FOUNDATIONAL GUIDE FOR

NUTRITION & COMMUNITY HEALTH

EXTENSION AGENTS

GUIDELINES FOR AGENT ONBOARDING

LSU AgCenter
Research · Extension · Teaching

Agent Name: _____ **Parish:** _____

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SECTION 1: NCH AGENT ONBOARDING

Office for Vice President for Agriculture
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Welcome to the LSU AgCenter and the School of Nutrition and Food Sciences, Extension Nutrition and Community Health (NCH) team! We're thrilled to have you join us in our mission to promote a healthier Louisiana.

As you settle into your role as an extension agent, you'll come to see just how vital your contributions are to achieving the goals of our school, state, region and parish. Your efforts will play a significant role in shaping the health and well-being of our community.

In my capacity as the Vice President for Agriculture, I'm here to fully support your professional growth and success within the LSU AgCenter.

The Foundational Guide for NCH Extension Agents has been meticulously crafted to assist you in meeting the educational needs of Louisiana's citizens. It covers essential aspects such as onboarding procedures, organizational history and fundamental tools for success. Additionally, you'll find links to resources for deeper exploration when needed. Remember, you're not alone in this journey. We're here to provide unwavering support as you transition into your new role. Feel free to reach out to any of us with questions or concerns.

Welcome aboard, and here's to making a positive impact together! We are winning for LSU Agriculture!

Sincerely,

Agriculture
lture
Chalkley Family Endowed Chair for Ag Leadership

102 J. Norman Efferson Hall Baton Rouge, LA 70803-0106
318-557-9501

Congratulations on joining the LSU AgCenter – Louisiana Cooperative Extension Service and the Nutrition and Community Health Team! We are thrilled to have you on board and are committed to supporting your growth and success within our institution.

As you embark on this new journey, know that you'll have the guidance and mentorship of the Nutrition and Community Health Program (NCH) team, including your regional director, regional NCH coordinator, parish chair and staff. They'll be there to assist you through your onboarding, orientation and education process. You also will be assigned a mentor or mentoring committee to work with you in learning all aspects of NCH programming.

To facilitate your transition, we've developed this foundational guide to provide you with essential knowledge as you begin your role. While the information here is general, you'll need to connect with your specific program within the Nutrition and Community Health Program to understand the nuances of your assignment.

Our aim is not to duplicate materials provided during your hiring process but to centralize key documents and resources for easy access. Additionally, you'll have the support of state, regional and parish faculty, as well as volunteers, to orient you to your new role.

Your onboarding journey will include various opportunities, such as monthly new employee orientation, NCH Agent orientation sessions, mentoring processes, parish and regional orientations, quarterly reviews and state and local programmatic introductions. Remember, you're not alone in this endeavor. The Nutrition and Community Health Program faculty and staff are here to assist you every step of the way. Please don't hesitate to reach out to anyone on our team for support.

Here's to the start of a fulfilling and successful career with the LSU AgCenter's Extension Nutrition and Community Health Program!

Sincerely,

Tara P. Smith, Ph.D.
Executive Associate Vice President
Director Louisiana Cooperative Extension Service
tsmith@agcenter.lsu.edu

NCH ORIENTATION PROGRAM OUTLINE

The orientation program for NCH extension agents involves an approach that includes several different types of training provided by a variety of individuals within the LSU AgCenter. Below is an overview of each of the individual trainings that make up the overall NCH orientation program.

HUMAN RESOURCE MANAGEMENT, AGxCEL NEW EMPLOYEE ORIENTATION

All NCH faculty will progress through an on-demand learning management software to introduce them to the administrative policies and procedures. This program is entirely self-paced and offers new employees an opportunity to learn more about the administrative support units in the LSU AgCenter, including policies, procedures and best practices from Human Resource Management (HRM), information technology, accounting and communications. AGxCEL on-demand should be completed within the first 30 days of hire.

- **Employment Policies and Procedures:** Equal Employment Opportunity (EEO), harassment, violence-free workplace, grievances, drug and alcohol-free workplace, performance evaluations, status changes, basic supervisory responsibilities, annual mandatory ethics, sexual harassment prevention and Title IX training.
- **Business Procedures:** travel regulations, purchasing and related topics.
- **Information Technology:** available resources, internet, email, policies and access.

AGxCEL in-person New Employee Orientation will be held on the second Tuesday of even number months on the LSU AgCenter campus in Baton Rouge, Louisiana. In-person orientation will focus on the overview of organizational structure of LSU AgCenter and LSU System. Faculty will take a deep dive in the mission, vision, culture and their role in our organization.

New Employee Benefits Orientation is held on the first Wednesday of the month. Faculty should attend the first offering after their start date. Major topics discussed with our HRM benefits team will cover employee benefits including retirement, insurance, leave, educational benefits, holidays and supplemental benefits.

To learn more about the AGxCEL Orientation visit the LSU AgCenter HRM Website.

MENTORING PROCESS

All newly hired NCH agents and staff members participate in a formal mentoring process where the NCH agent will be oriented to basic job responsibilities, skills and knowledge necessary to work with youth and adult audiences, families, volunteers and community leaders.

Once assigned, mentors should follow these guidelines for a positive mentoring experience. A mentor should:

- Call or visit and welcome new Agent to the organization. The mentor should set up an initial meeting with the new agent within the first quarter.
- Share parish calendar.
- Share newsletters, social media site, etc.
- Arrange for the new agent to attend educational programs; coalition meeting; policy, systems and environmental (PSE) activity and other special events.
- Email or call the new agent at least monthly during the first year.
- Invite new agent to join the Louisiana Extension Association of Family and Consumer Sciences (LEAFCS)/National Extension Association of Family and Consumer Sciences (NEAFCS) and participate in state professional association meeting and ensure the new agent has a roommate.

