

County:

Date of Review:



**EXTENSION PROGRAM
AND
COMPLIANCE REVIEW**

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COUNTY EXTENSION PROGRAM AND COMPLIANCE REVIEW

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PROCEDURE

DEAs will conference and develop plans for the following:

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

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

Within six weeks
of date of review:

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

Within six months
of date of review:

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

BENEFITS OF EXTENSION PROGRAM AND COMPLIANCE REVIEW

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

DEFINITIONS

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

Title II of the Act states that no qualified individual with a disability shall, by reason of such disability, be

excluded from participation in or be denied the benefits of the services, programs or activities of a public entity, or be subjected to discrimination by any such entity.

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

g. Affirmative Action.

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

Racial/Ethnic Categories

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

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

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

TERMS AND TERMINOLOGY:

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

OBSERVATION RECORD

(Questions responded to by observer)

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

If NO, explain:

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

If NO, explain:

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

- Prominently at/near entrance
- In reception area
- In Extension conference room
- Extension meeting room or auditorium
- Other _____ Identify _____

Is it readily visible to the visiting public? NO YES

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

If NO, explain:

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

If NO, explain:

c. How is office identified?

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

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

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

STAFF INVOLVEMENT & PROGRAM MANAGEMENT

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

_____ Agents

_____ Assistants/Associates/Paraprofessionals

_____ Support Staff

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

weekly

bi-weekly

monthly

a. Are minutes of office conferences kept?

NO YES

Are they distributed to other faculty and staff members?

NO YES

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

NO YES

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

NO YES

If NO, who does not participate and why: _____

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

NO YES

If YES, list dates of office conference minutes

which confirm the discussion(s).

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

Documentation: _____

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

Documentation: _____

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

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

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

If YES, explain: _____

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

If YES, explain: _____

Support Staff Selection, Job Assignments, Training & Supervision

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

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

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

Documentation: _____

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

NO YES

Documentation: _____

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

Support Staff Member

Supervising Agent

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

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

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

NO YES

NO MINORITY STAFF

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

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

Documentation: _____

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

If NO, explain how performance is evaluated: _____

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

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

Documentation: _____

Files and Documentation

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

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

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

Public Notification

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

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

- *Review copies of such communications.*

Documentation: _____

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

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

Documentation: _____

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

_____	_____
_____	_____
_____	_____

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

Documentation: _____

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

Documentation: _____

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

NO YES

If NO, explain: _____

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

c. How are mailing lists compiled? _____

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

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

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

Staff Resources

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

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

If NO, explain: _____

RECOMMENDATIONS FOR SI (1-23): _____

AMERICANS WITH DISABILITIES ACT (ADA)

- ADA-1. Have all staff members received training regarding the Americans With Disabilities Act materials? NO YES
- ADA-2. What provisions have been made to meet the requirements of the Act?
Are County Extension Offices/Meeting Rooms ADA compliant? NO YES
What auxiliary aides and services have been identified? _____

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

Is designated parking for disabled clientele available? NO YES
- ADA-3. Do meeting announcements, posters, etc. about Extension-sponsored programs include the required verbiage regarding Extension programs open to all regardless of disability, etc.? NO YES
- ADA-4. Do meeting announcements, etc. include a statement directing program participants to contact the County Extension Office by (deadline) if special accommodations are needed? NO YES
- ADA-5. Have you been asked to provide special accommodations for disabled clientele? NO YES
If yes, how did you respond? _____

RECOMMENDATIONS FOR ADA (1-5): _____

PROGRAM AND ORGANIZATIONAL SUPPORT

LAB/Planning Groups

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

Comments: _____

POS-2. How are LAB members selected? _____

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

b. How are the additional members selected? _____

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

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

What were the recommendations/action taken? _____

Documentation in Exec Board minutes: _____

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

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

Comments: _____

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

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

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

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

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

Documentation: _____

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

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

NO YES

Documentation: _____

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

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

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

a. Racial/ethnic composition: _____

b. Gender composition: _____

c. Selection/training procedure for new members: _____

d. Meeting time and place: _____

e. Preparation & follow-up of meetings: _____

f. Involvement of members in meetings: _____

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

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

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

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

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

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

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

6. On a rotational membership system? NO YES

Documentation: _____

EDUCATIONAL PROGRAM EFFECTIVENESS AND QUALITY

* Each of the major program areas will have at least one form completed by county faculty.

