



Program Development Leadership Cohort

Cornell Cooperative Extension
Senior Staff Experience

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1 Intro

The Program Development Leadership Cohort is an experience designed to build the leadership and program development capacity of Cornell Cooperative Extension (CCE) senior level program staff.

Cooperative Extension is a non-formal educational organization that connects people with best practices and research based solutions. Cooperative Extension programs related to agriculture, 4-H, and food and nutrition are well known throughout the country. In New York State Cooperative Extension is a part of Cornell University, the state's land grant university, so the organization is known as Cornell Cooperative Extension.

CCE educators serve communities across New York State by developing and delivering non-formal education on issues important to local audiences. Staff are hired with a range of experiences including: event design experience, teaching backgrounds, other non-formal education experience, and sometimes with no teaching experience at all. Almost all of the training is on the job. Although there is a requirement that program staff who are leading program planning efforts have a Master's Degree, and there are performance reviews - there is little in the way of criteria or quality control for how staff are trained or expectations for how they approach training others.

Educational programs are the product for CCE. As such, programs need to consistently hit the mark, showing personal and community level impact. In order for that to happen, CCE needs staff that are confident and competent in designing, delivering and evaluating local programs and training those that they supervise to do so as well. Senior staff should also be comfortable using a program model for planning, should understand how to engage local stakeholders for planning, writing program proposals, and articulating plans to others.

2 Needs Assessment

In a recent qualitative interview process completed with 17 local CCE Executive Directors (EDs) – a (felt) need for training was identified. EDs expressed that staff are in general overwhelmed by the task of program planning. They referred to regular employee turnover as a problem and indicated that subject matter expert (SME) staff don't always know how to recruit new audiences, write grants, organize educational programs or evaluate program impacts. They asked for onboarding training for all new senior level staff so that they had the background in how to develop programs that would more consistently plan for and achieve outcomes. To some degree the request is for teaching basic instructional design to program staff. They did note appreciatively that Extension Administration has provided resources – but it was frequently shared that training was offered but “not in a systematic way”. EDs also expressed a need for a common language for staff to help build a process and increase confidence in the program development process.

Currently there are webinars, resources, and “as-you-need-it” program development courses that are intended to help local and regional educators to bring their subject matter expertise to community learning. The available program development coursework includes 24 Moodle courses and a “certificate” available for those who show proficiency (assessed by a concept check quiz at the end of each course). There is not an incentive for completing the certificate program nor is it a requirement.

Below is a summary of questions asked and responses:

- **What is the problem that needs to be solved?** Our “problem” includes skilling up educators so that they are confident and competent in designing and delivering programs that will show personal and community level impact.
- **How can a learning solution fix this problem?** Our new and veteran staff are not being intentionally trained to develop programs.
- **What is the goal of the organization for solving this problem; What is the ideal outcome?** Staff that are competent and confident in program development skills, who work with each other to achieve success.
- **Who are the learners?** Program Staff – our current SMEs.
- **What is their level of experience with the topic?** It varies – the audience will need to be assessed at each training to meet needs.
- **What tools will the learners have available?** Elements inherent to the system that could be used to help in this effort include: both local and regional collegial mentoring system and faculty connections. There are currently a number of “tools” available - online materials available (organized as courses), SME on campus and in associations, access to computers, and web resources.
- **What limitations might prevent the learners from succeeding?** Time and money – mostly time although the investment in time will save time and money down the road. Confidence with technology may also be a barrier – although this one is shrinking as newer staff are hired.

3 Learner Characteristics

Of the 1,100 CCE program staff across the state, 241 can be categorized as senior level program staff. It is important to note that “senior level staff” is not a title but is a broad a term inclusive of exempt program staff sharing the characteristics below*:

Senior level program staff:

- are adult learners working in the field of non-formal community education
- serve as SME
- have a Master’s degree or higher
- often supervise other staff and have other administrative roles including grant writing
- are most often hired as subject matter experts and not educators
- are full time employees
- on average have 14 years’ experience working for CCE.
- 64% are female
- average age is 49
- busy

* See table 1 for additional demographic details.

