of statewide outcomes and programs and consideration of diversity and inclusiveness when developing outcomes. • Develop educational strategies that will suit your audience and staff – including: choosing delivery methods to meet your priority audiences. • Plan implementation – including: best practices for organizing events, activities, reaching diverse audiences, communication plan, logistics so that audiences are most likely to meet expectations.	• Know where to find CCE referenced program development model, evaluation and diversity resources. • Recognize valuable PD framework resources and examples – add to our collective database. • Reflect on their own biases to minimize detrimental impact on program development and ensure inclusive engagement • Plan for assessing needs for a priority program and audiences. • Know where to find CCE Plans of Work, Logic Model Resources, Diversity and Inclusion Resources and CCE Program Definitions & Standards. • Recognize measurable outcomes. • Build skills in identifying and	appropriate model and tools for inclusive project/ program development needs. • Mentor others colleagues on benefits of using a PD model/framework. • Choose an appropriate blend of needs assessment activities at the appropriate depth to understand priority needs, community demographics and inclusive approaches. • Describe their community demographics, highlighting priority audiences for a given program. • Choose an appropriate blend of statewide and local outcomes that meet local needs and assist with planning and reporting. • Choose appropriate	development approaches

- Plan evaluation – including: finding measures that will be appropriate for all audiences and will provide necessary data for stakeholders.

- Plan report and communication strategy – including: planning for ways to make statewide reporting work for you and your stakeholder reporting needs.

- Present to ELC and other appropriate staff or faculty as determined.

- Review of PDLC as a pilot project. Assess cohort experience.

understanding audience – including – understanding the impact of unconscious bias on reaching and recruiting audiences, identification of stakeholders who are connected to priority audiences.

- Know how to review participant data from last year – who came to similar programs and activities? Assessing diversity in participant demographics. How were they recruited? Were events offered intended to meet your current objectives? Were they successful in doing that? If not how can they be tweaked or changed all together?

events, activities and indirect communication strategies that will meet your objectives, recruit priority audience through inclusive practices and grow knowledge about the program.

- Prepare evaluation materials for proposed program.

Assumptions

External Factor

- Lead program staff (resource educators +) will have the greatest impact on changing local culture for program development processes.
- A combined on-line and in-person approach will be the most effective way to build team and encourage partnerships to form.
- Staff who have applied for PDLC will be the most likely to complete the process.
- Staff will become more aware of and intentional in assessing and addressing diversity and inclusion throughout the program development process.
- A shorter intense process will be more appealing and useful than a long term cohort.
- Collegial mentoring will lead to more collaborative teams.

Other administrative changes hitting Associations at the same time may influence the time availability of staff to complete this process in the time scheduled for PDLC.

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Evaluation planned (method):
- ☐ Attendance (monitoring – webinars/f2f)
- ☐ Active participation (monitoring - Moodle)
- ☐ Plan progress (monitoring – BOX)
- ☐ Evaluation of instructional strategies throughout (survey – Qualtrics)
- ☐ Individual/personal awareness of and reflection on diversity, inclusiveness and biases (survey – Qualtrics)
- ☐ Program/diversity growth (monitoring conversations)
  - o Diversity growth can be monitored (secondary data may be used – PD&R)
- ☐ Blogging or communicating with colleagues (monitoring)
- ☐ 6 month and 1 year follow up (survey – LinkedIn)
- ☐ Career progression of members (celebrating & recognizing)
  - o Portfolio progress can be monitored (secondary data may be used – LinkedIN)