

North Carolina Cooperative Extension Service
Application for Title Promotion

Program Assistant I & Technician I Positions

Employee Name: _____

Current Date: _____

County: _____

Current Title		Title Being Sought	
x	Program Assistant	x	Program Associate
	Technician I		Technician II

Program Area			
	Agriculture	x	Family & Consumer Sciences
x	4-H		Community & Rural Development

Beginning Date in Current Position: _____

Total Extension Experience as of July 1: _____ Years _____ Months

Education (list degree attained, date of degree, and institution)		
Degree	Institution	Date Awarded

Performance Ranking – Last Five Years {must be completed by County Extension Director/Supervisor}					
Year	20__	20__	20__	20__	20__
Ranking					

Recommendation for Title Promotion

Program Assistant/Technician I to Program Associate/Technician II

I. List your major area(s) of program responsibility per your program area (attach additional sheets if needed)

Plan, implement and evaluate nutrition education to limited resource [COUNTY] County families with children and youth to improve their overall health.

Recruit volunteers on a continuous basis and give them the opportunity to learn by helping teach or recruit.

Recruit students and families on a continuous basis through collaboration with [COUNTY] County schools and local agencies. Continued on attachment "Question I"

II. Address each question in this section for each major program conducted since your employment with Cooperative Extension or since your last promotion.

A. Cooperative Extension Program Impacts and Accomplishments

i. Define/describe your major program objectives, opportunities or problems.

Since I began working with the North Carolina Cooperative Extension's Expanded Food and Nutrition Education Program (EFNEP) in XXXX, I have been responsible for planning, implementing, and evaluating nutrition education via approved curriculum to limited resource families and students. I helped targeted families improve nutrition behaviors by 94%, improve food safety practices by 84%, and I have improved resource management practices by 91%. Nutrition education to this targeted audience was provided through collaborations with Toe River WIC clinic, Tri-County Pregnancy Center, Centro de Enlace Latino outreach program, Spruce Pine Hospital Rehabilitation and Fitness Center, Family Violence Coalition, HUD housing, Reconciliation House, Alpha Omega Health, [COUNTY] County DSS and Work First programs, and Extension's Parenting classes. I have collaborated and worked with 6 elementary schools, 3 Support Our Students after school programs, 1 alternative high school, 1 Head Start program, and 2 daycare centers. Through my efforts student's gained knowledge of the essentials of human nutrition by 90% and 76% were able to select low cost, nutritious foods.

Building Healthy Families

- Objectives F-1: North Carolinians, including limited resource individual/families will improve the quality of their lives through eating healthy, being active, handling food safely, managing resources for food security, and practicing health-promoting behaviors.
- Expanded Food and Nutrition Education Program (EFNEP) provides limited resource families with children the knowledge and skills to achieve nutritionally sound diets.
- 4-H Expanded Food and Nutrition Education Program 4-H EFNEP provides to youth age 5-19 a practical, hands on approach to nutrition education and food preparation. This idea of "Learning by Doing" encourages positive dietary changes, increased physical activity and improved food safety habits resulting in better health and enhanced self-esteem.

ii. How was the need for the programs identified or determined? Did you work with the agent and Advisory Leadership System (ALS) and/or specialized committees?

Motivating limited-resource families to develop healthier lifestyles, reduce obesity rates especially in youth and improve their quality of life is an ongoing issue being addressed in [COUNTY] County and Western North Carolina. In XXXX [COUNTY] County residents were faced with economic hardships due to the closing of 2 industrial plants. Due to the rising unemployment rate the [COUNTY] County CED saw the need to educate families in the area of money and food resource management resulting in the adult EFNEP program. Since the beginning of my employment I have communicated with several agencies such as the Health Department, DSS, and Reconciliation House to help prioritize needs so that we are making the most impact with our limited resource families.

The results of a XXXX county wide survey of middle school youth administered by Healthy [COUNTY] (a community group of concerned citizens regarding the health of [COUNTY] County residents) indicated that youth had poor nutritional eating habits. Results indicated middle aged youth are not eating enough fruits and vegetables per day as well as not enough dairy products but seem to have no problem consuming too many soft drinks leading to a rising obesity rate in the county. The XXXX NC County Trends Report from the NC Department of Health and Human Services indicates 16.7% of youth ages 5 to 11 in [COUNTY] County are overweight. County agents recognized the need to educate youth in nutrition at an early age resulting in the [COUNTY] County 4-H EFNEP program. In XXXX, the EFNEP program began serving both youth and adult. I have communicated with our county schools, health department and Healthy [COUNTY] to see how we could better improve impacts amongst the students. One example of this was seeing the need for youth to include more physical activity in their daily lives; today I teach youth and teachers easy ways for kids to have more movement in the classroom.

The [COUNTY] County XXXX One Mission-One Vision-One Extension survey results ranked health and nutrition the number one need for the county. (see attached "Extension Survey") I truly feel by working together through integrated programming and sharing research-based nutrition education EFNEP can instill the confidence necessary for [COUNTY] County limited resource families and youth to make wise nutritional and physical fitness choices and develop higher self-esteem.

iii. What were the major strategies or program delivery methods you used (i.e. - as meetings, seminars and newsletters)? Include any innovative, creative, program accomplishments. (Publications, brochures, press articles, on-farm tests, etc.)

