



THE OHIO STATE UNIVERSITY

COLLEGE OF FOOD, AGRICULTURAL,
AND ENVIRONMENTAL SCIENCES

Using Program Planning Models to Implement Outreach Education Programs that Work

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Professional Background

- Professor at OSU in ACEL for 20 years
- Research interests
 - Outreach Education
 - Youth Development
- Teach undergraduate and graduate courses
- Extension Specialist in 4-H Youth Development



Personal Background

- Born and raised in Louisiana (Southern U.S.)
- Three degrees (B.S., M.S., & Ph.D.)
- Family of four





Overview

- Program planning models are critical for outreach education programs to be effective
- Without using a program planning model the program will lack direction and guidance
- This presentation will examine two models:
 - Logic Model (Taylor-Powell & Henert, 2008)
 - Developmental EcoLogic Model: D-ELM (Scheer, 2016)



Logic Models—What is it?

- Provides a common vocabulary
- Shows the chain of events that link inputs to results
- Helps bring detail to broad, fuzzy goals
- Summarizes the key elements of the program
- Clarifies difference between activities and outcomes
- Signals what to evaluate



What is a Logic Model?

- A picture of a program
- A simple description of the program “theory” or “action” which explains the program
- Logical chain of connections showing what the program is to accomplish
- A series of “if-then” relationships
- Core of program planning and reporting

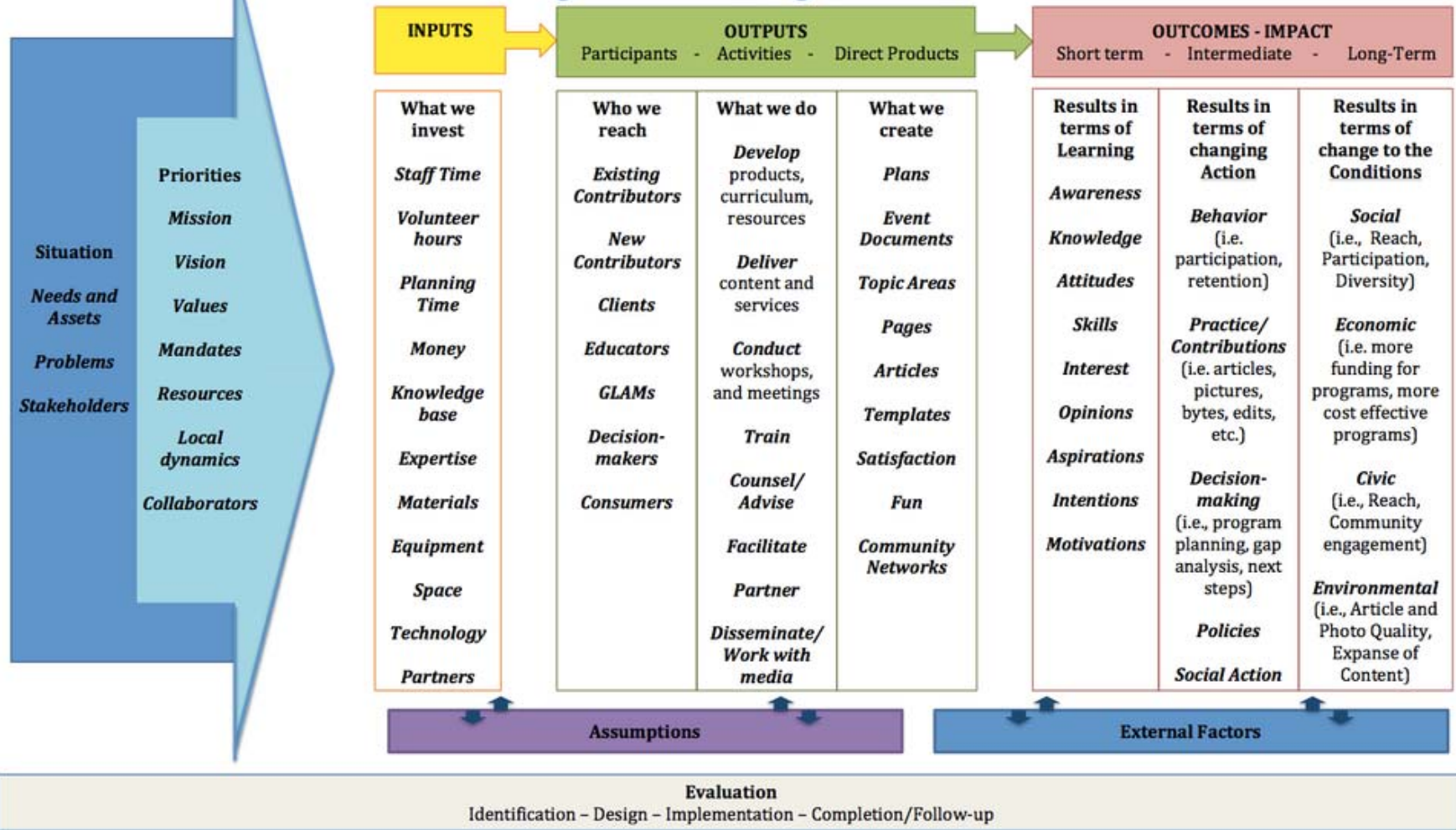


What Makes Up a Logic Model?

