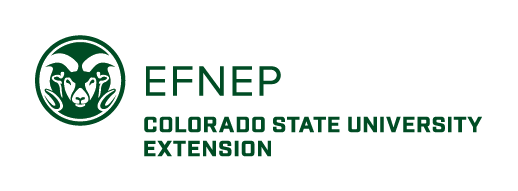
**EFNEP State Classified Annual Performance Evaluation**

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| **Date of Planning Meeting:** |
| **Date of Mid-year Meeting:** |
| **Date of Annual Evaluation Meeting:** |
| Planning/Organization/Coordinating (pg. 3) \_\_\_\_\_\_\_\_\_\_\_  Public/Community Relations (pg 4.) + \_\_\_\_\_\_\_\_\_\_\_  Organizational Commitment and Adaptability (pg. 5) + \_\_\_\_\_\_\_\_\_\_\_  Communication/Verbal and Written (pg. 6) + \_\_\_\_\_\_\_\_\_\_\_  Interpersonal Relations (pg. 7) + \_\_\_\_\_\_\_\_\_\_\_  \*Instructional Management of Youth (Quality) (pg. 8) + \_\_\_\_\_\_\_\_\_\_\_  Instructional Management of Adults (Quality) (pg. 9) + \_\_\_\_\_\_\_\_\_\_\_  Total = \_\_\_\_\_\_\_\_\_\_\_  Divide by 7  Performance Subtotal = \_\_\_\_\_\_\_\_\_\_\_  \*If educator does not work with youth, divide the total by 6 for the Overall Performance Rating |
| Performance Subtotal (from above) \_\_\_\_\_\_\_\_\_\_\_  Quantity of work - Adult (pg. 10) + \_\_\_\_\_\_\_\_\_\_\_ x2  \*Quantity of work – Youth (pg. 11) + \_\_\_\_\_\_\_\_\_\_\_ x2  Evaluation and Impacts (pg. 12) + \_\_\_\_\_\_\_\_\_\_\_  Total =\_\_\_\_\_\_\_\_\_\_\_  Divide by 6  **Overall Performance Rating: = \_\_\_\_\_\_\_\_\_\_\_**  \*If educator does not work with youth, divide the total by 4 for the Overall Performance Rating |

**EFNEP Educator: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Supervisor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**County: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Directions:** Use the Planning and Evaluation portion of this document to evaluate the EFNEP Educator. Once a performance level has been determined for each performance measurement, insert that number in the box to the right. Compute the average scores for an overall performance rating. If necessary, round to the closest whole number (1, 2, or 3). This number is the Educator’s overall performance rating.

Level 1 = Needs Improvement (requires a performance plan)

Level 2 = Meets Expectations

Level 3 = Exceeds Expectations

**Annual Evaluation Acknowledgment:**

**EFNEP Educator Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**EFNEP Supervisor Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Establishing Performance Goals for the Fiscal Year**

**Directions:** Before the beginning of the federal fiscal year (October 1st), each educator with the help of their supervisor will choose the percent time to spend doing adults, youth and teen they will work with for the coming fiscal year. Choose this percent based on the needs of the county and the agency relationships established. Once the percent has been chosen, look at the goals for adult teaching visits and youth graduates. Give this information to the state office. These are the numbers that will determine the educator’s quantity of work performance measurement.

**Adults:** Performance goals for adults will be measured by teaching visits. The recommended number of teaching visits of graduates should be on average 8 to

12. The minimum number of teaching visits for graduation is 6.

**Teaching Visits:** A teaching visit is a “unit of instruction” with an individual or group, which covers a lesson from approved curricula.

**Group Teaching Visits:** A group receiving one “unit of instruction” counts as one teaching visit per participant. For example, 6 people attending one unit

of instruction equals 6 teaching visits.

**Youth & High School:** Performance goals for youth and teen will be measured using graduate goals. Educators may spend up to 50% of their time working with youth and/or teen. The minimum number of lessons for youth/teen to graduate is 5. The recommended number of hours of instruction for youth/teen is 6 to10.

**Using teaching visits and youth graduate goals to determine quantity of work performance level**

The range of teaching visits and youth graduate goals in the tables are for a performance level 2/meets expectations. At the end of the fiscal year, actual teaching visit and graduate numbers above the established goals will constitute a performance level 3/exceeds expectations for the quantity of work performance measurement. At the end of the fiscal year, actual teaching visit and graduate numbers below the established goals will constitute a level 1/needs improvement for the quantity of work performance measurement.

