



**University of Maryland Extension**  
**2010 Individual Extension Plan**  
 Planning Period January 1, 2010 – December 31, 2010

<b>Name</b>				<b>Directory ID</b>	<b>University Title – Choose from drop-down menu</b>
<b>Employment Date</b>	<b>Extension Appt %</b>	<b>Research Appt %</b>	<b>Instruction Appt %</b>	<b>Location</b>	<b>Working Title</b>

**Description of the Nature and Purpose of this Position** *Enter description in paragraph format*

<b>Duties &amp; Responsibilities</b>	<b>Teaching (Program Development), Planning, Implementation, and Evaluation</b> <i>This should be a general description of your efforts in this area.</i>
	<b>Scholarship</b> <i>All tenured and tenure-track Extension faculty must have scholarship as part of their IEP. Be specific.</i>
	<b>Resource Development</b> <i>List current or planned efforts regarding obtaining extramural funding to support Extension programming. You may also include specific volunteer recruitment efforts.</i>
	<b>Service</b> <i>List committees or service roles that you perform in support of UME, the University, and to your profession. You should include one Public Relations effort that you plan to participate in during 2010.</i>
	<b>Administrator (CED and Supervisory Responsibilities)</b> <i>Specific administrative and supervisory responsibilities should be listed here.</i>

**Program Specific Responsibilities – All UME faculty are expected to be working with one or more UME Impact Teams in 2010. Additionally at least 70-80% of Extension Planned time will be spent programming in these areas.**

<b>Impact Team your work supports - Choose from Drop-Down</b>	<b>Your Role – use drop-down menu</b>	<b>% of time allotted</b>
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***“All programs will be conducted in accordance with the UME Affirmative Action Plan (2003). Participants will have access to programs and facilities without regard to race, color, gender, religion, national origin, sexual orientation, age, disability, or marital or parental status. Public notification will include media statements as provided by UME Media Statement Policy.”***

**Affirmative Action and Diversity is a part of all themes and all program plans should include information for accommodating a diverse population.**

## Program Planning Details for Extension Program Area Community Resource & Economic Development

### Situation Statement

In 2008, Maryland 4-H reached approximately 50,000 youth with positive youth development programs. The programming efforts focused primarily on 4-H club and school enrichment programs. Many youth throughout the state, particularly youth in need of afterschool and out of school time care, those at risk for low academic achievement and/or those whose parents are active duty or reserve military, are not involved in 4-H or connected to the resources of the 4-H youth development program. Maryland 4-H. We can address the need to reach more youth with high quality youth development programs with one of more of these strategic initiatives:

**Afterschool and Out of School Time (OST)**- According to the 2009 *America After 3* report, 37% (296,374) of all Maryland children not in afterschool would be likely to participate if an afterschool program were available in the community, regardless of their current care arrangement. Parents of non-participants believe that their children would benefit most from afterschool programs in the following ways: by having fun, taking advantage of opportunities for community service and learning, staying safe and out of trouble and receiving academic enrichment. Obstacles to participation, identified in the AA3 report include cost, preference for alternative activities, transportation and lack of convenient program location.

**Entrepreneurship and Workforce Readiness (EWR)** - Research has shown that engaging community members in activities such as Entrepreneurship and Workforce Readiness training can lead to healthy development and a sense of belonging to and contributing to, integration into the community. Having community members recognize their stake in the future can yield very positive results for given locales. Community members, who are successful workers and business owners in the workforce and owned businesses, lead to economic prosperity and community stability. UME defines economic prosperity as the financial and related factors to improving the well-being of individuals, families, communities and businesses.

**Science, Engineering, and Technology (SET/STEM)** There is a need for a diverse pool of trained people for the workforce, including scientists and others who understand science, to frame and solve problems & educate others. The general population in the US lacks basic understanding of science methods and content (science literacy).

### Assumptions

By assessing needs and interests of youth, community assets, by recruiting a new pool of volunteers, and by employing a variety of 4-H delivery methods, we can grow the number of youth we reach in 4-H to achieve a goal of 80,000 by 2013 with these strategic initiatives.

**Afterschool and Out of School Time** - Maryland 4-H creates high quality youth development opportunities for culturally diverse audiences that support each of these areas by providing the essential elements of belonging (safety), generosity (community service), mastery (learning), and independence (making good decisions), and contribute to positive youth development for **all** children and youth. 4-H youth development programs can address some or all of these obstacles by providing out of school time opportunities for youth in local communities that are low-cost, short-term, and offered in a convenient location and by partnering with existing providers.