- Group meetings for [COUNTY] and Mitchell County Extension's Nurturing Parenting clients were held each Monday and Tuesday evening. Nutrition education was a component of this program.
- Classes were conducted for 9 Centro de Enlace (Latino Outreach) groups for the past 6 years reaching a total of 36 families.
- A total of 32 families were reached with classes at the Tri-County Pregnancy Center.
- Classrooms served as the setting for most [COUNTY] elementary school groups. A total of 2020 students have been reached since January XXXX.

One innovative program delivery method that was instrumental in reaching Hispanic mothers was a series of hands on nutrition and physical education lessons at the Spruce Pine Hospital Rehabilitation and Fitness Center. I collaborated with the fitness center instructor, health department and Centro de Enlace (Hispanic Outreach). The Hispanic mothers named their group "Women in Action". (see attached "Women In Action news article") Health tests indicated some mothers lost weight while others shown lower blood pressure.

These outcomes resulted in a renewal of program funding for Centro de Enlace (the Hispanic Outreach). Due to our efforts 3 other groups have been formed.

Another creative collaboration was with XXXX Elementary and the Regional Hygienist who showed students how to care for their teeth during a 4-H EFNEP Read Me a Story lesson on germ prevention. She gave each child a toothbrush while CVS Pharmacy donated toothpaste for them. (see attached “dental news article”)

Special marketing strategies used to promote the EFNEP program are newspaper publications, radio spots, newsletters, letters to teachers, and participation at local fairs. (see attached “Reconciliation House news article”)

iv. What audiences were served? Describe the audience and how it was identified. Did you expand your audience or reach a new audience for your program and if so how? Provide evidence of diversity and balanced programming efforts.

In the past 6 years 400 limited resource families with children have been reached through the EFNEP Families Eating Smart and Moving More program. Several families were referred through the Department of Social Services due to parental issues or lack of work. The Reconciliation House, Tri-County Pregnancy Center, Family Violence Coalition would also refer families in need. I did expand my audience to include Hispanic families through the Centro de Enlace’s English as a Second Language and the Women In Action programs.

To help youth improve practices in food selection, food safety, and enjoy being physically active 4-H EFNEP was offered to students beginning January XXXX. Since its origin over 2020 youth has been reached. All [COUNTY] County elementary schools are offering the Eating Smart and Moving More with Professor Popcorn or Color Me Healthy curricula. Presently these curriculums are being taught to 900 [COUNTY] County student in grades Kindergarten through 4th. To expand the Hispanic audience lessons were given to the Support Our Students after school program. Other audiences reached were the Mountain Heritage Alternative Evening School, Head Start, and day care centers. 4-H youth were reached through summer programming efforts.

v. What marketing efforts were used to show the value of your program efforts to others?

My first challenge as an EFNEP PA was how to creatively market the program and recruit participants to a county where EFNEP had not been an outreach in 20 years. My first effort included requesting air-time from the local radio station, WKYK Radio to give nutrition tips to [COUNTY] residents. From 2002 to 2005 each week I taped five one-minute segments to be played several times each day throughout the week. Other media sources I utilized were 4-H newsletters, Hispanic newsletters, local newspaper and displays. (see attached “4-H Nutrition Tip”)

In XXXX [COUNTY] County helped celebrate EFNEP’s 35th anniversary with a luncheon highlighting its history and accomplishments. Congressman Charles Taylor and NC Representative Phillip Frye attended the event along with County Commissioners, County Manager, District Extension Director, local agencies and program participants. We highlighted our program with displays, and a client testimonial. Both state and local leaders shared wonderful attributes toward EFNEP and the [COUNTY] Extension Center. Each guest was given a packet containing a 35th Anniversary brochure, county impacts, success stories, and gifts. (see attached “35th anniversary article”)

During the years I served the adult audience I would provide an annual dinner for agency representatives to thank them for their continual support. I used displays, success stories, and brochures to highlight the program. (see attached “appreciation dinner”)

Being alert to the expertise and resources available within my community has always been my best marketing tool especially with the Partnership for Children, [COUNTY] County schools, Head Start, and day care centers. The [COUNTY] Elementary schools have always been open and excited for 4-H EFNEP to program for the students.

Every month a 4-H EFNEP program report is sent to our County Commissioner and the School Board as well as a yearly packet of EFNEP Impacts and Accomplishments.

This year I had the great opportunity to represent the Western District EFNEP program and [COUNTY] County Extension in the “Back Home Visit” with Congressman Shuler at the Swannanoa 4-H Camp. I highlighted the youth EFNEP program with the Eating Smart and Moving More display and an EFNEP family topper. (see attached “Back Home Visit article”)

vi. Describe any internal/ external collaborations, networking and partnerships involved. What role did your FCS or 4-H Agent play?

