

Title Promotion Package

(Name) XXXXXXXXXXXXXXX

XXXXXXXXXX County

20XX

PICTURE

Introduction

I had only been to XXXXXXXXXXXXXXXX once; it was a weekend college trip to an abandoned farm house in the country. Four years later, right after graduation from XXXXXXXXXXXXXXXX, I accepted the position as 4-H Agent and to quote Frost, "That has made all the difference."

I have made XXXXXXXXXXXXXXXX, its citizens, its beauty, its ugly truth and Cooperative Extension the reason I have stayed here for XXXXX. I simply love my job! I served as 4-H Agent for XX years, during which time I got married and built a home. We moved in on a Sunday and I started my role as County Extension Director the next day. I didn't grow up in a farming family, but I married into one. My life has changed 180 degrees. I live in the XXXXXXXXXXXXXXXX county in the state. Wi-Fi is a luxury.

I was the original XXXXXXXXXXXXXXXX with a Family and Consumer Science Degree from XXXXXXXX. I never wanted to use it when I graduated. I wanted to be a 4-H Agent; go to camp, have endless energy, and have a closet stocked full of the greatest treasures used to teach children.

I knew I couldn't be a great 4-H Agent and a great County Extension Director. So I turned in my clover, dusted off my Family and Consumer Science Degree and XXXXX XXXXXXXXXXXXXXXX as the FCS Agent and CED for XXXXXXXXXXXXXXXX. I traded my camp t-shirts for XXXXXXXXXXXXXXXX.

When we aren't working, XXXXXXXX and I spend XXXX days XXXXXXXXXXXXXXXX. In XXXXXXXXXXXXXXXX. I have a XXXXXXXXXXXXXXXX, XXXXXXXXXXXXXXXX." XXXXXXXXXXXXXXXX, XXXXXXXXXXXXXXXX.

XXXXXXXXXXXXX Background

This part of the map is located in XXXXXXXXXXXXXXXX. There are XXXXXXXX towns, XXXXXXXXXXXXXXXX, each has their own unique background and makeup.

XXXXXXXXXXXXX was once a world leader in XXXX products. It is a XXXXX town, with XXXXXXXXXXXXXXXX, yet the XXXXXXXXXXXXXXXX over the county line. For almost 30 years we have been one of the five counties in the state with a negative population growth.

Over the past five years, we have lost XXXXXXXX, XXXXXXXX citizens. The demographics break down to XX% white, XX% black and XX% Hispanic. The number of citizens that own their own homes is XX%, while the median household income is XXXXXX. Almost XX% of our citizens live in poverty.

If you like peace and quite, then you'd love XXXXXXXXXXXXXXXX. There are only XX people per square mile. We boast the largest XXXXXX concentration in the

XXXXXXXXXXXXXXXXXX United States in our area of the map. There are an estimated XXXXXXXX on the XXXXXXXXXXXXXXXXXXXXXXXX.

Agriculture is our mainstay. We have XXXXX acres of farmland with yearly cash receipts at XXX million. We rank XXX in the state in XXXXXXXX, XXXX in XXXXXXXX, XXX in XXXXXXXX and XXX in XXXXXXXX. Our heritage is rich not only in farmland, but also our XXXXXXXXXXXX, and XXXXXXXX.

PICTURE

Our Extension staff has always been a XXXXXX staff focusing on traditional Extension programming. An Agricultural Agent, a 4-H Agent, a Livestock Agent, an Ag Technician, we share with another county, and XXX secretaries were all we had when I started. When I was hired in XXXX I was the XXXXXXXX on staff XXXXXXXX.

Fast forward to 20xx, I am the most tenured, and rank closer to the top in terms of years. I have seen my XXX secretaries retire with XX years of service (they went to XXXXXXXXXXXXXXXX School – I call them Secretaries), along with our ag and livestock agents with XX and XX years experience. I felt like XXXXXXXX in the big office. I was left alone.

I hired staff! I filled the Agricultural Agent position, the 4-H position, and hired an Administrative Assistant. I was tapped to serve in short, interim roles in the neighboring counties of XXXXXXXXXXXXXXXX as the CED in the absence of their County Director. I understand XXXXXXXXXXXXXXXX NC. I have bloomed where I was planted. In the wake of the Centennial Strategic Plan, I was able to hire staff while other counties were laying people off. I was able to bring in a multi-county, 100% state funded Horticultural position this year.

Extension is now at the table in XXXXXXXXXXXXXXXX more than ever before. Our county government, elected officials and concerned citizens call on us to do more than just ask for advice on ladybug removal, slug control, and proper temperature for cooking a turkey. We are seen as an important and growing sector in the areas of leadership and community development.

I still represent XXXXXXXXXXXXXXXX fill the role of County Director in NC and of those only XX have FCS responsibilities. So I prefer to make my own way, instead of following the path of others before me. This is my story.

I. Cooperative Extension Programs

State Objective: Safety and Security of our Food and Farm Systems

State Specialist: XXXXXXXXXXXXXXX

XXXXXXXXXXXXXXXX Program: ServSafe 20xx – 20xx

Planning:

The **Family and Consumer Advisory Committee** determined that Food Safety Training and foods classes were most needed by the citizens. This four-member board meets annually to work discuss trends and issues on this front. Programs are planned according to needs.

Needs:

In 20xx, I was the XXXXXXXXXXXXXXX that was trained in ServSafe. This is a nationally recognized program for food service establishments. At the time I began teaching this sixteen-hour course, we had XXX establishments on our mailing list. These places ranged from nursing homes, jails, school cafeterias, ice cream shops and hot dog stands. Successful completion of this class would mean the food service establishment would be eligible for **two extra points on their sanitation grade.**

In 20xx, the NC Food Code changed stating that now, “the manager on duty at the time of the health inspection must have passed a nationally recognized food safety program. Failure to have a manager on duty will result in losing two points on the final sanitation grade.” Prior to 20xx, the owner, the manager or even the hostess could qualify a restaurant for their two extra points regardless if they were on duty when the Health Inspector came to inspect.

Design:

We saw a huge influx in our numbers of people that now needed to take ServSafe. **We had to start offering these classes three times a year to handle to influx of students.** ServSafe is a sixteen-hour course that is taught in a classroom style environment using hands-on activities, real-life scenarios and shared experiences from the students.

