



UNIVERSITY OF ILLINOIS
EXTENSION

College of Agricultural, Consumer and Environmental Sciences

**EXTENSION
COUNCIL GUIDE**

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University of Illinois at Urbana-Champaign

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PREFACE

Members of Extension councils contribute immeasurably to the effectiveness of University of Illinois Extension by helping develop and implement local county/unit Extension programs and secure the needed resources. Extension programs are an important part of the total educational effort of the University of Illinois at Urbana-Champaign. Council member input helps ensure that a planned sequence of educational experiences addresses local issues or problems.

The University has assigned several specific advisory duties to council members. These duties, as well as legal provisions, council organization, roles and operations of the council, are described in this Guide.

Through their involvement, council members will use and further develop communication skills and insights about local issues and problems. In addition, they will gain knowledge and satisfaction in developing educational programs that address these local community issues and problems. As a result, both the council members and local communities benefit from the contributions and leadership that is developed through council activities.



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WHAT IS EXTENSION?

University of Illinois Extension is part of a larger, national organization called the Cooperative Extension System (“Extension System”). The Extension System is a national educational network linking research, science, and technology to the needs of people where they live and work. Extension’s purpose is to provide education for Americans to use in dealing with the critical issues that impact their daily lives and the nation’s future.

Extension education combines the expertise and resources of federal, state, and local governments. The partners in this unique system are:

- The Extension Service professionals at the United States Department of Agriculture (USDA).
- Extension professionals at land-grant universities throughout the United States and its territories.
- Extension professionals in nearly all of the nation’s 3,150 counties.

Thousands of paraprofessionals and millions of volunteers support this partnership and magnify its impact. Strong linkages with both public and private external groups also are crucial to the Extension System’s strength and vitality.

The partners in the Extension System are interdependent, yet each has considerable autonomy in funding, staffing, and programming. Each partner performs distinct functions essential to the operation of the total system. The Extension System is characterized by two-way communication between those who work for Extension and those who utilize it; this ensures researchers and educators of an early awareness of issues. In addition, the Extension System provides direction for research and education efforts and speeds application of research information and discovery.

The following facts may help to answer the question, “What is Extension?”

Extension:

- Is educational in program content and methodology, not regulatory or financial. Thus, Extension is administratively attached directly to the land-grant university system and is a major part of it, rather than being attached directly to state government.
- Provides informal, noncredit education conducted primarily beyond the formal classroom, and for all ages.
- Educates by helping people to identify and understand their needs and problems and to use new technology or information in solving them.

- Features the objective presentation and analysis of factual information for decision making and application by the people themselves.
- Functions as a nationwide educational network and resource through local offices that are semi-autonomous units accessible to and subject to influence by local citizens.
- Involves cooperative but not necessarily equal sharing of financial support and program development among federal, state, and county or local levels.
- Involves funding and administrative relationships that permit educational programs directed at broad national purposes, yet serving specific local needs and priorities determined locally.

HISTORY OF EXTENSION

The Cooperative Extension System, established in 1914, was designed as a partnership of the U.S. Department of Agriculture and the land-grant universities. State legislation enabled local governments or organized groups in the nation's counties to become a third legal partner in this new educational endeavor.

The congressional charge to Extension, through the Smith-Lever Act of 1914, as amended, is far ranging and extremely broad. The Act specifies audiences, general subject areas, and educational approaches for this unique public partnership. The simple, yet enduring charge of the Act is:

“ . . . to aid in diffusing among the people of the United States useful and practical information on subjects relating to agriculture . . . home economics, and rural energy, and to encourage the application of the same . . . extension work shall consist of the development of practical applications of research knowledge and giving of instruction and practical demonstrations of existing or improved practices or technologies in agriculture . . . home economics, and rural energy, and subjects relating thereto to persons not attending or resident in said colleges in the several communities, and imparting information on said subjects through demonstrations, publications, and otherwise and for the necessary printing and distribution of information . . . ”

Further direction was set forth in the 1935 federal Bankhead-Jones Act, which specified:

“ . . . the establishment and maintenance of a permanent and effective agricultural industry including . . . the development and improvement of the rural home and rural life, and the maximum contribution of agriculture to the welfare of the consumer and the maintenance of maximum employment and national prosperity . . . ”

The Extension System was thus created as a dynamic institution with multiple audiences, subject matters, and methodologies. By its very charter, Extension was established as an entity that would modify its programs and outreach in response to such factors as new knowledge, changes in its clientele's needs, and alterations in the socioeconomic landscape. And, over the years, Extension has changed, in accordance with its changing surroundings. For an overview of how Extension has responded to changes throughout its history, see Appendix 1.

UNIVERSITY OF ILLINOIS EXTENSION

The University of Illinois is the State's land-grant university. The Morrill Act of 1862 established the land-grant system of universities in the United States to make higher education accessible to all people throughout the nation. The Hatch Act of 1887 established a system of agricultural experiment stations at land-grant universities devoted to mission-oriented research. The Smith-Lever Act of 1914 was designed "to aid in diffusing" information to the people. Thus, the three primary missions of land-grant universities became undergraduate and graduate education, fundamental and mission-oriented research, and outreach programs that extend the knowledge of the university beyond its walls to enrich the lives of all citizens.

University of Illinois Extension is housed in the College of Agricultural, Consumer and Environmental Sciences (ACES). The mission of the College is:

To enhance the quality of life for rural and urban people through teaching, research, and outreach programs focused on human activity, food, fiber, and natural resource systems.

University of Illinois Extension is the outreach unit of the college. Most Extension programs are based in the College of ACES, but other U of I Colleges—such as Veterinary Medicine and Applied Life Studies—are also a vital part of Extension in Illinois. A chart of organization for the College of ACES is provided in Appendix 2. (See Extension Personnel for an organizational chart for Extension).

Until 1998, University of Illinois Extension was known as the Cooperative Extension Service of the University of Illinois (this is still the legal name). What had happened over time was that citizens, clients and stakeholders began to use abbreviations such as "CES" or "Extension Service" or other shorthand names. The Chancellor's Commission on Extension urged Extension to emphasize its connection to the research base of the University and suggested the name "University of Illinois Extension" be used to rebuild that connection with our publics. Other state Extension services have taken similar action. Thus, Extension in Illinois is now known as University of Illinois Extension. To go along with the new name, a new logo was created for Extension that adopts the Urbana-Champaign campus logo, further emphasizing the connection.

University of Illinois Extension has its own mission:

To enable people to improve their lives and communities through learning partnerships that put knowledge to work.

Extension's slogan—*Helping You Put Knowledge To Work*—is the driving force behind Extension's educational initiatives. Extension helps people help themselves through education. Extension helps people on farms, in rural communities, and in towns and cities. The goal is to help people develop skills, solve important problems, and improve their families, farms, businesses, and communities.

UNDERSTANDING EXTENSION

How Is University of Illinois Extension Operated?

The USDA, the state of Illinois, local county governments, and other local groups share the cost and chart the direction of U of I Extension. Local citizens on advisory councils and committees provide grass-roots direction for program development in communities throughout Illinois.

Extension staff are employees of the University of Illinois at Urbana-Champaign. Extension staff in offices throughout Illinois work closely with the faculty of the U of I College of ACES. Extension staff create learning opportunities based on knowledge and research developed at the U of I and other land-grant universities.

University of Illinois Extension has a presence on campus and throughout the state in "field" offices. The local or county presence comes in two forms. There are single-county entities, *Boone County Extension* for example, where the staffing and funding serve one county. Then there are multi-county entities where funding or issues necessitate combining the resources of more than one county to support an Extension presence. These multi-county entities are referred to as **units**, for example, *Adams-Brown Extension Unit*. Other field offices include center and regional offices. (Further information on the staffing of field offices may be found under Extension Personnel).

Strengths of Extension

- Ties to the state's land-grant university (University of Illinois) and other sources of unbiased research-based information.
- Competent, diverse and innovative staff committed to excellence.
- An expanding network of educated volunteers.
- Timely identification and response to emerging needs and issues.
- Establishment of cooperative programs with other groups and agencies at local, state, national, and international levels.
- Availability of the local Extension office as the front door to the University of Illinois.
- State, county and local funding providing for greater accountability and stability.
- Responsive, grassroots needs identification, program planning and program implementation designed to meet local needs and solve local problems.
- Practical education providing for lifelong learning.
- Utilization of appropriate delivery technologies to reach diverse audiences.
- User-friendly programs that enhance quality of life.

CHANGING TO MEET CHANGING NEEDS

The mission of the University of Illinois at Urbana-Champaign, as the land-grant university in Illinois, is to serve the people of the state with research, teaching, and outreach programs. The nature of this mission is quite broad and places critical demands upon the limited resources of the University. Despite these limitations, the University of Illinois has established itself as one of the premier land-grant universities in the nation and as a world-class resource for Illinois.

University of Illinois Extension is an integral component of the outreach mission of the university, and it too has a broad and boundless mission. Initially, the focus of most Extension education efforts was agriculture and home economics, as stated in the Smith-Lever Act. However, as the number of people involved in agricultural production has declined, as populations in urban centers have increased, and as research and technology have become more sophisticated, the focus of Extension education programs has shifted to meet different and frequently changing needs.

For many years, U of I Extension, like other components of land-grant universities, has experienced increasing and conflicting demands on its resources and programs. Extension has been asked to do more with less as the level of funding to support personnel and programs has deteriorated and expectations for Extension education have escalated. Extension has gone through a number of organizational changes over the years to accommodate expected declines in funding and to enable the system to address changing needs and issues more efficiently. The future is also likely to bring about change as the organization continually strives to serve the citizens of Illinois by helping them *Put Knowledge To Work*.

Sources:

Cooperative State Research Education and Extension Service (CSREES)-USDA

Operations Manual, Advisory Leadership System, North Carolina Cooperative Extension Service



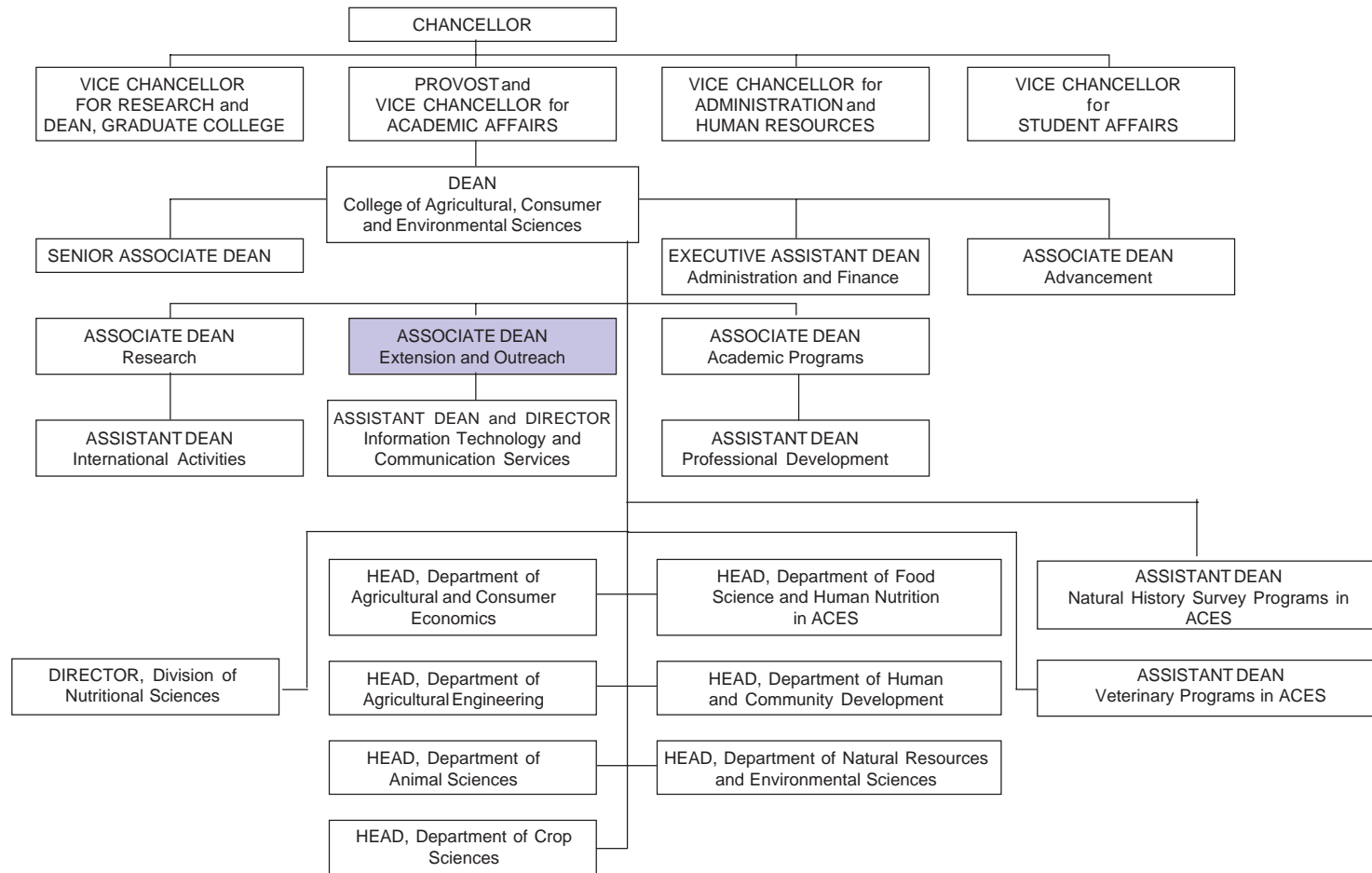
EXTENSION'S MILESTONES

- 1914** Cooperative Extension Service (“CES”) created by Smith-Lever Act.
- 1916** Farm population reaches peak. Average farm was 140 acres; average annual farm income was \$139. During World War I, Extension spearheaded the nation’s food production efforts. Large-scale education programs were launched to encourage crop and livestock production.
“Can All You Can”
“Your Country Calls – Save Food With A Silo”
- 1920's** The war was followed by a farm depression. Extension’s programming emphasis changed from production to economic concerns. Trained volunteers contributed greatly to Extension’s work, compensating for staffing reductions. 4-H programs flourished with camps and the development of the National 4-H Service Committee. Many youngsters received their first medical checkup under the auspices of 4-H.
- 1930's** Program of Work required to receive federal funding. Home economics programs focused on building self-sufficiency. Community canning kitchens were a key program.
- 1936** CES was the single federal agency with a direct link to rural populations. Following World War II, a number of new agencies were created to administer programs. CES focused on education.
- 1945** Legislation expanded responsibilities for work with consumers in urban areas. CES was widely copied abroad as part of the effort to rebuild Europe.
- 1950's** CES was called on to manage many federal programs in the post-depression years. Sixty-six percent of 4-H members came from farms.
- 1954** Secretary of Agriculture mandates that CES separate from organizations of farmers due to their potential influence of legislation affecting the USDA and its employees.
- 1958** The *Scope Report* on CES emphasized the need to modernize the program by providing educational services to more people and a wider variety of interest groups.
- 1960's** *Silent Spring* was published. It discussed threats of environmental degradation from use of pesticides. 4-H television series was developed for photography and nutrition projects.

- 1970's** Extension worked with farm families to improve management skills. Increased emphasis placed on bringing information to low income audiences.
- 1972** The Rural Development Act encouraged CES to partner with other colleges and universities. Regional Rural Development Centers were created to develop programming in recreation, tourism, local government education, waste management, and rural leadership.
- 1972** 4-H enrollment peaked at 7.5 million. Twenty-three percent of 4-H membership came from farms. Extension began to look at alternatives for involving youth.
- 1980's** Extension responds to societal problems such as youth at risk, alcohol and drug abuse, and urban issues. In Illinois, Rural Route program launched to support families in distress.
- 1986** Illinois Extension funds comprised of federal sources (32%), state sources (47%), and local sources (18%). By the end of the 1980's, federal resources for Extension were declining.
- 1990's** Expansion of programming in urban areas and increased attention to community and economic development issues. Continued decline in federal funding, while local support gains strength. Since 1990, 48 Illinois counties passed new referendums or increased an existing levy (currently 83 counties with referendums).
- 1991** University of Illinois CES Revitalization moved specialization off campus and closer to communities. Educators specialized in four core subject areas: Agriculture & Natural Resources; 4-H Youth Development; Nutrition, Family & Consumer Sciences; and Community & Economic Development.
- 1996** University of Illinois Chancellor's Commission on Extension was appointed to study and make recommendations on the future of the Cooperative Extension Service in Illinois. One recommendation was to change the name to University of Illinois Extension.
- 1998** Welfare reform brings about new program initiatives for low-income clientele. New emphasis placed on risk management in response to the Freedom to Farm Act. Rural Route program revived in Illinois in response to downturn in farm economy.
- 2001** The state began providing additional funding to improve local capacity in the area of youth development.
- 2003** A new Strategic Agenda identifies a limited set of priorities that Extension can pursue to improve its programming, strengthen its organization, and make it more adaptable to a rapidly changing environment.

College of Agricultural, Consumer and Environmental Sciences University of Illinois at Urbana-Champaign

Organizational Chart





PURPOSE OF THE COUNCIL

The Extension council is authorized by the University of Illinois Board of Trustees, in accordance with state law, to be actively involved in the operation of University of Illinois Extension. Extension councils cooperate with Extension staff in planning, promoting, developing, implementing, evaluating, and financing an Extension program designed to meet the needs, interests, and resources of the local communities served.

THE COUNCIL'S ADVISORY ROLE

The Extension council is an advisory body. The council represents the local partner in this multi-level relationship. The council participates in decisions made about the educational program Extension will provide in their county/unit. Councils advise county/unit Extension personnel on a variety of matters, but Extension personnel remain responsible for the final decisions necessary to the development and administration of the local program. Cole and Cole¹ list the following tasks as being within the scope of authority of the council:

1. Assess the felt needs of the community and help set priorities for action.
2. Serve as a communication channel between the community and the Extension office serving the community.
3. Stimulate public awareness of community problems.
4. Identify and utilize community leaders.
5. Assist Extension staff in planning or reviewing budgets.
6. Provide a forum where dissenting viewpoints can be discussed.
7. Turn negative criticism into positive programs.
8. Influence policies through proper channels.
9. Evaluate the council's own work.
10. Help insure broad-based programs available to all people.
11. Legitimize Extension staff and programs.
12. Provide input and legitimization for Extension staffing selections.
13. Provide input into selection of new council members.
14. Activate needed resources.
15. Facilitate interagency collaboration.

Tasks not considered to be within the scope of authority of the council include:

1. Participating in the reporting processes required of staff.
2. Dictating to staff what will be done.
3. Independently hiring or terminating staff.
4. Seeking vested or individual interests to the detriment of the whole.

¹Advisory Councils: A Theoretical and Practical Guide for Program Planners, Jacquelyn M. Cole, Maurice F. Cole, Prentice-Hall, Inc., 1983

ROLES OF COUNCIL MEMBERS

Council members work with Extension staff to plan, implement and market educational programs, secure financial resources, and recruit volunteers. Members serve as liaisons between the public and Extension. Specifically, members may fill the following roles:

- Participate in collecting and interpreting information about the Extension service area and its needs by conducting interviews with residents, reviewing demographic data, and studying survey results.
- Set program and audience priorities by comparing the resources available with the needs of residents.
- Provide for the involvement of local people in developing programs that help people in targeted groups achieve their goals. This may be accomplished by developing committees and task groups of individuals who are concerned about specific issues.
- Participate in program delivery and program evaluation. Attend educational activities/events and provide information about participants' reactions through the evaluation process. Identify changes that are occurring because of programs. Assist in collecting information regarding program impact.
- Provide credibility and linkages among the communities and Extension. Identify and provide locations for meetings and workshops to be held. Introduce Extension and its staff to decision-makers.
- Assist in budget development at the local level and in securing funds to support Extension. Serve as spokespersons to funding groups.
- Support and advocate for Extension programs and services. Be an ambassador in letting others know about Extension and how it can help meet their needs.
- Identify and recruit potential resources -- human (volunteers, leaders, collaborators and agencies), financial (cash, in-kind, or shared), and physical (office space or equipment).
- Sustain the council membership process by selecting a nominating committee and reviewing council membership for representation of all segments of the community.
- Participate in providing advice on personnel selection and evaluation as requested by the Extension organization, and in accordance with equal employment guidelines.
- Insure that program outreach meets affirmative action guidelines.

It is probably not practical or effective for every council member to assume each of these roles. In fact, such a list is rather foreboding. As volunteers, council members should have been recruited for the talents and linkages they have, and they should be directed to specific roles that are suited to those talents and linkages. Likewise, council members probably had their own reasons for volunteering, and the roles assumed should meet their needs for involvement.

People place greater value on their involvement and show increased commitment to the task when well matched to their roles. To further clarify council roles in a particular county/unit, the unit leader and council might develop a council member job description (see Appendix 1).

COUNCIL STRUCTURE

Extension's local presence is either in the form of a single county, or a multi-county unit. Regardless of the form, there is to be only **one council** to help plan and coordinate educational programming for the county/unit. A multi-county unit council should include representation from each county.

Council Size

The council should consist of **no fewer than 15 and no more than 20 members**. To better manage the recruitment process, it is suggested that the council and unit leader establish an exact number of council members for the county/unit and that the number be consistent from year to year.

Council Term

The **term of appointment** for each council member shall be two years (youth members may be appointed to a one-year term if necessary/appropriate). No member may serve more than two successive terms, but a member may be reappointed after a lapse of one year. It should not be assumed that all council members will serve two terms. Such an assumption may not be in the best interest of the council member or Extension. The goal is to constitute a council that is stable enough to be able to make decisions and take action, and yet has enough turnover of members to ensure new thinking and new representation.

It is recommended that councils have staggered terms so that only part of the council is replaced each year. Councils should think of their rosters in terms of the number of positions and the terms of those positions. Thinking of positions or terms rather than individual council members makes it easier to manage the recruitment and appointment processes.

For example, a council with 16 positions might include:

- Four positions serving the first year of a first term;
- Four positions serving the second year of a first term;
- Four positions serving the first year of a second term; and
- Four positions serving the second year of a second term.

Thus, at the end of any given year, there would be eight (8) positions expiring—four where replacements would have to be found for persons who have served their limit; and four where the incumbents might be considered for reappointment.

Multi-county units should give consideration to equalizing terms among the counties represented.

Council members assume their duties on September 1 unless appointed to fill an unexpired term. A year of service is from September 1 to August 31.

COUNCIL LEADERSHIP

The primary leadership positions are chairman, vice-chairman, secretary, and financial reporter. Officers should have council or other relevant leadership experience. Suggested qualifications and duties for each leadership position are included in Appendix 2.

The nominating committee should assume responsibility for developing a slate of candidates for election by the council membership. Officers should be elected at the first meeting of each council year. The election should proceed through a vote of the membership, with a quorum present. The election should be recorded in the minutes of the meeting and the names of the persons elected should be submitted to the Associate Dean's office via the *Extension Council Officers* form (see Appendix 3). This form is due to the Associate Dean on October 1st each year. A copy should be sent to the regional director. If the council decides to have only certain officers, an explanation should be sent with the form.

In the event that a chairman resigns, the vice-chairman should step in until a successor is elected. The vice-chairman should work with the council, and nominating committee if appropriate, to determine the process for identifying a successor. In many cases, the vice-chairman will be elected as successor. In other cases, another candidate may be elected. A resignation in any other office should be handled by having the chairman work with the council and nominating committee to identify a successor. Successor officers should be elected by the council with the election recorded in the minutes. Changes to officer appointments during the year should be reported to the Associate Dean's office via the *Extension Council Officers* form.

Those elected to council leadership positions constitute the executive committee. With the approval of the council, the executive committee may act in lieu of the entire council in handling any operations of the council.

COUNCIL OPERATING PROCEDURES

A set of operating procedures or standing rules should be developed by the council to define how the council and its meetings are to be run. The principles by which the council will abide should be adopted by the full membership.

Every county/unit is different. The operating procedures that work in one county/unit may not be needed or practical in another. The procedures also might change from year to year within a county/unit; i.e. what works this year may not work next year. The structure and operating procedures should be determined by the needs of the membership and the Extension staff, and they should be flexible, effective, and efficient.

Any of the following topics might be addressed through such operating procedures or standing rules. A sample format is provided in Appendix 4.

Annual Plan

The responsibilities of the council derive from the responsibilities of the Extension county/unit. These responsibilities remain fairly constant from year to year and can be annualized in calendar form (see Appendix 5).

It is suggested that each council develop its own annual plan to coincide with the general Extension calendar. The council can develop a work/action plan at the beginning of the council year specifically delineating how the council will contribute to fulfilling identified responsibilities. The plan also should reflect responsibilities of specific members and/or committees. For example:

No-Name Extension Council Sample Annual Plan		
Task	Due Date	Responsible Party
Elect Officers	September	Nominating Committee/Council
Needs Assessment	December	Council/Program Committees
Prioritizing/Program Development	Jan-Mar	Council/Program Committees
Approve Budget	April	Council/Budget Committee
Nominate New Council Members	June	Nominating Committee/Council
Council Evaluation	June	Council
Complete In/Out Account Audit	August	Council Appointed Committee

Meetings

Councils throughout the state vary in their meeting frequency, though they are ***required to meet at least four times a year***. It is not necessary for councils to adopt a quarterly or other regular schedule. Meetings should be scheduled so as to allow the council to fulfill its responsibilities as outlined in the annual plan. Based on the sample above, *No-Name Council* might conduct its organizational meeting in September, meet monthly during the program planning process, and conclude the year with the approval of the budget in April. They would not necessarily need to meet during the summer. If committees are primarily responsible for the program planning process, the council might meet once to initiate the process and then meet a second time to receive committee reports and prioritize issues received from committees.

The Open Meetings Act requires that the schedule of council meetings be set and posted at the beginning of the program year (see Legal Issues). Having scheduled all meetings for the year also should help to improve attendance, as members will be provided sufficient notice of meetings.

Agenda

Each meeting of the council should be carefully planned by the council chairman, in collaboration with the unit leader, and with input from the full council. One technique is to use time at the end of each meeting to consider agenda items for the next meeting, grouping items under three categories:

- Decisions that need to be made;
- Issues for group discussion; and
- Information that needs to be provided (reports, data, etc.).

This technique allows for assigning of responsibility and for building continuity between meetings.

The Open Meetings Act requires that the agenda be posted at the Extension office and the meeting place (if other than the office) at least 48 hours in advance of the meeting. Council members should be provided an agenda a week to ten days prior to meetings.

Possible Agenda Items:

- Orientation to roles and responsibilities
- Information about a major program
- Updates from program/specialized committees
- Soliciting input on specific program ideas/needs
- Hearing from customers about programs
- Training to prepare members to collect data
- Analyzing data to determine needs for programs
- Evaluating program effectiveness
- Planning for member participation in projects
- Reports from members' networking efforts
- Reports of regional or state advisory council meetings
- Hearing from collaborating agencies
- Visits from elected officials
- Staff reports

Voting Requirements

Extension policy requires that where an issue needs formalization through a vote, at least a majority of the council members need to cast a vote. A vote is required for (1) officer elections, and (2) deciding to go into closed session. On other matters, the council chairman and unit leader should assess the local significance of the issue in determining if a vote is necessary or if consensus is sufficient.

Parliamentary Procedure

Councils should decide how they will conduct their meetings. Most councils adopt a more informal version of Robert's Rules of Order.

Attendance

Effective meeting management and proper valuing of input is critical to members' attitudes toward meetings. It is the responsibility of the unit leader and council chair to develop the agenda to create interest in attending meetings. Sending the agenda out well in advance of the meeting, letting people know what is planned, and discussing the importance of their input might improve attendance. Meeting notices or calls the day of meetings have also proved effective.

Some councils have created an expectation for a certain level of attendance. This is sometimes accomplished with a letter of agreement signed by the council member when appointed. (See Council Recruitment, Appendix 5).

COMMITTEES

Rationale

The use of committees, action teams, task forces, and other groups to help the council meet its goals is strongly encouraged. Again, each council will be unique in its need for committees. Some councils have operated with the same committees year after year. It is recommended that councils review the charge and purpose of all committees at least once a year. In fact, councils might start the year with a clean slate, consider what needs to be accomplished during the year, and then decide what types of committees might be needed to fulfill those obligations. Starting each year with a clean slate helps to avoid the problem of perpetuating committees with no continuing purpose.

Committees can prove very effective in helping the council to accomplish its goals, and the experience can be rewarding to the individual committee member as well. Extension councils include people with diverse skills and backgrounds. If committee appointments are made to capitalize on individual assets, members will more likely make a significant contribution and will be pleased to serve.

Committees can:

- Take on some of the work of the council, helping to fulfill the stated roles.
- Provide an opportunity for individuals to do the kind of work for which they are especially suited (i.e. committee members should be handpicked).
- Help to capitalize on the training and experience of a wider representation of the organizational membership. More ideas for more creative solutions can lead to more meaningful programs and an improved organization.
- Expand the diversity of participation so that programs are more likely to be solidly grounded in the needs and desires of the people being served.
- Provide wider contacts and access to means to accomplish the ends of the organization.
- Offer members the opportunity to learn more about the organization.
- Contribute to the development and identification of individuals who may later be recommended for council membership.

Advantages of committees: (over a general group meeting)

- With a small number of people, each member has more opportunities to take part. Therefore, committees can work more effectively on many tasks. For this reason, it is wise to keep committees relatively small.
- In a committee, the procedures can be more informal.
- If members are “handpicked” for the job, committees are more likely to have persons interested in the task at hand. Larger groups are often hampered in their progress because they are more likely to include individuals who are not interested in, or are unfamiliar with, the problem.
- Delicate, controversial or embarrassing subjects can be handled more easily.
- Committees are more flexible in their ability to consult outside experts.
- It is much easier to convene a small group than a large one.
- A small group can operate more efficiently, particularly when a large number of choices are available. For example, they can narrow the alternatives to be presented to the larger group.