See the complete NCH Mentoring Process on page 37 of this guide.

PARISH AND REGIONAL ORIENTATION

Parish chairs, agents, administrative coordinator(s), staff and trained volunteers are invaluable resources in orienting and training new NCH agents to their job responsibilities, organizational skills and programmatic knowledge. Regional NCH coordinators will organize and provide training for the orientation process of parish NCH agents. Regional and parish agents and staff can use the team approach to share orientation tasks as well as the time needed to orient a new NCH agent.

Parish Chair (PC)

- Complete New Employee Orientation Checklist (List 1 and List 3).
- Within the first week, work with Information Technology (IT) to secure computer, email and other IT needs for the employee.
- Introduce office staff (and volunteers), staff structure and staff conference format.
- Introduce to police jury/parish government and school board officials within the first quarter of employment.
- Provide list of local partner agencies as well as community volunteers that have been utilized previously (can be provided by the secretary or another parish agent).
- Provide a guide/calendar of significant parish events and locations.
- Provide maps or addresses to governing agencies and other significant buildings.
- Introduction and relationship to distinguished stakeholders.
- Introduction and relationship with available forms of media, marketing opportunities and networking with other agencies.
- Explain other agent and staff programmatic and job responsibilities.
- Encourage agent to take part in learning opportunities outside of parish boundaries.
- Orientation to office procedures.
- Orientation to mail, fax and copy machine procedures.
- Work with regional coordinator and regional safety coordinator to make sure new NCH agent is in compliance with defensive driving, ethics, sexual harassment and Title IX trainings and certifications.
- Ensure agent is educated on the use of AgCenter forms/policies (such as travel policy and procedures for expense reports and spend authorizations and leave procedures in Workday).
- Inform agent of travel and supply account balances.
- Provide links to policies and procedures and review key policy statements as needed.
- Highlight Promotion and Tenure Policy, PS-42.

Parish Administrative Coordinators

- Parish administrative coordinators can help to find documents and resources and answer questions, but policies should be reviewed by parish chairs and regional NCH coordinators.
- Should know agent's destinations to show accountability to supervisors and clientele.

Regional NCH Coordinator

- Send out welcome email to regional NCH agents and state NCH office.
- Conduct two initial orientation meetings within the first month.
- Assign mentor(s) within the first month with approval of **regional director** and the **parish chair**.

- Work with the new NCH agent and parish chair to complete the job description within the first month.
- Inform new NCH agents and parish chairs of quarterly evaluation review process and set dates for reviews for the year.
- Orientation to new subject matter or current issues.
- Conduct with parish chair quarterly evaluations during probation period (regional director, if needed).
- Conduct trainings for new NCH agent orientation sessions.
- Provide online resources.
- Provide information for online courses and training.
- Conduct an educational program visit with an Agent within the nine months.
- Discuss the following topics:
  - Agent expectations.
  - Agent performance evaluation system and criteria.
  - Setting and responding to parish, regional and state deadlines.
  - Professional image and dress for specific occasions.
  - Relationships with coworkers.
  - Utilization of media outlets (mass and social).
  - Problem-solving at lowest level.
  - Program development process (advisory and evaluation).
  - Community resources and subject-matter specialists.
  - Volunteer management and Louisiana Volunteers for Family and Community (LVFC), if active group is in parish.
  - Networking with other agencies.
  - Reporting to local governing bodies.
  - Structure and leadership for School of Nutrition and Food Sciences Extension Nutrition Outreach.
  - Career ladder.
  - Advanced degree.
  - Americans with Disabilities Act (ADA) and EEO.
  - Evaluation.
  - Promotion planning.
  - Arrange for state NCH program and Agricultural and Extension Education and Evaluation (AEEE) visits.

Regional Director

- Welcome email.
- Review expectations.
- Review key policy statements (Promotion and Tenure).

State Office Programmatic Assistance

- An initial visit will be made from a state office representative for the program(s) you are assigned to work to cover the policies and procedures related to that specific program(s). If there is a split assignment, then visits will be arranged

with multiple state office staff. After the initial visit, the state staff for that program can always be called upon for assistance related to the program(s) you are assigned to work.

Local Programmatic Assistance

- If you are assigned to work as a non-supervising agent in the Expanded Food and Nutrition Education Program (EFNEP), your position may be supervised programmatically by a parish-based supervising agent. If this is the case, that individual will also assist you with learning the policies, procedures and fine details related to the specific program to which you are assigned.
- Meet with the other agents assigned to work the parish(es) to become familiar with their programs and discuss ways the different program areas can partner together.

New NCH Agent Orientation Sessions

- There are three mandatory NCH-specific orientation sessions focusing on: 1) professional skills, 2) program delivery and 3) program planning and reporting. These three training sessions should be completed by the end of the first year of employment but no later than by the end of the second year of employment if any sessions must be made up because of missing any session(s).

(Refer to NCH Protocol and Agendas on pages 33-36 in this document for details.)

