

County:

Date of Review:



**EXTENSION PROGRAM
AND
COMPLIANCE REVIEW**

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COUNTY EXTENSION PROGRAM AND COMPLIANCE REVIEW

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PROCEDURE

DEAs will conference and develop plans for the following:

- Set dates for County Extension Program and Compliance Review.
- Send letter to County faculty or CED (when appropriate), announcing date, time, and support materials/documentation needed at the time of the review conference.
- Begin review with meeting of total county Extension staff, support staff, and District Extension Ad
 - ▶ Conduct orientation:
 - * Introduction/Purpose
 - * Benefits of compliance review and program review
 - * Emphasize that this is a "Program Review" and that as a part of the program review you will be looking at compliance with civil rights and affirmative action guidelines.
 - ▶ Administer questions on "Terms and Terminology" for staff to answer in writing and then review the answers.
 - ▶ Continue orientation:
 - * Relate Smith-Lever Act of 1914 to Civil Rights Compliance.
 - * This is an "in-house" review.
 - * Opportunity to help staff is greater if agents "open up" & talk.
 - * Program review is a "fact finding" day - followed by exit conference to review strengths and weaknesses of the program.
 - * A written report will be provided by DEA to county staff, within six weeks of date of review. Required elements for the written findings and recommendations report include:
 - (1) the date of DEAs written report of findings and recommendations;
 - (2) the date compliance review was conducted at the county;
 - (3) the following language: "The 'And Justice for All' poster was displayed in the office or in a notebook containing all employment posters;"
 - (4) the following language: "Official documents related to civil rights and affirmative action are on file, or can be referenced by staff on electronic files contained on an office computer or on the AgriLife Extension employee website;" and,
 - (5) the due date for the county response outlining what corrections were made, with the due date being set on or before 6 months from the date of compliance review.
 - * Audits/reviews should be positive functions, but can also expect some negative findings.
 - * County faculty and DEAs are expected to follow up on recommendations and submit report to DEA/Associate Director County Programs within six months of date of compliance review.
 - ▶ Faculty members briefly describe the previous year's programs, highlighting successes, and impacts of programs.
 - ▶ Excuse Support Staff Members
 - ▶ Interview total faculty (excluding secretaries), using instrument segments on "Observation Record," "Staff Involvement and Program Management," "Americans with Disabilities Act," "Program and Organizational Support," and "Review of Support Group Accounts."
 - ▶ Interview each faculty member using appropriate instrument segments on "Educational Effectiveness and Quality."

A form should be completed in Agriculture & Natural Resources, Family & Consumer Sciences, Community Resource Economic Development, and 4-H & Youth Development program areas
 - ▶ Examine documentation and records on file (as indicated in instrument).

Within six weeks
of date of review:

District Extension Administrator will provide a written report of findings to the county faculty and Associate Director for County Programs.

Within six months
of date of review:

County faculty will submit a written response to DEA, of actions taken to address reported findings. DEA submits copy to Associate Director for County Programs.

BENEFITS OF EXTENSION PROGRAM AND COMPLIANCE REVIEW

1. Provides additional means of program evaluation to determine whether needs of clientele, including minorities, are being met.
2. Provides for more readily available information on service to minority groups to respond to special and regular reports and requests.
3. Encourages staff to develop new programs, methods and techniques to reach under served audiences.
4. Meets the laws, regulations and policies requiring reviews.
5. Avoids problems of investigation and/or complaints associated with legal noncompliance, if alleged by outside groups/individuals.
6. Brings staff to a better understanding of the need for documentation and records.
7. Provides a basis for improving personnel and program management methods; provides benchmark data on which to measure progress.
8. Increases staff awareness of managerial responsibilities in areas of employee supervision, training and career development.
9. Documents information for Director and state supervisory and administrative staff; reduces possibility of misinformation and or lack of communication.
10. Enables county staff to be more knowledgeable of laws, rules and regulations and facilitates their "indoctrination" of planning groups, organizations, lay leaders, governing bodies, legislators and others involved in cooperative working relationships.
11. Uncovers areas in which Texas A&M AgriLife Extension Service rules and procedures on civil rights and equal employment opportunity matters need to be reemphasized, strengthened, incorporated into written policies and procedures, and/or disseminated to staff and other appropriate persons.
12. Facilitates preparation of county and State annual program plans in terms of staff-time statistical data, as well as narratives called for to fulfill specific civil rights and EEO requirements.

