Q&A from "Program Planning Process Designed to Increase Access and Grow Programs"

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**1. What if your community is a community of interest, not a community of place? For example gardening. It's much harder to identify the audience when it's the "general public."**

Place, interests, commonalities and more could define a community. When thinking about a target audience's cultural context of gardening, level of learnings (beginner intermediate or advanced), language base, climate/region, purpose of gardening (sustenance, community gardening, cooperative gardening, school cafeterias, cultural preservation) could help inform the program design.

**2. Your presentation tends to support my assertion that we intend to impose the "white model" over all diverse groups. Where do you consider your own immersion in intercultural competences in order to make sure that you are not following the preestablished model, but addressing the particular needs of a diverse clientele?**

This program planning model is not only a process that we are teaching. But, it is also a habit of thinking that we want to instill. We want educators to continually view programs as fluid entities that mold to the needs and assets of the community. Working in partnership with community is a vital part of this model's foundation. Just as Extension, as a partner, helps other organizations do what they cannot do alone, our partners help us do what we cannot do alone. This is all in the spirit of doing "with" rather than "for" or "to".  That way, the needs and assets of the community drive the direction of the program planning model.

**3. How to do new program planning and which things needs to address first?**

Rosemary Caffarella does a nice job of outlining the various steps in program planning in detail. Her book is called *Planning Programs for Adult Learners: A Practical Guide* (3rd edition). Some of the first steps include understanding the context, building a solid base of support, and prioritizing goals and objectives.

**4. How do we balance giving SNAP-Ed programs that are grant funded, with guidelines for program assistants, and set curriculum with engaging our participants in program planning?**

Educators are continuously adapting curricula and other resources to meet the diverse needs of learners. They also adjust their teaching methods to suit a wide range of learning styles, learning levels, and motivations all while ensuring the learning experience is culturally relevant. This helps to engage a broad range of learners while supporting their transfer of learning. When working with grant-funded programs with strict guidelines for program outcomes etc., I try to approach those projects with the same lens of adaptation and flexibility as I would when teaching from a set curriculum. For instance, I aim for the learning objectives in the set curriculum while finding creative ways to get the points across. It is also good to ask learners what they want to get out of the educational session – to determine what is in it for them (which is an important adult learning principle). Then, the educator will stay informed on meeting learning needs. I also think it is important to have a communication loop with funding sources so that as educators we can give them feedback on the program guidelines, curriculum and objectives. Typically, they are most interested in outcomes and how the resources were used. So, they may be open to learning from an educator's program design and implementation in order to improve the grant making process.