QUARTERLY REVIEWS

A quarterly review to provide professional responses concerning the agent's performance is conducted by the NCH regional coordinator and parish chair, including input from the program director and/or designee at the state level. A quarterly checklist will be used to review necessary topics to be covered with a new NCH agent. Comments will be provided to the agents regarding their review and signatures of all involved will be required to document agreement of comments and any plans set forth to resolve any issues that have been identified. If an agent does not agree with comments as well as any plan(s) to move forward and refuses to sign off on the review, a written reason must be submitted by email to the parish chair and NCH regional coordinator by the agent and this will be attached to the review. The regional director's presence is recommended for the final quarterly evaluation, where it is determined if the NCH agent will be removed from probationary status.

Adapted from LSU AgCenter New 4-H Agent Orientation Guide

PROFESSIONAL DEVELOPMENT TRAININGS

As a new staff member, you will want to be sure to take advantage of the in-service training opportunities offered by your regional NCH coordinator and the state office NCH program. These training will include quarterly regional professional development meetings as well as programmatic and/or subject matter trainings. Additional training will be required relative to professional development based on specific nutrition education programs. After completing your position inventory and discussing the results with your regional NCH coordinator or parish chair, and after meeting with clientele, you will have an idea of additional areas of expertise on which you might want to focus your training.

It is the responsibility of the employee to review the professional development offerings and to register for trainings. In addition to workshops offered through other professional development opportunities, staff may attend state and national conferences, participate in online webinars, self-study courses, and take credit and noncredit courses. If there is any cost associated with a professional development opportunity, it may be the responsibility of the agent to cover the cost with his or her own personal funds. At times, the expense might be able to be covered by funds available through the program area the Agent is assigned to work or by the agent's regional director. If on grant funds, contact the program director for the grant for guidance on use of grant funds to attend conferences or trainings. Due to the expense of attending an out of state conference, special funds may not be available if more than one agent wishes to attend. You should discuss these additional options and expenses with your regional NCH coordinator, parish chair and regional director when the opportunities come your way.

If funds are available to you, a spend authorization to attend any in or out of state conferences not sponsored by the LSU AgCenter must be completed before any travel arrangements or registration have been made.

Adapted from LSU AgCenter New 4-H Agent Orientation Guide

CHECKLISTS FOR YOUR FIRST TWO YEARS

In this section, you will find six different checklists along with a visual chart for each that will help guide you through your first two years of employment with the LSU AgCenter Nutrition and Community Health program. The items on each checklist are not listed in any particular order and do not have to be completed in the order they are listed. These lists are meant to be used in a very fluid manner. Depending upon the time of year when you were hired, you may find that you will need to complete an item on the six-to-12-month checklist when you are in your third month of employment due to the need to conduct a specific program or meeting or complete a work requirement (i.e., advisory council meeting, agent performance evaluation portfolio, etc.). Any item on a later checklist can be moved forward if there is a need. Your NCH regional coordinator can assist you with knowing when items need to be completed earlier than the suggested time frame for the items. This should still allow you to complete all the items on a checklist within the time frame given for that list. If you are assigned to work multiple parishes, some items on the checklist will need to be completed in both parishes. These items will be indicated by the wording, parish(es). As you work through each item on the checklists, make note of questions you have so you can discuss them with the appropriate person.

YOUR FIRST TWO WEEKS

You may find it helpful to work through the following checklist as you complete your first two weeks of employment. Activities are not listed in any particular order and do not have to be completed in the order they are listed. **You should aim to complete all listed activities by the end of your first two weeks.** If you are assigned to work in multiple parishes, some items on the checklist will need to be completed in both parishes. These items will be indicated by the wording, parish(es). As you work through each item on the checklists, make note of questions you have so you can discuss them with the appropriate person.

- ☐ Become familiar with office, office staff and routine office operations for the parish(es).
- ☐ Meet with the parish chair in your domiciled parish who serves as your immediate supervisor to begin work on completing New Employee Orientation Checklist (List 1 and List 3) provided in your new employee packet from Human Resources.
- ☐ Set up your office and computer. Make sure you can access your email, your MyLSU account, Outlook calendar, AgCenter intranet and LSUAgCenter.com website on your computer. You may also want to change your passwords (AgCenter and MyLSU) from the ones assigned to you to one of your choosing.
- ☐ Complete Workday onboarding processes. Set up call with an HR designee to discuss benefit options before making selections in Workday.
- ☐ Submit registration for one-day LSU AgCenter HR New Agent Orientation.
- ☐ Order business cards and name tag. Forms should be provided in your new employee packet or by parish chair, but if needed, copies of these forms can also be found on the NCH agent Teams site under forms.
- ☐ Read the Welcome to NCH Extension letter in your Foundational Guide for NCH Extension Agents and take a first look at what is included in the guide.
- ☐ If new to parish(es), arrange with parish chairs, another agent in parish(es) or recommended stakeholder to have a windshield tour of the parish(es).
- ☐ Complete the following online trainings: Defensive Driving (must be completed before you can officially drive for work purposes), Workplace Ethics, Sexual Harassment, Title IX and Blood Borne Pathogens. Submit certificates to parish administrative coordinator and keep a copy for your personal files.
- ☐ Draft “Welcome to LSU AgCenter” article introducing yourself to the parish(es) you are assigned to work. Submit to NCH regional coordinator and assigned program supervisor for review. After review by these individuals, submit to parish chairs for review before submitting to local newspapers and posting on AgCenter parish(es) related social media sites.
- ☐ Review LSU AgCenter and Louisiana Cooperative Extension Service (LCES) Policy Statements. They can be found at:
  - https://www.lsuagcenter.com/portals/administration/about-us/vice-president-dean-office/policy%20statements/policy-statements
  - https://lsuagctr.sharepoint.com/lces/Shared%20Documents/Forms/AllItems.aspx
- ☐ Begin work on completing Getting to Know Your Parish(es) from the Foundational Guide for NCH Extension Agents. If assigned multiple parishes to work, you will want to complete this document for all parishes assigned.
- ☐ Review the following documents in your Foundational Guide for NCH Extension Agents: Leadership list, Answers to NCH Questions, Basic Office Operations, Professionalism, Common NCH Acronyms, and Tips for Success.
- ☐ Meet with NCH regional coordinator to discuss creating job description, new agent goals, developing and inputting plan of work into Louisiana Extension Reporting System (LERS), important dates for calendar, being added to appropriate NCH agent Microsoft Teams site, Nutrition and Food Sciences Extension Team leadership list and its use for following chain of command, and other questions you may have.