Learner Persona



Ben There

- Long time staffer, lots of experiences, looking to climb the career ladder

Nu Toitall

- New hire, less experience than direct reports, wants to know how to do her job



Figure 1: Senior staff may be either new to the system or seasoned. Each has something to gain by sharpening their program development skills.

4 Objectives

In response to the needs expressed, the CCE Program Development Cohort will be developed as an in-depth program planning experience for staff with major program leadership responsibilities in an association. The training will be developed and implemented by the CCE Organizational Development Unit. The training will focus on experiences that will strengthen skills related to building:

1. program plans & proposals
2. inclusiveness and diversity
3. evaluation
4. mentoring relationships with colleagues
5. confidence

How do we get there? Cornell Cooperative Extension most often uses a logic model as a program planning tool (University of Wisconsin, 2016). The logic model has very similar elements to other instructional design models – including a way to classify the objectives (which are called “outcomes” in the logic model). The classification is broken down into three parts – short, mid and long term related to the time it takes to typically see this type of success. Short term - knowledge, attitude, skills and aspiration changes is often referred to by the acronym KASA. Table 2 indicates objectives written based on needs expressed. The objectives are organized by classification and relate to the topics above.

Table 2: Objectives written with Bloom’s taxonomy (Huitt, 2011) and categorized by short-term (KASA) and long-term objectives:

Classification:	Relates to Topic # (page 5):	Participants will:
KASA	1	recall where to find (website) CCE referenced program development (PD) model, Plan of Work, evaluation and diversity resources.
KASA	2	describe the impact of unconscious bias on reaching and recruiting audiences,
KASA	1	identify three organizations who are connected to priority audiences who may help CCE connect to new audiences.
KASA	1, 5	recognize and be able to pick out valuable PD framework resources and examples and add two to our collective database.
KASA	1, 4	describe how to review program data from last year and why that might be useful to program planning.
KASA	1	identify three potential stakeholders on and off campus and connect with them to pitch your program idea.
KASA	1 & 2	describe the audience for your potential project.
KASA	1, 3 & 5	recognize and be able to choose “measurable” outcomes connected to the statewide Plan of Work.
Behavior	1	practice writing a program proposal and/or a program plan.
Behavior	2 & 4	assess diversity of past participant demographics. How were they recruited?
Behavior	1	Schedule and complete interviews with 3 stakeholders to assess local needs (before creating firm plans).
Behavior	1 & 2	analyze how own biases could impact program development and inclusive engagement.
Behavior	1 & 2	choose an appropriate model and tools for inclusive project/ PD planning.
Behavior	1, 2 & 3	create a plan for assessing needs for a priority program and audiences.

Behavior	1 & 2	Practice using community demographics data and highlighting priority audiences for a given program.
Behavior	1, 3 & 4	choose an appropriate blend of statewide and local outcomes that meet local needs and assist with planning, evaluating, and reporting.
Behavior	4	demonstrate how to mentor colleagues and seek collegial feedback.
Behavior	1 & 2	choose appropriate events, activities and indirect communication strategies that will meet your objectives, recruit priority audience through inclusive practices and grow knowledge about the program.
Behavior	1 & 3	prepare evaluation materials for proposed program.
Behavior	3, 4 & 5	prepare a presentation to share program plans with others.
Behavior	4 & 5	explain to others colleagues what the benefits are of using a PD model/framework.
Behavior	1, 2, 3, 4 & 5	write local plan of work or model plan/proposal for project that includes a needs assessment, outcomes connected to the statewide Plans of Work, delivery methods appropriate for the audience, a thoughtful implementation/delivery plan, and an evaluation strategy focused on collecting short and mid-term outcomes.

Note: There is currently a **statewide Plan of Work** that is written for big program themes (Agriculture, Climate Change, Food & Nutrition, Youth & Families & Community Engagement). The Plans of Work include background information, suggested outcomes for research and extension work, potential evaluation strategies and potential stakeholders. So, while this project seems unwieldy – it fits into work done on a larger scale and staff, if trained well can without too many hoops and hurdles develop local programs that nest within these larger plans.

