PROFESSIONAL CAREER LADDER SYSTEM GUIDELINES FOR COUNTY EXTENSION AGENTS

Texas A&M AgriLife Extension Service

Cooperative Extension Program

2017-2018

(Revised March 2017)

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I. INTRODUCTION

Texas A&M AgriLife Extension Service and Cooperative Extension Program agents extend the Texas A&M University System to the people of Texas through a variety of outreach educational programs. They perform a vital role in the triad of functions - teaching, research, and extension - which forms the basis of a Land Grant University System.

Extension agents work collaboratively with faculty, scientists, and other colleagues in the Texas A&M University System. Opportunities for collaboration exist with faculty in the various colleges of A&M System institutions and other universities outside of the system. Extension agents develop linkages with other agencies, organizations and institutions on the county, state, and national level.

In furthering the Extension mission, Extension agents are expected to implement innovative and progressive programs that meet clientele and community needs. By educating adults and providing youth with leadership development programs, extension agents have a direct and often immediate impact on the quality of life of individuals, families, and communities. This unique role distinguishes extension agents as a key local source of information and education.

The purpose of this career ladder is to provide a system for measuring and documenting the progress of extension agents in their profession and for rewarding their professional accomplishments.

Affirmative Action Statement: Texas A&M AgriLife Extension Service and Prairie View A&M Cooperative Extension Programs are equal opportunity employers. Equal opportunity shall be afforded within the Texas A&M AgriLife Extension Service and Prairie View A&M Cooperative Extension Program to all employees and applicants for employment without regard to race, color, religion, sex, national origin, age, disability, genetic information, or veteran status.

II. TITLE AND PROMOTION CRITERIA

A. Title

The county extension agent will continue to be identified by program area and county. If using the designation of a level, following are examples which indicate appropriate usage of professional rank.

Suggested internal title: County Extension Agent, (Subject area), I, II, III or IV. Examples of usage of professional rank:

Jane C. Jones, M.S., CFCS
County Extension Agent, FCS, II
Brazos County

Joe C. Harris, M.S.
County Extension Agent, ANR, II
Brazos County

Sandy C. Smith, Ph.D.
Extension Agent, IPM, III
Brazos, Burleson, Robertson Counties

Pat Harper
Extension Agent, CEP-4-H, III
Harris County

B. Promotion Criteria

The new employee ranking will be based upon the individual's previous professional experiences and education. The suggested ranking for Extension and CEP will be made by the County Director/District Extension Administrator, to the Extension County Operations office or to the appropriate CEP program leaders. They will make the final ranking recommendation for approval by the Director/CEP Administrator. The initial rank will be awarded and effective upon the starting date of employment

For purposes of advancement, all four of the following indicators will be considered by regional and state peer review committees. There should be evidence of sustained performance indicators throughout the review period.

1. Program Development

Effective Program Development forms the foundation of an effective Extension career. An Agent's ability to engage in the program development process through the involvement of volunteers and stakeholders will largely determine the level of success in the county program and ultimately the career of the agent. Specifically, agents will be evaluated on their ability to fully engage the following four phases of program development

a. Planning
b. Implementation
c. Evaluations
d. Interpretation

2. Program Resources, Volunteerism and Organizational Support

Program and organizational support depend greatly upon appropriate use and management of human and material resources to enhance the educational programming and program outcomes of the Texas A&M AgriLife Extension Service and the Cooperative Extension Program and to advance the organization as a whole.

a. Volunteer Management and Engagement
b. Other Human Resources
c. Material Resources

3. Relationships and Teamwork

Establishing effective working relationships – with coworkers, colleagues, supervisors, volunteers, clientele, key community leaders, TAMUS partners, institutions of higher education, NIFA partners, county and state agencies and organizations, stakeholders and people in the political arena is critical to the success and enhancement of a visible and viable Extension Program. The identification, development, and involvement of teams, partners and collaborators are examples of the behavior, skills and actions necessary in the domain of cooperation and coordination.

a. Internal Relationships
b. External Relationships

4. Professional Development and Professionalism

The future of the Texas A&M AgriLife Extension Service and the Cooperative Extension Program depend upon the effectiveness of our employees. To maintain and enhance professional competence, county faculty members should participate in staff development efforts such as in-service training, graduate study, professional associations and externally-sponsored training.

a. Professional Development
b. Professionalism

C. Standards of Achievement for Professional Advancement

Program Development

1. Planning

Level I to II

- Organized, effective, and engaged Extension planning group(s) that support county plans and programs
- Provides leadership for determining specific issues in the county or designated area of responsibilities
- Has evidence of data to support relevance of issues and needs. Planning group meetings include involvement of resource persons (Extension Specialists, other agencies, etc.)

Level II to III

- Modified programs based on clientele needs.
- Planning groups members are volunteer representatives of the community and rotate regularly, meeting a minimum of three times per year.
- Involved with external or multi-county planning groups.
- Sought out and involved appropriate partners and collaborators to enhance the program planning process.
- Committees are representatives of the community and include diverse membership.

Level III-IV

- Planning groups meet beyond the minimum required number of meetings.
- Documentation of training provided to committee members including subject matter training, best practices for cash management, civil rights/affirmative action, and other needed training topics.
- Evidence of EPG member involvement in programming beyond basic participation and facilitation to include:
    - Committee members securing sponsors and resource people

    - Members speaking at events
    - Members coordinating facilities and volunteers.
- Evaluation results shared with EPG(s) and program modified as needed.

2. Implementation

Level I to II

- Program has clearly identified audience and targets appropriate population.
- Effectively used multiple teaching methods and learning activities to conduct educational programs.
- Effectively branded and marketed programs to target audience participation.
- Teaching methods are evident in county programs by Extension Agent.

Level II to III

- Adapted and effectively used multiple teaching methods and learning activities to conduct educational programs as appropriate to address target audience needs.
- Effective branded and marketed programs to targeted audiences that will include the use of multiple media outlets and methods.

Level III to IV

- Significant subject matter teaching by Extension agent is evident in programs.
- Teaching methods include an appropriate mix of traditional, electronic, and other methods to reach targeted clientele.
- Adaptive teaching methods based on feedback by clientele.
- Markets all outreach programs effectively, including newsletters, media, and electronic methods as appropriate.

3. Evaluation

Level I to II

- Developed a plan to evaluate the quality and effectiveness of programs.
- Evaluated methods implemented were appropriate and effective in measuring the type of change expected.
- Collected and analyzed data that was valid and reliable in measuring program impacts.

Level II to III

- Used evaluation data to improve teaching methods, effectiveness, and quality, with input from planning groups.
- Evaluation of Outreach Plans is expected and a minimum of customer satisfaction.

- Evaluation results shared with EPG(s) and program modified as needed.

Level III to IV

- Multiple data collection techniques were utilized in the evaluation of the programs.
- Results measure significant impacts including economic data or public value of extension programs.
- Evidence of program modification based on evaluation results.

4. Interpretation

Level I to II

- In-Depth program summaries were developed and shared appropriately with planning groups and other stakeholders.
- Effective commissioners court interpretation and communication.

Level II to III

- Effectively branded and interpreted Extension programs and programming efforts to key stakeholders, including commissioner's courts, school boards, state/federal elected officials, and other as appropriate, using variety of strategies and methods.
- Utilize volunteers and EPG(s) members in interpretation of Extension programs.
- Developed high quality interpretation documents.

Level III to IV

- Formal interpretation event(s) to commissioner's court, state/federal elected officials, others as appropriate.
- Implemented a coordinated strategy to communicate value of Extension programs with other agents, staff, and partners as appropriate.

5. Volunteerism

Level I to II

- Evidence of volunteers involved in program planning process.
- Utilization of results demonstration and applied research cooperators. Recruitment, involvement, management and recognition of appropriate volunteers in program area.
- 4-H volunteer involvement is adequate to lead and grow a 4-H program representative of the needs of the county.