- I have assisted the **County Extension Director** and **XXX Elementary School** with planning and implementing a Summer Nutrition Program.
- I have collaborated with the **Family Consumer Science Agent** and **Department of Social Services** to teach the Families Eating Smart and Moving More Curriculum to their Parenting clientele.
- I recognized my fellow co-workers by helping them win Epsilon Sigma Phi’s “**County Team Award**”. The application process for this award was a team effort between our county secretary and me. (see attached “County Team Award”)
- I recognized the **Tri-County Pregnancy Center** by nominating them for the “**Golden Star Award**”. The Center received this state award during EFNEP’s 35th Anniversary Celebration. (see attached “35th Anniversary article”)
- I have assisted the **Agricultural Technician** on farm tours.
- Represented the **Western District EFNEP** and **[COUNTY] County Extension Center** in the “Back Home Visit” with Congressman Heath Shuler at the Swannanoa 4-H Center.
- I have assisted **County Extension Director** and **XXX Elementary School** with the **Connecting in North Carolina** tour. (New faculty at NC State tour different places across the state that are collaborating with the university. XXX Elementary was chosen as one of the places to visit. [COUNTY] Extension Center another university employer welcomed the group to the county.)
- I have assisted the **County Extension Director** with Farm City Week and Report to the People celebrations.
- I encourage students to be involved in **4-H clubs and other 4-H activities**.
- I have collaborated with the **Tri-County Pregnancy Center** to offer adult programming with new mothers or mothers to be.
- I have collaborated with **Centro de Enlace, Health Department, and XXX Hospital Rehabilitation and Fitness Center** to offer adult programming for Hispanic mothers with the “Women in Action” groups.
- I have collaborated with the **Reconciliation House** to offer adult programming to families in need.
- I have collaborated with **Alpha Omega Health Inc.** to offer programming to adults with special needs.
- I have collaborated with **Centro de Enlace** to offer programming with their ESL groups.
- I have collaborated with the **[COUNTY] Health Department** to offer a summer Nutrition program for overweight youth.
- I collaborate with the **4-H Support Our Students** to offer programming for their after school and summer programs.
- I collaborate with all **[COUNTY] County Schools** to offer Eating Smart and Moving More with Professor Popcorn or Color Me Healthy curriculums to their students.
- I collaborate with **[COUNTY] County Head Start** to offer programming with their students and families.
- I collaborate with **Partnership for Children** to help with their reading program given to pre-school children and their families.

vii. What funding was utilized? List any grants and other resources secured.

EFNEP is a federally funded program from the United States Department of Agriculture administered through the North Carolina State University and the North Carolina Extension Service. County funding for program, materials and supplies has been increased yearly. Travel is provided through EFNEP funds.

viii. Describe changes in behavior and report program impacts. What knowledge and technology was transferred? What changes occurred in customers because of educational efforts?

- Limited resource families need to acquire knowledge, skills and changed behavior for nutritionally sound diets. In XXXX using the ERIB3 curriculum, I taught **85 limited resource families** nutrition education that included food preparation skills. After completion of the program via pre and post surveys documented that **88% of participants became better resource managers** showing improvement in one or more food resource management practices (plans meals, compares prices, uses grocery lists, does not run out of food); **97% showed improvement in one or more nutrition practices** (ie. plans meals, makes healthy food choices, reads nutrition labels, has children eat breakfast); **77% of graduates changed their behavior in food safety practices** (ie. thawing and storing foods properly).
- In XXXX the [COUNTY] County EFNEP program reached out to **76 limited resource families**. By using hands on experience and the ERIB3 curriculum **93.5% of the EFNEP graduates showed a positive dietary change** in one or more food groups; **90% of graduated participants improved nutrition behavior** such as planning meals, making healthy food choices, reading nutrition labels, and feeding children breakfast; **98% of EFNEP graduates showed improvement in one or more food resource managements**, and **82% showed improvement in one or more food safety practices**.
- Data from the EFNEP Evaluation/Reporting System are used to measure food practices and dietary improvements. Ten key food-related practices were measured at entry into EFNEP and upon graduation. These behavioral changes translate into significant improvements in daily living skills. Impacts based on 2005 data from **68 graduates** show that:
 - **97% became better food resource managers**
 - **97% improved their nutrition practices.**
 - **73% of graduates improved in one or more food safety practices.**
 - **66% more often used a grocery list.**
 - **79% now read food labels to select food with less fat.**
 - **74% more participants now use low fat milk.**
- The dietary intake of six key nutrients that are often limited in the diets of low income audiences are protein, iron, calcium, Vitamin A, Vitamin C, and Vitamin B. These nutrients are measured via the pre/post data from the EFNEP Evaluation/Reporting System. Intake levels for each nutrient shown an increase as a result of participation in EFNEP. There were also substantial improvements in the intake of food to meet the recommendations of the MyPyramid. At graduation 43% of the participants increased their intake of fruit group servings; 88% had increased their intake of the vegetable group, and 78% increased their intake in the dairy group.
- The [COUNTY] County 4-H EFNEP program is helping youth and adults make better decisions about their health and fitness. Children are having a great time helping with simple food preparation, being physically active and all the while studying nutrition. Results from the program's pre/post survey indicate **100% of [COUNTY] youth** were eating a variety of foods, **82%** had increased their knowledge of the essentials of human nutrition, while **82%** had increased their ability to select low-cost nutritious foods.

