

## Guide to Evaluating EFNEP Educators using the COSS Annual Appraisal Form

The purpose of this guide is to help County Extension Directors (CEDs) and Regional Nutrition Extension Associates (RNEAs) document the performance of EFNEP Program Assistant/Associates (educators) according to predefined **Institutional** and **Individual** goals in the COSS Annual Appraisal Form located in the [Extension HR intranet](#).

Institutional Goals, set forth by the University, are performance standards that provide the supervisor and employee a way to discuss performance expectations. The Individual Goals, established by the CED and the RNEA, consist of 3-5 goals for each employee each cycle. These are not intended to cover all aspects of employee work product (institutional goals do that). It focuses on key results/outcomes/deliverables (not steps in the process) that are tied to EFNEP program goals and employee-specific goals that broaden their skillset. The Institutional and Individuals goals are weighted as a percentage of the final score.

Each goal includes performance standards that are listed below.

### Institutional Goals (no more than 50% of total score)

- Expertise
- Accountability
- Customer-oriented
- Team-oriented
- Compliance and Integrity

### Individual Goals (no more than 50% of total score)

- Impacts and Results
- Technology
- Other goal identified by CED/RNEA

The guide describes the expectations for each performance goal and standard. It helps determine suggested ratings and identifies strengths and areas for development for EFNEP educators.

During the annual performance appraisal, measurable performance goals will be set for the next 12 months.

### **Schedule for EFNEP Program Assistant/Associate review:**

Date:	Activity:
April 1	Performance Cycle Begins
March 31	Performance Cycle Ends
April-May	EFNEP program assistant/associate annual performance evaluation conducted by CED and RNEA (and others, if needed)
May 30	For CEDs: Annual Appraisal (ratings) Due
July, October, January, and April	Probationary reviews are required quarterly for new employees during the first 12 months of employment (CED & RNEA)

## Instructions and General Guidelines:

1. The County Extension Director (CED) with input from the Regional Nutrition Extension Associate (RNEA), and, if applicable, the Family and Consumer Sciences Agent and/or the 4-H Agent will meet with the EFNEP Program Assistant/Associate once a year prior to the annual performance appraisal to establish specific work performance goals to enhance local program and job performance. Additionally, a mid-year performance review (or quarterly for new PAs during the probationary period) is encouraged to review progress and to assist PA in meeting established goals.
2. The weights for each skill area under the Institutional Goals are pre-defined and total 50%. The weights for the skill areas under Individual Goals are more flexible and can be adjusted according to the recommendations from the RNEA and CED and must total 50% of the overall score.
3. Any comments related to the individual and institutional goals should serve to justify ratings **above** and **below** the meeting expectations level. The RNEA will provide supporting data for program outreach, impacts, and teaching to the CED.
4. The Program Assistant/Associate is responsible for compiling and presenting any additional support data of goal accomplishment and/or progress and program quality to justify a rating of 3 (exceeding expectations).
5. The Program Assistant/Associate must fulfill lower performance level before receiving a higher-level rating.
6. Only one performance level can be selected for each skill area.
7. If a performance level has more than one component, at a minimum each component must be met.
8. Scoring: Record the rating for each skill area in the last column as a whole number (1, 2, or 3) as outlined below:

- 1 = Not Meeting Expectations
- 2 = Meeting Expectations
- 3 = Exceeding Expectations

Add scores and divide by the number of skill areas to get the average. This average will be the Total Rating for the corresponding goal. An employee's final overall rating is based on the weighted average of the institutional goal and individual goal ratings.

9. If the Program Assistant/Associate disagrees with the evaluation rating, the appeal process should be followed.
10. The Ratings are then transferred to Part 7 of the COSS Annual Performance Appraisal form. Based on the final rating, decide whether the program assistant/associate met expectations or not.
11. The CED and RNEA (serving as Next Level Supervisor) will sign upon completion of the appraisal.
12. A rating of 3 (exceeding expectations) requires evidence and supporting documentation.

## Institutional Goals

### Institutional Goal: Expertise (15%)

- Precision: Produces work that is accurate, thorough, and demonstrates sufficient analysis and decision-making to meet the requirements of the employee’s position and profession.
- Resourcing: Makes efficient and appropriate use of materials and documents work appropriately.
- Innovation: Looks for ways to improve efficiency or quality.
- Development: Maintains technical skills and relevant professional credentials.