Level II to III

- Utilization of volunteers to teach clientele is evident.
- Volunteers are appropriate for size and complexity of the county. Adequate numbers of volunteers are involved in program areas where volunteer support is beneficial.

Level III to IV

- Master Volunteers, Mentors, and Certified Volunteers provide direct clientele support and education.
- Evidence of volunteer leadership in programs. Volunteers taking ownership of programs with input and guidance from Extension agent.
- Volunteers and mentors utilized in teaching other volunteers.
- Recognition of volunteers beyond internal recognition events; (i.e. mass/social media, recognition within peer volunteer group such hospital, school administration, etc.).

  ** Volunteer base should represent the needs of the county in appropriate areas, included but not limited to TEEA, 4-H, Ag Cooperators, Master Volunteers, etc.

6. Human Resources (as applicable to county situation)

Level I to II

- Effectively managed paid staff, including county staff, program staff or other staff as an integral part of the Extension program.
- Provided effective orientation, training, feedback and evaluation of county support staff as appropriate.
- Cooperates with other staff in recruiting, interviewing and hiring staff.
- Followed all appropriate policies, rules and guidelines as they relate to hiring and supervision of paid staff.

Level II to III

- Successful in securing additional human resources as needed to grow the county program.

Level III to IV

- Partners with other organization or departments to maximize human capital for program support.

7. Material Resources

Level I to II

- Evidence of developing relationships with External partners within the county.
- Developed and maintained effective professional relationships with coworkers.
- Completed a written annual review of support group accounts for all external groups who raise funds. Corrective actions taken as appropriate.

Level II to III

- Developed and maintain effective working relationships with sponsors and donors in securing, maintaining and managing support and resources for Extension educational programs.
- Actively and effectively supported fee-based programming.
- Effectively accrued and managed funds in a manner that enhanced program quality and outreach, including funds from county budgets, donations and program funds maintained by external groups.

Level III to IV

- Utilization of volunteers in securing additional material resources.
- Pursue and secure grant opportunities.
- Innovative methods to enhance fee-based programming, sponsorships and development of material resources.

8. Relationship and Teamwork (Internal and External)

Level I to II

- Demonstrated ability to cooperate effectively as a team member at local, district levels through collaborative programming efforts, participation on committees/task forces, and other tasks and duties as assigned.
- Worked cooperatively with coworkers on local job responsibilities, including 4-H program management, interdisciplinary programming, LAB, youth boards, PACs, 4-H cluster programming, multi-county planning groups, interpretation efforts, office support, joint reports, and related duties that require teamwork. Fostered a work environment that encourages positive staff interaction and relationships.

- Fostered joint education and program delivery activities with Extension agents, specialists and personnel of other groups and agencies to positively impact diverse clientele in the county and in multicounty activities.
- Collaborated effectively with Extension organizations and support groups such as 4-H clubs, master volunteer groups, TEEA clubs, and study groups, etc., in a manner that enhanced program outcomes.
- Establish networks, coalitions, and collaborations, which further the work of Extension in serving clientele.
- Established active and positive relationships with Commissioners Court(s), state and federal representatives, and representatives of local groups, organizations, and other agencies.
- Actively partnered with local, county stakeholders, agencies, organizations, clubs, private businesses, agribusinesses, financial institutions, school groups etc., to develop and enhance educational programs and responses to effectively address local needs.
- Demonstrated leadership in team building skills and service as a team leader when appropriate.

Level II to III

- Fostered an environment of effective cooperation with coworkers CEP/AgriLife Extension and research faculty as well as other Texas A&M AgriLife and Texas A&M System representatives. Provides leadership to promote team building within staff and committees.
- Demonstrated multi-disciplinary, multicultural and/or multi-county program efforts.
- Provided leadership, motivation, and guidance which enhanced staff interaction and relationships.
- Establish and sustain networks, coalitions, and collaborations, which further the work of Extension in serving clientele.
- Established and maintained active and positive relationships with Commissioners Court(s), state and federal representatives, and representatives of local groups, organizations, and other agencies.
- Provided the necessary leadership to create partnerships and/or collaboration with external groups to plan programs to meet current and future needs.
- Actively cooperated and supported employee recruitment and onboarding processes such as mentoring, First Step, internships, career days, and related team-oriented activities and processes.

- Demonstrated ability to cooperate effectively as a team member at local, district, state, and national levels through collaborative programming efforts, participation on committees/task forces, and other tasks and duties as assigned.
- Actively partnered with local, county, state, and national/federal stakeholders, agencies, organizations, clubs, private businesses, agribusinesses, financial institutions, school groups etc., to develop and enhance educational programs and responses to effectively address local needs.

Level III to IV

- Established and fostered joint education and program delivery activities with Extension agents, specialists and personnel of other groups and agencies to positively impact diverse clientele in the county and in multicounty activities.
- Documentation of frequent office conferences, including total staff involvement in programs, budgeting, office management, interpretation, and other key aspects.
- Establish, sustain and expand networks, coalitions, and collaborations, which further the work of Extension in serving clientele.
- Community involvement at a level that leads to wide visibility and respect for Extension.
- Recognized as an asset to the community by key leaders such as Chamber of Commerce, business and industry leaders, school districts, etc.
- Demonstrated expansion of programs to new audiences as a result of external relationships. Examples: expansion of 4-H clubs, increased volunteerism, and new target communities and other audiences.

9. Professional Development Professionalism

Level I to II

- Membership and participation in appropriate professional association(s).
- Serves on district Extension committees and task forces.
- Involved with local non-Extension committees at the county level.
- Made appropriate scholarly contributions associated with publications, fact sheets, newsletters, web pages, and handbooks, etc.
- Participated in appropriate professional development opportunities to maintain subject competencies.

Level II to III

- Maintained involvement or served in leadership roles on district Extension committees and task forces.
- Expanded committee involvement to include regional or state Extension and professional association committees.
- Shared innovative program strategies to colleagues through development and distribution of publications, fact sheets, newsletters, informal/formal presentations at district, regional, state or national levels.
- Master's Degree completed

Level III to IV

- Maintained involvement or served in leadership roles on regional or state Extension committees and task forces.
- Participated in a state or national professional development training or professional association.
- Worked with Extension leadership to provide leadership and plan district, regional or state professional development trainings.
- Served as an educator or resource for district, regional, state or national professional development opportunities. This includes Extension, professional associations, or non- Extension professional development.
- Demonstrated competencies and served as a resource in appropriate subject matter and program areas.

III. EXTENSION PROFESSIONAL CAREER LADDER

A. Professional Progression

During the annual performance review of each Extension agent's program accomplishments and professional development, the agent will receive advice and counsel on readiness to submit a promotion packet for advancement consideration based on consultation of his/her supervisor and appropriate RPL/CEP Program Leader. The supervisor and the Regional Program Leader/CEP Program Leader should counsel the agent on promotion preparation by connecting performance appraisal with career ladder criteria. This is an on-going process.

<u>Professional Experience Required by June 1:</u>
Level I to II – Minimum of 5 years of professional experience
Level II to III – Minimum of 10 years of professional experience
Level III to IV – Minimum of 15 years of professional experience

Promotion to a higher level will be based on the agent's accomplishments since his or her last promotion in rank. An agent must remain in a professional rank for three (3) years or more

before submitting a promotion packet for consideration of promotion to the next level. The minimum years of professional experience will be determined as of June 1 in the year the promotion packet is being submitted for review.

All agents interested in being considered for promotion must submit an "Intent to Apply" form to their DEA. (See Appendix VII-1) The DEA will inform the appropriate RPL/CEP Program Leader of agents indicating an interest in promotion for that year. The Regional Leadership Team will provide a consensus vote for or against promotion, along with feedback and comments for consideration to the Associate Director for County Operations. Candidates for advancement will be reviewed by a Regional Peer Review Committee based on the criteria stated in these guidelines.