- ☐ Review the policy statement on faculty job descriptions, outline and fillable form (PS46, PS46-B, and PS46 Form DOC), which can be found at this location: https://www.lsuagcenter.com/portals/administration/about-us/vice-president-dean-office/policy%20statements/policy-statements
- ☐ Review regional and state NCH directories. The NCH regional coordinator will provide you with a copy of the regional directory. The state directory is included in your Foundational Guide for NCH Extension Agents, and a copy will be kept updated on the NCH agent Teams site. This directory will provide you with the individuals that make up the state programmatic team for the program you are assigned to work.
- ☐ Work with the parish chair or parish administrative coordinator to complete and submit a LaCarte enrollment form. After accounting services has reviewed your form, you will receive an email requesting that you complete an online training. You must complete the training with a passing grade before a card will be issued to you.
- ☐ If serving as NCH regional coordinator:
    - Review the Guidebook for NCH Regional Coordinators.
    - Begin working on First Six-Month Plan for Regional Coordinators.
    - Include regional coordinator responsibilities in completing job description.

VISUAL CHECKLIST FOR YOUR FIRST TWO WEEKS

What do I need to turn in? To complete and/or submit:	Where do I need to go? Whom do I need to know? People to meet and places to visit:	What do I need to read/watch to understand? To read/watch:	What do I need to set up? To organize/set up:
Complete new employee orientation checklists with parish chair.	n/a	Read the Welcome to NCH Extension letter in your Foundational Guide for NCH Extension Agents and take a first look at what is included in the guide.	Set up your office and computer. Make sure you can access your email, your MYLSU account, Outlook calendar, AgCenter intranet and LSUAgCenter.com website on your computer. You may also want to change your passwords (AgCenter and MyLSU) from the ones assigned to you to one of your choosing.
Submit registration for one-day HR New Agent Orientation.	Become familiar with office, office staff and routine office operations for the assigned work parish(es).	Review the Orientation Program Outline, Professional Development Training, Your First Two Weeks Checklist, and Protocol/Agendas for NCH Orientation Sessions.	n/a
Order business cards and name tag.	Arrange with parish chairs, another agent in parish(es) or recommended stakeholder to have a windshield tour of assigned work parish(es).	Review LSU AgCenter and Louisiana Cooperative Extension Service (LCES) Policy Statements.	n/a
Draft "Welcome to LSU AgCenter" article introducing you to the parish(es). Submit to NCH regional coordinator and assigned program director for review followed by review by parish chair(s). Submit to local newspaper(s) and post on AgCenter parish(es) related social media sites.	Meet with NCH regional coordinator for initial visit.	Review the list of organizational structures, Answers to NCH Questions, Basic Office Operations, Professionalism, Common NCH Acronyms, and Tips for Success in your Foundational Guide for NCH Extension Agents.	n/a
Complete and submit LaCarte enrollment form. Complete online training once email from Accounting Services is received.	Set up call with HR designee to discuss benefit options before making selections on Workday. Complete Workday Onboarding Processes.	Review regional and state NCH directories.	n/a
Complete online trainings: Defensive Driving, Workplace Ethics, Sexual Harassment, and Blood Borne Pathogens. Submit certificates to parish administrative coordinator and keep a copy for your personal files.	Get to know your programmatic team(s) and chain of command by reviewing the Nutrition and Food Sciences Extension Team leadership list.	n/a	n/a
Begin to work on completing the "Getting to Know Your Parish" document. If assigned multiple parishes to work, complete for all.	n/a	n/a	n/a
Review the Policy Statement on Faculty Job Descriptions, Outline and Fillable Form (PS46, PS46-B, and PS46 Form DOC).	n/a	n/a	n/a
Complete Agent Bio-Sketch and Position Inventory.	n/a	n/a	n/a

YOUR FIRST MONTH

As you complete your first two weeks, you should be looking ahead at the remainder of your first month. You can begin working on the activities listed on this checklist as soon as you complete your first two weeks checklist. As with the first two weeks, activities are not given in any particular order and do not have to be completed in the order listed. You should aim to complete all listed activities by the end of your first month. As you work through each item on the checklists, make note of questions you have so you can discuss them with the appropriate person.