- As a result of EFNEP experiences [COUNTY] County limited resource families gained the knowledge and skills necessary to improve the diets of their family members. Using the new EFNEP Families Eating Smart and Moving More curriculum 44 limited resource families' were taught nutrition and food preparation skills in the year XXXX. Data from the EFNEP Evaluation/Reporting System has shown measurable outcomes. **97%** of EFNEP participants show substantial dietary changes in any of the food groups. Outcomes and impacts report **94%** of participants became more self reliant in the area of nutrition practices while **84%** of EFNEP families were keeping food safe, reducing waste and food borne illness. Program cost/benefit analysis estimates the **value to society at \$496,963.23** in saved healthcare costs.
- Communities of the state are getting stronger because of youth and adult engagement in volunteerism. Extension trained volunteers in EFNEP are providing high quality service to the families of [COUNTY] County. In XXXX a total of **63 volunteers** contributed **194 hours in support** of the adult and youth components of the program. The dollar value contributed at \$18.04/hour totaled **\$3499.76**.
- Helping [COUNTY] County students eat smart and move more and have fun doing it was my main goal for XXXX. Children are having fun with the Eating Smart and Moving More with Professor Popcorn curriculum this year. Each week a fun physical activity was incorporated into the lesson. **Target workload was exceeded with 779 youth** participating in EFNEP. Results of the Accomplishment/Outcomes reported program impacts are as follows: **90%** of youth **increased their knowledge** of the essentials of human nutrition, **76%** youth now eat a variety of foods, and **76%** increased their ability to select low cost, nutritious meals.

ix. List your success stories since employment or since your last promotion.

2007

Intergenerational teaching can have a positive impact on a family's overall health. In [COUNTY] County, the EFNEP program assistant teaches nutrition to both adults and children. In doing so, she has found her efforts are multiplied when families come together in the home. They share what they have learned from EFNEP and encourage each other to practice the recommended eating behaviors taught by the program. Recently, a mother and her nine-year-old daughter had completed their respective EFNEP lessons. The mother told the program assistant that as a result of what they learned, her daughter was now actively involved in the family meal planning and grocery shopping, and the two had agreed to eat less fast food, more fruits and vegetables, and follow other MyPyramid guidelines. The mother stated that since practicing more healthy eating habits, she had lost 13 pounds and both she and her daughter felt healthier.

National statistics indicate that approximately 50% of children do not engage in enough vigorous physical activity to maintain health. To encourage more physical activity, the EFNEP nutrition program assistant introduced elementary school teachers in [COUNTY] County to classroom activity break ideas that they could use during the day, particularly in inclement weather. One activity idea particularly enjoyed by the students was an energizer routine entitled Dancing with Noodles. The students created their own dance while holding a whacky noodle in their hands. The noodle helped to work their upper body in a limited moving space. One impressed teacher used grant money to purchase music and whacky noodles for the entire school. Because of her efforts, teachers can now include a physical activity into their daily classroom schedule, inclement weather or not, that provides the children with health benefits while having fun.

Among North Carolina high school students, 14% are overweight and 16% are at risk of becoming overweight. Knowing that sugar-sweetened drinks and eating fast food are two contributors of overweight in youth, the 4-H EFNEP program assistant from [COUNTY] County taught local high school students how to rethink their drinks and make healthier food choices when eating at fast food restaurants. A demonstration depicting the ten or more teaspoons of sugar found in each serving of soft drink, using food models to show correct portion size, and sharing

that a typical fast food hamburger combos contains as many as 1610 calories and 63 grams of fat helped the students understand how frequently consuming sweetened soft drinks and fast foods can lead to weight gain. Upon completion of the program 69% of the students claimed that they will make wiser food choices when eating at fast food restaurants in the future.

2006

DHHS has reported that one in ten Hispanic adults living in North Carolina have been diagnosed with diabetes. Knowing that modifying nutrition and physical activity behaviors can reduce the risk of developing diabetes, EFNEP in [COUNTY] County partnered with Centro de Enlace and other health agencies to create the Mujeres En Accion (Women In Action) Program. Participants learned to read food labels, the benefit of eating low-fat foods like fruits and vegetables, and the importance of incorporating more physical activity into their day. By the end of the 12-week program, pre/post surveys and dietary recalls indicated that 9 of the 11 participants had begun reading food labels and lowered their fat intake. Pre/post medical tests indicated that overall participants had lost weight. These outcomes have resulted in a renewal of program funds and increased opportunity to reduce the risk of diabetes in [COUNTY] County's Hispanic population.

Learning to eat a rainbow of fruits and vegetables was the nutritional message delivered to XXXX Elementary third graders by the [COUNTY] County 4-H EFNEP Program Assistant. Knowing that fewer than 15% of elementary school children eat the recommend five or more servings of fruit and vegetables daily, the PA taught the children that getting a colorful variety of fruit and vegetables could be fun as well as healthy. To reinforce this concept, the PA provided samples of unusual fruits such as papaya, jicama, and red bananas for tasting. As a result of her efforts, not only did pre and post evaluations indicate that 78% of the children increased their fruit and vegetable consumption, but a well-respected county figure shared that she had dined with a Micaville third grader who, taking the EFNEP lesson very seriously, had thoughtfully reviewed the menu searching for a variety of fruits.

The new Dietary Guidelines and MyPyramid recommend that for good health one should eat a variety of foods. Knowing that research has shown children's diets are lacking variety, particularly from the fruit and vegetable groups, the Youth EFNEP program assistant in [COUNTY] County taught Professor Popcorn lessons that emphasized the health benefits of eating a variety of foods, particularly foods found in every color from the fruits and vegetables groups, to 779 elementary school children. Pre and post evaluations indicated that by the end of the four lesson series, 90% of 363 children surveyed had increased their knowledge of the essentials of human nutrition, and 77% of 357 children were eating a variety of foods.

