SWCD Upcoming training series

7/10 Special District Basics and Accountability - Webinar for SWCDs

8/14 Code of Ethics Overview: Basics for Special Districts

10/2 An Overview of Florida's Sunshine and Public Records Law

https://www.bradfordsoilandwater.org/florida-swcd-training

Visit the website for the schedule of trainings with registration links for the https://www.bradfordsoilandwater.org/florida-swcd-training

Education series brought to you by me – collaboration welcome! When districts lost training opportunities in 2024, I contacted past presenters to see about fees and logistics. This idea was openly received by the departments who have stepped up to provide free training if no travel was involved. A webinar format was decided because it involved no travel costs. While there's some small expense involved (zoom, storage space, etc.), so far not having to pay for speakers and space is allowing these training to be provided free. I welcome any supervisor with expertise that could benefit our state's SWCDs and is interested in providing a training to have a chat, I will put you to work. Kidding aside, I encourage each of you to share your skills.

Developing Clear Goals, Objectives and Performance Measures

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Welcome to this training. I am a registered landscape architect and nursery owner in north-central Florida. My experience for today's topic was gained working for University of Florida IFAS Extension as county horticulture faculty. The position gave me the opportunity to complete IFAS leadership and other trainings emphasizing successful methods for developing goals, objectives, and performance measures that easily translate into annual reports when the project results are in for the year.

Developing Clear Goals, Objectives and Performance Measures

Goals
- Using situation statements
- The 'Big Picture'

Objectives
- Levels of Objectives
- Keep it SMART

Reporting
- Reporting outline
- Using impact statements and success stories

The outline for this webinar. I will be posting a copy of the presentation along with my notes for reference.

The reporting style I am using will employ all the elements used in the presentation, so we'll refer to it throughout. It's good to write these elements with the reporting in mind.

That said, our board is new to this process and our current goals and objectives are to evaluate and potentially revamp all programs and the goals and objectives that we can accomplish in line with the 'big picture' needs of the community.

Goals: Using situation statements

Situation statement demonstrates need
- Establish background
  - History or condition that led to the goal
  - Relevant facts, figures, details
- Present the 'why' for the goal
  - Statements of problem to solve: what, where, etc.
  - Sets tone that upholds district's mission and vision
- Can state the goal and synopsize the objectives
  - Here or as separate part of report (be consistent)

Answering "What's the problem? Why is it a problem? Who / what does it affect? How were the needs you will address later identified? Who are you working for or with on the problem?"

Situation statements confirm WHY you are doing the project. Why is there a need for this, etc. They can be as detailed as the issue needs to be, but remember brevity is also clarity.

Put everything that seems relevant in your first draft. Then do a final edit of situation statements AFTER writing your goals and objectives. Can you cut any 'fluff' that is less relevant to what you want to accomplish, or expand on any relevant points?

Goals: example situation statement

SITUATION: Bradford County, Florida is at risk for flooding that threatens the health, safety, and welfare of human life and development as well as critical natural areas and ecosystem services within the Suwanee River watershed. The county's borders fall between two topographic extremes in which the low basins of the New and Santa Fe Rivers and the heights of the Trail Ridge form an elevation difference of some 180' over a distance of 5 – 22 miles. In addition, lack of critical data, presence of poorly draining soils, and increasing development of low-lying waterfront contribute to increasing flood risks in the county. Working with the Local Mitigation Strategy Group headed by Bradford County Sheriff's Office Emergency Management Division, the district noted critical data gaps in mapping and analysis of the county's surface water systems.

The example above does not include the goals. You can merge them together into a general intro for your p[roject, just be consistent from project to project on what format you use.

