



UNIVERSITY OF
MARYLAND
EXTENSION

Program Planning Guide

Preparing Your Individual Extension Plan (IEP)

Planning Years 2027-2031

go.umd.edu/umeprogramplanning





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Acknowledgements

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UME Administrative Team



Dr. Wendy Powers
AGNR Dean
301.405.2072
wpowers1@umd.edu



Dr. Jinhee Kim
UME Associate Dean/
Director
301.405.6727
jinkim@umd.edu



Dr. Shannon Dill
Assistant Director of
Operations
301.226.7853
sdill@umd.edu



Dr. Nicole Walker
Director, Reporting, and
Evaluation (Interim)
301. 822.1244
nicole4@umd.edu



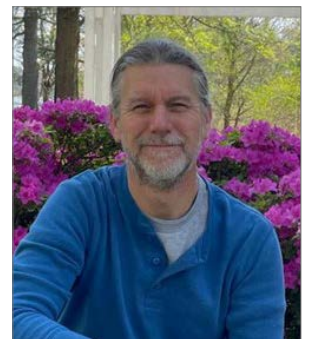
Dr. Jeff Howard
Program Leader (Interim)
4-H Youth Development
301.314.7820
jwhoward@umd.edu



Dr. Darren Jarboe
Program Leader
Agriculture & Food
Systems
301.405.6935
jarboe@umd.edu



Dr. Sung-Jin Lee
Program Leader
Family & Consumer
Sciences
301.405.2465
sjlee1@umd.edu



Dr. Andrew Ristvey
Program Leader (Interim)
Environment & Natural
Resources/Sea Grant
301.226.7835
aristvey@umd.edu





Introduction

Each year, all UME faculty, along with campus-based faculty with Extension appointments, are required to participate in the UME program planning, evaluation, and reporting process. This is a federal requirement.

Annual Individual Extension Plans (IEPs) are based on the four UME program areas as identified in the 2025-2030 UME Strategic Programmatic Plan developed by the organization.

Agriculture & Food Systems:

The University of Maryland Agriculture and Food Systems Extension Program (AgFS) serves the state's leading private industry. The USDA's 2022 Census of Agriculture stated that the market value of Maryland's crops and livestock sold exceeded \$3.3 billion and contributed over \$8 billion to the Maryland economy. The AgFS Team conducts applied research and provides educational programs in production and marketing of grains, oilseeds, horticulture, floriculture, poultry, dairy and beef cattle, sheep and goats, equine, and other livestock, helping farmers, agribusinesses, and communities adopt new technologies and practices to improve profitability. The Agricultural Nutrient Management Program provides nutrient management planning services and training for Maryland. Maryland agriculture has worked to conserve resources and improve water quality through new management practices such as cover crops and nutrient management planning. This is possible through collaborations between the College of Agriculture and Natural Resources at the University of Maryland, the U.S. Department of Agriculture, and Maryland state and local governments.

Environment, Natural Resources and Sea Grant:

The University of Maryland Environment, Natural Resources and Sea Grant (ENRSG) helps sustain Maryland's diverse natural resources. Educators work to inform and equip individuals and communities to implement research-based conservational use, protection, and, where appropriate, preservation of natural resources. This program focuses on aquatic resource management, energy conservation, coastal and inland

resiliency, forest and wildlife management, home/community horticulture and IPM, water and watershed management, green infrastructure and sustainable living, and environmental and natural resources literacy.

Family & Consumer Sciences:

Family and Consumer Sciences (FCS) is a people-centered discipline that supports individuals, families, and communities in navigating the challenges of a complex world. As part of the University of Maryland Extension, the FCS program advances human health, well-being, and economic stability for Maryland residents across the lifespan through evidence-based education, research, outreach, and technology. FCS programming addresses the prevention and reduction of the burden of chronic disease by providing education on nutrition, healthy food choices, safe food handling, and mental and behavioral health. The program also promotes economic and workforce development by strengthening essential life skills, including budgeting, goal-oriented saving, and understanding health insurance. FCS engages adults, youth, farmers, schools, businesses, and community organizations in both rural and urban settings. Through these coordinated efforts, FCS helps people build the knowledge, skills, and confidence to make informed decisions, reduce health and financial risks, and improve quality of life statewide.

4-H Youth Development:

4-H Youth Development is the University of Maryland Extension System's positive youth development program. 4-H youth learn life skills through community-focused, research-based experiential education programs. Clubs, after-school programs, camps, fairs, and other community partners deliver high-quality science, civic engagement, and healthy living programs. Youth development professionals and volunteers support youth thriving through nurturing sparks, promoting high-quality experiences, and cultivating positive relationships within communities.



2026 Performance Evaluation and 2027 Goal Setting Expectations and Timelines

2026

October 9

- County/city-based faculty provide their IEPs to the AED/CED/BCED for review
- UME state specialists provide their IEPs to the PLs for review
- Department specialists provide IEPs to the department chair and PLs for review

October 23

- AEDs/CEDs/BCED provide feedback to county/city-based faculty
- Department chairs and PLs provide feedback to specialists

October 26-November 12

- County/city-based faculty members make changes based on the feedback from AEDs/CEDs/BCED
- Specialists make changes based on the department chair and PL feedback

November 13

- 2027 IEPs due in Faculty Success
<https://go.umd.edu/facultysuccess>

December 1

- 4-H Enrollment data for 2026 due (4-H educators only)

December 4

- PLs provide feedback to faculty on IEPs

December 31

- All 2026 Teaching Effectiveness data are due
- All 2026 data must be entered into UMERS
<https://go.umd.edu/UMERS>

2027

January 15

- Updated curriculum vitae due
- Self-Evaluation due
<https://go.umd.edu/self-evaluation>
- Impact Statement Report(s) due
- Final approval of IEPs by PLs

February 12

- AEDs/CEDs/BCED submit their evaluations
- Aggregated 2026 Teaching Effectiveness data will be sent to educators and stored in a Box folder for faculty evaluations

March-April

- PLs will review and discuss faculty evaluations with AEDs/CEDs/BCED
- PLs meet as a group with the Associate Dean/Associate Director of UME to discuss faculty ratings and consistency
- PLs deliver the final evaluations to the faculty



Key Points

Please note that the IEP process is iterative, and adjustments can be made during the year to account for new responsibilities as they arise. It is your responsibility as a faculty member to notify your Program Leader of program changes. For minor changes, an email will suffice to report changes in program focus/emphasis.