Goals:

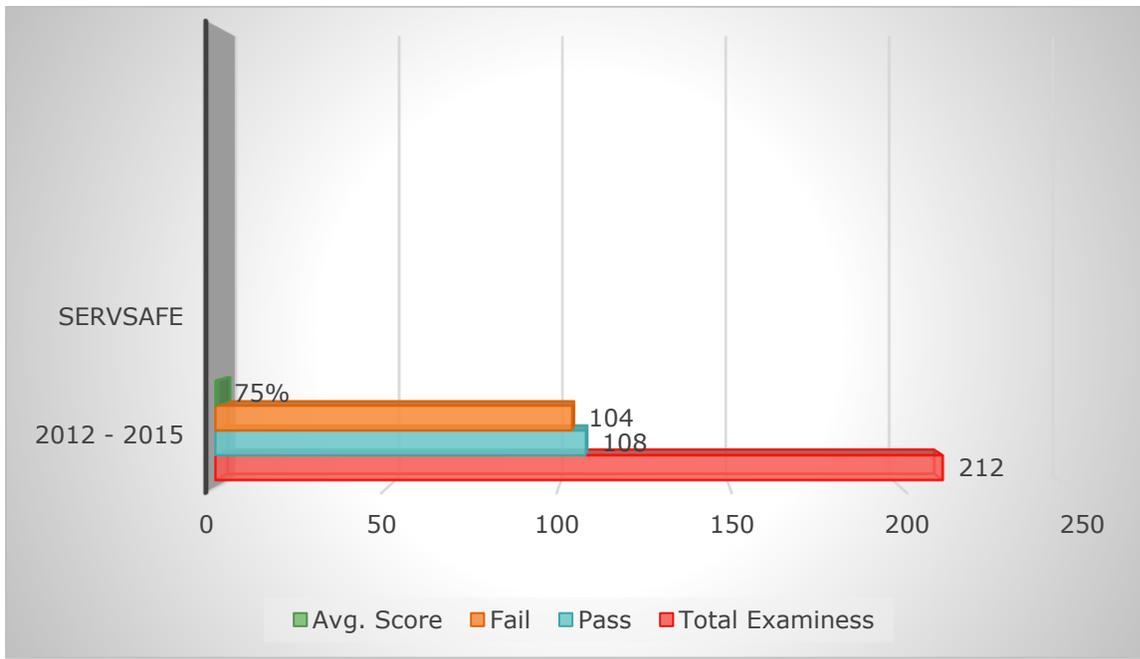
Through successfully completing the ServSafe Class, students will be able to

1. Implement a personal hygiene program that will protect their workers and their customers.
2. Understand how pathogens grow and to be able to restrict their growth.
3. Be able to identify forms of contamination and common allergens and work with their staff to deal with these.
4. Understand how cross contamination of food, chemicals and biological agents can be harmful or fatal.
5. Know how long food can safely be held without temperature control and what are the critical limits for holding and reheating food.

6. How to maintain their equipment through proper sanitation and maintenance schedules.
7. Have a pest management program in place that will limit or eliminate their access into the building.

Outcomes and Impacts (Measures of Progress):

Americans have a 1 in 6 chance of contracting a food borne illness within a year. Americans spend almost half of their food dollars eating outside the home. Nearly 50% of all reported food borne illnesses are attributed to improper handling in the food service industry. The National Restaurant Association (NRA) estimates the average cost of a food borne illness outbreak to an establishment to be about \$75,000 per establishment.



- **Targeted Public:** Every Food Service Manager
- **Macro Need:** Food Service Managers need to gain knowledge of food safety principles.
- **Macro Objective:** Through successful completion and passing of the ServSafe exam, food service establishments will not lose two points off their sanitation grade.

DISCLAIMER:

While this chart shows that almost half the students pass the exam, it doesn't take into account the reading levels, education levels, years of experience or language spoken of those that sit for this exam. ServSafe is a hard exam for someone with a high reading level and years of experience. It is nearly impossible for someone with a low reading level, English may not be their first language or is new to food service.

While NCSU has developed their own Nationally approved food safety program, the acceptance is not widespread among rural Health Inspectors. We are working towards using the NCSU model in the future. Even with only a 75% passing rate, managers and employees flock to my class. Many will wait until I am teaching it again to take it even if there is one closer or sooner than mine. I have garnered the reputation of making sure knowledge has been gained and principals are understood to promote a food safety culture. **My favorite quote was from XXXXXXXXXXXXXXXX, “XXXXXXXXXX, I didn’t pass, but I learned A LOT, and I’m going to be making some changes at XXXXX!”**

Evaluation & Accountability:

This program is not only evaluated through a final exam, but also through post-test questionnaires. Data was collected over five years, participants rated their knowledge of certain items before and after the workshop.

- Of the XXX total participants, 75% had moderate knowledge of personal hygiene, contamination and food allergens, and sanitary facilities and equipment before taking the class.
- Of the XXX total participants, 85% had high knowledge of cross contamination, pest management practices and critical limits with time temperature control before taking the class.
- After taking the class, 100% of the participants felt their knowledge had increased in the pivotal areas of food safety management across the flow of food.

“I didn’t understand all of it like I wanted to but through the Grace of God I will get it all in due time.” ServeSafe student, 20xx

“I wouldn’t change a thing about the class. XXXXXXXX knew the job like a pro!” ServSafe student, 20xx

Societal Benefits:

XXX - Number of of food handlers receiving food safety training and education in safe food handling practices.

End Result

- Increases in safety of food supplies
- Reduced incidence of foodborne illnesses, antimicrobial resistance and physical hazards
- Value of reduced risk of farm and food hazards
- Increase in market retention
- Savings in food safety related outbreak costs
- Improvement in work force skills

ServSafe Success Stories:

20xx

In the food service sector, you encounter many workers who have limited job skills and whose first language may not be English. ServSafe certification for food service workers poses problems to this population. Some may have NEVER taken a standardized exam, and the 16-hour certification course is very daunting to many people. The Agent in XXXXXXXXXXXXXXXX uses a variety of teaching methods to help her students retain the information. Over the last year, of the XXX students taught, XXXXX has strived to get 86% of her students to pass the exam.