- Candidates applying for advancement from Level I to II or Level II to III will only be evaluated by the Regional Peer Review Committee.
- Candidates seeking promotion from Level III to IV will be evaluated by the Regional Peer Committee. If recommended by Regional Peer Review Committee, the Promotion Packet will be evaluated by the State Peer Review Committee.

After the Regional Peer Review, the Regional Chair will return the promotion packet and the committee's recommendation to the appropriate District Extension Administrator. The District Extension Administrator will submit Career Ladder packets to the Associate Director for County Operations. The Associate Director will review the recommendations of both the Regional Peer Review and the Regional Leadership Team and provide a final recommendation to the Senior Administrative Team. Candidates who are recommended for promotion from ~~a~~ Level I to II or Level II to III will then be notified of their Career Ladder promotion. Level III to IV candidates who were recommended for advancement by Regional Peer Review Committee will meet with their supervisor to discuss the specific strengths and weaknesses identified from the regional committee. Minor corrections can be made only to the curriculum vitae before the promotion packet is sent to the State Peer Review Committee. If the promotion packet is not recommended for promotion at the Regional Peer Review, the promotion packet will not be sent to the State Peer Review Committee.

The State Peer Review Committee will record strengths and weaknesses based on the contents of the CEA promotion packet. The State Peer Review Committee will consider comments and recommendations from the Regional Peer Review Committee on each packet. The State Peer Review vote and comments which support and justify their vote are added to the promotion packet and sent to the Director's office for any appropriate further review.

The Director/CEP Administrator will ask Associate Directors to review promotion packets and make recommendations on promotion when discrepancies occur between regional and state peer review committee votes.

The Director/CEP Administrator will notify agents on their promotion status.

Upon promotion to the next level, an agent will receive promotion status and salary increases as indicated, effective September 1.

Annual Promotional Increments:

Level I to II	$2,400
Level II to III	$3,600
Level III to IV	$4,800

B. **Regional Peer Review Committee**

The Regional Peer Review process is intended to ensure that agents have an opportunity to present credentials for review and recommendation by their peers. The review and recommendation will be based on a promotion packet prepared by the agent that emphasizes his or her achievements in designated areas according to established criteria and based on accomplishments since last ranking. Each promotion packet should completely and accurately reflect the agent's achievements toward the criteria so that reviewers will have the information needed to assess it.

The Regional Peer Review Committee will be composed of selected Level III and IV agents in the region, appointed by the DEA with input from the RPL, CED and CEP Program Leader. A regional committee must be comprised of 3-8 members and have a minimum of two level IV agents. Level III agents may not review or vote on promotion packets going from Level III to IV. If needed, Texas A&M AgriLife Extension Service County Operations office will appoint level IV agents from other regions to meet the minimum. On a rotational basis, a DEA will be responsible for oversight and facilitation of meeting arrangements. The DEA will manage an efficient and equitable process for the regional review but is not a part of the committee review process. However, DEAs, CEDs, RPLs, and CEP program leader should be available in person or via technology to answer questions on content and programming during the Regional Peer Review. (Personnel issues should not be discussed).

For promotion from a Level I to II and II to III, promotion packets will be evaluated by the Regional Peer Review Committee only. If promotion is recommended, the packet will be submitted to Extension Administration for final review.

For promotion from a Level III to IV, packets will be evaluated by Level IV Agents at the Regional Peer Review. If promotion is recommended, these packets will proceed to a State Peer Review Committee before going to Extension Administration for final review.

Each attending committee member will record a vote of yes or no. All attending members are required to vote. On a rotational basis, a DEA will be responsible for oversight and facilitation of meeting arrangements. The regional chair will be appointed prior to the committee meeting by consensus of DEAs in the region and will chair the committee process and transmit written comments and votes of the committee for each promotion packet to the DEA.

C. State Review Committee

The State Peer Review Committee process is intended to ensure that agents being considered for promotion have an opportunity to present credentials for review and recommendation in a uniform manner for review by their peers. The review and recommendation will be based on a promotion packet prepared by the agent that emphasizes achievements according to the designated criteria.

The State Peer Review Committee, and its Co-Chairs, will be appointed from the Level IV agents by the Director. DEAs will make recommendations for the committee from the Level IV agents in their district. The co-chairs will convene and facilitate the State Peer Review Committee. The co-chairs will assure that Level IV candidates' promotion packets and the Regional Peer Review Committee recommendations are reviewed in a fair and equitable manner and will forward the final committee recommendations to the Associate Director – County Operations. Level IV agents have the experience and expertise to review promotion packets from all program areas. Therefore, there will be no efforts made to use specific numbers of reviewers from each program area to "balance" the committee membership. State Peer Review Committee members will be appointed for a two year term with half of the members rotating off each year.

All State Peer Review Committee members are expected to critique all promotion packets in a consistent and pre-determined fashion. After each packet is reviewed, each committee member will vote yes or no. Each attending member is expected to vote. Following review by the State Peer Review Committee, each candidate's packet will be forwarded to the Director or to the Administrator for CEP, when appropriate, for final decisions.

The Extension agent will be informed of the decision at the completion of the promotion process by the Director/Administrator. A culmination of comments from each review will be shared with the agent by their immediate supervisor.

D. The Role of Regional Leadership Team

The RPL/CEP Program Leader works with agents during the program planning process to establish effective educational programs with adequate evaluation building toward Career Ladder expectations for the next level. Serving as a resource, it is expected that the interaction with the agent is over a period of time that is adequate to ensure the agent's program impacts meet the established criteria and are well documented. The RPL/CEP Program Leader reviews the program impacts in program summaries as the promotion packet is prepared.

Prior to the Regional Peer Review process, the appropriate Regional Leadership Team will identify strengths and weaknesses of each agent's promotion packet and indicate level of support for promotion. These comments will be included in the promotion packet for consideration by Extension Administration.

E. The Role of Level III and IV Agents

1. Selected Level III and IV agents serve as a member of the Regional Peer Review Committee.
2. Selected IV's serve as a member of the State Peer Review Committee.
3. Level III and IV agents serve as a mentor to agents in their region to help prepare them for a successful promotion process by: informally critiquing their information; being involved in training on promotion packet preparation; and/or serving as a mentor for an individual(s) throughout their promotion process. It is the responsibility of the agent seeking promotion to identify and secure assistance from a mentor agent by June 1 of the promotion year. Mentors should have the promotion packet for review by this date.

IV Appeals Procedure for Professional Progression

A. Extension agents have the right to present grievances concerning progression through the professional career ladder. Basis for an appeal exists when, in the opinion of the Extension agent, one or more of the following has occurred:
   1. There was a failure to follow the prescribed procedures.
   2. There was a failure to adhere to the established criteria for determining progression in rank.
   3. There was a discovery of significant new evidence in support of the Extension agent related to academic credentials, length of professional service, performance appraisal information and overall achievement, productivity, and/or effectiveness.

B. Extension agents having concerns or grievances regarding other aspects of the professional career ladder are encouraged to seek resolution of those concerns through established supervisory channels prior to filing a written appeal. If the matter cannot be resolved, the agent may seek a hearing by an appeals committee.

C. The written appeal shall include the basis for the appeal and must contain any supporting evidence and/or documentation to be considered. Written appeals concerning denial of progression in rank must be filed with the Director/Administrator within 20 working days of notification of denial.

D. The appeals committee(s) shall be appointed by the Director/Administrator to review and/or hear individual appeals regarding progression in rank. The committee(s) will contain not less than three and not more than five members.

E. The appellant may request to meet with the appeals committee to present his/her case. Such a request shall be included in the written appeal. If the appellant elects to be represented by an attorney, he or she will notify the Director's office in writing at least five working days before the date the appeal is to be heard. The agent will be solely responsible for any legal expenses incurred in connection with such representation.