All IEPs have the same basic format with five major sections. The major sections can vary somewhat between program areas. Review each section carefully for your program area.

If you have more than one major program area in which you work, then you will add a second major program by selecting the “Add” option at the end of Section II (see figure 1).



+ Add Another Major Program Area Operating Plan

Figure 1. Screenshot showing the Add Another Major Program Area Operating Plan link, used to add a second major program area in Section II of the IEP.

A new Section II will then open.

Outputs will be updated by all Educators on an annual basis in the five-year planning cycle. Program Leaders do not expect that you will be able to articulate every professional development opportunity that may arise. Provide an overall plan and consult with your Program Leader as plans change.

Purposes for Program Planning, Reporting, and Evaluation

Sound planning and reporting *identify* how Extension programs are directed and what *accomplishments* and *impacts* result from these efforts.

Detailed planning and reporting can help *maximize* limited human and fiscal *resources* allocated to developing, delivering, and evaluating Extension educational and teaching efforts.

We need impacts and successes of UME programs as we communicate with the general public and public officials on important budgetary issues discussed in the U.S. Congress, the Maryland General Assembly, and by county/city councils and commissions.

We also share accountability and *program impact* information with our Extension partners across the state and country.

UME receives funds from federal and state appropriations and is accountable for both fiscal expenditures and what has been achieved with the resources. UME must provide an accountability system that documents program outcomes annually.

Systematic program planning, evaluation, and reporting are *required* of all *UME Faculty* to meet Federal program guidelines including, but not limited to, the *Smith-Lever Act*, the *Agricultural Research, Extension and Education Reform Act of 1998* (AREERA), and the *Government Performance and Results Act of 1993* (GPRA). This includes Extension specialists on and off campus. Anyone with an Extension appointment must follow established program planning, evaluation, and reporting guidelines.

A Program Planning site has been established for your use, which has all the resources needed for completion of the IEP at the **UME POD Website**: <https://go.umd.edu/umeprogramplanning>

At this site, you will find:

1. Guide to 2027-2031 UME Program Planning documents
2. Links to IEP Instructional Videos
3. PowerPoints from Professional Development seminars

Program Planning Concepts & Definitions

Here are common definitions of Extension and program planning terms:

- **UME faculty** are all tenured/tenure-track (TTK)/professional track (PTK) faculty members in academic departments, special units, or field offices plus all Extension associate agents with specific educational program duties on federal, state, county, or grant funds.
- **Major programs** are a comprehensive set of activities that include an educational component that is intended to bring about a sequence of outcomes among targeted clients.
- **Program Area Outcomes** are UME group responses to specific programming needs and will guide group actions toward meeting specifically identified needs across location and discipline. Individuals should participate in one or more Program Area and respective Action Teams.
- **The Individual Extension Plan (IEP)** is the individual's response to the UME Programmatic Plan and will guide the individual's programming efforts during the year. *It will serve as your roadmap for programming throughout "2027-31" and should provide a detailed timeline of your planned work in the Outputs section.*
- **Program inputs** are the resources, contributions, and investments that you need to develop and implement a program. Typical inputs to extension programs include time, expertise, and funding.
- **Program outputs** are the activities, services, events, and products you produce for your program. For example, workshops and classes are outputs.
- **Program outcomes and impacts** are the results your program will achieve for individuals, groups, organizations, and communities.
- **Short-term outcomes:** New knowledge, aspirations, skills, attitudes (KASAs).
- **Medium-term outcomes:** Action, behavior, practice, decision-making, policies, and social action.
- **Long-term outcomes:** Social, Economic, Environmental, and Civic conditions (SEEC) provide evidence that our program outcomes have been achieved.
- **Clusters** are the eight geographically-defined areas that UME uses for both programmatic and administrative purposes. In the "Inputs" section of the IEP, Educators are expected to provide details of program work to facilitate and leverage programming efforts within their clusters. The map of Maryland with UME clusters is located on the back cover.

A "Planning Your Extension Program and Preparing Your IEP" seminar is offered in early fall for those new to program planning, evaluation, and reporting and who are developing their IEP for the first time.

The form to generate your IEP is available in the same software platform as UMERS and your annual Faculty Activity Report – **Watermark Faculty Success**. The IEP form has been customized across the four UME program areas to support a tailored approach to communicating your program plans to program leaders. *Instructional videos* are available for users that offer detailed guidance on entering IEP data.

You may access the IEP in Watermark Faculty Success by logging into this web address:
<https://go.umd.edu/facultysuccess>

Use your University ID (UID) and Password to log into the system. Faculty Success has updated the user interface. See figure 2.

To access the IEP, click on the “Add Activity” (see figure 2) button on the far right. The IEPs can be found on the “Activities” tab in the section “University of Maryland Extension Program Planning.” Separate IEPs are available for Agriculture and Food Systems, Environment and Natural Resources, Family and Consumer Sciences, and 4-H Youth Development.

After you click on “Add Activity,” you will see all the elements listed that make up your CV. Scroll to

the bottom of that page, and you will find the UME menu item, “University of Maryland Extension Program Planning.” Once there, choose the IEP that you want to complete.