DEFINITIONS

- a. ***Title VI of the Civil Rights Act of 1964.***
Specifies that no person in the U.S. shall, on the grounds of race, color, religion, sex, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.
- b. ***Title VII of the Civil Rights Act of 1964.***
States that the policy of the U.S. Government is to provide equal opportunity in employment for all persons; to prohibit discrimination in employment because of race, color, religion, sex, or national origin; and to promote equal opportunity through affirmative action in each Federal department and agency. Equal opportunity must be an integral part of personnel policy and practice including employment selection, training, advancement and treatment. This title also provides the basis for prohibiting sexual harassment at employment-related locations and functions.
- c. ***"All reasonable efforts."***
A set of procedures required to be used and their documentation kept to demonstrate that federally funded programs or activities have been made available to the maximum possible potential audience of a given locale or area. The minimum reasonable effort required by County Extension staff members includes all items listed as follows:
1. Use of all available mass media, including radio, newspaper and television, to inform potential recipients of the program and of opportunity to participate.
 2. Personal letters, e-mails, and circulars addressed to defined potential recipients inviting them to participate, including dates and places of meetings or other planned activities.
 3. Personal visits by the County Extension staff member(s) to a representative number of defined potential recipients in the geographically defined area to encourage participation.
- d. ***"Adequate public notification."***
Public notification plans are a part of the delivery mode in the affirmative action goals related to the Civil Rights Act of 1964. Public notification plans ask each agency or organization to use the most diversified possible communications to attract persons of all races, colors, religions, genders, and national origins to participate in programs or activities funded wholly or in part by Federal resources. Examples would include posters, flyers, minority organization bulletin board notices, utility bill inserts, or other public mailings. Using nondiscriminatory statements, photos, and graphics to convey the message of equal opportunity in informational material released to the public. Using sex-neutral language---elimination of sex discrimination, sex bias, and sex-stereotype language from materials used in educational programs.
- e. ***Title IX of the Education Amendments of 1972.***
The specific purposes of Title IX are to prohibit discrimination against individuals in federally-funded programs or activities, and in every aspect of employment because of their gender. Title IX provisions include prohibitions against male/female job-related stereotyping, sexual harassment, unequal opportunities for training, advancement and other benefits of employment.
- f. ***Americans with Disabilities Act of 1990.***
Title I states that no entity shall discriminate against a qualified individual with a disability because of the individual's disability in regard to job application procedures, hiring, advancement, discharge, compensation, training and other terms, conditions and privileges of employment.

Title II of the Act states that no qualified individual with a disability shall, by reason of such disability, be excluded from participation in or be denied the benefits of the services, programs or activities of a public entity, or be subjected to discrimination by any such entity.

A "qualified individual with a disability" is any individual with a disability who, with or without reasonable modifications to rules, policies or practices; the removal of architectural, communication or transportation barriers; or the provision of auxiliary aids and services, meets the essential eligibility requirements for employment, receipt of services or participation in programs or activities provided by a public entity.

g. Affirmative Action.

Affirmative action is those positive and deliberate actions taken to involve all audiences in educational programs and the targeting of minority audiences following the guidelines of the Civil Rights Act of 1964. The spirit of affirmative action is to be proactive; to include in planning of all educational programs the steps necessary to make those programs available and accessible by all potential audiences.

Racial/Ethnic Categories

- *Black, not of Hispanic origin* - a person having origins in any of the black racial groups of Africa.
- *White, not of Hispanic origin* - a person having origins in any of the original people of Europe, North Africa or the Middle East.
- *Hispanic* - a person of Mexican, Puerto Rican, Cuban, Central American, South American or other Spanish culture or origin, regardless of race.
- *Asian or Pacific Islander* - a person having origins in any of the original peoples of the Far East: Southeast Asia, the Indian subcontinent, Pacific Islands (China, Japan, Korea, Philippine Islands, Samoa).
- *American Indian or Alaskan Native* - a person having origins in any of the original peoples of North America, and who maintains cultural identification through tribal affiliation or community recognition.

Additional sub-categories based on national origin or primary language spoken may be used where appropriate, on either a national or a regional basis.

Racial-ethnic designations do not denote scientific definitions of anthropological origins. A program participant may be included in the group to which he/she appears to belong, identifies with, or is regarded in the community as belonging to. No person should be counted in more than one racial-ethnic category.

REVIEW TEAM'S REPORT

Prepare the report to county staff, and Associate Director for County Programs office in letter format, using the following outline for the narrative summary:

1. Write as a cover letter to the County Extension Faculty and Director. Also copy 1890 Administrator where appropriate.
2. Use the following opening statement:

This report represents the result of a review of the _____ County Extension program, as well as staff's compliance with the Civil Rights Act of 1964 (Title VI and VII), various related Civil Rights regulations, Affirmative Action Plan, Title IX of the Education Amendments (1972), administrative policies and procedures. This review was made in _____ by _____ on _____, where records and data were examined, and personal interviews were conducted with Extension personnel. At the completion of the review an exit conference to discuss the results of the review was held with: (names of individuals present at exit conference).

3. Then as a narrative, write comments and recommendations on various areas of concern, citing significant findings/observations related to the interview instrument, including a summary of the recommendations. This may be in the body of the letter, using sub-headings, or as a separate attachment.
 - A. **Observation Record** – (OR-1 – OR-6 Findings & Recommendations)
 - B. **Staff Involvement and Program Management** – (SI-1 – SI-24. Findings & Recommendations)
 - C. **Americans with Disabilities Act** - (ADA-1 – ADA-6. Findings & Recommendations)
 - D. **Program and Organizational Support** – (POS-1 – POS-21. Findings & Recommendations)
 - E. **Educational Program Effectiveness and Quality – List for all four Program Area** (EPEQ-1 – EPEQ-9. Findings & Recommendations)
 - F. **Review of Support Group Accounts**– (AFA-1 – AFA-3. Findings & Recommendations)
4. Close with a statement of appreciation for participation of staff in the interview, perhaps citing the purpose/expected benefit of the visit.
5. Reviewer signs the letter.
6. Send the letter with comments and recommendations in the six areas above to county staff and to the CED and CEP Administrator as appropriate. In addition, send a copy of the letter to the Associate Director for County Programs office, with the original completed copy of the instrument (data/notations entered) for the permanent file.