F. The appeals committee shall judge the merits of the appeal and forward its written recommendation with supporting documentation to the Director/Administrator for final action within 20 working days from the end of the appeal hearing.

G. The Director/Administrator will notify the agent in writing of acceptance or rejection of the appeal committee recommendation. Notification will be made within 60 working days of receipt of the written appeal.

Questions about this procedure should be referred to the Extension Human Resources Office at (979) 845-7991.

Appendix I
TIMELINE FOR PROMOTION PREPARATION IN PROFESSIONAL CAREER LADDER SYSTEM FOR COUNTY EXTENSION AGENTS

Selected for Employment:

Supervisor recommends career ladder status when submitting Request to Hire form.

When Employed:

Supervisor discusses the career ladder process and its importance. Review criteria. Develop a professional development plan. Professional Development plan is shared with RPL/CEP Program Leader.

RPL/Program Coordinator/CEP Program Leader works annually with agents on program impacts that will warrant future promotion consideration during program planning.

2 years prior to submission:

Annually, supervisor reviews promotion packet content to counsel agent in areas of improvement and to establish a realistic timeline to consider promotion.

1 year prior to submission:

Spring: * Participate in district/regional trainings on packet preparation.
* Work with a Level III or IV agents as a mentor.
* RPL/Program Coordinator/CEP Program Leader consulted for impact interpretation and preliminary review of program accomplishments and outcomes.

Summer: DEA/CED/RPL/CEP Program Leader reviews draft packet and makes recommendations.

Fall/Winter: Communications between agent and reviewers on how to strengthen the packet.

Appendix I-A
TIMELINE FOR MANAGING PROMOTION IN PROFESSIONAL CAREER LADDER SYSTEM FOR COUNTY EXTENSION AGENTS*

December 15: Annual Program Summaries due to DEA and RPL.

January – March: Discussion with supervisor (DEA/CED) about intent to apply. If Program Summaries are in need of minor edits, those may be made until April 1 and returned to DEA for final approval/certification.

April: The Director for Texas A&M AgriLife Extension Service and the Administrator for CEP initiates promotion process through distribution of promotion information.

By May 1: "Intent to Apply" form and draft copy of promotion packet due from Extension agent to the DEA. "Intent to Apply" form includes the names of Level III and IV agents who are "mentoring" the agent to prepare the promotion packet. By this date, the candidate will have worked with RPL and Level III and IV agents to prepare draft promotion packet.

June 1: Promotion packet must be sent to Level III and IV Mentor Agent for review.

July: Director names State Peer Review Committee for Level III to IV packets.

July 15: Extension agent submits their final Agent Promotion Packet to the DEA/CED.

DEA/CED will forward the Agent Promotion Packet(s) to the Regional Leadership Team.

DEA provides copies of promotion packets from their district to Regional Peer Review Committee members.

By August 31: Regional Peer Review Committee reviews promotion packets of candidates for advancement, identifies strengths/weaknesses, records vote and justification, and returns packets to DEA. Minor adjustments can be made in the vitae at this time for those seeking promotion to Level IV.

September 15: District Extension Administrator submits all promotion packets to the Director's office. The Regional Peer Review Committee comments and the Regional Leadership Team comments should be included as part of the promotion packet

October: The State Peer Review Committee reviews all Level III to IV promotion packets which have continued through the process and records strengths and weaknesses. The comments must justify the vote and support the committee's decision. Packets will be returned to the Director's office for appropriate review.

November: The Director will ask Associate Directors/Program Directors to review promotion packets and make recommendations on promotion when discrepancies occur between regional and state peer review committee votes, as well as between Regional Leadership Team and Regional Peer Review

December 1: The Director/Administrator for CEP to make decisions regarding promotion of County Extension Agents.

County Extension Agents are notified of promotion status.

September 1: Promotion decision becomes effective.

* Specific timeline and guidelines for promotion for the current year will be announced and distributed each year in April.

APPENDIX II
PROFESSIONAL EXPERIENCE EQUIVALENCY RATIO TABLE GUIDELINES

For Completing Equivalency Ratio Form and for Providing Accompanying Statements

1. In identifying degree(s) earned, please indicate specific degree, e.g. BS, BA, BBA, LLB, MA, MS, MBA, M.Ed., Ph.D. or Ed.D.

2. Each professional level employee should become familiar with the Professional Experience Equivalency Ratio Table and provide accurate information on previous professional employment so that the personnel officer, using the equivalency ratio table, can apply the appropriate equivalency ratio factor. If an employee feels his/her professional experience in a specific job is not adequately represented in the table, he/she may attach a very brief summary of those job responsibilities to enable the personnel officer to apply the most appropriate equivalency ratio factor. The completed form must be signed by the employee and forwarded to the immediate supervisor. If requested, the employee will be expected to provide documentation for actual dates of previous employment.

3. Professional employment shall be defined as: full-time employment in a job or position normally requiring a college or university graduate.

4. Only full-time professional employment, after completion of the bachelor's degree, shall be considered. Employment as a graduate assistant, research, teaching or Extension shall be considered as full-time employment.

5. Supervisors are to review the completed equivalency ratio forms. Should there be questions concerning the professional aspect of an employee's previously held position, the supervisor is to confer with the employee to ascertain the recommended ER factor. The completed form shall be signed by the appropriate supervisor and forwarded to the Texas A&M AgriLife Extension Service Human Resources Office for final review and appropriate action. Any unusual professional employment considered to be relevant, but not adequately covered in the professional experience equivalency ratio table, requires supervisory documentation as to why such employment should be counted.

6. The official equivalency ratio time is established by the Texas A&M AgriLife Extension Service Human Resource office.

Professional Experience Equivalency Ratio Table[1]

One year of Cooperative Extension Service (other states or Extension Service, USDA)	=	**One year** Texas A&M AgriLife Extension Service
One year teaching vocational agriculture or vocational family and consumer sciences	=	**.8 of one year** Texas A&M AgriLife Extension Service
One year full-time teaching or research in specialty field	=	**.8 of one year** Texas A&M AgriLife Extension Service
One year full-time research experience not in subject matter field	=	**.5 of one year** Texas A&M AgriLife Extension Service
One year of other full-time teaching experience	=	**.5 of one year** Texas A&M AgriLife Extension Service
One year relevant industrial or commercial experience, e.g. agribusiness (professional employment), public service companies (professional work in relevant subject matter areas)	=	**.5 of one year** Texas A&M AgriLife Extension Service
One year of research or teaching experience as a graduate student	=	**.3 of one year** Texas A&M AgriLife Extension Service
One year managing a commercial farm or ranch enterprise	=	**.5 of one year** Texas A&M AgriLife Extension Service
One year of relevant foreign service	=	**.4 of one year** Texas A&M AgriLife Extension Service

Agent's professional experience equivalency ratio must be confirmed by Human Resources

[1] *Professional Employment Following Completion of Bachelor's Degree*

Appendix III
GUIDELINES FOR ASSEMBLING PROMOTION PACKET

Use Times New Roman font, size 11 or 12, with single spaced text and 1 inch margins at the top, bottom and sides of each numbered page.

All materials should be placed in a manila file folder, clipped, and organized by sections as indicated below and formatted as a pdf.