- ☐ Complete your job description and have it reviewed by your NCH regional coordinator. Once it has been approved by the NCH regional coordinator, submit it to your parish chair to review and sign. It will then be sent to the regional office for the regional director to sign. A signed copy should be sent back to you for your personal files. The parish chair may also request that a copy be kept in the parish's central files so make sure to ask if that is a parish requirement.
- ☐ Review the following documents in Foundational Guide for NCH Extension Agents: NCH Agent Performance Evaluation Criteria and NCH Mentoring Process.
- ☐ Review agent expectations for programs assigned to work located on the NCH agent Teams site.
- ☐ Review the Tapping into Your Resources document on the NCH agent Teams site. Make sure you have copies of the approved curricula for your assigned programs, which are listed in the Tapping into Your Resources document. Begin reviewing these curricula. If you do not have a copy of a curriculum in your office, contact state office curriculum coordinator, or the program director/manager for your assigned program in the state office to get a copy.
- ☐ Meet with the NCH regional coordinator to discuss mentoring process and the assigned mentor, job shadowing your mentor and other agents, agent expectations for program assigned, NCH agent performance evaluation criteria, completing educational demonstration forms, and resources, such as exhibits, educational tools, etc., in the region that are available for you to checkout and use for programming efforts.
- ☐ Learn about the policy and procedures for charging clientele fees for participating in programs. This is primarily done with Flavors of Health (FoH) programming as fees are not charged to clientele for EFNEP, Supplemental Nutrition Assistance Program Education (SNAP-ED) or Centers for Disease Control and Prevention High Obesity Program (CDC HOP) programming. Discuss this first with your NCH regional coordinator to determine the programs that have fees associated with them and the regional procedures for charging fees. Then you can visit with the state office curriculum coordinator about available options to charge fees, keeping in mind the regional procedures you need to follow. If the LSU AgCenter Online Store is recommended to be used in the region for charging and collecting fees, you can schedule a visit with the appropriate staff designee in the Communications Department about how to use the LSU AgCenter Online Store.
- ☐ Review the LSU AgCenter Marketing and Branding Guidelines and Tools, which can be found at this location: https:// lsuagctr.sharepoint.com/sites/Communications/SitePages/Marketing-Branding.aspx
- ☐ Become familiar with the LSU AgCenter's Guidelines and Best Management Practices for Social Media. Registration form, guidelines and best management documents can be found at the following location: https://lsuagctr.sharepoint.com/sites/Communications/SitePages/Social-Media.aspx
- ☐ Determine what social media sites are being used currently in the parishes and if there was an already established and registered site for NCH program postings. Registered sites can be found at this location: https://lsuagctr.sharepoint.com/sites/Communications/SitePages/Social-Media-Registration.aspx
- ☐ Schedule and complete two calls with Department of Agricultural and Extension Education and Evaluation (AEEE) staff designee about 1) LERS orientation and 2) required coursework and policy. You will be contacted by them via email to set up these two calls.

- ☐ Your NCH regional coordinator will help you schedule a visit with the appropriate NCH state staff member who will orientate you to your assigned program(s) responsibilities and policies. Prior to this meeting, review the policy and procedure document(s) they provide you so that you are aware of the guidelines and requirements for the program(s) you are assigned to work. Pay attention to the responsibilities of a supervising agent if you have that assignment as part of your responsibilities. Make notes of questions you have after reviewing these documents so you can make sure to ask these questions during your meeting.
- ☐ Meet with your assigned mentor(s). Schedule times when you can job shadow your mentor(s) for your first six months to get a feel for the different types of programs being conducted by NCH agents in the field.
- ☐ Enter important dates (parish meetings, program team meetings, regional and state meetings or trainings, parish or regional events, statewide extension dates, etc.) on your calendar in Outlook. Share your calendar with your parish chair(s), parish administrative coordinator(s), NCH regional coordinator, and other coworkers as needed or requested.
- ☐ Review membership lists for the NCH Advisory Council, Healthy Communities Coalition and LVFC (if parish has active clubs). Begin visiting with these members, governing representatives, other key community leaders, volunteers and professionals to learn more about your community and the NCH programs that were being offered in the parish(es) assigned.
- ☐ Review Potential Community Partners for NCH Programs located in your Foundational Guide for NCH Extension Agents.
- ☐ Review information about membership in the professional extension association (NEAFCS/LEAFCS) that can be found on the NCH agent Teams site. Ask your NCH regional coordinator about who to contact and what to do to join.
- ☐ Become familiar with routine Workday processes for expense reports, spend authorizations, etc. Job aids and suggested allocation tracking charts are included on the NCH agent Teams site in the folder Expense Management Tools to help you with submitting documents. If you are assigned as an EFNEP agent, please discuss tracking of allocations and spending with the EFNEP program director, as there are specific procedures to follow with EFNEP.
- ☐ At end of the first month, complete the first month's expense reports for your travel and purchases through Workday.
- ☐ Discuss pertinent issues and programming overview for your assigned parish(es) with Parish Chair(s).
- ☐ Become more familiar with and begin using the LERS System to report effort and contacts into the system. Log in to LERS at: https://lsuagcenter.com/lers. Training materials and reporting resources, including videos and documents, are located on the Organizational Development and Evaluation (ODE) website under training.
- ☐ Become familiar with NCH agent Teams site and program-specific Teams sites and the files and other items stored on each site. You will find a digital copy of your Foundational Guide for NCH Extension Agents on the NCH agent Teams site.
- ☐ Begin participation in scheduled programmatic team meetings.
- ☐ Complete Position Inventory and submit a copy to your NCH regional coordinator.
- ☐ If serving as a supervising agent:
    - Review the general responsibilities of being a supervising agent found in the document "You Are a Supervisor … Now What" found on the NCH agent Teams site in the folder for NCH supervisors. Also, review the specifics in the program policy manual and with the program director or a program designee for the program area in which you are assigned as a supervisor.
    - Make initial contact with the nutrition educators you are assigned to supervise.
    - Set up a date and make an initial visit with the nutrition educators to get an overview of their programming efforts.
    - Review with your NCH regional coordinator additional items you will need to complete to help you succeed as a supervising agent.