TERMS AND TERMINOLOGY:

1. When is "All Reasonable Effort" required?
2. Who is responsible for conducting "All Reasonable Effort?"
3. How does Title IX of the Civil Rights Act differ from Title VI of the Act?
4. Where would you publicize educational programs and activities to be sure that all audiences are aware of the program or activities?
5. What are some of the considerations involved in making your programs accessible to disabled persons?
6. What are the guidelines for participation of minorities on planning groups?
7. Who makes up the Expansion and Review Committee in 4-H?
8. How would you define Affirmative Action?

ANSWERS RELATED TO TERMS AND TERMINOLOGY

1. When is "All Reasonable Effort" required?

Where there are organized groups like Texas Extension Education Association (TEEA) and 4-H clubs. When new groups are formed. It is done periodically to assure that individuals living in the community where the clubs meet are invited to become members.

Reference: Affirmative Action Plan

2. Who is responsible for conducting "All Reasonable Effort?"

County Extension agents are responsible for conducting "All Reasonable Effort." Club members and volunteers may be asked to assist in the process.

Reference: Affirmative Action Plan

3. How does Title IX of the Civil Rights Act differ from Title VI of the Act?

- Title IX refers to gender and age.
- Title VI refers to educational programs being open to all persons regardless of race, etc.

Reference: Civil Rights Act of 1964; Educational Amendments of 1972

4. Where would you publicize educational programs and activities to be sure that all audiences are aware of the program or activities?

Publicize in areas/locations that are frequented by the targeted audience. To reach minority audiences notices should be posted in minority neighborhoods and disseminated through grass roots organizations, minority churches and media that specifically reaches minorities.

Reference: Public Notification Plan

5. What are some of the considerations involved in making your programs accessible to disabled persons?

(a) May not refuse participation by a disabled person in a service, program, or activity simply because the individual has a disability; (b) Must provide programs and services in an integrated setting, unless separate or different measures are necessary to ensure equal opportunity; (c) Must eliminate unnecessary eligibility standards or rules that deny individuals with disabilities an equal opportunity to enjoy their services, programs, or activities unless "necessary for the provisions of the service, program, or activity;" (d) Are required to make reasonable modifications in policies, practices, and procedures that deny equal access to individuals with disabilities, unless a fundamental alternation in the program would result; (e) Must furnish auxiliary aids and services when necessary to ensure effective communications, unless an undue burden would result; (f) May not place special charges on individuals with disabilities to cover the costs of measures necessary to ensure nondiscriminatory treatment; and (g) Shall operate programs so that, when viewed in their entirety, they are readily accessible to and usable by individuals with disabilities.

Reference: Americans with Disabilities Act of 1990

6. What are the guidelines for participation of minorities on planning groups?

The groups should represent the racial/ethnic makeup of the population. Gender is also a consideration; i.e. males on family related committees and females on agricultural related planning groups.

Reference: Program Development Handbook

7. Who makes up the Expansion and Review Committee in 4-H?

The membership of the committee/task force consists of five to nine members, one of whom will be a member of the county Youth Board. The members should be representative of racial/ethnic groups and geographic areas within the county. The youth members of the committee should be selected from the youth committee/4-H council. The adult members of the committee should come from the community at large and the volunteer adult leadership task force/association. One-third of the committee membership should be youth.

Reference: 4-H Management Handbook

8. How would you define Affirmative Action?

Positive and deliberate actions taken to involve all audiences in educational programs and the targeting of minority audiences.

Reference: Affirmative Action Plan

OBSERVATION RECORD

(Questions responded to by observer)

OR-1. Are all Extension Faculty and Staff housed in office space according to function, without regard to race or gender/sex? NO YES

If NO, explain:

OR-2. Is there only one main entrance to the Extension office? NO YES

If NO, explain: _____

OR-3. Where is the "And Justice for All" poster displayed? Check all that apply. NOT DISPLAYED

Prominently at/near entrance

In reception area

In Extension conference room

Extension meeting room or auditorium

Other _____ Identify _____

Is it readily visible to the visiting public? NO YES

OR-4. a. If housed in the building with other agencies, does building directory list the Texas A&M AgriLife Extension Service? NO YES

If NO, explain: _____

b. If agents are listed by name, are all agents listed? NO YES

If NO, explain: _____

c. How is office identified?

OR-5. a. Does telephone directory listing reflect current title and official designation of Texas A&M AgriLife Extension Service?