5 Message Design Plan

The instructional design created to meet the needs identified above is an immersion/cohort style approach where lead program staff will apply for and be selected to work and learn with their cohort members to address a local program development problem. The approach uses online modules to share fundamental concepts, web meetings to walk through problems and questions and to build the team and two face to face events to further build the cohort and develop relationships with staff and departments on campus. The final face to face event includes a presentation from the cohort members to the ED group, who will meet on campus during that time. The final presentation is intended to grow interest in having staff trained in program development and provide recognition to the cohort members.

3 Tiered Approach:

- Online Learning Modules
- Web Meetings
- Face to Face events

PDLC PLANNER 2016 - 2017

Modules in Moodle - Check-ins by WebEx - Networking/Content in Person

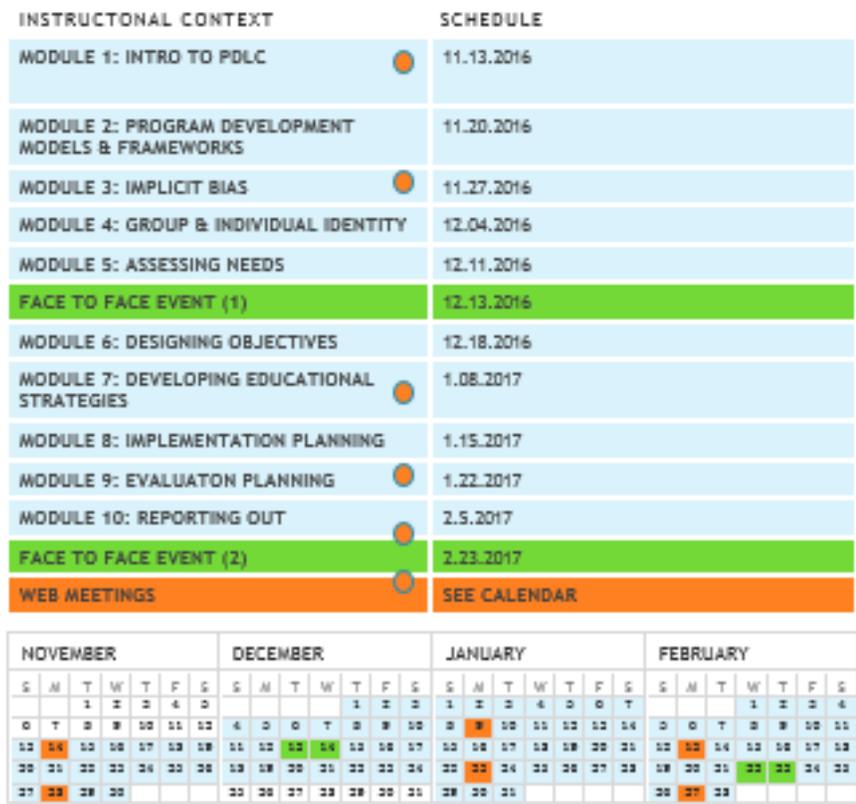


Figure 2: PDLC Planner

The blended learning approach being designed intentionally encourage and motivate participants by providing opportunities to connect with both peers and faculty at the University, to practice and hone skills in a trusted environment and to work on tasks that are relevant to their regular workload.

6 Learning Tasks

The learning tasks were chosen to reflect the method of building in “practice” of skills when staff are trained in order to build competence in the learners. Julie Dirksen (Dirksen, 2008) in her book *Design for How People Learn* describes the competence equation as:

$$\text{Right info} + \text{Practice} + \text{Skills} + \text{Attitude} = \text{Competence}$$

Instructional Strategies to involve learners and get to the course outcomes were chosen based on best practices for online learning described in *Essentials of Online Course Design* (Vai & Sosulski, 2015):

Networking Opportunities. Face to Face meetings (F2F), networking events (at F2F), Moodle Forum, and Facebook “secret” group will be offered in an effort to grow relationships and the mentoring capacity of the group. ***

Mindful Reading. Readings specific to PDLC will be carefully chosen for review and reflection.

Engaging Discussion. Opportunities for rich discussion occur in a variety of settings – F2F, forum, FaceBook, Web meetings. ***

Real work. Each topic will be related to your final program plan. Assignments are intended to help you complete the plan. ***

Practice with Technology Tools. We will spend time in WebEx and meetings reviewing the technology as needed. Course content will be provided in Moodle.

