Guidelines for EFNEP Program Assistant
Annual Performance Criteria & Annual Goal Setting

This is supplemental information to support the performance review process for EFNEP program assistants including self-evaluation, performance discussion, goal setting, and written documentation using the Performance Review and Plan. Each section below matches with a section in the Performance Review and Plan. Use the information below as additional indicators/descriptions when describing performance in each area.

Program Assistants will be able to enter some information in RiV (e.g., service on committees, performance goals and progress on goals, professional development goals and progress) but not program data. The Annual Performance Report generated from RiV will provide documentation related to progress on goals as well as performance and professional development goals for the upcoming year. Each program assistant should have two to three Lesson Observations forms completed by the Supervising Educator/Program Specialist; 2 or 3 Success Stories; and the Summary FY Data Report documents in their performance file.

PART I - Previous Fiscal Year Performance Results (what was accomplished)

A. Review Progress on Annual Performance Goals
Refer to last year’s Annual Performance Review and the goals established for the fiscal year that just ended. Evaluate results compared to established goals. Provide summary comments on results achieved.

B. Performance of key job duties

Adult Program Assistant EFNEP Teaching
Describe performance in this area using specific examples. Indicators of performance for this area are:
- Participant behavior change based on pre-post Behavior Checklist (BCL) surveys, 24 hour food recalls (HFR) and physical activity (PA) questions. Summary Data presented in Director’s visit.
  - Score differences in the Behavior Checklist Questions above State and above County.
  - Score differences in the Additional Questions above State and above County.
  - Performance in the Behavior Checklist Questions increased at least 1% over last FY performance.
  - Improvement in F and V and milk groups are above state average.
  - % participants that increased their Physical Activity are above state level.
  - Success Stories reported to you by participants (1/qtr, a total of 4 per year).

Youth Program Assistant EFNEP Teaching
Describe performance in this area using specific examples. Indicators of performance for this area are:
- Youth behavior change based on pre-post surveys. Summary Data presented in Director’s visit.
  - Score differences in the youth indicators above State.
  - Proportion of improvement in the Youth indicators above State.
  - Proportion of improvement in the youth indicators increased at least 1% over last FY performance.
  - Success Stories reported to you by participants or teachers’ feedback (1/qtr, a total of 4 per year).

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Adult Program Assistant Maintaining Complete and Accurate Data
Describe performance in this area using specific examples. Indicators of performance for this area are:

- Complete and accurate data. Specific standards include:
  - Submit complete race and ethnicity data for 90% or more of participants.
  - The percentage of participants with income data is greater than 90%.
  - At least 90% of participants provide complete information on pre-post 24HFR.
  - At least 90% of participants provide complete information on pre-post BCL surveys.
  - Monthly reports show expected new number of participants (will show that information is provided in a timely manner to office associate to record)

Youth Program Assistant Maintaining Complete and Accurate Data
Describe performance in this area using specific examples. Indicators of performance for this area are:

- Complete and accurate data. Specific standards include:
  - Submit complete race and ethnicity data for at least 90% or more of youth groups
  - At least 50% of youth participants were evaluated and have pre and post survey data.
  - Monthly reports show expected new number of participants (will show that information is provided in a timely manner to office associate to record)

Adult Program Assistant Recruiting, Enrolling and Graduating Qualified Participants
Describe performance in this area using specific examples. Indicators of performance for this area are:

- Outreach and eligibility of participants and collaborating groups.
  - Number of new agencies reached and how many were recruited to participate in a series of classes.
  - Working with agencies conducive to meet the requirements of our program is demonstrated by a percentage of terminated participants that is less of 25%.
  - Termination percentage decreased compared to previous fiscal year
  - At least 90% of enrolled and graduated participants meet eligibility criteria (e.g., income, children at home and/or are pregnant).
    - Difference between percentage of participants without children at home and number of pregnant women is less than 5%.
    - Percentage of participants with income >186% of poverty guidelines is less than 2%.
    - Percentage of participants not participating in a program (WIC, Food Assistance, TANF, etc) is less than 15%.
  - Number of graduates: Goal of 150 graduates per FTE and adjusted for PA years of experience (100 per FTE per year for first year for new PAs) and assigned region.
  - Number of graduates increased over number of graduates in previous year.
  - Mean number of contacts and lessons/graduate is seven or more.