Under which designation is it listed? (i.e., education; county; etc.) NO YES

b. If agents are listed by name, are all agents listed? NO YES

STAFF INVOLVEMENT & PROGRAM MANAGEMENT

SI-1. List the number of current faculty and support staff positions in the county:

_____ Agents

_____ Assistants/Associates/Paraprofessionals

_____ Support Staff

SI-2. How often are office conferences conducted in which Extension agents meet together to develop plans for the county's Extension program?

weekly

bi-weekly

monthly

a. Are minutes of office conferences kept?

NO YES

Are they distributed to other faculty and staff members?

NO YES

Are minutes of meetings held the last 12 months available for review?

NO YES

b. Do all agents regularly participate in the office conference?

NO YES

If NO, who does not participate and why: _____

c. In county office conferences, are questions or concerns related to program compliance discussed?

NO YES

If YES, list dates of office conference minutes

which confirm the discussion(s).

d. How do agents develop plans for carrying out specific program activities and events if more than one agent is involved?

Documentation: _____

SI-3. List steps taken by county Extension faculty to discuss and review civil rights and affirmative action compliance during the current program year with county staff members and external support groups such as Program Committees 4-H club managers, Leadership Advisory Board, and Youth Board.

Documentation: _____

SI-4. List efforts made by agents to collect and evaluate participation data to improve services delivered to all group members and persons in all Extension program areas.

Documentation (Attendance Sheets, Monthly Reports Contact Data, Etc.): _____

SI-5. Does any county Extension faculty member sponsor, support, financially assist or officially participate in any conferences, conventions or meetings where participants are segregated, excluded or treated differently based on race, color, national origin, religion, handicap, or gender/sex? NO YES

If YES, explain: _____

SI-6. During the past program year, has any county Extension faculty member withdrawn sponsorship, support, financial assistance, or official participation in any conference, convention, meeting or awards recognition where participants are segregated, excluded or treated differently based on race, color, national origin, religion, handicap, or gender/sex? NO YES

If YES, explain: _____

Support Staff Selection, Job Assignments, Training & Supervision

- For items SI-7 through SI-15, observer should review actual documents. If documentation is not adequate, observer should so note.

SI-7. Does the county have and follow an Equal Employment Opportunity Plan & published policies governing the selection, employment and other terms and conditions of employment for support staff members? NO YES

If NO, explain procedures agent(s) follow in selecting, training, compensating, etc.: _____

Documentation: _____

SI-8. Review file on last support person hired in regard to county's EEO guidelines. Were EEO guidelines followed and documented?

NO YES

Documentation: _____

SI-9. Who has primary responsibility for supervising each county Extension support staff member?

Support Staff Member

Supervising Agent

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

SI-10. How are support staff assignments made? _____

SI-11. Are support staff commonly assigned to work for faculty or a different racial/ethnic line from their own?

NO YES

NO MINORITY STAFF

SI-12. Have position descriptions for support staff been developed? NO YES

If YES, when was the last update and where is it filed? _____

Documentation: _____

SI-13. Are performance appraisals conducted annually with support staff? NO YES

If NO, explain how performance is evaluated: _____

SI-14. a. Where are copies of performance appraisals filed?

b. Are copies of the performance appraisals provided to support staff members? NO YES

Documentation: _____

Files and Documentation

SI-15. a. Locate references for the official documents for Texas A&M AgriLife Extension Service employees:

- Civil Rights Act of 1964, Title VI and VII
- Title VII CFR 15
- Title VII CFR 18
- Title IX AR, Education Amendments of 1972
- Plans & Procedures for Administration & Implementation of Title IX
- Secretary’s Memorandum 1662 and Supplements 3 and (Revised) 3
- Federal Register (June 11, 1982) re: Nondiscrimination on Basis of Handicap (Section 504 of Rehabilitation Act of 1973)
- Program for Equal Employment Opportunities in Texas A&M AgriLife Extension Service (now Texas A&M AgriLife Extension Service Affirmative Action Plan)
- Americans With Disabilities Act of 1990, Titles I and V
- Supplemental Instructions
- Compliance review plans and/or reports
- Racial/ethnic & related county data (listed as “County Data Form” on web)
- Public Notification Plan
- Other: _____

b. Are agents familiar with basic content/ideas/concept of each document? NO YES

Public Notification

SI-16. List informational materials released to public which indicate that all educational programs/activities sponsored or assisted by the county office of Texas A&M AgriLife Extension Service are "open to all regardless of race, color, sex, disability, or national origin."

Name/Title of Document	Type: Handout/News Release/Other	Date
1) _____	_____	_____
2) _____	_____	_____
3) _____	_____	_____
4) _____	_____	_____
5) _____	_____	_____
6) _____	_____	_____
7) _____	_____	_____

- *Review copies of such communications.*

Documentation: _____

SI-17. List news outlets, including minority group media, if any in county, that receive information about new programs or program changes.

Name	City/Town
1) _____	_____
2) _____	_____
3) _____	_____
4) _____	_____
5) _____	_____
6) _____	_____

Documentation: _____

SI-18. a. List the (minority) "grass roots" organizations in the county:

_____	_____
_____	_____
_____	_____

b. How are organizations notified of Extension educational program opportunities?