20xx

***Situation:** Food Service workers are some of the lowest paid and lowest educated. Many have less than a high school diploma and English may not be their first language.*

***Response:** Extension in XXXXXXXXXXXXXXXX teaches ServSafe three times a year for food service workers. This program expands their knowledge of safe food practices and with the successful completion of the program, will enable them to earn two points on their sanitation grade.*

***Evaluation:** This program has a 88% pass rate. The managers continue to send students to class and value the varied teaching approach of the instructors.*

***Results:** In the last five years, over XXX students have come through the program. It is the only one currently being offered in a three county area.*

I. Cooperative Extension Programs

State Objective: Safety and Security of our Food and Farm Systems

State Specialist: XXXXXXXXXXXXXXXX

XXXXXXXXXXXXXXXX Program: Food Preservation & Cooking Classes 20xx - 20xx

Planning:

The **Family and Consumer Advisory Committee** determined that people want to be very connected to their food and there was a **resurgence in the Food Preservation movement**. It was also decided we needed to **teach citizens new techniques in the kitchen, introduce new ingredients or methods, and showcase new equipment**. This four-member board meets annually to work and discuss trends and issues on this front. Programs are planned according to needs.

Needs:

Classes on Food Preservation were needed to teach safe practices and dispel myths and unsafe methods from one-line sources. Our local grocery stores had

seen major overalls in their selection of fresh and shelf good items. Many people did not know how to use these new items.

Design:

These classes have either been team taught by myself or with the help of a community partner. A complete list of classes and the year they were taught are listed below:

Canning Class – Sweet & Sticky Fun!

- Dining with Diabetes, taught with District Health Department – June- July 20xx
- Eating Out is Eating In, taught by local citizens, 20xx
- Canning 101 - May 20xx
- Corn Salsa - June 20xx
- Salsa Freezer Class – July 20xx
- Food Dehydrating – August 20xx
- Pressure Cooking - February 20xx
- Canning 101- May 20xx
- Pickle School- June 20xx
- Peach Chutney - July 20xx
- Fig Class - August 20xx –
- Soybean Lunch-N-Learn, taught by the Soybean Association - November 20xx
- Quinoa Class, taught with the District Health Department - April 20xx –
- Canning 101 - May 20xx
- Mango Salsa - June 20xx
- Bruschetta in a Jar - July 20xx
- Apple Butter - September 20xx
- Vegetable Spiralizer Class, taught with the District Health Department – Oct. 20xx
- Oil & Vinegar Class - March 20xx
- Canning 101 - May 20xx
- Strawberry Lemon Marmalade - June 20xx
- Peach Salsa - July 20xx
- Apple Cinnamon Syrup - August 20xx
- Grandparents feeding Grandchildren Series of six classes, taught with the District Health Department - August- October 20xx

PICTURE

In the beginning of our partnership, the District Health Department applied for a **XXXXXXXXXXXX Grant. A portion of this money was used by Extension to purchase a food dehydrator, canning supplies and upgrade our demonstration kitchen.** In 20xx, the local District Health Dept. was **awarded a grant of XXXXXXXXXXXXXXX Hospital** to work in the area of Cooking Matters, aimed at Grandparents who are raising their grandchildren. This money was shared

Eating Out = Eating In participants learned to make baked pears

PICTURE

with Extension to further our outreach to this vulnerable population. **In 20xx, a XXXX award was used to purchase upgraded kitchen supplies for cooking classes.**

Goals:

Men, women and children have all come through the food preservation and cooking classes. Goals for these classes are:

- Learn to cook safe and healthy foods
- To lessen the fear of using canning equipment, both water bath and pressure canning.
- Provide a way for citizens to incorporate local foods as a way of supporting the economy and stocking their freezers and pantries.

Outcomes & Impacts (Measures of Progress):

- Target Public: Everyone that enjoys eating.
- Macro Need: To provide quick and safe options for the general public.
- Macro Objective: To enhance the process and ingredients that our citizens use when providing meals to their family while using a local food system.

Evaluation & Accountability:

Several evaluation methods have been used to determine the effectiveness of educational activities for this program. Audiences are frequently surveyed for feedback, new ideas, programming shortfalls and successes.

Phone conversations, drop in visits, emails, and Facebook requests are also vital tools for building these programs. By looking at the data provided, several impacts for target audiences were provided.

Over XXX citizens have come through the foods classes that have been offered by XXXXXXXXXXXXXXXX Extension.

Post-tests from these workshops show that 75% of the participants had a moderate knowledge of canning low acid foods using a water bath canner, proper techniques, and food safety issues.

These post-tests revealed that 90% of the participants had increased their knowledge in the areas of canning equipment, high vs. low acid foods and proper techniques as a result of these workshops.

“I’m so sad we are done for the season! I’m so looking forward to next year.” XXXXXXXX, Foods class participant.

“I enjoyed everything about my experience! It’s so exciting to do this at home now that I’ve got this information and experiences around me.” XXXXXXXXXXXXXXXX, Foods Class Participant.

“XXXXXXXXXX, thank you so much. Not only do I appreciate the classes but thanks for ALL your help on the phone this summer.” XXXXXXXXXXXXXXXX, Foods Class participant.

Societal Benefits:

XXX - Number of participants trained in safe home food handling, preservation or preparation practices.

XXX - Number of adults increasing their fruit and vegetable consumption.

Success Stories:

Cooking Matters 20xx

***Situation:** Grandparents are often in a daily care giving role to grandchildren, great nieces and even great-grand children. They may lack resources and knowledge to make healthy options for their charges.*

***Response:** Through a grant from XXXXXXXXXXXXXXXX Cooperative Extension partnered with the Local Health Department to teach this six week (FREE) class. We had XX grandparents that signed up for the class. Each week they cooked low cost and easy recipes. At the end of each class, they received ingredients to make the same dish with their families.*

***Evaluation:** Through post tests and surveys participants expressed knowledge gained when it comes to smart shopping, nutritious meals and quick and healthy meal prep for school aged children. As a result of this Cooking Matters! series, more sessions will be taught in the spring and summer.*

***Results:** At the end of the program, each participant was given a Food Lion gift certificate, and a grocery tote full of food.*

I. Cooperative Extension Programs

State Objectives: Community Development & Parenting Caregiver Skills

State Specialist: XXXXXXXXXXXXXXXX

XXXXXXXXXXXXXXXX Program: Grandparents Raising Grandchildren 20xx - 20xx

Planning:

Sometimes you can plan for events, and sometimes they fall in your lap. I received a phone call from the XXXXXXXXXXXXXXXX Board of Education. The xxxxxxxxxxxxxxxxxxxx was new to the job, and had worked with Extension in XXX previous post in xxxxxxxxxxxxxx and wanted to take action with a growing problem.