Here is a longer example from my days at IFAS:

Grow Healthy Clay: **Residential and Industry Environmental Horticulture 2015**

Situation Water resources are the lifeblood of Florida. Clay County's 190,000+ residents enjoy access to a wide range of recreational water resources including lakes,

creeks, and the St Johns River. Water is also an asset in fueling the productivity and enterprise of agriculture, business, industry, tourism, and residential life. Like any limited resource, sound practices must be implemented to ensure continuing supply for all community needs. Clay County is part of the St Johns River Water Management District (SJRWMD), a region designated as a "Water Resource Caution Area." Such designations indicate where shortages currently exist or are predicted within 20 years. Hence, water conservation and water quality should be a priority for all water users. A 2014 UF/IFAS Center for Public Issues Education survey of Florida residents indicated that 83% think water quantity and quality are important issues. Florida's population is booming, and Clay County's projected growth – potentially over 100,000 in the next 25 years according to the Florida State Office of Economic and Demographic Research – creates a unique opportunity to meet growth with increased conservation and protective approaches to landscape water sources. Floridians are often unaware of landscape practices that impact the quantity and quality of water. Common practices in landscape care and maintenance may waste water, such as unsuitable plant selection, overwatering, and allowing irrigation systems to run in times of adequate rainfall.

Landscape treatments that reduce use of potable (drinking) water by increasing rainfall use may be unknown subjects for many individuals. Impacts to water quality may result from overuse of herbicides and pesticides or even from allowing grass clippings to remain on paving, where they become a source of nitrogen for waterbodies connected to storm drains.

The goal of this agent's Grow Healthy Clay program is adoption of water conservation and protection-focused landscape practices and design features. Many landscapes will be able to reduce their impact on water supply and quality while potentially saving time and money with the correct solution to landscape problems. As a foundation of Grow Healthy Clay, the established UF/IFAS Florida-Friendly Landscaping™ (FFL) program teaches the basic principles of environmentally sustainable landscape practices for residential and industry audiences. These include water-saving practices such as mulching, learning to understand and maintain efficient irrigation, and selecting plants that require less water. FFL principles also address practices critical to water quality impacts, such as proper pest identification and use of environmentally friendly solutions to pest control. Combined with educating for

adoption of design-based solutions to conserve water such as stormwater harvesting and capture, Grow Healthy Clay educates on best management practices for landscapes that can potentially add up to big water conservation and quality impacts in Clay County. Residents will be educated to adopt Florida-Friendly Landscaping™ (FFL) principles and water conserving landscape designs. Much of Clay County's population is concentrated in large suburban centers, with a large proportion of properties served directly by pesticide applicators, fertilizer applicators, and similar industry professionals. These professionals may directly serve residents, or indirectly support them by maintaining spaces such as schools, parks and recreation, government buildings, and common spaces of managed properties. These professionals represent an opportunity to gain widespread adoption of best management practices in an industry sector that can greatly reduce water quality impacts from fertilizers, pesticides and other pollutants. Required professional licensing/continuing education unit (CEU) trainings are audience opportunities for increasing adoption of beneficial practice changes. These opportunities also serve to improve skills, wage potential, and service capabilities for Clay County's industry professionals. For landscape professionals in the residential, commercial, and

institutional sectors, there are state mandated licensing programs under Florida Statutes that require training designed to reduce the use of herbicides/pesticides, water and energy in the green industries.   Industry professionals educated or licensed through the Florida-Friendly Landscaping™ Green Industry Best Management Practices (GI/BMP) and the Limited Commercial Landscape Maintenance (LCLM) Certification programs presents an ongoing opportunity for BMP practice adoption. Practice adoption among industry professionals can in turn reduce stresses on Florida's limited water resources.

Target audience(s): Residents and landscape industry professionals.

Goals: The 'Big Picture'

What defines goals?
- Broad
- Long-term
- Support District mission and vision

Derive from needs assessment
- Address a problem
- Imply ROI – saving water, improving water quality, encouraging BMPs, etc.

Now that the situation statement is setting the tone and establishing facts for what needs to be done, let's look at developing goals. The situation statement should guide you, but also factor in the District's capabilities – be realistic.

Goals should be given periodic re-evaluation to make sure they stay relevant. Otherwise, objectives and performance measures may be hard to achieve. If you achieve the goal, what's the next step? Is the goal achievable? Necessary on an ongoing basis to prevent something worse? Or have other conditions changed to impact the relevancy of the program?

Goals: Example

GOAL: The goal of the BSWCD Water Levels program is to inform and improve flood control in the county through better data on surface water movement.