Skill Area	Not Meeting Expectations 1	Meeting Expectations 2	Exceeding Expectations 3	Rating
<b>Knowledge of Curriculum</b>	Strays from approved curricula without justification. Does not consistently teach the objectives of the curriculum.	Teaches from approved curricula. Teaches educational objectives of curriculum.	Shows mastery of approved curricula content and demonstrates ability to enhance curricula to meet special needs of the audience.	
<b>Knowledge of Subject Matter</b>	Lacks adequate knowledge of subject matter. Makes little or no effort to improve knowledge.	Has basic knowledge of subject matter. With direction, takes steps to improve subject matter knowledge.	Demonstrates mastery of subject matter. Takes <i>initiative</i> to improve subject matter knowledge.	
<b>Teaching Techniques</b>	Lacks effective use of teaching strategies that create an environment where participants are motivated and encouraged to learn and apply what has been learned. Seldom includes participant engagement activities such as food preparation, moving activities, games, etc. that reinforce lesson objectives.	Uses effective teaching strategies that create an environment where participants are motivated and encouraged to learn and apply what has been learned. Lessons include an introduction, and a review as well as participant engagement activities such as food preparation, moving activities, games, etc. that reinforce lesson objectives.	Selects, incorporates and demonstrates effective teaching strategies to accommodate different learning styles. Evaluates effectiveness of teaching methods and adjusts as appropriate to meet participant needs. Includes participants in multiple hands-on activities that reinforce lesson objectives.	
<b>Technology Use and Care</b>	Equipment is not stored and/or cared for as required. Does not show thorough ability to use assigned equipment.	Competently uses assigned technological equipment. Handles, stores, and cares for assigned technological equipment properly.	Exhibits a high level of ability to utilize technological equipment in a variety of settings to enhance program delivery, marketing and communications.	
<b>Program Resource Management</b>	Does not effectively manage program resources to meet program needs. Does not follow guidelines for program resource use. Does not consistently notify RNEA and/or CED of needed resources and materials. Calendar and program planning do not reflect attempts to conserve travel.	Notifies RNEA and/or CED of needed resources; negotiates with agencies for food supplies and other materials; utilizes time and travel for efficiency; utilizes food resources for maximum efficiency and to reduce waste.	Has evidence of a planning and management system that demonstrates effort to conserve resources. Negotiates with collaborating agencies to maximize outreach and to partner to provide food resources. Seeks and secures additional funding and resources to support EFNEP program expenditures.	

<b>Self-improvement</b>	Is not receptive to suggested steps to improve performance. Makes no progress toward goals for strengthening job performance.	With direction, takes steps to improve job performance. Receptive to and follows through on suggestions. Shows consistent progress towards meeting goals for strengthening job performance.	Participates in activities that support EFNEP and the Organization above and beyond required job functions. Takes initiative to improve job performance. Meets or exceeds goals for strengthening job performance. Participates and serves in a leadership role that supports EFNEP and the Organization above and beyond job functions.	
Get the average by adding all the scores for this goal and divide by 6 (which is the number of skill areas)				
<b>Institutional Goal: Expertise - Average RATING:</b>				

**Institutional Goal: Accountability (15%)**

- Productivity: Completes required volume of work by established deadlines and stays productive throughout workday.
- Autonomy: Generally, completes work with few reminders and/or infrequent oversight.
- Prioritizing: Takes sufficient/appropriate measures to plan and organize work, prioritize tasks, and set realistic goals.
- Coordination: Seeks needed information to complete work and timely communicates status with relevant parties.

Skill Area	Not Meeting Expectations 1	Meeting Expectations 2	Exceeding Expectations 3	Rating
<b>Records and reports</b> <ul style="list-style-type: none"> <li>● Program Records</li> <li>● Monthly reports</li> <li>● Administrative requests</li> <li>● County specific reports</li> <li>● ERS</li> </ul>	Does not complete records & reports according to guidelines and expectations. Does not respond to requests in a timely and accurate manner. Evidence of discrepancies in record keeping and/or procedures.	Prepares accurate, complete records & reports according to established guidelines autonomously, submitted on time in the format requested.	Submits accurate and complete records, reports and requests <i>in advance</i> of deadlines, <i>always</i> in the format requested. Contributes to efforts aimed at improving reporting procedures at the unit or state level. Develops positive strategies and/or tools to improve reporting procedures at the unit or state level.	
<b>Monthly teaching contacts</b>	Below target for average monthly teaching contacts.	Meets target for average monthly teaching contacts.	Usually (7 months or more) exceeds target monthly teaching contacts.	