Needs:

According to AARP, “Across the United States, almost 7.8 million children are living in homes where grandparents or other relatives are the householders, with more than 5.8 million children living in homes where grandparents or other relatives are the householders and nearly 2 million living in other relatives’ homes. These families are often called ‘grandfamilies’.” In NC, the census revealed that more than 10% of school aged children were living in homes where the grandparents were the householder. This represents 90,000 adults statewide who are now caring for their grandchildren due to child displacement, legal, financial or parental reasons. Almost 70% of grandparents are under age 60 and 23% live in poverty.

The school social worker wanted to start a program called XXXXXXXXXXXXXXXX to assist the XXX grandparent led homes in XXXXXXXXXXXXXXXX. That puts XXXXXXXXXXXXXXXX at XXXX in the state. Her resources at the school gave us a database of grandparents to contact, we used the local newspaper to further market our program.

Design:

It was decided to use the XXXXXXXXXXXXXXXX Curriculum from Cornell University Extension. **The XXXXXXXXXXXXXXXX School System received a grant from the XXXXXXXXXXXXXXXX.** Through this money this program was able to function in a variety of facets.

- Once a month meetings for the grandparents focusing on experiential experiences through the XXXXXX curriculum. This was taught by trained Extension staff.
- Guided after school programming one day a week with the grandchildren and the XXXXXXXXXXXXXXXX Social Worker at the elementary school.
- Hosted a legal symposium to answer a variety of questions regarding insurance to guardianship.
- Hiring two accredited teachers to tutor two days a week after school for 1 school year.
- Take XXXXXXXX youth to 4-H Camp for three days. This was a reward for the youth and respite care for the grandparents. Extension Staff along with School staff and volunteers did this for three years. **We partnered with the XXXXXXXXXXXXXXXX offer a specialty camp for this program, two nights and three days at the beginning of the summer while the Center was still in staff training. (This was outside of the traditional residential camping program).** We would be the ONLY people at camp.

Goals:

While the school system was the major player in the program, Extension was called in to use their resources and talents. The goals of the Extension part of the program included:

- Provide monthly meetings where grandparents could learn about topics such as child development, navigating the school system, discipline and guidance, Medicare and Medicaid opportunities, caregiving issues, living with teens, legal and advocacy issues, the court system, nutrition, technology and other community resources.

- Give elementary school youth a positive camp experience.
- Through tutoring sessions, students will have one-on-one afterschool time with teachers to work on homework and ultimately improve homework grades.

Outcomes & Impacts (Measures of Progress):

Target Public: Children that are being raised by their grandparents and the grandparents that are in caregiving roles.

Macro Need: ‘Grandfamilies’ are often stretched thin on resources since many are retired and have already raised their own children. They are not aware of new or current resources.

Macro Objective: To provide a peer group for the grandparents and grandchildren who are in a new living situation.

**Grandparents and Grandchildren
enjoy a special visit to a corn maze
PICTURE**

Evaluation & Accountability:

Several evaluation methods have been used to determine the effectiveness of educational activities for this program. Audiences are frequently surveyed for feedback, new ideas, programming shortfalls and successes.

Through the afterschool tutoring session, XXX certified teachers worked with XX youth two days a week for one school year. In reviewing their end of year grades, **75% of those youth raised their end of school grades.**

In interviewing teachers associated with the program, it was observed that **classroom participation and attendance increased by 50%** by those students involved in the program.

Societal Benefits:

XX - Number of adults increasing their use of identified community resources.

XX - Number of youth and adults increasing knowledge of life skills, such as goal setting, stress management, self care and healthy relationships.

XX - Number of parents and other caregivers of children increasing their knowledge of positive parenting practices such as communication and discipline.

Success Stories:

20xx

Grandparents face many complex issues as primary caregivers to their grandchildren. Their questions and concerns arise from need and sometimes fear. To help calm their fears, the Grandparents Raising Grandchildren Support Group hosted a legal

symposium. Panel speakers included the XXXXXXXXXXXXXXXXXXXX, the Center for Health and Human Services, The Health Dept., Clerk of Court office and a local attorney that specializes in grandparent cases. As one participant stated, "Thank you for doing this, I got all my my questions answered and it didn't cost me anything."

20xx

The XXXXXXXXXXXXXXXXXXXX are often interrupted by a shift in roles. The number of grandparents that are serving in the primary caregiver role is rising. There are 5.8 million children in the US and and 232,000 in NC that live in grandparent led homes. Through the help of a grant from the Family and Consumer Science Foundation, XXXXXXXXXXXXXXXXXXXX was able to take XXXX youth to 4-H Camp this summer. Their camping experience was based heavily on teamwork and water sports activities. In addition to a positive and enriching summer camp experience, all youth successfully completed the experience and their caregivers were given a few days of respite.

Disclaimer: This program was greatly attributed to the efforts of the XXXXXXXXXXXXXXXXXXXX School System. However, during recent turnover, they have not funded this position and the money from the XXXXXXXXXXXXXXXXXXXX has gone away.

I. Cooperative Extension Programs

State Objective: Family Financial Management Skills

State Specialist: XXXXXXXXXXXXXXX

XXXXXXXXXXXXXXXXX Program: SHIIP (Seniors Health Insurance Information Program)

Planning:

When I came on board as County Director in 20xx, our local, rural hospital was in financial ruin that ended in bankruptcy. They suffered a 50% reduction in staff and programming. The SHIIP program was being run through them and was in need of a new home due to recent cutback and layoffs. Since Extension had run the program in the late 1990's prior to a hired position at the hospital, we offered to take the program back.

Needs:

As of June, 20xx, there are XXXXX Medicare Beneficiaries in XXXXXXXXXXXXXXXXXXXX, which represents XX% of our population as being over 65 years old. The news media floods the airways and television channels with information overload for an already vulnerable population. Extension can help decipher the world of prescription drug coverage and help these beneficiaries make informed decisions.