This statement supports the situation established and is broad enough for detail development in the objectives.

Goals: example situation statement

WATER LEVELS PROGRAM

Bradford County, Florida is at risk for flooding that threatens the health, safety, and welfare of human life and development as well as critical natural areas and ecosystem services within the Suwanee River watershed. The county's borders fall between two topographic extremes in which the low basins of the New and Santa Fe Rivers and the heights of the Trail Ridge form an elevation difference of some 180' over a distance of 5 – 22 miles. In addition, lack of critical data, presence of poorly draining soils, and increasing development of low-lying waterfront contribute to increasing flood risks in the county. Working with the Local Mitigation Strategy Group headed by Bradford County Sheriff's Office Emergency Management Division, the district noted critical data gaps in mapping and analysis of the county's surface water systems. The goal of the BSWCD Water Levels program is to inform and improve flood control in the county through better data on surface water movement.

A slightly different format for the same info. For clarity, be consistent. It's a good ide to develop an outline and format style and use the same format throughout development

Goals: The 'Big Picture'

General statements of intent - Just the basics

Goals give focus and vision

- Represent the reason for the program
- Guide educational objectives and planning

Goals do not have to be measurable

- Getting in the weeds of objectives!

It's easy to get ahead of yourself here. One method that can help is to start an outline that you can move parts of your writing around as you work

Goal Examples

- BSWCD's 'Invader Watch Warriors' program will increase public awareness and community involvement in controlling invasive species.
- Our district will increase county landowner interest in USDA/NRCS's EQUIP program through *The EQUIP Awareness Campaign*
- The Friendly Florida Fertilizer program will work toward the goals of the Springs Basin Management Action Plan to decrease the amount of fertilizer applied by local producers

Stay on topic with goals, but try to mix it up with the terms used and order presented so your goals do not sound repetitive

Objectives

Objective: a statement which specifies for each program what changes are expected of the target audience in terms that can be measured.

Use strong verbs

State only one purpose or aim

Specify a single end-product or result

Specify a time frame for achieving results

Ideally I prefer each program to have 2-3 goals. If you have a program with more than 4, consider (a) if you are really addressing more than one program and (b) if your capacity for time, talent, tracking, and funds will allow all objectives to be met.

Objectives

> Objectives should be written to provide specific instruction that others in the role of supervisor, volunteer, or employee can follow.
>
> Well written objectives will include the performance measure desired
> - Must consider HOW you will get the data to report on
> - Meeting the audience where they are?

The objectives should be understandable in a way that those inside and outside the role can get. Remember with performance measures – these are what you will be reporting on. Need to be able to set these up so your objectives will align with your target audience and outcomes.

For examples, 100% survey response isn't typical, even if given in a class setting. Example: instead of "100% of participants will do" something, estimate and clarify further '75% or participants responding to a 6-months post-event survey will report having done…'

In some cases, you may have a problem you can't improve, but might have an objective to keep it from getting worse.

In all cases, you have to meet the audience where they are. Can the audience achieve the objectives given constraints of time, convenience, perceptions, and situations?

Levels of Objectives (+ related performance terms)

Knowledge, Attitudes, Skills & Aspirations (Behavioral intentions)

Educate
  - learn about
  - gain knowledge on
  - raise awareness of …

Share information / become educators
  - With family and friends
  - With a community group, club, church, etc.
  - With local leaders and organizations

Knowing what to expect from the target audience you'll have to address is important. That's why we talks about levels of objectives – the first levels are easier to achieve and to collect info to report on, but may have little to no measurable impact beyond qualitative responses (I enjoyed the program, I liked what we learned, I appreciate the problem more now, 100% of children raised their hand when asked if they had fun learning today, etc.). That's not a barrier to an objective – you got some attention and thinking on the problem! - but be realistic in writing these objectives and considering using them along with other ends to the same goal that have more measurable outcomes.

Knowledge gain is a better level, and can be measured with pre and post tests and surveys. An example of this for participant responses:

Pre/post: On average we waste how many gallons of water running the tap each time we brush out teeth? (a) 32 (b) 14 (c) 4 (d) 1

Survey (Yes/no, scale of 1-5, etc.)