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| **Adult Goals** | | |
|  | **1 FTE Educator** | **.75 FTE Educator** |
| **Percent of time\*** | **# of adult teaching visits per month** | |
| **50%** | **45-60** | **34-45** |
| **60%** | **54-72** | **42-54** |
| **70%** | **63-84** | **48-63** |
| **80%** | **72-96** | **55-72** |
| **90%** | **81-108** | **62-81** |
| **100%** | **90-120** | **68-90** |
| \*Pregnant and parenting teens are counted as adults | | |

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| **High School Goals (9-12 grade)** | | |
|  | **1 FTE Educator** | **.75 FTE Educator** |
| **Percent of time\*** | **# of teen graduates per month** | |
| **10%** | **3** | **2** |
| **20%** | **5** | **4** |
| **30%** | **8** | **6** |
| **40%** | **10** | **8** |
| **50%** | **13** | **9** |
| \*Pregnant and parenting teens are counted as adults | | |

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| **Youth Goals (3rd grade)** | | |
|  | **1 FTE Educator** | **.75 FTE Educator** |
| **Percent of time** | **# of youth graduates per month** | |
| **10%** | **9** | **7** |
| **20%** | **17** | **13** |
| **30%** | **25** | **19** |
| **40%** | **33** | **25** |
| **50%** | **42** | **32** |

**Examples:**

1) Educator X is 1.0 FTE and chooses to spend 50% of her time with adults, 20% of her time with High Schools and 30% of her time with youth. Her monthly goals would be Adult: 45-60 TV, High School: 5 graduates, and Youth: 25 graduates.

2) Educator Y is .75 FTE and chooses to spend 60% of her time with adults, 30% of her time with High Schools, and 10% of her time with youth. Her monthly goals would be Adult:42-54 TV, High School: 6 graduates, Youth: 7 graduates

**Fiscal Year:\_\_\_\_\_\_\_\_ FTE:\_\_\_\_\_\_\_\_ Adult Goal:\_\_\_\_\_\_\_ Youth Goal:\_\_\_\_\_\_\_\_ High School Goal:\_\_\_\_\_\_\_\_**

**\*\*** If a group of high schoolers are mixed – meaning there are both pregnant and/or parenting teens in addition to non-pregnant and/or non-parenting teens, the class will be considered a High School Class. The pregnant and/or parenting teens should also receive the appropriate material & infant supplement lessons.

Performance Planning and Evaluation

Standards/Goals/Objectives Associated with Success in This Position

"Standards/Goals/Objectives" are specific statements or requirements and agreed upon by the supervisor and the employee. "Measurement Method" reflects the evaluation basis for the expected results. "Results achieved" are the accomplishments of the employee during the evaluation period.

Measurement Methods: Standards are assessed through site visits, class observation, and county/ state generated reports. Standards are also assessed through documented contribution to Extension and the EFNEP program, participation in job training, and projects which enhance programs.

**Planning/Organization/Coordinating:** Plans, organizes, coordinates & reports programming effectively to meet instructional goals and standards for program

delivery. Utilizes volunteers as appropriate to assist in program recruitment and delivery. Schedules & coordinates time & travel to implement plans and programs.

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| **Level 1** | **Level 2** | **Level 3** |

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| * Makes minimal effort in planning and scheduling. * Often manages time poorly. * Often does not apply organizational skills and procedures. * Required documentation (records, reports, mileage, etc) consistently not delivered in an accurate and/or timely manner. * Often does not graduate/terminate participants in 3 months or less. * Consistently does not utilize volunteers to extend and/or enhance program recruitment and delivery. * Personal vehicle used on the job is not consistently maintained or operating | * Plans and schedules effectively for program delivery. * Manages time effectively. * Applies organizational skills and procedures. * Required documentation (records, reports, mileage, etc) most times are delivered in an accurate and/or timely manner. * Consistently graduates/terminates participants in 3 months or less * Utilizes volunteers to extend and/or enhance program recruitment and delivery. * Personal vehicle used on the job is consistently maintained and operating | * Plans and schedules, anticipating needs, initiating change as appropriate, flexible to consistently ensure program success. * Highly effective time manager, interacts with others to ensure best overall use of staff time. * Consistently applies effective organizational skills and procedures in all aspects of the job. * Required documentation (records, reports, mileage, etc) consistently delivered in an accurate and timely manner. * Consistently utilizes volunteers to extend and/or enhance program recruitment and delivery. |

# Planning/Organization/Coordinating Score: \_\_\_\_\_\_Level 1 \_\_\_\_\_\_\_Level 2 \_\_\_\_\_\_\_Level 3

**Mid-year progress review comments:**

**Annual Evaluation comments:**

**Public/Community Relations:** Establishes and maintains working relationships with the community and human service agencies to support/enhance program goals.