1. **Title Page - "Texas A&M AgriLife Extension Service/Cooperative Extension Program Career Ladder Promotion Packet"**

    a. Name

    b. Current Level:
    Date of appointment to current level:

    c. Proposed Level:

    d. Total years in Extension work with Texas A&M AgriLife Extension Service/CEP: Official Professional Experience Equivalency Ratio:
    Total years of professional experience:
    (By June 1 of submission year)

    e. Current Position Title:
    Years in Present Position:
    County(ies)/District:

2. **Table of Contents (serves as a checklist and content guidelines)**

    Section I: Curriculum Vitae
    The curriculum vitae should reflect the activities/accomplishment of the agent's entire career and should list vitae achievements within heading in date order with most recent listed first. Specify year of accomplishment listed. Utilize following format:

    a. <u>Personal Background</u>
    (Name, Title, Location)

    b. <u>Academic Background</u>
    (Education: including institutions, locations, dates and degrees awarded. Certifications)

    c. <u>Professional and Academic Appointments</u>
    (Former and present professional employment with years and dates of service, most recent first.)
    d. <u>Program and Organizational Support</u>

- Extension/Non-Extension Educational Resources Developed. Use proper citation showing role, date; identify whether original or an adaptation.
- Grants and other financial support received from all sources.
- Supervision/Mentoring
- Major Program Presentations (at county/district/state/national/international events. Include title, group reached, role and date.)
- Publications/Reports (major efforts, including thesis/dissertation). Include title, role, and date or use proper citation showing role.
- Result Demonstrations
- Summarize mass media contributions
- Summarize newsletters developed over career.

e. Committee Involvement
Internal: Extension Committees and Task Forces with dates, listing most recent first.
External: Collaborations with organizations, industry, etc. indicating role, relationship.

f. Professional Development
Professional Development Activities (regional/district/state/national/international conferences). Note if made a presentation or attended only.

Non-degree related courses

g. Professional Organizations/Service
Memberships
Leadership Roles
Other Service

h. Awards and Recognition

Section II: Abstract

- Abstract for agent to explain and elaborate on county, professional, position and/or personal circumstances that influenced programming efforts.

- Maximum of 1 page.

Section III: Program Summary Content Page

- See Appendix VI for example and explanation. This summary should be the first page(s) of Section IV.

Program Summary Accomplishments

- Annual program summaries from top 3 program areas (maximum) conducted during the past 5 years.
- Annual program summaries are summaries submitted annually at the conclusion of a program plan to DEA's/CED's/RPL's. Can be in-depth or outreach programs.
- Up to 15 annual program summaries can be submitted. (Top 3 programs X 5 years of program summaries for each program).
- Each program summary has a maximum length of 2 pages.
- Examples:
    - If an agent has had 5 years of annual program summaries from each of the top 3 programs selected, a total of 15 annual program summaries will be submitted. (Maximum of 30 pages submitted – 2 pages per summary X 3 programs X 5 years).
    - If an agent has 5 years of program summaries for 1st program selected, 3 years of programs summaries for 2nd program selected, and 1 annual program summary for 3rd program selected, a total of 9 annual program summaries will be submitted. (18 pages submitted).

Section V: Section V – Agent Achievement Report – From GreatJobs

- Agent Achievement Report is the document that supports the new Performance Appraisal System.
- Maximum of 5 previous year Agent Achievement Reports
- Maximum length of 4 pages for each annual Agent Achievement Plan submitted. (Maximum of 20 pages – 4 pages per AAP X 5 years)
- Agents must request through their DEA an additional 10 days after performance appraisal if they wish to edit the Agent Achievement Report prior to it being posted online. Once online, no revisions are allowed.

Section VI: Administrative Forms (to be added as packet proceeds through review. Extension Agent should not include blank sheets in packet)

- Intent to Apply for Promotion (Extension agent includes)
- Regional Peer Review Committee Recommendation (DEA includes)
- Regional Leadership Team Recommendation (DEA includes)
- State Peer Review Committee Recommendation (Associate Director includes)
- Associate Director/Program Director Recommendation (as appropriate)

Appendix IV
INTENT TO APPLY FOR PROMOTION

Due with draft copy of promotion packet to District Extension Administrator by May 1st:

Completed by County Extension Agent:

NAME: _____

COUNTY: _____ DISTRICT: _____

CURRENT LEVEL: _____

DATE OF APPOINTMENT TO CURRENT LEVEL: _____

YEARS IN LEVEL AS OF SEPTEMBER 1, OF CURRENT YEAR: _____

REQUESTING PROMOTION TO LEVEL: _____

NAMES OF LEVEL III or IV AGENTS (1-3 AGENTS) TO MENTOR CEA DURING CAREER LADDER PROCESS:

_____

Completed by Supervisor:
CANDIDATE MEETS MINIMUM TIME IN LEVEL: _____YES _____NO
(attach documentation reflecting exception to time in level)

Supervisor certifies that the following documents are official documents that meet Career Ladder Guidelines.

ANNUAL ACHIEVEMENT REPORT: _____YES

AGENT PROGRAM SUMMARIES-IN-DEPTH OR OUTREACH: _____YES

The following signatures verify eligibility for consideration for promotion to the designated level:

County Extension Director: (Printed) _____

County Extension Director: (Signed) _____ Date: _____

District Extension Administrator: (Printed) _____

District Extension Administrator: (Signed) _____ Date: _____

Appendix V
REGIONAL/STATE PEER REVIEW COMMITTEE RESPONSIBILITIES

ROLE

The role of the Regional/State Peer Review Committee is to carefully evaluate the promotion candidate's promotion packet and to submit strengths/weaknesses with a recommendation which provides input for the Director regarding the promotion of the candidate according to the established criteria. The Director has final approval for Texas A&M AgriLife Extension Service agents and the Cooperative Extension Program administrator has final approval for CEP agents.

RESPONSIBILITIES

Peer Review Committee will:

1. Assist in the execution of the promotion process.

2. Keep absolutely confidential all information and deliberations concerning promotions.

3. Thoroughly read all candidate promotion packets prior to the committee meeting in order to adequately discuss qualifications and accomplishments in relationship to the established criteria.

4. Be responsible for evaluating candidates based on the standards as presented in the Professional Career Ladder System for County Extension Agents.

5. Be a resource for future candidates.

6. The Regional Peer Review Committee will make a recommendation for each candidate.

7. The Regional/State Peer Review Committee's recommendations are advisory in nature.

8. The State Peer Review Committee will make a recommendation for each candidate to be submitted to the Director/Administrator for CEP for final approval.

9. All State Peer Review Committee recommendations will be discussed with the entire committee and the Associate Director for County Programs after the State Peer Review committee meeting.

Appendix VI

EXAMPLE
(To precede Program Summary Section)

Program Summary Content Page

Major Program Area 1: (Ex. Health and Wellness, Beef Cattle Production, Youth Leadership)

Summaries Representing Program Area 1:

i. (Title and Year)
ii. (Title and Year)
iii. (Title and Year)
iv. (Title and Year)
v. (Title and Year)_

Major Program Area 2: (Title of program area)

Summaries Representing Program Area 2:

a. (Title and Year)
vi. (Title and Year)
vii. (Title and Year)
viii. (Title and Year)
ix. (Title and Year)_

Major Program Area 3: (Title of program area)

Summaries Representing Program Area 3:

a. (Title and Year)
x. (Title and Year)
xi. (Title and Year)
xii. (Title and Year)
xiii. (Title and Year)

TEXAS A&M AGRILIFE EXTENSION

Making a Difference

CEA Annual Achievement Report Outline and Content Tips

General Information

The following sections will provide you with general guidelines on the type of information that should be included in each section of your CEA Annual Achievement Report. If you feel like your In-Depth Program Summaries adequately illustrate some of the bullets from those In-Depth sections, there is no need to replicate that information.

The Annual Achievement Report should be comprised of bullets and/or narrative that you have documentation to support. It should be no longer than four pages in length, and generally 3 to 4 pages will be sufficient. For the purpose of your Performance Appraisal Conference, you should complete and submit your In-Depth Summary(ies) along with the CEA Annual Achievement Report.