**Entrepreneurship and Workforce Readiness** – Maryland 4-H youth development has high quality curriculum and successful implementation models that can be employed to increase the number of youth who gain workforce skills and/or who start individual or group businesses. Community volunteers can be recruited, trained, and supported to work as partners with youth in EWR projects.

**Science, Engineering, and Technology**- 4-H non-formal experientially based programming addresses science abilities, concepts and content under guidance of trained (scientifically able) 4-H volunteers to reach diverse populations of youth. Participation in 4-H SET programs can increase awareness of SET skills, content, and career possibilities to increase engagement of youth in SET careers.

### External Factors

Willingness of 4-H Youth Development and other extension educators and staff to commit time to develop programming in one or more of the initiative areas.

Sufficient funding and staffing (volunteer and paid) resources to support out of school time deliver, EWR, and SET  
Willingness of out of school time partners, other youth serving organizations, scientifically able adults, and others to partner with the Maryland 4-H Youth Development program.  
Parental commitment to youth involvement in out of school time, EWR, and/or SET programs  
Youth interest in out of school time, EWR, and/or SET programs  
Youth access to out of school time, EWR, and/or SET programs

**Outcome Summary** Maryland 4-H Youth Development will build capacity to expand 4-H out of school time programming efforts, in partnership with other youth serving agencies, to provide education, training, curriculum resources, and 4-H club experiences that result in positive youth development outcomes for 80,000 youth across the state by 2013

Inputs –  
52 MCE Volunteers  
Tools of the Trade II Curriculum  
\$30,000 raised annually to support scholarships, educational materials, and awards for volunteers

### **Specific Outputs**

Outputs –  
Collaborate with the XYZ Afterschool Program to conduct a Science, Engineering, and Technology Training (Tools of the Trade II curriculum) for their staff. (3 sessions/45 staff members trained)

Establish a county wide engineering and technology advisory group to assist with the development and mentoring of 4-H Science, Engineering and Technology clubs and programs (10 MCE Volunteers)

Provide assistance to volunteers on establishing a 4-H Robotics Special Interest Program in conjunction with the County's Juvenile Alternative School. (20 youth members)

Incorporate opportunities for youth to apply SET knowledge, skills and abilities in their lives as related to their 4-H Projects. (425 members, 10% of whom are new to the 4-H SET program)

Set county/city goals for 4-H enrollment in clubs, special interest, and school enrichment.

Volunteers are recruited and trained to lead short-tem 4-H projects and clubs in out of school time and 4-H school curriculum enrichment programs including programs that focus on EWR and SET.

- Develop plan for recruiting short term volunteers
- Conduct 2-4 training sessions for volunteers, including teacher, related to identified curriculum, program management , and positive youth development

Youth and adults participate in quality learning events and opportunities, such as train-the-trainer educational experiences. These events focus on building leadership, entrepreneurship, workforce readiness and Science, Technology, Engineering and Mathematics (STEM). Trained teams lead 4-H projects and clubs in their local communities.

Community partners to support 4-H expansion in out of school time, EWR, and/or SET are established so that 4-H clubs and groups can be organized within existing afterschool and out of school time programs.

## Specific Outcomes for Individualized Program Efforts (List Below)

Outcomes		Evaluation Indicators	Evaluation Methods
<p><b>Short Term (1-2 yrs)</b></p>	<p><b>4-H Enrollment</b> 4-H enrollment increases by 2%</p> <p>Through participation in training of trainers, 20 youth, in partnership with 5 adults gain experience in facilitation, and delivery of skills and knowledge in leadership, entrepreneurship, workforce readiness, and STEM</p> <p>Through participation in 4-H clubs and groups 100 middle school youth increase their interest and knowledge of leadership, entrepreneurship, workforce readiness, and STEM.</p> <p>Through participation in entrepreneurship workshops and camps, 50 youth increase their awareness of opportunities to contribute to the workforce.</p> <p>Through participation in short-term 4-H SET Ready experiences, 75 youth increase their awareness of SET</p> <p>Through participation in school enrichment curriculum focused on SET, 300 4<sup>th</sup> graders increase their awareness of SET</p> <p style="padding-left: 40px;">Increased awareness of SET among youth</p> <p style="padding-left: 40px;">Improved SET skills (scientific methods) and knowledge (content areas) among youth</p> <p style="padding-left: 40px;">Increased awareness of opportunities to contribute to society using SET skills</p>	<p>Increase in 4-H enrollment</p> <p># teams formed</p> <p># youth who demonstrate facilitation and program delivery skills (Leadership)</p> <p># youth who increase interest, and knowledge.</p> <p># youth who increase awareness</p> <p># youth who increase awareness</p> <p># youth who increase awareness</p>	<p>4-H enrollment</p> <p>End or workshop evaluation Demonstrated skills</p> <p>Pre/post tests of knowledge</p> <p>To be determined by SET Team</p> <p>To be determined by SET Team</p>
<p><b>Medium Term (3-4 yrs)</b></p>	<p><b>4-H Enrollment</b> 4-H enrollment increases by an additional 2%</p> <p>Through participation in 4-H clubs and groups 100 middle school youth increase their leadership, entrepreneurship, workforce readiness, and STEM skills</p> <p>Through participation in entrepreneurship workshops and camps, 50 youth increase</p>	<p>Increase in 4-H enrollment</p> <p># youth who demonstrate increased skills</p> <p># youth who develop business plans and/or start their own</p>	