**Note:** A teaching contact (TC) is one lesson taught to participants or youth group by an **EFNEP Educator or ‘formal’ volunteer**.

Lessons must come from an **approved EFNEP curriculum** including online lessons. Refer to the guidance in “[Lesson Requirements for Program Completion](#)”

- A lesson must be at least 30 minutes in length to count as one TC.
- WIC lessons taught by WIC staff may count as a lesson but do not count as a teaching contact.

**Targets**

**Adult**

**Rural (0.5 FTE):** 43-53 TC per month  
**Rural (1.0 FTE):** 85-95 TC per month  
**Urban (0.5 FTE):** 48-58 TC per month  
**Urban (1.0 FTE):** 95-105 TC per month

**Youth**

12-22 lessons (0.5 FTE)  
23-33 lessons (1.0 FTE)

Skill Area	Not Meeting Expectations	Meeting Expectations	Exceeding Expectations	Rating
	1	2	3	
<b>Participant Recruitment</b>	Recruitment efforts are below target for yearly enrollment*.	Recruitment efforts meet target for yearly enrollment*.	Recruitment efforts exceed targeted yearly enrollment* by 10%.	

**Note:** Based on state data analysis. \*At least 90% of total enrolled participants must meet eligibility requirements with at least 80% completing the program (graduating)

	Adult	Youth
<b>Targets Rural (0.5 FTE):</b>	65 Participants/year	500 participants/year (0.5 FTE)
<b>Rural (1.0 FTE):</b>	130 Participants/year	1000 participants/year (1.0 FTE)
<b>Urban (0.5 FTE):</b>	68 Participants/year	
<b>Urban (1.0 FTE):</b>	136 Participants/year	

Skill Area	Not Meeting Expectations	Meeting Expectations	Exceeding Expectations	Rating
	1	2	3	
<b>Program Planning</b>	Shows no evidence of program planning based on participant needs. Calendar does not show a documented monthly work schedule with planned time for teaching, recruiting, agency contacts, record keeping, meetings and other duties which support the EFNEP program. Does not follow state guidelines for documenting all events in Google Calendar.	Shows evidence of program planning based on participant needs. Follows documented monthly work schedule. Shows planned time for teaching, recruiting, agency contacts, record keeping, meetings and other duties, which support the EFNEP program for the entire year. Follows state guidelines for documenting all events in Google Calendar.	Program planning reflects collaborative efforts to connect the audience with other Extension staff and partners to meet multiple non-EFNEP needs of participants. Follows documented monthly work schedule which shows planned time for teaching, recruiting, agency contacts, record keeping, meetings and other duties, which support EFNEP. All events are documented on Google Calendar following state guidelines.	
Get the average by adding all the scores for this goal and divide by 4 (which is the number of skill areas)				
<b>Institutional Goal: Accountability - Average RATING:</b>				

**Institutional Goal: Customer-Oriented (5%)**

- Clarity: Listens to determine the most effective way to address customer needs and concerns.
- Awareness: Shows a solid understanding of customer needs, seeks out customer input to better understand needs, and develops ideas to meet those needs.
- Attentiveness: Follows through on commitments, despite time pressures or obstacles, and maintains relevant communication with customers until job is completed.
- Diplomacy: Maintains a professional and respectful tone and exhibits diplomacy when dealing with frustrated individuals or during sensitive or confrontational situations.