Types of Extension Committees

An initial consideration is whether to appoint a *standing* or *ad-hoc* committee.

Standing committees handle a specific part of the regular, ongoing work of the organization. The terms might be staggered to insure continuity. Only a few standing committees should be needed.

Ad hoc committees, such as task forces or action groups, are selected to do a particular job. With these committees, when the job is finished, the committee is discharged. Some ad hoc committees will complete their task in a short, specified period of time, while others may take years, but there is still an end.

A second consideration is the goal being addressed. Is it a program goal or an organizational/maintenance goal?

Organizational/Maintenance Committees are usually standing committees that provide advice and assist the local staff in carrying out specific functions. Examples include: finance or budget, nominating or membership, Expansion and Review, marketing and public relations, and the executive committee.

Program Committees may be standing or ad-hoc. They may be based on local initiatives, or centered on a specific core program area. A program committee can exist for each component of Extension. These committees identify and prioritize needs, problems, or opportunities and help to develop plans for addressing priority needs. They will usually become involved in helping plan and conduct some phase of the Extension program under their purview. They may also utilize their time and expertise gathering and reporting data about customers. Members of program committees should be knowledgeable about the subject matter and resources for addressing needs in the program area. They should also represent customers who would benefit directly from programs initiated.

Special types of program committees include *Issue Committees* which focus program development efforts on a targeted issue; *Task Forces* which are short term groups assigned to facilitate action toward a particular issue or part of an issue; and *Study Groups* which may be appointed to analyze and interpret information related to a particular issue or long-term program plan.

Considerations for Multi-County Units

Multi-county units will want to consider whether committees also will be multi-county. Some units have chosen to keep county committees completely separate, that is, the committee structure in one county has no relationship to the committee structures of other counties in the unit.

Other units will have blended committees for most purposes unless there are issues specific to only one county that require a county-specific committee.

Committee Operation

A committee and its members must understand the reason for their appointment. A clearly defined purpose is critical to committee effectiveness. It is best to state, in writing, the name of the committee; whether it is a standing or ad hoc

committee and what the term is expected to be; what the purpose of the committee is (and therefore the boundaries); what specific duties and responsibilities exist; who the chairman is; who other committee members are; the time of reporting to the council; how committees relate to one another or to the council, etc. This might be accomplished through a committee job description.

Committees need to know where and how they fit into the bigger picture. They will best serve Extension if they understand the broader work of Extension and develop a sense of shared mission and pride.

Like the council, committees should have an agenda distributed in advance and minutes should be recorded. Committees should evaluate their effectiveness just as the council does (see Council Evaluation), though the questions will need to be tailored specifically to the charge of the committee.

Committees often are prolific in their generation of ideas and program opportunities, especially if they are not responsible for implementing their ideas. They need to be made aware of situations where their expectations exceed available resources. Not all ideas can be implemented. This is why the council usually assumes the responsibility for prioritizing among options presented by committees.

Committee Membership

The council chairman may appoint committees and committee chairmen, or the process may be more informal. It is recommended that at least one member of the council serve on all committees to bring committee discussion and recommendations back to the council. Council members or the council chairman might serve as ex-officio members of committees. The term ex-officio does not mean without vote, rather it means their participation is a function of their office. They do have the right to vote unless otherwise prohibited.

Committee members should represent the diversity of the area served by the county/unit and have an interest in the specific committee objectives. The membership of the committee may vary depending on the task assigned. The purpose of the committee is the primary consideration in determining how large it should be. If the purpose requires wide representation, then the group will need to be larger. Size and composition issues should be discussed by the council and unit leader, with these questions in mind:

1. Which individuals have an interest in the kind of activity in which the committee will be engaged?
2. Who in the community has the knowledge and skill or access to information needed by the committee?
3. Which persons could benefit most by working on the committee with members who have had more experience?
4. Are there individuals who might develop a greater sense of belonging or commitment to the organization by working on a given committee?

5. Is a representative committee needed? There are three major kinds of representation that often need consideration: (1) the representation of different opinions or points of view; (2) the representation of different organizations or agencies; and (3) the representation of different geographic locations, or diverse clientele groups.
6. Which members have the best access to the resources needed to do the job?
7. Are there some individuals who will work together more compatibly than others?
8. Do the committee chairmen have any preferences as to whom they would like on their committees?

Duties of Committee Members and Chairmen

The duties of any given committee member or chairman will depend on the type of committee and the nature of the charge. Appendix 6 provides a more general listing which might serve as a starting point for developing specifically tailored job descriptions.

Sources:

Illinois Cooperative Extension Service Committee Guide
Committees . . . A Key to Group Leadership, North Central Regional Extension
Ohio State University Extension

Extension Council Member Job Description (Sample)

General Description

Represent your organization, the people it serves, and the people of the county/unit in general. Share their needs and concerns. Serve as a catalyst and leader in shaping the vision for Extension in support of county/unit citizens.

Specific Responsibilities

- Attend council meetings as scheduled.
- Seek out needs and issues of clientele you represent.
- Learn about all facets of the Extension program.
- Advocate for Extension as opportunities arise.
- Suggest resources to contribute to Extension educational programs.
- Contribute personal expertise, information, and time as available and needed to support Extension's efforts in the county/unit.

Time Required

- Two-year term of membership (youth nominees may be appointed to a one-year term).
- May be eligible for a second term.
- 4-6 council meetings per year.
- Committee meetings as assigned.

Resources Available

- Extension Council Guide.
- Extension staff in the county/unit.
- County/unit plan(s) of work.
- Extension educators within the region.
- Regional office support.
- Regional and State Advisory Councils.

Training Opportunities

Several training opportunities, including orientation, are available to council members throughout their term of service.

Organizational Relationships

Council members work primarily with the unit leader. There is generally regular interaction with other academic staff members in the county/unit, as well as with Extension educators who serve the county/unit. Council members may be asked for input from the regional director or other members of campus administration.

Qualifications

- Live and/or work in the geographic area served by the county/unit.
- Interest in enhancing the educational efforts of Extension.
- Ability to work collaboratively in an advisory capacity with Extension staff and volunteers.

Council Leadership Qualifications and Duties

Chairman

The chairman, in consultation with the unit leader, determines meeting agendas, conducts meetings, and appoints committees as needed. The chairman does not simply call and conduct the meetings, but has the primary responsibility for giving leadership to the group and encouraging individual and collective productivity.

The chairman should:

- Realize that his/her attitude sets the tone for the council.
- Be competent, tactful, friendly.
- Delegate responsibility where appropriate.
- Encourage participation and attendance at meetings.
- Be familiar with the requirements of the Open Meetings Act (see Legal Issues).
- Know and use parliamentary procedure to facilitate the transaction of business and to promote harmony.

Suggested duties of the council chairman (generally carried out with assistance from the unit leader):

- Provide an agenda for each meeting.
- Preside at all meetings.
- Establish with the council how meetings will be run.
- See that information is given, but do not take sides on issues.
- Protect the rights of each member by encouraging timid members to participate and curbing members who are too vocal.
- Conduct meetings of the council officers, where appropriate.
- Appoint committees.
- Represent the council at state or regional meetings, or designate an alternate.
- Give helpful materials to successor.

Vice-chairman

The vice-chairman performs the duties of the chairman in his/her absence. The chairman and vice-chairman need to work together to ensure that meetings stay focused.

Often the vice-chairman is relegated to a position in name only because the chairman is active and effective. An alternative to this scenario is to provide a specific charge for the position of vice-chairman. Because of the significance of the council's involvement in program planning, councils might consider having the vice-chairman assume responsibility for overseeing their contribution to the program planning process. The following duties are suggested with this additional responsibility in mind.

The vice-chairman should:

- Serve as listener to the council or appointed committees for developing programs to meet the needs of clientele.
- Have appreciation of clientele and their concerns.

(Vice-chairman, continued)

- Be willing to keep informed of program possibilities.
- Be able to interpret ideas.
- Be tactful, friendly in listening to needs.

Suggested duties of the council vice-chairman:

- Perform duties of the chair when he/she is absent.
- Delegate responsibility for programming to committees where appropriate.
- Involve the council and any committees in the program development processes of:
 - collecting demographic information
 - conducting needs assessments
 - defining problems in relation to needs
 - identifying priority programs
 - implementing programs
 - evaluating program effectiveness

Secretary

The secretary records and presents the minutes of meetings. The minutes should list both attendees and non-attendees, and include all topics discussed and actions taken. Minutes should be sent to the appropriate regional office and filed in the local office.

The secretary should:

- Have good communications skills.
- Be able to interpret ideas.
- Be tactful, friendly in listening to needs.

Suggested duties of the council secretary:

- Assist the chair in planning and arranging for meetings.
- Prepare minutes and handle approval according to agreed upon practices.
- Know where important records are kept.
- Keep folder of meeting minutes.

Financial Reporter

The financial reporter presents the financial report at council meetings and may take on a significant role in working with the unit leader to complete the annual budget and audit.

The financial reporter should:

- Have some financial skills.
- Be able to interpret the budget.
- Be resourceful to the council in discussing needs and resources.

Suggested duties of the council financial reporter:

- Review financial statements with council.
- Assist with budget development, including chairing a committee where appropriate.
- Assist unit leader in ensuring completion of In/Out account audit.

EXTENSION COUNCIL OFFICERS

Due Date: No later than October 1 to Associate Dean (copy to Regional Director)

_____ **County/Unit**

September 1, _____ to August 31, _____

	Name (include Mr. or Ms.)
Chairman:	
Vice-Chairman:	
Secretary:	
Financial Reporter:	

Note: If a council decides to have only certain officers, an explanation should be sent with this form.

These officers are elected under the policies of University of Illinois Extension as stated in the **Extension Council Guide**. Employment and programs are offered on a non-discriminating basis without regard to race, color, religion, sex, national origin, ancestry, age, marital status, disability, sexual orientation, unfavorable discharge from the military, or status as a disabled veteran or a veteran of the Vietnam era.

This form should also be used to report changes in officers during the year. Submit to Associate Dean (with copy to Regional Director) as soon as changes occur.

SIGNATURE: _____
 Council Chairman Date

SIGNATURE: _____
 Unit Leader Date

EXTENSION COUNCIL OPERATING PROCEDURES (SAMPLE)

Name

The name of this organization is the _____ (County/Unit) Extension Council.

Purpose

The purpose of the council is to cooperate with _____ (county/unit) Extension staff, University of Illinois Extension, and other federal, state, and local partners in planning, developing, promoting, implementing, evaluating, and financing an equal opportunity Extension program designed to meet the needs in _____ (county/unit).

Council Year

The council year begins September 1 and concludes August 31.

Membership

The _____ (county/unit) council will be comprised of ___ members representing the diversity of the county/unit.

The term of membership is two years. No member may serve more than two successive terms, but a member may be reappointed after a lapse of one year. Reappointment is not automatic—all parties must agree.

Officers

The officers of the council shall be chairman, vice-chairman, secretary, and financial reporter. The term of office is one year.

Elections will be held at the first council meeting of the year. A slate of officers will be identified by the nominating committee.

The Executive Committee shall be composed of all the elected officers and shall have the authority to act between meetings of the membership.

Meetings

The _____ (county/unit) council will meet a minimum of ___ (at least 4) times per year. Meeting dates will be set at the first meeting of the council year and will be scheduled according to the annual goals of the council. Members will notify the Extension office of their plans for attendance. Regular attendance is expected.

Agendas will be provided in advance of meetings.

Committees

The _____ (county/unit) council shall provide for the following committees:
(name committees)

EXTENSION CALENDAR*

**This is not intended to be an exhaustive list of Extension activities and administrative requirements throughout the year. The dates listed are approximate and may vary from year to year. This list includes only those items considered relevant to councils. Counties/units may have additional reporting requirements, or may have schedules that are different from those listed.*

July

- Fiscal year begins July 1.
- County/unit Extension boards present following fiscal year's budget to County Board/Commissioners or committee.
- Audit committee selected and audit(s) scheduled.

August

- Four-year Plan of Work due for current year's core area (by August 31).
- Annual Plan of Work due August 31.
- Financial statement for previous fiscal year (ended June 30) presented to Extension board for their referral to County Board/Commissioners.

September

- Local accounts (In/Out, Federation, Focus Programs) audited with reports submitted to regional director by September 15.
- County Civil Rights Reports in process (due September 30).
- Council year begins September 1.
- Council Officers form submitted to Associate Dean (due October 1).
- Extension Board Roster submitted to Associate Dean (due October 1).
- Annual renewal of bank account signatories and charge accounts approved by council.

October

- Council reviews statewide schedule for four-year program development process and determines process for conducting local needs assessment.
- Council committees appointed including nominating committee, budget committee, and other committees deemed necessary by the council.

November-December

- Program planning efforts underway with emphasis on needs assessment.

January-February

- Nominating committee begins identifying membership needs and prospective nominees.
- Program planning efforts continue. Needs assessment nearing completion.

March

- Needs assessment completed, council prioritizing needs.
- Budget preparations underway.

April

- Nominating committee confirming prospects for council membership.
- Council reviews final budget.
- Leases over \$10,000 due.

May

- Budgets, agreements, and leases (<\$10,000) signed and submitted to regional director May 15.

June

- Council appointment forms due June 15 to regional director.
 - Extension board working on budget request for County Board/Commissioners (see July).
 - Council conducts self-evaluation.
-

DUTIES OF COMMITTEE MEMBERS AND CHAIRMEN

Committee Members

- Attend the meetings of the committee.
- Inform themselves on the issue at hand as much as they are able in advance of the meeting.
- Keep the discussion centered on the matter at hand.
- Keep the discussion moving toward the objective.
- Express own point of view clearly and concisely.
- Accept responsibilities promptly and cheerfully.
- Encourage shy members to express themselves.
- Be willing to accept the decisions of the majority.
- Help to avoid obstacles and conflicts within the group.
- Keep issues on an impersonal basis.
- Fulfill the committee assignments quickly and report back promptly.
- Often select their own chairman and recorder.
- Seek to understand the committee assignment and work to complete it.
- Try to understand and use the ideas of all members.
- Help to reach committee decisions and follow through in the final disposition of the work.
- Evaluate their own contributions to the committee and share the responsibility for evaluating the work of the committee as a whole.

Committee Chairmen

- Call meetings and arrange for the notification of members.
- Make plans for meetings of the committee.
- Contribute to the appointment process.
- Serve as a resource to the designated committee.
- With the help of the committee define needs, problems, methods of delivery and evaluation.
- Report recommendations of the committee to the council.
- Delegate responsibilities to committee members.
- Keep a file of subject matter resources.
- Act as leader when initiatory action is called for.
- At the beginning of a meeting, state the purpose of the meeting, and lay out the task of the present meeting and propose some logical method for proceeding (or delegate this task).
- Act as a spokesman to report progress to the council (or delegate this task).



Recruitment is the starting point for all other aspects of council functioning. The effectiveness of a council depends on the individual and collective contributions made by its members. Recruiting volunteers whose contributions will enhance the effectiveness of the council is critical.

The recruitment process needs to be . . .

Purposeful and deliberate—Identification of nominees needs to be done in a purposeful, deliberate manner, with advice from a variety of sources, including Extension staff and key community leaders.

Future-focused—Identifying council nominees should take on a future-focus, not limited to the people and organizations who have been involved with Extension in the past. It is important to gather together people who represent a range of experiences at different levels of familiarity with the work of Extension.

Dynamic and ongoing—The process of identifying council nominees should be dynamic and ongoing. As issues change, new members may need to be added to help the council address particular issues and/or to represent more diverse interests.

NOMINATING COMMITTEE

The Dean of the College of Agricultural, Consumer and Environmental Sciences appoints council members to their positions. The unit leader and council chair are asked each year by the Associate Dean to submit nominations of persons willing to serve in this volunteer capacity. These nominations are used by the Dean to determine whom to appoint to council positions.

The recommended approach to council recruitment is to utilize a nominating committee. The council chairman should appoint a nominating committee to work with the unit leader in assessing the current composition of the council and identifying and recruiting persons who will represent the county or counties being served. In addition, the nominating committee may be responsible for presenting a slate of individuals for election to leadership positions.

The nominating committee should consist of three to five individuals. If more than one county make up the unit, each county should be represented on the nominating committee.

When council members are involved in recruiting, they share the responsibility for ensuring that their group continues to have a diverse and representative membership. Thus, councils may wish to include current, retiring, or former

council members on the committee. Nominating committees also might include persons who have never been on the council, but who are familiar with Extension councils and interested in the work of Extension.

The unit leader and other local staff should provide assistance and guidance to the nominating committee as needed or requested. Staff should serve in an advisory and supportive capacity with the volunteers on the committee leading the process.

IDENTIFYING NEEDS

Each year, the nominating committee will be developing recommendations for the following council year. Thus, an appropriate starting point is to determine who of the current members may be eligible and willing to continue their membership in the upcoming year. The committee then knows approximately how many members need to be recruited to maintain the current level of membership or otherwise stay within the guideline of 15-20 members.

When considering needs, the unit leader and nominating committee need to be mindful of their obligation to represent diverse clientele needs throughout the area served. Council membership should be selected with consideration given to diversity in:

- race, culture and gender;
- geographic residence;
- occupation, training and experience;
- organizational membership; and
- personal interests.

Special attention needs to be given to nominating individuals who represent audiences most affected by the priority needs and issues identified in the Extension educational plan of work.

One source of information that may be helpful in identifying needs is any recent council evaluations. Through the evaluation process, issues or concerns may have been raised by council members that relate to council composition. The evaluation may identify a deficiency that is not apparent on paper or to staff. By tying the council evaluation and recruitment processes together, the nominating committee can effectively close the loop and ensure that recruitment is an ongoing, cyclic process.

The membership needs of Extension councils will vary according to local considerations. Given the present situation in the county, and taking into account future trends, who are the individuals and organizations who can partner with Extension to support educational programming related to issues of major concern in the county/unit? In answering this question, the nominating committee and unit leader might consider the following:

- Who are the key organizations addressing the four core program areas of University of Illinois Extension (Agriculture and Natural Resources; 4-H Youth Development; Nutrition, Family and Consumer Sciences; and Community and Economic Development)?
- Which organizations (e.g. community foundations, United Way, etc.) are working to address a variety of community issues?
- Which organizations and/or individuals have particularly strong linkages to policymakers at each of the three levels (county, state, and federal)?
- Are there local linkages with other aspects of the University of Illinois' outreach efforts (e.g. through applied research, certification programs, alumni associations, and other University locations)?
- Who are the identifiable opinion leaders representing various segments of the community (particular locations, age groups, ethnic groups) even if they do not hold formal positions?
- What are some of the active grassroots organizations whose work is related to Extension's core programs? Examples might include neighborhood organizations, parent associations, or other issue-focused groups.
- Who are the major business/economic interests in the county/unit, particularly those who may work in partnership with Extension on issues of current concern?

The answers to these questions might not only help to identify needs for council composition, but they might also reveal prospective recruits.

A tool that can assist the nominating committee in ensuring diversity, and the inclusion of individuals with needed skills and backgrounds, is a *Council Composition Grid* (a sample grid is included as Appendix 1). Such a grid lists each current and recommended council member along with his/her qualifying characteristics. The grid provides a more visual mechanism for summing the various characteristics present on the council, and for identifying deficiencies. For example, through the use of the grid, you might find that the majority of council members have lived in the county/unit all their lives; thus, you are not tapping new residents of the county/unit. The nominating committee should determine those characteristics to be included on the grid based on their importance to the council and the county/unit. At a minimum, characteristics should include the diversity areas mentioned in this section. A completed grid is to be submitted to the regional director along with the annual council appointment forms.

IDENTIFYING PROSPECTIVE RECRUITS

Equipped with a better understanding of the current council composition, and having identified any current or anticipated deficiencies in characteristics desired to be represented on the council, the nominating committee can then proceed to identify prospective recruits. Keeping in mind the characteristics being sought, lists of prospective council nominees can be derived from informal leaders of targeted audiences for programs, members of committees, staff, friends, familiar organizations, and community leaders.

The nominating committee should seek out individuals who respect the Extension organization and who are interested in its programs aimed at improving the lives of individuals and families within their communities. Prospective recruits should be willing to serve—and that means being willing to commit the time as necessary. Personal qualities/abilities that might be identified in prospective nominees include:

Leadership	Communication Skills
Flexibility and Tolerance	Personal Integrity
Ability to Cooperate with Others	Open-Mindedness
Maturity of Thought	Dedication
Decisiveness	Organizational Skills
People-Oriented	

Suggested sources for identifying prospective council recruits include:

Newspaper Advertisements (Appendix 2)
4-H Federation
4-H Foundation
Networks/Coalitions
Personal Contacts
4-H Leaders
Local Government
Businesses
Social Service Agencies
Schools
Other Not-For-Profit Organizations
Ag Producers
Homemakers

It should be noted that no employee of Extension, spouse of an employee, or member of the immediate household of an employee, may serve on a council or council committee.

RECRUITING

Seek Additional Information

The nominating committee's list of prospective recruits is likely to include several names—some well known and others completely unknown. It is essential to know a person's background, interests, and time availability to assess whether he/she will fit in.

Information Form

For persons who are unknown to the nominating committee and staff, such as those who might have come through a newspaper advertisement, additional steps should be taken to assess whether they will develop into effective council members. The first step might be to have the individual(s) complete an information form that would serve to gather additional demographic data, as well as information about previous relevant experience and knowledge of Extension. A sample information form is included as Appendix 3.

Interview

An interview may be used as a follow-up to information gathering, or may be deemed appropriate for all prospective recruits. Here, the prospective recruit and the interviewer are sharing information. The prospective recruit learns about University of Illinois Extension, its local councils and how they function, and how he or she would fit in. At the same time, the interviewer learns about the prospect's background, interests, training needs and limitations, and determines how this individual would fit in with other volunteers.

Interviews can be informal, but a list of questions prepared in advance may help to obtain the needed information. Questions should be posed in such a way that people are encouraged to talk about themselves and how they expect to contribute to the council. Interview questions may follow-up or elaborate on questions answered on the information form. The unit leader, other Extension staff members, and/or the nominating committee may develop the questions and conduct the interviews.

Pre-Recruitment Meeting

Another option for getting to know prospective recruits is a pre-recruitment meeting. Prospective recruits could be invited to a meeting where some basic information about Extension and its councils is presented by county/unit staff and council members. This type of meeting would provide the opportunity for the nominating committee to learn more about prospective recruits and likewise the recruits gain information to assist in their decision of whether to accept an invitation to join the council.

Prioritize List

Once the nominating committee and unit leader have sufficient information on all prospective recruits, the list might be prioritized by demographics, desired characteristics, or any other criteria deemed appropriate. The nominating committee is now prepared to make the invitation.

Making the Invitation

The invitation being made is an invitation to accept a nomination. The Dean makes the invitation to join the council. The nature of the invitation to accept the nomination may depend on the relationship of the invitor to the invitee. Perhaps a phone call is sufficient. Where a more formal process is desired, a letter of invitation may be sent (see Appendix 4), accompanied by a recruitment package tailored to the county/unit.

The recruitment package might contain:

- An Extension brochure.
- A listing of the roles of council members (see Council Operations, page 2).
- A job description for council members (see Council Operations, Appendix 1).
- A listing of staff serving the county/unit.
- Annual reports, program goals, etc.

Inviting someone to consider becoming an Extension council member is best accomplished through personal contact. The best recruiters are satisfied council members who tell others about their work, encouraging participation and commitment to the organization. The person selected to make a particular contact should be that person most likely to successfully connect with this potential nominee. This might be a council member, the unit leader, or other Extension staff member.

Respond to Questions

During the process of recruiting council members, it is important to be able to answer questions about what this person will bring to the group, what their role will be, and how they will benefit from membership. These questions should be easier to answer having gone through the process of assessing qualifications and identifying needs. Issues to be discussed with the invitee include:

Why is this person being considered for the Extension council?

- Identify the *connecting points* between Extension and the work that this potential council member is involved with (e.g. mutual interest in providing educational experiences for youth, offering educational resources concerning the environment, improving the economic viability in the area, etc.).

What are the benefits of serving on an Extension council?

- Networking with others who share similar interests and concerns.
- Helping shape Extension programming efforts which are important to local citizens.
- Helping to gather support for establishing and/or extending educational efforts around issues of concern in the area.
- Participating in leadership and issue-focused educational events.

What does Extension need?

- Help with identifying and framing the issues of concern to the local citizenry.
- Assistance with evaluating community-based programming.
- Help with communicating to others the value of Extension's educational programming.

What type of commitment is a person making when joining an Extension council?

- Willing to be an active participant for at least two years.
- Willing to carry out the stated expectations of the council.
- Willing to work cooperatively with other members.
- Willing to share information within their own social/ business/ community networks.

The nominating committee and unit leader may choose to use a "member agreement" form to confirm the commitment being made by the new council member (see Appendix 5). This form might be shared with the nominee during recruitment, but would not be signed until after the appointment is official.

Recruiting Timetable

Each council, in consultation with the unit leader, should determine the timetable for recruiting, taking into account any special or unique circumstances. What follows is a more general timetable that might be adaptable for any council:

September-November--Nominating committee appointed/convened by council chair.

October-December--Unit leader assists nominating committee members in becoming familiar with Extension's process for appointing council members.

December-January--Nominating committee, in conjunction with unit leader, assesses current composition of council and identifies areas of deficiency or new characteristics desired for greater diversity.

February-March--Unit leader and staff work with nominating committee to identify potential recruits through brainstorming, solicitations, or other methodologies.

April-June--Recruiting takes place through whatever mechanism is chosen by the unit leader and nominating committee.

June--Recommendations for council appointments due to regional director June 15.

APPOINTMENT PROCESS

Appointment Forms

A series of forms are used for nominating potential council members, reappointing council members, and making other adjustments to the roster as needed. These forms are due to the regional director each year on June 15, and correspond to the council year beginning on September 1 that same year.

The Associate Dean's office is the ultimate repository of all council appointment forms. The unit leader and council chair submit their recommendations to the regional director for his/her approval and signature. Forms are then forwarded to the Associate Dean for review. The final recommendations are then submitted to the Dean of the College of Agricultural, Consumer and Environmental Sciences who makes the appointments. Council members are notified of their new appointment or reappointment by a letter from the Dean.

Council appointment forms include:

Extension Council Roster: The roster is a complete list of proposed Extension council members (current and recommended) for the upcoming council year (Appendix 6).

Extension Council New Appointment Recommendations: A new appointment nominee is a first-time council member or anyone who is returning to the council after being off at least one year (Appendix 7).

Extension Council Reappointment Recommendations: A reappointment is anyone who has completed his or her first term, and is being recommended for a second term (Appendix 8).

Deletions From Council Roster: This form (Appendix 9) is used to “clean up” the roster at the beginning of the year. It is used for persons who left the council during the year (and were not reported to the Associate Dean’s office at the time of departure), or who completed one year of their current term but do not intend to complete their second year.

This form is also used to delete names of members who will no longer be on the roster because they have reached the end of a first term and are not being reappointed, or they have completed four years on the council. The Associate Dean’s office needs these to be reported as deletions to ensure that the roster remains current.

Changes During the Year

Throughout the year, there may be occasions where changes need to be made to the information/status of council members. These changes should be reported to the regional director’s office as soon as they are known so rosters continue to be accurate. The form to be used in these instances is the ***Extension Council Change of Information/Status*** form (Appendix 10). This form may be used to change addresses, names, or phone numbers. It also may be used to delete names from the roster when a member has resigned or left the area during the council year.

Filling a Vacancy

In the case of a resignation or departure, the council may need to consider filling a vacancy. Each position on the council should be thought of as a term. If the person filling that term is not able to complete the term, another person should be identified as an interim appointment. If there are less than 6 months remaining in the term, the council may decide to postpone filling the term until the end of the council year. If there are more than 6 months remaining in the term, and particularly if the vacancy brings the council roster below 15, the term should be filled with an interim appointment. A person who fills an interim appointment for one year or less may still be considered for an initial appointment of two years, followed by the opportunity for reappointment. In other words, the interim appointment does not count toward the two-term limit unless it extends for more than one year. An interim appointment lasting more than one year would be considered fulfillment of an initial two-year term.

In the event that an interim appointment is to be made, the council should look to its nominating committee to offer a nominee. A similar though abbreviated process for recruitment should be used. To recommend interim appointments to the Associate Dean, the *Extension Council Interim Appointment Recommendations* form is to be used (Appendix 11). The Dean notifies interim appointees of their appointment to the council.

Removal From the Council

As the Dean of the College of ACES makes council appointments, only the Dean can initiate the removal of a council member. If a situation arises in a county/unit where the council and unit leader view removal as an appropriate and necessary action, discussions should be initiated with the regional director, the Associate Dean, and ultimately, the Dean.

Source:
Michigan State University Extension

Council Composition Grid Instructions for Use

The Council Composition Grid provides the nominating committee, council members and unit leader with a visual description of the recommended council. The grid can also be used to determine the council diversity desired for the future.

The grid on the following page is intended as a template. It includes a number of descriptive characteristics of council members. Many of these characteristics reflect the diversity Extension seeks for its councils, while others are tied more to programming interests. Each county/unit should tailor the grid to its particular needs by changing or adding/deleting characteristics.

Steps for completing the grid:

1. The nominating committee, council members and unit leader should identify those characteristics important to council diversity and effectiveness in their county/unit. List these characteristics across one axis of the form. If using the template, be certain to substitute or add other characteristics to reflect the specific needs of your county/unit.
2. On the other axis, list current and recommended council members for the upcoming year. For each council member, “check off” their identifying characteristics as appropriate.
3. In the “Totals” row, write in a sum total for each of the characteristics (e.g. you may find you currently have 8 females and 8 males).
4. Unit leaders must submit a completed grid along with their Extension council appointment forms by **June 15** of each year. The grid should include all members listed on the Extension Council Roster.