Refers clients to appropriate food and nutrition programs & human service organizations. Markets EFNEP and other Extension programs to individuals and agencies.

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| **Level 1** | **Level 2** | Level 3 |

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| * Does not maintain a variety of collaborations with community and human service agencies. * Does not refer clients to appropriate food and nutrition programs and human services. * Consistently fails to market EFNEP and other Extension programs to individuals and agencies. * Personal appearance doesn’t always positively reflect EFNEP and Extension. * Often does not follow up on referrals received. | * Maintains and seeks relationships with community and human service agencies. * Refers clients to appropriate food and nutrition programs and human services. * Markets EFNEP and other Extension programs to individuals and agencies. * Personal appearance positively reflects EFNEP and Extension. Follows Dress code. * Follows up on referrals received. | * Consistently and proactively creates/provides relationship-building activities with community and human service agencies; consistently adding new relationships and strengthening existing relationships. * Is creative and proactive in introducing appropriate food and nutrition programs and human services to clients. * Creates proactive opportunities that encourage clients and agency individuals to participate in EFNEP and other Extension programs. |

**Public/Community Relations Score**: **\_\_\_\_\_\_Level 1 \_\_\_\_\_\_\_Level 2 \_\_\_\_\_\_\_Level 3**

**Mid-year progress review comments:**

**Annual evaluation comments:**

**Organizational commitment & adaptability:** Conveys a positive, professional image and organizational commitment. Follows University, Extension, state

classified and EFNEP policies and procedures. Leadership and initiative are displayed through drive and energy of being a self-starter. Accepts constructive criticism and

suggestions and makes appropriate changes. Handles conflict in a constructive manner. Does not abuse leave practices and policies and procedures of the University,

Extension, state classified, and EFNEP.

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| **Level 1** | **Level 2** | **Level 3** |

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| * Sometimes conveys a positive image. * Is not a self-starter; needs regular direction. * Does not put forth a good and consistent effort. * Does not consistently adhere to annual/sick leave policies. * Not always willing to accept constructive criticism from others-defensive. * Disregards University, Extension, state classified and EFNEP policies and procedures. * Does not participate in research projects. | * Usually displays a positive image. * Usually works as a self-starter. * Puts forth a good and consistent effort. * Adheres to annual/sick leave policies; considers work commitments when requesting leave. * Willing to accept constructive criticism. Usually applies constructive criticism to future interactions/situations. * Usually adheres to University, Extension, state classified and EFNEP policies and procedures. * Wears name tag. * Usually participates in research opportunities that improves the EFNEP program, Extension or the Department of Food Science and Human Nutrition. | * Consistently displays a positive image. Consistent self-starter and motivator of co-workers and clients. * Consistently willing to put forth extra effort. * Adheres to annual sick leave policies; during absence ensures that all aspects of the job are covered. * Consistently applies constructive criticism to future interactions/situations. * Consistently adheres to University, Extension, state classified and EFNEP policies and procedures. * Consistently participates in research opportunities that improves the EFNEP program, Extension or the Department of Food Science and Human Nutrition and/or participates in a large externally funded research project. |

# Organizational Commitment and Adaptability Score: \_\_\_\_\_\_Level 1 \_\_\_\_\_\_\_Level 2 \_\_\_\_\_\_\_Level 3

Mid-year progress review comments:

**Annual evaluation comments:**

**Communication/Verbal and Written:** Uses appropriate language and terminology. Communicates in a manner that is understood, courteous and effective. Demonstrates effective listening skills. Seeks and considers ideas from others on issues. Keeps supervisor, co-workers and State EFNEP Office informed. Is considerate of the communication styles of others. Prepares written communication/documents that are complete, clear and understandable.

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| **Level 1** | **Level 2** | **Level 3** |

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| * Often fails to communicate. * Often fails to share job-related information. * Disregards job-related communication, information. * Often does not respond to written/verbal communications. | * Communicates based upon fact. * Shares job-related information. * Understands job-related communication, information; acts upon information accordingly. * Verifies and corrects misinformation in job-related communication, information. * Responds to job-related written/verbal communications. | * Consistently promotes and encourages communication * Anticipates, seeks and provides job-related information * Responds to job-related written/verbal communications; interprets, disseminates, archives, contributes to further communication * Consistently and pro-actively responds to written/verbal communications in an effective and timely manner |

**Communication/Verbal and Written Score: \_\_\_\_\_\_Level 1 \_\_\_\_\_\_\_Level 2 \_\_\_\_\_\_\_Level 3**

Mid-year progress review c**omments:**

**Annual evaluation comments:**

**Interpersonal Relations:** Maintains smooth working relationships, supports and respects others. Demonstrates tact and diplomacy in negotiations or confrontations with others. Contributes to employee morale and motivation. Is accessible to others and responsive to their questions, needs and concerns. Supports and appreciates the diversity of co-workers, students, clients, and visitors. Shares information, credit and opportunities. Displays an appropriate balance between personal effort, team effort and ability to establish rapport with internal and external clients.

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| **Level 1** | **Level 2** | **Level 3** |

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| * Often does not contribute to a positive work environment. * Sometimes is disrespectful and/or displays inappropriate behavior. * Often does not contribute to team building effort. * Often does not demonstrate behaviors that build rapport. | * Contributes to a positive work environment. * Demonstrates respectful and appropriate behavior. * Understands value of the team and contributes to team building efforts. * Understands and implements good rapport- building behaviors. | * Fosters, promotes, and initiates a positive work environment. * Promotes respect and appropriate behavior in self and others. * Consistently models strong team building behaviors * Promotes and models good rapport-building behaviors and seeks opportunities to strengthen relationships. |

**Interpersonal Relations Score: \_\_\_\_\_\_Level 1 \_\_\_\_\_\_\_Level 2 \_\_\_\_\_\_\_Level 3**

**Mid-year progress review comments:**

**Annual evaluation comments:**

**Instructional Management – Youth:** Conducts instruction according to age appropriate curricula *(Show Me Nutrition*) to meet learning needs of limited resource youth. Maintains an environment that promotes participation and learning.

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| **Level 1** | **Level 2** | **Level 3** |

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| * Often fails to plan and deliver age-appropriate youth curriculum. * Often fails to demonstrate adequate recruitment, planning and preparation for youth groups. * Lacks knowledge and/or understanding and sensitivity to limited resource population. * Consistently does not utilize developmental or age-appropriate teaching methods, activities and resources. | * Effectively plans and delivers age-appropriate curricula to youth groups. * Demonstrates effective and adequate recruitment, planning and preparation for youth groups. * Demonstrates knowledge, understanding and sensitivity toward limited resource youth. * Utilizes age appropriate teaching methods, activities and resources to encourage youth learning * Integrates knowledge and sensitivity in targeting and recruitment of low-resource youth and in delivery of curricula. | * Consistently demonstrates initiative to plan, organize and deliver youth programs and integrates learning experiences that highly engage youth participants. * Consistently seeks out and recruits youth participants in difficult, challenging and /or voluntary environments. * Consistently applies innovation and creativity in the application of learning experiences (utilizing approved curricula), which produces a high level of youth participation and learning. |

**Instructional Management - Youth Score: \_\_\_\_\_\_Level 1 \_\_\_\_\_\_\_Level 2 \_\_\_\_\_\_\_Level 3**

**Mid-year progress review comments:**

**Annual evaluation comments:**

**Instructional Management – Adult:** Conducts instruction according to approved research based curriculum (*Eating Smart ● Being Active*). Maintains a safe learning environment promoting participation and learning.

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| Level 1 | **Level 2** | **Level 3** |

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| * Often fails to deliver all aspects of approved curriculum. * Often fails to show adequate preparation for lesson presentation. * Often fails to involve participants in the instructional process. * Often fails to meet quality of work performance expectations based upon participant feedback, site visit reports, teaching observations * Does not demonstrate understanding and sensitivity of limited resource audiences * Often fails to teach maternal and infant lessons as appropriate. * Often fails to collect questionnaires for maternal and infant lessons taught. * Average number of lessons per graduate is less than 8.6. | * Meets expectations for delivery of approved curricula. * Demonstrates adequate preparation for lesson presentation. * Utilizes appropriate learning activities, materials and teaching methods for the group, maintaining participant involvement. * Follows the lessons the way they are written. * Meets quality of work performance expectations based on participant feedback, site visit reports, teaching observations * Demonstrates and integrates understanding and sensitivity of limited resource audiences. * Regularly teaches maternal and infant lessons as appropriate. * Regularly collects questionnaires for maternal and infant lessons taught. * Average number of lessons per graduate is 8.6 or higher. | * Demonstrates consistent efforts to expand personal knowledge of nutrition subject matter and adult education with application to program; consistently uses approved curricula effectively. * Demonstrates mastery of approved curricula and fully engages adult participants. Demonstrates highly competent teaching skills * Consistently exceeds quality of work performance expectations in all areas based on participant feedback, site visit reports, teaching observations. * Consistently models knowledge, understanding and sensitivity to limited resource adults promoting recruitment and delivery of classes. * Consistently teaches maternal and infant lessons as appropriate. * Consistently collects questionnaires for maternal and infant lessons taught. * Average number of lessons per graduate is higher than 9.0. |

**Instructional Management – Adult Score: \_\_\_\_\_\_Level 1 \_\_\_\_\_\_\_Level 2 \_\_\_\_\_\_\_Level 3**

**Mid-year progress review comments:**

**Annual evaluation comments:**

**Quantity of Work – Adults:** See page 2.

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| Level 1 | **Level 2** | **Level 3** |

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| * Does not meet workload target for adults. | * Meets the workload target for adults. | * Exceeds workload target for adults. |

**Quantity of Work - Adults Score: \_\_\_\_\_\_Level 1 \_\_\_\_\_\_\_Level 2 \_\_\_\_\_\_\_Level 3**

**Quantity of Work – Youth:** See chart on page 2.

**Mid-year progress review comments:**

**Annual evaluation comments:**

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| Level 1 | **Level 2** | **Level 3** |

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| * Does not meet workload target for youth. | * Meets the workload target for youth. | * Exceeds workload target for youth. |

**Quantity of Work – Youth Score: \_\_\_\_\_\_Level 1 \_\_\_\_\_\_\_Level 2 \_\_\_\_\_\_\_Level 3**

**Evaluation and Impacts**

**Mid-year progress review comments:**

**Annual evaluation comments:**

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| Level 1 | **Level 2** | **Level 3** |

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| * Less than 85% of adult participants show improvement in one or more food resource management practices * Less than 87% of adult participants show improvement in one or more nutrition practices * Less than 65% of adult participants show improvement in one or more food safety practices * Less than 50% of adult participants who improvement in physical activity * Less than 80% of 3rd graders improve 1 or more knowledge or skill(s) necessary to choose food consistent with Dietary Guideline recommendations. * Less than 35% of 3rd graders improve 1 or more knowledge, skill, or behavior necessary to improve their physical activity practices. * Less than 40% of 3rd graders improve 1 or more knowledge, skill or behavior related to handling food safely. * Less than 88% of teens improve 1 or more knowledge or skill(s) necessary to choose food consistent with Dietary Guideline recommendations. * Less than 68% of teens improve 1 or more knowledge, skill, or behavior necessary to improve their physical activity practices. * Less than 67% of teens improve 1 or more knowledge, skill or behavior related to handling food safely. | * 85%-90% of adult participants show improvement in one or more food resource management practices * 87%-92% of adult participants show improvement in one or more nutrition practices * 65%-70% of adult participants show improvement in one or more food safety practices * 50-55% of adult participants who improvement in physical activity * 80-85% of 3rd graders improve 1 or more knowledge or skill(s) necessary to choose food consistent with Dietary Guideline recommendations. * 35-40% of 3rd graders improve 1 or more knowledge, skill, or behavior necessary to improve their physical activity practices. * 40-45% of 3rd graders improve 1 or more knowledge, skill or behavior related to handling food safely. * 89-94% of teens improve 1 or more knowledge or skill(s) necessary to choose food consistent with Dietary Guideline recommendations. * 69-74% of teens improve 1 or more knowledge, skill, or behavior necessary to improve their physical activity practices. * 68-73% of teens improve 1 or more knowledge, skill or behavior related to handling food safely. | * 91% or more of adult participants show improvement in one or more food resource management practices * 93% or more of adult participants show improvement in one or more nutrition practices * 71% or more of adult participants show improvement in one or more food safety practices * 56% or more of adult participants who improvement in physical activity * 86% or more of 3rd graders improve 1 or more knowledge or skill(s) necessary to choose food consistent with Dietary Guideline recommendations. * 41% or more of 3rd graders improve 1 or more knowledge, skill, or behavior necessary to improve their physical activity practices. * 46% of 3rd graders improve 1 or more knowledge, skill or behavior related to handling food safely. * 95% or more of teens improve 1 or more knowledge or skill(s) necessary to choose food consistent with Dietary Guideline recommendations. * 75% or more of teens improve 1 or more knowledge, skill, or behavior necessary to improve their physical activity practices. * 74% of teens improve 1 or more knowledge, skill or behavior related to handling food safely. |

**Results Achieved: \_\_\_\_\_\_Level 1 \_\_\_\_\_\_\_Level 2 \_\_\_\_\_\_\_Level 3**

**Mid-year progress review comments:**

**Annual evaluation comments:**

**Additional Comments:**

Updated November 2016

K McGirr