You will now be on the “Add Activity” screen (see figure 3). Enter the current planning year. In this example, the planning year is 2027. You can continue to enter your information in the next five sections of the IEP.

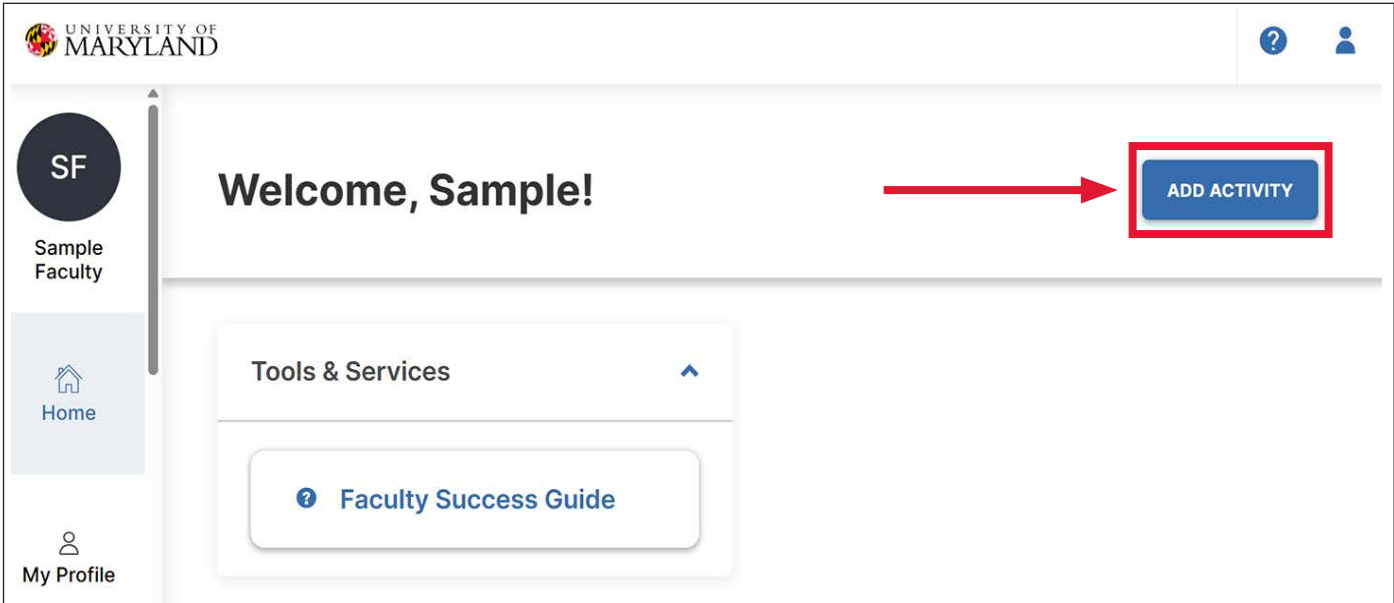


Figure 2. Screenshot of the Faculty Success homepage showing the location of the Add Activity button used to access Individual Extension Plans (IEPs) under the Activities tab.

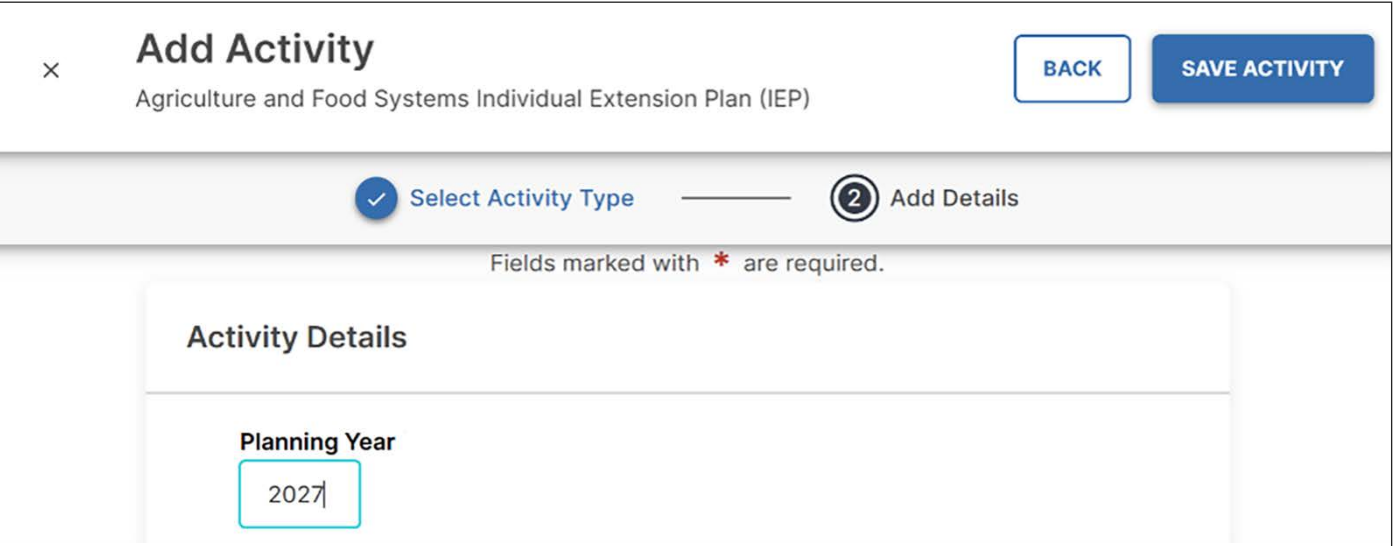


Figure 3. Screenshot of the Faculty Success Add Activity page showing the Agriculture and Food Systems Individual Extension Plan (IEP) activity and the required Planning Year field.

Basic IEP Format

The UME IEP follows the logic model format. To learn about the basic components of a logic model, please attend the “Planning Your Extension Program and Preparing Your IEP” seminar and review the supporting documentation.