-I learned you waste water running the tap while brushing

-I plan to / did share info about all the water we waste running the tap while brushing (circle all that apply)

-my family   -local club or civic group -local government   -volunteer or awareness group

(plan to = intent after learning; did= follow up information related on action)

Levels of Objectives (+ related performance measures)

Behavioral or Practice Change
Changed what is being done
- Conserved water
- Improved crop rotation
- Restored critical habitat

Used learning in practice
- Installed low-volume irrigation
- Reduce fertilizer use per acre
- Adopt improved forage management practices

Behavior or practice change is the gold standard for objectives and typically can be easily measured. As we'll see later in the presentation, writing performance measures into objectives will describe exactly how you will measure results.

-I stopped running the tap when brushing my teeth (can estimate 8 gallons per day of water saved)

-I taught my family not to run the tap when brushing my teeth (8g x # in household " ")

Levels of Objectives (+ related performance terms)

Social, Economic & Environmental Conditions

- Conserved critical habitat links
- Supported groundbreaking research
- Saved money / time / resources / risk etc
- Helped inform new regulation or law

This is the highest level of change to achieve – nice, but don't think of it as the standard. Do look for opportunities where you addressing this level, especially in partnerships, but don't get too lofty in objectives here.

Ask it this level is appropriate for your Districts' mission and vision?

Questions About Objectives

Is the audience there and ready to hear the message?

Do you have the right people, equipment, time, budget, expertise, and other resources?

Are they consistent with the values of Florida SWCDs and the community, and with our legal responsibilities?

To recap, things to consider before you start you objectives will help you keep thins realistic.

Keep it SMART

Specific- tells what change is going to occur. Has a clear focus and relates to identified needs.

Measurable- definite means to measure to see if change occurred. Can observe it empirically.

Assigned – has a specific target audience.

Realistic- can be accomplished.

Timed - specific time to be achieved by.

SMART is a formula approach to objectives that's been around in various forms since the early 1980s. I was introduced to it working for UF/IFAS, and have used their references and others in looking at ways to improve goal and objective writing. Including all of the SMART elements makes for strong objectives.

Basically, plugging in each of the elements into a sentence (2 at most) creates your objective. Here is where you get some leeway to break up the writing flow as well.

Measurable is your performance measure – how will you demonstrate success?

Performance measures let you know if you are reaching your goals (outcomes) through your objectives. Achieving outcomes is a sign of success for your goal. Not reaching performance measures can alert you to check what you are doing and where effectiveness or intents can be strengthened.

Building SMART Objectives

Can you actually do this? **R**ealistic

Who will change? **A**ssigned

What specific change will take place as a result of your program? **S**pecific target

When will the change take place? **T**imed

How will you know the change has taken place? **M**easurable. What standard or method will you use to know that the condition has changed.

(**M**eaningful and **R**ealistic are taken into account at every step of objectives development)

As mentioned, in writing this is a good place to not use the elements in order, or even in the same order every time.

Specific- tells what change is going to occur. Has a clear focus and relates to identified needs.

Measurable- definite means to measure to see if change occurred. Can observe it empirically.

Assigned – has a specific target audience.

Realistic- can be accomplished.

Timed - specific time to be achieved by.

Examples

To (**increase/decrease**) (**what**) by (**% number**) among (**whom**) by (**when**) as measured by (**how do you know**).

XSWCD's Irrigation Savers Program (will increase) (knowledge of water saving irrigation practices) (50%) among (X county residents who attend one or more free irrigation workshops) (annually), as measured by (a pre and post test for knowledge gain).

Here's one example SMART in a sentence diagram and an example with the elements in that order.

Next we'll look at some objective examples but paired with their respective goals as they would be in a report format

Specific- tells what change is going to occur. Has a clear focus and relates to identified needs.

Measurable- definite means to measure to see if change occurred. Can observe it empirically.

Assigned – has a specific target audience.

Realistic- can be accomplished.

Timed - specific time to be achieved by.