In-Depth Program Planning

Basic Content to receive a rating of Effective (3)

- Provided leadership for determining specific issues in the county or designated area of responsibility.
- Has an organized, effective, and engaged Extension planning group(s) that support county plans and programs. Planning group members are volunteer representatives of the community and rotated regularly. Groups generally meet a minimum of three times per year; however more or less meetings may be required for some groups per instructions from the RPL and DEA.
- Planning group meetings include involvement of resource persons (Extension Specialists, Commodity Leaders, Other Agencies, etc.) as required by RPL and DEA.
- Is involved with external or multi-county planning groups to strategically place Extension as a stakeholder in broader community programs.
- Modified programs based on client needs.
- Used program development process to develop programs that are based on relevant issues identified through an EPG, specialist, stakeholder, or other relevant source (or multiple sources).
- Has evidence of data to support relevance of issues and needs.
- Sought out and involved appropriate partners and collaborators to enhance the program development process.

Advanced Content for ratings of Highly Effective or Outstanding (4 – 5)

- Committees are representative of the community and include diverse membership.
- Evidence of EPG member involvement in programming beyond basic participation and facilitation, to include:
    - committee members securing sponsors and resource people
    - members speaking at events
    - members coordinating facilities and volunteers
- Planning groups meet beyond the minimum required number of meetings.
- There is documentation of training provided to committee members including subject matter training, best practices for cash management, civil rights/affirmative action, and other needed training topics.

Educational programs of the Texas A&M AgriLife Extension Service are open to all people without regard to race, color, sex, religion, national origin, age, disability, genetic information, or veteran status. The Texas A&M University System, U.S. Department of Agriculture, and the County Commissioners Courts of Texas Cooperating

In-Depth Program Implementation

Basic Content to receive a rating of Effective (3)

- Program has a clearly identified audience and targets appropriate population.
- Adapted and effectively used multiple teaching methods and learning activities to conduct educational programs, as appropriate to address target audience needs. Regional requirements will apply to number of methods and outreach activities required.
- ANR programs included appropriate number of result demonstrations as teaching tools in the program. Results from demonstrations are shared broadly as an educational tool. Involvement of Extension Specialists is an expectation in Result Demonstration Implementation.
- Used participant feedback to improve teaching effectiveness.
- Effectively branded and marketed programs to target audience participation. Effective marketing will include the use of multiple media outlets and methods.

Advanced Content for ratings of Highly Effective or Outstanding (4 – 5)

- Significant teaching by CEA is evident in programs
- Teaching methods include an appropriate mix of traditional, electronic (i.e. web based, technology assisted, etc.), and other methods to reach targeted clientele.

In-Depth Program Evaluation

Basic Content to receive a rating of Effective (3)

- Developed a plan to evaluate the quality and effectiveness of programs.
- Evaluation methods implemented were appropriate and effective in measuring the type of change expected.
- Used evaluation data to improve teaching methods, effectiveness, and quality, with input from planning groups.
- Collected and analyzed data that was valid and reliable in measuring program impacts.

Advanced Content for ratings of Highly Effective or Outstanding (4 – 5)

- A minimum of two data collection techniques were utilized in the evaluation of the program (i.e. survey, observation, yield data, interviews, etc…)

Outreach Program Summary

Basic Content to receive a rating of Effective (3)

- Outreach plans are representative of needs of the county, all needed plans are in place and approved.
- Planning groups are engaged in Outreach Programs as required by DEA and RPL. Groups will generally be required to meet a minimum of 3 times per year, with the RPL or DEA sometimes requiring more or less. Involvement of Extension Specialists or other resource people is expected with planning groups.
- Effectively engaged in management of the 4-H Program, including recruitment, volunteer development, project support, camp and other educational activity participation and other support needed to maintain a quality program for youth.
- All Outreach Programs completed as planned, or as amended and approved by DEA and RPL.
- Markets all outreach programs effectively, including newsletters, media, and electronic methods as appropriate.
- Evaluation of Outreach Plans is expected (minimum of customer satisfaction). Level and method of evaluation will be specified in each plan.
- ANR Outreach plans should include appropriate Result Demonstrations, evaluated as described in the In Depth section.

Advanced Content for ratings of Highly Effective or Outstanding (4 – 5)

- Outreach plans include involvement in multi and inter disciplinary programs with co-workers.
- Strong evidence of support of 4-H program, particularly in appropriate subject matter project areas.
- Evidence of CEA teaching in outreach programs.
- Evaluation results shared with EPG(s) and program modified as needed.

- Outreach plans are summarized in interpretive document similar to In-Depth Summary.

Accountability and Interpretation

Reporting Quality and Timeliness will determine Scores for 3-5 if all criteria are met

- Monthly reports were submitted on time and complete.
- Annual Program Plans are completed and submitted in a timely fashion.
- High Quality In-Depth Program Summaries were developed and shared appropriately with planning groups and other stakeholders. Summaries will include the results of major activities and focus on client change (knowledge, behavior, adoption, and/or economic impact)
- Commissioners court reports, mileage, and support materials were submitted each month to DEA.
- Responded promptly and professionally to special requests for reports and materials.
- Effectively branded and interpreted extension programs and programming efforts to key stakeholders, including commissioners courts, school boards, state/federal elected officials, and others as appropriate, using a variety of strategies and methods.
- Effectively utilized appropriate communication tools and channels to consistently market and interpret the benefit and value of Extension educational programs, such as Internet, weekly radio/TV shows, columns, etc.
- Implemented a coordinated strategy to communicate value of Extension programs with other agents, staff, and partners as appropriate.

Volunteer Management and Engagement

Basic Content to receive a rating of Effective (3)

- Effectively trained and engaged volunteers in program implementation to include:
    - volunteers teaching clientele
    - program planning
    - result demonstration cooperators
    - master volunteers and mentors provide direct clientele support
- Effectively conducted screening of volunteers working directly with youth.
- Recruited, involved, managed, and recognized volunteers, including 4-H Club Leaders and Project Leaders, Master volunteers, TEEA members and others in a manner that enhanced educational outreach.
- Volunteer numbers are appropriate for size and complexity of the county. Adequate numbers of volunteers are involved in program areas where volunteer support is beneficial.
- 4-H volunteer involvement is adequate to lead and grow the 4-H program to be representative of the needs of the county.

Advanced Content for ratings of Highly Effective or Outstanding (4 – 5)

- Evidence of volunteer leadership in programs. Volunteers taking ownership of programs with input and guidance from CEA.
- Recognition of volunteers is planned and intentional, such as implementation of volunteer recognition event.

Other Human Resources

Basic Content to receive a rating of Effective (3)

- Effectively managed paid staff, including county staff, program staff, or other staff as an integral part of the Extension program.
- Provided effective orientation, training, feedback and evaluation of county support staff as appropriate.
- Cooperates with other County staff in recruiting, interviewing and hiring staff.
- Followed all appropriate policies, rules, and guidelines as they relate to hiring and supervision of paid staff.

Advanced Content for ratings of Highly Effective or Outstanding (4 – 5)

- Successful in securing additional human resources as needed to grow the county program.
- Partners with other organizations or departments to maximize human capital for program support.

Material Resource Development

Levels of Program Support will Determine Scores of 3 to 5 if all criteria are met

- Developed and maintained effective working relationships with sponsors, donors, and coworkers in securing, maintaining, and managing support and resources for Extension educational programs.
- Effectively accrued and managed funds in a manner that enhanced program quality and outreach, including funds from county budgets, grants, donations, and program funds maintained by external groups. Included dollar amounts when appropriate.
- Actively and effectively supported fee-based programming.
- Completed a written annual review of support group accounts for all external groups who raise funds. Took corrective actions as appropriate.

Internal Relationships

Basic Content to receive a rating of Effective (3)

- Fostered joint education and program delivery activities with other Extension agents and specialists that led to a positive program impact within the county and in multi-county activities.
- Demonstrated evidence of multi-disciplinary, multi-cultural, and/or multi-county program efforts as appropriate.
- Demonstrated the ability to function effectively with other CEP/AgriLife Extension and research faculty, as well as other Texas A&M AgriLife and Texas A&M System representatives.
- Collaborated effectively with Extension organizations and support groups such as 4-H clubs, master volunteer groups, TEEA clubs, and study groups, etc., in a manner that enhanced program outcomes.