How the grid might be used:

1. The nominating committee, council members or unit leader might begin with a grid that includes only current members. A review of the totals for each characteristic may reveal a deficiency or abundance on the current council. Armed with this information, the nominating committee will have more direction in identifying potential recruits to fill specific voids.
2. The nominating committee might then choose to insert the names of prospective nominees along with their identifying characteristics to check how certain additions would impact the balance and diversity of the council.
3. It is suggested that the grid characteristics be reviewed and revised, if necessary, each year. If the needs or issues have changed, the desired characteristics may also need to change.

Recruitment News Release

U of I Extension Seeking Council Members

We are continually striving to identify people in the community who have leadership skills, ability and a keen interest in helping local residents address practical problems through informal educational programs.

University of Illinois Extension _____ (county/unit) is a unique, cooperative partnership among the federal, state, and county governments, the University of Illinois (state land-grant institution), and the people of _____ (county/unit).

Through the *extension* of research-based information from the University of Illinois, our mission is to help people “put knowledge to work” in the areas of: agriculture and natural resources; 4-H youth development; nutrition, family and consumer sciences; and community and economic development.

The _____ (county/unit) Extension council is comprised of local residents. The council provides a way for citizens to participate in planning, delivering, and evaluating Extension educational programs. It provides a way for local people to reflect their views, opinions, and concerns regarding current issues. The council also helps secure resources for the Extension county/unit. Please contact _____ (name and phone) for more information or complete and return this form.

Yes, I’m interested in learning more about how I can become involved in the following:

_____ **Council Membership**

Other Volunteer Opportunities:

_____ **Agriculture and Natural Resources**

_____ **4-H Youth Development**

_____ **Nutrition, Family, and Consumer Sciences**

_____ **Community and Economic Development**

Name _____

Address _____

Daytime Telephone Number _____

Times Available _____

Return to: (Extension County/Unit)

University of Illinois Extension _____ County/Unit
Council Member Information Form

The information provided will be handled in a confidential manner.

Please Print

Name _____ Telephone _____

Mailing Address _____

Occupation _____ Fax _____

Education _____ E-mail _____

1. Areas of interest:

2. Memberships in associations, service clubs, boards, etc. Include offices held/committees, etc.

3. What do you hope to accomplish/contribute as an Extension council member?

4. What qualities do you possess that you feel will make you an effective council member?

5. As a new council member, what would you like to learn?

6. What is your prior experience with University of Illinois Extension or any of its programs?

Times available (please check)

Days _____ Evenings _____ Weekends _____

Recruitment Letter

(Name and address)

Dear _____ :

University of Illinois Extension is currently recruiting individuals to serve on the local Extension council for _____ County/Unit. I would like to invite you to consider becoming a part of this council because of your interest in _____, which is also one of the council's current goals.

Briefly, each council member is expected to attend meetings regularly, participate in council discussions, identify and assess educational needs of local citizens, and provide a linkage for the University of Illinois to the county. A complete description of the roles of council members and other relevant materials are included with this letter.

The _____ council meets _____ (frequency, week and day of month, specific months, time, location, etc.). The meetings are usually __ hours in length.

Should you decide to accept this invitation, your name will be submitted to the Dean of the College of Agricultural, Consumer and Environmental Sciences. With the Dean's approval, you would be appointed to a two-year term running from September 1, ____ through August 31, ____.

The nominating committee feels your knowledge of the community, background and experience, and leadership skills will prove to be valuable assets to the council.

I will contact you in a week to answer any questions you may have and to confirm your acceptance of this nomination.

Sincerely,

County/Unit Nominating Committee Member/Unit Leader

**University of Illinois Extension
Council Member Agreement**

I, _____, recognizing the important responsibility I am undertaking in becoming a council member of University of Illinois Extension serving _____ County/Unit agree:

1. To establish as a priority my attendance at meetings of the council and any committees to which I am appointed.
2. To come prepared to discuss the issues and business to be addressed at scheduled meetings, having read the agenda and all background material relevant to the topics at hand.
3. To work with and respect the opinions of my peers who serve on this council, and to leave my personal prejudices out of all council discussions.
4. To always act for the good of the organization.
5. To represent this organization in a positive and supportive manner at all times and in all places.
6. To observe parliamentary procedure and display courteous conduct in all council and committee meetings.
7. To refrain from intruding on administrative issues that are the responsibility of staff, except to monitor the results and prohibit actions that conflict with Extension policies.
8. To avoid conflicts of interest between my position as council member and my personal life. If such a conflict does arise, I will declare that conflict before the council and refrain from voting on such matters in which I have a conflict.
9. To support in a positive manner all actions taken by the Extension council even when I am in a minority position on such actions.
10. To abide by all laws, regulations, policies, etc. pertaining to councils and the operation of the county/unit.
11. To get involved with at least one program initiative, and participate in the accomplishment of its stated objectives.

If, for any reason, I find myself unable to carry out the above duties as best as I can, I agree to discuss my future as a council member with the council chairman and/or unit leader.

Council Member (signature)

Date

EXTENSION COUNCIL NEW APPOINTMENT RECOMMENDATIONS

Due Date: No later than **June 15** to Regional Director

We recommend the following *new appointments* to the Extension council:

_____ **County/Unit**

New Appointments: September 1, _____ to August 31, _____

Name (include Mr. or Ms.)	Address (include zip code)

Youth Appointments

Name (include Mr. or Ms.)	Address (include zip code)	Term

Note: Do not include council members who are completing the one-year remaining in their two-year appointments. A new appointment is anyone who is a first-time council member or anyone who is returning to the council after being off for one year or more. Please designate a specific term for youth appointments.

These recommendations are made under the policies of University of Illinois Extension as stated in the **Extension Council Guide**. Employment and programs are offered on a non-discriminating basis without regard to race, color, religion, sex, national origin, ancestry, age, marital status, disability, sexual orientation, unfavorable discharge from the military, or status as a disabled veteran or a veteran of the Vietnam era.

SIGNATURE: _____
Council Chairman Date

SIGNATURE: _____
Unit Leader Date

SIGNATURE: _____
Regional Director Date

THIS FORM CONSTITUTES A RECOMMENDATION TO THE DEAN OF THE COLLEGE OF AGRICULTURAL, CONSUMER AND ENVIRONMENTAL SCIENCES. RECOMMENDATIONS ARE NOT FINAL UNTIL APPROVED BY THE DEAN.

EXTENSION COUNCIL REAPPOINTMENT RECOMMENDATIONS

Due Date: No later than **June 15** to Regional Director

We recommend the following for *reappointment* to the Extension council:

_____ **County/Unit**

Reappointments: September 1, _____ to August 31, _____

Name (include Mr. or Ms.)	Address (include zip code)

Youth Reappointments:

Name (include Mr. or Ms.)	Address (include zip code)	Term

Note: Do not include members who are completing the one-year remaining in their two-year reappointment. A reappointment is anyone who will complete his or her initial term in August and will be returning for a second term. Please indicate a specific term for youth reappointments.

These recommendations are made under the policies of University of Illinois Extension as stated in the **Extension Council Guide**. Employment and programs are offered on a non-discriminating basis without regard to race, color, religion, sex, national origin, ancestry, age, marital status, disability, sexual orientation, unfavorable discharge from the military, or status as a disabled veteran or a veteran of the Vietnam era.

SIGNATURE: _____
Council Chairman Date

SIGNATURE: _____
Unit Leader Date

SIGNATURE: _____
Regional Director Date

**THIS FORM CONSTITUTES A RECOMMENDATION TO THE DEAN OF THE
COLLEGE OF AGRICULTURAL, CONSUMER AND ENVIRONMENTAL SCIENCES.
RECOMMENDATIONS ARE NOT FINAL UNTIL APPROVED BY THE DEAN.**

**EXTENSION COUNCIL INTERIM APPOINTMENT
RECOMMENDATIONS**

Due Date: Submit to Regional Director As Soon as Recommendation is Made

We recommend the following *interim appointments* to the Extension council:

_____ **County/Unit**

Name (include Mr. or Ms.)	Address (include zip code)	Phone (include area code and indicate work [w] or home [h])	Specify Interim Term

Note: In case of a vacancy, an interim appointment may be made. Interim appointments must be made if vacancies reduce the council membership to fewer than 15. A person who fills an interim appointment for less than one year may still serve two full years on the council with the opportunity to be reappointed for an additional two years. Please list specific term dates for the interim appointment.

These recommendations are made under the policies of University of Illinois Extension as stated in the **Extension Council Guide**. Employment and programs are offered on a non-discriminating basis without regard to race, color, religion, sex, national origin, ancestry, age, marital status, disability, sexual orientation, unfavorable discharge from the military, or status as a disabled veteran or a veteran of the Vietnam era.

SIGNATURE: _____
Council Chairman Date

SIGNATURE: _____
Unit Leader Date

SIGNATURE: _____
Regional Director Date

**THIS FORM CONSTITUTES A RECOMMENDATION TO THE DEAN OF THE
COLLEGE OF AGRICULTURAL, CONSUMER AND ENVIRONMENTAL SCIENCES.
RECOMMENDATIONS ARE NOT FINAL UNTIL APPROVED BY THE DEAN.**



CONCEPTUAL FRAMEWORK FOR PROGRAM DEVELOPMENT

Because of its dynamic role in providing practical education to help people and society meet the challenges of change, the Extension system reexamines and renews its program structures and priorities on a regular basis.

The goal of the Extension system is to be a relevant, dynamic, and flexible organization able to make a significant impact on problems caused by rapid changes in the global economy, the environment, demographics, family structures, values, social interaction, and the sustainability of resources. These changes cut across issues and program areas and provide the broad context in which specific opportunities are identified for Extension programming.

To meet the challenges of change, Extension initiated the concept of “Issues Programming” to focus program efforts around a specific need, problem or concern. Issues provide a basis for establishing program objectives, selecting program content, allocating time and resources, selecting target clientele, and determining delivery methods.

For Extension, “issues” are matters of wide public concern arising out of complex human problems. Issues programming begins with the identification of important needs, and then proceeds to focus the organizational resources, program content, and delivery methods, to meet the needs related to the issues.

Historically, many Extension programs have focused on major issues or had their origins in the traditional discipline bases associated with the Extension system and its traditional clientele. While discipline-based programs will continue to be appropriate, especially to deal with technological solutions to problems, many of today’s major issues are more complex and require long-term multidisciplinary approaches. Thus, today’s issues programming has its origin in matters of wide public concern, outside the context and disciplinary structures of the organization.

Remember that the Extension system exists at three levels—national, state, and county—and program planning occurs at all three levels. The issues change and become more specific at each level of the system.

PROGRAM DEVELOPMENT AT THE SYSTEM LEVEL

The Extension system provides coordination for nationwide programming efforts. The system supports base programs and national initiatives that help provide direction for educational programming across the country.

National Base Programs

Base programs are the major educational efforts central to the Extension system mission and common to most units of Extension at all levels. Historically, they have been described in different ways—as major projects, program areas, or core programs. Base programs support the seven major areas in which Extension provides educational programming. Base programs receive significant resources throughout Extension on the national, state, and county levels. All states provide educational programming in these areas with varying emphasis. They are the ongoing priority program efforts of Extension, involving many discipline-based and multidisciplinary programs. They can be thought of as the foundation.

Current Base Programs:

- 4-H and Youth Development
- Agriculture
- Community Resources and Economic Development
- Family Development and Resource Management
- Leadership and Volunteer Development
- Natural Resources and Environment Management
- Nutrition, Diet and Health

National Initiatives

National initiatives are the Extension system's commitment to respond to important societal problems of broad national concern with allocations of additional resources and significantly increased effort to achieve a major impact on national priorities. Initiatives are the current most significant and complex issues on which the Extension system has the potential to make a difference, usually in cooperation with other agencies, groups, and units of government. National initiatives are usually current or emerging major issues arising out of one or more components of the base programs. National initiatives are in the "spotlight" for a period of time until a significant impact is achieved, the need has subsided, or the increased allocations of resources and effort result in the program becoming an ongoing part of the base programs.

Over the years, national initiatives have included topics such as water quality, food safety and quality, workforce preparation, animal waste management, healthy people/healthy communities, and child care. For a listing of current national initiatives, visit The Cooperative State Research, Education and Extension Service web site at www.reeusda.gov, and click on Program Information. More detailed information about base programs also is available.

Relationship of National, State, and Local Priorities

Just as the Extension system is a partnership of federal, state, and county governments, the national Extension program includes various levels. Each level contributes to the program and goals of the Extension system. The program objectives and activities become more specific as they move from the national to state and county levels of the system. Individual states and counties may give higher priority to different dimensions of the national initiatives than others, depending on the differences in the priority needs in that state or county. At the local level, the program becomes more precisely defined and focused on specific

activities for certain clientele. For example, in the national initiative on water quality, specific programs address issues of surface runoff, groundwater contamination, and use of fertilizers and pesticides.

While national initiatives are set at the national level to address issues confronting many states and localities, program development is an interactive process. Local people define county priorities. Local priorities are then communicated to the state level to join the research and knowledge base of the university. The result is a cohesive statewide program plan that relates to statewide and national issues. This statewide plan, in turn, becomes the basis for the more specific program plans and related activities of the Extension staff in order to meet the priority needs of people in their communities.

U OF I EXTENSION PROGRAM DEVELOPMENT PROCESS

Overview

University of Illinois Extension has four core programs: agriculture and natural resources; 4-H youth development; nutrition, family, and consumer sciences; and community and economic development (see Appendix 1 for a brief description of these areas). A fifth program area, leadership development, is integrated into each of the other core programs and is an important component of staff and volunteer development. Programs in each of the core areas should be available through all Extension counties/units, but the appropriate level of programming in any given core area depends upon local needs and priorities.

In 1999, University of Illinois Extension began a new process for planning Extension programming for the year 2000 and beyond. It is a “rolling” planning process where, during each year, one of the core program areas is accentuated. This means that once every four years, each core program area will conduct an in-depth look at issues and will determine its path for programming for the next four years.

This process allows for a deeper look at the issues, both ongoing and emerging, within each of the core areas and allows for more thoughtful and meaningful plans on how U of I Extension can address issues. It also encourages more collaboration and creativity in delivering programs that will help Extension make measurable and reportable impacts across the state.

Levels of Process

Like the national Extension process, within Illinois the process occurs at several levels:

County/Unit Level

For each core area, a *four-year plan of work* is developed describing the situation (based on the issue identification process), identifying program opportunity types, listing the broad goals of programming efforts, and describing the activities or educational methods that might be used to deliver educational programming to meet identified needs.

The *annual plan of work* will reflect plans for a given year related to all four program areas based on goals identified in the respective four-year plans of work. Annual plans will be more specific in listing activities for planning, delivering, and evaluating educational efforts for that year.

Educator Level

Educators assist counties/units in developing and implementing their four-year plans of work, including assisting in all phases of that process. They also assist with the preparation and implementation of the annual plan of work.

Extension educators and campus specialists may be required to prepare annual plans of work reflecting their specific responsibilities in a given year to carry out the state plan of work and to support county/unit program priorities.

State Level

At the state level, program and professional development teams, task forces and program leaders develop four-year plans of work. These plans reflect state programming priorities based on priorities identified in county/unit plans of work and through discussion and analysis of state and national trends.

COMPONENTS OF THE PROGRAM DEVELOPMENT PROCESS

Program Development—a developmental interactive process by which representative leaders and organizations work with Extension staff to study local situations; identify major issues, problems and opportunities; establish long-range and annual program plans; and implement education and action to help people reach their goals.

Identifying and Prioritizing Issues

The specific procedure may take many forms, but the underlying idea is that it is important to go through some process of asking questions about the issues of concern in the county/unit and about the role that Extension can play in addressing those issues.

The way that Extension typically identifies issues is by working with educators, councils and committees, public leaders, individuals, and groups in the collaborative identification, assessment and analysis of the educational needs of various publics. This collaborative process is the first step in planning to meet those educational needs.

What Is A Need?

A need is generally thought of as a gap between the current situation or state of understanding, and the desired situation or state of understanding. In order to effectively plan programs, educators need to know where their audience is and

where they would like to be. There are occasions where groups or individuals are not aware of their needs, or do not view an important need as a priority. However, there may also be situations where educators perceive there is a need when, in fact, there is not. The needs assessment process should answer these questions:

- Does a need really exist?
- What is the basis of the need?
- How widespread is the need?
- How many persons are affected by the need?
- What is the relative importance of the need?
- How do people feel about the seriousness of the need?
- What are the potential consequences to the people if no effort is made to fulfill or meet the need?

Diagnosing or Assessing Needs

Various needs assessment techniques can be utilized to gain information from a target audience or from the community as a whole. Different audiences and situations may require different techniques or combinations of techniques.

A number of considerations are relevant to the decision of which needs assessment technique(s) may be most appropriate for the given situation:

- What is the timeframe
- What resources are available to conduct the assessment (financial and human)?
- How are audiences involved in the process, and how might they relate to different techniques?
- Who will be analyzed or included in the assessment?
- What will be done with the assessment (even if the results are not what are expected)?
- Do decision-makers have a preference for one technique over another?
- To what extent do the target audiences already know their needs, and are they able to articulate those needs?
- What is the time lag between collecting data and taking action?
- How reliable or statistically significant does the data need to be in order to be accepted and acted upon?
- What types of needs are to be uncovered (felt, unfelt)?
- Are there issues of confidentiality?
- What is the level of trust between the assessor and audience being assessed?
- How comfortable is the assessor with the various techniques?

The technique(s) selected will depend on the answers to these questions. The council's involvement will vary depending on the technique selected. Brief descriptions of various needs assessment techniques are provided in Appendix 2. Council members should become familiar with these and other processes, as they

will likely participate in the selection of techniques to be used, and in the implementation of the selected technique(s).

Priority Setting

The issue identification process will likely reveal a number of issues, some which Extension can address, and others that are more appropriately addressed by others, with or without the assistance of Extension.

The *value-added* that Extension is able to bring to bear on an issue in a community is the capacity for education and for providing research-based information. Other organizations may take a more “action-oriented” approach to an issue. Making this distinction may help councils identify those issues that are right for Extension, and it can help Extension to work with its partners to identify opportunities for collaboration.

Extension cannot solve all problems. Therefore, Extension must prioritize among the issues identified. Prioritizing may be viewed as a process in and of itself. The first phase of the process might be to ask some basic questions that would “weed out” any totally impracticable issues:

- Does the issue, problem or concern fall within the Extension mission?
- Can the issue be addressed through educational strategies?
- Is there expertise available through Extension to help address the issue?
- Has the issue been identified by others as being of great concern in the county/unit?

Once you have eliminated any issues that are totally impracticable or inappropriate for Extension, you then have a list of issues worthy of further prioritization efforts.

In assigning priority to an issue or problem, a number of criteria may be considered, including:

- the number of people affected by the issue;
- how addressing the issue would contribute to organizational goals;
- the immediacy or urgency of the issue;
- the degree to which addressing the issue will have a positive or negative effect on addressing other issues;
- the size of the gap between the current and desired states;
- the degree to which an educational intervention would be effective;
- the availability of resources; and
- the commitment of organizations and audiences.

Other prioritizing inquiries relate more specifically to the local situation, such as:

- Will addressing this issue broaden our reach in the community/county?
- How well is this issue being addressed by others in the community/county?

Finally, some consideration must be given to what Extension is trying to achieve at the local level—visibility, numbers, repeat customers, support from funders, impact, or some combination of these goals.

Program Design

Often we equate the term "program" with a workshop or meeting. For Extension, this is not an accurate definition of "program."

An educational program is not a single activity or event, rather it is a series of educational activities or experiences designed to achieve the desired outcome (change) in specific targeted audiences.

Program Components

A "program:"

- addresses issues—identified concerns of groups of people or communities;
- focuses on the needs of a target audience;
- contains a series of educational activities;
- aims at specific outcomes;
- involves multiple educational contacts;
- incorporates a variety of materials to accommodate different educational goals and different learning styles;
- has the ability to customize for specific audiences and to make in-course corrections;
- involves multiple levels of the organization (incorporates various elements of Extension and/or other collaborating agencies);
- contains systematic coordination; and
- identifies the elements as part of a larger whole.

Design Phase Activities

The design phase is critical to the success of Extension programs and can be considered the development phase. Councils or committees should allow sufficient time to develop the entire program and to plan and implement events and activities associated with the program. Attention to detail during this time will help ensure successful Extension programs. Planning groups will be involved in making decisions about several elements. These elements include:

- goals of the program;
- audiences to be targeted ;
- evaluation plans;
- educational methods/techniques and learning activities; and
- scheduling of program components.

Goals of the Program

Goals should be derived from the needs that were identified in the needs identification phase, and should reflect a desired outcome. Goals frequently focus on increasing awareness of an issue, increasing participants' knowledge about a subject, or developing a skill among participants. Establishing goals at

the outset provides the basis for all other decisions made about the program. Specifically, program goals might describe:

- What will happen as a result of Extension's (and perhaps other agencies and organizations) involvement with the issue?
- What Extension and/or clientele might be able to accomplish in helping to resolve the issue?
- How clientele, other segments of society, or society at large will benefit as a result of Extension's involvement?
- What might be expected of participants at the conclusion of a program or a component activity?

Target Audiences

While participation in Extension programs is open to any individuals or groups, effective programs will be based on people's needs, interests, experiences and learning styles. Effective programs will take into consideration potential participants' previous experience, skill level, educational background, age and/or occupation. Instead of assuming that all programs will appeal to all audiences, pay particular attention to the needs that have been identified and the goals that have been established, and then determine the audiences that will benefit most from the program. This way, you can target your program materials and publicity to reach these specific audiences.

Evaluation Plans

Evaluation plans should be developed during program design. The planning group should determine what aspects (process, results/outcomes, effectiveness, or methods) they wish to evaluate. Evaluations are then developed to evaluate only those selected aspects.

Planners need to determine at what point the evaluation will take place, will it be after each component activity or event, or will the evaluation be conducted sometime after the program is completed to see if participants have used the new information or gained new skills.

From whom information will be gathered is also a consideration—will you seek information from all participants or only a sample group? Finally, the evaluation plan should take into consideration who should receive the results. The format and content might vary depending on whether it is intended for internal or external use. In other words, the questions may vary depending on whether the results are to be used by educators to modify programs, or used by funders to determine continued support.

Determining Learning Activities and Educational Methods/Techniques

The next element is deciding what subject matter content or information to include and how to present that content/information. These decisions should relate to the goals for the program. Information and content of education programs offered by Extension are to be derived from objective, unbiased knowledge based on reliable research and university resources.

A combination of teaching methods is believed to be more effective in reaching voluntary participants than is a program using one method. And, particular

methods have been shown to be more effective than others in achieving desired outcomes. For example, if the goal is to teach a skill, the most effective technique is to conduct a demonstration, allow participants to practice with the help of the instructor, and then let participants practice on their own. If the goal is to increase knowledge, this can be accomplished through reading assignments, lectures, panel discussions, or other methods/activities. Appendix 3 provides information on a variety of educational methods and techniques.

Scheduling of Program Components

At the design phase, scheduling is more a question of appropriate timing than a question of specific dates. Planning groups should consider how soon they want to implement the program, what is realistic given the nature of the program, whether the audience would be more receptive at one time than another, and whether there are timing issues to consider for effective marketing.

Program Implementation

Having a plan on paper is important, but goals won't be met unless the plan is actually carried out. Implementation plans will vary by program design. Implementation may involve developing a newsletter, writing a curriculum, conducting a workshop, offering a correspondence course, etc. The specifics of implementation will depend on the activities or events associated with the program.

Effective marketing is a key implementation component. Assuming the program has been designed to meet the needs of target markets, further marketing considerations include effective pricing, communication and distribution to inform people of the program, and efforts to motivate and service the markets. Typically this includes publicity through brochures, word of mouth, news releases, and other methods.

Program Evaluation

Issue identification and program evaluation are closely intertwined. Program evaluation is a continuous part of collaborative planning to address issues of local concern. Evaluations also provide evidence that can be persuasive to funders, legislators, and other key officials.

Successful program review and evaluation involves continual monitoring of the external environment along with a review of specific programs and how they are being carried out. As mentioned previously, evaluation begins at the program design stage:

- What is the current knowledge, attitude, skill level?
- What is the desired knowledge, attitude, skill level?

What you then evaluate is whether you have made any progress toward the desired.

Some critical questions that should guide monitoring and evaluation are:

- What progress are we making toward our goals and objectives?
- Are the strategies we picked helping us to reach our goals and objectives?

- What changes are we seeing in program participants and the condition of the problems/issues we are addressing as a result of our program?

Program evaluation can take on many forms and can occur at several levels of specificity.

- Level I – At this level, an evaluation might assess inputs to the program by inquiring about participants’ general reactions to the program content, method of delivery, access, marketing, etc.
- Level II – Here, evaluation assesses outputs such as whether participants gained new knowledge, changed attitudes, or acquired new skills.
- Level III - This level is one that Extension is striving for in appropriate program areas. Here, evaluation assesses the extent to which new practices are adopted or behavior is changed. This third level is commonly referred to as “impact” evaluation.

Evaluation findings should be given considerable weight in future program planning. A program may be found to be successful without need for change, or there may be room for revisions that will improve the program’s effectiveness in meeting stated goals. Evaluators also need to consider whether a program has served its purpose and might be phased out.

COUNCIL PARTICIPATION IN PROGRAM DEVELOPMENT

The council system is a vehicle for Extension to make sure its programs are rooted in community needs, delivered in a way that intended audiences can and will participate, and updated regularly to remain current. Decisions about programming relate to decisions in all other areas—fiscal, personnel, volunteers, etc. Thus, program planning is a very important area for councils. It also is the main area where they have the opportunity to provide a connection to and from local residents. The council assists Extension with overall program direction. Counties/units are to provide programming in all four core areas. Councils share in the responsibility for meeting this requirement.

General program development responsibilities require that councils:

- Understand Extension and all phases of its educational programs.
- Understand that Extension’s programs are based on the needs of local citizens and communities, current research and technical information, statewide needs and priorities, and national initiatives.
- Advise Extension in the development and revision of long-range program plans (4-year plan of work).
- Advise Extension in selecting phases of the long-range program to emphasize in the annual plan of work.
- Advise Extension in setting priorities among new and existing program areas of emphasis for adults and youth, as well as encouraging interdisciplinary efforts.

- Help Extension put programs into action. This includes attending and participating in educational programs, representing Extension in meetings with other groups and organizations, encouraging audience participation at meetings, and helping to publicize programs.
- Help Extension evaluate the results of its educational efforts and provide advice that will help determine changes in program emphasis.
- Help integrate and coordinate all Extension programs into a single unified Extension educational plan.

Council Participation at Various Stages of Process

Council members may participate in a variety of ways at any stage of the program development process. Council members can identify where they fit in, and what they think they can do. If they don't see what they can do, staff need to help them to find appropriate roles. Staff should facilitate their growth and participation in the process.

Identifying and Prioritizing Issues

Councils play a key role in identifying community issues and concerns which Extension can and should address, and prioritizing according to need and available resources. Issue identification should be an ongoing, institutionalized process that is central to the work of an Extension council. Council members should be informed on the various methods of data collection and should participate in data collection at some level. The council should develop a process to establish program priorities based upon identified community needs. This process should take into account who else in the community is concerned, what other organizations in the community are working to address the issue, and what resources Extension has to bring to bear on the issue. These priorities should be incorporated into the plan of work.

Issues are matters of widespread public concern. Public issues can be controversial, they lack easy answers, and they are seldom solved. An Extension council can provide a forum for bringing together different ideas, approaches, and resources in order to address issues in a sustainable, community-centered manner. An *issue-focused* council shifts the attention from Extension's structural framework (program areas, etc.) to focusing on concerns in local communities. The council cannot solve issues, but it can help mobilize educational resources to address issues.

Program Design

The council can take on a number of responsibilities in the program design phase. Council members may be involved in identifying the target audiences or the audiences most affected by the issue. They can describe "big picture" broad outcomes—what will look different, how will the county board know we've done something? They might identify potential resources and provide support for acquiring the resources necessary to implement program initiatives. They also may identify other community organizations/agencies to collaborate with in addressing specific issues. Finally, council members should be aware of different delivery methods and can help to select methods appropriate to the audience.

Program Implementation

Councils may consider marketing options, and how best to reach people in the target audience. They may communicate to others the availability and importance of Extension's educational programming. Based on their skills and talents, some may want to get involved in implementing a specific activity or event. They might write an article in their area of expertise, or speak to an audience from their own experience or from material prepared by Extension. Other council members prefer to be behind the scenes working with mailing lists, organization, and other paperwork tasks.

Program Evaluation and Reporting

Here the council can play a very important, though often forgotten role. They can give feedback on their personal experiences with Extension programs such as workshops attended, newsletters read, etc. They can participate in impact evaluations by making follow-up phone calls. They can provide feedback on what they are hearing in their communities. They can review the results of evaluations, in order to assess program effectiveness.

The role of Extension councils in reviewing programs is one of assessing the overall fit between programming strategies and the needs of the community. It is not a role of performance evaluation. The questions are general:

- Are we on the right track with this effort?
- What could be changed?
- What other resources and/or collaborations are needed?
- How does this fit with the interests of our policymakers?

Once a program has been implemented, it is important to communicate the value of program activities and outcomes to appropriate individuals and groups. Reporting is the means of capturing and communicating important information and data about the program. While staff might prepare the report, whether for a single program or for the entire program year (e.g. as with an annual report), Extension council members can play an important role in helping communicate that information to key leaders. What happens to people and their communities as a result of Extension programming is very important. Such reports are important as a communication instrument, as a method of accountability, and as a basis of future planning.

AFFIRMATIVE ACTION FOR PROGRAMS

The University of Illinois is subject to any federal or state laws regarding equal opportunity, nondiscrimination, and/or affirmative action both in employment and program delivery. As such, Extension has a responsibility to provide equal opportunity in program delivery and access.

The primary goal of affirmative action is to ensure that all individuals have the opportunity to benefit from Extension programs. When planning programs, Extension staff and councils must consider the needs of groups that have traditionally been underserved. This includes seeking out under-represented groups within our clientele; identifying, planning, and modifying programs to

better serve their needs; and making sure under-represented groups are aware of our services and their availability.