2005

Learning to make half your grains whole grains was a MyPyramid nutritional message given to XXXX Elementary third graders by the [COUNTY] County 4-H EFNEP PA when she visited their classroom this year. Through her delivery of the Professor Popcorn curriculum, the children learned the parts of a wheat kernel and how those parts were separated during the milling process to make various types of flour. They also learned why choosing whole grain food products are a better nutritional choice. At her next visit, one-third grader told the PA that when she shared the MyPyramid message 'make half your grains whole grains' with her father, he began eating whole wheat bread. The child was proud that she had helped her father make such a healthy change!

In order to help [COUNTY] County students better understand the importance of physical activity, the EFNEP Program Assistant created a physical activity to go along with the Professor Popcorn curriculum entitled 'Moving with Noodles'. 'Moving with Noodles' is a dance routine using fun-noodles. After each weekly lesson, the students and PA would get a fun-noodle and move to the music. Students were given the opportunity to create their own dance routine and lead their fellow students. Both teachers and students have commented on how much the children have enjoyed this physical activity. By participating in 'Moving with Noodles', students got a better understanding of how physical activity can be both fun and creative as well as healthy for their bodies.

2004

High unemployment rates and rising food costs have recently brought the issues of food resource management and security to the forefront for many [COUNTY] County families. EFNEP, taught through the North Carolina Cooperative Extension, addressed these concerns by teaching 51 families how to make better use of their food dollars. Families attending EFNEP classes learned to follow the Food Guide Pyramid, use store ads and make lists when planning meals. They also learned that practices such as comparing prices and redeeming coupons when shopping, and creatively using leftovers would help them stretch their food dollars. Pre and post behavior surveys documented that 97% of the graduating families had improved in one or more of the food resource management practices discussed in class. Implementing these practices allowed the families to take control of their resources so that food security was no longer a concern.

Rising food costs have brought the issue of food resource management and security into the homes of many [COUNTY] County families. A collaborative effort between EFNEP and the Partnership for Children has addressed this issue with parents who attended their "Parenting Adventures" classes. As part of the nutrition education offered in these classes, parents learned to follow the Food guide Pyramid and use store ads when planning their families' meals. They also learned that redeeming coupons when shopping and creatively using leftovers could help them stretch their food dollars. Pre and post survey results showed a significant improvement in the parents' ability to manage their food resources. By the end of the program, 85% of the parents stated that they had taken better control of their financial resources. This was indicated by the fact that they no longer ran out of food at the end of the month.

In an effort to promote healthy lifestyle practices, Alpha Omega Health, Inc. in [COUNTY] County requested that the North Carolina Cooperative Extension Service's Expanded Food and Nutrition Education Program teach basic nutrition and food safety concepts to its adult clientele. Many of the Alpha Omega Health, Inc. participants are mentally challenged adults who live independently with children for whom they permanently provide care. While participating in EFNEP, these adults learned to plan and prepare meals at home by following the Food Guide Pyramid. Emphasis was given to fruit and vegetable intake as a way to reduce fat and calories in their daily diets. By the end of the program, 80% of the 14 participants indicated that because of the knowledge gained through EFNEP they had increased their daily intake of fruits and vegetables and were eating healthy meals planned around the Food Guide Pyramid. –

2003

An EFNEP Program Assistant from [COUNTY] County worked with a small group of Hispanic Mothers last summer. She was referred to these mothers by the county's ESL Coordinator. A six hour program was organized to help teach them about the Food Guide Pyramid, Feeding Infants and Children, Food Safety, reading and preparing recipes and more. One mother was so interested, she asked for the Program Assistant to come to the Hispanic Knitting group she belonged to and teach there. The mothers were all receptive to her coming and very interested in learning to cook American food. These mothers had a great time learning about nutrition, cooking American dishes, and knitting together. One Hispanic mother said in excitement, "I am going to learn how to cook American and then start an American Restaurant in Mexico."

2002

Studies have indicated that diet has a long-range effect on overall health and academic success of school-aged children. To help parents and children understand the importance of these findings and implement better eating practices at home, North Carolina Cooperative Extension's Expanded Food and Nutrition Education Program in [COUNTY] County conducted "Chat and Chew", an inter-generational cooking and nutrition education class. While participating in the class, parents and their children gained skills in reading and preparing recipes, increased their knowledge of cooking terms, and were introduced to food safety principles. The Food Guide Pyramid was also discussed; the fruit and vegetable, and milk groups were emphasized. By the end of the program, 100% of the

participants indicated that they had increased their knowledge of cooking skills and food safety practices. Sixty percent of the parents stated that their children had increased their daily intake of fruits and vegetables, and milk.

Sometimes fathers with custody of their children seek resources that will provide them nutrition education and food preparation skills. The Expanded Food and Nutrition Education Program (EFNEP), administered through Cooperative Extension, collaborated with Family Services to provide one such father with the help he needed. One-on-one nutrition education lessons given by a Nutrition Program Assistant emphasized healthy, low-cost recipes and simple cooking techniques that the father could use when planning and preparing meals and snacks for his children. By the end of the program, the father had learned how to read recipes and food labels, plan meals based on the Food Guide Pyramid, and save money at the grocery store. At the conclusion of his lessons, the father commented that EFNEP had been a valuable asset and that he would continue to use on a daily basis the information and skills he learned while participating in the program.