Documentation: _____

SI-19. Describe what you consider as a Civil Rights "success story" during the past 12 months in your area of primary responsibility.

Documentation: _____

SI-20. a. Are current/updated e-mail and mailing lists available to all agents?

NO YES

If NO, explain: _____

b. How are mailing lists used by faculty and staff? _____

c. How are mailing lists compiled? _____

d. How are mailing lists kept up to date? _____

SI-21. What system is in place to share official information that is received by only one faculty member (i.e. county coordinator, 4-H coordinator, etc.).

SI-22. List civil rights training in which county faculty and/or support staff participated during the past year and the nature of training received.

Staff Resources

SI-23. Do all agents have equal access and opportunity in accordance with work assignment for use of the following:

- a. Demonstration kitchen NO YES NA
- b. Equipment NO YES
- c. Supplies NO YES
- d. Support staff assistance NO YES
- e. Auditorium/meeting rooms NO YES NA
- f. Travel allowance NO YES
- g. Vehicles NO YES NA
- h. Telephone NO YES
- I. Computer/Web site/Online access NO YES
- j. Publications NO YES
- k. Other staff facilities NO YES

If NO, explain: _____

RECOMMENDATIONS FOR SI (1-23): _____

AMERICANS WITH DISABILITIES ACT (ADA)

ADA-1. Have all staff members received training regarding the Americans With Disabilities Act materials? NO YES

ADA-2. What provisions have been made to meet the requirements of the Act?
Are County Extension Offices/Meeting Rooms ADA compliant? NO YES
What auxiliary aides and services have been identified? _____

Example of how agents have adapted programs for disabled participants. _____

Is designated parking for disabled clientele available? NO YES

ADA-3. Do meeting announcements, posters, etc. about Extension-sponsored programs include the required verbiage regarding Extension programs open to all regardless of disability, etc.? NO YES

ADA-4. Do meeting announcements, etc. include a statement directing program participants to contact the County Extension Office by (deadline) if special accommodations are needed? NO YES

ADA-5. Have you been asked to provide special accommodations for disabled clientele? NO YES
If yes, how did you respond? _____

RECOMMENDATIONS FOR ADA (1-5): _____

PROGRAM AND ORGANIZATIONAL SUPPORT

LAB/Planning Groups

- POS-1
- Review membership from LAB/planning groups (both current and previous years)
 - Review documents of group meetings (Agenda, meeting minutes and attendance list)

Comments: _____

POS-2. How are LAB members selected? _____

POS-3. a. What interests or groups do the Leadership Advisory Board represent? _____

b. How are the additional members selected? _____

POS-4. Are procedures used to select racial/ethnic minority members different from procedures to select racial/ethnic majority members? Explain: _____

POS-5. Have the Leadership Advisory Board members addressed minority participation on the LAB?
 NO YES

What were the recommendations/action taken? _____

Documentation in Exec Board minutes: _____

POS-6. Is there a system for rotation of members in place? NO YES

- Review Leadership Advisory Board standing rules, showing length of membership term.
- Review current Leadership Advisory Board and Program Area Committee membership lists showing tenure of members.

Comments: _____

POS-7. a. How are individuals notified that they are members of the Leadership Advisory Board or Program Area Committee? _____

b. How are members notified of Leadership Advisory Board or Program Area Committee meetings?
Comments: _____

POS-8. a. How are new members trained to assume responsibility on the Leadership Advisory Board or Program Area Committee? _____

Documentation of the type of training that was provided and resource materials used: _____

b. What training is provided to help members make informed program decisions? _____

Documentation: _____

POS-9. Provide example where the Leadership Advisory Board was involved in the Interpretation of Extension educational program within the last 12 months?

POS-10. Did agent(s) meet with chairperson to discuss and develop agendas in advance of board meeting(s)?

NO YES

Documentation: _____

POS-11. How are the minutes of meetings distributed? _____

POS-12. What methods are used to recognize committee members for their service on Leadership Advisory Board and Program Area Committees?

POS-13. **Recommendations** for changes or adjustments for the Leadership Advisory Board or Program Area Committees within next six months with regard to:

a. Racial/ethnic composition: _____

b. Gender composition: _____

c. Selection/training procedure for new members: _____

d. Meeting time and place: _____

e. Preparation & follow-up of meetings: _____

f. Involvement of members in meetings: _____

g. Involvement of members in program interpretation events and activities: _____

POS-14 a. Does the Youth Board have representation that is:

1. At least one-third youth membership? NO YES

2. From all racial/ethnic communities in county? NO YES

3. From the 4-H Council or Youth Leadership Task Force? NO YES

4. From the 4-H Adult Leaders Association or Adult Leadership Task Force? NO YES

5. From the community-at-large (non 4-H youth, parent, business leader, other youth agency executive)? NO YES

6. On a rotational membership system? NO YES

Documentation: _____

- b. Review minutes of past year's Youth Board (or Expansion & Review Task Force) meetings for Affirmative Action Plan considerations by committee members.

Which of the following were included in committee discussion?