Web meetings. 6 web-meetings will be held to review course content, learn from one another and provide technology support as needed. ***

Shared files. Files that are intended for portfolio development and additional files (like F2F meeting agendas) will be housed in *Cornell.box.com*.

*** These features were included to facilitate relationship building in an online environment and are based on documentation in the book *Collaborating Online* (Paloff & Pratt, 2010).

Module design includes each of the following content areas intended to address the instructional strategies listed above and based on best practices of online learning (Vai & Sosulski, 2015). The module design will be created as a blueprint while under development to streamline the development process and reduce entry error (Ryan, Module 7, 2016). A sample module blueprint is included (appendix A).

- Overview & objectives
- Student interaction (discussion)
- Readings/resources
- Multimedia piece
- Student reflection (journal/blog)
- Formative assessment/low stakes concept checks
- Summative assessment/project work
- Looking ahead

PDLC will build practice into the skill and knowledge growth. Tasks include online learning modules, opportunities to learn from one another and practice presenting in front of peers in a virtual environment. The learning tasks also involve face to face trainings that will strive to build relationships within the cohort. Figure 3 presents the essential

anchors of PDLC design. A full list of tasks in order can be found in Figure 4. Color coding in both images represents the emphasis on knowledge gains + peer to peer learning + real projects.

Learning Tasks

Emphasis on knowledge gains + peer to peer learning + real projects

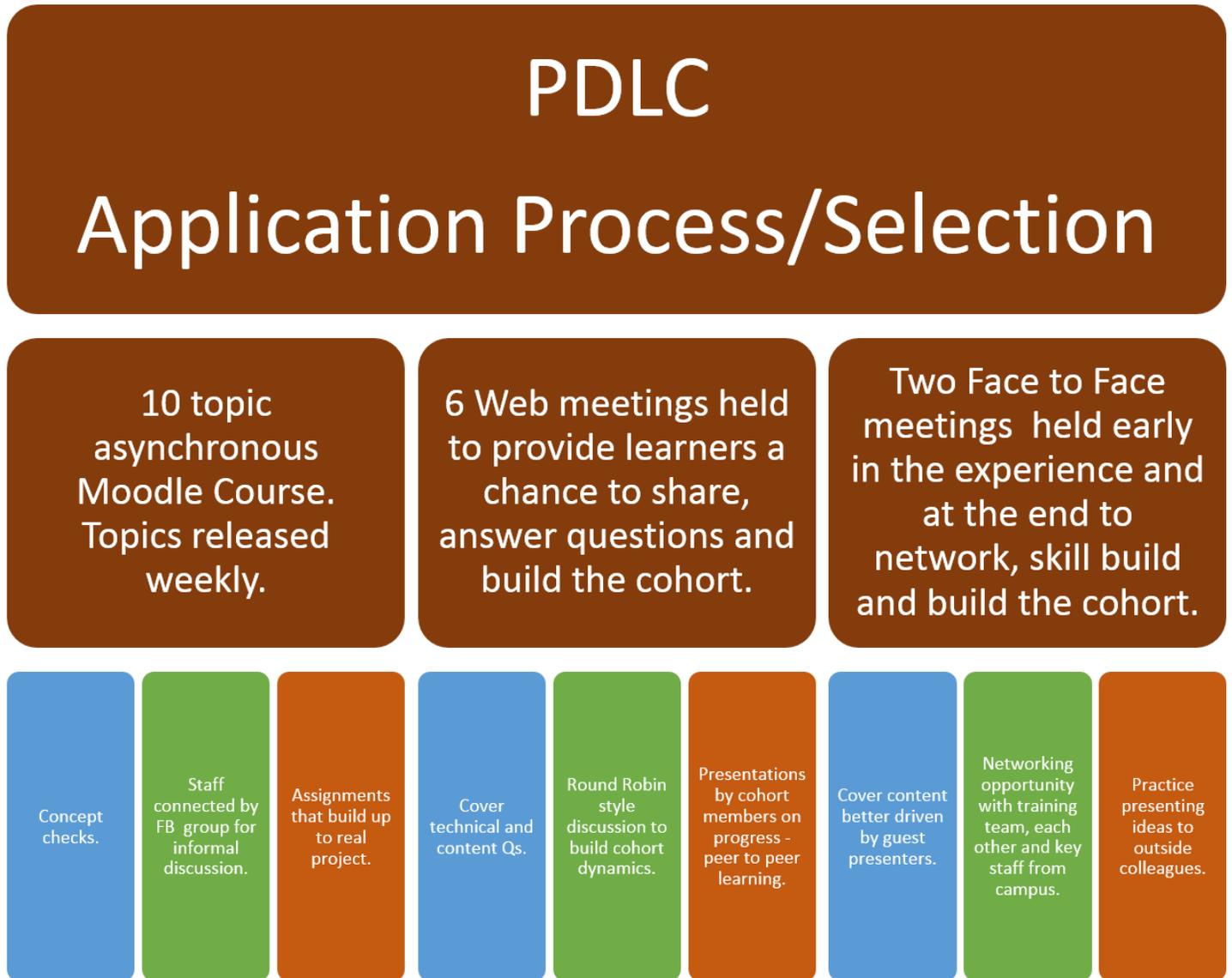


Figure 3: Knowledge gains, peer to peer learning and the emphasis of tasks based on real-life projects are the anchors of PDLC.