All IEPs have the same basic format with five major sections. The major sections can vary somewhat between program areas. Review each section carefully for your program area. This guide discusses the five major sections and notes specific points for each program area.

Read the instructions carefully and contact your Program Leader for any program area-specific instructions.

Section I: Five-Year Planned Statement of Work

The IEP begins with Section I and the five-year planned statement of work.

All faculty must write a five-year (2027-2031) planned statement of work. This is a broad overview of your planned work and should be no more than 200 words. The statement of work should outline the major goals and objectives you plan to accomplish. Each statement of work should align with the overall program plan for your area.

All faculty should estimate the percentage of program time that they will allocate to support each of the five AGNR strategic initiatives in your statement of work. You can find more information about the *AGNR strategic initiatives* at <https://agnr.umd.edu/about/strategic-initiatives>.

The total percentage of time across all initiatives should not exceed 100%. Also, the total percentage of time across these initiatives may not equal 100% depending on your current program plan. Not all your time may fit into these five strategic areas.

Each program area has specific information to be completed in Section I. Faculty in AgFS must

address their long-term strategic professional development goals and the service and outreach plan for the program year. Faculty members in 4-H must enter club, in-school, after-school, camping, and volunteer projected enrollment numbers from the last program year, for the planned year, for the projected next year, and the overall enrollment number for 2031.

Section II: Major Program Area Operating Plans

All program areas require faculty to enter plans (inputs, outputs, outcomes, measures) for each major program that they will work on in the planning year. Major programs are a comprehensive set of activities/events designed to produce short-, medium-, or long-term outcomes/impacts and measured through a formal evaluation process. Major programs evaluate short- and medium-term changes in knowledge, attitudes, skills, and aspirations (KASA) and/or behavior change. Long-term changes (impacts) occur in social, economic, and environmental conditions (SEEC). New faculty within their first year of work may have one major program; faculty with several years of experience may have three to four major programs.

Concept of a Major Program

Israel, Harder, & Brodeur (2015) at the University of Florida-Institute of Food and Agriculture have written a fact sheet, “What is an Extension Program?” (<https://go.umd.edu/ifas-WC108>) that is an in-depth discussion and explanation of Extension programs:

Major programs are those that require a substantial investment of resources (e.g., expertise, time, money) to conduct, that have the potential for substantial impact, and that reflect a comprehensive set of educational activities (Summerhill, 1994). The main idea behind a major program is that a bigger, more focused effort will lead to large-scale, significant

impacts. As a rule of thumb, a major program involves a minimum of 40 days of planned time during each year of a multi-year program. Major programs often involve collaboration with county faculty members who have similar programs in other counties or with those in the same county who have complementary subject-matter expertise. Major programs also are likely to have strong linkages with state-level teams, which provide support with educational resources and related expertise.

The development of major programs by Extension faculty is consistent with the expectations of clients and external stakeholders. That is, people expect Extension to do big things, and major programs are the mechanism for creating significant change. In addition, each faculty member is expected to develop one or more major programs and report on their outcomes in annual reports of

accomplishment. More importantly, being able to document the scope and impact of major programs is critical for achieving permanent status (or tenure) and promotion at the university.

You will create an operating plan for each major program area in which you plan to work in the current planning year. To allocate your time to major programs, also account for local program issues that may or may not be planned. In this example screen (see figure 4), using AgFS as the program area, you can see that one major program plan (so far) is being entered.

Each of the four program areas will list the current major program areas within that area. There are drop-down lists to choose from one of these and a place to enter the percentage of time allocated to this area. For example in figure 5, this Educator has designated 40% of time devoted to the program area of animal science.

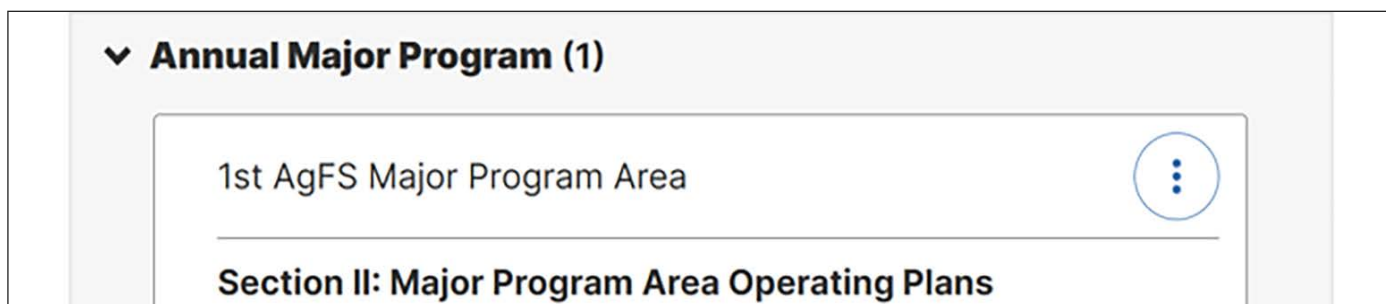


Figure 4. Screenshot of the Faculty Success interface displaying the Annual Major Program section with the “1st AgFS Major Program Area” entry expanded and the “Section II: Major Program Area Operating Plans” heading visible.

Program Area	
Animal Science ▼	
Percentage of Time Allocation for this Major Program	
40	%

Figure 5. Screenshot of the Faculty Success Program Area section showing “Animal Science” selected as the Program Area and 40% entered for the percentage of time allocated to that Major Program.

Program Inputs

Inputs are the resources, contributions, and investments that you need to develop and implement a program. Extension programs typically require many inputs (time, expertise, budgets). For example, a critical input to your program may be a particular type of funding. Or, you may need to partner with another organization to achieve your program plan.