4-H club expansion in county/4-H Affirmative Action Plan Requirements

None shown in minutes

Other, specify: _____

Are agents using the 4-H County Management Guide in training 4-H and youth development committee members?

- c. How and when are minutes of meetings distributed? _____

POS-15. Do any of these groups have club by-laws?

NO YES

If yes, do club by-laws include open membership clause?

NO YES

If no, explain, what steps are planned to add membership clause. _____

RECOMMENDATIONS FOR POS (1-15):

Interpretation _____

EPEQ-5. List at least 4 major educational activities conducted in the last 12 months

<u>Event/Activity</u>	<u>Total Attendance</u> <i>(from attendance lists)</i>	<u>Participation</u>			
		<u>W</u>	<u>B</u>	<u>H</u>	<u>O</u>
1) _____	_____	_____	_____	_____	_____
2) _____	_____	_____	_____	_____	_____
3) _____	_____	_____	_____	_____	_____
4) _____	_____	_____	_____	_____	_____

EPEQ-6. List collaborations Extension faculty involved in efforts to address these critical issues and/or base program educational activities

- 1) _____
- 2) _____
- 3) _____
- 4) _____

EPEQ-7. List specific efforts taken to encourage participation of minorities and/or under served audiences in Extension educational events/activities in the past year.

EPEQ-8. How were volunteers involved in program planning, marketing, implementation, evaluation and interpretation of these educational events and activities?

EPEQ-9. Review current year reports with appropriate county faculty. Annual 4-H Enrollment Report, FNEP, Annual Unit report, etc.

EPEQ-10 List Extension organized groups (Master Volunteers, Parent, Adult Leader groups, 4-H council, study groups etc.), in which you are directly involved in providing leadership. Refer to Annual 4-H Enrollment Report.

<u>Name of Group</u>	<u>Composition by Race</u>			
	<u>W</u>	<u>B</u>	<u>H</u>	<u>O</u>
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

RECOMMENDATIONS FOR EPEQ (1-10): _____

Review Support Groups Financial Accounts

AFA1. Review procedures to ensure compliance of Texas A&M AgriLife Extension Service Cash Management guidelines:

- Annual reviews
- Proper signatures on account(s)
- EIN numbers
- Proper account name

AFA2. Discuss Texas A&M AgriLife Extension Service Cash Management Guidelines and procedures implemented to ensure that volunteers are “Best Practices” in managing support group funds.

AFA3. Documentation that leadership of Extension Support Groups who have funds/bank accounts have been trained in “Best Practices.” _____

AFA4. Review “Account Review of Support Group Funds” form for each agent. _____

RECOMMENDATIONS FOR AFA (1-4): _____

Appendix 1

Sample Letter

Memorandum

To: _____ County Faculty and Support Staff

Subject: Extension Program and Compliance Review

All employees of Texas A&M AgriLife Extension Service have responsibilities for achieving compliance with the provisions of Title VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, the Americans with Disabilities Act, and the various regulations and requirements related to these Acts. As with all programs supported by Federal funds, we are subject to provisions which require that our programs serve all people without regard for socioeconomic level, race, color, religion, sex, disability, or national origin. We also continue to be interested in knowing that Extension is delivering quality, educational programs in all counties that meet the needs of the local people.

One of the procedures developed to help employees make sure they are complying with all the provisions is an in-depth program and compliance review. This procedure is being followed with the intent of reviewing each county unit on a rotational basis in the district.

I will conduct a review in _____ County on _____ date, time; The review will be held at the county Extension office beginning at _____ am. All professional county faculty members and office support staff are requested to be present and will be expected to participate in some or all parts of the review. In addition, paraprofessional aides and assistants employed by the county are asked to be present for a portion of the review. I will provide an orientation on the purpose of the review and procedures to be followed in conducting the review. An exit conference will be held with the county faculty and support staff to outline findings and make recommendations.

A written summary of the review findings will be provided to the county staff within six weeks following the exit conference. To save time during the review, the attached list of materials should be readily available for examination.

I am confident that the program and compliance review will be a worthwhile experience in assisting county staff members in fulfilling their responsibilities relative to civil rights and serving the citizens of _____ County.

District Extension Administrator

attachment: Checklist of Items Needed for Review

(Copy of this written report to be stored in Laserfiche 3.4.1.4 with county compliance review records)

Appendix 2

Checklist

Items Agents Need To Have Available for Review

Staff Involvement and Programs Management

1. Minutes of office conferences for last 12 months.
2. Documentation of planning for multi-agent events.
3. Agendas that reflect discussion and review of Civil Rights and affirmative action compliance.
4. Attendance sheets, monthly reports, contact data
5. County Equal Employment Opportunity Plan
6. File on last support person hired.
7. Support Staff Position Description
8. Copies of support staff performance appraisals.
9. Public notification documentation.
10. List of news outlets.
11. List minority “grass root” organizations.
12. Civil Rights success story.
13. Copy of letter notifying groups of our programs and non-discrimination policies.
14. List of Civil Rights trainings in which county faculty and/or support staff participated.
15. Current mailing lists and procedure for maintaining lists.