Learning Tasks

emphasis on knowledge gains + peer to peer learning + real projects

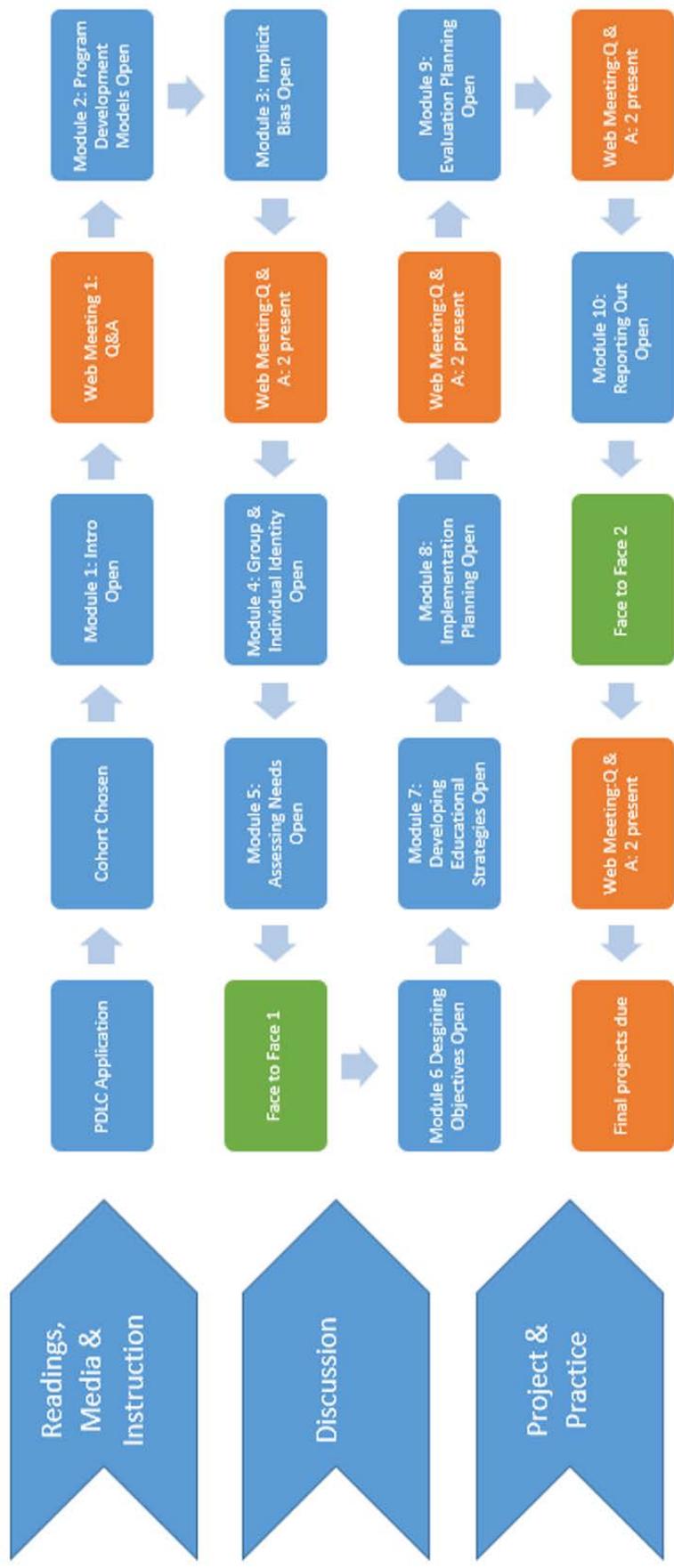


Figure 4: Series of learning tasks in order that make up PDLC

7 Technology Integration

The technology needed for the PDLC is available to CCE staff – computer, high speed internet, microphone, access to Moodle, Webex, FaceBook (for informal dialogue) and Box (for project portfolio development). Although staff may not be familiar with all of these resources – the motivation to learn and a supportive environment will help them through any technical challenges. Staff from the CCE Organizational Development team will assist learners as needed or note where greater university IT support is needed.



8 Implementation Plan

Implementation of PDLC will involve strategic marketing to encourage busy senior level staff to apply. Communication about the program will be focused on the opportunity to be involved in an immersion/cohort experience and to work through their own actual current projects. Participants will apply to demonstrate their interest and time availability. The selection process will take into consideration the pool and the development of a cohort diverse in experiences and program representation. 16 staff members will be selected representing different areas of the state, experience and program areas.

The sequence of activities identified in the design plan and learning task have logistics that go along with them (renting rooms, putting up registration, getting messages out, etc.). These activities will be managed by the CCE Administration Organizational Development team and support staff as needed.

A Work Breakdown Structure (WBS) will be used to plan for and manage implementation logistics for effective project management (Ryan, Module 4, 2016). A WBS was developed for PDLC (Appendix B) to identify major elements of the implementation plan and follow progress for priority items.

9 Evaluation Plan

This project is big - with short and long term goals. The PDLC will make use of formative, summative and confirmative evaluation practices as indicated below with both low and higher investment methods for tracking the impact of the program.