Skill Area	Not Meeting Expectations 1	Meeting Expectations 2	Exceeding Expectations 3	Rating
<b>Speaking, Presentation and Communications Skills</b>	Rambling or ineffective speaker/presenter/facilitator. Does not exhibit proficiency in public speaking skills. Communicates incomplete information. Presentations are not as effective as needed.	Competent speaker. Uses effective public speaking principles. Communicates concepts and accurate information.	Excellent speaker. Communicates clearly and is articulate. Can vary presentation style easily and spontaneously. Actively uses public speaking and communication principles along with accurate information.	
<b>Program Promotion</b>	Does not understand the target audience and does not develop a plan to reach it effectively. Does not use media to promote (recruit participants, convey results) programs.	Promotion of programs and opportunities use appropriate forms of mass media and technology to reach potential audiences. Follows guidelines on completing success stories.	Has a regular or frequent media feature. Stakeholders are integrated in promotion efforts. Visibility of Extension and EFNEP is retained even in collaborative programs. Contributes content to county, EFNEP, and Cooperative Extension social media. Interacts with county, EFNEP, and/or Cooperative Extension social media.	
<b>External Networking, Partnerships, and Collaboration</b>	Does not establish and/or maintain positive relationships with potential collaborating groups. Does not respect missions of partnering agencies. Does not or is slow to respond to agency referrals.	Establishes and/or maintains positive relationships with external partners and actively invites their involvement in programming. Understands and respects missions of partnering agencies and their relationship to EFNEP. Responds to agency referrals in a timely manner.	Maintains positive relationships with external partners and actively invites their involvement in programming. Responds and fulfills agency referrals in a timely manner. Ensures missions of partnering agencies are aligned with EFNEP and Extension missions. Identifies one or more PSE opportunities and refers it to the RNEA or Agent. Is considered an equal partner by agencies in meeting the needs of participants.	
Get the average by adding all the scores for this goal and divide by 3 (which is the number of skill areas) <b>Institutional Goal: Customer Oriented - Average RATING:</b>				

**Institutional Goal: Team-Oriented (5%)**

- Collegiality: Communicates and engages directly, clearly, and tactfully with colleagues.
- Collaboration: Provides feedback and healthy dialogue on performance and operational issues, as requested, willingly adapts to change, and adheres to decided actions.
- Contribution: Makes decisions with others in mind, and willingly performs additional duties when team members are absent, during times of increased workload, or as otherwise required by management to meet business needs.
- Attendance: Absences are infrequent and do not place an undue burden on supervisor or colleagues.

Skill Area	Not Meeting Expectations	Meeting Expectations	Exceeding Expectations	Rating
	1	2	3	
<p><b>Volunteer Recruitment and Management</b></p> <p><i>(Refer to <a href="#">Federal Policy</a>)</i></p> <p><b>Volunteer types:</b>                      -Formal Volunteer                      -Non-Agency Volunteer                      -Agency-Paid Volunteer                      -Student-Intern</p>	<p>Makes no effort to use non-agency and agency-paid volunteers in programming.</p>	<p>Includes non-agency and agency-paid volunteers in programming efforts. Volunteers represent diverse backgrounds.</p>	<p>Recruits, involves, trains, and/or utilizes formal volunteers and/or student/interns. Ensures formal volunteers and/or student/interns are active in every phase of the program and serve in a variety of roles. Facilitates formal volunteers to assume leadership roles.</p>	
<p><b>Internal Networking, Partnerships, and Collaboration</b></p> <p>Internal Partners:                      FCS Agent; 4-H Agent;                      Ag Agent;</p> <p>Collaboration example:                      Educator teaches EFNEP then refers group to STH, 4-H, etc.</p>	<p>Does not establish and/or maintain positive relationships with internal partners. Does not respect partner’s program goals. Does not respond to partner referrals.</p>	<p>Establishes positive relationships with internal partners and actively invites their involvement in programming. Understands and respects partner’s program goals and its relationship to EFNEP. Responds to partner referrals in a timely manner.</p>	<p>Maintains positive relationships with one or more internal collaborating partners and involves them to meet other needs of program participants. Identify and refer one or more PSE opportunities to an internal partner. Responds and fulfills partner referrals in a timely manner. Ensures goals of partnering programs are aligned with EFNEP.</p>	
<p><b>Interpersonal Communication</b></p>	<p>Passive listener. Exhibits poor interpersonal communication skills. Does not accept constructive criticism and suggestions. Creates unprofessional situations (combative, threatening, etc.). Does not notify appropriate individuals in advance of expected absences</p>	<p>Acceptance of constructive criticism and suggestions. Verbal and nonverbal skills used to effectively transfer information. As program guidelines allow, contributes to county team effort. Notifies appropriate individuals in advance of any expected absences. Actively seeks suggestions for improvement.</p>	<p>Active two-way communicator. Interpersonal skills foster networks and relationships. As guidelines allow, contributes to county team effort. Notifies appropriate individuals in advance of any expected absences and plans for coverage.</p>	