VISUAL CHECKLIST FOR YOUR FIRST MONTH

What do I need to turn in? To complete and/or submit:	Where do I need to go? Whom do I need to know? People to meet and places to visit:	What do I need to read/watch to understand? To read/watch/ understand:	What do I need to set up? To organize/set up:
Complete your job description and have it reviewed by your NCH regional coordinator. Once reviewed, submit to parish chair to review and sign.	Meet with NCH regional coordinator for second initial meeting.	Review the following document: First Month and First Three Months checklists, NCH Agent Performance Evaluation Criteria, NCH Mentoring Process in you Foundational Guide and Tapping into Your Resources, and Agent Expectations for program assigned on the NCH agent Teams site.	Schedule and complete two calls with AEEE staff designee about 1) LERS orientation and 2) required coursework and Policy. You will be contacted by them via email to set up these two calls.
At end of month complete first month's expense reports in Workday.	Get visit scheduled with the appropriate NCH state staff member who will orientate you to your assigned program(s) responsibilities and policies. Prior to this meeting, review policy and procedure document(s). Pay attention to the responsibilities of a supervising agent if you have that assignment.	Make sure you have copies of the approved curricula for your assigned program(s) and begin reviewing these curricula.	Enter important dates on your calendar in Outlook. Share your calendar with your parish chair(s), parish administrative coordinator(s), NCH regional coordinator, and other coworkers as needed or requested.
Complete Position Inventory. Submit a copy to NCH regional coordinator.	Meet with your assigned mentor(s). Schedule times when you can job shadow your mentor(s).	Review the LSU AgCenter's Marketing and Branding Guidelines and Tools.	n/a
n/a	Review parish(es) membership lists for the NCH Advisory Council, Healthy Communities Coalition, and LVFC (if parish has active clubs). Begin visiting with these members, governing representatives, other key community leaders, volunteers, etc.	Becoming familiar with the LSU AgCenter's Guidelines and Best Management Practices for Social Media.	n/a
n/a	Discuss pertinent issues and programming overview for your assigned parish(es) with parish chair(s).	Review Potential Community Partners for NCH Programs document and identify who these partners are in your communities.	n/a
n/a	Begin participation in scheduled NCH programmatic team meetings.	Review information about membership in the professional extension association (NEAFCS/ LEAFCS). Ask your NCH regional coordinator about whom to contact and what to do to join.	n/a
n/a	If serving as a supervising agent: Review responsibilities with assigned program director/ manager. Make initial contact with the nutrition educator(s) and set up date to visit with them. Review with NCH regional coordinator additional items you will need to complete to help you succeed as a supervising agent.	Become familiar with routine Workday processes for expense reports, spend authorizations, etc. If you are assigned as EFNEP Agent, please discuss tracking of allocations and spending with EFNEP program director, as there are specific procedures to follow with EFNEP.	n/a

What do I need to turn in? To complete and/or submit:	Where do I need to go? Whom do I need to know? People to meet and places to visit:	What do I need to read/watch to understand? To read/watch/ understand:	What do I need to set up? To organize/set up:
n/a	n/a	Become more familiar with and begin using the LERS Reporting System. Review online modules: Creating a Plan of Work Module 1 and Module 2 Under LERS Reporting Series.	n/a
n/a	n/a	Become familiar with NCH agent Microsoft Teams Sites and the files and other items stored on each site.	n/a
n/a	n/a	Determine what social media sites are being used in parish(es) and if there an established site(s) for NCH program postings.	n/a
n/a	n/a	Learn about the policy and procedures for charging clientele fees for participating in programs. If the LSU AgCenter online store is recommended to be used in the region for charging and collecting fees, schedule a visit with Communications staff designee about how to use the store.	n/a

YOUR FIRST THREE MONTHS

As you complete your first month, you should be looking ahead at the next two months. You can begin working on the activities listed on this checklist as soon as you complete your first month checklist. As with the first month, activities are not given in any particular order and do not have to be completed in the order listed. **You should aim to complete all listed activities by the end of your first three months.** As you work through each item on the checklists, make note of questions you have so you can discuss them with the appropriate person.