The systematic inclusion of minority considerations and concerns is important in order to reach minority audiences. There are affirmative action considerations in every phase of program planning and development—needs assessment, selection of program topics, selection of delivery methods (including delivery sites for meetings), and marketing options.

Responsibility for integrating affirmative action rests with all Extension staff and volunteers. Specific requirements related to affirmative action include:

- Program planning and advisory groups should include individuals from protected groups in a ratio that approximates their representation in the potential clientele.
- Extension counties/units are required to have a 4-H Expansion and Review Committee that reviews the operation of the 4-H program so that steps may be identified and implemented to correct any inequities of access to the 4-H program. The committee is to approximate the racial/ethnic composition of the county/unit population, and one-third of the members must be youth.
- Extension is required to withhold or severely limit services to external organizations that discriminate in their membership because of race or gender. Where Extension has a regular, ongoing programming relationship with an organization, a form must be signed by the organization stating they do not discriminate.
- Extension is responsible for providing opportunities and services to people with disabilities.

Once every five years, each Extension location will undergo an internal program review. Councils are to be included in the review. The council's specific responsibilities in complying with affirmative action for programs are as follows:

- review baseline demographic data and program participation levels;
- participate as active members of the compliance review team;
- review diversity of council and committee membership and process for recruitment;
- review process for program planning and needs assessment;
- assist in 4-H expansion and review; and
- review council and committee minutes.

Sources:

University of Illinois Extension Program Planning Committee

Michigan State University Extension

Texas Agricultural Extension Service

Advisory Leadership System, North Carolina Cooperative Extension Service

UNIVERSITY OF ILLINOIS EXTENSION EDUCATIONAL PROGRAMS

Extension educational programs are offered in four broad areas as described below. The programs are as diverse as the people of Illinois.

4-H Youth Development

Through 4-H and other Extension programs, more than 280,000 Illinois youngsters are developing life skills in leadership, citizenship, public speaking and project areas of their choice. Participating youth live in cities and suburbs, as well as in rural areas. Special 4-H school enrichment programs, and other community outreach programs complement the traditional 4-H club experience.

Agriculture and Natural Resources

In rural areas, you'll find Extension educators helping farmers protect the environment and farm income by offering educational programs on transgenic crops, risk management, erosion control, management of recyclable nutrients and much more. Urban programs emphasize water quality, landscape management, pesticide safety for homeowners and other topics.

Community and Economic Development

U of I Extension works with small business owners, volunteer groups, community leaders and government officials, helping them find ways to make their communities stronger and more economically viable. From enhancing tourism to providing leadership education, Extension staff members and volunteers are making a difference in communities all over Illinois.

Nutrition, Family and Consumer Sciences

Extension staff members help families learn how to do a better job of managing their money, communicating with their children, and preventing diet-related health problems such as osteoporosis and coronary heart disease. Specially targeted Extension programs help young mothers and fathers learn parenting skills they may not have the opportunity to learn elsewhere, and how to feed their families a nutritious and appealing diet on a limited income.

BASIC NEEDS ASSESSMENT TECHNIQUES

Advisory Groups and Task Forces

Advisory groups and task forces are called together for a variety of purposes—to represent the ideas and attitudes of a community, group or organization; to make suggestions; to generate new ideas; to advise and to recommend; or to carry out a specific task. Participants may be specially selected or invited to participate because of their unique skills and backgrounds; they may volunteer; they may be nominated or elected; or the group may be formed by a combination of these processes.

Brainstorming

The brainstorming technique is used to generate an extensive list of ideas or solutions to a problem by suspending criticism and evaluation.

Case Study

Case studies involve the in depth description of a few cases for the purpose of stimulating ideas, defining special characteristics or reaching consensus about what is happening.

Census and Vital Statistics Records

The census and vital statistics records technique provides an accurate description of how much the local population has grown during a certain period. These records also provide a detailed breakdown of community residents on a variety of demographic indicators, which may then be compared to other communities undergoing change.

Community Impressions

This is a small group strategy for obtaining opinions or impressions of what the larger community is thinking. It is rather like applying nominal group process or the Delphi technique to a group of key informants.

Delphi Technique

This technique is another way of group input for ideas and problem solving. It does not require face-to-face interaction. This technique uses a series of carefully designed questionnaires interspersed with information summarized and feedback from previous responses.

Focus Groups

Focus groups bring together selected individuals to systematically address specific issues. Under the direction of a trained facilitator, the participants will provide and exchange information. Focus groups are especially geared toward the interaction between the participants so that a more complete picture is created. Unlike many other groups, the purpose of a focus group is data collection. Focus groups should not be confused with decision-making groups, program planning groups, discussion groups, Delphi groups,

community forums (or town meetings), or brainstorming groups, although the insights collected through focus group interviews may be helpful to these other groups.

Group Discussion

Group discussions may be structured or unstructured, formal or informal, and may be focused on a specific issue or on gathering input on several issues. Usually, group discussion involves other group techniques such as brainstorming, nominal group process, etc.

Interviews

Interviews may be formal or casual, structured or unstructured. This technique may be used with a sample of a particular group or with the entire membership. Interviews may be done in person, by phone, at the work site or away from it, individually or in groups.

Key Informant

This technique secures information from those persons who, by virtue of their formal or informal standing, are in a good position to know what the needs of a particular group may be. Once identified, data can be gathered from these consultants through interviews, group discussions or questionnaires.

Nominal Group

The nominal group technique is a structured problem-solving or idea-generating strategy. It involves a face-to-face, non-threatening group environment for generating ideas and is useful for clarifying ideas, reaching consensus, prioritizing and making decisions.

Observation

This technique can be as technical as time-motion studies or as functionally or behaviorally specific as observing a new board or staff member interacting during a meeting. This technique can be used normatively to distinguish between effective and ineffective behaviors, organizational structures and/or processes.

Questionnaires

Questionnaires may be in the form of surveys or polls of a random or stratified sample of respondents, or an enumeration of an entire "population." They can use a variety of question formats: open-ended, projective, forced-choice, priority-ranking. This is one of few techniques with the potential for representing the broader community. Questionnaires may be self-administered (e.g. by mail) or may be administered under controlled conditions including interviews.

EDUCATIONAL METHODS AND TECHNIQUES

Educational Methods may be divided into four categories:

Group Method: A technique that provides learning experiences for persons together in one place or interacting together.

Individual Method: One-to-one direct or indirect contact between learner and educator.

Mass Media Method: Information presented directly through print, broadcast or other technical media.

Indirect Method: Learning or information transmission that occurs outside of planned group techniques (such as through displays in malls, exhibits at fairgrounds, self-initiated learning).

(Note: Teaching via the Internet may fall into any of the above categories.)

Once the method is selected, the technique should be determined. The technique is the form or experience used to present the material to be learned.

Teaching Techniques common to Extension include:

- *Camp:* Outdoor recreational activity where educational activity is also a part.
- *Demonstration:* Visual and verbal explanation simultaneously showing and telling about a process, fact or idea; illustrated talk.
- *Discussion:* Small group of people led by a moderator expresses ideas, exchanges information or otherwise explores a topic to learn more about the subject, reach a decision or solution, or achieve acceptance.
- *Field Day:* Group meeting conducted on a single site to observe and discuss improved practices, equipment or facilities.
- *Fact Sheet:* Information presented in easy-to-read written format, usually limited to 1-2 pages and one topic or one aspect of a topic.
- *Home Study:* Materials provided to learners to be studied at their leisure usually within specified timeframes.

- *Lecture*: A prepared talk or presentation on a topic, usually with limited interaction from the audience.
- *Meeting Series*: A sequence of separate group sessions related to a common learning goal.
- *Newsletter*: Written material used to present new information to learners at regular intervals.
- *Question and Answer*: Planned interaction between learner and teacher in which content is transmitted in response to questioning.
- *Role-Play*: Dramatic skit or socio-drama in which participants act out a realistic situation as if they were the persons involved (e.g. Poverty Simulation).
- *Structured Exercise*: Learning activity which provides an opportunity for learners to practice new skills that have been taught through another teaching method or to reinforce knowledge that has been gained.
- *Tour*: Group meeting conducted at two or more sites to observe and discuss improved practices, facilities and/or equipment.

Factors to consider in selecting educational methods and techniques include:

- **Learning Objectives**: Are you teaching to build understanding, to develop skills, or to change attitudes?
- **Learner Characteristics**: How many people need the information? What are their educational levels? What are their ages?
- **Logistical Issues**: What facility options are available? What equipment is available? Is time a factor?
- **Teacher Characteristics**: Is the teacher more proficient at one technique?

Source:

Texas Agricultural Extension Service



As is the case in other areas of Extension council involvement, the council's role in fiscal matters is advisory. The University of Illinois and the College of ACES Office of Administration and Finance set fiscal policies. These policies are to be adhered to by counties/units and are not to be contradicted by policies set at the local level.

At a minimum, council members should be aware of specific fiscal matters in which they will be involved in their county/unit. However, because of the nature of Extension funding and the need for council members to be able to speak intelligently to public groups, county and state officials, and funding sources, council members are encouraged to go beyond a minimal awareness and become well informed about Extension finances.

THREE-WAY FUNDING PARTNERSHIP

As indicated in the Orientation section, Extension exists as a partnership with the partners representing the federal, state, and local levels. This is a partnership in every way, including funding. Appendix 1 shows the amount and percent of funding from each of the three funding sources.

At each level, funding is provided from a variety of sources as described below.

Federal Funds

Most federal funds are appropriated under the provisions of the Smith-Lever Act of 1914, as amended, and are received on a federal fiscal year basis (October 1 to September 30).

Federal Non-Formula Funds

These appropriations are earmarked for specific programs such as the Expanded Food and Nutrition Education Program (EFNEP), Integrated Pest Management (IPM), Water Quality, Farm Safety, and others. Some of these funds require a state match.

Federal Formula Funds

The amount of this funding is determined by a formula created by statute and funds are distributed to the 50 states and certain federal territories on that basis. These funds require a state match. These funds are used to provide operational funding for departmental, center, and program support activities.

Federal Contracts

Contracts are an additional source of funding at the federal level unrelated to the Smith-Lever Act. These contracts go through the Office of Grants and Contracts. One example is the HUD grants received by Extension.

State Funds

State funds are appropriated on a state fiscal year basis (July 1–June 30).

State Appropriations

State funds for Extension are received as General Revenue Funds, requested by the University of Illinois Board of Trustees through the Illinois Board of Higher Education, as reflected in the budget submitted by the Governor to the General Assembly. These funds are appropriated by the General Assembly and are used for departmental, center and program support activities. In 1999, the state began appropriating additional funds at the recommendation of the Chancellor's Commission to provide for general support of local Extension programs.

State County Board Match

The County Cooperative Extension Law provides that the state may match funds raised at the local level providing up to 50% of the total funds needed for the Extension education program in a particular county. These matching funds are included in an appropriation request made by the Illinois Department of Agriculture. The request is based on a report provided by Extension estimating the total funds needed for Extension programs in the respective counties (unit leaders are asked to make these estimates a few years in advance). These funds are appropriated from the Ag Premium Fund as the primary source; however, funds may be appropriated from other fund sources if necessary to meet the need. The funds so appropriated are deposited into the state Cooperative Extension Service Trust Fund to match local contributions from county government and other sources. County Board Match funds are then deposited into the county trust accounts on a pro-rata basis. (See Legal Issues for additional information).

State Contracts

These are contracts with the State of Illinois, which go through the Office of Grants & Contracts. One example is the contract to provide the Food and Nutrition Program (FNP) to low income audiences. The FNP contract represents about half of the funding of this type. Other smaller contracts have supported programs for teens, grandparents raising grandchildren, and parent readiness.

Local Funds

County contributions are developed or renewed each Extension budget year and may be eligible for matching funds from the state. County contributions come from two major sources:

- ***Tax-based funding*** from the county general corporate fund and/or referendum funds levied and collected by the county board(s). Other tax based funding may come from local and municipal governments.
- ***Non-tax funding*** received from local individuals and organizations that support Extension programming. Examples include: United Way; Farm Bureau; Family & Community Education (FCE) Associations; Extension Councils; 4-H Federations/Foundations; Commodity Groups; Building Associations; and others.

Appendix 2 is a chart depicting the combined amounts and percentages of funding provided by various local contributors throughout the state.

LOCAL BUDGET PROCESS

Extension Councils and Unit Leaders Cooperating

The unit leader serves as the liaison between the Extension county/unit and University of Illinois administration in all business transactions, including the budget. While the unit leader is primarily responsible for budget development, there are certain areas of responsibility for councils. First, the council must recommend members for appointment to an Extension board and ensure that the legal requirements for that board are met. Second, the council chairman must sign the budget.

Given the above responsibilities, it is advisable that councils cooperate with the unit leader in the budget development process. In addition, the council offers recommendations on the staffing and programs of the county/unit, and should play a role in developing both the expense budget and the sources of funds to support those recommendations.

The exact degree of “cooperation,” or point in the process where that cooperation occurs, may vary by county/unit and is up to the unit leader and council. Counties/units may involve the full council, council committees, or individual members at various stages of the budget development process. For example, the council may be involved in requesting funds from the county board; soliciting funds by agreement with other organizations, agencies, and individuals; or working with the unit leader in developing the expense budget.

Where participation in budget development is limited to a few council members, this does not release other council members from responsibility. All council members should understand how the budget for their county/unit is developed, what sources of funding are available, how funds are expended (generally), and how the county/unit is accountable to its funders and other publics. The remainder of this section is devoted to building that understanding.

Tax-Based Funding From the County

Every Extension county/unit is funded, in part, by tax dollars from the county/counties in which it operates. The most complicated aspect of local Extension funding is the process for requesting and receiving county tax funds. What is provided here is a general explanation of the typical situation, however every county/unit is unique. Councils should work with their unit leaders to understand the particulars of the council-county funding relationship in their county/unit.

Extension Board Required Where Funds Solicited from County Board

The County Cooperative Extension Law requires that an Extension board be appointed if funds are solicited from a county governing board. The purpose of the Extension board is to facilitate effective cooperation between the Extension council and the county governing board.

For a single county, the Extension board shall consist of two men and two women who are members of the county Extension council and are appointed by the Director of Extension; and three members appointed by the presiding officer of the county board, who may be members of the county governing board.

For a multi-county unit, the Extension board will be comprised of two men and two women appointed by the Director of Extension from the constituent county Extension councils, but not less than one person from each county; and three representatives, but not less than one from each county, appointed by the presiding officer of the county board of each county, who may be members of the county board.

Nominees for the Extension board are to be submitted directly to the Associate Dean's office by October 1 each year. The ***Extension Board Roster*** form is to be used for this purpose (see Appendix 3). A copy should be sent to the regional director.

According to the County Cooperative Extension Law, the Extension board, after reviewing the budget and requests for funds of the Extension council, shall prepare annually a budget for the total funds needed for the Extension education program in the county. The Extension board then certifies funds needed from the county to the county governing board. The Extension board also is responsible for informing the county Extension council of the disposition of their request. In a multi-county situation, the amount certified as needed to each county governing board shall be in the same proportion to the total need determined by the multi-county Extension board as the equalized assessed valuation of that county is to the total equalized assessed valuation of the counties in the unit. An exception to this rule may be made where it is determined to be in the best interest of the program to certify a different allocation among the counties. This exception is to be determined by the multi-county Extension board, and agreed to by the Director of Extension.

With the exception of meeting the membership requirements for the Extension board, how the council and Extension board relate to each other is up to the county/unit. Whether they work together or separately to develop the budget will be up to the council and unit leader. In some cases, the Extension board will constitute the council budget committee and will handle both the request to the county board and the Extension budget. In other cases, there will be a separate council budget committee to work on the Extension budget, while the Extension board makes the funding request to the county board. In still other cases, the entire council may be involved in both processes. The legal requirement is that there be an Extension board that is responsible for submitting the funding request from the council to the county board. How this requirement is met is up to the local council and unit leader.

County Tax Funds Available

The County Cooperative Extension Law has established upper limits for the funds that may be appropriated from the county general corporate fund based on county population estimates (for specific amounts, see the law under Legal Issues).

If sufficient funds are not available from the general corporate fund or if sums greater than the maximums listed are needed for the county's 50% share of the Extension education program, the county governing board shall have the power to increase by not more than .05 percent, with approval by referendum, the maximum rate at which it levies, or can levy, taxes for general county purposes. No such levy shall be made until the adoption by majority vote of the electors voting on the proposition. Currently, 83 counties support Extension through a referendum while 19 counties continue to provide tax funding through their general corporate fund.

County Board Budget Cycle

Extension's fiscal year is July 1 – June 30. County boards usually operate on a December – November fiscal year. Because of differing fiscal years, Extension councils usually find they are working on two separate budgets within a short time span. This is generally the case regardless of whether funding is through the general corporate fund or by referendum.

The final Extension budget is due to the regional director on May 15 for the fiscal year beginning the following July 1. This is one budget that is being worked on.

The other budget under development is for the following fiscal year. Extension usually has to request county tax funds almost a year in advance of when they are budgeted. Thus, a second budget is being prepared as a *tentative* budget that the Extension board will use to support its request for funds from the county.

A sample timeline might be helpful in understanding the budget cycle:

May 15, 2003	ABC Extension <i>council</i> submits final <u>FY 2004</u> budget to the regional director.
June 1, 2003	ABC <u>Extension board</u> meets to prepare <i>tentative</i> <u>FY 2005</u> budget including request to county board for FY 2005.
July 15, 2003	ABC <u>Extension board</u> submits <u>FY 2005</u> funding request of \$50,000 to county board.
November, 2003	County board approves <u>its</u> FY '04 budget including Extension's request for \$50,000.
May, 2004	Tax bills distributed.
May 15, 2004	ABC Extension <i>council</i> submits <u>FY 2005</u> budget to regional director including \$50,000 appropriation certified by the county board.
June-July, 2004	ABC <u>Extension board</u> begins work on FY 2006 <i>tentative</i> budget (see above).
September, 2004	\$50,000 available for distribution to Extension for FY 2005 (15 months after first proposed to county board).

Having placed such emphasis on the county board budget cycle, it should be noted that other funders might have their own budget cycles to be

accommodated. Councils and unit leaders need to work closely with funders to ensure that all parties' needs are met.

Non-Tax Based County Funding

Soliciting Funds from Groups/Individuals/Organizations

Extension has historically received funding support from a number of organizations in Illinois including the Farm Bureau, Home and Community Education Association (or HCE/FCE), and others. These are the so-called "typical" funding sources that may be continuing sources of funds for Extension.

Other sources are not so typical. As Extension councils consider innovations in funding, they may look to other Extension councils to help them identify potential new sources. What works in one county might work in another. A listing of some of the organizations, agencies, and individuals supporting Extension throughout the state is provided as Appendix 4.

Council Involvement in Fund Raising

The council may assist Extension in securing the funds needed to support its programs. The council, or a council-designated committee with support and assistance from the council, may solicit funds on behalf of Extension using approved agreement forms. These forms are available in the local office.

The Extension council, as an entity, may not be involved in fund raising activities. However, Extension council members, as individuals, may be involved in the fund raising activities of other groups.

Carryover/Reserve Funds

The Office of Administration and Finance has issued its opinion that reserves of 20-30% may appropriately be retained to provide for any unforeseen circumstances such as recovery of losses due to fire, theft, etc. (because Extension is self-insured), or to provide some leverage in the event that the state match falls below budgeted levels. Unit leaders and councils need to exercise good stewardship in managing carryover/reserve funds. Care should be taken to ensure that funds requested from the county are accurately estimated so as to avoid excessive accumulation of reserves. In the event that reserves accumulate beyond 30%, a plan should be developed to reduce reserves to within the stated guidelines.

Eligibility of Local Funds for Matching by the State

The County Cooperative Extension Law allows the state to match up to 50% funds raised at the local level to support Extension programs. Unfortunately, not all local funds qualify for matching dollars. To maximize funds available to the county/unit, councils and unit leaders need to be mindful of match eligibility requirements. This is not to say that it is undesirable to receive funds that cannot be matched. Certainly, any and all contributions are welcome. However, when considering various funding options, the eligibility of those funds to be matched by state funds should be a consideration.

It also is important to make the distinction between matching and non-matching sources when preparing our budgets and matching requests. Budgets should not

be submitted requesting matching funds for local sources that do not meet the eligibility criteria. County board matching funds received from the state have allowed us to support our county/unit activities at a level we could not otherwise accomplish. It is important that we exercise good stewardship and management of these funds. Failure to do so could have extremely serious consequences and could jeopardize this important source of funds.

Funds Eligible for Match

In general, county board match funds from the state may be used to match locally raised tax funds and unrestricted local contributions (gifts) to Extension. Unrestricted gifts are contributions made for which the provider receives no direct benefit and requires nothing in exchange beyond the assurance that the intent of the gift be honored (which is to support general Extension programs in the county or unit). Examples are unrestricted funding/gifts received from:

- | | |
|-------------------------------|----------------------------|
| --Township Governments | --City/Village Governments |
| --Other Foundations | --Farm Bureau |
| --Building Associations | --County Governments |
| --4-H Federations/Foundations | --Commodity Groups |
| --FCE/HCE/HEA | --United Way |

4-H Federations/Foundations, Extension Foundations, and Building Associations are required to submit a financial statement with their agreement. Agreements with these three groups may not include funds derived from any of the non-eligible categories listed below. In addition, rental income from the University of Illinois is not eligible for match and should not be included in any agreement with a building association or landlord. If the county/unit (except ones located in county-owned facilities) receives an agreement from its landlord in an amount that is greater than the rent, that excess amount is eligible for match.

The Extension Council agreement may be used to accommodate funds that do not fit in the above categories, but are special cases eligible for match. These include interest income from In/Out accounts and small unrestricted donations which do not have agreements. A financial report must be submitted with this agreement.

Funds Not Eligible for Match

Funds which are not eligible for match should be included in the non-matching category and are to be used for their restricted intended purpose. These include, but are not limited to:

- Revenues from sales of goods, services, and publications;
- Funds received for specific programming/grants and contracts;
- Residuals from fees/donations charged for educational activities;
- Purchase funds value of trophies; and
- State and Federal funds (e.g. premium reimbursement).

Understanding Extension's Budget Documents

As mentioned elsewhere, the Extension fiscal year is July 1 - June 30. Counties/units are required to submit their completed budgets to their regional director by May 15 of each year. The budget should describe the sources of revenue and show a plan for expending those resources in support of Extension programs. The budget should be endorsed by the council by means of the chairman's signature. The chairman of the county board also "certifies" the budget, thus agreeing that the funds will be appropriated from the county. These budgets provide the basis for distributing the state match and for reporting to the Governor and General Assembly.

Blank budget forms for Extension counties and units, and instructions for completing budget forms are provided in Appendices 5 and 6.

FINANCIAL REPORTING/ACCOUNTABILITY

External Reporting

Extension is accountable to its funders at all levels. Accountability to federal and state funders is generally handled at the campus level. Accountability to Extension's local funders is the responsibility of county/unit staff and councils. One way in which we can be accountable to our funders is to share an annual report of activities along with an annual financial report. Certain funders may have their own requirements for reporting, which should be fulfilled to the extent possible.

The County Cooperative Extension Law (see Legal Issues) requires that Extension councils submit an annual financial report in writing to the Extension board, who in turn, reports to the county governing board. The unit leader and council have some discretion in how this requirement is fulfilled. A financial report is an end-of-year report to be compiled only after all income and expenditures for the fiscal year have been recorded. The report will list the actual (as opposed to budgeted) fund sources and expenditures for the just completed fiscal year. A sample report form is included as Appendix 7.

Internal Reporting

In order for the council to develop a better understanding of Extension finances, and so that they may at any time be prepared to advocate for Extension, it is recommended that councils review the financial statements for the county/unit on a regular basis. A monthly financial statement might be prepared to include the budgeted line items, current month's income/expenses, and year to date income/expenses. A percentage of budget figure might also be included. This type of financial report can easily be modified to meet the requirement for providing a year-end financial statement to the Extension board.

Long Term Sustainability

Building the local budget may be viewed as an annual process, however, the council and staff need to extend their view into the future to ensure the long-term sustainability of the local Extension program. Some funders have provided continuous support to Extension while others have provided only sporadic or one-time funding support. For both types of funders, situations may change. Even county tax funds, which may have been constant or increasing at a steady rate for many years, may suddenly stop increasing or actually decrease due to tax caps or other circumstances affecting the county tax base. The bottom line is that no source of funds is guaranteed forever.

Councils and staff need to build relations with existing and potential funders so that they may be prepared for a reduction in previous funds, or for the influx of new funds. Council members, as unpaid volunteers, can be particularly effective in building relationships with funders. Council members are fellow citizens seeking support for programs they know are effective in helping the people and communities served. Many counties/units have developed very innovative reporting processes which include the type of information funders expect for accountability purposes. This information includes numbers of citizens reached, issues addressed through educational programming, and how the programs have produced change in individuals and communities. Annual reports, quarterly newspaper inserts, video or slide presentations, newsletters, and other media releases are all designed to communicate with funders and the public about the benefits provided by University of Illinois Extension. Likewise, information can be included to convey Extension's needs for continued funding.

The potential for building relationships and monitoring changing situations with funders is there all the time. In their daily contacts with members of their communities, council members and staff can be promoting Extension and seeking information about the level of support for Extension by certain communities, organizations, or individuals. This does not mean that council members have to be "on" all the time, it just means that the opportunity is always there to share the value of Extension.

EXTENSION ACCOUNTS

Extension counties/units will have two main "bank" accounts: (1) the "In and Out" account which is a locally held checking account, and (2) the "trust" account which is held on campus and may be equated to a savings account. These accounts are described below.

In/Out Account

The unit leader and council must obtain permission from the University of Illinois College of Agricultural, Consumer and Environmental Sciences, Office of Administration and Finance to establish, relocate, or close a bank account in the University's name at a local financial institution. Local accounts will be in the name of the University of Illinois with the county/unit location as a subsidiary name on the account. The account address will be the county/unit address.

The county/unit will purchase goods and services from various vendors and will pay invoices from those vendors from the In/Out account. There are certain exceptions to this. The unit leader and office staff are responsible for following proper fiscal procedures. **The council does not review or approve expenditures; this is the responsibility of the unit leader.**

The In/Out account will have at least two signatories, which may be county/unit professional staff or council members. At least two signatures are required on all checks, and checks may not be pre-signed. Bank signature cards are to be renewed annually with one copy sent to the regional director, and another copy maintained in the office fiscal files. The decision of who will be signatories is to be reviewed at a council meeting and recorded in the minutes of the meeting. Bank statements are to be reconciled monthly with copies sent to the Office of Administration and Finance. Most offices use some form of accounting software to assist in accomplishing this task.

The council is to ensure that the In/Out account is audited on an annual basis, with the audit report submitted to the council, regional director, and campus by September 15. The audit is for the Extension fiscal year (July 1 – June 30). The audit is to be conducted by three persons who are not involved in the expenditure of funds (i.e. not signatories on the account and not staff involved in the expenditures). The council may wish to annually appoint an audit committee, or may take a less formal approach in identifying qualified auditors. The process for conducting the audit is outlined in “Guidelines for Auditing In-And-Out Accounts” available in the county/unit office and updated periodically by the Office of Administration and Finance.

Trust Account

This account, held on campus, receives all the income to the county/unit including contributions from local sources, state matching funds, state premium funds, and other funds included on the “sources of funds” page of the budget. Some of these funds initially are sent to the county/unit office, but they are immediately sent in for deposit into the trust account, using the required transmittal form. Each county/unit has its own trust account. However, for various accounting purposes, such as the calculating of interest, the balances of all the trust accounts are looked at in total. The interest earned on all accounts is combined and then divided and distributed among the counties/units.

With the trust account being managed at the campus level, this allows for the direct debit of certain approved expenses including salary expenses, direct vouchers, payments from one trust account to another for services/products, purchase orders where required, etc. Even with this direct debit function, the county/unit maintains control over all expenditures from their trust account, and the county/unit is the only authorized agent for the account. The unit leader will monitor all transactions in the trust account to ensure their accuracy.

The trust account is used to replenish the In/Out account after checks are written to vendors to pay bills. A system of vouchering is used to transfer funds between the trust and In/Out accounts. After expenses are paid from the In/Out account,

a voucher is prepared reflecting the amount and category of expenditures (by object codes). These expenses are then transferred to the trust account ledger and a reimbursement check is issued to the county/unit for deposit into the In/Out account.

Each month, counties/units receive computerized statements that provide a detailed accounting of current month and year-to-date income, expenditures, and obligations. Counties/units may utilize these statements for distribution to councils and other groups, or they may use the information to prepare another financial statement that is better suited to the needs of the group in question. Generally, financial statements should provide current and year-to-date income and expenses, as well as a comparison to budgeted income and expenses. This type of financial statement provides the council with sufficient insight into the financial workings of the county/unit.

Other Extension Accounts

Extension counties/units may have 4-H federation checking accounts. These accounts are subject to the same restrictions and requirements as the In/Out account, including the requirements for two signatures, monthly reconciliation, and annual audit.

Counties/units also may have petty cash or change accounts to facilitate certain transactions or to accommodate the sale of publications or other materials. These accounts will be funded by the In/Out account and so fall within the regular monitoring of that account.

Some counties/units will have campus-based accounts for grant-funded programs such as FNP.

Counties/units shall not hold or manage the accounts of other organizations, groups, or clubs.

4-H FISCAL POLICIES

Illinois 4-H clubs and groups are authorized annually by their local University of Illinois Extension office to use the 4-H name and emblem. This includes any club or group using 4-H in their name. In accepting this authorization, the members and leaders of 4-H clubs and groups agree to conduct their business in accordance with federal, state, and local laws and University of Illinois Extension policies.

4-H is owned by the public, not by the individuals or leaders of the group. Thus, the funds raised by 4-H are public funds. 4-H clubs/groups are accountable for the use of public funds to the U. S. Department of Agriculture, as the holder of the 4-H name and emblem; to University of Illinois Extension, as the authorizing

agent; and to the local individuals and organizations that contribute to the club/group.