Design:

Cooperative Extension has trained three counselors and one data entry clerk for this program. While the busiest time of the year is October through December, due to Open Enrollment for Medicare, we see on average of three beneficiaries a week, during the other months who are new to Medicare. **There are two grants that supplement this**

program through the Department of Insurance on a yearly basis. XXXXXXXXXXXX gets less than \$XXXXXX annually for marketing and outreach of this program.

Goals:

Through one-on-one counseling sessions, the volunteer's goals are to save people money on their Prescription Drug Plans. They are available to help navigate a web based system since many don't have or don't understand computers. They assist in dealing with making phone calls to straighten out complicated matters when so many clients are hard of hearing on the phone. In a county with only XX% of the citizens have a high school diploma, comprehension levels are low. Our SHIIP volunteers are on call to help citizens understand the complex letters they receive pertaining to their benefits.

Outcomes & Impacts (Measures of Progress):

Target Public: Those who are 65 years or older or who are on Disability and receiving Medicare benefits.

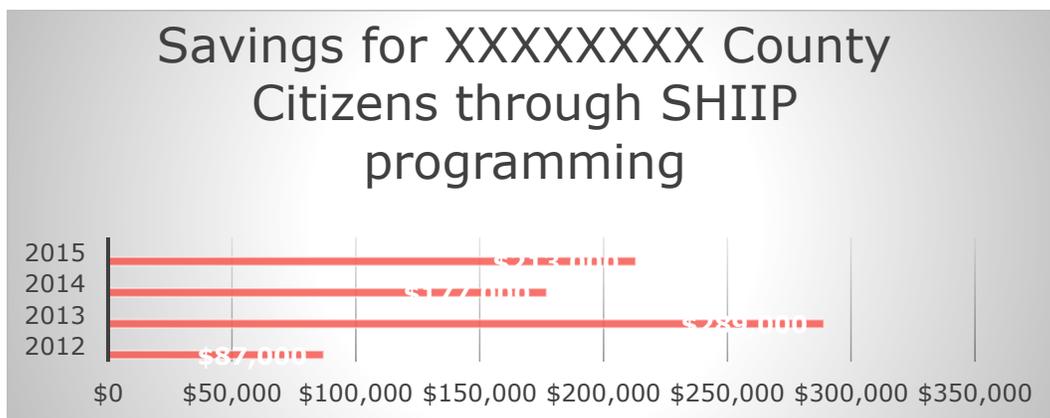
Macro Need: To help citizens make informed decisions on Medicare Prescription Plans.

Macro Objective: By making informed decisions, citizens that are on a limited income, will be able to save money.

Evaluation & Accountability:

Since taking over this program in 20xx, we have seen over XXX Medicare Beneficiaries walk into our office. Almost 95% of them had not been users of Extension prior to this program. In the last four years alone, we have saved our citizens \$xxxxxxx in drug coverage costs. SHIIP is designed to work with Medicare Beneficiaries to give consumers un-biased information relating to prescription drug costs. Since each counseling session can be computed to dollars saved, it is important to a population on a fixed income. These dollars can be used to buy groceries, heat their home, and purchase medicines that were once out of their reach.

Societal Benefits:



The largest benefit by far is the huge savings we are able to obtain for our citizens. This is a population that is often scared of information overload and misinformation. Many come into our office crying and carrying large quantities of information that has been stuffed in their mailbox. Not only do we help citizens with the web of information out there, but calm fears and even navigate calling their drug companies for those who are hard of hearing on the telephone. It is truly a service that is being offered. Regardless of income, color or educational attainment, people who have not been Extension users in the past are coming to our office for help.

Success Stories:

20xx

XXXXXXXXXXXXXXXXX has XXXXXX Medicare Beneficiaries. Information overload is one of the stressors associated with older generations, especially when the answers to confusing health insurance details must be found on the computer. Without adequate tutoring and personalized counseling for families, there is a high probability of making an uninformed and costly decision regarding health care benefits. In 20xx, the XXXXXXXXXXXXXXXXXXXX Extension Director worked closely with the NC Department of Insurance to offer free counseling sessions on their Prescription Drug Plans. With only XXXXXX volunteer, this program counseled XX older adults with health related questions. Referrals come from local pharmacies, social service caseworkers, county agencies, local faith-based communities and walk-ins. By counseling these individuals, she was able to help save \$XXXXXXX in monthly health premiums and prescription drug costs for XXXXXXXXXXXXXXXXXXXX Citizens this year.

20xx

Medicare beneficiaries are a fast growing demographic. They account for XX% of the population of XXXXXXXXXXXXXXXXXXXX. The SHIP (Seniors Health Insurance Program) is administered through the Cooperative Extension Office with three full time volunteers and with financial support from the Department of Insurance. This free, easy to understand information, is not being carried out by any other agency in our county. With media and printed advertisements flooding their homes, many seniors are confused and scared. Through careful-one-to-one counseling, the volunteers with this program were able to help save \$XXXXXXXXX to the citizens of this county on their Part D Prescription Drug Plans.

20xx

***Situation:** There are XXXXX Medicare beneficiaries in XXXXXXXXXXXXXXXXXXXX. Information overload is one of the stressors associated with older generation, especially when the answers to confusing health information must be found on the computer.*

***Response:** There is a high probability of Medicare Beneficiaries making uninformed and costly decisions regarding Prescription Drug Plans. The XXXXXXXXXXXXXXXXXXXX Cooperative Extension Office counsels citizens to make good fiscal decisions.*

***Evaluation:** Referrals to this program come from local pharmacies, social services case workers, county agencies, health fairs and work of mouth.*

Results: In the last six months of 20xx, the XXXX volunteers trained to help with the program, saw XXX people and helped them save over XXXXX in drug costs.

Kudos

“Thank you for your wonderful presentation...You are doing a terrific service for the community with the Medicare Part D efforts. May God bless you as you continue to serve the citizens of XXXXXXXXXXXXXXXX.”

-XXXXXXXXXXXXX

“It's very obvious to that you love what you do. I've been through many agencies and dealt with lots of people and have never had anyone go above and beyond as you have. I thank you so much.”