Goal + Objective Example 1

GOAL: BSWCD's Invasive Species program will increase public awareness and community involvement in the identification, reporting, and management of invasive species in Bradford County, Florida.

- Objective 1: Public Education

By the end of the first year, conduct at least 6 community workshops or public presentations to educate 100+ adult and youth from Bradford and nearby counties about the impacts of invasive species, methods of identification, and best practices for management and prevention as demonstrated through participant pre-and post tests.

There is no 100% correct order to SMART when stating an objective. – just make sure all the elements are there an it conveys your intent.

Let's see if we can find all of the SMART elements in this objective

Specific- tells what change is going to occur. Has a clear focus and relates to identified needs.

Measurable- definite means to measure to see if change occurred. Can observe it empirically.

Assigned – has a specific target audience.

Realistic- can be accomplished.

Timed - specific time to be achieved by.

Goal + Objective Example 1

GOAL: BSWCD's Invasive Species program will increase public awareness and community involvement in the identification, reporting, and management of invasive species in Bradford County, Florida.

– Objective 1: Public Education

(T)By the end of the first year, (R) conduct at least 3 community workshops or public presentations to (S, A) educate 75+ adult and youth from Bradford and nearby counties about the impacts of invasive species, methods of identification, and best practices for management and prevention (M) as demonstrated through participant pre-and post tests.

Goal + Objective Example 2

GOAL: BSWCD's Invasive Species program will increase public awareness and community involvement in the identification, reporting, and management of invasive species in Bradford County, Florida.

-Objective 2: Volunteer Recruitment and Training

Within 12 months, recruit and train at least 12 local volunteers annually to complete a structured training program that includes field identification, reporting, and safe removal techniques

-Objective 3: Volunteer Retaining and Program Assistance

Within 4 years of the initial training and through volunteer opportunities and an annual education and appreciation event, retain 50% of trained volunteers to assist with an annual community invasive species removal event.

Here, Objective 3 was refined from the starting point:

Within 4 years of the initial training, retain 50% of trained volunteers to assist with an annual community invasive species removal event.

Specific- tells what change is going to occur. Has a clear focus and relates to identified needs.

Measurable- definite means to measure to see if change occurred. Can observe it empirically.

Assigned – has a specific target audience.

Realistic- can be accomplished.

Timed - specific time to be achieved by.

Goal + Objective Example 2

BSWCD's Invasive Species program will increase public awareness and community involvement in the identification, reporting, and management of invasive species in Bradford County, Florida.

 – Objective 2: Volunteer Recruitment and Training

(T) Within 12 months, (M) recruit and train at least 12 (A) local volunteers interested in conservation (T) annually to (S) complete a structured training program that includes field identification reporting, and safe removal techniques

-Objective 3: Volunteer Retaining and Program Assistance

(T) Within 4 years of the initial training and (R) through volunteer opportunities and an annual education and appreciation event, (M) retain 50% of (A) trained volunteers to (S) assist with an annual community invasive species removal event.

Specific- tells what change is going to occur. Has a clear focus and relates to identified needs.

Measurable- definite means to measure to see if change occurred. Can observe it empirically.

Assigned – has a specific target audience.

Realistic- can be accomplished.

Timed - specific time to be achieved by.

Strong VS Weak Verbs for Objectives

Strong:	Weak
increase	promote
adopt	encourage
describe	understand
demonstrate	become aware

Going back to the level of objectives, the stronger the expression the better. More specific verbs are better here. You can look up lists of action verbs for more ideas

What's missing? Dissecting Objectives

Program will increase farmer knowledge of and participation in educational and behavioral activities recognized as leading to decreased irrigation withdrawals

This effort will bring effective educational programs to Florida's residents, leading to improved irrigation practices, and eventually to an increased water supply

To provide information concerning sustainable irrigation practices that will be cost-effective and reduce irrigation water use.