In order to assist 4-H clubs/groups in complying with the various laws and policies governing their fund-raising activities, *A Guide to Managing the Illinois 4-H Program* has been developed and it includes a section on 4-H fiscal management. 4-H clubs/groups are required to:

- Annually complete a statement indicating plans for financial activity;
- Maintain a checking or savings account if they hold at least \$20 in their treasury, and provide for signatories on those accounts as directed by policy;
- Obtain an IRS Employer Identification Number when required by their local banking institution; and
- Complete and submit their annual audit for review by the Extension county/unit. This review will usually be the responsibility of the unit leader, but may involve the council.

4-H foundations take on many forms. Many have affiliated with the University of Illinois Foundation. Some 4-H foundations have obtained status as a separate corporation and are less directly connected to Extension. All foundations are subject to the rules governing the use of the name and emblem, but their own bylaws will govern their fiscal management. As the local issuing authority, the unit leader does have an obligation to ensure their adherence to the guidelines regarding the use of the 4-H name and emblem.

Further information about 4-H fiscal policies is available in the county/unit office.

TAX EXEMPT STATUS

University of Illinois Extension is a part of the University of Illinois. With that comes certain benefits, including tax exempt status.

The University of Illinois is a state educational institution exempt from federal taxation under Section 115 of the Internal Revenue Code. Donations made to the University are deductible to the extent provided by law. The University is also exempt from Illinois income tax and real property tax.

4-H organizations are exempt from federal income tax under section 101(6) of the Internal Revenue Code (which is similar to section 501 (c)(3)). Contributions to 4-H organizations are deductible to the extent provided by law.

By order of the Illinois Department of Revenue, sales of any kind to the University are exempt from the Retailers Occupation Tax, the Service Occupation Tax (both state and local), the Use Tax, and the Service Use Tax. The University of Illinois has authorized the extension of this exemption to 4-H clubs/groups.

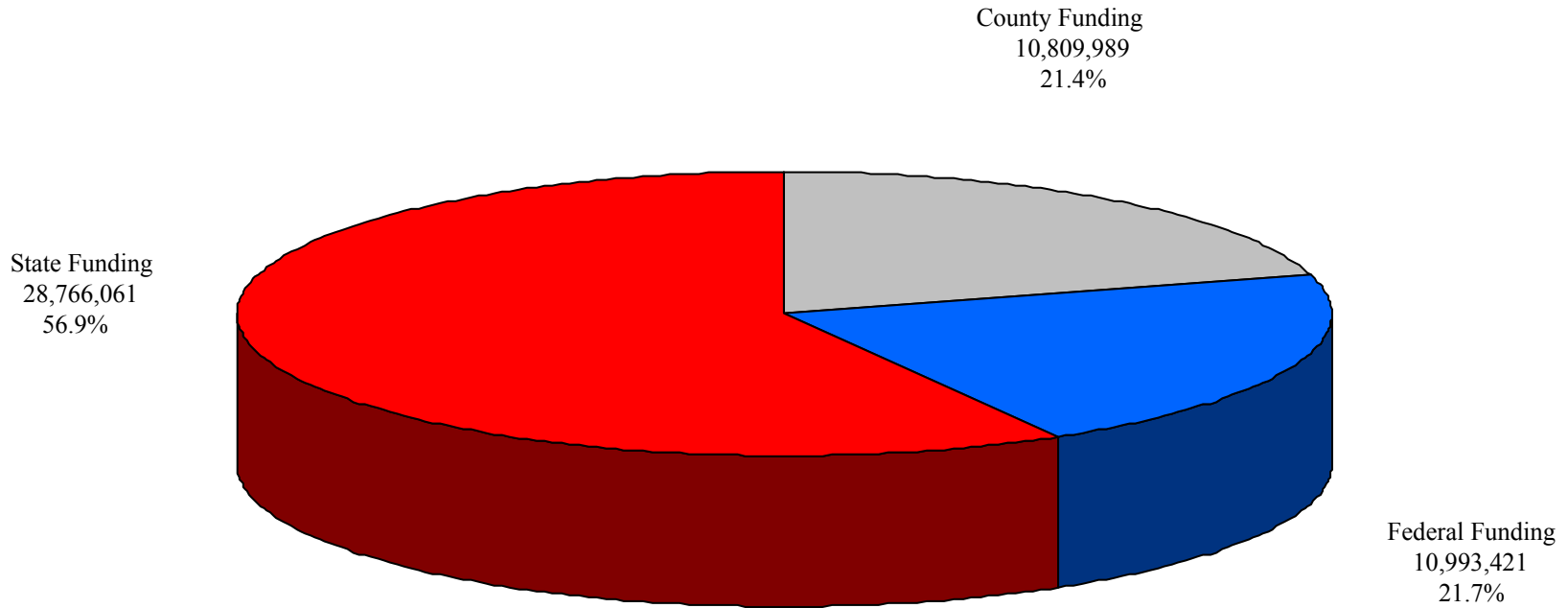
The University and its affiliates are not exempt from the Hotel Operator's Occupation Tax (which means taxes are payable on overnight accommodations).

To claim the exemption from sales tax, the tax exemption identification number must be provided to suppliers. This is the case for Extension counties/units and for 4-H clubs/groups. The exemption may not be used by individual members of Extension or 4-H to make purchases for their private use.

Sources:

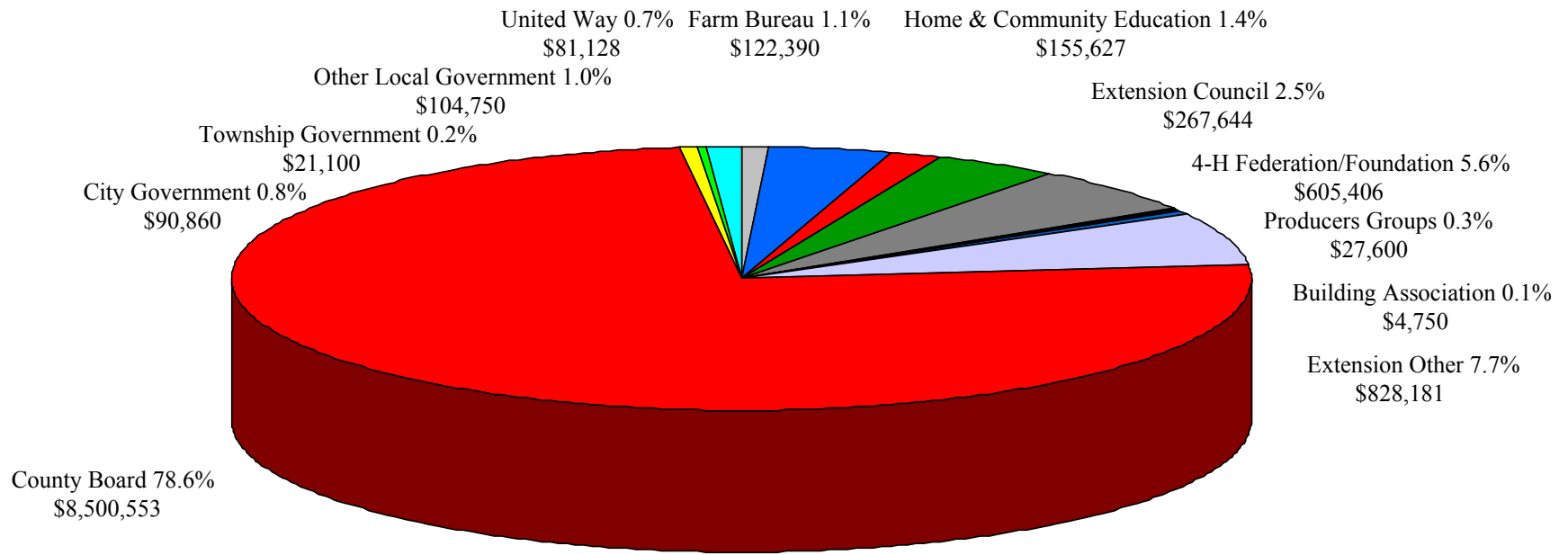
Office of Administration and Finance
4-H Fiscal Policies
The 4-H Name and Emblem Guidelines for Authorized Use
County Cooperative Extension Law

Sources of Budgeted Funds FY03 Comparison by Funding Source University of Illinois Extension



TOTAL = \$50,569,471

Local Extension Funding By Type Fiscal Year 2003



TOTAL FUNDING = \$10,809,989

EXTENSION BOARD ROSTER

Due Date: No later than October 1 to Associate Dean (copy to Regional Director)
Please put an asterisk (*) next to the chairperson.

BOARD MEMBERS recommended by **Extension Council**

Name (include Mr. or Ms.)	Address

Note: Two women and two men must be appointed from Extension Council for single-county councils. See the **Extension Council Guide** (pg. 4 – Extension Finances) for information regarding multi-county units.

BOARD MEMBERS appointed by **County Governing Board**

Name (include Mr. or Ms.)	Address (include zip code)	Phone (include area code and note whether work [w] or home [h])

Note: Multi-county unit Extension board rosters should have at least one member appointed by *each* governing board. See **Extension Council Guide** for additional information.

SIGNATURE: _____
Council Chairman Date

SIGNATURE: _____
Unit Leader Date

RECOMMENDATIONS FOR COUNCIL APPOINTMENTS TO THE EXTENSION BOARD ARE NOT FINAL UNTIL APPROVED BY THE DIRECTOR OF EXTENSION.

Extension Supporters

Appendix 4 –
Extension Finances

4-H Organizations

4-H Ambassadors
4-H Associations
4-H Auctions
4-H Clubs
4-H Federations
4-H Foundations (various types)
4-H Leaders
4-H Youth
Illinois 4-H Foundation

Commodity Groups

Beef Association
Beef Improvement
Cargill
Cattlemen's Association
Corn Growers
DHIA
FBFM
Hog Fund
Holstein Association
Irrigated Growers
Lamb & Wool
Livestock Association
Pork Producer Association
Specialty Growers
Stockman's Association
Vegetable Growers

Other Municipal Government

Forest Preserve
Health Department
Housing Authority
Park District
Regional Superintendent of Schools
Soil & Water Conservation District

Extension Other

Academy of Science
Ag Education Associations/Foundations
Anti-Hunger
ARCH of Illinois
Arts Council
Banks
Beef Barn
BFI

Extension Other (cont.)

Botanic Gardens
Businesses (all types)
Cargill
Chamber of Commerce
Children's Homes/Hospitals
Community Action
Community Chest
Community Compact
Community Corporation
Community Foundation
Country Companies
Economic Development Groups
Extension Associations
Extension Foundations
Extension Supporters
Fair Associations
Fair Boards
Farm Credit
Farm Service
FBFM
Food Banks
HCE Units
Head Start
Herb Associations
Home Ec Associations
Illinois Hunger Coalition
Junior Women's Club
Kiwanis
March of Dimes
Northern Illinois Horticulture Association
Natural Resource Education
Neighborhood Committees
Nutrition Centers
Planned Parenthood
Project Success
Rotary Club
Seed Dealers
Sewing Guild
SIGMA
Soil Testing Services
Waste Management Firms
Youth Organizations
Zoos

July 1, XXXX Thru June 30, XXXX
(Due to Regional Director by May 15, XXXX)

FY

1 - 0 -

Unit Name

UFAS Account No.

	ACCOUNT CONTROL	AMOUNT
Line 1. Local Sources (agreements required except County Board)		
A. United Way	4111	
B. Farm Bureau	4112	
C. FCE (formerly HEA)	4113	
D. Extension Council	4114	
• E. 4-H Fed / 4-H Fnd	4115	0
• F. Commodity Groups	4116	0
G. Building Association	4117	
• H. Extension Other	4118	0
I. County Board	4181	
• J. City Governments	4182	0
• K. Twp Governments	4183	0
• L. Other Local Govt	4184	0
M. Gift-in-Kind (Value of County Board Free Rent - Capped at \$12,500) e.g. , \$12,500 - Actual Rent = In-Kind		0
• List each agreement on DETAILED LISTING OF AGREEMENTS BY CLASSIFICATION document		
Line 2. TOTAL LOCAL SOURCES (Line 1.A. thru Line 1.M.)		0
Line 3. State Sources (Matching Funds)		0
Line 4. TOTAL LOCAL SOURCES & MATCHING (Line 2 + Line 3)		0
Line 5. Estimated State 4-H Premium Reimbursement	4189	0
Line 6. Non-Matching	4119	0
Line 6.a. Central Admin-Rent Matching Offset (FY03 75%, FY04 50%, FY05 25%)		
Line 7. Estimated Carryover Total \$ 0 Carryover Budgeted:		0
Line 8. Deduct Gift in Kind (from Local Sources 1.M.)		(0)
Line 9. GRAND TOTAL - SOURCES OF FUNDS (Line 4 thru Line 7 minus Line 8)		0
Line 33. Total Expenditures (from reverse side) (should be equal to GRAND TOTAL - SOURCES OF FUNDS on line 9)		0

I certify that the amount shown on Line 11 will be made available for the County Extension Program from appropriations by the County Government Agreements to contribute the amounts on Lines 1A - M (excluding line 11) above have been signed by the appropriate officers of the indicated organizations and filed with the Director of the University of Illinois Extension. The appropriation by the County has been reduced by these amounts as authorized in the County Cooperative Extension Law (Section 8)

Certified By:

Chairperson for County Governing Board

Approved:

Regional Director

Date

Approved:

Director, University of Illinois Extension

Date

Reviewed:

Extension Council Chair

Date

Reviewed:

Unit Leader

Date

EXPENDITURE BUDGET

	OBJECT CODE	AMOUNT
Line 13. Salaries	1100	0
Line 14. Other Wages	1500	0
Line 15. Benefit Costs	1900	0
Line 16. Office Supplies	2110	0
Line 17. Scholarships / Educ. Supplies (includes 4-H Premiums paid)	2140	0
Line 18. Printing	2900	0
Line 19. Travel	3200	0
Line 20. General Services / Registration	4100	0
Line 21. Administrative Cost Charge	4290	0
Line 22. Separation Pool	4290	0
Line 23. Rental / Lease	4300	0
Line 24. Utilities Service	4400	0
Line 25. Postage / Freight/ Registration	4500	0
Line 26. Duplicating / Copy Service	4600	0
Line 27. Repair and Maintenance of Equipment, Building (including Janitorial Service)	4700	0
Line 28. Telephone Services	5200	0
Line 29. Consultant / Honorariums / Judges	5400	0
Line 30. Computer Services	5500	0
Line 31. Equipment (not inventoried) under \$500	6100	0
Line 32. Equipment (inventoried) \$500 and over	6300	0
Line 33. TOTAL EXPENDITURE BUDGET		0

July 1, XXXX Thru June 30, XXXX
(Due to Regional Director by May 15, XXXX)

FY

1 - 0 - _____
UFAS Account No.

Unit Name		ACCOUNT CONTROL	AMOUNT			
						Total
Line 1. Local Sources (All require agreements except County Board)						
A. United Way		4111	0	0	0	0
B. Farm Bureau	DO NOT	4112	0	0	0	0
C. FCE (formerly HEA)	MODIFY	4113	0	0	0	0
D. Extension Council		4114	0	0	0	0
• E. 4-H Fed / 4-H Fdn	GRANTOR	4115	0	0	0	0
• F. Commodity Groups	NAMES	4116	0	0	0	0
G. Building Association		4117	0	0	0	0
• H. Extension Other		4118	0	0	0	0
I. County Board	List each agreement indicated on supplemental form	4181	0	0	0	0
• J. City Governments		4182	0	0	0	0
• K. Twp Governments		4183	0	0	0	0
• L. Other Local Govt		4184	0	0	0	0
M. Gift-in-Kind (Value of County Board Free Rent - Capped at \$12,500) e.g. , \$12,500 - Actual Rent = In-Kind						0
• List each agreement on DETAILED LISTING OF AGREEMENTS BY CLASSIFICATION document						
Line 2. TOTAL LOCAL SOURCES (Line 1.A. thru Line 1.M.)						0
Line 3. State Sources (Matching Funds)						0
Line 4. TOTAL LOCAL SOURCES & MATCHING (Line 2 + Line 3)						0
Line 5. Estimated State 4-H Premium Reimb.		4189				0
Line 6. Non-Matching		4119				0
Line 6.a. Central Admin-Rent Matching Offset (FY03 75%, FY04 50%, FY05 25%)						0
Line 7.	- Estimated Carryover Total \$		0	Carryover Budgeted:		0
Line 8.	- Estimated Carryover Total \$		0	Carryover Budgeted:		0
Line 9.	- Estimated Carryover Total \$		0	Carryover Budgeted:		0
Line 10. Unit - Estimated Carryover Total \$			0	Carryover Budgeted:		0
Line 11. Deduct Gift in Kind (from Local Sources Line 1.M.)						(0)
Line 12. GRAND TOTAL - SOURCES OF FUNDS (Line 4 + 5 + 6 + 10 - 11)						0
Line 33. Total Expenditures (from reverse side) (should be equal to GRAND TOTAL - SOURCES OF FUNDS on line 12)						0

I certify that the amount shown on Line 11 will be made available for the County Extension Program from appropriations by the County Government. Agreements to contribute the amounts on Lines 1A - M above have been signed by the appropriate officers of the indicated organizations and filed with the Director of the University of Illinois Extension. The appropriation by the County has been reduced by these amounts as authorized in the County Cooperative Extension Law (Section 8).

Certified By: _____ S/ _____ S/ _____ S/ _____
Chairperson for County Governing Board

Approved: _____
Regional Director _____ Date _____

Approved: _____
Director, University of Illinois Extension _____ Date _____

Reviewed: _____
Extension Council Chair _____ Date _____

Reviewed: _____
Unit Leader _____ Date _____

EXPENDITURE BUDGET

	OBJECT CODE	AMOUNT			
					Total
Line 13. Salaries	1100	0	0	0	0
Line 14. Other Wages	1500	0	0	0	0
Line 15. Benefit Costs	1900	0	0	0	0
Line 16. Office Supplies	2110	0	0	0	0
Line 17. Scholarships / Educ. Supplies (Includes 4-H Premiums paid)	2140	0	0	0	0
Line 18. Printing	2900	0	0	0	0
Line 19. Travel	3200	0	0	0	0
Line 20. General Services / Registration	4100	0	0	0	0
Line 21. Administrative Cost Charge	4290	0	0	0	0
Line 22. Separation Pool	4290	0	0	0	0
Line 23. Rental / Lease	4300	0	0	0	0
Line 24. Utilities Service	4400	0	0	0	0
Line 25. Postage / Freight / Registration	4500	0	0	0	0
Line 26. Duplicating / Copy Service	4600	0	0	0	0
Line 27. Repair and Maintenance of Equipment, Building (including Janitorial Service)	4700	0	0	0	0
Line 28. Telephone Services	5200	0	0	0	0
Line 29. Consultant / Honorariums / Judges	5400	0	0	0	0
Line 30. Computer Services	5500	0	0	0	0
Line 31. Equipment (not inventoried) under \$500	6100	0	0	0	0
Line 32. Equipment (inventoried) \$500 and over	6300	0	0	0	0
Line 33. TOTAL EXPENDITURE BUDGET		0	0	0	0

**UNIVERSITY OF ILLINOIS EXTENSION
BUDGET FORM**

Instructions for Completing

Current forms are made available to counties/units each year. The form lists the fiscal year at the top. The county/unit is to fill in the unit name and the UFAS account number. Multi-county units will list the names of the counties making up the unit at the top of the form in the blank spaces under “amount.” “Account control” numbers are for accounting purposes and are used by the county/unit and by the fiscal office to properly record income and expenditures.

Line 1. Local Sources

Items A through L are Extension’s “usual” grantors. The names on these items are not to be modified. If a particular county/unit grantor is not specifically named, the grantor should be placed in the category best suited to the type of organization. Where there is a question, it should be placed in the “Extension Other” category (H). For multi-county units, the grantors should be listed by county.

Item D, Extension Council, may be comprised of small, unrestricted donations that do not warrant a signed agreement. Also included here would be interest income from the In/Out account.

Line M is for Gift-In-Kind which is generally free rent from the county.

All grantors except the County Board are required to sign an Extension Agreement. There is a separate document, “Detailed Listing of Agreements by Classification,” that must be completed for the designated grantor categories and is to be submitted along with other budget documents.

Line 2. Total Local Sources

As indicated, local sources are to be totaled (Add Lines 1.A. through 1.M.).

Line 3. State Sources

This line is to be used to estimate the matching funds expected by the county/unit. Each year, a budget meeting is held with unit leaders. Information about budget expectations is provided. The fiscal office will usually suggest a percentage match to be included. Although the County Cooperative Extension Law provided for a one-to-one match, the funds appropriated by the State have not always achieved the 100% level.

To determine State Sources, Total Local Sources (Line 2) is multiplied by the expected percentage match. (e.g. Line 2 times 95%)

Line 4. Total Local Sources & Matching

This represents the total of Line 2 plus Line 3.

Line 5. Estimated State 4-H Premium Reimbursement

The State reimburses Extension for premiums paid to 4-Hers for their exhibits. The amount of reimbursement per 4-Her varies each year. At the budget meeting, unit leaders are given an estimate of 4-H premium reimbursement for budgeting purposes. On Line 5, the amount to be entered is the estimated premium times the number of 4-Hers in the county/unit who it is anticipated will receive a premium that fiscal year.

Line 6. Non-Matching

This line is to include any and all funds received that are not eligible for match.

Line 6a. Central Admin-Rent Matching Offset

Effective with the FY 2003 budget, agreement funds from landlords/building associations where the grant is equal to or less than the amount of rent paid are no longer eligible for match. If the agreement exceeds rental payments for the year, the excess amount can be matched and would be included under the appropriate category for Line 1. To minimize the financial impact of the loss of matching funds due to this new policy, central administration will provide a percentage recovery over a three year period (FY03 75%, FY04 50%, and FY05 25%).

Line 7. Estimated Carryover Total/Carryover Budgeted (Lines 7-10 for multi-county units)

Extension counties/units may “carry over” funds from one budget year into the next. The first entry is for the carryover the county/unit estimates it will have in reserve at the beginning of the fiscal year (this is due to the fact that the budget is due approximately two months before year-end financials are received).

The amount entered as “carryover budgeted” is the amount of the carryover that will be required to supplement other sources of income in order to meet budgeted expenses. This amount will vary according to the variations in local sources, matching funds, and annual expenses.

Multi-county units may list estimated carryover for each participating county and will include in the “total” column the amount of carryover from each county that will be put toward the unit budget. Line 10 on the multi-county form is used to estimate the total carryover for the unit (the sum of the participating counties’ carryovers) and to list in the “total” column the total amount of carryover to be put toward the budget of the unit (again, the sum of the carryover budgeted by participating counties).

Line 8. Deduct Gift in Kind (Line 11 for multi-county units)

The value of a gift-in-kind is included as a local source for matching purposes as it results in decreasing the funds needed at the local level. However, because cash is not received it must be deducted from the funds available to the county/unit.

Line 9. Grand Total—Sources of Funds (Line 12 for multi-county units)

This is the grand total of funds available to the county/unit for the budget year. It is the sum of Lines 4-7 minus Line 8. (For multi-county budgets, line 12 is the sum of lines 4, 5, 6, and 10; minus line 11).

Line 33. Total Expenditures

This amount is carried forward from the second page of the budget, which includes the total budgeted expenditures. This amount must equal the Grand Total Sources of Funds listed on Line 9 (or line 12).

Signature Lines:

The budget is to be submitted to the Regional Director by May 15 with the following signatures:

1. County Board Chairperson(s)—Signature certifies that the funds will be made available from the county/counties listed.
2. Council Chair—Signature indicates the council has reviewed the budget.
3. Unit Leader—Signature indicates the budget has been reviewed.

After the regional director approves the budget, it is forwarded to the Director for approval.

EXPENDITURE BUDGET

The expenditure budget lists budgeted expenses by certain object codes. Multi-county units may list expenditures by county. The categories available on the budget document are not very extensive, and limit the ability to monitor specific expenses. There are numerous other object codes available for use. Thus, many counties/units expand their list of expenditure categories for purposes of monthly monitoring of expenses, and then collapse their expanded list to meet the budget categories.

Line 13. Salaries

This line includes the salaries of academic professionals, secretaries, community workers, program coordinators, and program assistants. For the unit leader, the salary included in the budget is the Average Unit Leader Salary, not the actual salary of the unit leader in the county/unit. An estimate to be used for the Average Unit Leader salary is provided by the Office of Administration and Finance at the annual budget meeting.

Line 14. Other Wages

This category is for all other positions available to Extension (extra-help, academic hourly, interns, one-time pays, etc.).

Line 15. Benefit Costs

There was a time when benefits were charged to county/unit trust accounts. The University of Illinois does not pay benefits on state funded accounts and since the County Board Match comes from the state, the Accounting Division was convinced that benefits should therefore not be charged to the county/unit trust accounts up to the amount of the County Board Match. However, our payroll charges grew to be in excess of this amount. The benefit charges were budgeted for several years in case the Accounting Division decided to require Extension to pay for this portion of the benefit charges. Extension has not been charged for many years. Because of this, this item has not been budgeted for the past couple of years. Unit leaders will be informed on an annual basis whether or not to include this item.

Line 16. Office Supplies

This line is for office supplies used in the day-to-day operation of an office. Includes paper, mailing supplies, staplers, writing utensils, etc.

Line 17. Scholarships/Educational Supplies

This line holds most of the educational program related expenses. There are two categories of expenses here: (1) instructional supplies including expendable educational materials such as chalk, art supplies, other materials used in instruction (object code 2140); and (2) 4-H Premiums paid in recognition of participation in educational exhibit opportunities (object code 8170).

Line 18. Printing

This line is for publication/printing costs including reprints, letterheads, printed envelopes, printed forms, reports, pamphlets, etc., provided by an outside vendor.

Line 19. Travel

This budget is for reimbursing staff for travel expenses incurred while conducting Extension business, including mileage, lodging, meals, etc. This line is not to be used for non-employee travel (see Line 29).

Line 20. General Services/Registration

This line comes under the object code of 4100 which may include a variety of general services (object codes 4110-4290). This budget will include items such as advertising, subscriptions, association dues, luncheons/receptions, and other general contractual services. These funds are also used to reimburse employees for conference/registration fees paid by them (registration fees paid directly to vendors are included in line 25).

Line 21. Administrative Cost

The Administrative Cost fund supports administrative functions located on campus which provide services to county/unit offices. These include the Office of Administration and Finance, the Office of College Personnel, Information Technology and Communications Services, civil rights reporting, TeleNet audio-conferencing, etc. The cost is a direct debit to the county/unit trust account in an amount equal to 2% of the local sources of funding plus the actual match. Counties/units will budget the 2% based on a projected match, but the amount charged will be based on the actual match.

Line 22. Separation Pool

The Separation Pool is a fund that each county/unit contributes to in order to pay “separation costs” of retiring or departing employees. Separation costs include accumulated vacation and sick leave pay and early retirement payouts, which for long term employees could be significant and could present a burden to counties/units. The pool allows a county/unit experiencing a separation to draw from the pool, thus preventing a drain on local resources. The amount contributed to the pool is a percentage of the annual salary costs of employees eligible to participate in the pool.

Line 23. Rental/Lease

This line item is for the rental or lease of equipment or property when the amount over the term of the agreement is less than \$5,000, OR when the term of the agreement is one year or less. This line will generally include the rental of office, storage or other building space, land, and parking space for the Extension office. Also included will be rental charges for short-term conference rooms or exhibit space, etc. This line may include charges for rental of office equipment/furniture, data processing equipment, rental transportation, etc.

Line 24. Utilities Service

This will include charges paid by the county/unit for natural gas, electricity, water, sewage, and other utilities.

Line 25. Postage/Freight/Registration

This object code includes a variety of postage and freight charges such as stamps, postage meters, permit deposits, payments to central mailing distribution centers, and freight/express/UPS shipments. These funds are also used to make direct payments to vendors for conference/registration fees incurred by employees attending conferences, seminars, or conventions in connection with University business.

Line 26. Duplicating/Copy Service

This line covers contractual charges for word processing services, typesetting, duplicating, reproduction services, collating, stapling, etc. Also in this category are service charges for taking, developing, and printing pictures.

Line 27. Repair and Maintenance of Equipment, Building

This line will include repairs and maintenance services performed by other than University employees. Included are building maintenance services such as janitorial services and extermination services. Also included are repair expenses for electronic data processing equipment, scientific/laboratory equipment, furniture, office equipment, machinery, radios, photographic equipment, etc.

Line 28. Telephone Services

This line is for off campus telecommunications services includes charges for rental of telecommunication systems, data communications services (e.g. modems, faxes, etc.), rental of radio equipment, mobile phones, communications consulting fees, alarm systems, answering and paging rentals, etc. Lease-purchase arrangements for telecommunications equipment are also covered, as is maintenance, repairs, parts, and supplies for such equipment.

Line 29. Consultant/Honorariums/Judges

This line includes charges, usually on a fee or per diem basis, for consulting or judging (4-H fair) services rendered by non-University employees. It includes honoraria and travel expenses for these people. This line is not to pay judges employed by the University; they are to be paid through the Office of Personnel.

Line 30. Computer Services

These services include statistical/tabulation services, instructional/research computer services, and other computer services.

Line 31. Equipment (not inventoried) Under \$500

This budget is for the purchase of equipment that is not to be capitalized. This equipment is not inventoried, but is tagged. It is usually durable equipment with an expected life of one or more years. Included are items such as typewriters, file cabinets, bookcases, chairs and tables, and other office equipment/furniture. Other items may be refrigerators, vacuum cleaners, tools, instructional/educational equipment, and certain data processing equipment. The cost of any individual item is not to exceed \$499.

Line 32. Equipment (inventoried) \$500 and Over

This line is for the same types of equipment as listed in Line 31, however, these items have an individual cost of \$500 or more and are to be capitalized. These items will be tagged with a University inventory tag and will show up on the county's/unit's inventory.