Advanced Content for ratings of Highly Effective or Outstanding (4 – 5)

- Very evident positive and inviting office atmosphere. Staff relationships are excellent and any problems are handled internally.
- Documentation of frequent office conferences, including total staff involvement in programs, budgeting, office management, interpretation, and other key aspects.

External Relationships

Basic Content to receive a rating of Effective (3)

- Established, sustained, and expanded networks, coalitions, and collaborations, which further the work of Extension in serving clientele.
- Established and maintained active and positive relationships with Commissioners Court(s), state and federal representatives, and representatives of local groups, organizations, and other agencies.
- Provided the necessary leadership to create partnerships and/or collaboration with external groups to plan programs to meet current and future needs.
- Actively partnered with local, county, state, and national/federal stakeholders, agencies, organizations, clubs, private businesses, agribusinesses, financial institutions, school groups etc., to develop and enhance educational programs and responses to effectively address local needs.
- Demonstrated expansion of programs to new audiences as a result of external relationships. Examples: expansion of 4-H clubs, increased volunteerism, and new target communities and other audiences.

Advanced Content for ratings of Highly Effective or Outstanding (4 – 5)

- Community involvement at a level that leads to wide visibility and respect for Extension..
- Recognized as an asset to the community by key leaders such as Chamber of Commerce, business and industry

leaders, school districts, etc….

Other Teamwork Examples

Levels of Involvement and Collaboration will Determine scores of 3 to 5 if all criteria are met

- Demonstrated ability to cooperate effectively as a team member at local, district, state, and national levels through collaborative programming efforts, participation on committees/task forces, and other tasks and duties as assigned.
- Demonstrated leadership in team building skills and service as a team leader when appropriate.
- Actively cooperated and supported employee recruitment and onboarding processes such as mentoring, First Step, internships, career days, and related team-oriented activities and processes.
- Worked cooperatively with coworkers on local job responsibilities, including 4-H program management, interdisciplinary programming, LAB, youth boards, PACs, 4-H cluster programming, multi-county planning groups, interpretation efforts, office support, joint reports, and related duties that require teamwork. Fostered a work environment that encourages positive staff interaction and relationships.

Professional Development

Levels of Involvement will Determine scores of 3 to 5 if all criteria are met

- Served in leadership roles on local, regional, state, national, and Extension committees and task forces.
- Demonstrated the competencies and interpersonal skills necessary to successfully conduct Extension programs.
- Participated in appropriate professional development training.
- Displayed a positive attitude and provides leadership to professional development activities in the District/Region.
- Worked with RPL and/or DEA to provide leadership to professional development activities as appropriate.
- Made satisfactory progress on graduate study hours and coursework, based on timeline for completion (if applicable).
- Actively participated in appropriate professional organizations and demonstrates evidence of leadership and recognition.
- Made appropriate scholarly contributions, such as publications, fact sheets, newsletters, web pages, handbooks, etc., at district, regional, state, and national levels.
- Made satisfactory updates and progress on Career Ladder preparation and took necessary action for promotion if appropriate

Professionalism

Levels of Attainment of Criteria will Determine scores of 3 to 5 if all criteria are met

- Maintained appropriate office hours.
- Followed instructions and responded properly and promptly to management.
- Communicated positively with co-workers, staff, administrators, clientele, and local stakeholders.
- Expressed disagreements in a constructive, non-confrontational manner
- Consistently complied with policies and procedures.
- Demonstrated the necessary initiative that will lead to fulfillment of job duties and responsibilities
- Was involved in community and organizations as appropriate to build community support and relationships.
- Represented the agency positively through personal appearance and conduct.

TEXAS A&M AGRILIFE EXTENSION

Making a Difference

Template found online: http://agrilife.org/communications/logos-templates/extension/

2015 County name – Program Title In-depth Plan
Summary Agents Name & Title

Relevance

This information in this section should be concise. A good source of information will be the issue statement from your program plan. The relevance statement should contain information related to your specific county situation. Use numbers to validate the conditions that contribute to the development of the plan. Some statements specific to the county that would be appropriate to include are:

- Ag income
- Incidence of diabetes
- # of BLT eligible households
- Acres in agriculture production
- Importance of a youth related plan and the potential opportunities and future impact of the program.

Response

The Response section should have reference made to the development and implementation of the program by the planning group. It should also include reference to the county issue that is addressed and the target audience. List supporting activities in brief bulleted statements (about 2 lines), and where appropriate indicate the number in attendance. You may also include educational outreach such as newsletters, news releases or news columns, radio, and television outreach that are related to the program topics. It would also be appropriate to include the involvement of partners, sponsors and donors in this section.

Results

Begin this section by indicating the type of evaluation instrument used, such as a pre- test and post - test with a 30 day follow up; retrospective post; certification exam, etc. Indicate the number of individuals who completed evaluations.

- Use bulleted statement, charts or graphs to emphasize results (see additional pages for examples)
- Report data as 62 of 108 (57%) …..
- List results in order of most to least significant
- Use the most significant outcomes but do not have to use all of the results
- Results should show knowledge gained, intention to adopt, or application of a best practice, skill or behavior
- Where appropriate use economic impact data

Educational programs of the Texas A&M AgriLife Extension Service are open to all people without regard to race, color, sex, religion, national origin, age, disability, genetic information, or veteran status.The Texas A&M University System, U.S. Department of Agriculture, and the County Commissioners Courts of Texas Cooperating

Acknowledgements

In this space recognize your planning group, partners, sponsors, donors, specialists and others whose time and efforts helped to make the program successful.

Additional Details for Creating an Informative In-depth Summary

- The document should be no more than 2 pages. No exceptions.
- Include the Value Statement on the lower right side of second page.
- Use the appropriate template. Templates can be found at the web link on the first page. Templates are available with AgriLife Extension & Cooperative Extension Program logos. Counties who have CEP agents should use both logos.
- Ensure that the document includes the non-discrimination clause (it is included on all templates)
- Results should be summarized – there is no need to include the entire document that was prepared by the specialist or Organizational Development Unit
- If space permits (and it may not):
  - A Summary statement is optional. If included, this statement should refer back to the relevance or need for the educational programming.
  - A Future Programming statement is optional. If included, make sure it reflects the need for programming to address the topic or issue in the future.
  - Clientele comments and success stories may be included. If these are used, they should reflect quality outcomes. Statements should show how the educational program affected positive change in the individual(s).
  - Photographs are optional. Be sure to show important aspects of the programs.

Adding the Value Statement

- Value statements can be found by using the link on the first page of this document
- First, write your text in the template (1-2 pages of text).
- Highlight **one** of the graphics in the Value Statement Graphics Word file that you want to use and then either:
  - Drag the graphic into the template you are working on, **OR**
  - Copy (right-click on it and select "copy" or choose "Copy" from the "Edit" menu"). In the template, right-click and choose "Paste" where you want it to go.
- Once the graphic is in the template, you can drag it to where you want it to go on the second page. Make sure it lines up with either the right or left margin – depending on which side of the page you place it.
- Adjust the amount/position of the text accordingly. **DON'T resize the image.**

Examples of Charts that Emphasize Program Impact & Success

Knowledge Level Change Mean value change was measured using a retrospective post evaluation instrument:

TOPICS	Mean Value BEFORE	Mean Value AFTER	Mean Change	Percent Increase
Understanding of assisting difficult calving situations.	2.24	3.67	1.43	47.70%
Understanding of laws and regulations concerning	2.33	3.76	1.43	47.70%
Understanding of new herbicide technology and	2.00	3.37	1.37	45.70%
Understanding of grasshopper and fly control options.	2.16	3.51	1.35	45.00%
Understanding of replacement cow and heifer	2.25	3.45	1.20	40.00%