- ☐ Certify sick leave for your first two months. Go to your MyLSU site, click on Employee Resources in the list to the left of page and then click on Workday Leave Certification. This will pop up a page for you to certify the previous month. You will need to complete this process monthly usually by the second day of the current month for the previous month. If a page pops up that indicates you don't have access or have no pending items you may not have been entered into this system yet, so you will need to let your parish administrative coordinator know.
- ☐ Parish chairs should introduce you to the governing boards and representatives by the end of your third month.
- ☐ Meet with appropriate state office staff members to discuss evaluation of programming. An appropriate state office staff member is going to vary based on assigned programs. The NCH regional coordinator can assist you with setting up this meeting with the correct staff members. This needs to be done before you begin offering educational programs.
- ☐ You should have scheduled and be presenting high-quality, interactive, engaging programs and workshops to clientele and conducting training for paraprofessionals if you are the supervising agent in parish(es) assigned.
- ☐ Review the following Louisiana Cooperative Extension Service History documents in your Foundational Guide for NCH Extension Agents and on the NCH agent Teams site: Cooperative Extension Association of Public and Land-Grant Universities (APLU), National Institute of Food and Agriculture Extension, History of Extension, Nutrition and Community Health and Cooperative Extension in a Diverse World, and Milestones and Future of Cooperative Extension.
- ☐ Watch the documentary "Agents of Change: The Story of Louisiana Cooperative Extension" at this link: https://www.youtube.com/watch?v=Lc7ZMuJFaLM
- ☐ Review the following programmatic documents on the NCH agent Teams site: Extension Health and Wellness Framework, ECOP Health Task Force Report and Extension Program Development Document.
- ☐ Review NCH orientation protocol and attend first of three NCH agent orientation sessions.
- ☐ Participate in a regional quarterly professional development and/or nutrition training. Regional meetings are usually scheduled on a quarterly basis, and your NCH regional coordinator will inform you of those dates so you can get them on your calendar.
- ☐ Review LSU AgCenter Healthy Communities and PSE manual and the PSE Quick Reference Guide in the Healthy Communities folder under Files on the NCH agent Teams site.
- ☐ Become familiar with the internal communication SharePoint site at this address: https://lsuagctr.sharepoint.com/sites/Communications
- ☐ Review the following documents on the NCH agent Teams site: General ADA Accessibility Guidelines PPT, General Accessibility Information, How to Create ADA Accessible Word Document and Web Accessibility Notes ADA. These documents will provide you with the guidelines to follow in developing documents, making online postings, etc., for ADA compliance. More information is available at: https://lsuagctr.sharepoint.com/:f:/r/sites/FCSAgents-SchoolofNutritionandFoodSciences/Shared%20Documents/General?csf=1&web=1&e=Gw8iJ2 and https://www.office.com/launch/stream.

Continue to keep in contact and meet regularly with your mentor. Job shadow your mentor to at least one program. Schedule other job shadowing opportunities with mentors or other agents as needed. Job shadowing should occur within the region as much as possible but can occur outside of the region to see specialty events or programs.

- ☐ Discuss the Faculty Performance Evaluation Portfolio and System with your immediate supervisor and NCH regional coordinator. There are several documents that can aid you in understanding the portfolio process and how to document your work in your portfolio. Help and documentation can be found at this site: https://apps.lsuagcenter.net/PerformEval/Help.aspx
  - Additional information and tools can be found on the NCH agents Teams site in the folder Agent Performance Evaluation Portfolio, including a working template and a document "LERS ➔ Portfolio Guidelines."
- ☐ At some point during your first year, you will have to create and submit a portfolio in the Faculty Performance Evaluation System. This process happens in the spring of the fiscal year. If you began work in the spring of a year, you will still have to submit a portfolio, but it will not be as complete a document as it will be for the next year. As part of completing your portfolio you will plan out your goals and objectives and input your plan of work into the LERS Reporting System for the next fiscal year. A training on creating portfolios will be offered by an AEEE designee in the spring before they are due. You will want to make sure you register to attend the training. Your NCH regional coordinator and mentor will also be able to help you through this process and answer any questions.
- ☐ Review Department Overview documents (Communications, Information Technology, Human Resource Management and Accounting Services) found in your Foundational Guide for NCH Extension Agents.
- ☐ Review the Health Equity PowerPoint in the Health Equity folder on the NCH Teams site.
- ☐ Ask parish chairs to see the Parish Profile and have a discussion with them of what you will be asked to submit for the next document.
- ☐ Review Advisory Leadership Council documents on NCH agents Teams site in folder "Advisory Leadership Council."
- ☐ Continue making visits to meet advisory council and Healthy Communities coalition members, governing representatives, other key community leaders, volunteers and professionals in the parish(es) assigned to work.
- ☐ Schedule visit with local media outlets (news, radio, TV, magazines, etc.) to discuss outreach possibilities with them for reaching the public.
- ☐ At the end of first three months, you will meet with the NCH regional coordinator and parish chair for your first quarter informal review.

VISUAL CHECKLIST FOR FIRST THREE MONTHS

What do I need to turn in? To complete and/or submit:	Where do I need to go? Whom do I need to know? People to meet and places to visit:	What do I need to read/watch to understand? To read/watch/ understand:	What do I need to set up? To organize/set up:
Certify sick leave for your first two months.	Meet with appropriate state office staff member(s) to discuss evaluation of programming.	Review the General Extension and History documents in your Foundational Guide for NCH Extension Agents and on the NCH agent Teams site.	Schedule and present high quality, interactive, engaging programs, and workshops to clientele and conduct training for paraprofessionals, if supervising agent, in parish(es) assigned.
n/a	Attend first of three NCH agent orientation sessions.	Watch the documentary "Agents of Change: The Story of Louisiana Cooperative Extension."	n/a
n/a	Participate in regional quarterly professional development and/or nutrition training.	Review the following programmatic documents on the NCH agent Teams site: Extension Health and Wellness Framework, ECOP Health Task Force Report, and Extension Program Development Document.	n/a
n/a	Continue making visits to community members.	Discuss Faculty Evaluation Performance Portfolio and System with parish chair and NCH regional coordinator. Review the documents in the Agent Performance Evaluation Portfolio on the NCH agent Teams site.	n/a
n/a	Parish chair(s) should introduce you to governing boards and representatives.	Review all documents on the NCH agent Teams site in the folder ADA/ EEO/Civil Rights folder: ADA, EEO, Diversity, Inclusion, and Opportunity, and Health Equity.	n/a
n/a	Schedule visit with local media outlets.	View online streaming of ADA trainings.	n/a
n/a	Continue to keep in contact and meet with mentor(s).	Review Advisory Leadership Council documents on NCH agents Teams site.	n/a
n/a	Participate in end of first quarter review with NCH regional coordinator and parish chair.	Become familiar with internal publication ordering system.	n/a
n/a	n/a	Review Healthy Communities and PSE manual and PSE Quick Reference Guide on the NCH agent Teams site.	n/a
n/a	n/a	Review Department Overviews in your Foundational Guide for NCH Extension Agents.	n/a
n/a	n/a	Discuss Parish Profile with parish chair(s).	n/a