- Situation
- Priorities
- Inputs
- Outputs
- Outcomes
- Assumptions
- Environment



Program Action – Logic Model



Logic Model adapted and modified from UW Extension (2003). Program Development and Evaluation Logic Model. Available at: <http://www.uwex.edu/ces/pdande/evaluation/pdf/LMfront.pdf> (Retrieved 6/22/2013)



D-ELM

- D-ELM: Developmental EcoLogic Model
- D: Development
- E: Ecologic Systems Theory
- LM: Logic Model



D-ELM

Key Points

- Crucial to know where target audience is developmentally
- Surrounding environment must be considered
- Programs must have framework to illustrate where it is going (outcomes), what it is going to do (outputs), and what is needed to make it successful (inputs).



D-ELM

D: Developmentally appropriate programs (recognizes how participants think, feel, relate, and physically develop)

E: Ecologic systems theory (accounts for environments that influence participants – home, neighborhood, community, school)

LM: Logic Model (technical approach of input, output, and outcomes for program planning, implementation, and evaluation)



D-ELM

D: Developmentally appropriate programs

- Social - relating
- Cognition - thinking
- Emotional - feeling
- Physical - growing



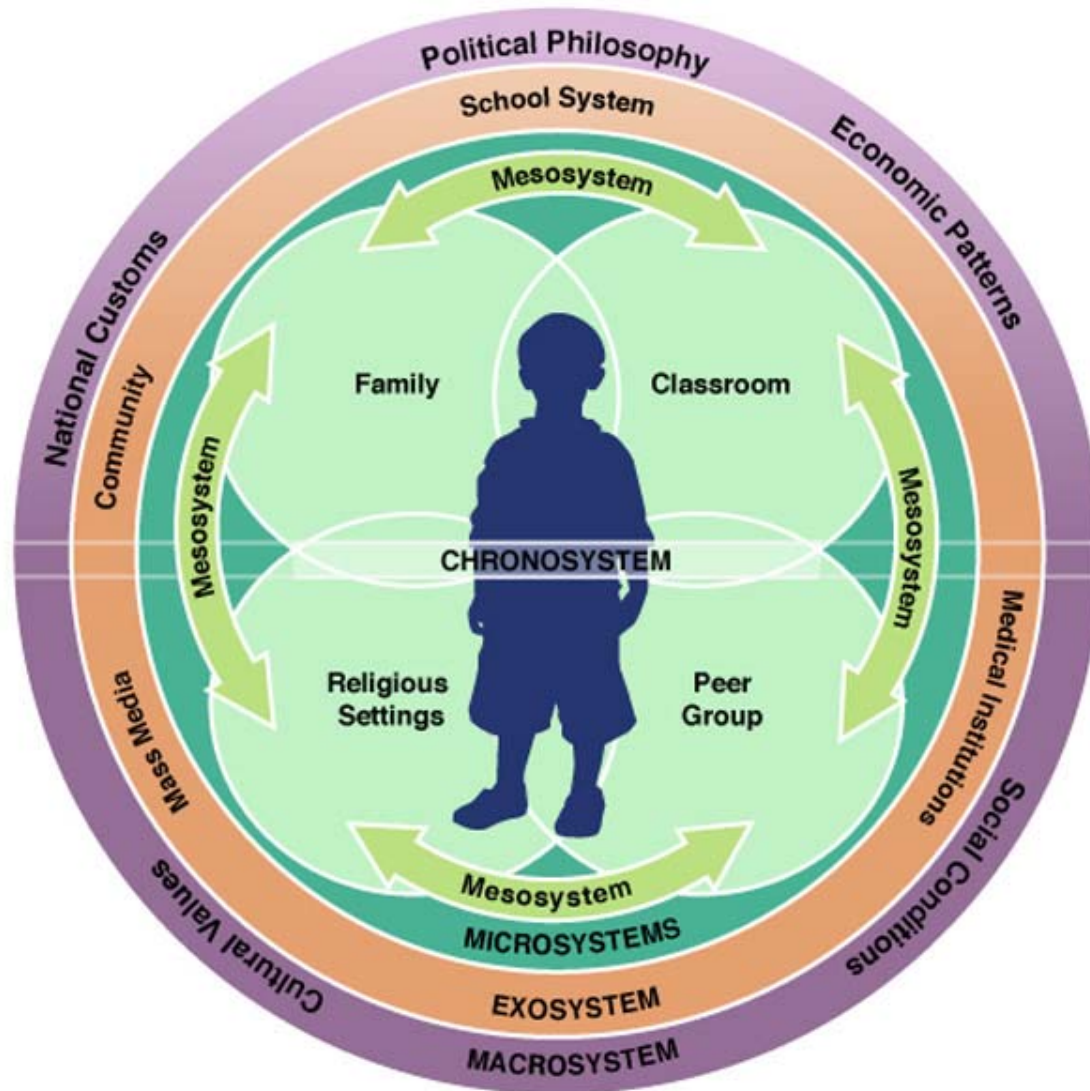


E: Ecologic Systems Theory

- **Microsystem:** direct influence (family, peers, teachers, classmates, teachers, coaches)
- **Mesosystem:** microsystem interactions (parents-teachers, peers-family)
- **Exosystem:** links between contexts where person does not have active role (child-parents work)
- **Macrosystem:** culture which individual lives (ethnicity, government, SES)
- **Chronosystem:** transitions/shifts over time (events such as marriage/divorce affects development)

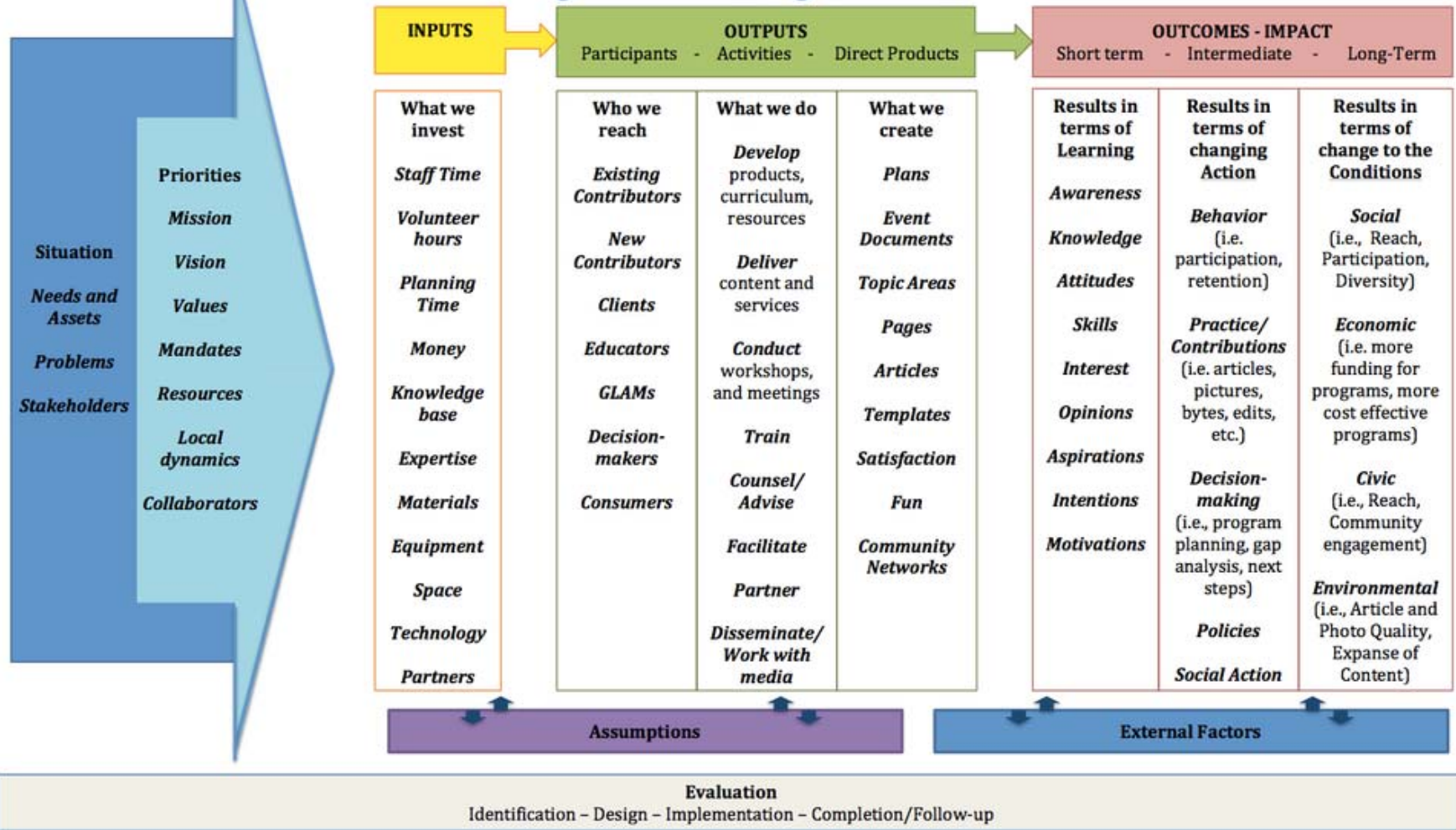


Bronfenbrenner's Ecological Model





Program Action – Logic Model



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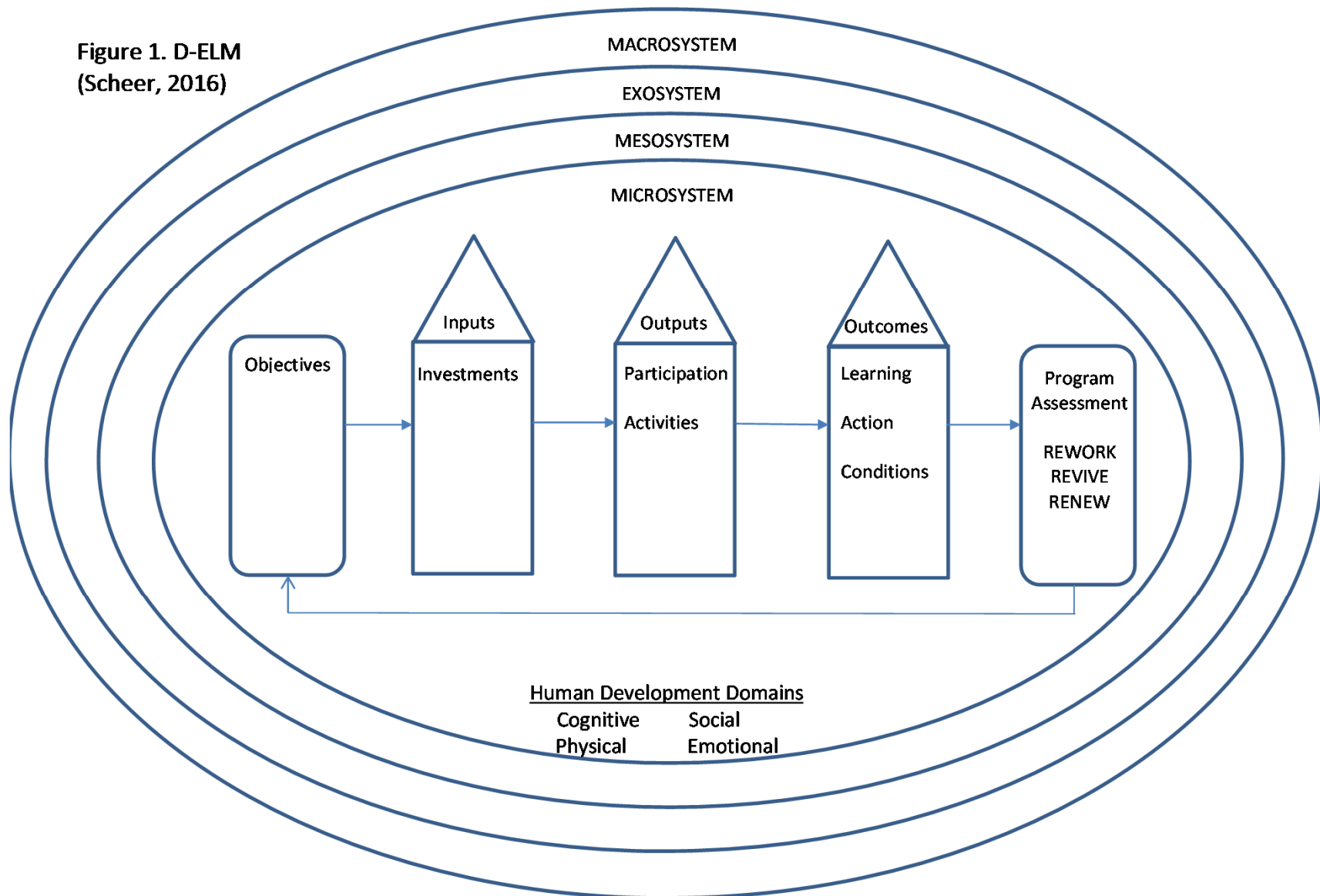


D-ELM

- Putting it all together
- Discuss D-ELM Figure
- Handout



Figure 1. D-ELM
(Scheer, 2016)





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Comments & Questions??



Program Action - Logic Model