-XXXXXXXXXXXXXXXXXX

I. Cooperative Extension Programs

State Objective: Community Development & Leadership

State Specialist: XXXXXXXXXXXXX

XXXXXXXXXXXXXXXXXX Program: xxxxxxxxxxxxxx Training

Planning: XXXXXXXXXXXXXXXXXXXX called. I did not know XXXXXXXXXXXXXXXX meant. XXXX thought I needed to XXXXXXXXXXXXXXXX this training, I said, “ok.” The rest is history.

Needs: Extension is a natural convener of groups. We bring people together on neutral terms. Given the increasing complexity of public issues in North Carolina, there is a need to ensure that our Extension professionals perform their facilitative and convening roles in a neutral and interdisciplinary manner. As our publics struggle with less revenue and services, we have created a statewide niche, in our counties and districts that are helping our associations, partners, and other organizations function more effectively while developing the facilitative behaviors and skills of our program staff. Groups, associations, organizations, and our publics often require assistance from navigating a strategic or land use plan, to facilitating a budget discussion, to helping manage discussions on crucial issues such as health and nutrition or environmental and agricultural concerns. Cooperative Extension is in a position to respond to this need by enhancing facilitative behaviors and skills and the role of facilitators in working with our publics.

Design:

By 20xx, the inaugural cohort of 16 formed cross-county and in some cases cross-district instructional teams that developed 3-day training plans for broader extension involvement in the XXXXXXXXXXXXXXXXXXXX program. Marketed as in-service multidisciplinary opportunity, the program was designed to ensure extension personnel have the “people and meeting” skills to deliver innovative and relevant programs while assisting members of their counties and groups in facilitating organizational and public issues.

Offered in various locations throughout the state, the essential training was designed to reach agents, specialists, and county extension directors from all 100 counties in NC, over a six-month time period. Representing varied subject matter expertise, in between and following sessions, the participants were asked to apply the skills learned by working with their peers in other counties to develop new approaches to process design and facilitation techniques, and consider new ways of modeling and teaching facilitative behavior or skills.

Each member of the inaugural team, was asked to commit nine days of professional development to foster the skills necessary to train their peers and for their own ongoing professional development; and 3 days of design and preparation for their XXXXXXXXXXXX workshops. The 8 interdisciplinary teams, designed and delivered their 3-day training, sharing responsibility for presenting information, conducting activities, assessing the delivery during the training for possible adjustments while being able to anchor the training in their respective subject matter expertise as necessary. Each team member contributed approximately 18 days to the project (7% of their time); each participant who received the training contributed approximately 4 days (1.5 % of their time); and the program steering committee contributed an additional 4% of their time in working with the program leader to guide, develop, and assess the program. The role of the team members has been to assist with program development, to engage in process design and actual facilitation of events, and mentor less experienced facilitators as they begin to build their capacity. The program leader contributed to the development of the shared vision and provided administrative, fiscal, and program and curriculum development time, including oversight of the registration process and evaluation (roughly 15% of her time). Two other specialists and an associate contributed curriculum development and training time for a total of 14 days or (6% of their time).

Since the completion of the training phase, the XXXXXXXXXXXXXXXXXXXX has provided a number of facilitations with county government, local and traditional associations, community groups, at county and district meetings, breakout sessions at conferences, and several statewide initiatives. Since 20xx, the XXXXXXXXXXXXXXXX Team has worked with the NC State Institute for Emerging Issues (IEI), to help design and deliver three facilitation-driven projects: 1) XX Manufacturing Community Forums, 2) break out session facilitated support to XXX people in discussion of teacher's compensation in an *Emerging Issues Forum on Teachers and the Great Economic Debate*, and 3) facilitated XXXXXX meetings for the NC Science Summit STEM Project. This external collaboration is fostering a strong partnership between IEI and NC Cooperative Extension in order to achieve a number of goals that neither could achieve alone.

Goals:

The long-term vision of the NC Facilitation program is building both the internal and external capacity of Extension to work more effectively with its partners, and in turn, help its partners work more effectively with each other, resulting in continued economic, environmental, and social benefits for the state.

Outcomes & Impacts:

XXX - Number of participants increasing knowledge and skills in convening and leading inclusive, representative groups (including limited resource, new resident, or immigrant groups) for evidence-based community and economic development.

XXX - Number of participants engaged in public dialog and/or decision making in community-wide public policy issues.

XXX - Number of local communities that benefit socially, economically and/or environmentally from effective community development activities.

XXX - Number of participants collaborating in community-wide planning for economic, social and environmental sustainability.

XXX - Number of participants actively engaged in community organizational development.

Evaluation & Accountability:

Extension personnel participating in the training have improved their facilitation, strategic thinking, and planning skills, while becoming valuable resources for organizations across the state including county governments. As one individual responded, "**Since attending the training, I've been able to help groups move forward that seem to go nowhere. As a result, group members have provided feedback on how productive our meetings have become.**" XXXXXXXXXX can be evaluated through the dollars saved to local government by using an in-house facilitator, guiding people through a concise group process, and being engaged in the decision making process.

Societal Benefits:

Since the completion of the training phase, the XXXXXXXXXXXXX has provided a number of facilitations with county government, local and traditional associations, community groups, at county and district meetings, breakout sessions at conferences, and several statewide initiatives.

Some of the state level, district and local projects have have been the lead facilitator on include:

- ✓ Hydrilla Symposium, XXXXXXXXXXXXXXXX, 20xx
- ✓ NCCES, IT Dept., Strategic Planning, 20xx
- ✓ Workforce Development, XXXXXXXX, XXXXXXXXXXXXX, 20xx
- ✓ Healthy Living Community Catalyst, XXXXXXXXXXXXXXXX, 20xx
- ✓ Camden County Strategic Plan, 20xx
- ✓ XXXXXXXXXXXXXXXX Strategic Plan, 20xx
- ✓ NC Compost Council, 20xx

Success Stories:

20xx

Communities need assistance in navigating complex issues such as dealing with changing economics, revenue structures and services, and are looking to Extension to respond. XX Extension agents completed graduate level training in process management design taught by Extension Specialists. Cooperative Extension Administration provided financial and technical support which included, books, resources, training and travel. These agents designed, implemented and evaluated a three-day training for Extension Professionals to build inter-organizational capacity. These agents then trained XXX professionals to manage group process design management, which will empower the groups they work with to be more effective and efficient. **One agent stated, "I wish I had this training before now, I could have saved myself a year of work with the Cattleman's Association."** Private Facilitators can charge up to \$XXXXX/day. Extension Agents are now skilled to provide this process management design as part of their role in the county, saving county/state resources.