In this section, give a brief description of the **most critical** inputs for your program work. Inputs expected for each of the four program areas include:

- AgFS: Funding, existing partners, new partners, Extension colleague assistance, other faculty and staff assistance, specialized equipment and tools, and other resources
- FCS: Funding, partners and collaborators, team members and partners, and other resources
- 4-H: Funding, partners, and other resources depending on whether the program is club-based, school-based, camp-based, short-term, etc.

- ENR: Funding, existing partners, new partners, Extension colleague assistance, other faculty and staff assistance, and other resources

Program Outputs

Outputs are activities, services, events, and products that you will produce for your programs. For example, workshops and classes are outputs.

All faculty are being asked to provide target numbers for specific categories. For example, FCS faculty are asked to estimate the number of classes to be taught and the total number of class participants (among other items).

Figure 6 and 7 shows an example of a portion of the FCS estimated outputs.

Figure 8 shows an example of a portion of the AgFS estimated outputs.

Total Targeted Number of Classes (Teaching)	Total Targeted Number of Class Participants Reached
Total Targeted Number of Youth	Total Targeted Number of Professionals Trained
Total Targeted Number of Volunteers Trained	Total Targeted Number of Outreach/Other Non-class Programming
Total Targeted Number of Outreach Participants	

Figure 6. Screenshot of the FCS IEP estimated outputs section. Faculty should enter the anticipated number of classes, participants, youth, volunteers, professionals trained, outreach programs, and outreach participants planned for the reporting year as part of the Individual Extension Plan (IEP).

January-March Output Description

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TEACHING

Master Health Volunteer hybrid training: 15 modules (30 hours). Projected to recruit 3 adults and 2 youth for training. Target audience: Youth and retired adults in X County. Curriculum: Master Health Volunteer training

Dining with Diabetes virtual 5-week program (7 hours). Projected to reach 20 individuals with diabetes or pre-diabetes across the XXX cluster. Curriculum: National Dining with Diabetes program adapted for virtual audiences.

Mind-Body Medicine virtual or in-person 8-week group (4 hours in March and 4 in April). Projected to reach 10 participants for group. Targeted audience: adults dealing with mental health issues such as depression, substance abuse, or chronic stress. Curriculum: Mind-Body Medicine from the Center for Mind Body Medicine.

Nutrition for recovery program (90 minutes each month). Projected participants: 40 participants each month. ●

Figure 7. Screenshot of the Faculty Success output description field showing an FCS example. The example illustrates how faculty should enter narrative descriptions of planned outputs and activities for the Individual Extension Plan (IEP).

Teaching, Extension, Mentoring, and Advising

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Conduct one-on-one consultations, on-farm visits, and assessments as needed (Jan-Dec)

Pesticide and Nutrient Management Recertification training (Jan-Mar)

Vegetable and fruit grower meetings (Jan-Mar)

Attend County Fair promoting Agriculture, Extension, and chairing community-based committees (Sep)

Give IPM presentations at *** Meeting

Hold in-person farm tours with *** personnel (Mar-Oct)

Work on IPM webinar for growers and other stakeholders (Jan-Dec)

Implement IPM webinar for growers with the help of other agents (Mar-Nov)

Review Nutrient Management plans (Jan-Dec)

Figure 8. Screenshot of the Faculty Success output description field showing an AgFS example. The example illustrates how faculty should enter quarterly descriptions of planned program outputs, including educational programs, presentations, consultations, publications, and other Extension activities for the Individual Extension Plan (IEP).

FCS and 4-H faculty must provide a quarterly description of the program outputs. For example, if you plan to teach workshops, provide the workshop name, the number of workshops you will teach, and the target audience. If you plan to present at a conference, provide the conference name and the presentation title or topic. If you plan to write a

journal article or Extension publication, give the draft title and the Journal that you plan to submit to.

AgFS requires quarterly or time-frame output estimates within the three categories of:

- Research, Scholarly, Creative, and/or Professional Activities

- Teaching, Extension, Mentoring, and Advising
- Other

ENR also requires time estimates in these categories, as well as:

- Service and Outreach

All Educators will update outputs annually in the five-year planning cycle.

Program Outcomes & Measures

Outcomes are the results your program will achieve for individuals, groups, organizations, and communities. New knowledge, aspirations, skills, or attitudes (KASA's for short-term), behavior changes (medium-term), and impact (long-term) are common outcomes of Extension programming. Impacts are the actual social, economic, or environmental changes (SEEC) resulting from the outcomes achieved.

In Extension, the terms indicators and measures are often used interchangeably. The bottom line is that indicators/measures provide the evidence that program outcomes have been obtained. As with outcomes, indicators/measures vary by program area.

In 2026, each program area developed revised sets of outcomes and measures. Each outcome has an associated measure within the specific program area.

As an example, ENR has the four major program areas of:

- Aquaculture & Seafood Technology
- Forestry & Natural Resources
- Home Horticulture
- Water & Climate

Within each of the four major program areas within ENR, there is an associated set of outcomes and an associated set of measures. Outcomes for all major program areas are listed in each major program plan to acknowledge the cross-disciplinary nature of the ENR program development work. Examples of ENR outcomes and associated measures are shown in Figures 9 and 10.