<b>Teamwork</b>	No knowledge of other NCCE programs. Does not keep CED and RNEA informed about their program. Does not consult with CED and RNEA about new program directions or opportunities. Does not work well with NCCE staff.	Knowledgeable of other NCCE programs. Keeps CED and RNEA informed and involved about their program. Consults with CED and RNEA about new program directions or opportunities. Cooperates with NCCE Staff.	Contributes to interdisciplinary program efforts. Takes a leadership role in fostering interdisciplinary efforts. Takes a lead role in coordinating unit wide EFNEP projects or activities. Seeks out new program directions and opportunities and involves all appropriate staff.
<b>Attendance, Engagement, and Punctuality</b> (Attendance required at unit meetings, regional, state trainings)	Misses more than half of unit meetings; arrives late or leaves early for more than half of unit meetings, regional and state trainings, teaching sessions, county staff meetings and other scheduled events. Does not demonstrate active and/or positive engagement in trainings or other staff functions	When applicable, registers on xLMS. Is present and on time and does not leave early for any meetings, regional and state trainings, teaching sessions, staff meetings or other scheduled events. Contributes positively.	Arrives early and is prepared to begin at the designated time for meetings, training, teaching sessions, staff meetings or other scheduled events. Actively participates in designated meetings and training. Assumes leadership roles in unit meetings and/or staff functions.
Get the average by adding all the scores for this goal and divide by 5 (which is the number of skill areas)			
<b>Institutional Goal: Team Oriented - Average RATING:</b>			

**Institutional Goal: Compliance and Integrity (10%)**

- Policy: Complies with personnel and equal opportunity policies, including prohibitions on harassment, discrimination, and workplace violence, and all other policies, including appropriate use of university resources.
- Safety: Complies with all safety requirements for the position, including successful completion of training and proper use of personal protective equipment.
- Ethics: Chooses ethical actions, even under pressure, avoids situations considered inappropriate or that present a conflict of interest, holds self and others accountable for ethical decisions.
- Respect: Appreciates individual and cultural differences and treats all people with dignity and respect.

Skill Area	Not Meeting Expectations	Meeting Expectations	Exceeding Expectations	Rating
	1	2	3	
<b>EFNEP Policies, Procedures, and Guidelines</b>	Does not follow established policies, procedures, and guidelines.	Consistently follows and can explain program policies, procedures, and guidelines to stakeholders, staff members and collaborating agencies/groups.	Applies EFNEP policies, procedures, and guidelines in joint program planning in one or more collaborative efforts with NCCE staff and/or collaborating agencies/groups.	
<b>Work Habits and Ethics</b>	Does not project a professional image. Not responsive to clients, peers, CED, RNEA or administrative requests. Teaching materials are not maintained in an organized and accessible form. Inventory is not current. Uses outdated materials. Does not follow policies and guidelines.	Projects a professional image. Responds to clients, peers, CED, RNEA or administrative requests. Maintain an organized filing and storage system to protect quality and efficiency for program delivery. Follows policies and guidelines.	Responds proactively, innovatively and above the expected job duties. Is a role model for professionalism. Represents the university, organization, and program well. Models, mentors and/or teaches others regarding work ethics. Develops and shares an organized filing and storage system to protect quality and efficiency for program delivery.	
Get the total by adding all the scores for this goal and divide by 2 (which is the number of skill areas)				
<b>Institutional Goal: Compliance and Integrity - Average RATING:</b>				

## Individual Goals

**Individual Goal: Impacts and Results (20%)**

Skill Area	Not Meeting Expectations	Meeting Expectations	Exceeding Expectations	Rating
	<b>1</b>	<b>2</b>	<b>3</b>	
<b>Impacts and Results</b>	Programs seldom achieve intended impacts or results.	Outcomes and impacts from individual work indicate practice and/or behavioral change that reach target program accomplishment in most areas.	Outcomes and impacts from individual work indicate practice and/or behavioral change that reach the upper range of target program accomplishment in all areas.	
<b>Individual Goal: Impacts and Results - RATING:</b>				

**Note:** The following criteria to evaluate impacts and results include:

- Setting and meeting personal goals for improvement, and
- Meeting state standards for impact indicators and behavior outcomes in dietary changes, physical activity, food resource management, diet quality, and food safety
- Level 2 performance for Adult and On-Site components requires meeting the target for 4 out of 7 impact measures
  - Improved practices in dietary changes in fruits, vegetables and dairy
  - Improved practices in Physical Activity
  - Improved practices in Food Resources Management (3 or more measures)
  - Improved practices in Diet Quality (5 or more measures)
  - Improved practices in Food Safety (2 or more measures)
- Level 2 performance for Youth component requires meeting the target for 2 out of 3 impact measures in food safety, diet quality, and physical activity