Program and Organization Support:

1. Membership list for past two years of LAB, Committees, Task Forces, Youth Board and other Extension planning groups. Note membership tenure and rotation system.
2. Leadership Advisory Board/Program Area Committee and Youth Board minutes (last year).
3. Standing Rules for Leadership Advisory Board, Program Area Committees and Youth Board.
4. Leadership Advisory Board, Program Area Committee and Youth Board training materials/resource materials.

Educational Programs Effectiveness and Quality:

1. Attendance list from four programs in each program area.
2. Annual 4-H Enrollment Reports
3. FNEP Annual Unit Report
4. Census of Agriculture (most recent)
5. Background Data for Program Compliance Reviews
6. TExAS Summary printout of Educational Contacts for past two years.

Review Support Funds Financial Accounts:

1. Account Review of Support Funds Form
2. Documentation that support groups have been trained in “Best Practices.”

Appendix 3

Extension Program and Compliance Review

Agenda

(DATE)

County _____

➤ **Meeting with Entire County Extension Faculty and Support Staff**

➤ **Orientation**

~ **Introductions and Purpose of Review**

~ **Benefits of Extension Program and Compliance Review**

➤ **Quiz on Terms and Terminology**

➤ **Faculty Highlights of Success Stories**

➤ **Joint Program Review**

~ **Observation Record**

~ **Staff Involvement and Program Management**

~ **Americans with Disabilities Act**

~ **Program and Organizational Support**

~ **Audit of Accounts**

➤ **Individual Program Reviews**

~ **Educational Effectiveness and Quality**

➤ **Exit Conference for Recommendations and Follow up Procedures**

➤ **Questions/Answer**

➤ **Adjourn**

Appendix 4

Sample - Written Report of Findings and Recommendations from DEA

To: _____ **Extension Faculty**

From: _____
District Extension Administrator

Subject: County Extension Program and Compliance Review - Written Report

This report represents the result of a review of the _____ County Extension Program, as well as staff's compliance with the Civil Rights Act of 1964 (Title VI and VII), various related Civil Rights regulations, Affirmative Action Plan, Title IX of the Education Amendments (1972), administrative policies and procedures. This review was made in _____ [city] by _____, District Extension Administrator, on _____ [Date of Compliance Review], where records and data were examined, and personal interviews were conducted with Extension personnel.

The review began with a discussion of the purpose and benefits of the Program and Compliance Review. This was followed with a review of compliance terms and terminology and a review of compliance records in the central files. All County Extension faculty and support staff participated.

A. Observation Record

Findings:

- All Extension faculty and staff are housed in office space according to function.
- There is only one main entrance to the Extension office.
- The "And Justice for All" poster was displayed in the _____ area of the office, or in a notebook containing employment posters available for public viewing.
- The Extension Office is identified by street signage and a sign near the front door of the office building.
- The County Extension website includes the agents and program areas.

Recommendations:

- Update street sign to indicate Texas A&M AgriLife Extension Service.
- Update the local telephone directory to our current name - Texas A&M AgriLife Extension Service - County Office.

B. Staff Involvement and Program Management

Findings:

- Bi-Weekly Staff Conferences are conducted with minutes recorded and distributed.
- Program compliance has been discussed.
- The county does follow an Equal Employment Opportunities Plan in the selection and employment of support staff.
- Support staff assignments are made according to program areas and for the agent working with these program areas. Supervision is provided by the agents.
- Official documents related to civil rights and affirmative action are on file, or can be referenced by staff on electronic files contained on an office computer or on the AgriLife Extension employee website.
- Informational materials released to the public indicate that all educational programs/activities sponsored by Extension are open to all regardless of race, color, national origin, sex, age or disability.
- Good civil rights success stories.
- Mailing lists are current and up to date and available to all faculty and staff.
- All faculty and staff have equal access and opportunities to utilize office equipment, supplies, and publications.

Recommendations:

- The agent and support staff should review official Civil Rights and Affirmative Action documents and sign a documentation sheet indicating that this was completed.
- Include discussions of Civil Rights, Affirmative Action, and compliance during regularly scheduled Staff Conferences, record staff conference minutes, and distribute to all faculty and staff.
- Include the open to all statement ..."Educational programs of Texas A&M AgriLife Extension Service are open to all people without regard to race, color, sex, disability, religion, age, or national origin."... on all flyers, news letters, news releases, etc.
- The agents should garner input from Program Area Committees and Youth Board on ways to expand program outreach to new and diverse audiences.

C. Americans with Disabilities Act

Findings:

- Staff members are familiar with the Americans with Disabilities Act materials.
- Provisions are being made to address special accommodations needed by clientele with disabilities.

Recommendations:

- The agent and support staff should become familiar with the available county resources and axillary aid providers for clientele with disabilities.
- Develop a listing of individuals or businesses which can provide axillary aids for clientele with disabilities.
- Continue to adapt programs for people with disabilities.
- Direct potential participants with disabilities to contact the Extension Office by a specified date if needing special accommodations. Be consistent with the number of days for prior notification. This statement should be included in meeting announcements and correspondence.