What your family eats has a large effect on their general health. Bad eating habits are much easier to change while your children are young. The NC Cooperative Extension's Expanded Food and Nutrition Education Program in [COUNTY] County collaborated with the county Health Department to conduct a 10 hour workshop on nutrition and parenting skills for young mothers. Topics such as setting a good example for your child, different ways to encourage your child to listen and eat, correcting your child, food safety, the Food Guide Pyramid, and planning nutritious meals were discussed. Participants enjoyed the workshop and had a great time. One hundred percent of participants increased their knowledge and skills related to parenting and healthy eating habits. According to JADA, nutrition intervention saves an average of \$8,000 per patient, so this workshop saved \$176,000.

2001

With the divorce rate becoming increasingly high in today's society, many men are given custody of their children. Several of these men have no idea of the importance of good nutrition for their families. The Expanded Food and Nutrition Education Program (EFNEP), a program administered through the Cooperative Extension Service, collaborated with the Family Services to help one such man. Emphasis was given on healthy recipes and cooking techniques that the participant could use in his daily life. By the end of the program he had learned how to prepare healthy meals and snacks, read recipes and food labels, plan meals based on the Food Guide Pyramid, and save money at the grocery store. The participant commented that the program was a valuable asset to his family and will continue to use the information daily.

B. Marketing of Cooperative Extension and University Engagement

i. What have you done to favorably position the organization and the university in your county, region/district and/or state?

- I serve on several committees including:
 - Healthy [COUNTY] (Healthy Carolinians)
 - Nutrition Action Plan Committee with Partnership for Children
 - Advisory Council for Grandparents Raising Grandchildren
- I feature monthly Nutrition Tips in our local newspaper XXXX
- I presented a workshop on "Physical Activities in a Limited Space" at the 4-H Volunteer Leaders' Conference in XXXX.
- I represented the **XXXX District EFNEP** and **[COUNTY] County Extension Center** in the "Back Home Visit" with Congressman Heath Shuler at the Swannanoa 4-H Center. XXXX

- I presented a workshop on how to begin a “Read Me a Story” program for the **4-H Volunteer Leaders’ Conference** in XXXX.
- I represented Extension with the **Connecting North Carolina** tour a XXXX Elementary. 2005
- I hosted an Anniversary Celebration for EFNEP’s 35th anniversary inviting **Congressman XXXX, NC Representative XXXX, County Commissioners, several local agencies and participants.** 2004
- I aired nutrition tips on our local radio **WKYK** to [COUNTY] County residents in an effort to recruit participants and enhance Extension’s visibility. 2002-2004
- I have been instrumental in working with a number of new audiences which has enhanced Extension visibility throughout the county including Workfirst, DSS, Reconciliation House, Family Violence, Tri-County Pregnancy Center.
- I have published several articles in the local newspaper promoting the EFNEP program as well as Extension. The NC Cooperative Extension has been mentioned in the articles.

ii. How was the public’s image of Extension enhanced by your efforts?

Because of my programming Extension continues to be seen as a reputable resource of research-based information in the area of nutrition and health. To those working in the fields of health and nutrition, EFNEP is a well known and respected program. Through my marketing efforts of EFNEP, I associate the program with Extension, which in turn, helps the public respect Extension for its value as a player in the area of community nutrition education. I am proud to be an employee of the [COUNTY] County Cooperative Extension Center and actively participate in county marketing efforts. All EFNEP program material and marketing pieces include the Extension Logo which reflects the connection to the land grant system.

iii. How did you work with the agent/s in securing resources? Tell how all players were involved?

I do my best to utilize my time and travel for best efficiency. I diligently manage and stretch my county budget to get the most for my food supplies and materials. By initiating an effort to conserve my resources my CED and EA are eager to negotiate with me on needed supplies. My budget has been increased yearly.

iv. What cross-disciplinary efforts and initiatives were you involved with?

- I assisted the **County Extension Director** and **XXXX Elementary School** with planning and implementing a Summer Nutrition Program.
- I assisted the **Agricultural Technician** with farm tours by helping serve food and welcoming guests.
- I collaborated with the **Family Consumer Science Agent** to teach the Families Eating Smart and Moving More Curriculum to her parenting clientele.

- I collaborated with the **4-H Support Our Students** to offer programming for their after school and summer programs.
- During the summers I assisted the **4-H Associate** with 4-H summer fun programs. I planned and provided nutrition sessions to enhance her programming.
- I was instrumental in locating the Food for Thought curriculum developed by the North Carolina Nutrition Education and Training Program. I felt this curriculum would be a great asset to NC youth and EFNEP Program Assistants so I presented the curriculum to our State EFNEP Coordinator. The curriculum has recently been juried by a team of 4-H agents in North Carolina and is now being offered as part of our EFNEP programming.

v. Provide documentation/evidence of marketing of your programs.

