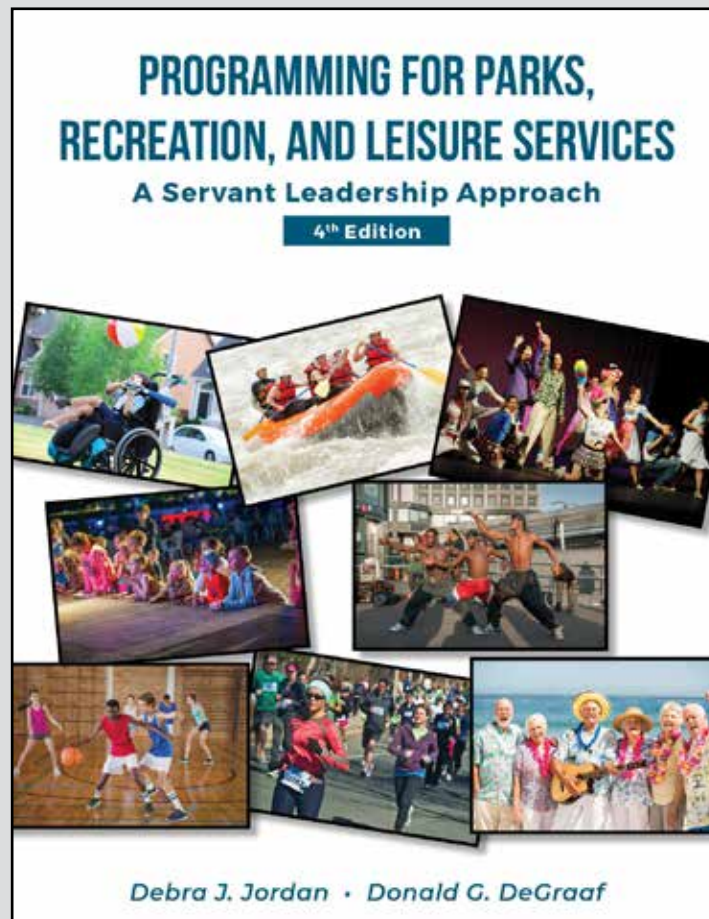


# COMPREHENSIVE PROGRAM PLAN PROJECT



# Final Comprehensive Program Plan

After processing the information presented in the text, it is now time to put together a final program plan. This should be viewed as a comprehensive program proposal. Program plans may take many forms. Be creative, but remember to cover the following areas:

- An introduction to the agency/organization—include where it is located; who it serves; its vision, mission, and philosophy. This could also include such things as core values, staffing structure, program objectives, and so on.
- Target market of the agency/organization—What are the needs of the targeted group(s)?
- Needs Assessment—Describe the community or geographic area the program is going to serve. What are the needs of the community and the targeted population? Document these needs or trends. Discuss how other organizations in the service area are or are not meeting these needs. How can the agency/organization meet these needs or respond to trends through the overall program you are proposing?
- Present the results of your program audit—What is the organization doing well? What opportunities do you see for the organization? Provide suggestions for a comprehensive program within a specific time frame (e.g., a semester, a year, a summer season).
- An in-depth description of one specific program within your overall program plan. The text of the program plan should include an overview of a program and how it fits within the overall programs offered at the organizations.
  - Goals and objectives of the program—How can you foster the types of benefits you want your program to provide?
  - Introduce the program—This should include a section about the reasons for the program, how the program addresses and fits into the organizational vision, mission, core values, target markets, neighborhood, facilities, existing programs, and so on.
  - Short overview of the staffing/volunteer needs and financial considerations of the program—How might staff be supervised? What kind of financial support will be needed? What type of subsidization (if any) will be needed?
- Use the completed Project Worksheets in this comprehensive program plan project to include information for the specifics identified below. Address the following types of questions/issues:
  - Sequence of activities (as appropriate)
  - Detailed description of each activity (as appropriate)
  - Plan to modify or adapt program as needed for full inclusion
  - Explanation of how program demonstrates cultural competence
  - Plan to deal with program transitions (as appropriate)