Low investment methods include tracking attendance and active participation. While that doesn't show impact – it does help the development team better understand if the program is valuable enough to the learners that they will complete the activities. Summative investment will measure the value program to the participating staff throughout their project development. And the higher investment evaluation done for confirmative assessment will provide data to both the team and administration to understand if the program design is helping program staff to develop consistent quality programs and their own evaluative thinking strategies (Buckley, 2015).

Note that the evaluation strategies indicated below are organized by outcome.

Building relationships:

- **Formative:** Attendance (monitoring – webinars/f2f).
- **Formative:** Active participation (monitoring – Moodle discussion forums).

Knowledge and skills:

- **Formative & Summative:** Project plan progress (monitoring – BOX portfolio development). This will be both formative (as feedback is provided) and summative (as final project is completed).
- **Formative:** working through scenarios together while at the f2f trainings.
- **Confirmative:** Career progression of members (celebrating & recognizing).
 - Portfolio progress can be monitored (secondary data may be used – LinkedIN).

Building Culture of inclusivity, Evaluative thinking:

- **Formative:** Individual/personal awareness of and reflection on diversity, inclusiveness and biases (survey – Qualtrics).
- **Formative, Summative:** Program/diversity growth (monitoring conversations).
- **Confirmative:** Diversity growth can be monitored (secondary data may be used – PD&R).
- **Summative & Confirmative:** Training team will be looking for positive behaviors/sharing from learners to their colleagues: Blogging, participation in connected work teams, or communicating with colleagues (monitoring).

Evaluation of the Instructional Design that I'm proposing:

- **Formative:** Evaluation of instructional strategies throughout – implemented three times – pre-survey, post Face to Face meeting 1 and Face to Face Meeting 2 (survey – Qualtrics).
- **Confirmative:** 6 month and 1 year follow up (survey of all participants, randomly select ¼ of the learners for a qualitative interview).