To conduct annual on-site small farms learning tours focusing on water saving irrigation and programs, with 50% of attendees planning to practice and 20% implementing practices withing the next year as measured through a follow up interview

Read and comment on the following statements as objectives

1 – vague, not measurable, no timeline. Does have target audience but audience is broad

2 - vague, not measurable, no timeline. Does have target audience but audience is undefined and beyond district bounds. Lofty terms – Increased water savings is more directly measurable and assumable here

-No target audience, timeline, or way to measure results. Low level goals: no guarantee

Reporting outline

Before you get to the goals and objective, consider including…

> **District Description** Basic facts on the county – relevant history, agriculture and natural resource descriptions, geography, population, major industries, etc. Board mission and vision statements
>
> **Supervisors** Names, backgrounds, relevant experience and education, etc.

District Description Basic facts on the county – relevant history, agriculture and natural resource descriptions, geography, population, major industries, etc.

Supervisors Names, backgrounds, relevant experience and education, etc.

Contracts and Grants Including in-kind contributions and value of volunteer time

Governance and Service District and supervisor membership / leadership roles in other committees, support networks, working groups, partner organization support, etc. Include district advisory committees if any.

Programs (It's a good idea to estimate what your programs priorities are by time invested, # of personnel /

volunteers, capital and other resources, budget etc. DON'T GO OVER 100% i.e. your district's capacity to manage and get results)

I. Name Program 1   40%

II. Name Program 2   50%

III. Name Program 3   10%

Program 1

A. Background and goal

    A. Situation statement (use supporting diagrams, graphs, etc. if they help relay the problem

    B. Program goal

B. Program Objectives (can have a few subpoints; don't get in the weeds)

    A. Objective 1

    B. Objective 2

    C. Objective 3

C. Educational Methods and Activities

    A. Objective 1

    B. Objective 2

    C. Objective 3

D. Creative Works and Publications Developed to Support Program I - bullet points for # of: Exhibits and Displays, Instructional Multi-Media Presentations (powerpoints), Videos, Blogs, Educational Games, Newsletter Edited, Newsletter Articles, Newspaper Articles, Web Articles, Local Invited Lectures, Field Day talks, Field Day fact sheets, etc.

Summary of Clientele Reached for Program I. – bullet points for # of: Educational Materials Developed, Number of Clientele Contacts, # (any that apply or add): Field consultations, Office consultations, Telephone consultations, Group Learning Participants, E-mail

consultations, Web site visits,

E. Outcomes and Impacts

- Objective 1: Briefly restated.

- Outcome 1: State what was met or if objective not met, state that. Stay factual; use #s, graphs, tables, etc. to keep it simple

Program 1 Impacts -A paragraph or more on what the impact was. Include immediate feedback, big picture impact (point back to the need you established in the situation), any further efforts/works/impacts that came out of it. Include the # of contacts for the program overall or other numbers (sites monitored, lbs fertilizer reduced, etc.) and the value of volunteer time including supervisor and community participation.

Program 1 Success Stories

Highlight a particular connection, event, or change the program made possible. You can include details on various measures of success – securing financial resources, satisfaction with learning, solving a particular problem, increasing stewardship, intangible benefits like volunteer satisfaction and retention.

(REPEAT FOR OTHER PROGRAMS)

Reporting outline

Before you get to the goals and objectives, consider including…

> **Contracts and Grants** Summary of sources and funds. Include in-kind contributions and value of volunteer time
>
> **Governance and Service** District and supervisor membership / leadership roles in other committees, support networks, working groups, partner organization support, etc. Include district advisory committees if any.

District Description Basic facts on the county – relevant history, agriculture and natural resource descriptions, geography, population, major industries, etc.

Supervisors Names, backgrounds, relevant experience and education, etc.

Contracts and Grants Including in-kind contributions and value of volunteer time

Governance and Service District and supervisor membership / leadership roles in other committees, support networks, working groups, partner organization support, etc. Include district advisory committees if any.