Throughout employment with Extension I have marketed my program through newspaper articles, nutrition tips on both the local radio station and newspaper, and maintained positive relationships with agencies. The NC Cooperative Extension Service is mentioned in my newspaper articles and nutrition tips. All material and marketing pieces include the Extension Logo such as PowerPoint presentations, brochures, client handouts, and displays. I always promote Extension and the University while presenting my first lesson to participants.

C. Leadership Career and Professional Development

i. What training and/or in-service education have you completed and how have these opportunities helped you?

- I attended all required in-service trainings and workshops directed by my Extension Associate, County Director, and State Coordinator. I will continue to further my education by attending other in-service training and workshops offered. In-service training and workshops I attended are as follows:
 - Managing Records: Don't Let Them Manage You Sept. 14, 2007
 - Culturally Responsive Teaching: Understanding and Appreciating Learner Differences Oct. 12, 2007
 - Activities: "How They Reinforce learning and Assess Application" Nov 2, 2007
 - Nurturing Healthy Lifestyles Mar. 22, 2007
 - FoodMASTER: Improving Reading, Science, and Math Skills through Nutrition Education May 16, 2007
 - Middle School Madness: Teaching to Growing Brains and Bodies! May 15, 2007
 - Using Creativity and Humor to Make Lessons Fun May 15, 2007
 - Recruitment: A Planned Approach Aug. 10, 2007
 - Introduction to MS Word 2004 Feb. 16, 2007
 - E-mail tips & Intro to Wikis Nov. 16, 2007
 - Physical Activity: Clearing up Myth-Information about Physical Activity May 16, 2007
 - EFNEP New Curriculum Training Sept. 8, 12, 13, 28, Oct. 2, 2006
 - NC Saves-Is Your Money Funny May 2, 2006
 - Teaching Techniques that lead to Improved Impact Mar. 3, 2006
 - Physical Activities in EFNEP lessons: Balancing Activity with Food Intake to Maintain or Lose Weight May 5, 2006

- Obesity: “How We Got to Where We Are” Apr. 7, 2006
 - Nutrition for School Aged Child and Teens Aug. 11, 2006
 - District Extension Conference Mar. 31, 2006
 - 2006 North Carolina 4-H Professionals’ Summit: Preparing for an Employable Future Dec. 1, 2006
 - ES-237 Federal Reporting Sept. 7, 2006
 - One Mind, One Vision, One Program Jan. 6, 2006
 - Fats in Our Diet Feb. 3, 2006
 - Color Me Healthy Curriculum Feb. 9, 2006
 - N.C. 4-H Youth Development New Professionals’ Orientation Apr. 26-27, 2006
 - Transforming America to Prevent Obesity Nov. 30, 2005
 - Meet Your New Latino Neighbor Nov. 30, 2005
 - Food Safety Part II Nov. 30, 2005
 - Healthy Lifestyles: “You Eating Smart and Moving More” Nov. 30, 2005
 - Nurturing Healthy Lifestyles Nov. 30, 2005
 - When the Flame is Gone: Workplace Burnout Nov 30, 2005
 - Strengthening Civic Responsibility through Leadership and Volunteerism Nov. 30, 2005
 - The Economic Impact of the Hispanic Population on NC State Nov. 29, 2005
 - The Evolution of the Overweight American Nov. 29, 2005
 - Youth in Governance: “The Future Citizen’s in Today’s Youth” Nov. 29, 2005
 - Using MyPyramid as a Teaching Tool Aug. 30, 2005
- North Carolina Association of Program Assistants, Associates, and Technicians Conference 2004 and 2006. I gained knowledge about programming issues and insights on how to better deliver my program from other Program Assistants. I also gained knowledge on teaching methods and strategies appropriate for different learning styles conducted by XXXX.
- 4-H Volunteers Leaders Conference 2002, 2006 and 2008. I attended workshops that furthered my knowledge on youth development. I learned skills on effective ways to plan and implement lessons and how to get youth involved. I attended workshops that helped me learn fun activities to keep youth focused.

ii. How have you shared opportunities and information gained?

Shared acquired knowledge with staff during staff meetings.
Shared knowledge gained with my colleagues during unit meetings.
Shared information gained with my participants while giving EFNEP lessons.
I have shared information with agencies and teachers through face to face contacts and handouts.

iii. What formal coursework have you completed and how did it benefit you personally and/or professionally?

Upon my graduation at XXXX Community College in 2001 I have not completed any formal coursework; however, I do intend to further improve my programming skills through in-service trainings and workshops.

iv. Describe team efforts and share evidence of teamwork in strengthening this county program.

Teamwork is contributing your time and effort together; understanding and respecting the mission and goals of Extension and our fellow colleagues. We need to work together to ensure the goals of Extension and EFNEP are met. Below are some examples of teamwork:

- Assisting the County Director with summer nutrition programs.
- Assisting the 4-H Associate with summer programs.
- Collaborating with FCS agent with parenting classes.
- Assisting the County Director with Report to People and Farm City Week
- Participating in EFNEP unit meetings and staff meetings.
- Sharing information and ideas with colleagues to aid and strengthen their programs.
- Collaborating with school personnel to recruit new referrals each year.
- I encourage EFNEP youth to be involved in 4-H clubs.
-

v. List membership in associations/affiliations that enhance your professional development. What leadership roles and/or positions have you held?