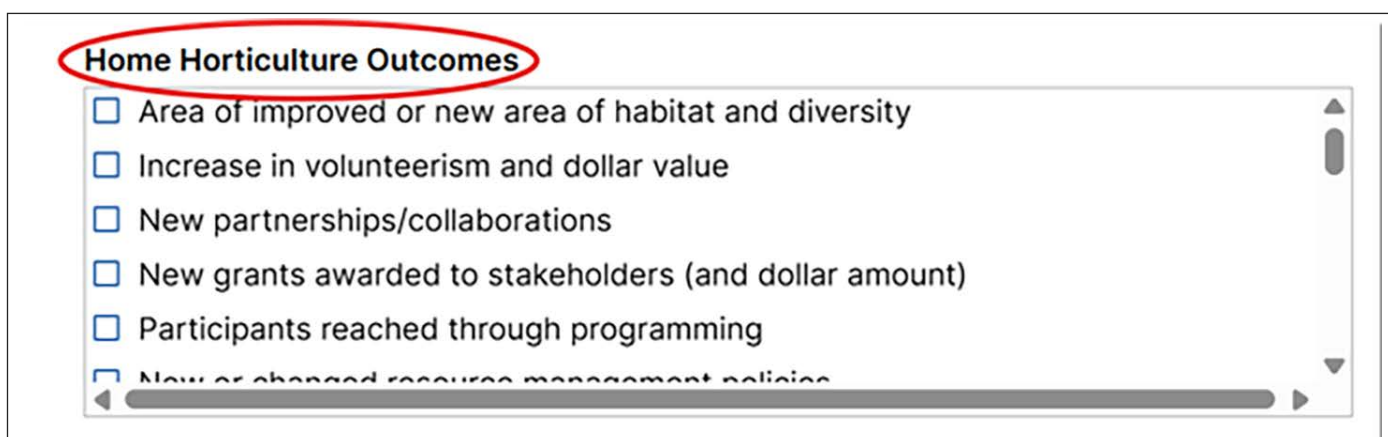


Figure 9. Screenshot of the Faculty Success outcomes section displaying example outcomes associated with the ENR Home Horticulture major program area. Faculty should select the outcomes that best align with the intended results of their planned programs and activities in the Individual Extension Plan (IEP).

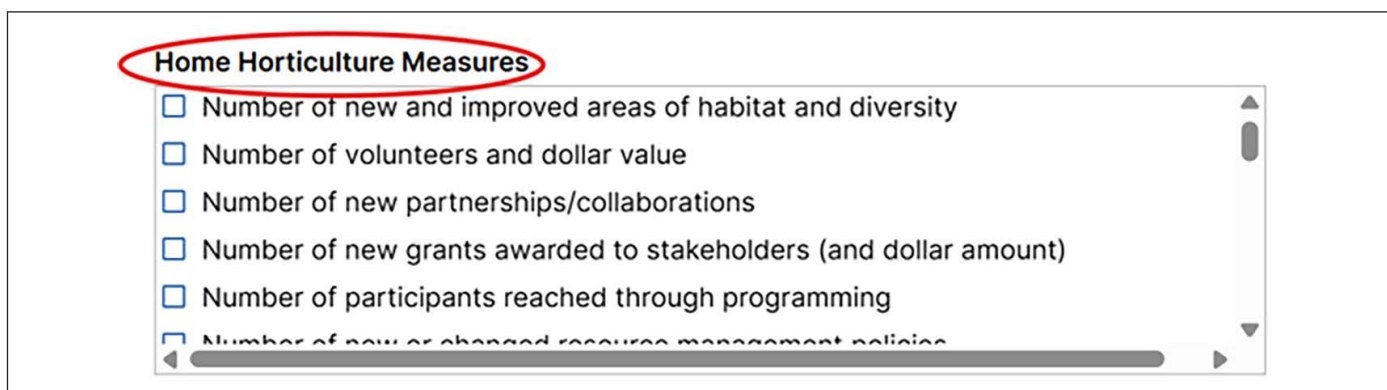


Figure 10. Screenshot of the Faculty Success measures section displaying example measures associated with the ENR Home Horticulture major program area. Faculty should select the measures that best align with the outcomes and planned activities included in their Individual Extension Plan (IEP).

In some cases, a standard set of common outcomes and measures applies to any program taught in ENR. Those outcomes and measures are cross-listed in each of the four major program areas, as you see in figures 11, 12, and 13.

More details about the program outcomes and measures are available in the current UME Programmatic Plans at <https://go.umd.edu/UME-Programmatic-Plans>

If you have more than one major program area in which you work, then you will add a second major program by selecting the “Add” option at the end of Section II.

A new Section II will open to add your second major program plan.

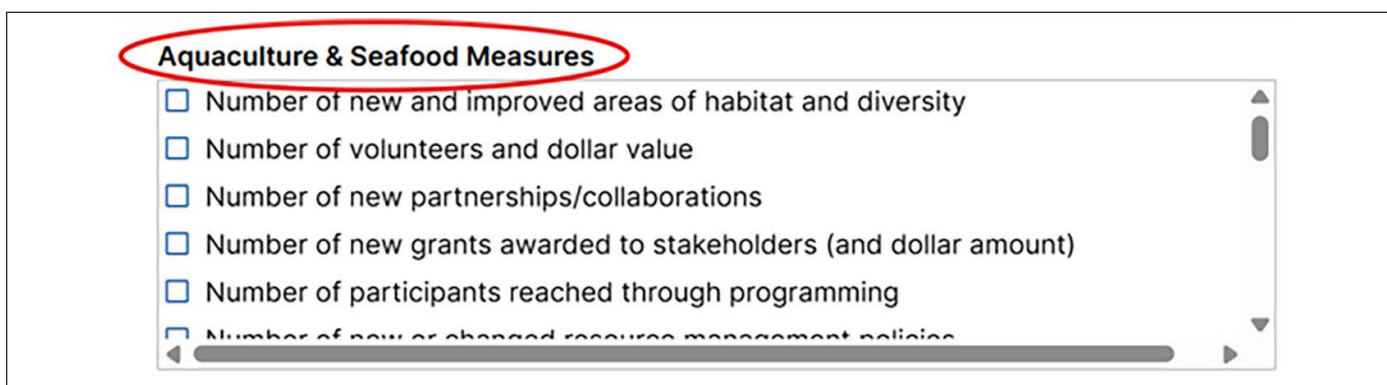


Figure 11. Screenshot of the Faculty Success measures section displaying example measures associated with the ENR Aquaculture & Seafood Technology major program area. Faculty should select the measures that align with the outcomes and activities included in their Individual Extension Plan (IEP).

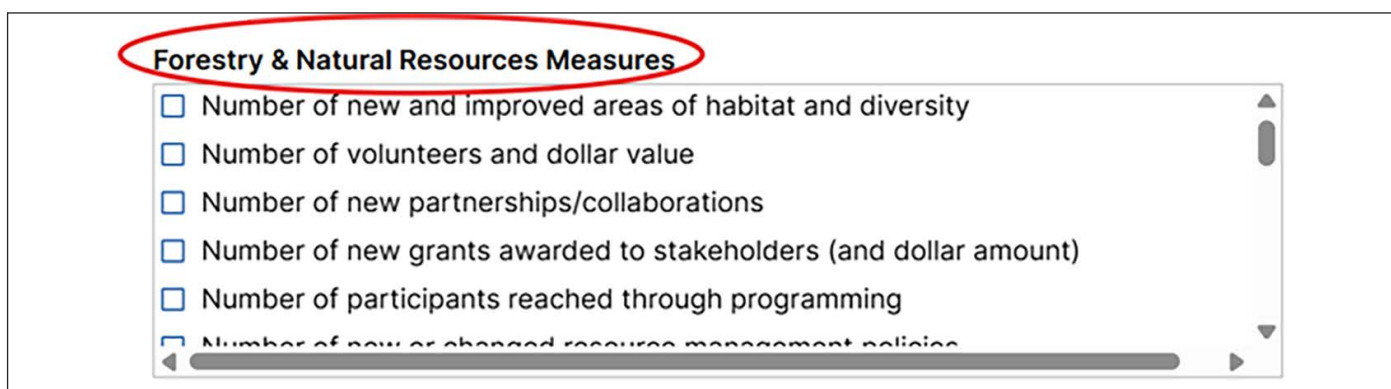


Figure 12. Screenshot of the Faculty Success measures section displaying example measures associated with the ENR Forestry & Natural Resources major program area. Faculty should select the measures that align with the outcomes and planned activities included in their Individual Extension Plan (IEP).

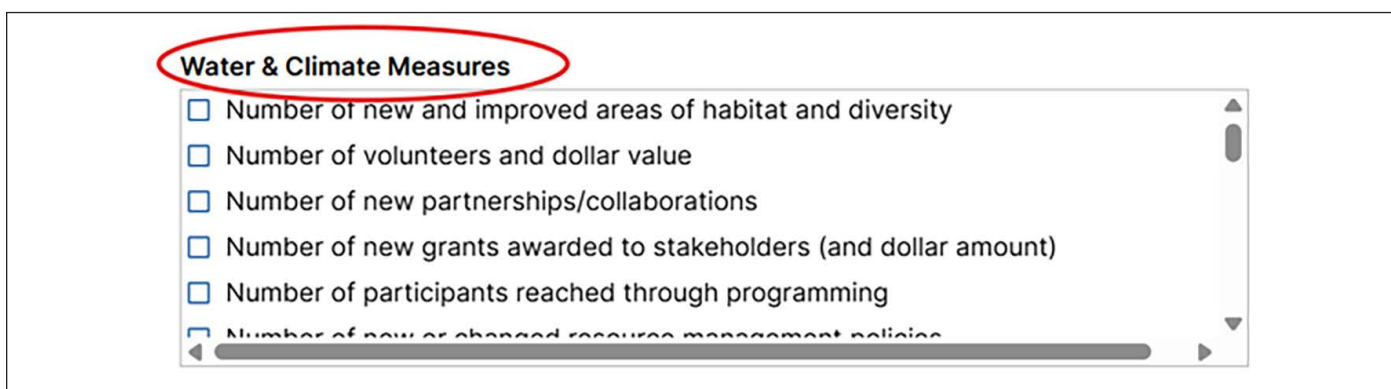


Figure 13. Screenshot of the Faculty Success measures section displaying example measures associated with the ENR Water & Climate major program area. Faculty should select the measures that align with the outcomes and planned activities included in their Individual Extension Plan (IEP).

Section III: Professional Development

Employees are UME's most valuable asset. To enhance the effectiveness of Extension employees and to increase the professional value of Extension, opportunities for development and training are essential.

Training in both **subject matter** and **process skills** is important to increase educators' capacity to educate Maryland residents better. It will also be important to identify how your professional development plan will enhance the work on action teams you may be associated with during the program cycle.

Faculty professional development plans should include specific plans for enhancing both technical/

subject matter knowledge and process skills such as needs assessment, program planning, teaching techniques, and evaluation methods. All professional development shall relate to the work of UME program areas. By increasing skills and knowledge, faculty will be better able to meet goals identified in the programs planned for the year. It is recommended that faculty plan 10–12 days for professional development each year, keeping in mind that various venues can be utilized for professional development, including webinars, conferences, self-directed reading and study, eXtension and other training sessions, virtual conferences, and other methods.

Figure 14 shows where planned professional development activities are entered in the 4-H IEP.

Please include professional development opportunities that support your ongoing growth in the field of positive youth development and increase your cultural competencies.

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Figure 14. Screenshot of the Professional Development Plan section in Faculty Success, where faculty enter planned professional development activities related to positive youth development and cultural competency.

Section IV: Other Comments

This section should be used to give your Program Leader any information or explanations to help

understand your plan. Figure 15 shows where these comments may be entered in the IEP.

Please provide any comments you have about this IEP for your Program Leader's attention.

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Figure 15. Screenshot of Section IV, Other Comments, in the Faculty Success IEP. Faculty may use this section to provide additional information, clarification, or comments for their Program Leader regarding the Individual Extension Plan.

Section V: Program Assurance Statement

Extension educational programs and activities must contain program assurances in all solicitations and advertisements notifying beneficiaries of UME's commitment to provide equal access. Give full consideration to all potential and eligible participants when distributing public information and education, and document these efforts

appropriately. If you have questions about collecting demographic information or the public notification process, contact Dr. Latoya Hicks at lhicks12@umd.edu or 301-405-0088.

Forms, detailed instructions, and procedures can be found on the UME Compliance page at <https://agmr.umd.edu/about/agmr-compliance/>

Who to Contact

Faculty should direct questions regarding program area-specific IEP expectations and performance evaluations to their respective Program Leaders. Direct technical assistance questions about

generating the IEP in Watermark Faculty Success to Dee Dee Allen at dallen3@umd.edu. Direct program and evaluation planning consultations and resource requests to the Program Leaders.

Running an IEP Report

To run an IEP report, click on your Reports icon on the Faculty Success Home Screen, see figure 16.

Select the correct date range (see figure 17), then run the report.

Then choose the IEP for your Program Area.

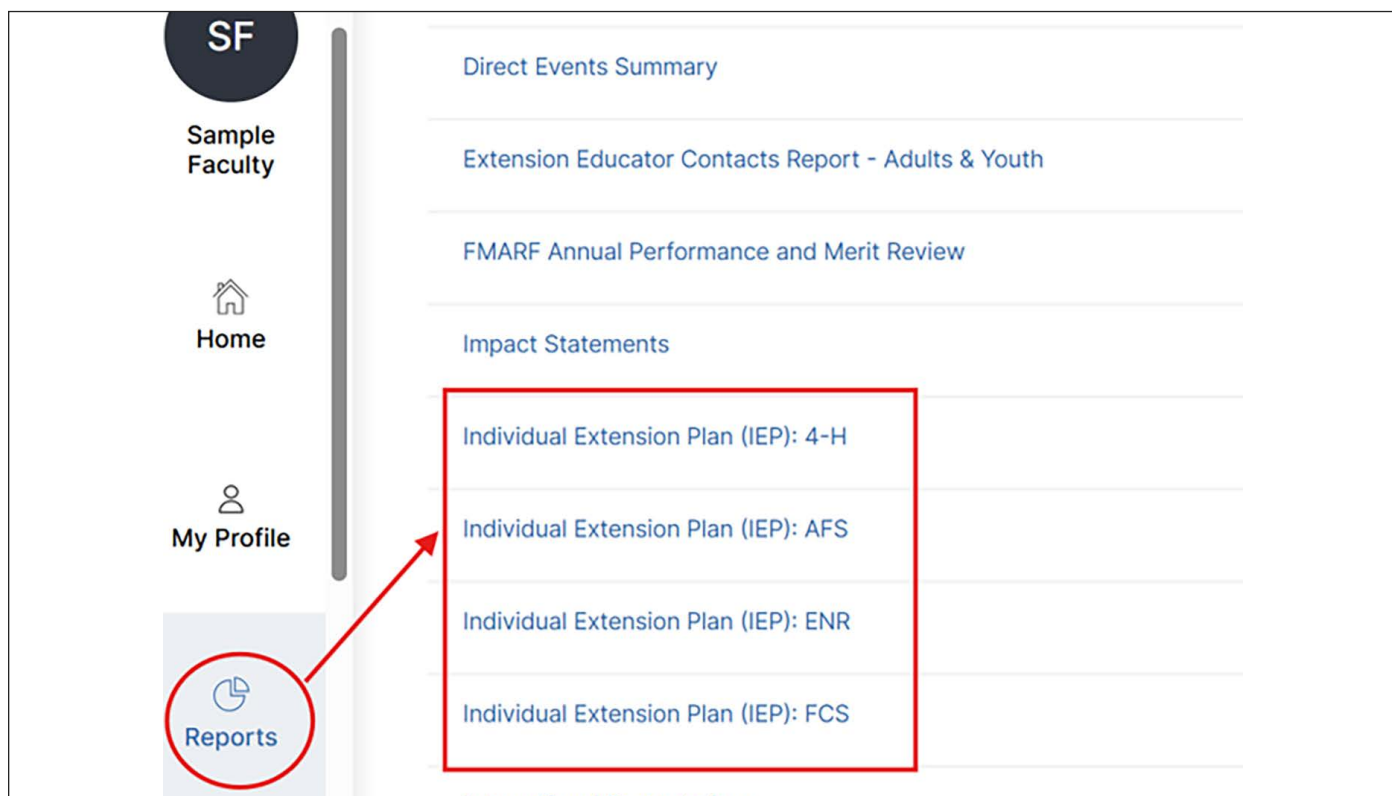


Figure 16. Screenshot of the Faculty Success Reports page showing the Reports icon and the available Individual Extension Plan (IEP) reports by program area (4-H, AFS, ENR, and FCS). To generate an IEP report, select the report that corresponds to your program area.

A screenshot of the 'Run Individual Extension Plan (IEP): 4-H' report generation screen. At the top right is a blue 'RUN REPORT' button. Below the title is a link to 'Download this report's template'. The form is divided into two sections: '1 Date Range' and '2 File Format'. In the 'Date Range' section, 'Start Date' is set to '1/1/2027' and 'End Date' is set to '12/31/2027'; both date fields are circled in red with a red arrow pointing from them to the 'RUN REPORT' button. In the 'File Format' section, 'File Format' is set to 'Microsoft Word (.doc)' and 'Page Size' is set to 'Letter'. A note states: 'Changes made to the Microsoft Word document **will not** be reflected in the system.'

Figure 17. Screenshot of the Faculty Success IEP report generation screen showing the date range fields and the Run Report button. Select the appropriate reporting period for your IEP, then click Run Report to generate the report.

UNIVERSITY OF MARYLAND EXTENSION

CLUSTER MAP