20xx

XXXXXXXXXXXXXXXXXXXXXXXXX is a non profit agency in XXXXXXXXX which services XXXX counties to include XXXXXXXXXXXXXXXXXXXX and XXXXXXXX. This XX-member Board is charged with ensuring the organization is effectively ran and financially sound. The Chairman and Executive Director of XXXXXXXX approached the Community & Rural Development Agent in the Cooperative Extension office to offer a strategic planning XXXXXXXX. This goal of the Board Advance was to review the current vision, mission and goals of XXXXXXXX and create a new set of priority strategies that would help them in ensuring organizational success. XXXXXXXXXXXXX and XXXXXXXXXXXXX planned a XXXXXXXXXXXX that would allow XXXXXXXX to leave with clear priority goals for the organization. In one and a half days time, approximately XX individuals gathered to develop clear priority goals. Their priority goals include 1) Finding other ways to become fiscally strong, 2) Reaching out to youth at an early age so they will not become an offender, 3) Board Members are willing Ambassadors and marketers of the XXXXXXXX, and 4) Creating a strong marketing program using traditional, new and innovative strategies. It was also evident that the participants left with a greater appreciation for the work that is currently being done in the region and as Ambassadors to spread the success stories of XXXXX. Extension Staff will stay committed to offer board training, coaching, and programmatic accountability to XXXXXXXXXXXX to ensure organizational success

20xx

XX individuals employed as the XXXXXXXXXXXXX team funded by the XXXXXXXXXXXXX needed training in group process management. They will be working throughout North Carolina with underserved communities and need skills to make them effective developing partners and working with community groups. The program director in the NC Division of Public Health contacted Cooperative Extension for help. XXXXX Extension agents developed and implemented two days of training in XXXXXXXXXXXXX; additional sessions will occur in XXXXXXXXXXXX. Multiple attendees

have reported the training was engaging and effective. **The value of the training is approximately \$XXXXX.**

Title: Strategic Planning

Situation: XXXXXXXXXXXXXXXX was in need of a new Strategic Plan. New leadership and the 20xx Economic Fallout had left the last one in the dust. By using Cooperative Extension resources, the county saved thousands of dollars in fees by not hiring a outside facilitator.

Response: Through the training the local agents had received through Cooperative Extension's Facilitation Training, XXXXXXXXXXXXXXXX, County Extension Director was asked to lead the process. Through two days, XXXXXX helped guide county leaders, department heads and community partners through a process that helped them map out their future.

Results: The new plan was a concise three year proposal that reflected short and long term goals. With the change in leadership, it also will serve as guide for the new manager. As one department head reported, "I was dreading this event. I really enjoyed it and I feel like my voice was heard. Thank you for leading this."

Kudos:

"Thank you for the facilitation session you conducted for us....Thank you for your time, effort and patience during the entire process! I am looking forward to our future as a unit because of the foundation you helped us lay during our time with you!"

-XXXXXXXXXXXXXXXX

"Thank you! What an excellent job you did at the workshop yesterday. I had so many people comment about you....You definitely have the knack for speaking and interacting with a group."

-XXXXXXXXXXXXXXXX

XX

"XXXXX was very impressed with the leadership and guidance you provided to allow the XXXXXXXXXXXX to redefine the priorities they are working toward. He said that the process and techniques used were outstanding and did not realize that Cooperative Extension could deliver this level of assistance. He was thoroughly impressed and energized about the prospects of what it would do for XXXXXXXXXXXX."

-XXXXXXXXXXXXXXXX

XXXXX XXXXXXXXXXXXXXXXXXXX

"I want to thank you for spending time with us yesterday. You did an outstanding job facilitating the XXXX exercise and I received several very positive comments from the department heads that participated. I'm confident that because of your efforts we have a very strong foundation on which to build as we move forward."

-XXXXXXXXXXXXXXXX

XX

*"I just wanted to let you know how extremely well I thought today's meeting went! You did a superb job facilitating us through the questions and getting us to a point where we have a rough draft plan!...I was really thinking I was going to be leaving your office with a migraine after this meeting. But that was not the case. I was actually pretty upbeat and excited about the proposed changes and the new look to the
XXXXXXXXXXXXXXXXXXXXX whatever we name it!"*

*-XXXXXXXXXX
XXXXXXXXXXXXXXXXXXXXX*

I. Cooperative Extension Programs

State Objective: Leadership

XXXXXXXXXXXXX Extension Director

In addition to my programmatic responsibilities, I also serve as County Director. Since 20xx, the XXXXXXXXXXXXXXXX Extension program has been my ship to steer. Here are a few highlights from the last seven years.

- ✓ Hired and trained four new agents and one administrative assistant.
- ✓ Served as interim CED in XXXXXXXXXXXXXXXX (XXXXXXXXXXXXXXXXXXXX).
- ✓ Our office has trained a young adult with special needs who has worked for us one day a week for five years.
- ✓ Established a Voluntary Agricultural District with XXXXXX acres enrolled.
- ✓ Seen as a leader in the county.
- ✓ First county in the state to XXXXXXXXXXXXXXXX
- ✓ Was able to secure EFNEP interns for two summers at no cost to the county.
- ✓ Serve as a model of professionalism at the local, district and state level.
- ✓ Encourage staff to hold offices and take leadership roles in their respective organizations.
- ✓ Coached new agents along with new CED's.
- ✓ Sought after for advice from elected officials and county government.
- ✓ Proven public speaker from local chamber events to national meetings.