- President for theXXXX District North Carolina Association of Extension Program Assistants, Associates and Technicians. (NCAEPAAT) 2007
- State Parliamentarian for the NCAEPAAT. 2006
- Secretary for the West District NCAEPAAT. 2004
- Phi Theta Kappa, Alpha Pi Kappa Chapter 1999
- Healthy [COUNTY] (Healthy Carolinians)
- Partnership for Children Advisory Committee

vi. How have you been involved in your community as a leader? What specific leadership roles have you held externally of Extension?

- Bible School teacher
- Assistant Sunday school teacher
- Healthy [COUNTY] (Healthy Carolinians)
- Nutrition Action Plan Committee

vii. List and describe honors, awards and recognition received?

- Governor's Award for Outstanding Volunteer Service 2000
- New Program Assistant Award 2003
- [COUNTY] County Employee of the Month 2004
- Epsilon Sigma Phi, Outstanding County Performance Award, 2003. This award recognized the entire [COUNTY] County team for their team efforts. I was instrumental in nominating the county for this award.
- NCAEPAAT Early Career Award 2006
- Outstanding Performance Award 2006

viii. List and describe your participation in self-directed learning activities focused on career and professional development.

- Apply for a title promotion from Program Assistant to Program Associate.
- Continue attending in-service trainings at our monthly unit meetings and state trainings to gain knowledge in the areas of professional development, conducting workshops, record planning, and nutrition education, ect.

- Continue attending workshops at State and NCAEPAAT conferences to further attain skills in teaching methods and strategies, better understand the needs and challenges of youth, and gain knowledge in nutrition education.
- Continue with self-directed study by resources such as internet, magazines, books and Agents.
- Aspire to become a team leader in the NCAEPAAT and gain leadership and respect with my fellow colleagues in EFNEP and my county.

III. COUNTY EXTENSION DIRECTOR AND SUPERVISING AGENT:

Please provide input on:

- Quality, scope, and breadth of the applicant's program(s)
- Significance of the applicant's work to the county (answer the "so what" question)
- Contributions of the applicant to the total county CES program (teamwork, marketing, grants, innovative programs)

Input and recommendation by County Extension Director and Supervising Agent:

Signature of Supervising Agent *Date*

Signature of County Extension Director *Date*

Approval of DED or Regional Coordinator:

Signature of District Extension Director *Date*

Signature of Regional Coordinator *Date*

IV. Recommendation by District Extension Director and/ or Regional Coordinator:

V. Input and recommendation by Program Leader Area:

On a separate page, please provide input on this applicant's accomplishments and impacts.

Signature of Program Leader *Date*

VI. Attach one (1) letter of support from external partner/collaborator/client

Appendix K-1: Form Explanation

Program area

Indicates the applicant's current program area. If more than one, please indicate all applicable areas in which you currently work.

Current position

Captures current position title of applicant.

Title being sought

The intent of this form is to allow any individual at the program assistant or technician level to apply for promotion via a standardized application process and form (e.g. EFNEP Program Assistant, 4-H Program Assistant, Agriculture and Natural Resources Technician, FCS Program Assistant, Forestry Technician).

Beginning date in current position

captures date that applicant began their current position.

Total Extension experience as of July 1

Captures total Extension experience of the applicant as of July 1 of the calendar year in which the application is being submitted. A minimum of 5 years of Extension experience as of the date of promotion is required.

Education

Degrees attained during employment are a major area of consideration for promotion eligibility.

Performance ranking for the previous 5 years

Standard Extension performance ranking is to be utilized in these title promotions.

Major area(s) of program responsibility per program area

This section is to reflect the major program responsibilities for the applicant's specific job description.

Program accomplishments and impacts

This section is to describe the applicant's actual accomplishments and impacts as defined below related to the job description supplies in #8

Impacts are those measurable changes in knowledge, skills, or behaviors that positively affect the recipient or greater society. Impacts answer the question "So what difference did your actions make?" These impacts usually require some data collection and analysis even as simple as perception changes. They should not be so general that one can conjure them up, e.g., being present at training should change behavior. General comments cannot be substantiated and show lack of evaluation.

GUIDELINES

Eligibility

Promotion may be accomplished if:

- A. Five years as a Program Assistant or Technician I (or equivalent) and responsibility for independently (minimal supervision) managing one or more Extension programs (4-H, FCS, CRD, Agriculture) within the county.

OR

- B. Four-year degree and responsibility for independently (minimal supervision) managing one or more Extension programs (4-H, FCS, CRD, Agriculture) within the county.

Process

The Program Assistant/Technician Title Promotion process adheres to the Policies and Procedures of Extension Title Change and Promotion (Administrative Handbook, Section K).

How to submit a package

NOTE: Supporting Documentation is optional and the electronic file does not have to include supporting documentation.

Dos

- Applicant must submit an electronic file (*Microsoft Word format*) of the package to Tracy Brown at tracy_brown@ncsu.edu by March 1.
- Applicant must submit one original (signed) **and** one copy of the application to your District Extension Director and/or Regional Coordinator by March 1.
- Supporting Documentations is optional, but if it is being submitted for review it must be in a loose leaf binder **and** indexed.

Don't

- Package cannot have staples
- Package cannot be in individual plastic sheets (sheet protectors)
- Supporting Documentation (optional) cannot be in individual plastic sheets (sheet protectors)