**Adult**

**Targets** Fruits = 44-54% (+ change)  
 Vegetables = 48-58% (+ change)  
 Dairy = 48-58% (+ change)  
 Physical Activity (>30min) = 61-71%  
 Diet Quality 5+ = 42-52%  
 FS 2+ = 61-71%  
 FRM 3+ = 54-64%

**Youth**

FS = 51-61% (+ change)  
 Diet Quality = 82-92% (+ change)  
 Physical Activity = 42-52% (+ change)

**Individual Goal: Technology (15%)**

Skill Area	Not Meeting Expectations	Meeting Expectations	Exceeding Expectations	Rating
	1	2	3	
<b>Technology</b>	Does not use current technology in program delivery. Does not utilize any current technology to communicate.	Uses current technology to create improved learning environments and promote the comprehension of subject matter by participants. Utilizes various technologies to communicate daily and in program promotion.	Use <i>new</i> technological opportunities for program delivery, planning, and promotion. Uses a variety of technological resources in program delivery and promotion.	
<b>Individual Goal: Technology - RATING:</b>				

**Individual Goal: Self-development (15%)**

Skill Area	Not Meeting Expectations	Meeting Expectations	Exceeding Expectations	Rating
	1	2	3	
If more than one skill area is evaluated, get the average by adding all the scores for this goal and divide by the # of skill areas				
<b>Individual Goal: Self Development - Average RATING:</b>				

# SCORING

**DIRECTIONS:** Use this worksheet to help calculate the final rating. Transfer ratings and scores to the COSS Annual Appraisal form located in the [Extension HR intranet](#).

Weights for Institutional Goals are pre-determined and are subject to change by EFNEP. Goals are based on Federal/State EFNEP program goals and expectations.

Weights for Individual Goals are determined by CED and RNEA and are based on the expectations for improving knowledge, skills, and overall job performance. If additional professional development is necessary, weights need to be adjusted so it adds up to 50% of the total score for Individual Goals.

Multiply the Weight by the Rating to get the Score for each goal. Use two decimal places. (Example: 10% x 2 = 0.20) Add all of the Scores together to assign a Final Overall Rating.

#	INSTITUTIONAL GOALS - 50% of total score	Weight	x	Rating	=	Score
1	Expertise (15%) rating on page 4	.15	x	_____	=	_____
2	Accountability (15%) rating on page 5	.15	x	_____	=	_____
3	Customer-Oriented (5%) rating on page 6	.05	x	_____	=	_____
4	Team-Oriented (5%) rating on page 8	.05	x	_____	=	_____
5	Compliance & Integrity (10%) rating on page 8	.10	x	_____	=	_____
#	INDIVIDUAL GOALS - 50% of total score	Weight	x	Rating	=	Score
1	Impacts and results (20%) rating on page 9	.20	x	_____	=	_____
2	Technology (15%) rating on page 10	.15	x	_____	=	_____
3	Self-development (15%) rating on page 10	.15	x	_____	=	_____

After calculating the final rating, transfer ratings and scores to **Part 7** located on page 9 of the COSS Annual Appraisal Form.

**Final Overall Ratings:**  
**1.00 to 1.69 = Not Meeting Expectations**  
**1.70 to 2.69 = Meeting Expectations**  
**2.70 to 3.00 = Exceeding Expectations**

**FINAL OVERALL RATING:** \_\_\_\_\_

# EFNEP Educator Annual Performance Appraisal



\_\_\_\_\_  
Educator

\_\_\_\_\_  
County

\_\_\_\_\_  
Regional Nutrition Extension Associate

\_\_\_\_\_  
Date

- Midyear     Other:  
 End of Year

## Institutional Goals

These are University system-wide performance goals for all COSS positions that provide the supervisor and employee a way to discuss performance expectations. Each job duty has performance expectations that are described in the institutional goals. Discuss these goals in relationship to the duties on the employee's position description. Provide additional clarification of specific expectations as needed.

RNEA Comments:

\_\_\_\_\_

CED Comments:

## Individual Goals

These goals focus on key results/outcomes/deliverables that are tied to EFNEP program goals and employee-specific goals that broaden their skillset.

RNEA Comments:

\_\_\_\_\_

CED Comments: