The Following Comments Provide Further Explanation and Insights Related to the Different Components of the Extension Section of the Permanent Status and Promotion Packet

Joe Schaefer
DED, South Florida District

2 elements that will go a long way toward assuring success are having a concise and well organized packet (2000 IFAS review team – you can find these comments and more on the IFAS Personnel Affairs web site [http://personnel.ifas.ufl.edu/TPSPInformation.htm](http://personnel.ifas.ufl.edu/TPSPInformation.htm)).

> 20 pages in the Extension section is a disservice to the candidate (2000 review team).

Your packet will be compared to others and some always ruin the curve with tremendous packets. Aim to be the best among your peers.

If reviewers don't understand something in your packet, then you didn't explain it well. Non-extension reviewers must understand your story. Reviewers are given the Bill Summerhill handout and Larry Arrington usually gives them a short course on what extension is all about.

This is the real deal – annual evaluations just practice. Your CED and DED should have been preparing you for this by providing constructive comments each year on you ROAs and POWs. So you should have already heard most of this stuff.

**Section 1 - Title**

This should be an abbreviated description of your program – what you are trying to accomplish

Using action words like: enhancing, improving, developing, enriching, changing lead toward client-centered accomplishments.

Not Water Conservation, but Reducing Water Use in Citrus Groves

Examples of titles for CEDs

- Enhancing decision-making abilities of _________ county gov.
- Enhancing _________ county extension programs through leadership
Section 2 - Situation
This is not a George Castanza and Jerry Seinfeld show about nothing

The purpose of this section is to id issues – defend/sell the need for your program. Write it as if you were defending your job because there is only enough $ for 2 out of 4 agents in your county. What will be the returns on an investment in your programs?

This doesn’t mean verbose is better or more important. Reviewers can see through fluff and it often gives them the impression you are trying to hide something or make up for the fact that your program really isn’t that important. Be succinct (1/2 page), focused.

A good outline for the Situation section:
- Current situation – explain what the issues are using local data to emphasize the importance
- Preferred situation – what will occur as a result of your excellent educational program; this should be a narrative of your objectives
- Significance – so what part, long term results, related to your overall/major objectives; may not be measurable

In some cases you can adapt the SMP rationales (http://extensionsmp.ifas.ufl.edu/) to your county by inserting local data for some of the national and state data used in these documents. Data are important in helping to emphasize/sell the need for your program.

Mention the use of your Advisory Committee in providing grass roots input.

Section 3 – Program Objectives
What expected/desired changes will occur as a result of your educational programs – preferred situation in your Situation Statement.

Clearly identify your teaching not advising, showing, explaining, but TEACHING. You can overuse this word.

Should be client-centered and measurable

How did you measure accomplishments? FCAT measures accomplishments of k – 12 teachers. You are expected to measure if your audience is learning anything and if they are using the information they learned (behavior change).

Different levels of accomplishments:
1. knowledge gain –asking if they learned something on X topic, pre and posttests are used to accurately measure knowledge change
2. promising behavior change – posttest, will you most likely use X practice
3. behavior change – follow-up survey or personal observation to determine if they are using information that they learned from you
4. so what impacts – econ, env, or social perspectives

(2000 review team– most convincing evidence of program impacts are behavior changes)

Section 4 – Educational Effort
Should include:
- description of program content
- delivery methods
  o # workshop series with all modules
  o field demos
  o # teachable moments with individuals
- media methods
- # of participants in each category
- # of pubs and other support materials

Sequential – successional series of workshops giving clientele deeper and more in-depth knowledge. Most likely participants will attend several different lessons. Think of it as an outline:
Book title: Wildlife ecology and management
   Chapter: Predation
      sections:
      prey survival
      theoretical predator-prey systems
      wolf control in Alaska, etc.
   Chapter: Food Habits
      Etc.
I spent one 45-minute class session on each section. The result was that the students developed an in-depth knowledge of the topic on predation by attending all of the lessons on this topic.

Another example:
Developing Successful Parenting Techniques
   Stress Management and Support:
      lesson 1. dealing with stress in your life
      lesson 2. identify sources of stress
      lesson 3. practicing positive stress management.
   Age Appropriate Behavior
      Etc.
Other examples are MG or 4-H leader training on different topics; This approach shows your programs are focused and teaching is connected to common objectives instead of scattered not connected and just remotely related to general topic area.

It is always a good idea to summarize your educational activities. Here is one way to do it.

Summary of Educational Activities (# events/# participants)

<table>
<thead>
<tr>
<th></th>
<th>Workshops</th>
<th>Individual</th>
<th>Field demos</th>
</tr>
</thead>
<tbody>
<tr>
<td>1999</td>
<td>5/330</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2000</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2001</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2002</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Summary of Media used (# events/# website hits, watching audience, subscribers, listening audience)

<table>
<thead>
<tr>
<th></th>
<th>website</th>
<th>TV</th>
<th>Newspaper</th>
<th>Radio</th>
</tr>
</thead>
<tbody>
<tr>
<td>1999</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2000</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2001</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2002</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Section 5 – Accomplishments**
This is where you report on the returns on investments. Did you accomplish what you said you would in your objectives - should be directly related to objectives.

You can copy and paste objectives into this section; then report your accomplishments by almost just simply changing the tense from future to past. This is what I told you will happen as a result of my programming and this is what did happen.

E.g.
Objective: 75% of participants will develop an annual budget
Accomplishment: 67% of 245 participants developed an annual budget

(Note: % without accompanying absolute # has very little value)

You can report knowledge gained, promise to use (behavior change), or used (behavior change). Remember that behavior changes provide more convincing evidence that your educational programs were effective (2000 review team).
The So What are things like financial gains, taxpayer savings, efficiencies gained, environmental enhancement or protection, individual life enhancement, resources preserved or community improvements.

Scholarly input is showing your ability to relate secondary information to your accomplishments. E.g., 175 participants in workshops are using 40% less water. The average household water use is 60 gallons/week. This means a savings of 24 gallons/week/person. If all residents in this county adopted these practices (24 x 250,000) this would result in a savings of 6m gallons/week. Cost of treatment, etc.

Example: Reducing phosphorus fertilizer inputs is a major component of BMPs designed to improve water quality in the Everglades. Hendry County cattle producers attending workshops learned that fertilization on improved pastures could be reduced by 50% without reducing forage yield or quality. Eight of these ranchers (60% of workshop participants) adjusted their P inputs saving $13,968 or 15,520 acres and reducing the amount of P leached into the water supply by 62,080 lbs.

**Other Programmatic Efforts**
Report here any activities on which you spent < 30 days/year

Examples:
- advisory committee work
- program leadership
- CED administration