10 Conclusion

While programs are the product of CCE, Executive Directors have indicated that senior level staff who develop programs are not consistently trained and supported to achieve consistent impacts. The Program Development Leadership Cohort is being designed by CCE Administration's Organizational Development Unit to fulfill this gap and build the leadership and program development capacity of staff.

PDLC will be a 14 week immersive/cohort experience taking place November 2016 – February 2017 for 16 staff. The learners will be selected from an applicant pool to create a pool of participants that are intentionally diverse in experience and program interests. Program staff will gain confidence and competence through skill and knowledge building, peer to peer learning, and the application of best practices on their own program planning. The principles of adult learner motivation have been considered in the development of this project.

Given the need and the level of investment in implementing the PDLC, the program will be evaluated at a formative, summative and confirmative level to determine if the program design is effective.

11 References:

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12 Appendix A – Course Blueprint sample module for PDLC

PROGRAM DEVELOPMENT LEADERSHIP COHORT	
Course Outcome:	
<p>BY THE COMPLETION OF THE COHORT, YOU WILL BE ABLE TO:</p> <ol style="list-style-type: none"> 1. Identify, locate and apply relevant cce program planning resources. 2. Identify and recruit new audiences. 3. Write a local plan of work or model a plan/proposal for project that includes a needs assessment, outcomes connected to the statewide plans of work, delivery methods appropriate for the audience, a thoughtful implementation/delivery plan, and an evaluation strategy focused on collecting short and mid-term outcomes. 4. Demonstrate how to mentor colleagues and seek collegial feedback. 5. Prepare a program pitch to share program plans with others. 	
Module 1 Intro to PDLC - Overview: (include a hook, and some intentionality about how students will build on prior knowledge)	
<p>Your supervisor suggests that you get involved with an effort that will connect you to campus and build skills in program development. That all sounds good – what are the options for professional development around program development? And you wonder – will this really help me in my work?</p> <p>This module will introduce you to the format of PDLC, the methods of communication, the expectations and the technology being used.</p>	
IN THIS MODULE, YOU WILL LEARN TO:	
<ul style="list-style-type: none"> • Find the schedule and important dates, • Navigate the resources on the staff site and moodle site, • Access the moodle course resources. 	
Readings & Resources	
<p>READ/SKIM resources available on the staff site http://www.staff.cce.cornell.edu/orgdev/Pages/planning.aspx .</p> <p>WATCH: video tutorial walk-around of Moodle, staff site, fb group, schedule and what to expect.</p>	
Lecture Material	
SCREENCAST: welcome – 5 mins or less	

<p>CONCEPT CHECKS:</p> <ul style="list-style-type: none"> • Where to find resources • Identify program models 	<p>COMPLETE BY SUNDAY AT 11:59 PM EST</p>
<p>FEEDBACK: pre-course assessment</p>	<p>COMPLETE BY THURSDAY AT 11:59 PM</p>
<p>Reading reflection:</p>	
<p>After you have reviewed the video and skimmed current resources, create a brief, 200 word summary in your reflections journal. This will give you an opportunity to think deeply what you have reviewed, and make connections with the work you are doing on your project. Some suggestions to help you get started with your journal might be to answer one of the following questions:</p> <ul style="list-style-type: none"> • What was your greatest piece of new learning that you gained from the reading this week? • What was the thing that you still don't quite understand after reading? • What connections can you make between the reading and your final project? <p>You do not need to answer each of these questions, but they can provide a starting point for your summary. Submitting your reflections journal each week will contribute to your final grade. Please note: this journal is private, and only shared between you and your instructor.</p>	<p>POST YOUR JOURNAL BY SUNDAY AT 11:59 PM EST.</p>
<p>Assignment:</p>	
<p>ONCE THESE ITEMS ARE DONE – SUBMIT AS PARAGRAPH INDICATING THAT THEY HAVE ALL BEEN ADDRESSED.</p> <ul style="list-style-type: none"> • Put dates in your calendar. • Sign in as a user to Moodle, fb group. • Reserve hotel space for the face to face. • Consider the topic that you will be reviewing. Include a brief description of the topic, audience and need. 	<p>SUBMIT YOUR ASSIGNMENT BY SUNDAY AT 11:59 PM EST.</p>
<p>Looking Ahead:</p>	
<p>The next module we will look at several program development models and frameworks common to cooperative extension. You will review the models and some tools to help you – and choose the model that you will use throughout the cohort.</p>	

13 Appendix B – Work Breakdown Structure

PROGRAM DEVELOPMENT LEADERSHIP COHORT WORK BREAKDOWN STRUCTURE

The PDLC management team will check in bi-weekly and communicate regularly to ensure that the WBS (shown below) developed continues to have relevant tasks and that tasks are being started and completed.