<u>Faculty Member(s)</u> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<u>Program Area(s)</u> <input type="checkbox"/> Agriculture and Natural Resources <input type="checkbox"/> Family and Consumer Sciences <input type="checkbox"/> 4-H and Youth Development <input type="checkbox"/> Community Resource and Economic Development <input type="checkbox"/> Emergency Management
-----------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

EPEQ-1. How are issues in your program area identified in your county?

EPEQ-2. What identified critical issues have been addressed under your programmatic leadership this past year?

EPEQ-3. What advisory group(s) was involved with planning and implementing the educational response to this critical issue and/or base program?

EPEQ-4. How was the advisory group involved in the program development process?

Planning _____

Marketing _____

Implementing _____

Evaluation _____

Interpretation _____

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

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

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

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

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

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

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

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

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

RECOMMENDATIONS FOR EPEQ (1-10): _____

EDUCATIONAL PROGRAM EFFECTIVENESS AND QUALITY

* Each of the major program areas will have at least one form completed by county faculty.

<u>Faculty Member(s)</u> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<u>Program Area(s)</u> <input type="checkbox"/> Agriculture and Natural Resources <input type="checkbox"/> Family and Consumer Sciences <input type="checkbox"/> 4-H and Youth Development <input type="checkbox"/> Community Resource and Economic <div style="text-align: center;">Development</div> <input type="checkbox"/> Emergency Management
-----------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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		<u>W</u>	<u>B</u>	<u>H</u>	<u>O</u>
1) _____	_____	_____	_____	_____	_____
2) _____	_____	_____	_____	_____	_____
3) _____	_____	_____	_____	_____	_____
4) _____	_____	_____	_____	_____	_____

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

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

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

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

RECOMMENDATIONS FOR EPEQ (1-10): _____

EDUCATIONAL PROGRAM EFFECTIVENESS AND QUALITY

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-----------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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		<u>W</u>	<u>B</u>	<u>H</u>	<u>O</u>
1) _____	_____	_____	_____	_____	_____
2) _____	_____	_____	_____	_____	_____
3) _____	_____	_____	_____	_____	_____
4) _____	_____	_____	_____	_____	_____

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

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

RECOMMENDATIONS FOR EPEQ (1-10): _____

Evaluation _____

Interpretation _____

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

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

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

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

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

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

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

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

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

RECOMMENDATIONS FOR EPEQ (1-10): _____

EDUCATIONAL PROGRAM EFFECTIVENESS AND QUALITY

* Each of the major program areas will have at least one form completed by county faculty.

<u>Faculty Member(s)</u> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<u>Program Area(s)</u> <input type="checkbox"/> Agriculture and Natural Resources <input type="checkbox"/> Family and Consumer Sciences <input type="checkbox"/> 4-H and Youth Development <input type="checkbox"/> Community Resource and Economic <div style="text-align: center;">Development</div> <input type="checkbox"/> Emergency Management
-----------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

EPEQ-1. How are issues in your program area identified in your county?

EPEQ-2. What identified critical issues have been addressed under your programmatic leadership this past year?

EPEQ-3. What advisory group(s) was involved with planning and implementing the educational response to this critical issue and/or base program?

EPEQ-4. How was the advisory group involved in the program development process?

Planning _____

Marketing _____

Implementing _____

Evaluation _____

Interpretation _____

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

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

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

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

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

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

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

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

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

RECOMMENDATIONS FOR EPEQ (1-10): _____

Review Support Groups Financial Accounts

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

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

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

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

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

RECOMMENDATIONS FOR AFA (1-4): _____

Appendix 1

Extension Program and Compliance Review Items Agents Need To Have Available for Review

Staff Involvement and Programs Management

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

Program and Organization Support:

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

Educational Programs Effectiveness and Quality:

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

Review Support Funds Financial Accounts:

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

Appendix 2

Extension Program and Compliance Review

Agenda (Sample)

(DATE)

County _____

➤ Meeting with Entire County Extension Faculty and Support Staff

➤ Orientation

~Introductions and Purpose of Review

~Benefits of Extension Program and Compliance Review

➤ Quiz on Terms and Terminology

➤ Faculty Highlights of Success Stories

➤ Joint Program Review

~Observation Record

~Staff Involvement and Program Management

~Americans with Disabilities Act

~Program and Organizational Support

~Audit of Accounts

➤ Individual Program Reviews

~Educational Effectiveness and Quality

➤ Exit Conference for Recommendations and Follow up Procedures

➤ Questions/Answer

➤ Adjourn