Percent Who Increased Understanding AFTER Program that were already at Good/Excellent BEFORE Program:

TOPICS	Pct. At Good/Ex. BEFORE	Pct. At Good/Ex. AFTER	Pct. Point Difference (After-Before)	Pct. With Any Increase
Neonatal care of the newborn calf after dystocia	38.10%	100%	61.90%	90.50%
Body condition scoring to determine nutritional needs.	33.30%	95.20%	61.90%	81.00%
Understanding of average weaning percentage should	42.50%	95.90%	53.40%	78.10%
Winter feeding strategies for the beef cattle herd.	49.30%	94.70%	45.40%	77.30%
Forecast for calf prices in support of replacement costs.	34.70%	94.40%	58.90%	76.40%

Statement	Response (N = 18)		Percent Change
	Pre-Series	Post-Series	
I can become more steady on my feet.	2.28	3.33	46%
I can protect myself if I fall.	2.17	3.00	39%
I can find a way to reduce falls.	2.50	3.50	40%
I can find a way to get up if I fall.	2.44	3.17	30%
I can increase my physical strength	2.56	3.28	29%
	Scale: Extremely (5), Quite a Bit (4), Moderately (3), Slightly (2), Not at All		
During the last four weeks, to what extent has your concern about falling interfered with your normal social activities with family, friends,	3.00	1.83	(39%)
Knowledge Change Question	Scale: Moderate, 3 or more times per week (6), Moderate, less than 3 times per week (5), Infrequent for over a month (4), Trying to start (3), Do not but		

5th Grade: "Portion Distortion"	PRE-TEST	% ANSWERE	POST TEST	% ANSWERE	% INCREASE
Students knowing the difference between a portion and a serving	161/233	69%	229/233	98%	29%
Students realizing portion sizes now are not < than20 yrs. ago	132/233	57%	192/233	82%	25%
Students correctly identifying the serving size from the nutrition facts label	194/233	83%	223/233	96%	13%

Knowledge Change Questions (Yes, No, I Don't Know)	Pre-test % C orrect	Post-test % Correct	Percent Increase
Agriculture touches my life every day.	36.28%	68.92%	89.97%
Agriculture affects your life if you eat or wear clothes.	31.78%	58.00%	82.50%
Eating meat is an important part of a healthy and balanced diet.	63.27%	77.38%	22.30%
Agriculture is more than food.	37.93%	66.31%	74.82%
If farmers did not raise farm animals or grow crops, I would not be able to eat foods such as pizza and hamburgers.	67.77%	76.77%	13.28%
Steaks and hamburgers come from beef cattle.	83.96%	88.46%	5.36%
Dairy foods (like milk, cheese, and yogurt) help me grow strong bones and teeth.	84.26%	88.46%	4.98%
Wheat is made into flour which makes foods like bread, pasta, and crackers.	75.56%	82.46%	9.13%
Poultry is a word that is used when talking about chickens.	25.34%	50.46%	99.13%
Horticulture is the science of growing plants.	25.19%	47.08%	86.90%
When choosing what to eat, your whole plate should be fruits and vegetables.	62.67%	67.23%	7.28%
It is not important to conserve water because we have more than we'll ever need.	67.32%	69.38%	3.06%
Agriculture will be less important as our population gets larger and more people live in the city.	45.73%	60.77%	32.89%

Examples that Demonstrate Economic Impact

Table 4: Participant estimates of anticipated economic impact to their operation.

Combined Anticipated Economic Impact From Programs Hay Beef Forage Day Range Management Workshop North Central Texas Cattleman's Clinic	Minimum	Maximum	Sum	Mean
Total anticipated economic impact by head of cattle	$0	$1,575.00	$3,900.00	**$780.00**
Total anticipated economic impact by number of acres	$0	$19,513.00	$34,707.75	**$8,676..93**
Total anticipated economic impact by cattle and acres	$0	$20,163.00	$38,607.75	**$7,721.55**

Economic Impact. The anticipated economic benefit of the Rebuilding the Beef Herd program: Beef Cattle Managed – **36,440**; Acres Represented – **155,213**; Economic Impact to clientele - **$1,488,302.00**

Potential Economic Impact of Walk Across Texas:

Total Female Participants	263	Total Male Participants	80
Average Age Female Participants	43	Average Age Male Participants	41
Number of Females that could avoid or delay developing diabetes	59	Number of Males that could avoid or delay developing diabetes	15
Net Present Value per Female	$65,713	Net Present Value per Male	$53,964
Total Net Present Value for health care cost savings for Females	$3,859,167	Total Net Present Value for health care cost savings for Males	$821,290
Total Net Present Value for Wages Lost for Females	$200,844	Total Net Present Value for Wages Lost for Males	$96,657
Total NPV for Females	$4,060,011	Total NPV for Males	$917,948
Total Impact	$4,977,959		

Regional Leadership Team Review
CEA Promotion Packet Review

Name_____ **District**_____ **County**_____
Current Level _____ **Proposed Level** _____
Degree Level_____ **Years of professional experience by June 1**_____

I. Program Development		
Planning	Strengths	Weaknesses
	Recommendations:	
Implementation	Strengths	Weaknesses
	Recommendations:	
Evaluation	Strengths	Weaknesses
	Recommendations:	

Interpretation	Strengths	Weaknesses
	Recommendations:	
I. Organizational Support		
Volunteerism	Strengths	Weaknesses
	Recommendations:	
Human & Material Resources	Strengths	Weaknesses
	Recommendations:	

II. Relationships and Teamwork		
Relationships & Teamwork	Strengths	Weaknesses
	Recommendations:	
IV. Professionalism and Professional Development		
Professionalism & Professional Development	Strengths	Weaknesses
	Recommendations:	

Recommend Promotion? _____ Yes _____ No

Signed by Regional Leadership Team:

_____ _____

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_____ _____

Regional Peer Review
CEA Promotion Packet Review

Name_____ **District**_____ **County**_____
Current Level _____ **Proposed Level** _____
Degree Level_____ **Years of professional experience by June 1**_____

II. Program Development		
Planning	Strengths	Weaknesses
	Recommendations:	
Implementation	Strengths	Weaknesses
	Recommendations:	
Evaluation	Strengths	Weaknesses

	Recommendations:	
Interpretation	Strengths	Weaknesses
	Recommendations:	
III. Organizational Support		
Volunteerism	Strengths	Weaknesses
	Recommendations:	
Human & Material Resources	Strengths	Weaknesses
	Recommendations:	

IV. Relationships and Teamwork		
Relationships & Teamwork	Strengths	Weaknesses
	Recommendations:	
V. Professionalism and Professional Development		
Professionalism & Professional Development	Strengths	Weaknesses
	Recommendations:	

Recommend Promotion? _____ Yes _____ No

Signed by Region Peer Review Chair:

_____ _____

_____ _____

State Peer Review
CEA Promotion Packet Review

Name_____ **District**_____ **County**_____
Current Level _____ **Proposed Level** _____
Degree Level_____ **Years of professional experience by June 1**_____

III. Program Development		
Planning	Strengths	Weaknesses
	Recommendations:	
Implementation	Strengths	Weaknesses
	Recommendations:	
Evaluation	Strengths	Weaknesses
	Recommendations:	

Interpretation	Strengths	Weaknesses
	Recommendations:	
V. Organizational Support		
Volunteerism	Strengths	Weaknesses
	Recommendations:	
Human & Material Resources	Strengths	Weaknesses
	Recommendations:	

VI. Relationships and Teamwork		
Relationships & Teamwork	Strengths	Weaknesses
	Recommendations:	
VI. Professionalism and Professional Development		
Professionalism & Professional Development	Strengths	Weaknesses
	Recommendations:	

Recommend Promotion? _____ Yes _____ No

Signed by State Peer Review Chair:

_____ _____

_____ _____