The course outcomes, objectives, and description have been completed and are being utilized to drive other tasks. The course syllabus has been drafted and will continue to be updated as the modules and exercises are developed.

Several items are in progress as the team prepares for the next phase of the project. These items include: looking for resources to use as readings/assignments and considering what the course will look like in Moodle and in person.

Update on changes or controls implemented

To date, controls and changes have not been necessary.

Forward Outlook

PDLC development will continue to be monitored for progress.

NOTE: FOR EACH ONLINE MODULE LISTED BELOW CONTENTS WILL INCLUDE:

- Overview & objectives
- Student interaction (discussion)
- Readings/resources
- Multimedia piece
- Student reflection (journal/blog)
- Formative assessment/low stakes concept checks
- Summative assessment/project work
- Looking ahead

TASKS	Order for completion	Due Date	SCHEDULE NOTES
PROJECT PLAN PROPOSAL		5/8	
Create plan			Completed
Presentation			Completed
PROJECT PLAN PROMOTION		6/15	
Promo video			Completed
Promo e-mails	2	6/1	
Call out to key stakeholders to recruit participants	1	6/1	
Review applications	2	9/1	

Notify selected cohort members and those not selected	3	9/15	
COURSE FRAMEWORK		8/1	
Resources	1	6/15	In Progress
Syllabus	1	6/15	In Draft Mode
Components built into blueprint	2	8/1	In Progress
Online portions built in Moodle	3	9/15	9/15
Organize and maintain individual box folders for members for portfolio development	3	10/1	Ongoing
INSTRUCTIONAL DESIGN COMPONENTS (SEE MODULE DETAILS ABOVE TABLE)			
Module 1: intro to pdlc	1	6/1	Release on: 11/13
Check in by webex – facilitated meeting/sharing	1	11/14	11/14
Module 2: program development models & frameworks	1	6/11	Release on: 11/20
Module 3: implicit bias	1	6/15	Release on: 11/27
Check in by webex – facilitated meeting/sharing	3	11/28	11/28
Module 4: group & individual identity	1	6/15	Release on: 12/4
Module 5: assessing needs	1	7/1	Release on: 12/11
Face to face event (1)	2	9/1	Event: 12/13-14
• Locations/logistics secured	1	9/1	9/1
• Registration	1	11/15	12/1
• Agenda built & distributed	3	12/1	12/1
• Invite guests	2	11/15	11/15
Module 6: designing objectives	1	7/1	Release on: 12/18
Module 7: developing educational strategies	1	7/15	Release on: 1/8
Check in by webex – facilitated meeting/sharing	3	1/9	1/9
Module 8: implementation planning	1	8/1	Release on: 1/15
Module 9: evaluation planning	1	8/1	Release on: 1/22
Check in by webex – facilitated meeting/sharing	3	1/23	1/23
Module 10: reporting out	1	8/15	Release on: 2/5
Check in by webex – facilitated meeting/sharing	3	2/13	2/13
Face to face event (2)	2	9/1	Event: 2/23-24
• Locations/logistics secured	1	9/1	9/1
• Registration	1	2/1	1/15
• Agenda built & distributed	3	2/1	2/1

<ul style="list-style-type: none"> Closing presentation by participants to stakeholders 	3	2/1	Post draft to box site by 2/1
Check in by WebEx – facilitated meeting/sharing	3	2/27	2/27
COURSE COMPLETION			
Final projects submitted	3	5/1 (2017)	5/1 (2017)
Summative course evaluation distributed	3	5/1 (2017)	5/1 (2017)
Confirmative course evaluation by calls to randomized subset of participants	3	6/1 (2017)	6/1 (2017)