Line 33. Total Expenditure Budget

This line represents the total of all expenditure categories, lines 13 through 32. This is the amount to be recorded on the front page of the budget, Line 33, Total Expenditures.

Trust Financial Report

FY___ Unit _____

Month: _____

Fund Balance Forward

	Object Codes	Budget	Previous Total	Current Month	Year To Date	Percent Spent	Balance Available
Income							
United Way	4111						
Farm Bureau	4112						
Home and Com Educ (HCE)	4113						
Extension Council	4114						
4-H Fed/Found	4115						
Commodity Groups	4116						
Building Association	4117						
Extension Other	4118						
County Board	4181						
City Governments	4182						
Township Governments	4183						
Other Local Governments	4184						
State Matching	4700						
State 4-H Premium	4189						
Other Non-Matchable Sources	4119						
Interest Earned Trust	4320						
Total Income							
Expenditures							
Salaries	1100						
Other Wages	1500						
Benefit Costs	1900						
Office Supplies	2110						
Edu/Inst Supplies	2140						
Printing	2900						
Travel	3200						
General Ser/Reg	4100						
Insurance	4130						
Advertising	4140						
Admin Cost Charge	4290						
Separation Pool	4290						
Rental/Lease	4300						
Utilities Services	4400						
Postage/Freight	4500						
Duplication/Copy	4600						
Janitorial Services	4750						
Repair/Maint of Equip	4700						
Telecommunications	5200						
Internet	5220						
Consultant/Hon/Judges	5400						
Computer Services	5500						
Equipment under \$500	6100						
Equipment over \$500	6300						
Scholarships	8110						
4-H Premiums	8170						
Total Expenditures							
							Fund Balance*

*Units should strive to keep carryover balances under 30% of total budget for contingencies unless there is good justification.



PURPOSE OF EVALUATION

The council year closes on August 31. While some may view this as an “ending,” it should be looked at as a “beginning.” With the exception of a situation where the majority of the membership is turning over, councils should not begin each year as if they are starting over. The accomplishments and experiences of a previous council year should provide food for thought for the coming council year. In other words, councils should build on the past as they look to the future.

Just as the council evaluates Extension programs, so too should the council evaluate its own operations to ensure its continued relevance, effectiveness and efficiency. Through council evaluation, members are provided an opportunity to tell what they like about the group, to identify areas of dissatisfaction, and to plan improvements in the way the group operates.

PROCESS CONSIDERATIONS

The approach utilized most often by non-profit boards and advisory groups is the self-evaluation. Councils can approach self-evaluation in a number of ways. Several issues should be considered as a council decides on the process best suited to its needs for information.

Level of Evaluation

An initial consideration is whether the evaluation will relate to the council as a whole, to individual members only, or both. Generally, councils will want to assess both the council’s contributions and the contributions of individual members.

Internal or External

A second consideration is whether the self-evaluation will be conducted internally or externally. Does the council want to conduct the evaluation itself, perhaps with the assistance of the unit leader? Would it be preferable to involve an outside individual, perhaps an educator from a nearby center, or an entirely unrelated individual who has no preconceived notions about how the council functions?

Assuring Anonymity

Whether the evaluation is conducted internally or externally, some provision for the anonymity of responses should be implemented. It is critical that council members are honest in their responses, and they are more likely to be honest if their responses cannot be identified. With an internal evaluation, one option is to have a council member collect the evaluations. That person can remove any identifiable markings. Extension staff may be asked to compile the results

because of their technical capabilities. However, if there were a council member who would be willing to do this, that would certainly be preferred.

Timing of the Evaluation

When to conduct the evaluation depends on the type of information being sought. If the goal is to assess the effectiveness of a particular meeting, the council should consider a post-meeting evaluation. If the goal is to assess the council's effectiveness in fulfilling roles and responsibilities or achieving stated objectives, an appropriate option is to conduct a comprehensive evaluation at or near the end of the council year. The council should determine the schedule for evaluations to best meet their needs for information.

EVALUATION CONTENT

Any type of self-evaluation will usually involve some form of questionnaire tailored to the specific needs of the council.

Meeting Effectiveness

If the council simply wants to assess meeting effectiveness, a brief questionnaire could be developed seeking members' opinions on a variety of issues:

- Meeting logistics (time, place, date, etc.);
- Level of participation (attendance and discussion);
- Progress on agenda or stated objectives;
- Leadership displayed;
- Conduct of participants; and
- Other issues relevant to a particular meeting or council.

A sample meeting evaluation is provided in Appendix 1.

Council/Individual Effectiveness

A comprehensive self-evaluation might be conducted at the end of each council year. Each council should tailor the evaluation to its own situation. The evaluation should include the four main areas of assessment listed below.

Mission/Goals of the Organization/Council

- Are there goals for the council and did the council play a role in setting those goals?
- Does the council play a role in determining whether programs are consistent with the mission/goals of the organization?
- Does the local Extension office live up to its stated mission?
- Has the council achieved its stated goals?

Roles/Responsibilities of the Council

- Does the council understand the roles and responsibilities assigned to it?
- Do individual council members know what is expected of them?
- How are council members made aware of their roles/responsibilities?

- Does the council carry out its responsibilities in key areas (e.g. program planning)?
- How do individual members make contributions in specific areas?

Council Resources

- Does the council have the information it needs to fulfill its roles/responsibilities?
- Is the council representative of the constituencies it serves? Are the needed skills and knowledge bases present within the membership?
- Does staff relate to the council in a manner that allows the council to reach its fullest potential?
- Does the council assist in developing local resources (financial and human)?

Council Operations

- Is there a process in place for recruitment of new members?
- Are the meetings conducted in an effective and efficient manner?
- Is attendance/participation satisfactory?
- Are there mechanisms in place for council orientation and continuing education?
- Does the leadership of the council function effectively?

The questions listed under each heading are general in nature and are intended to identify possible areas of inquiry. These questions may help to guide councils in designing more specific questions relating to their particular activities or objectives. For sample evaluations, see Appendices 2 and 3.

EVALUATION RESULTS

The results of the evaluation can be helpful both to staff and the council. Each should look to evaluation results as an opportunity to enhance council effectiveness and, thus, Extension's effectiveness.

Implications for Staff

When people volunteer to become members of Extension councils, they become primary customers as well. Staff need to be sure they are meeting the needs of this important customer group. Staff may discover that the council does not have the information it needs to make effective decisions. Perhaps staff are taking such a prominent role at meetings that council members question their own contributions. Council members might desire a different level or type of interaction with staff, both at the county/unit level and at the regional level. From the evaluation, staff can gain a sense of their success in relating to the council, and how they might improve those relations.

Implications for Councils

The council can use evaluation results in a number of ways, particularly if results are available as they begin a new council year.

Organization/Operation

The results might reveal needs related to the organization/operation of the council. One issue that frequently arises is poor attendance. Perhaps the evaluation would reveal some clues to why certain meetings are better attended than others. These issues can be discussed with the new council and decisions made about the annual plan and meeting calendar to maximize potential attendance.

Continuing Education

Training needs might be identified through the evaluation. Perhaps the officers are interested in leadership development opportunities, or more specific information about their roles (as might be the case for the financial reporter). Perhaps the council would like more training or information related to program planning before they begin the next year's process.

Program Planning Process

The council's impressions of each year's program planning process might be evaluated. Though the process for each year is likely to differ slightly, lessons should be learned each year that can be helpful to the next year's process. For example, a survey might have been attempted one year with limited success. The council might then consider a more focused approach the following year such as advisory or study groups, or key informants. Or the council might analyze their involvement at various stages of the process.

Membership

Issues related to the diversity of the council, or the lack thereof, might be identified through an evaluation. As the council considered issues and needs in a particular program area, they may have discovered a void in their membership in terms of persons with key interests or contacts in that program area. These types of issues should be referred to the nominating committee.

Individual Needs

Individual council members might find areas where they need information, education, or guidance to better fulfill their roles. Likewise, they may identify problems or concerns with their relations with the council or staff. Do they feel their contributions and time are valued? Do they feel they are learning and benefiting from their experiences on the council? The individual self-assessment will help them to answer these questions. The individual assessment should be as much for individuals to determine their continuing interest in the council as it is to consider how individuals contribute to the whole.



Meeting Evaluation

1. Are you satisfied with the frequency of meetings?
2. Is the length of meetings satisfactory?
3. Is the meeting time convenient for you?
4. Is the meeting place satisfactory?
5. Are you satisfied with the time allocated to major components of the meeting?
6. Are you satisfied with the amount of discussion and interaction during meetings?
7. Do the officers effectively:
 - Keep the discussion on track?
 - Represent diverse points of view?
 - Minimize personality differences?
 - Deal with power struggles and hidden agendas?
 - Deal with individual members' needs?
8. Do members abide by some standard of parliamentary procedure or otherwise proceed in an orderly fashion?
9. Is the group able to move from discussion to a decision?
10. Is there an appropriate level of staff involvement in council meetings?

Adapted from: "How Healthy is Your Organization?" developed by the Leadership Education Network, University of Wisconsin-Madison and University of Wisconsin-Extension



Identification of Council Roles

Following are 12 roles in which council members may be involved. These can be divided into program related and management related roles. Number each set of six according to how important you consider them to be as a council member (1=most important, 6=least important). Please add any comments about what you think needs to change in order for the council to be more effective in fulfilling any of these roles.

Program Related Roles

- ___ Collecting and interpreting information about the county(ies) and their needs.
- ___ Setting program and audience priorities.
- ___ Involving local people in developing programs.
- ___ Helping deliver programs.
- ___ Helping evaluate programs.
- ___ Linking University of Illinois Extension with local leadership, communities, agencies or organizations. Identifying and providing locations for meetings. Introducing staff to decision makers.

What needs to change for the council to be more effective in contributing to program roles?

Management Related Roles

- ___ Assisting with development of local budget and securing funds. Serving as a spokesperson to funding groups.
- ___ Identifying and recruiting potential resources (human, financial, physical).
- ___ Supporting and advocating for Extension programs.
- ___ Sustaining council membership by selecting a nominating committee. Making sure council membership is representative of all segments in the county/counties served.
- ___ Participating in evaluation of staff, as requested.
- ___ Insuring that program outreach meets equal opportunity and program access guidelines.

What needs to change for the council to be more effective in contributing to management roles?

Thank you for sharing your ideas!

Roles of Extension Council Members

Your answers to the following questions will help us have a better understanding of how the council is presently working. They also may help us see how you prefer to be involved in the work of University of Illinois Extension.

Directions: Please read each question. Think about what you have done **this year** as a council member. Circle **YES** or **NO** for each question. Write brief descriptions of the specific contributions that you have made.

1. Have you participated in the collection and interpretation of information about the county(ies) and the needs? Yes No

If yes, describe an example of what you have done.

2. Have you assisted in setting Extension program or audience priorities? Yes No

If yes, describe how you helped.

3. Have you helped involve local people in developing programs? Yes No

If yes, what did you do?

4. Have you helped deliver programs? Yes No

If yes, please describe what you did.

5. Have you helped evaluate programs? Yes No

If yes, what have you done?

6. Have you helped to link University of Illinois Extension with local leadership, communities, agencies or organizations? Yes No

If yes, what have you done and with what group/s?

7. Have you assisted with the development of the local budget? Yes No

If yes, what have you done?

8. Have you helped to secure funds for University of Illinois Extension program support? Yes No

If yes, what have you done?

9. Have you been an advocate for University of Illinois Extension and its program? Yes No

If yes, what have you done?

10. Have you helped in identifying and recruiting volunteers? Yes No

If yes, what have you done?

11. Have you given advice to University of Illinois Extension staff? Yes No

If yes, what advice did you give and when?

12. What do you like about serving on the council?

13. What is most frustrating about serving on the council?

14. How does the unit leader help you work on the council?

15. What does the unit leader do that might hinder you and others in fulfilling tasks expected of council members?

16. How do other staff help or hinder you in the carrying out of council roles?

17. What information do you need to be a more effective council member?

18. If council orientation was conducted, please describe.

Please add other comments to help us know your ideas about how well the county/unit is operating or what you would like to see done differently:

(staffing, office space, budget management and funding, use of volunteers, program, etc.)

Thank you for your time and advice!

Part I. Council Self-Evaluation

		<i>Yes</i>	<i>No</i>	<i>Don't know Can't judge</i>
A.	Mission			
	1. Does the Council play a role in determining whether county/unit initiatives are consistent with the organization's mission?	—	—	—
	2. Do you feel that the organization lives up to its stated mission?	—	—	—
B.	Program Development Roles			
	1. Does the county/unit have a Plan of Work (POW) which charts a direction in response to identified needs?	—	—	—
	2. Does the POW provide a sound basis for evaluating new program opportunities?	—	—	—
	3. Is the POW reviewed and revised on a regular basis?	—	—	—
	4. Does the council provide leadership in the program planning process?	—	—	—
	5. Are council members appropriately involved in the program planning process?	—	—	—
	6. Does the council use the program planning process in setting goals and objectives for its own activities?	—	—	—
	7. Do council members receive timely and helpful information on how well the county/unit is progressing on its plan of work?	—	—	—
C.	Financial Support Roles			
	1. Do you feel that the council understands the financing of Extension?	—	—	—
	2. Does the council assist in the preparation of an annual budget?	—	—	—
	3. Are the budgeting and program planning processes well integrated?	—	—	—

*Yes No Don't know
Can't judge*

- | | | | |
|--|---|---|---|
| 4. Does the council fulfill its responsibility to ensure that an audit is conducted annually? | — | — | — |
| 5. Does the finance/budget committee of the council (if any) work effectively? | — | — | — |
| 6. Does the council receive timely, understandable financial reports? | — | — | — |
| 7. Does the council fulfill the requirements for the Extension Board as set forth in the County Cooperative Extension Law? | — | — | — |
| 8. Does the council play an active role in fund development on behalf of the county/unit? | — | — | — |

D. External Relationships

- | | | | |
|---|---|---|---|
| 1. Does the council assure that the organization's priorities are brought to the attention of the public on a regular basis? | — | — | — |
| 2. Does the council participate in the public policy and legislative process by expressing positions on issues of importance to the organization and its various publics? | — | — | — |
| 3. When appropriate, are council members asked to serve as "ambassadors" or spokespersons on behalf of the county/unit? | — | — | — |
| 4. Are the opinions of local leaders sought concerning existing services, as well as those that should be offered by the county/unit? | — | — | — |
| 5. Is there an established mechanism for measuring the public's perception of Extension? | — | — | — |

E. Council Membership

- | | | | |
|--|---|---|---|
| 1. Do you feel that the council membership is representative of the diversity of the area served? | — | — | — |
| 2. Do you feel that the council now contains a sufficient range of qualities (expertise, attitudes and external relationships) to make it effective? | — | — | — |
| 3. Does the council have a mechanism to determine the qualifications required in new members? | — | — | — |

Yes *No* *Don't know*
Can't judge

4. If so, does the council maintain a roster of prospective members?

F. Council Operations

1. Are the number and duration of meetings of the council adequate to discharge the council's responsibilities?

2. Are you satisfied with the way council meetings are conducted?

3. Does the council's agenda:

a. highlight action items?

b. contain appropriate supporting information in the right amount?

c. reach you sufficiently in advance of the meeting?

d. provide time for discussion of major issues requiring council action in the near future?

4. Do you feel that the present council structure:

a. allows for efficient handling of the council's work?

b. provides the full council the opportunity to consider all matters of key importance to the county/unit?

c. allows appropriate points of view to be heard before recommendations are formed?

5. Within the past two years, has the council formally reviewed its operating procedures and committee practices?

6. Does the council have an established process for orienting new members?

7. Does the council have a process for providing continuing education to all members?

G. Staff Relations

1. Is there a climate of mutual trust and respect between the council and the unit leader?

2. Do you feel that the council and unit leader challenge each other to stay current with developments in the area and to improve their individual performance?

Yes *No* *Don't know*
Can't judge

3. Is there sufficient interaction with members of the local staff other than the unit leader?

— — —

4. Do you feel that the council has sufficient interaction with Extension educators, particularly during program planning and development?

— — —

H. General Assessment

1. What issues have most occupied the council's time and attention during the past year?

2. What were the one or two successes during the past year for which you and/or the council feel some satisfaction?

3. What particular shortcomings do you see in the council's organization, operations, or performances that need attention?

4. Other comments or suggestions?

Part II: Individual Self-Evaluation

<i>Yes</i>	<i>No</i>	<i>Don't know Can't judge</i>
------------	-----------	-----------------------------------

A. Background

1. Do you feel you have adequate opportunities to understand your obligations, responsibilities and opportunities for growth as a council member?

___ ___ ___

2. Have you a clear grasp of the council's responsibilities?

___ ___ ___

3. If you have answered yes to either or both questions, what has been the primary source(s) of your information (e.g. an orientation program, a particular individual, a book, prior service as a council member)?

4. Are you familiar with Extension's stated mission?

___ ___ ___

5. Have you received education/training relevant to your roles/responsibilities?

___ ___ ___

6. Do you have adequate opportunities to know your fellow council members?

B. Knowledge of County/Unit

1. Are you familiar with your county's/unit's recent history?

___ ___ ___

2. Cite three of its special strengths:

a. _____

b. _____

c. _____

3. And its three greatest needs:

a. _____

b. _____

c. _____

4. Do you feel well informed about the type and quality of programming provided by the county/unit?

___ ___ ___

C. Council Meetings

1. Are you satisfied with your attendance at council meetings?

___ ___ ___

*Yes No Don't know
Can't judge*

2. Do you read the minutes of meetings to determine whether they faithfully represent the proceedings and decisions as you recall them?

___ ___ ___

3. Do you prepare for council meetings by reading the agenda and supporting materials?

___ ___ ___

4. Do you suggest agenda items?

___ ___ ___

D. Fund Raising and Public Relations

1. Within the past year or two, have you helped secure a donation or grant to support your local program?

___ ___ ___

E. Council Member Concerns

1. Do you find the county/unit financial statements intelligible?

___ ___ ___

2. Do you help meet the needs of the unit leader for occasional counsel and support in his/her often difficult relationships with groups internal and external to the organization?

___ ___ ___

3. Have you ever suggested to the council's nominating committee or to the appointing authority someone who would make an outstanding new council member?

___ ___ ___

4. Have you found your council service to be stimulating and rewarding thus far?

___ ___ ___

5. How would you rate yourself as a council member at this time?

___ Above Average ___ Average ___ Below Average

The material for this sample evaluation was adapted from the following sources:

The Board Member's Book. Brian O'Connell. The Foundation Center, 1985

Board Self-Evaluation Manual. Barry S. Bader, Richard J. Umbdenstock, and Winifred W. Hageman. Bader & Associates, Inc. 1986

"Self Evaluation Criteria for Governing Boards of General and Acute Care Community Hospitals." Hospital Research and Educational Trust. Chicago, IL. 1985



COUNTY COOPERATIVE EXTENSION LAW

The County Cooperative Extension Law is the governing authority over the state and local partners for Extension in Illinois. The law, among other things:

- Provides for the authorization of councils and sets forth the powers and duties of councils.
- Specifies how Extension boards will be created and how they will relate to the county governing board in providing for county Extension education funds.
- Sets the amount of state matching funds and provides for their appropriation.

Council members should become familiar with the provisions of the County Cooperative Extension Law. The full text is provided as Appendix 1 at the end of this section.

OPEN MEETINGS ACT

Council meetings are subject to the rules of the Illinois Open Meetings Act. The public policy provision of the Act states that “It is the public policy of this State that public bodies exist to aid in the conduct of the people’s business and that the people have a right to be informed as to the conduct of their business. In order that the people shall be informed, the General Assembly finds and declares that it is the intent of this Act to ensure that the actions of public bodies be taken openly and that their deliberations be conducted openly.” (5 ILCS 120/1.)

“Public body” is defined as including “all. . .boards, bureaus, committees or commissions of this State, and any subsidiary bodies . . . which are supported in whole or in part by tax revenue, or which expend tax revenue. . .” (5 ILCS 120/1.02.)

The Act sets forth several requirements for public bodies falling within its jurisdiction, the most significant of which are described below:

- Minutes are to include the date, time, and place of the meeting; the members both present and absent; a summary of discussion on all matters; and a record of any votes taken. Minutes must be available for public inspection within seven (7) days of their approval.
- Meetings, or a portion thereof, may be closed to the public upon a majority vote of a quorum present, taken at a meeting open to the public for which notice has been given. Meetings may only be closed to protect the public interest or safeguard personal privacy. The list of exceptions under which a meeting may be closed are very specific. Effective January 1, 2004, a change to the Act requires a public body to make a verbatim audio or video recording of all closed meetings. The procedures regarding such recordings are also very specific. If a council were considering a closed meeting, it would be wise to consult the relevant provisions of the Act.

- Every public body shall give public notice of the schedule of regular meetings at the beginning of each calendar or fiscal year and shall state the dates, times, and places of such meetings.
- An agenda for each regular meeting must be posted 48 hours in advance of such meeting “at the principal office of the public body and at the location where the meeting is to be held.” This requirement does not preclude the consideration of items not specifically set forth in the agenda.

For more information about the Illinois Open Meetings Act and its provisions, council members should consult *Guide To The Illinois Open Meetings Act*, which should be available in each Extension office.

FACILITY ACCESSIBILITY

University of Illinois Extension is required to comply with both the Illinois Accessibility Code and the Americans with Disabilities Act (ADA). Generally these requirements are aimed at publicly owned facilities, however Extension has required that space rented by Extension also comply with the guidelines.

The ADA and Section 504 of the Rehabilitation Act of 1973 require structural modifications to facilities to ensure “program accessibility” for mobility impaired individuals. Extension is not required to make structural modifications to its existing facilities if its services can be made effectively available to mobility impaired persons by other methods. In selecting among other methods, Extension must give priority to those that offer handicapped and non-handicapped persons programs and activities in the same setting.

In the early 1990s, Extension required that all facilities (owned or rented) housing Extension offices conduct an audit to determine compliance. Based on the findings of the audit, owners and landlords were to develop plans outlining steps to be taken and a timetable to bring facilities into compliance.

Where an Extension office is considering construction of a new facility or relocating to another existing facility, generally the unit leader will work with the State Extension Housing Officer to evaluate the appropriateness of the proposed facility. The criteria and specifications used to evaluate facilities are available from the College of ACES, Office of Administration and Finance. Extension facilities should be publicly identified as space belonging to Extension and should be accessible as described above. While the unit leader will assume the primary role in these matters, the council (or a council committee) may be involved in receiving and evaluating proposals.

USE OF THE 4-H NAME AND EMBLEM

The 4-H emblem is a green four-leaf clover with a stem and the letter “H” in white or gold on each leaflet. “4-H Club,” “4-H Clubs” or any combination of these words is defined as the name. The 4-H name and emblem are held in trust by the Secretary of Agriculture in the United States Department of Agriculture. For University of Illinois Extension, the Associate Dean or designee oversees the use of the name and emblem.

The 4-H name and emblem may only be used by authorized representatives of the National 4-H Council, the United States Department of Agriculture, the land-grant institutions, University of Illinois Extension, local 4-H clubs and groups, and other officially affiliated 4-H organizations. The name and emblem are to be used only for serving the educational needs and interests of 4-H youth and only in accordance with established regulations. All uses of the 4-H name and emblem shall be consistent with the educational purposes, character-building objectives, and dignity of the 4-H program, and the 4-H name and emblem shall be given a position of prominence.

Any use of the 4-H name and emblem is forbidden if it exploits the 4-H program, its volunteer leaders or 4-H youth participants, the United States Department of Agriculture, University of Illinois Extension, or the land-grant institutions or their employees. The 4-H name and emblem shall not be used to imply endorsement of commercial firms, products, or services. Authorization must be obtained for the use of the 4-H name and emblem by anyone other than representatives of University of Illinois Extension, the land-grant institutions, and the National 4-H Council in connection with contests and awards, educational materials, or supplies.

Further clarification of these regulations may be found in *The 4-H Name and Emblem Guidelines for Authorized Use* and *A Guide to Managing the Illinois 4-H Program*, both of which should be available in each Extension office.

COMPREHENSIVE GENERAL LIABILITY FOR VOLUNTEERS

All council members and other formally appointed volunteer workers are covered by comprehensive general liability insurance with respect to their liability for scheduled and supervised University of Illinois Extension activities and for activities they perform on behalf of Extension. “Scheduled” and “supervised” are the key words to provide protection for any volunteer carrying out a sponsored program, whether or not the volunteer’s name appears on an official roster. It is important that volunteers have job descriptions so that they are aware of their scope of authority and that acting outside their scope of authority or their job description could jeopardize liability protection.

A liability insurer responds when a third-party claimant alleges that an insured person failed in a duty owed to that third party, which caused them harm. With respect to general liability exposures, the coverage is on a primary basis, subject to policy exclusions. The policy limits are \$2 million aggregate for any one year, and \$1 million per occurrence. The general liability coverage includes an extension of private auto liability coverage. With respect to the use of personally owned vehicles, the coverage provided is on an excess basis over the individual’s personal auto liability insurance. The combined single limit for bodily injury/property damage liability is \$1 million. There is no coverage for auto physical damage.

RISK MANAGEMENT/INSURANCE

The University of Illinois has a general liability self-insurance plan to protect the University and its employees from liability claims. Counties/units can minimize their liability risk by being aware of and attending to the following matters.

Certificates of Insurance

Often Extension will use someone else's premises for an event. There will often be a usage agreement or contract for the use of the premises that will have insurance language, and hold harmless and indemnification language.

The University of Illinois maintains general liability insurance which defends and protects the U of I from liability. Property owners may require evidence of such liability insurance prior to their agreeing to allow Extension to use their premises. If they simply ask for evidence of liability insurance, they need only be shown a certificate of insurance showing the liability coverage and limits. Occasionally, they have a lease, agreement, or rental contract that requires that they be named an additional insured. Under a special policy, property owners hosting 4-H events are automatically named as additional insureds. For non-4-H events, the "additional insured" language is not used, rather they are referred to as a "contracting party." In such cases, the U of I self-insurance plan for general liability applies and the U of I agrees to protect and defend the property owner if they are named in a claim or lawsuit that occurred because of the U of I's negligence.

Hold Harmless and Indemnification Language

Extension counties/units are not to sign contracts containing such language. Extension staff should contact the UI Office of Risk Management to consider other options, such as a "contracting party," or to examine the contract for potential modifications.

4-H Special Events

Equine activities require the payment of additional premiums by the local Extension office or sponsoring organization. Warnings must be posted, and "permission to participate" forms must be obtained. Shooting sports also require an additional premium in certain situations.

Accident Insurance

This is a "no-fault" medical benefit that can be obtained to cover youth, and their volunteer leaders, who participate in adult supervised activities sponsored by Extension. With these policies, there is no requirement for "negligence" as with a liability policy. Application forms are simple to complete and are generally available in the county/unit office.

Property Insurance

The University of Illinois does not purchase commercial insurance for all the contents of U of I offices unless the specific unit/department chooses to pay the insurance premium for the coverage, or when there are specific circumstances

which require the purchase. Extension offices do not fall within any of these exceptions, thus, the contents are not insured.

There is an exception for computer and electronic equipment. The U of I does have a self-insurance plan for this type of equipment. Extension offices are encouraged to participate if they have a need for this type of insurance. There is a per occurrence deductible of \$250 and the rates for coverage are based on whether the equipment is portable or stationary.

Auto Insurance

The State Auto Plan provides \$2 million of auto liability coverage for individuals who must operate a vehicle for performance of their state (University) employment duties. The coverage is *primary* (pays first) for state vehicles, and *excess* (pays after other available coverage is exhausted) for non-state owned vehicles (e.g. employee-owned vehicles). The plan is liability only and does not pay for physical damage to the employee-driven vehicle. This plan is for state employees only (for volunteer auto liability coverage, see previous section on Comprehensive General Liability).

WORKERS' COMPENSATION

Workers' Compensation is a benefit provided to employees when they suffer an injury that arises out of and in the course and scope of their employment duties. Benefits include medical payments and, if applicable and after an appropriate waiting period, payment of lost wages. Unit leaders and councils should be aware that 49% of the benefits paid for lost time and permanent settlements are charged back to the county/unit office. Incidents involving work injuries should be reported immediately.

Sources:

County Cooperative Extension Law
Guide to the Illinois Open Meetings Act
Office of Administration and Finance
The 4-H Name and Emblem Guidelines for Authorized Use
University Office of Risk Management
Office of University Counsel
Cooperative Extension Service Self-Evaluation—
Americans with Disabilities Act (ADA)

COUNTY COOPERATIVE EXTENSION LAW

*"Effective version as of July 1, 1998, per Illinois
Compiled Statutes, Chapter 505, Section 45."*

SECTION 1. Short title. This law may be known and cited as the "County Cooperative Extension Law."

SECTION 2. Declaration of policy. It is declared to be the policy of the General Assembly to provide for aid in disseminating among the people of Illinois useful and practical information on subjects relating to agriculture and home economics and other University programs and to encourage the application of the same in several counties of the state through extension work to be carried on by the University of Illinois College of Agriculture in cooperation with the United States Department of Agriculture. A sharing of responsibility is essential with counties of the state in providing for local costs of Cooperative Extension to supplement appropriations by the General Assembly of the State of Illinois and of the Congress of the United States to the University of Illinois. This does not preclude voluntary grant funds from being a part of the county extension council's budget.

SECTION 2a. Information and assistance to timber growers and others. The Cooperative Extension Service of the University of Illinois shall provide information and assistance to persons who are timber growers and to persons who may be unaware of the economic and soil and water conservation benefits that can be attained through forestry management on marginal agricultural lands.

The Department of Agriculture, in cooperation with the Cooperative Extension Service of the University of Illinois, in conjunction with the Agriculture Experiment Station and Southern Illinois University at Carbondale, shall provide information on aquaculture and shall explore the establishment of an aqua- culture resource center for disseminating information and demonstrating the viability of aquaculture as a part of the diversified agriculture of this State.

SECTION 2b. Rural transition program. The Cooperative Extension Service of the University of Illinois shall establish a Rural Transition Program to be operated in cooperation with the Department of Commerce and Community Affairs to provide assessments, career counseling, on-the-job training, tuition reimbursements, classroom training, financial management training, work experience opportunities, job search skills, job placement, youth programs, and support service to farmers and their families, agriculture-related employees, other rural residents, and small rural businesses who are being forced out of farming or other primary means of employment or whose standard of living or employment has been reduced because of prevailing economic conditions in the agricultural or rural economy. Eligible farmers and their families shall include those who can demonstrate proof of financial stress, proof of foreclosure, proof of bankruptcy, proof of inability to secure needed capital, proof of voluntary foreclosure or proof of income eligibility for assistance programs administered by the Department of Human Services (acting as successor to the Department of Public Aid under the Department of Human Services Act.) Eligible agriculture related employees shall mean tenant farmers or other farm employees and employees of businesses related to agricultural production who are facing displacement, unemployment or underemployment due to a closure or reduction in operation of such business or farm due to poor economic conditions that prevail in the agricultural or rural economy. Other eligible rural residents shall include those residing in rural areas whose employment or standard of living has been reduced due to the poor

economic conditions that prevail in the agricultural or rural economy. Eligible small rural businesses shall include those existing or new businesses established and operating in rural areas that lack access to other sources of services provided by this Section. In carrying out the provisions of this Section, the Cooperative Extension Service may enter into agreements with the Department of Commerce and Community Affairs, community colleges, vocational schools, and any other State or local private or public agency or entity deemed necessary.

SECTION 3. Definition of terms. Whenever used or referred to in this Act, unless a different meaning clearly appears from the context, (1) "Cooperative Extension Service" means the "Cooperative Extension Service of the College of Agriculture, of the University of Illinois," hereinafter referred to as "cooperative extension service;" (2) "director of extension" means the "Director of the University of Illinois Cooperative Extension Service," hereinafter referred to as "director of extension;" (3) "Board of Trustees" shall mean "The Board of Trustees of the University of Illinois" hereinafter referred to as "Board of Trustees."

SECTION 4. County or multi-county extension councils. The Board of Trustees is authorized to provide for county extension councils or multi-county extension councils and may issue instructions and procedures regarding membership, officers to be elected, meetings of the councils, operating procedures and structure, including executive councils consisting of representatives of the other county extension councils in a county or in a multi-county group.

SECTION 5. Powers and duties of county or multi-county extension councils. The county and multi-county extension councils may exercise the following powers and duties and such other duties in their respective counties or areas as are designated by the Board of Trustees.

- (a) To cooperate with Cooperative Extension Service personnel in planning an extension educational program in agriculture, home economics, and subjects relating thereto, including 4-H Club and community resource development work, and to periodically review the programs as approved by the director of extension for the county or for the multi-county group.
- (b) To make recommendations for the employment of all extension personnel except those on University Civil Service from qualified nominees furnished to it and recommended by the director of cooperative extension. The councils may also recommend increases or decreases in the Cooperative Extension Service staff as may be deemed necessary.
- (c) To prepare and submit to the director of extension for approval annually a total budget for the funds needed for extension programs in the county or in the multi-county area, and to submit the approved budget and request for such funds to the county or multi-county extension board.
- (d) To pay over all funds received for Cooperative Extension Service programs to the University of Illinois to be disbursed according to Section 9 of this Act.
- (e) To cooperate with and provide program information to individuals, groups and organizations. Nothing in this Act shall prevent the county extension councils or Cooperative Extension Service personnel from using or seeking opportunities to reach an audience of persons interested in cooperative extension work through the help of interested organizations or groups, provided that, in using or seeking such opportunities, the extension councils or extension personnel shall make available to all individuals, groups and organizations in the county equal opportunity to cooperate in the Cooperative Extension Service education program.

SECTION 6. Limitations on powers and activities of extension councils.

- (a) The county and multi-county extension councils shall not attempt in any manner, by the adoption of resolutions or otherwise, to influence legislation, either state or national, except where the cooperative extension service is directly affected by the legislation.
- (b) The councils may accept contributions on behalf of the University for county or multi-county extension activities, but shall not collect dues. This shall not prohibit the homemakers extension associations from collecting assessments or fees for the purpose of supplementing an extension program.
- (c) No member of an extension council shall be paid any salary for services rendered the council.

SECTION 7. County and multi-county extension boards.

- (a) A county extension board shall be established in each county upon the request of the director of extension of the University of Illinois to facilitate effective cooperation between the extension councils and the county governing board. The county extension board shall consist of two men and two women who are members of the county extension councils appointed by the director of extension and three members appointed by the presiding officer of the board, with the advice and consent of the county board, who may be members of the county governing board.
- (b) The county extension board, after reviewing the budgets and requests for funds of the county extension councils, shall prepare annually a budget for the total funds needed for the Cooperative Extension Service education program in the county, taking into consideration the programs in agriculture and home economics for adults and youth and the coordination of such programs. The county extension board shall then certify funds needed from the county and the Agricultural Premium Fund to the county governing board. The county extension board shall inform the county extension councils of the final disposition of their budget request and the amount of the appropriation from the governing board. The director of extension shall establish such additional policies and procedures as may be needed for the effective functioning of the county extension board.
- (c) Where more than one county forms an extension administrative unit, or where the director of cooperative extension, the extension councils and the county extension boards of two or more counties determine that the needs of each county can best be served by a multi-county organization of cooperative extension, a multi-county or area extension board shall be created upon the request of the director of extension. Such multi-county extension boards shall perform the same duties as are designated for county extension boards in paragraph (b) of this section. Each multi-county extension board shall be comprised of two men and two women appointed by the director of cooperative extension from the constituent county extension councils, but not less than one person from each county, and three representatives, but not less than one from each county, appointed by the presiding officer of the county board of each county, with the advice and consent of the county board, who may be members of the county board.

- (d) The amount certified as needed to each county governing board by a multi-county extension board shall be in the same proportion to the total need determined by the multi-county extension board as the equalized assessed valuation of that county is to the total equalized assessed valuation of the counties in the multi-county unit; except, where the multi-county board determines that a different allocation among the counties is in the best interest of the extension program in the multi-county unit, and where the Director of Extension concurs in this determination, the amount certified as needed to each county governing board shall be the amount determined to be in the best interests of the extension program.

SECTION 8. County extension education funds.

- (a) The county governing board shall annually consider the total budget certified by the county or multi-county extension board in order to consider the total funds needed for Cooperative Extension Service programs in the county. The county governing board may appropriate and pay 50% of the total so determined from the general corporate fund or other available funds or from an existing extension education tax of the county for the extension educational program in the county or multi-county group of which it is a part, provided that the amount so appropriated shall not exceed \$54,400 in counties of less than 10,000 inhabitants, \$61,200 in counties of 10,000 or more but less than 20,000 inhabitants, \$68,000 in counties of 20,000 or more but less than 30,000 inhabitants, \$91,000 in counties of 30,000 or more but less than 50,000 inhabitants, \$117,000 in counties of 50,000 or more but less than 100,000 inhabitants, \$156,000 in counties of 100,000 or more but less than 250,000 inhabitants, \$233,000 in counties of 250,000 or more but less than 500,000 inhabitants, \$311,000 in counties of 500,000 or more but less than 1,000,000 inhabitants and \$583,000 in counties of 1,000,000 or more inhabitants. The amount to be so appropriated by the county governing board may be reduced by the total of any private gifts or grants specifically made to support the county extension programs included in such determination, and may also be reduced by the fair market value of office space furnished the Cooperative Extension Service by the county governing board, provided it is suitable for extension needs and meets the housing standards adopted by the Cooperative Extension Service.

In order to provide matching funds, which shall not exceed an amount equal to 50% of the funds needed as provided herein, and funds for the purpose of general support to counties for Cooperative Extension programs the State will recognize those needs and may make an annual appropriation from the Agricultural Premium Fund or any other source of funding available.

On or before October 15 of each year, the director of extension of the University of Illinois shall forward to the Director of Agriculture, the Governor, the Speaker of the House of Representatives, the Minority Leader of the House of Representatives, the President of the Senate, and the Minority Leader of the Senate, a report of the determinations made by the various county governing boards of the total funds needed for Extension programs in the respective counties. The State matching funds and funds for the purpose of general support shall be included in an appropriation request by the Department of Agriculture for the next State fiscal year. That request shall be separate and apart from the operating appropriation request for the Department of Agriculture. The funds so appropriated by the State to the Department of Agriculture shall be deposited into the State Cooperative Extension Service Trust Fund and transferred as provided in Section

8(d) of this Act. The Department of Agriculture shall have no responsibility for or control over the cooperative extension service or its programs.

All funds provided pursuant to this Act may be used for operations or facilities.

- (b) If sufficient funds are not available from the general corporate fund or if sums greater than the maximum listed above are needed for the county's share of the extension education program, the county governing board shall have the power to increase by not more than .05 per cent, with approval by referendum, the maximum rate at which it levies, or can levy, taxes for general county purposes. Such additional rate shall not be included within any statutory limitation or rate or amount for other county purposes and shall be in addition thereto.

Any county that under this Cooperative Extension Law has approved a rate by referendum prior to the effective date of this amendment, shall have authority to continue such tax as approved, but may use the provisions of this subsection as amended provided that another referendum must be held if the rate desired is greater than the rate previously approved.

- (c) Upon approval by resolution the county board shall certify the resolution and the question of the adoption of a levy sufficient to produce the sums determined by the county board to the proper election officials, who shall submit the question to the electors of the county at an election in accordance with the general election law. No such levy shall be made until the adoption by majority vote of the electors voting on the proposition.
- (d) Funds received from local sources and funds appropriated by the county governing board or the State for the county extension education program in any county shall be paid over to the University of Illinois.

SECTION 9. Expenditure of funds. Expenditure from funds appropriated by the county or contributed from other sources for use in the county or multi-county unit shall be made in accordance with University fiscal procedures and based on certifications prepared by county extension personnel and approved by the chairman of the county extension council or other authorized person for payment. The University will maintain a record showing charges made against funds contributed from each county.

SECTION 10. Reports. The county extension councils shall submit an annual financial report in writing to the county extension board, and the county extension board shall report to the county governing board.

SECTION 11. Supplemental to other acts. The provisions of the Act shall not be construed or held to repeal "An act to enable the county boards to appropriate funds for the use of soil and crop improvement and home improvement associations of their several counties," approved June 27, 1913, as amended, but shall be in addition and supplemental thereto.



STAFFING FOR THE COUNTY/UNIT

Minimum Staffing for County/Unit Offices

University of Illinois Extension maintains a goal for county/unit staffing patterns whether Extension's presence is through a single-county office or a multi-county unit. The minimum required staffing includes:

- A unit leader,
- A secretary, and
- A community worker or program coordinator, youth development.

Counties/units will be considered not viable if staffing falls below this minimum level. A multi-county unit will have just one unit leader, but may employ additional secretaries or youth staff to serve individual counties within the unit.

Where a unit or county identifies a need in a core area other than youth and has sufficient funding to support staff in addition to the minimum, several options are available, both professional and non-professional.

Professional Staff for County/Unit Offices

Extension Unit Leader

The unit leader is an academic professional staff member. This position requires a master's degree. The unit leader is the leader of educational programming in the unit and the local representative of the University of Illinois and Extension. The unit leader has primary responsibility to work with local people to insure delivery of educational programming to meet local needs. Unit leaders work with other county/unit staff, Extension educators, Extension specialists and advisory groups to:

- develop the plan of work based on assessed unit needs;
- plan and implement educational activities;
- evaluate programs for impact, accountability, and improvement; and
- share results with local groups, decision makers, and administrators.

The unit leader carries out the county/unit fiscal and reporting responsibilities, manages office facilities which may include additional local offices, and complies with University of Illinois and Extension policies. The unit leader develops and maintains local contacts including providing opportunities for volunteer involvement in county/unit programming. The unit leader shares responsibility with the council to secure needed funding and other resources.

The unit leader supervises and evaluates paraprofessional and support staff, but does not have supervisory authority over other professional staff in the county/unit. The unit leader is supervised and evaluated by the regional director.

Extension Unit Educator

The unit educator is an academic professional staff member with primary responsibility for delivering educational programs supporting the local mission of University of Illinois Extension. A master's degree related to subject matter emphasis is required.

Unit educators are hired because of a specific educational need in the county/unit. The unit educator position may be included in the minimum staffing if it is a youth position, or it may be in addition to the minimum.

The primary responsibility of the unit educator is to work as a team member with the unit leader, other county/unit staff, the council, relevant committees, Extension educators, and Extension specialists to assess needs, determine program priorities, and deliver and evaluate high quality programs within the county/unit.

Unit educators will use professional experience, academic training, and networks created in the community and on campus to implement the plan of work. They provide local program leadership, interpret and integrate information, teach in the field of designated expertise, maintain competencies to develop and deliver educational programming, and assist clients with questions.

Unit educators participate in regional or state-level program and professional development teams in their field of designated expertise. Unit educators are supervised and evaluated by the regional director. Depending on the subject matter designation of the unit educator, input to the evaluation may be received from the appropriate academic unit.

Special Program Extension Educators

Special programs, also known as focus programs, are aimed at audiences with specific, immediate needs for information and education. Focus program audiences include low-income clientele and school age children, among others. The focus program educators plan and implement the focus programs, supervise community workers and program assistants, assess program and audience needs, and develop partnerships with other agencies and institutions. Examples of focus programs include the Expanded Food and Nutrition Education Program (EFNEP) and the Family Nutrition Program (FNP). This position requires a master's degree in a related field and is supervised and evaluated by the regional director.

Paraprofessional and Support Staff for the Local Office

Program Coordinator

Appointments in this category are subject to the Statute and Rules governing the State Universities Civil Service System of Illinois. All aspects of employment (hiring, retention, promotion and dismissal) are governed by these rules. The minimum acceptable qualifications are either (1) a Bachelor's degree in Agriculture and Natural Resources, Family and Consumer Sciences, Youth Development, Community Development or related fields; or (2) 60 hours or an Associate's degree in one of the above named fields and two years of responsible

volunteer or professional work experience coordinating educational programs or activities.

Program coordinators:

- Assist in identifying needs and issues to be addressed by Extension
- Facilitate the planning of educational activities in conjunction with other staff and volunteers
- Assist with marketing plans and goals to recruit participants
- Develop plans to involve volunteers, including recruiting and training
- Network/collaborate with appropriate community organizations as needed
- Coordinate the logistics and activities for specific programs such as travel, food, equipment, facilities, and other supplies
- Assist in formulating and insuring procedures necessary to insure the safety and welfare of participants
- Disseminate educational information provided by Extension professionals, but do not teach
- Evaluate activities and recommend continuation, modification, or discontinuance
- Assist with development and maintenance of financial support
- Are administratively responsible to the unit leader or unit educator
- Are hourly employees, limited to 7.5 hours per day and 37.5 hours per week

Community Worker

Appointments in this category are subject to the Statute and Rules governing the State Universities Civil Service System of Illinois. All aspects of employment (hiring, retention, promotion and dismissal) are governed by these rules. The minimum acceptable qualifications are to be determined by the placement officer, but generally include one year of experience in work related to the job to be performed.

Community workers are paraprofessionals who help professional staff carry out the county's/unit's educational plans. The community worker:

- Works under the direction of the unit leader or his/her designee
- Organizes and carries out activities, training schools, workshops, etc. for their assigned area of programming, including setting up facilities, contacting volunteers, preparing publicity, ordering supplies, and managing paperwork
- Recruits participants
- Organizes new Extension groups
- Carries out tasks identified by the unit leader, council, or committees
- Recruits volunteers, orients and maintains contact with them
- May make contact with organizations as directed by the unit leader to identify opportunities for programs and to publicize Extension programs
- May teach from lesson plans developed by educators
- Is administratively responsible to the unit leader, unit educator or focus program educator
- Is an hourly employee, limited to 7.5 hours per day and 37.5 hours per week.

Work Program Participant (sometimes referred to as Program Assistant)

Appointments in this category are subject to the State Universities Civil Service Statute and Rules governing hiring, retention, promotion and dismissal. These paraprofessionals participate in work assignments provided by an established financial program for the disadvantaged (e.g. FNP, EFNEP). They are supervised and evaluated by the unit leader or other appropriate academic professional staff member. They are paid an hourly rate, and are limited to 7.5 hours per day and 37.5 hours per week.

Cooperative Extension Secretary—Level I-III

Appointments in these categories are subject to the State Universities Civil Service Statute and Rules that govern hiring, retention, promotion and dismissal. Incumbents are represented by Local 3700 The American Federation of State, County, and Municipal Employees AFL-CIO Clerical/Administrative Bargaining Unit.

Secretaries may be full or part-time depending on the needs and staffing of individual offices. They are paid an hourly rate, and are limited to 7.5 hours per day and 37.5 hours per week. There are three status levels of secretarial staff available to Extension counties/units:

Secretary I—Performs typing and clerical work and other office duties as directed by the unit leader or higher level secretary.

Secretary II—Performs clerical and secretarial duties requiring average discretion and judgment concerning procedures to be applied and/or coordinates clerical duties for a small group of employees. Works under the general supervision of the unit leader or higher level secretary.

Secretary III—Organizes, coordinates, and performs a variety of clerical and secretarial duties and supervises the work of other full-time clerical staff in a diverse and large field office. Works under general supervision of the unit leader.

In the county/unit office, secretaries carry out duties delineated in their specific job descriptions which are based on the relevant classification. They are responsible to the unit leader for direction and evaluation (input into evaluation may be provided by others working in the county/unit).

Other Job Classifications Available to Counties/Units

A number of other job classifications are available to support the needs of counties/units. These positions are described in Appendix 1.

Volunteers

Extension's effectiveness is increased tremendously because we are able to rely on volunteers. Thousands of concerned Illinois citizens work hard to bring Extension to everyone. Volunteers serve in a variety of capacities covering all four core program areas.

In Extension, we talk of “paid and volunteer staff.” What this implies is that we treat our volunteers in the same manner as we treat staff. The cycle of volunteerism should mirror the cycle of employment, that is:

- a program or need is identified and a job description developed;
- recruitment takes place, followed by selection and placement;
- a program of orientation and training is provided;
- counsel and supervision are given by appropriate “paid” staff;
- processes are in place for recognition, reappointment, and advancement; and
- periodic evaluations occur with plans for improvement.

REGIONAL STAFFING

Regional Office

Extension is divided into five regions (a map showing the regional boundaries is provided under Resources). Each region has a regional office housing the regional director and other staff providing support to the region.

Regional Director

The regional director gives leadership to personnel, program and fiscal matters in the region. The regional director has overall responsibility for all staff in the region, including paraprofessional and support staff. However, the regional director only assumes direct responsibility for hiring, supervising and evaluating professional academic staff and regional support staff. The regional director may maintain contact with directors of organizations and groups throughout the region to publicize Extension activities and promote cooperation. The regional director serves as a member of the administrative team and will reflect the needs, problems, opportunities and successes of the region during interaction at administrative staff or committee meetings.

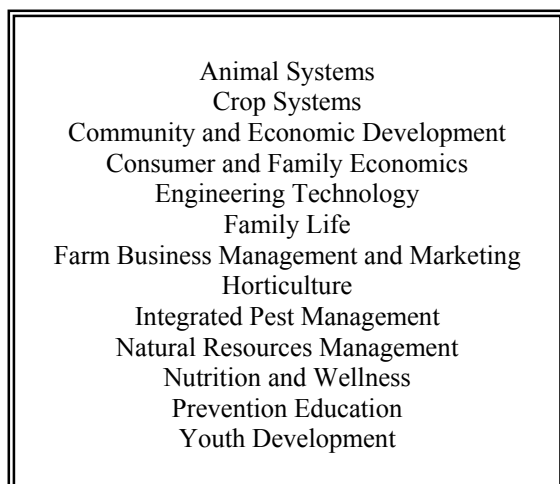
Extension Centers

Extension Centers are located throughout the state. Their location and content is defined by Extension administration. Location is based on population, research base, and partnerships. Centers house Extension educators with varying subject matter specialties determined by regional needs.

Extension Educators

Extension educators are academic professional staff located in centers and serving multiple counties/units. They provide program leadership, interpret and integrate information, teach in the field of designated expertise, and have the competency to respond to questions within their broad subject matter area. The primary responsibility of Extension educators is to work as a team member with other Extension educators, Extension specialists, and county/unit staff and volunteers to assess needs, determine program priorities, and deliver and evaluate high quality programs within and beyond their assigned geographic area. Extension educators network with appropriate agencies and groups to determine training needs and explore possibilities for co-sponsoring programs in the counties/units.

Extension educators are supervised and evaluated by the regional director, and are programmatically responsible to the supporting academic unit within the college. This position requires a master's degree in a relevant field. U of I Extension employs Extension educators in the following specialties:



CAMPUS STAFFING FOR EXTENSION

Administration

Extension administration provides overall direction and support for all of Extension—local, regional, and campus. The Associate Dean, Extension and Outreach is the Director of Extension. Several assistant deans who provide direction and support in their areas of expertise support the Associate Dean. An organizational chart depicting all levels of Extension is provided in Appendix 2.

Faculty with Extension Appointments

A number of faculty within the College of Agricultural, Consumer and Environmental Sciences have percentage appointments to serve Extension. They may participate in research, program development, and program delivery.

Extension Specialists

Extension specialists train Extension educators and unit educators, support their needs for educational materials and information, review research, prepare visuals, etc. Specialists may cooperate on programming in the field as requested by educators, and they may develop applied research efforts that will involve educators in the field. Specialists work with other specialists to develop an interdisciplinary approach to addressing program needs.

Program and Professional Development Teams

Teams parallel the identified Extension educator positions. Teams are comprised of Extension specialists, center educators, unit educators and others whom the team chooses to invite. Teams are largely self-governing. The primary goal of a team is to establish collaborative relationships among persons working in the same subject matter or issue-focused area and with others (individuals or teams)

to develop and deliver programs to meet the identified needs of the citizens of Illinois. Teams serve to link campus, center, and local resources. They discuss program-specific needs and establish priorities among those needs. They develop programs and create a statewide program strategy. They identify and seek resources to support programs. They identify professional development needs of educators and specialists, and may design professional development opportunities to meet those needs.

HIRING PROCESS FOR FIELD STAFF

Field staff are staff located in the “field” as opposed to being located on campus. All hiring processes and decisions are subject to the **Program for Equal Employment Opportunity** (see Appendix 3).

Professional Field Staff

The placement of staff into professional field positions is based on the University of Illinois philosophy to hire the best-qualified staff available for the position. The process provides for a competitive search to garner qualified applicants, and appropriate review of candidates to identify those most capable of succeeding in the position.

Extension Unit Leader

The regional director works with the local Extension council to develop the position description to reflect the needs of the county/unit. After approval by the Associate Dean, the position is advertised. The Director, College Personnel verifies applicants’ credentials to ensure that minimum degree and/or grade point average requirements are met. The regional director identifies candidates to be interviewed and then selects an interview committee that includes members of the county/unit council. Following the interviews, the committee makes recommendations to the regional director who then selects one individual to whom to offer the position. The regional director offers the position pending feedback from the county/unit council. The Associate Dean extends the formal offer of employment.

Extension Unit Educator

The regional director works with the unit leader, and subsequently the local council, to develop a position description meeting the needs of the county/unit. The regional director then notifies the relevant department of the position (or the Assistant Dean and Director 4-H if it is a youth educator). The Associate Dean then approves the position, and the hiring process begins. The position is announced; credentials are verified by College Personnel; and then forwarded to the relevant department. Credentials of qualified applicants are forwarded to the regional director, who determines who will be interviewed. The interview committee will include professional field staff, development team/departmental representatives, and council members. The committee makes its suggestions to the regional director who then selects the person to whom the position will be offered. The offer is made pending feedback from the county/unit council. The Associate Dean extends the formal offer.

Extension Educators

Once approved by the Associate Dean, Extension and Outreach, the regional director develops the position description with the assistance of the relevant academic department. Youth educator positions require the involvement of the Assistant Dean and Director 4-H. Positions are announced internally and externally as appropriate. Credentials undergo an initial screening by the Director, College Personnel, to verify that minimum degree and/or grade point requirements are met. Credentials are then reviewed by the relevant department. Candidates who meet standards are then forwarded to the regional director who determines which candidates will be interviewed. An interview committee will be convened, including field professionals and development team/departmental representatives. The interview committee makes recommendations to the regional director who then determines to whom an informal offer will be made. The official offer comes from the Associate Dean.

County/Unit Paraprofessional and Support Staff

The hiring of all paraprofessional and support staff categories is directed by the unit leader. Positions governed by the Civil Service Statute and Rules are to be handled in the manner specified in the Statute and Rules. All other positions are subject to the policies of the University of Illinois and Extension.

COUNCIL ROLES/RELATIONSHIPS WITH EXTENSION PERSONNEL

Local Level

The council provides recommendations to the regional director regarding the employment of academic professional staff consistent with available funding. The regional director works with the Extension unit leader and council to determine staffing needs and roles and seeks council input regarding staff selection in accordance with hiring procedures of the *Program for Equal Employment Opportunity* and University of Illinois Extension. Council members may be asked periodically to assist in evaluating the work of academic staff, and in so doing work with the regional director in providing input of value to both the staff and the local program.

Regional Level

Educators play a significant role in assisting with program development in counties/units. They cooperate with unit leaders and other unit staff to assess programming needs and to develop and deliver educational programs for the county/unit. Generally, educators will be invited to work with councils, committees, or other advisory groups to help them assess needs, determine priorities, identify appropriate learning experiences for the targeted audiences, and conduct effective evaluations. Educators also will share with councils their assessments of emerging needs on a local, national, or international scale, and their programs/offers for addressing those needs.

Councils interact with the regional director through the Regional Advisory Council. This group is made up of the chairman (or designee) of each Extension council in the region, though other council members are welcome to attend. The

Regional Advisory Council provides advice to the regional director and is a forum through which the member Extension councils cooperate in providing educational programs for the region by:

- Exchanging information and discussing issues of regional concern.
- Identifying, promoting, and supporting multi-county planning and programming as appropriate.
- Fostering a partnership between University of Illinois Extension, regional councils, and county/unit councils.
- Supporting the policies and procedures of Extension.
- Assisting with enhancing local, state and federal funding.

State Level

Council involvement at this level is through the University of Illinois Extension State Advisory Council (ESAC). This council functions under the leadership of the Associate Dean, Extension and Outreach. The membership consists of 15 persons, three from each Extension region. This council acts as an advisory group to the Associate Dean and the administrative team. ESAC may make recommendations and suggestions on such matters as pertain to the development and furtherance of the University of Illinois Extension program. These recommendations and suggestions may be reported to Extension councils and other interested groups on campus and throughout the state. State Advisory Council members are encouraged to attend meetings of the appropriate Regional Advisory Council and local Extension councils in their region to learn of issues in their region.

Additional Support Staff For County/Unit Offices

Academic Hourly

This academic position requires a bachelor's degree. Appointment is for a defined period or through the end of the contract year (though it may be extended). An affirmative action search is not required. Works the hours designated by the supervisor, though no more than 8 hours per day or 40 hours per week without paying overtime. May be terminated by the supervisor or may quit at any time. There is no probationary period, and there are no benefits except workman's compensation. Works under the supervision of the unit leader or designee. Salary is above minimum wage and is commensurate with experience and opportunities on the open market.

Extra Help-Professional

While this is a professional position, it is a non-academic position. A bachelor's degree is generally required. An affirmative action search is not required. Works the hours designated by the supervisor, but is limited to 37.5 per week. Position is subject to the 900 hour rule which means the employee may work no more than 900 hours without a thirty (30) calendar day break in service. May be terminated by the supervisor or may quit at any time. There is no probationary period and there are no benefits except workman's compensation. Works under the supervision of the unit leader or designee. Salary is within a range set by the Personnel Services Office. Extra help employees are hired when the work is casual or emergent in nature, when the amount of time is unpredictable, and when work cannot be readily assigned to a permanent employee.

Extra Help-Technical

Same as Extra Help-Professional except no bachelor's degree requirement (unless a B.S. is required to perform the specific skill for which the person is hired).

Other Extra Help Categories

Same as Extra Help-Professional except no bachelor's degree requirement. In addition, Extra Help-Clerical salaries are tied to current AFSCME 3700 negotiated rates, and Extra Help-General Services salaries are tied to the current union negotiated rates for the nature of the work to be accomplished.

U of I Intern

A student position, usually required to spend a given period of time at the county level, and able to deliver only limited assistance to the staff in the county. May or may not have a bachelor's degree. Works when school is not in session. If payment is necessary, it is usually in the form of a monthly stipend. No benefits are provided except workman's compensation. An affirmative action search is not required. Tuition and fee waivers are available under certain conditions.

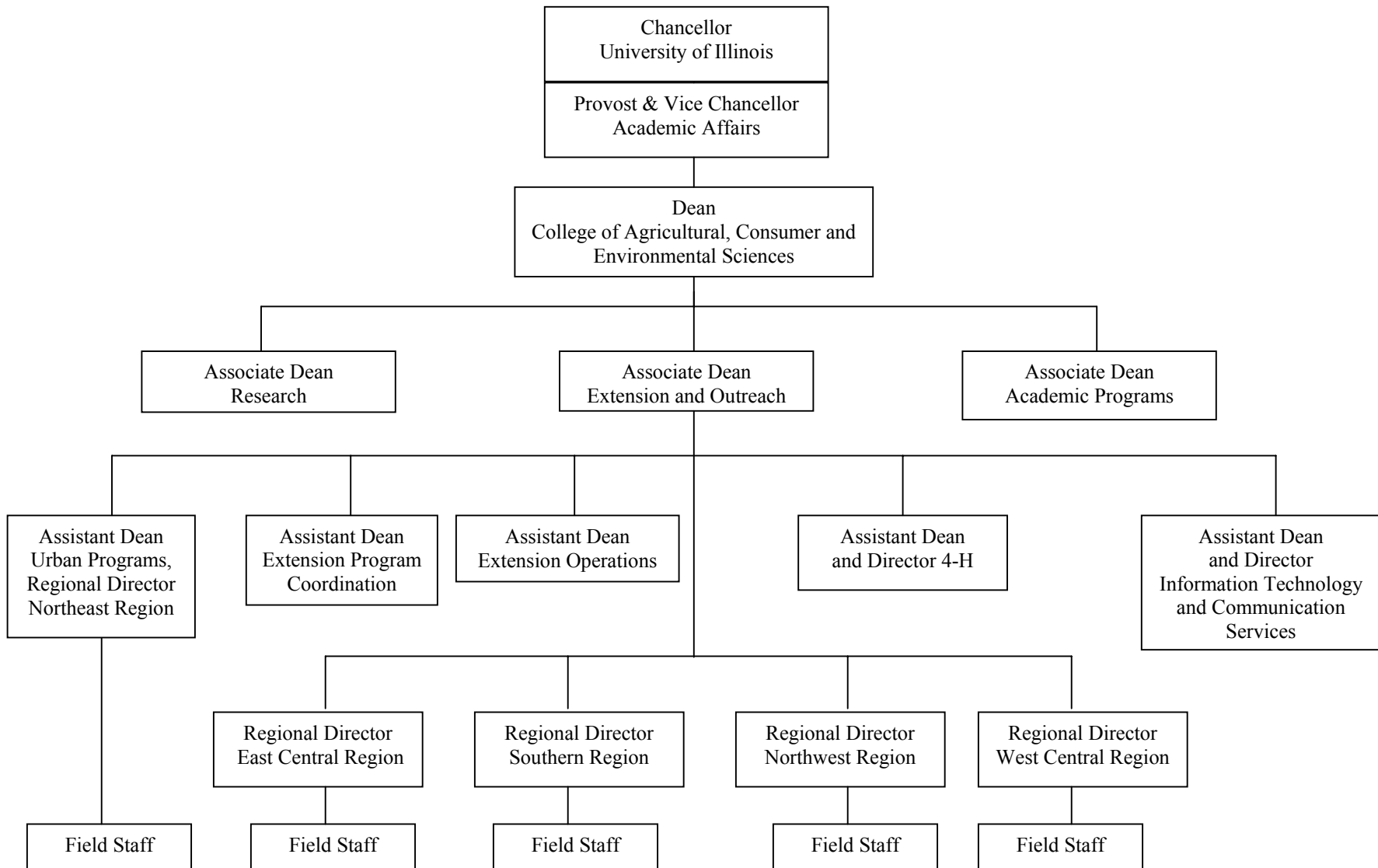
One-Time Pay

An individual may be hired to complete a short term task and be paid in one lump sum at the end of the period of employment. This option is used when the person is not likely to be brought onto the payroll for a sustained period or perhaps ever again. This option is well-suited to fair food stand help, or day camp staff, for example. The service cannot extend beyond a month's duration (30 calendar days) for academic work, or a two-week duration (75 hours) for non-academic work. This method can't be used to pay existing staff for extra services. Other conditions and rules may apply. Works under the supervision of the unit leader or designee.

Stipend Volunteer

There is no technical employment classification here. The individual is a volunteer who is paid an honorarium for their volunteer services. Again, this would be for special services such as fair food stand, 4-H camp, etc. Works under the supervision of the unit leader or designee.

**UNIVERSITY OF ILLINOIS EXTENSION
Organizational Chart**



2003

Program for Equal Employment Opportunity

Statement of Policy Prohibiting Discrimination in Employment

It is the policy of University of Illinois Extension to provide equal opportunity in employment and personnel management for all persons, to prohibit discrimination because of race, color, religion, sex, national origin, ancestry, age, marital status, disability, sexual orientation, unfavorable discharge from the military, or status as a disabled veteran or a veteran of the Vietnam era, and to promote the full realization of equal employment opportunity through a continuing four-year plan for assuring compliance. This policy complies with the provisions of 7 CFR 18 and is an integral part of every aspect of personnel policy and practice in the employment, development, advancement, and treatment of employees.

Copies of the EEO statement are to be distributed to officials of the University, Extension councils, and members of the public who are affected by this policy. Appropriate discussions regarding the EEO program will be held with the above-named persons. Copies of the entire program are on file, and available for review, in each Extension office.

The Associate Dean is the designated administrative official of the University to initiate and carry out this program among the units and departments of the College, with the cooperation of the Extension councils. The implementation and compliance of the EEO program by University of Illinois Extension is the responsibility of the Associate Dean. Those staff members, including assistant deans, department heads, regional directors, other Extension employees, and Extension council members to whom the duties and responsibilities for the implementation and compliance of the EEO program have been delegated, are accountable to the Associate Dean.

The Associate Dean requests that Extension councils meet at least annually with Extension staff to review the EEO program. The council is responsible to the extent that it plays a role in contributing to the employment and personnel functions of Extension staff. Unit leaders are responsible for representing and discussing the program with Extension councils.

Council members should be aware that there is a system for counseling any aggrieved employee or applicant for employment who believes they have been discriminated against. The system includes procedures for informal and formal complaints.

Source: “Program for Equal Employment Opportunity.” University of Illinois Extension Cooperating with the CSREES and County Governments

EXTENSION GLOSSARY

AA/EEO refers to **Affirmative Action/Equal Employment Opportunity**. University of Illinois Extension provides equal opportunities in programs and employment.

APF refers to **Ag Premium Funds**. These funds are a source of money for organizations and state government in Illinois, including Extension. APF are used for travel, 4-H exhibitions and other designated state efforts.

Associate Dean for Extension and Outreach functions as Director of Extension.

Centers are the home base for most Extension Educators who research, create programs, and teach those programs as requested by counties/units.

CES The Cooperative Extension System: a national, publicly funded, non-formal educational system linking the educational and research resources and activities of USDA; Land-Grant universities in every state, territory, and the District of Columbia; and approximately 3,150 county administrative units.

Consumer/Client/Learner The people served by Extension programs.

Educational Activity is part of a University of Illinois Extension program, planned and conducted to meet stated objectives, and to bring about economic, social or behavior change; a non-formal event such as a meeting, field day, workshop, consultation, media program, presentation, discussion, and so on; also may be applied to other delivery methods, such as newsletters and correspondence courses.

Extension Board facilitates cooperation between the council and the county governing board where funds are solicited from a county governing board.

Extension Council is a group of appointed citizens who provide a way for local people to reflect their views, opinions, and concerns to University of Illinois Extension. Council members advise on programming priorities, office facilities, and also work to secure resources to support the county/unit.

Extension County/Unit defines the local presence of University of Illinois Extension. It is an area defined by University of Illinois Extension for specific educational purposes. There are single county offices (e.g. Boone County) and multi-county units (e.g. Adams/Brown Unit). A single county office will still be considered a unit office for internal purposes.

Extension Education Program is an off-campus, non-formal educational effort guided by specific objectives and including activities and events that are planned, conducted and evaluated for their impact on participants' learning needs; usually sustained over a period of time.

Extension Partnership is a unique three-way partnership of the federal partner (Cooperative State Research Extension and Educational Service CSREES - USDA); the state partner (Extension Services, land-grant colleges and universities); and local partners (Councils).

FNP is the Family Nutrition Program, which teaches basic nutrition, food safety, and resource management to people who, based on their incomes, are eligible for food stamps.

4-H is the youth development program of University of Illinois Extension. Its mission is to help youth build skills for living as they explore interests in a variety of areas. Any youth who participates in a program that is planned, organized, delivered and evaluated by University of Illinois Extension is a 4-H youth participant or 4-H member.

Land-Grant College/University is an institution of higher education sustained and supported by the Morrill Acts of 1862 and 1890, the Smith-Lever Act of 1914, and subsequent legislation.

Matching Funds refers to money from the state of Illinois that is given to Extension counties/units to match money raised at the local level. For example, money from a county board to an Extension county/unit is matched by the state at varying levels depending on available state funds. A 100 percent match means the state matches local contributions dollar for dollar.

Morrill Acts of 1862, 1890 and 1994, created the land-grant colleges and universities.

Non-formal Education refers to out-of-school, voluntary noncredit education formats; the essential form of Extension education.

POW refers to the **Plan Of Work**, a written document describing the issues, educational goals, objectives, and program activities to be addressed by University of Illinois Extension. POWs may be multi-year or annual.

Premiums are monetary awards presented to 4-H members for completing and exhibiting their projects.

Region refers to a group of contiguous Extension counties/units that work together under one regional director to meet the needs of the people who live in their geographic area.

Slogan The University of Illinois Extension slogan is: Helping you put knowledge to work.

Smith-Lever Act of 1914 created the Extension Service with a required matching of Federal dollars by state and county dollars.

USDA refers to the United States Department of Agriculture.

Volunteers are non-salaried lay and professional persons who offer their services in support of the University of Illinois Extension organization and its educational programs.



Region Offices

East Central Region Office

801 N Country Fair Dr Ste F
Champaign, IL 61821
p: (217)333-5588
f: (217)265-0899

Northeast Region Office

5527 Miller Circle Dr Ste B
Matteson, IL 60443
p: (708)720-7540
f: (708)720-7549

Northwest Region Office

4550 Kennedy Dr Ste 1
East Moline, IL 61244
p: (309)792-8151
f: (309)792-4627

Southern Region Office

4202 Williamson Place Ste 2
Mt Vernon, IL 62864
p: (618)242-9474
f: (618)242-9386

West Central Region Office

2930 Montvale Dr, Ste E
Springfield, IL 62704
p: (217)241-4644
f: (217)241-4645

Center Offices

Carbondale Center

Dunn-Richmond Econ Dev Ctr, Rm 228
150 East Pleasant Hill Road
Carbondale, IL 62901
SO Region
p: (618)453-5563
f: (618)453-7106

Champaign Center

801 N Country Fair Dr Ste E
Champaign, IL 61821
EC Region
p: (217)333-4901
f: (217)333-4943

Chicago Center

216 W Jackson, Ste 625
Chicago, IL 60606
NE Region
p: (312)578-9956
f: (312)578-9957

Countryside Center

6438 Joliet Road
Countryside, IL 60525-4642
NE Region
p: (708)352-0109
f: (708)352-0451

East Peoria Center

727 Sabrina Dr
East Peoria, IL 61611
WC Region
p: (309)694-7501
f: (309)694-7882

Edwardsville Center

200 University Pk Dr, Ste 280
Edwardsville, IL 62025-3649
SO Region
p: (618)692-9434
f: (618)692-9808

Effingham Center

1209 Wenthe Dr
Effingham, IL 62401-1697
EC Region
p: (217)347-5126
f: (217)347-5150

Macomb Center

480 Deer Rd
Macomb, IL 61455
WC Region
p: (309)836-3366
f: (309)836-2916

Matteson Center

5527 Miller Cir Dr, Ste C
Matteson, IL 60443
NE Region
p: (708)720-7520
f: (708)720-7529

Mt Vernon Center

4112 N Water Tower Place
Mt Vernon, IL 62864
SO Region
p: (618)242-9310
f: (618)242-9433

Quad Cities Center

4550 Kennedy Dr, Ste 2
East Moline, IL 61244
NW Region
p: (309)792-2500
f: (309)792-2602

Rockford Center

417 Ware Ave, Ste 102
Rockford, IL 61107-6412
NW Region
p: (815)397-7714
f: (815)397-8620

Springfield Center

PO Box 8199
Springfield, IL 62791
WC Region
p: (217)782-6515
f: (217)782-8886

Unit Offices

AJ/MP/U Unit
(Alexander/Pulaski Co)
502 Oakley Lane
Mounds, IL 62964

SO Region

p: (618)745-6310
f: (618)745-6806

(Johnson Co)
208 East Main St
PO Box 158
Vienna, IL 62995

p: (618)658-5321
f: (618)658-2028

(Massac Co)
1438 W 10th St
Metropolis, IL 62960

p: (618)524-2270
f: (618)524-3948

(Union Co)
201 Springfield Ave, Ste D
Anna, IL 62906

p: (618)833-6363
f: (618)833-6304

Adams/Brown Unit
(Adams Co)
330 S 36th St
Quincy, IL 62301

WC Region

p: (217)223-8380
f: (217)223-9368

(Brown Co)
109 W North St
PO Box 209
Mt Sterling, IL 62353

p: (217)773-3013
f: (217)773-2614

Bond County

925 E Harris
PO Box 187
Greenville, IL 62246

SO Region

p: (618)664-3665
f: (618)664-9277

Boone County

930 W Locust St
Belvidere, IL 61008

NW Region

p: (815)544-3710
f: (815)544-4606

Bureau County

850 Thompson St
Princeton, IL 61356

NW Region

p: (815)875-2878
f: (815)875-2870

Calhoun/Jersey Unit

818 S Park St
PO Box 366
Hardin, IL 62047

WC Region

p: (618)576-2293
f: (618)576-8013

Cass/Schuyler Unit

(Cass Co)
651 S Job
Virginia, IL 62691

WC Region

p: (217)452-3211
f: (217)452-7260

(Schuyler Co)

710 Maple Ave
Rushville, IL 62681

p: (217)322-3381
f: (217)322-3382

Champaign County

801 N Country Fair Dr Ste D
Champaign, IL 61821

EC Region

p: (217)333-7672
f: (217)333-7683

Christian County

1120 N Webster
Taylorville, IL 62568

WC Region

p: (217)287-7246
f: (217)287-7248

Clark County

15493 N State, Highway 1
Marshall, IL 62441

EC Region

p: (217)826-5422
f: (217)826-8631

Clay/Fayette Unit

(Clay Co)
235 Chestnut St
PO Box F
Louisville, IL 62858

EC Region

p: (618)665-3328
f: (618)665-4985

(Fayette Co)

118 N Sixth St
Vandalia, IL 62471

p: (618)283-2753
f: (618)283-4932

Clinton County

1163 N 4th St
PO Box 185
Breeese, IL 62230

SO Region

p: (618)526-4551
f: (618)526-4597

Coles County

Northwest Business Park
707 Windsor Road, Ste A
Charleston, IL 61920

EC Region
p: (217)345-7034
f: (217)348-7940

Cook Chicago Unit

North Office
2840 N Lincoln Ave
Chicago, IL 60657

NE Region
p: (773)755-2223
f: (773)755-7776

South Office

8751 S. Greenwood Ave, Ste112-122
Chicago, IL 60619

p: (773)768-7779
f: (773)768-4818

Cook/North Suburban Unit

Third District Court Building
2121 W Euclid, Rm 251
Rolling Meadows, IL 60008

NE Region
p: (847)818-2901
f: (847)818-2904

Cook/South Suburban Unit

5527 Miller Circle Dr, Ste A
Matteson, IL 60443

NE Region
p: (708)720-7500
f: (708)720-7509

Crawford County

Commercium Bldg
301 S Cross St, Ste 290
Robinson, IL 62454

EC Region
p: (618)546-1549
f: (618)544-3222

DeKalb County

1350 W Prairie Dr
Sycamore, IL 60178-3166

NW Region
p: (815)758-8194
f: (815)758-8199

DeWitt County

PO Box 347
Clinton, IL 61727

EC Region
p: (217)935-5764
f: (217)935-8932

DuPage County

310 S Co Farm Rd, Ste C
Wheaton, IL 60187

NE Region
p: (630)653-4114
f: (630)653-4159

Edgar County

210 W Washington
Paris, IL 61944

EC Region
p: (217)465-8585
f: (217)463-1192

Edwards/Wabash Unit

(Edwards Co)
350 N Seventh
Albion, IL 62806

SO Region

p: (618)445-2934
f: (618)445-3746

(Wabash Co)

15039 Four H Ctr Lane
Mt Carmel, IL 62863

SO Region

p: (618)262-5725
f: (618)263-3370

Effingham County

1209 Wenthe Dr
Effingham, IL 62401

EC Region

p: (217)347-7773
f: (217)347-7775

Ford/Iroquois Unit

912 W Seminary Ave
PO Box 163
Onarga, IL 60955-0163

EC Region

p: (815)268-4051
f: (815)268-4058

Franklin County

1212 Rte 14 West
Benton, IL 62812

SO Region

p: (618)439-3178
f: (618)439-2953

Fulton County

15411 N IL 100 Hwy, Ste C
Lewistown, IL 61542

WC Region

p: (309)547-3711
f: (309)547-3713

Gallatin/Pope-Hardin/Saline Unit

(Gallatin Co)
450 N Lincoln Blvd E
PO Box 256
Shawneetown, IL 62984

SO Region

p: (618)269-3049
f: (618)269-3107

(Hardin Co)

Walnut St Apt 13
PO Box 86
Elizabethtown, IL 62931

SO Region

p: (618)287-8673
f: (618)287-7042

(Pope Co)

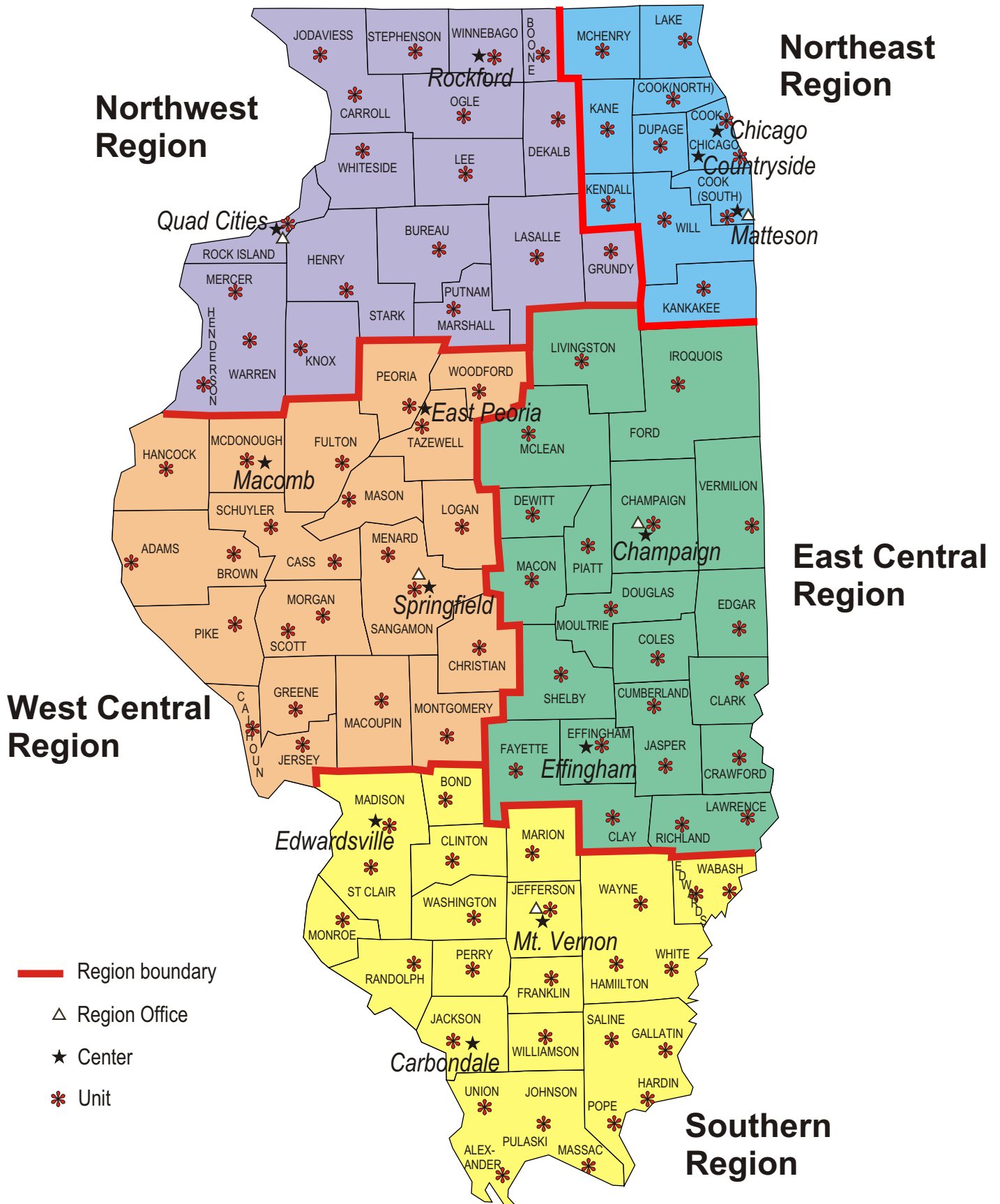
Corner of Clara & Lewis Apt 1
PO Box 97
Golconda, IL 62938

SO Region

p: (618)683-8555
f: (618)683-4025

<i>(Saline Co)</i> 34 Veterans Dr, Ste D PO Box 467 Harrisburg, IL 62946	p: (618)252-8391 f: (618)253-3006	Lake County 100 S US Highway 45 Grayslake, IL 60030	<i>NE Region</i> p: (847)223-8627 f: (847)223-9288	Moultrie/Douglas Unit 122 S Walnut St Arthur, IL 61911	<i>EC Region</i> p: (217)543-3755 f: (217)543-3757
Greene County RR 3, Box 129C Carrollton, IL 62016	<i>WC Region</i> p: (217)942-6996 f: (217)942-3827	LaSalle County 1689 N 31st Rd, Ste 2 Ottawa, IL 61350	<i>NW Region</i> p: (815)433-0707 f: (815)433-5454	Ogle County 421 W Pines Rd, Ste 10 Oregon, IL 61061	<i>NW Region</i> p: (815)732-2191 f: (815)732-4007
Grundy County 1802 N Division St, Ste 604 Morris, IL 60450	<i>NW Region</i> p: (815)942-2725 f: (815)942-9519	Lawrence/Richland Unit <i>(Lawrence Co)</i> 600 Cherry Lane PO Box 657 Lawrenceville, IL 62439	<i>EC Region</i> p: (618)943-5018 f: (618)943-4968	Peoria County 4810 N Sheridan Road Peoria, IL 61614	<i>WC Region</i> p: (309)685-3140 f: (309)685-3397
Hamilton/Wayne/White Unit <i>(Hamilton Co)</i> Courthouse Basement 100 S Jackson McLeansboro, IL 62859	<i>SO Region</i> p: (618)643-3416 f: (618)643-3206	<i>(Richland Co)</i> 306 S Fair PO Box 130 Olney, IL 62450	p: (618)395-2191 f: (618)392-4906	Perry County Room 110 3764 State Rte 13/127 Pinckneyville, IL 62274	<i>SO Region</i> p: (618)357-2126 f: (618)357-3934
<i>(Wayne Co)</i> 2-B Frontier Dr Fairfield, IL 62837	p: (618)842-3702 f: (618)842-4725	Lee County 280 W Wasson Road Amboy, IL 61310	<i>NW Region</i> p: (815)857-3525 f: (815)857-3527	Piatt County 210 S Market St Monticello, IL 61856	<i>EC Region</i> p: (217)762-2191 f: (217)762-2703
<i>(White Co)</i> 1715 College Ave Carmi, IL 62821	p: (618)382-2662 f: (618)382-2276	Livingston County 1412 S Locust St Pontiac, IL 61764	<i>EC Region</i> p: (815)842-1776 f: (815)842-6547	Pike County 1301 E Washington Pittsfield, IL 62363	<i>WC Region</i> p: (217)285-5543 f: (217)285-5735
Hancock County 550 N Madison St Carthage, IL 62321	<i>WC Region</i> p: (217)357-2150 f: (217)357-3598	Logan County 980 N. Postville Dr Lincoln, IL 62656	<i>WC Region</i> p: (217)732-8289 f: (217)735-5837	Randolph County 313 W Belmont St Sparta, IL 62286-1708	<i>SO Region</i> p: (618)443-4364 f: (618)443-1922
Henderson/Mercer/Warren Unit <i>(Henderson Co)</i> 410 E Main PO Box 540 Stronghurst, IL 61480	<i>NW Region</i> p: (309)924-1163 f: (309)924-1164	Macon County 2535 Millikin Pkwy Decatur, IL 62526	<i>EC Region</i> p: (217)877-6042 f: (217)877-4564	Rock Island County 4550 Kennedy Dr, Ste 3 East Moline, IL 61244	<i>NW Region</i> p: (309)796-0512 f: (309)796-0673
<i>(Mercer Co)</i> 702 SE 3rd St Aledo, IL 61231	p: (309)582-5106 f: (309)582-7338	Macoupin County 210 N Broad St Carlinville, IL 62626	<i>WC Region</i> p: (217)854-9604 f: (217)854-7804	Sangamon/Menard Unit <i>(Menard Co)</i> 420 S 7th St PO Box 138 Petersburg, IL 62675	<i>WC Region</i> p: (217)632-7491 f: (217)632-2425
<i>(Warren Co)</i> 1000 N Main PO Box 227 Monmouth, IL 61462-0227	p: (309)734-5161 f: (309)734-5532	Madison/St Clair Unit <i>(Madison Co)</i> 900 Hillsboro Box 427 Edwardsville, IL 62025	<i>SO Region</i> p: (618)692-7700 f: (618)692-7705	<i>(Sangamon Co)</i> PO Box 8467 Springfield, IL 62791	p: (217)782-4617 f: (217)524-6662
Henry/Stark Unit PO Box 74 Galva, IL 61434	<i>NW Region</i> p: (309)853-1533 f: (309)853-1634	<i>(St Clair Co)</i> 1 S 3rd St PO Box 405 Belleville, IL 62222-0405	p: (618)236-8600 f: (618)236-8604	Shelby County 1125 W North 2nd Shelbyville, IL 62565	<i>EC Region</i> p: (217)774-9546 f: (217)774-9549
Jackson County 402 Ava Rd Murphysboro, IL 62966	<i>SO Region</i> p: (618)687-1727 f: (618)687-1612	Marion County 1404 E Main Rt 50 East Salem, IL 62881	<i>SO Region</i> p: (618)548-1446 f: (618)548-9891	Stephenson County Highland Community College 2998 W Pearl City Rd, Bldg R Freeport, IL 61032	<i>NW Region</i> p: (815)235-4125 f: (815)232-9006
Jasper/Cumberland Unit <i>(Cumberland Co)</i> 130 Courthouse Square PO Box 218 Toledo, IL 62468	<i>EC Region</i> p: (217)849-3931 f: (217)849-2411	Marshall/Putnam Unit 327 Edward St Henry, IL 61537	<i>NW Region</i> p: (309)364-2356 f: (309)364-2804	Tazewell County 1505 Valle Vista Pekin, IL 61554	<i>WC Region</i> p: (309)347-6614 f: (309)347-5472
<i>(Jasper Co)</i> 1401 Clayton PO Box 31 Newton, IL 62448	p: (618)783-2521 f: (618)783-2232	Mason County 133 S High PO Box 170 Havana, IL 62644	<i>WC Region</i> p: (309)543-3308 f: (309)543-6239	Vermilion County 25 E Liberty Ln Ste A Danville, IL 61832	<i>EC Region</i> p: (217)442-8615 f: (217)442-8628
Jefferson County 4618 Broadway Mt Vernon, IL 62864	<i>SO Region</i> p: (618)242-0780 f: (618)242-0781	McDonough County 3022 W Jackson St Macomb, IL 61455	<i>WC Region</i> p: (309)837-3939 f: (309)833-3019	Washington County 9623 Wall St Nashville, IL 62263	<i>SO Region</i> p: (618)327-8881 f: (618)327-8882
JoDaviess/Carroll Unit <i>(Carroll Co)</i> 807D S Clay St Mt Carroll, IL 61053	<i>NW Region</i> p: (815)244-9444 f: (815)244-3836	McHenry County 1102 McConnell Rd PO Box 1430 Woodstock, IL 60098-1430	<i>NE Region</i> p: (815)338-4747 f: (815)338-4755	Whiteside County 100 E Knox Morrison, IL 61270	<i>NW Region</i> p: (815)772-4075 f: (815)772-4077
<i>(JoDaviess Co)</i> 204 Vine St PO Box 600 Elizabeth, IL 61028	p: (815)858-2273 f: (815)858-2274	McLean County 402 N Hershey Rd Bloomington, IL 61704	<i>EC Region</i> p: (309)663-8306 f: (309)663-8270	Will County 100 Manhattan Rd Joliet, IL 60433	<i>NE Region</i> p: (815)727-9296 f: (815)727-9364
Kane County 535 S Randall Road St Charles, IL 60174-1591	<i>NE Region</i> p: (630)584-6166 f: (630)584-4610	Monroe County 901 Illinois Ave PO Box 117 Waterloo, IL 62298	<i>SO Region</i> p: (618)939-3434 f: (618)939-7708	Williamson County 1306 N Atchison Ave, Ste A Marion, IL 62959	<i>SO Region</i> p: (618)993-3304 f: (618)997-1542
Kankakee County 1650 Commerce Dr Bourbonnais, IL 60914	<i>NE Region</i> p: (815)933-8337 f: (815)933-8532	Montgomery County 1 Industrial Park Dr Hillsboro, IL 62049	<i>EC Region</i> p: (217)532-3941 f: (217)532-3944	Winneshago County 4311 W State St Rockford, IL 61102	<i>NW Region</i> p: (815)986-4357 f: (815)986-4329
Kendall County 7775B Illinois Rte 47 Yorkville, IL 60560	<i>NE Region</i> p: (630)553-5823 f: (630)553-5871	Morgan/Scott Unit <i>(Morgan Co)</i> 104 N Westgate Ave Jacksonville, IL 62650	<i>WC Region</i> p: (217)243-7424 f: (217)243-1544	Woodford County 117 West Ctr PO Box 162 Eureka, IL 61530	<i>WC Region</i> p: (309)467-3789 f: (309)467-6034
Knox County 180 S Soangetaha Rd, Ste 108 Galesburg, IL 61401	<i>NW Region</i> p: (309)342-5108 f: (309)342-1768	<i>(Scott Co)</i> 401 N Walnut Winchester, IL 62694	p: (217)742-9572 f: (217)742-3852		

University of Illinois Extension Offices





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