- Facilities, supplies, and equipment needed
- Policies, procedures, and rules for the program
- Risk management concerns for the program and how they will be addressed
- How the program will encourage the reflection portion of the experience for participants
- Include an example of a news release for the program as well as one other additional promotional piece (e.g., flyer, brochure, newsletter)
- Indicate the methods that will be used to register people for the program
- Discuss how you are going to build expectations prior to the program
- Create a basic budget for the program
- Identify the possible partners or collaborators with whom you could work in delivering the program
- Outline the potential advantages and disadvantages of collaborating on the project with others
- Present a plan/overview for evaluating the program
- Include a draft of a Volunteer Briefing Sheet and explain how a volunteer group could deliver the program
- Discuss how the foundation of servant leadership will be demonstrated through the program
- References

# 1.0

## Agency/Organizational Profile

### Step 1: Organizational Profile

Choose a public, private nonprofit, or for-profit agency/organization and explain the rationale for your choice. Use the following questions to begin to develop an organizational profile of the agency. You will add to this profile as you further develop the project.

Name of organization \_\_\_\_\_

Type of organization (Please circle) Public    Private    Nonprofit    For-profit

Facilities, Structures, and Equipment available

Staffing structure

# 2.0

## Approach to Programming

### Step 1: Organizational Profile

### Step 2: Approach to Programming

- Given the orientation of your selected organization, what approaches to programming (e.g., social advocacy, social planning, social marketing, marketing, community development) would you like to utilize in the development of your program?
- Explain the rationale for your choice.
- Describe how you will implement this strategy in developing the program.
- Identify the key components of the approach you have named.
- How will these elements be manifested in the programming process you identify?

# 3.0

## Principles, Philosophy, and Planning

### Step 1: Organizational Profile

### Step 2: Approach to Programming

### Step 3: Principles, Philosophy, and Planning

Research the values, vision, and mission of the agency/organization for which you are developing a program. What values and traditions are a part of the organization? What components of the values, mission, and vision of the organization connect with the program you are developing? How will these elements drive the program you are designing? How does the organization approach planning (review the planning theories in Chapter 3)?

For this assignment develop (or find) the agency/organizational program philosophy upon which you will base your entire program. The philosophy should be aligned with the vision, mission, and core values statements you developed in Step 1. Provide the following information:

- Vision statement
- Mission statement
- Core values
- Describe the agency/organizational philosophy
- Discuss how the stated philosophy you developed (or found) will affect the way you program.

Remember, this aspect of the programming cycle will serve as the foundation for the decisions you make throughout the cycle.

# 3.1

## Principles, Philosophy, and Planning Models

Step 1: Organizational Profile

Step 2: Approach to Programming

Step 3: Principles, Philosophy, and Planning

Create a **logic model** for the program you are developing. Be sure to include all the components necessary to fully develop and evaluate the program.

Create a **Gantt and/or PERT Chart** for the development of your program. Consider the timeline you have before you within the semester as the project should be completed by the end of the term.

# 4.0

## Needs Assessment

### Step 1: Organizational Profile

### Step 2: Approach to Programming

### Step 3: Principles, Philosophy, and Planning

### Step 4: Needs Assessments

Utilizing Chapter 4 of the text and the resources discussed below, develop a needs assessment process and survey to determine the program you will plan and design.

The first step in this process is to create an agency profile for the organization. You did some of this in the Project 1.0 and Project 3.0 worksheets. Project worksheet 4.1 pulls this information together and includes additional needed information to prepare and gather needs assessment data from constituents.

The second step in the needs assessment process is to identify the community in which the agency/ organization is located and create an overview of the community. See the project 4.2 community description worksheet.

The third part of the assignment requires you to pull together a plan for collecting and analyzing needs assessment information. This plan should reflect the information you have collected in the organizational profile and the community description worksheets. Answer the following questions:

1. Why conduct a need assessment? What is your primary aim? How will you use the information collected?
2. Beyond the information collected in the worksheets noted above, what additional information do you need to know about the target market (e.g., demographic data, current activity involvement, needs and skills information) to complete the needs assessment process?
3. How will you collect the information from the community? Consider the many methods and sources of data collection (e.g., town hall meetings, surveys, social indicators, Census Bureau information). What information will you get directly from the target market and what information will you have to find other places? Where will you look for this information?
4. When will you collect information and who will use the information once you have collected it? How will you use the information to aid in program design?



# 4.1

## Organizational Profile Worksheet

Directions: As you think about the type of program you are developing, it is important to understand the organization that will deliver the program. Use the following as a guide to gain a better understanding of the organization for which you have chosen to complete your program plan. You collected some of this information when you completed earlier worksheets.

Name and type of agency/organization

Vision and mission statements

Values and traditions

Historical background about the agency/organization—when and why was the organization established? Historically, what has the organization done well? Where has the agency/organization lacked?

The agency's primary approach to programming (Chapter 2)

Facilities, grounds, and equipment either owned or operated by this agency (indicate quantity)

Number and types of staff available (full-time, part-time, volunteer). Note any special skills or certifications held

Financial resources (e.g., annual budget, grants, special fees). How is the agency/organization funded?

Types of programs currently offered

Any clear gaps in current programming portfolio

# 4.2

## Community Description Worksheet

Use the U.S. Census Bureau information from the web (<http://www.census.gov>) or access [City-Data.com](http://City-Data.com) to find the following information. For some information, you may need to use local sources of information.

Name of community: \_\_\_\_\_ State: \_\_\_\_\_

Population: \_\_\_\_\_

Percentages of people in different age groups: \_\_\_\_\_

Percentage of females: \_\_\_\_\_ Percentage of males: \_\_\_\_\_

Ethnic/racial groups represented, and percentages of people within each: \_\_\_\_\_

Percentages of people with disabilities: \_\_\_\_\_

Education levels of constituents: \_\_\_\_\_

Marital status/types of households in community: \_\_\_\_\_

Top five occupations of constituents: \_\_\_\_\_

Major industry within the community: \_\_\_\_\_

Local tax base: \_\_\_\_\_

Community Issues/Concerns: \_\_\_\_\_

Types of public transportation available: \_\_\_\_\_

What other parks, recreation, and tourism providers exist in the community and what types of services do they provide? What other organizations exist within the community that could either be viewed as competitors or partners?

Provider

Types of Activities and Services Offered

\_\_\_\_\_  
\_\_\_\_\_

Identify the recreation-oriented grounds and facilities that exist in the community (other than above) (e.g., a school park, pond with fountain): \_\_\_\_\_

In addition to looking at the needs of a neighborhood or community, it is important to identify the **assets** of a community. With this in mind, take part of a day and become familiar with the neighborhood, community, or city where your program will be implemented. The following suggestions are offered as ways to familiarize yourself with the neighborhood or community:

- Before visiting the neighborhood or community in which the agency/organization is located, what are your general impressions of the area? From a needs-driven approach, how would the neighborhood around your agency/organization be viewed? What are some of the problems you can identify? In contrast, what are some of the assets of the area?
- Take an hour or two and walk around the neighborhood or community where your agency/organization is located. From this trip, draw a map of the service area. The map should enable you to describe the neighborhood or community to others. Focus on a four- or five-block radius around the agency/organization and be sure to identify the assets of the neighborhood in tangible ways on your map.
- Try to interview at least four or five residents who live in the neighborhood or community and ask them what makes it a good place to live. Ask them to identify the assets of the community. How would they make the community better? What do they like about the community? Does it feel like a community? Identify a variety of questions that interest you. Try to meet and talk about these concepts with a variety of different people (e.g., different ages, gender, ethnicity).
- From these interviews and observations, create a description and profile of the community. How does this profile relate to the group impression of the community created in answering the first bulleted question above?
- From your map and the discussion that emerges in creating your map, what programming opportunities does your neighborhood provide participants to facilitate being active citizens in building assets in themselves, in others, and in the community as a whole?

In his article, *Leadership to Citizenship*, Peter Block defines citizenship as *our agreement to receive rights and privileges from the community and, in so doing, to pay for them through our willingness to live within certain boundaries and act in the interest of the whole. At the core of citizenship is the desire to care for the well-being of the larger institution, be it an organization, a neighborhood, or a country. This requires accountability. This is the purchase price of our freedom.*

What does it mean to be a citizen of a neighborhood? What responsibilities does this bring? What role do parks and recreation professionals have in this process?

Block, P. (1998). Leadership to Citizenship, in Spears, L. (Ed.), *Insights on leadership* (pp 87-95). New York, NY: John Wiley and Sons.

# 5.0

## Who Are Our Constituents? Worksheet

### Understanding Your Target Market

Step 1: Organizational Profile

Step 2: Approach to Programming

Step 3: Principles, Philosophy, and Planning

Step 4: Needs Assessment

Step 5: Understanding the Characteristics of Your Target Market

Describe the present customers of the agency/organization for which you are developing a program. Consider the following types of characteristics:

- Ethnic/racial groups represented
- Immigrant population
- People in different age groups
- Female and male representation
- People with disabilities
- Educational levels achieved
- Any “special” demographic of the target market (e.g., members or family members of the military)

Describe the target audience for your program. What are the characteristics (e.g., gender, age, marital status, education level, occupation) of your specific target audience? Based on your understanding of the various cultural dimensions (Hofstede, Chapter 5 of the text), what are the primary foci of the members of the target group? How will the various demographic characteristics of the community constituents influence your program design? How will you provide for inclusion as part of the program you are developing? What are the concerns, wants, needs, and assets of your target audience?

# 6.0

## Conducting a Program Audit

Step 1: Organizational Profile

Step 2: Approach to Programming

Step 3: Principles, Philosophy, and Planning

Step 4: Needs Assessment

Step 5: Understanding the Characteristics of Your Target Market

Step 6: Conducting a Program Audit and Developing Your Program

This part of the project asks that you identify the actual program you will develop through the remainder of the term. This process will be completed in several stages. The first stage is to complete a program audit (Project 6.1 worksheet) for the agency/organization you selected. In this audit, complete a program grid (Project 6.2 worksheet) for each target market the agency/organization is trying to serve. Please answer the following questions based on the overall program audit:

- Does the overall program mix meet the needs of the community?
- Are the needs of all target markets being met?
- Is the organization trying to do too much? Not enough?
- How could the overall program mix of the organization be expanded?
- What opportunities for new programs are evident from the completed program audit?
- What challenges and opportunities for the organization present themselves through the program audit?

Stage two of the process asks you to brainstorm (this works best in a group of 3 to 5 people) or discover through various types of research at least 15 to 20 different programs that would fit within the mission of the organization, fill gaps discovered in the program audit, and improve the overall program mix of the agency/organization.

From the list of possible programs your group identified, rank order the top 5 programs you think would be the most feasible and that you might want to work on for the remainder of this project. Feasibility of programs should be based on the many variables discussed in the text (e.g., physical environment, equipment, staff, budget, program format).

For each of the top five programs ideas, write a one-paragraph description of the program including potential risk management issues, identify three resources your group can use in developing the program idea, and write one goal and one objective for the program idea.

Stage Three of the process asks you to choose one program and identify three goals and objectives for the program. After you have identified the program goals and objectives, identify the type of schedule you are

going to create: daily program, weekly program, monthly program, or special event. Fully develop the program using the following guidelines.

In creating the program schedule, you must program for at least 24 hours of contact time. Your program design can take a variety of different schedules (be creative). Describe this schedule and your rationale for using the schedule you designed.

Use the following guidelines to know how much program contact time you need to develop.

- For a program that meets daily for a specified period of time (e.g., six or eight weeks) develop at least 24 hours of program. For example, if you are programming for a day camp that runs daily from 9:00 a.m. to 5:00 p.m., you will need to complete three full days of programming. Or, if you are developing an after-school program for 8- to 12-year-olds and the program takes place daily for 2.5 hours, you will need to develop two full weeks of content (25 hours total contact time).
- For a weekly program that meets once a week for three hours, you will need to develop eight weeks of content for your program (24 hours total contact time). Plan as if the program is designed to begin and end during this eight week time period.
- For a program that meets once a month for four hours, develop six months of content for the program (24 hours total contact time). Plan as if the program is designed to begin and end during the six-month time period.
- For a special event you should program for at least two full days of the event (if each day includes 12 contact hours). If the special event includes only eight contact hours each day you would need to program for three days.

Remember to address the following areas in your program content:

- Amount of time allocated to each activity during a given session
- Sequence of activities
- Detailed description of each activity
- Plan to deal with program transitions
- Staffing and leadership needs
- Facilities, supplies, and equipment needed
- Risk management—identify all potential risks in the activities (e.g., swimming is inherently dangerous because of the water), participants (e.g., some participants might exaggerate their swimming capabilities), staffing (e.g., you may not have enough or enough with required certificates), policies (e.g., do policies exist to maximize safety?), equipment (e.g., flotation devices might be misused), and facilities (e.g., the pool might be contaminated). Identify the risks and explain how you could manage the risks – accept them, eliminate them, reduce them, or transfer them. Give details about how to do this.
- Policies, procedures, and rules for the program
- Address how you can foster the types of benefits you want your program to provide.

# 6.1

## Program Audit Worksheet

Do we offer something for all target markets?

Do we offer a variety of options, times, and involvement levels for customer choice?

|   |  |  |  |  |
|---|--|--|--|--|
| List the target markets you want to serve in your programs (put one target market in each box)  |  |  |  |  |
| Summarize the needs and assets of each target market  |  |  |  |  |
| From the list of needs listed above, what are the most ongoing needs you will address as a part of your program? What benefits do you want to offer?  |  |  |  |  |
| How can you include input from this target market?  |  |  |  |  |
| Program possibilities and formats—fill out a <b>program grid</b> (see 6.2 Program Grid worksheet) for each target market listed above and look for gaps in the overall program mix of the organization. |  |  |  |  |

# 6.2

## Program Grid Worksheet

Use this matrix to identify the current program mix of the agency/organization for which you are designing a program.

| <b>Program Areas/Formats</b> | <b>Competition</b> | <b>Drop-In</b> | <b>Special Event</b> | <b>Clubs</b> | <b>Instructional</b> | <b>Trips</b> | <b>Outreach</b> | <b>Service</b> |
|------------------------------|--------------------|----------------|----------------------|--------------|----------------------|--------------|-----------------|----------------|
| Sports & Games               |                    |                |                      |              |                      |              |                 |                |
| Music                        |                    |                |                      |              |                      |              |                 |                |
| Aquatics                     |                    |                |                      |              |                      |              |                 |                |
| Arts & Crafts                |                    |                |                      |              |                      |              |                 |                |
| Fitness                      |                    |                |                      |              |                      |              |                 |                |
| Social Recreation            |                    |                |                      |              |                      |              |                 |                |
| Hobbies                      |                    |                |                      |              |                      |              |                 |                |
| Cognitive & Literary         |                    |                |                      |              |                      |              |                 |                |
| Self Improvement & Education |                    |                |                      |              |                      |              |                 |                |
| Dance & Drama                |                    |                |                      |              |                      |              |                 |                |
| Environmental Activities     |                    |                |                      |              |                      |              |                 |                |
| Adventure Education          |                    |                |                      |              |                      |              |                 |                |
| Other                        |                    |                |                      |              |                      |              |                 |                |
| Other                        |                    |                |                      |              |                      |              |                 |                |



# 7.0

## Program Promotion

Step 1: Organizational Profile

Step 2: Approach to Programming

Step 3: Principles, Philosophy, and Planning

Step 4: Needs Assessment

Step 5: Understanding the Characteristics of Your Target Market

Step 6: Conducting a Program Audit and Developing Your Program

Step 7: Program Promotion

Using the following questions as guides, identify the promotional tools and techniques you will use to promote your program. Review previous Project Worksheets for which you have already gathered most of this information.

1. What is name of the program?
2. What are the objectives for using promotional tools and techniques to promote this program?
3. Who is the target audience for the program? Who are the people the program is trying to reach? Whose behavior or thinking is the program trying to influence?
4. What are the key messages you want to communicate to your target audience?
5. What promotional tools and techniques will be the most effective for communicating key messages to your target population?
6. Select three tools or techniques from the list you generated in the previous question (item 5). In a few paragraphs, explain how you think the tools or techniques will effectively reach your target audience. Suppose you had to defend your promotional strategies to your supervisor or the board of directors... explain how these strategies will maximize the return on investment for the agency/organization.
7. Select one of the tools identified in the previous question (item 6) and create a mock up (tangible example) of that tool or technique. Review the chapter in the text for ideas about layout, design, language, use of colors, and so on.
8. In addition to the tool you created and following the guidelines presented in the text, create a news release for your program that can be distributed to area media outlets.

# 8.0

## Setting a Price

Step 1: Organizational Profile

Step 2: Approach to Programming

Step 3: Principles, Philosophy, and Planning

Step 4: Needs Assessment

Step 5: Understanding the Characteristics of Your Target Market

Step 6: Conducting a Program Audit and Developing Your Program

Step 7: Program Promotion

Step 8: Setting a Price

Using the processes outlined below, identify the costs connected with the program you are developing, the pricing objectives of the program, possible partners in delivering the program, possible alternative funding sources for the program, how differential pricing will be used, and the overall price of the program.

- Process One Identify at least three trends in your community that will impact your decision for setting a price for the program.
- Process Two Budgeting: Develop categories for expenses and revenues connected to your program. Consider personnel time, promotion costs, supplies, equipment, food, etc. Use revenue categories that make sense for your program. This revenue section should coincide with Process Six of this worksheet, which examines alternative funding sources. Write an explanation describing why you identified each of these categories.
- Process Three Calculate the overall costs of the program. Be sure to indicate the indirect and direct (fixed and variable) costs associated with the program.
- Process Four Identify and explain the pricing objectives for your program. How much of the costs are you going to cover?
- Process Five Price differentials will be examined within the context of Process Eight where the actual price will be established. What price differentials are you thinking of at this point? Justify your thinking.

- Process Six Examine any potential alternative funding possibilities for your program (e.g., fees, taxes, sponsorships, donations, grants, other departments). Make specific (and realistic) assumptions about the amount of money these alternative funding sources will contribute toward the costs of the program.
- Process Seven In examining your program pricing strategies, identify any psychological issues that may be present for customers with regard to pricing. Explain your answer.
- Process Eight Establish the initial price for your program.  
Create a cost volume profit table for your program.  
Identify the prices of similar programs in your community.  
Taking all this information into account, set a price for your program. Justify this price.  
What (if any) differential pricing will be used for your program? Where will the revenue that will be lost from differential prices be made up?  
Using the price that you set for your program, what is the break-even point for the program?

# 9.0

## Facilitating the Experience

Step 1: Organizational Profile

Step 2: Approach to Programming

Step 3: Principles, Philosophy, and Planning

Step 4: Needs Assessment

Step 5: Understanding the Characteristics of Your Target Market

Step 6: Conducting a Program Audit and Developing Your Program

Step 7: Program Promotion

Step 8: Setting a Price

Step 9: Facilitating the Experience

Complete the following tasks that are part of facilitating a recreation experience:

- create a pre-program checklist of tasks that need to be accomplished
- create a risk management checklist to be used for all aspects of your program
- describe the set-up that needs to be done to create the desired environment for your program
- establish a staffing plan to implement the experience
- identify and create the specific forms you will need to have participants complete prior to beginning your program
- explain how you can assist participants to remember the experience through the reflection process

Now, within each of the four phases of experience (see following information), address each of the following questions to enhance the overall experience of the customer.

### **Pre-Experience Phase**

1. Examine the promotional materials you developed for your program. What types of expectations do the materials create for customers? Are the materials inclusive?
2. What types of registration processes/procedures or combination of processes/procedures would best meet the needs of your target audience?
3. What additional forms do you need to have participants complete prior to starting your program? Create an example of at least one of these forms.

4. Once people have committed to attending your program, what can you do to build their anticipation for the upcoming program?
5. How can you easily communicate changes in your program to participants?

### **Participation Phase**

We encourage programmers to visualize their programs. This type of mental imagery provides a unique access to the unfolding of a program or event and can be used to experience the program from a participant's point of view, to anticipate and/or solve problems, to identify critical moments of interaction with participants, and to experience the entire operation of the program. You already have done a lot of thinking and organizing for your program. It is now time to put all these thoughts together and visualize how the complete program will unfold. The following guiding questions may help this process.

1. How can you create a physical environment that will facilitate the type of benefits you want to provide participants through your program? What type of decorations, equipment, and other atmosphere builders will you use?
2. Use the risk management checklist presented in Application and Practice exercise 9.3 to evaluate the risks associated with your program. What potential risk management concerns do you need to address in implementing your program?
3. As you visualize your program, pay special attention to the role of staff and volunteers in implementing the program. How can staff and volunteers enhance and facilitate the recreation experience for participants? How can staff and volunteers provide the type of benefits participants are seeking from your program?

### **Post Experience Phase**

1. Identify three ideas (not presented in the textbook) that can be used to assist participants to remember the experience through the reflection process.
2. What strategies could you use to encourage repeat business and customer loyalty for your agency/organization?

# 10.0

## Planning the Program Evaluation

Step 1: Organizational Profile

Step 2: Approach to Programming

Step 3: Principles, Philosophy, and Planning

Step 4: Needs Assessment

Step 5: Understanding the Characteristics of Your Target Market

Step 6: Conducting a Program Audit and Developing Your Program

Step 7: Program Promotion

Step 8: Setting a Price

Step 9: Facilitating the Experience

Step 10: Evaluating the Program

Use the following questions to consider the evaluation component of your program. Develop a plan to include both formative and summative evaluation processes in your program. As part of the evaluation, this plan should include a cost benefit analysis plan for the program. Be sure to include all indirect and direct costs (identified in Chapter 8) as well as benefits of the program for participants.

1. Name of evaluation project
2. Is this evaluation formative or summative?
3. Does this evaluation use quantitative or qualitative methods, or both?
4. Why do this evaluation? What is its purpose? What will you do with the information you obtain?
5. Who are the stakeholders (who will care about the evaluation)?
6. Who are the evaluators (who will conduct the evaluation)?
7. Who will complete the evaluation form/engage in the evaluation process?
8. How will the evaluation be conducted?
9. Where will the evaluation be administered?
10. When will the evaluation be administered?
11. What are the total costs of the program (identified in Chapter 8)?

12. What are the revenue sources of the program (identified in Chapter 8)?
13. What intangible (non-monetary) benefits will the program provide individual participants and the community as a whole?
14. From a cost-benefit perspective, is your program feasible? How can you factor in the intangible benefits of the program to this analysis?

# 11.0

## Developing and Implementing an Evaluation Form

Step 1: Organizational Profile

Step 2: Approach to Programming

Step 3: Principles, Philosophy, and Planning

Step 4: Needs Assessment

Step 5: Understanding the Characteristics of Your Target Market

Step 6: Conducting a Program Audit and Developing Your Program

Step 7: Program Promotion

Step 8: Setting a Price

Step 9: Facilitating the Experience

Step 10: Evaluating the Program

Step 11: Developing and Implementing an Evaluation Form

- Identify the appropriate population available to complete an evaluation form for your program.
- Identify the sample you will pull and the process you will use to extract those individuals. What method of sampling will you use?
- State the purpose of the evaluation—what do you want to know and why do you want to know it?
- Review the layout and wording guidelines and issues found in Chapter 11 of the text and develop an evaluation form to collect primarily quantitative data for your program (you can include a couple of open-ended questions). The form should include at least 15 questions and reflect at least two different types of questions.
- Ask approximately 10 classmates to imagine that they participated in your program and collect data using the form.
- Analyze those data and report the frequencies, percentages, measures of central tendency, and dispersion.
- Interpret what you learned and write an evaluation report summarizing your findings.



# 12.0

## Integrating Your Program into the Overall Program Mix of the Organization

Step 1: Organizational Profile

Step 2: Approach to Programming

Step 3: Principles, Philosophy, and Planning

Step 4: Needs Assessment

Step 5: Understanding the Characteristics of Your Target Market

Step 6: Conducting a Program Audit and Developing Your Program

Step 7: Program Promotion

Step 8: Setting a Price

Step 9: Facilitating the Experience

Step 10: Evaluating the Program

Step 11: Developing and Implementing an Evaluation Form

Step 12: Integrating the program into the existing program mix

Congratulations! You have undergone the complete programming process and have just a few more steps to take to bring the project to a close.

As you think about your proposed program, write a brief explanation of how it fits within the existing program mix of the agency/organization you selected.

Examine current trends and fads in the community, state, or nation. Is your program responding to any trends or fads within your community? If so, what are those trends or fads? Explain your rationale for creating a program responsive to that trend or fad.

Write a supporting statement for how your program can be integrated into the fabric of the agency/organization. Are there existing programs that you would recommend the organization stop providing to better offer your proposed program?