D. Program and Organizational Support

Findings:

- The County Extension Leadership Advisory Board met one time during the previous year.
- Program Area Committees including Small Acreage Agriculture, Horticulture, Pecan/Citrus, Natural Resources, Master Gardener Board, Master Naturalist Board, Family and Consumer Sciences, Aging, and Diabetes Education are meeting on a regular basis to plan, implement and evaluate Extension educational programs. The Youth Board did not meet during the previous year.
- Program Area Committees follow a planned meeting agenda and minutes are recording and distributed.

Recommendations:

- Continue to build upon the structure of the Youth Board with members who will provide the needed support for this programming area.
- Develop and establish bylaws for the Leadership Advisory Board and Program Area Committees.
- Continue to search of minority representation on program area committees who will attend meetings and provide the needed support of programs. Add Hispanic representatives to the Leadership Advisory Board, Horticulture Committee, Small Acreage Agriculture Committee, Master Gardener Board, Master Naturalist Board, Natural Resources Committee, Aging Committee, and Diabetes Committee. Add Black representatives the Aging and Diabetes Committees. Add White representation to Youth Board.
- All committees should receive Civil Rights, Affirmative Actions and Compliance Training on an annual basis.
- All committees should receive trend training and program area updates on an annual basis.
- All committees should meet a minimum of two times each year to plan and evaluate Extension educational programs.

- Continue to involve local community leaders as committee members in a variety of ways in educational programs and interpretation events. Assign specific tasks for committee members to perform.
- Continue to recognize committee members for their service on committees and for their programming support within program fliers.
- Continue to strengthen the utilization of planning committees with all programming areas.

E. Educational Program Effectiveness and Quality

Agriculture and Natural Resources

Findings:

- Advisory groups were involved in planning and implementing educational programs and activities.
- Educational activities such as Citrus Grafting Clinic, Pond Management Seminar, Citrus Production Field Day, and Community Garden Workshops are reaching many audience groups in the county.

Recommendations:

- Continue to train volunteers within the Agriculture and Natural Resources program areas to extent our outreach to new and varied audiences.
- Continue to involve advisory committees with program planning, implementation, and evaluation.
- Increase the variety of educational activities which are offered to meet the needs of all clientele groups in County. Educational activities should be designed and targeted for specific audiences.

Family and Consumer Sciences

Findings:

- Advisory groups were involved in planning and implementing educational programs and activities.
- Educational activities such as Better Living for Texans, Hope for Health, Diabetes Education Classes, Food Protection Management, and Seniors Rally Day are reaching many audience groups in the county.

Recommendations:

- Continue to train volunteers within the family and consumer sciences program areas to extent our outreach to new and varied audiences.
- Continue to involve advisory committees with program planning, implementation, and evaluation. Build upon the base of the Family and Consumer Sciences Committee to enhance their programming efforts.

- Increase the variety of educational activities which are offered to meet the needs of all clientele groups in County. Educational activities should be designed and targeted for specific audiences.

4-H and Youth Development

Findings:

- Advisory groups were involved in planning and implementing educational programs and activities.
- Educational activities such as various curriculum enrichment activities, Health ROCKS!, Egg to Chick, Quality Counts, etc. are reaching all audience groups in the county.

Recommendations:

- Increase minority participation in organized 4-H clubs and groups.
- Continue to train volunteers within the 4-H and Youth Development program areas to extent our outreach to new and varied audiences.
- Continue to involve advisory committees with program planning, implementation, and evaluation.
- Continue to offer a variety of educational activities to meet the needs of all clientele groups in County. Educational activities should be designed and targeted for specific audiences.

Community and Economic Development

Findings:

- Advisory groups were involved in planning and implementing educational programs and activities.
- Educational activities such as Hurricane Preparedness Seminar, and emergency preparedness presentations are reaching all audience groups in the county.

Recommendations:

- Train volunteers within the Community and Economic Development program area to extent our outreach to new and varied audiences.
- Continue to involve advisory committees with program planning, implementation, and evaluation.
- Increase the variety of educational activities in Community and Economic Development to meet the needs of all clientele groups in County. Continue to address Emergency Management and Water Conservation as key programming areas.

F. Audit of Financial Accounts

Findings:

- Annual reviews of county support fund accounts have been conducted.
- Annual reviews of community based 4-H Club accounts have been conducted.
- Proper names, signatures and EIN numbers were on these accounts.

Recommendation:

- Continue to monitor all accounts and conduct annual reviews of all accounts.
- Continue to follow the Best Management Practices for Financial Management and provide training to new volunteers.

I appreciate your preparation for this review and your positive participation in the review conference. I am pleased with the programming and outreach efforts which are occurring in _____ County, however; there is always room for improvement in outreach efforts to all audiences and in offering high quality and relevant educational activities. A written response to these recommendations must be submitted to my office on or before _____ [Due Date - not more than 6 months from date of compliance review].

If you have questions, please let me know.

Sincerely,

District Extension Administrator

(Copy of this written report to be stored in Laserfiche 3.4.1.4 with county compliance review records)