Youth Program Assistant Recruiting, Enrolling and Evaluating Qualified Participants
Describe performance in this area using specific examples. Indicators of performance for this area are:

- Outreach and eligibility of participants and collaborating groups.
  - Number of new agencies/ schools reached and how many were recruited to participate in the program.
- Number of youth participants: Goal of 1500 graduates per FTE and adjusted for PA years of experience (1000 per FTE per year for first complete year for new PAs).
- Number of youth participants increased over number of youth participants in previous year.
PART II .- Core Competencies and Areas of Expertise (how results were achieved)
Use the definition of each competency as a guide to assign a rating that best describes the performance demonstrated during the review period and provide supporting comments. Below are a few additional examples for the core competency Customer Service that are specific to EFNEP.

Customer Service
Feedback from agencies may be used to evaluate some of these elements. Indicators of performance in this area in EFNEP include:
  - Arrives at work and teaching sites at scheduled times and keeping commitments.
  - Calling to cancel and re-schedule in case of an emergency.
  - Presents EFNEP to partners in professional and appropriate manner.

Areas of Expertise:
Extension Teaching (how you teach)
This is a measure of the quality of teaching. Use the 2 or 3 lesson Observation Forms to evaluate this area. Describe performance in this area using specific examples; the evaluation includes curriculum fidelity, accuracy of content and use of adult teaching principles. Feedback from agencies and clientele may be used to evaluate some of these teaching abilities, too. In addition, when the Educator/Program Specialist does a lesson observation, the educator provides EEET forms for participants to complete about the PAs’ program. In case of the Youth Program Assistants, teacher feedbacks are provided.
Annual Goal Setting

*Use information from discussions with supervisor, performance feedback, and assessments (e.g., most recent fiscal year program review for Program Assistant/Unit/State) to identify performance goals and professional development goals. See http://extensionhr.osu.edu/perfmgmt/perfplan.html for more information on performance planning as part of performance management in OSU Extension.

Performance Goals

Performance goals are expectations related to core competencies and/or work to be accomplished. EFNEP program assistants should set goals using discussion with supervisor and the results from the most recent fiscal year data summary.

Performance goals should be about the “big rocks”; the things that are truly most important and will be where major time is invested in the coming year. Based on performance over the past year, goals might be identified in one or more of the following areas:

1. Outreach and eligibility of participants and collaborating groups.
   a. Reach at least _____ new agencies or community groups and recruit at least ____ of them to participate in a series of classes.
   b. At least 90% of enrolled and graduated participants meet eligibility criteria (e.g., income, children at home and/or are pregnant).

2. Submit complete and accurate data. Specific standards include:
   a. Submit complete race and ethnicity data for 90% or more of participants.
   b. The percentage of participants with income data is greater than 90%.
   c. At least 90% of participants provide complete information on pre-post 24HFR and BCL surveys.
   d. At least 60% of youth participants have pre/post surveys

3. Number of graduates.
   a. Graduate _____ eligible participants.
   b. Teach ________ youth participants

4. Behavior change (based on BCL surveys and 24HFR surveys) – Use previous fiscal year’s data to set individual goals (refer to county/unit average and state average of participant outcomes for improvement as well as personal outcomes in food resource management practices, in food safety practices, in nutrition practices, and in physical activity practices). Use youth indicators and survey evaluation data for youth Program Assistants.

5. Other performance goals related to core competencies or work to be accomplished
Performance goals should be documented in RiV and a copy included with the Performance Review and Plan.

Professional Development Goals

Identify at two to four professional development goals including:

1. Attend and actively participate in state-wide EFNEP training opportunities (Community Nutrition/ All FCS Annual Conference; mid-Year EFNEP Conference; or other trainings for content and program knowledge). [list specific training names and dates if identified]
2. Attend and actively participate in local EFNEP trainings and meetings.
3. [Others identified and described by program assistant and EFNEP supervisor.]

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