Programs (It's a good idea to estimate what your programs priorities are by time invested, # of personnel /

volunteers, capital and other resources, budget etc. DON'T GO OVER 100% i.e. your district's capacity to manage and get results)

I. Name Program 1   40%

II. Name Program 2   50%

III. Name Program 3   10%

Program 1

A. Background and goal

     A. Situation statement (use supporting diagrams, graphs, etc. if they help relay the problem

     B. Program goal

B. Program Objectives (can have a few subpoints; don't get in the weeds)

     A. Objective 1

     B. Objective 2

     C. Objective 3

C. Educational Methods and Activities

     A. Objective 1

     B. Objective 2

     C. Objective 3

D. Creative Works and Publications Developed to Support Program I - bullet points for # of: Exhibits and Displays, Instructional Multi-Media Presentations (powerpoints), Videos, Blogs, Educational Games, Newsletter Edited, Newsletter Articles, Newspaper Articles, Web Articles, Local Invited Lectures, Field Day talks, Field Day fact sheets, etc.

<u>Summary of Clientele Reached for Program I.</u> – bullet points for # of: Educational Materials Developed, Number of Clientele Contacts, # (any that apply or add): Field consultations, Office consultations, Telephone consultations, Group Learning Participants, E-mail

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Program 1 Success Stories

Highlight a particular connection, event, or change the program made possible. You can include details on various measures of success – securing financial resources, satisfaction with learning, solving a particular problem, increasing stewardship, intangible benefits like volunteer satisfaction and retention.

(REPEAT FOR OTHER PROGRAMS)

Reporting outline

Before you get to the goals and objectives, consider including…

Programs (Just stating the titles to introduce. It's also a good idea to estimate what your programs priorities are by time invested, # of personnel / volunteers, capital and other resources, budget etc. DON'T GO OVER 100% i.e. your district's capacity to manage and get results)

- I. Name Program 1   40%
- II. Name Program 2   50%
- III. Name Program 3   10%

Reporting outline

Program 1

1. Background and goal
   A. Situation statement (use supporting diagrams, graphs, etc. if they help relay the problem
   B. Program goal
2. Program Objectives (can have a few subpoints; don't get in the weeds)
   A. Objective 1
   B. Objective 2
   C. Objective 3
3. Educational Methods and Activities
   A. Objective 1
   B. Objective 2
   C. Objective 3

Reporting outline

Program 1

4. Creative Works and Publications Developed to Support Program 1 - bullet points for # of: Exhibits and Displays, Instructional Multi-Media Presentations (powerpoints), Videos, Blogs, Educational Games, Newsletter Edited, Newsletter Articles, Newspaper Articles, Web Articles, Local Invited Lectures, Field Day talks, Field Day fact sheets, etc.

5. Summary of Clientele Reached for Program 1. – bullet points for # of: Educational Materials Developed, Number of Clientele Contacts, # (any that apply or add): Field consultations, Office consultations, Telephone consultations, Group Learning Participants, E-mail consultations, Web site visits, etc.

Reporting

Program 1

6. Outcomes and Impacts
    A. Objective 1: Briefly restated.
    B. Outcome 1: State what was met or if objective not met, state that. Stay factual; use #s, graphs, tables, etc. to keep it simple but understandable
    C. Program 1 Impacts -A paragraph or more on what the impact was. Include immediate feedback, big picture impact (point back to the need you established in the situation), any further efforts/works/impacts that came out of it. Include the # of contacts for the program overall or other numbers (sites monitored, lbs fertilizer reduced, etc.) and the value of volunteer time including supervisor and community participation.
7. Program 1 Success Stories: Highlight a particular connection, event, or change the program made possible. You can include details on various measures of success – securing financial resources, satisfaction with learning, solving a particular problem, increasing stewardship, intangible benefits like volunteer satisfaction and retention.

Next you'll repeat this outline for each of your other programs. Don't forget to end with a summary, references, and closing message

Resources:

Doran, George T. "There's a SMART Way to Write Management's Goals and Objectives." Management Review: November, 1981.

Guion, L. A., Baugh, E., & Marcus, J. "Writing SMMART Objectives." UF/IFAS Extension EDIS publication: 2007 (archived). https://ufdcimages.uflib.ufl.edu/IR/00/00/09/84/00001/FY82400.pdf

Diehl, David C., and Galindo-Gonzalez, S. "SMART Objectives" UF/IFAS Extension EDIS publication #FCS6018: 2024. https://edis.ifas.ufl.edu/publication/FY1327

It's a good ide to check out other SMART objectives resources. There's