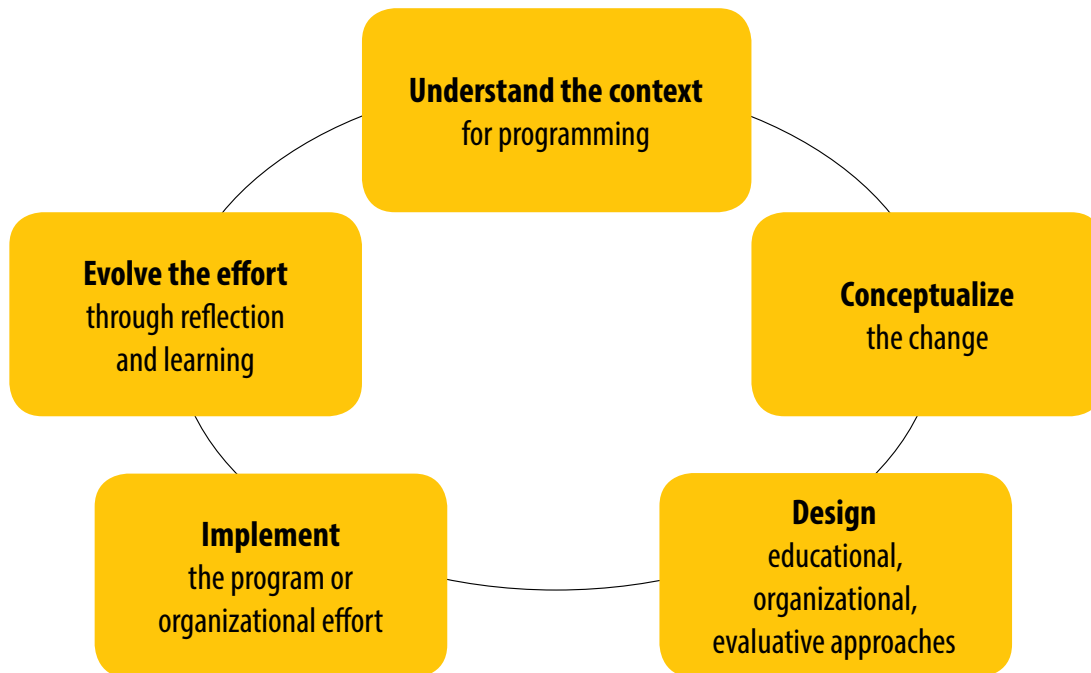


Framework for ongoing program development

by Jennifer Kushner



Understand the context for programming

Seek to understand the issue, opportunity, or situation from multiple perspectives.

- What things are assumed to be true about the context?
- What is the issue, opportunity, or situation? Who is defining this? Who should be?
- What is the context surrounding the issue, state of affairs, opportunity, and situation?

Conceptualize the change

Articulate the envisioned change and the programmatic or organizational efforts that contribute toward that change.

- What are the conditions today that we want to change?
- What change does the program or organizational effort seek to bring about? What will the world look like after this change occurs?
- What simple steps, rules, or processes do program designers and participants need to do repeatedly to bring about this change?

OVERARCHING GUIDELINES

- This framework is intended to serve as a guide, not a script.
- It reflects functional concepts, not specific tools or methods.
- It is not intended to be thought of as sequential, but rather iterative.

Design the educational, organizational, and evaluative approaches

Describe the approach to the education, organizational change, and evaluation of the effort.

1. Educational

- What is the content (i.e., what are the core ideas or concepts to be covered)?
- How will the content be activated (i.e., what educational and/or outreach activities will help participants learn this content)?
- How do educational, outreach, and/or research activities work together in mutually reinforcing ways?

2. Organizational

- What cultural elements, structures, functions, processes, norms, and resources need to be in place to support the effort?
- How will stakeholders describe the program or organizational effort and its value?

3. Evaluation

- How will educational, programmatic, and/or organizational impact be evaluated?
- How will both program designers and participants be encouraged to check for understanding?

Implementation

Administer the effort while keeping in mind potential barriers, partners, opportunities, stakeholder perspectives, and interests.

- What are the potential barriers to implementation and how will they be handled?
- Are there key partners and/or opportunities that can facilitate effective implementation?
- What does the program look like from inside the organization? How would program designers describe it?
- What does the program look like from the perspective of the audience or stakeholders?

Evolve the effort

Systematically and consistently use data and reflection to improve the effort.

- How will feedback and reflection be used to facilitate learning and change?
- How has understanding of the context evolved?
- How will organizational learning be captured and shared among program designers, staff, and participants (e.g., building shared mental models)?
- What mechanism will be created to ensure that feedback is incorporated and evolves the program design?

Cabrera, Derek, and Laura Cabrera. *Systems Thinking Made Simple: New Hope for Solving Wicked Problems*. Ithaca, NY: Odyssean, 2015.

Sork, Thomas J. "Planning Educational Programs." In *Handbook of Adult and Continuing Education*, edited by Arthur L. Wilson and Elisabeth R. Hayes, 171–90. San Francisco: Jossey-Bass, 2000.



Extension
UNIVERSITY OF WISCONSIN-MADISON

© 2022 by the Board of Regents of the University of Wisconsin System doing business as the University of Wisconsin–Madison Division of Extension. All rights reserved.

Author: Jennifer Kushner is an evaluation specialist with Program Development and Evaluation, UW–Madison Extension.

University of Wisconsin–Madison Division of Extension, in cooperation with the U.S. Department of Agriculture and Wisconsin counties, publishes this information to further the purpose of the May 8 and June 30, 1914, Acts of Congress. An EEO/AA employer, University of Wisconsin–Madison Division of Extension provides equal opportunities in employment and programming, including Title VI, Title IX, the Americans with Disabilities Act (ADA), and Section 504 of the Rehabilitation Act requirements. For communicative accommodations in languages other than English, please contact oaic@extension.wisc.edu. Persons with disabilities who require alternative means for communication of program information (braille, large print, audiotape, etc.) should contact Heather Lipinski Stelljes at heather.stelljes@wisc.edu.

This publication is available from your Wisconsin county Extension office (counties.extension.wisc.edu) or from Division of Extension Publishing. To order, visit our website at learningstore.extension.wisc.edu.