	<p>their entrepreneurship skills and recognize their role in the success of the community.</p> <p>Through participation in short-term 4-H SET Ready experiences, 50 youth increase their knowledge and gain SET abilities</p> <p>Youth adopt and use new methods or improved technology</p> <p>Youth express interest/demonstrate aspirations towards SET careers</p> <p>Youth raise questions and identify problems to be addressed using SET</p>	<p>business</p> <p># youth who are SET able</p> <p>EWR and SET activities and programs implemented by trained trainers</p>	
<p><b>Long Term (5+ yrs)</b></p>	<p><b>4-H Enrollment</b> 4-H 5-year enrollment goals are met</p> <p>Increased number and more diverse pool of youth pursuing education and careers in SET related fields.</p> <p>Increase and more diverse pool of trained volunteers, teachers, educators, scientists.</p> <p>Increased innovation addressing social problems using SET.</p>	<p><i>Enter indicators here</i></p>	<p><i>Evaluation methods here</i></p>

**Program Planning Details for Extension Program Area  
Impact Team your work supports - Choose from Drop-Down**

**Situation Statement** *Enter description in paragraph format*

**Assumptions** *Enter description in paragraph format*

**External Factors** *Enter description in paragraph format*

**Outcome Summary** *Enter description in paragraph format*

**Specific Inputs** *Enter description in paragraph format*

**Specific Outputs** *Enter description in paragraph format*

**Specific Outcomes for Individualized Program Efforts (List Below)**

Outcomes		Evaluation Indicators	Evaluation Methods
<b>Short Term (1-2 yrs)</b>	<i>Enter outcome statements here</i>	<i>Enter indicators here</i>	<i>Evaluation methods here</i>
<b>Medium Term (3-4 yrs)</b>	<i>Enter outcome statements here</i>	<i>Enter indicators here</i>	<i>Evaluation methods here</i>
<b>Long Term (5+ yrs)</b>	<i>Enter outcome statements here</i>	<i>Enter indicators here</i>	<i>Evaluation methods here</i>

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**Outcome Summary** *Enter description in paragraph format*

**Specific Inputs** *Enter description in paragraph format*

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**Extension Professional Development-** Employees are UME’s most valuable asset. To enhance the effectiveness of extension employees and to increase the professional value of extension, opportunities for development and training are essential. Training in both **subject matter** and **process skills** is important to insure increased capacity of educators to better educate Maryland citizens.

**UME Core Competencies** include **Knowledge of the Organization, Technical Experience, Programming, Professionalism, Communications & Marketing, Human Relations,** and **Leadership**. These competencies provide the framework for professional development. For more information, visit <http://wred.umd.edu/Core-Competencies/Home.htm>

*Faculty professional development plans should include specific plans for enhancing both technical/subject matter knowledge and process skills such as needs assessment, program planning, teaching techniques, and evaluation methods. Professional Development must enhance the work of the Impact Team(s) with which you are affiliated. By increasing skills and knowledge, educators will be better able to meet goals identified in the programs planned for the year. It is recommended that educators plan 10-12 days for Professional Development for 2010.*

**Professional Development**

*(Recommended amount for 2010 is 10-12 days )*

*Enter Professional Development Plan here. Please note which Core Competency skills will be addressed with each event planned.*

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**Signatures and Approvals**

**Date submitted or approved**

**Faculty Member**

**County Director (for Field Faculty only)**

**State Program Leader**

**Regional Director/Department Chair**