II. Leadership Career & Professional Development

A. Workshops attended or taught – taken from LMS (They are listed in no particular order)

Voluntary Agricultural District Training

Voluntary Agricultural District Training

Feb 4, 20xx @ 9:00 am - 3:00 pm

Virtual IT Conference

Using more than one Google account at a time

Jun 1, 20xx @ 11:10 am - 11:30 am

State Extension Conference 20xx
Workplace Violence Prevention and Awareness
Dec 9, 20xx @ 11:00 am - 12:30 pm

State Extension Conference 20xx
Letting the Secret Out: An Overview of the Branding Strategy for NC State's Extension Service
Dec 8, 20xx @ 1:30 pm - 3:00 pm

State Extension Conference 20xx
High Touch Facilitation
Dec 9, 20xx @ 4:00 pm - 5:30 pm

State Extension Conference 20xx
Transforming Board Practice
Nov 6, 20xx @ 8:00 am - 9:30 am

State Extension Conference 20xx
Building Your Capacity for Conflict Management
Nov 5, 20xx @ 1:30 pm - 4:45 pm

School HACCP food handler train-the-trainer
School HACCP training for FCS agents
May 27, 20xx @ 9:00 am - 1:00 pm

School HACCP and Warehouse Training
School HACCP and Warehouse Training
Apr 26, 20xx @ 8:30 am - 4:00 am

Program Evaluation and Reporting
Programming for Extension in the 21st Century: Developing a North Carolina Model for Field and Campus Faculty
Mar 9, 20xx @ 9:00 am - 5:00 pm

Produce Food Safety In-Service Trainings
Produce Food Safety In-Service Trainings
May 22, 20xx @ 10:00 am - May 23, 20xx @ 3:00 pm

Northeast District CED Training
Northeast District CED Training
Oct 7, 20xx @ 1:15 pm - Oct 9, 20xx @ 11:00 am

New curriculum training: food safety at farmers' markets
train-the-trainer for agents
Jan 26, 20xx @ 9:00 am - 3:00 pm

III. Marketing of Cooperative Extension and University Engagement

Over the past 10 years, since my last title promotion, I have consistently done all that I can to act as a positive representative and ambassador of Cooperative Extension and NC State University in my promotional efforts. My goal has been to make sure that the XXXXXXXXXXXXXXX program is accessible to the community, and is recognized as a leader across XXXXXXXXXXXXXXX and the state and the leader of innovative programming and collaboration.

In an effort to stay connected with client and volunteers, I rely heavily on email, social media and Constant Contacts to stay connected. **As a county, we have XXXXX on regular mailing lists. In an era of counties going away from snail mail and in the land of limited Wi-Fi and connectivity, we have bumped up our marketing efforts and send over XXXXXX postcards and flyers out per year. We understand our population and the need to communicate in a language they understand.** I appreciate the ability to deliver digitally, but I know so many that need to hold the information in their hand.

Our Facebook pages are the springboard for so many great conversations, sharing of pictures and new programs. Our website and calendar of events is updated weekly by the Administrative Assistant.

***“Thank you so much for participating as a XXXXXXXXXXXXXXXXXXXXXXX. Feedback from the session has been excellent. Continue showcasing your program using Facebook as you are paving the way for others across the state.”
-XXXXXXXXXXXXXXXXXXXX***

In addition to the radio show, web sites, newspaper articles and television events I have been part of, I have gone out of my way to promote Cooperative Extension through an estimated 50 events including Chamber of Commerce Banquets, XXXXXXXXXXXXXXX Tour, XXXXXXXXXXXXXXX Fundraisers along with several faith-based and civic events.

“How was the public image of Extension enhanced by your efforts”

I always strive to conduct myself in a professional manner and serve as an ambassador of NCSU and Cooperative Extension. I make sure I always treat my clients or community organization with the same respect with which I would want to be treated. By doing this, I have feel I have developed outstanding relationships with many valuable resource contacts in the community, regardless of color, age or religious affiliation. **The best indicator of the public’s view of Extension is that other organizations are eager to collaborate with us on projects and initiatives. I have built many new partners across XXXXXXXXXXXXXXX as well as strengthened many existed relationships.**

“I want you to know that you did an absolutely wonderful job today at our conference!...One woman said that it was the BEST afternoon program we had EVER

had at a conference. I can honestly say that I agree with her-you did a marvelous job! Thank you so much!"

-XXXXXXXXXXXXXXXXXXXX
XXXXXXXXXXXXXXXXXXXXXXXXXXXX

"How did you work for securing resources"

I have worked collaboratively with a number of funding sources over the years to secure programmatic resources. I have been super creative in ways to fundraise money for program expenses while making sure grant dollars were used to address the needs of the citizens of XXXXXXXXXXXXXXXX. We have worked on a shoe string budget for my entire career.

I started the XXXXXXXXXXXXXXXX program XX years ago in XXXXXXXXXXXXXXXX. This saves \$XXXXXX a year in the recognition budget. We XXXXXXXXXXXXXXXX. I would venture to say XXXXXXXXXXXXXXXX. **Since starting this program we have saved \$XXXXXX in our XXXXXXXXXXXXXXXX budget.**

Grant dollars and in-kind fees totaling \$XXXXXX a year are what keep us going with annual operating expenses. We are constantly investing in our programs, our technology and our office. In addition to XXXXXXXXXXXXXXXX, we have also painted walls, had volunteers paint the kitchen, worked together to have the floors waxed and other office updates. When you walk into the XXXXXXXXXXXXXXXX office, you DO NOT think, "Government Office, circa 1979."

IV. Professional Affiliations, Leadership & Community

- NC XXXXXXXXXXXXXXXX Member 20xx- present
 XXXXXXXXXXXXXXXXXXXX – 20xx
 XXXXXXXXXXXXXXXXXXXX – 20xx
- Organizational & Admin Leadership Grad Class, AEE 560 – January 20xx
- XXXXXXXXXXXXXXXX School Liaison, 20xx
- Facilitation AEE 610 Grad Class, – January 20xx
- New & Aspiring CED Training – 20xx
- XXXXXXXXXXXXXXXX XXXXXXXXXXXXXXXX Supporter
- XXXXXXXXXXXXXXXX member
- XXXXXXXXXXXXXXXX, 20xx – present

Picture

V. Honors, Awards or Recognition

- XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX, 20xx
- XXXXXXXXXXXXXXXXXXXXXXXX, 20xx
- Family & Consumer Science Award, 20xx - XXXXXXXXXXXXXXXXXXXXXXXX
- XXXXXXXXXXXXXXXX Family & Consumer Sciences Award, 20xx
- XXXXXXXXXXXXXXXX Award, 20xx - \$XXXXXXXXXXXXXXXXXXXXX
- XXXXXXXXXXXXXXXX, 20xx - \$XXXXXXXXXXXXXXXXXXXXX