YOUR FIRST SIX MONTHS

As you complete your first three months, you should be looking ahead to the next three months. You can begin working on the activities listed on this checklist as soon as you complete your first three months checklist. As with the first three months, activities are not given in any particular order and do not have to be completed in the order listed. **You should aim to complete all listed activities by the end of your first six months.** As you work through each item on the checklists, make note of questions you have so you can discuss them with the appropriate person.

- ☐ Review the marketing tools available to you for your programming use on the Communications SharePoint site at this location: https://lsuagctr.sharepoint.com/sites/Communications/SitePages/Marketing-Branding.aspx
- ☐ Continue to meet with your mentor and job shadow him or her and other agents, as appropriate.
- ☐ Participate in second NCH orientation session.
- ☐ Review the Louisiana Nutrition Infographic on the NCH agent Teams site.
- ☐ Review the following Louisiana Agriculture magazine Issues: Fall 2019, Spring 2014 and Fall 2013 at the following location: https://www.lsuagcenter.com/portals/communications/publications/agmag/archive
- ☐ Review the following documents in your Foundational Guide for NCH Extension Agents or on the NCH agent Teams site: Comparison of Nutrition Education Programs, Data and Statistics Resources for NCH Extension Agents, How to Write an Impact Report, Impact Report Worksheet and Success Story Development Guide.
- ☐ If you do not have a background in nutrition, you will need to complete the Eat Smart Course to gain a basic knowledge of nutrition and health topics. Contact the NCH state office curriculum coordinator for information about the course.
- ☐ Review the following online training modules:
  - Working Effectively with Adult Groups: https://intranet.lsuagcenter.net/sites/ode/Documents/Working%20Effectively%20with%20Adult%20Groups%20ALStyles%20CSkills%2001%2014%202011%20REVISED.pdf
  - ABCD's of Smart Objectives: http://www.screencast.com/t/NvOopX2FN5ic
  - Program Logic Models: http://www.screencast.com/t/f7AtwGTV
- ☐ Continue to identify questions that you may have about your assigned program(s) and address those with the appropriate individuals (mentor, NCH regional coordinator, state office staff member, etc.).
- ☐ At the end of your first six months, you will meet with NCH regional coordinator and parish chair for your second quarter informal review.

VISUAL CHECKLIST FOR YOUR FIRST SIX MONTHS

What do I need to turn in? To complete and/or submit:	Where do I need to go? Whom do I need to know? People to meet and places to visit:	What do I need to read/watch to understand? To read/watch/ understand:	What do I need to set up? To organize/set up:
Complete Eat Smart Course if degree is not related to nutrition.	Continue to meet with your mentor and job shadow them and other agents, as appropriate.	Review the marketing tools available to you for your programming use on the Communications SharePoint site.	n/a
n/a	Participate in second NCH orientation session.	Review the LA Nutrition Infographic on the NCH agent Teams site.	n/a
n/a	Continue to identify questions you may have about your assigned program(s) and address those with the appropriate individuals.	Review the following Louisiana Agriculture magazine issues: Fall 2019, Spring 2014 and Fall 2013.	n/a
n/a	At the end of your first six months, you will meet with NCH regional coordinator and parish chair for your second quarter review.	Review the following documents in your Foundational Guide for NCH Extension Agents or on the NCH agent Team Site: Comparison of Nutrition Education Programs, Data and Statistics Resources for NCH Extension Agents, How to Write an Impact Report, Impact Report Worksheet and Success Story Development Guide.	n/a
n/a	n/a	Review the following online training modules: Working Effectively with Adult Groups, ABCD's of Smart Objectives and Program Logic Models.	n/a

YOUR FIRST SIX TO 12 MONTHS

As you complete your first six months, you should be looking ahead at the next six months. You can begin working on the activities listed on this checklist as soon as you complete your first six months checklist. As with the first six months, activities are not given in any particular order and do not have to be completed in the order listed. **You should aim to complete all listed activities by the end of your first year.** As you work through each item on the checklists, make note of questions you have so you can discuss them with the appropriate person.

- ☐ At the end of nine months, you will meet with NCH regional coordinator and parish chair for your third quarter review.
- ☐ Author a success story and submit it to your NCH regional coordinator for review. Once approved, submit it according to guidelines for the programs you are assigned.
- ☐ Complete impact report worksheet and submit it to your NCH regional coordinator for review. Once the worksheet is approved, go to the following location and click on Write A Report on the left side of the page: https://intranet.lsuagcenter.net/reporting/impacts/Pages/ImpactReports.aspx
- ☐ Participate in the third NCH orientation session, completing your NCH orientation requirement. If any sessions were missed, you will have to make them up the next time they are offered.
- ☐ Continue to meet with your mentor and job shadow them and other agents as appropriate.
- ☐ Seek out opportunities to become involved in community organizations, attend functions, etc. to become a part of the parishes in which you work and may live in to build recognition and acceptance within the parishes.
- ☐ Continue to identify questions that you may have about your assigned programs, and address those with the appropriate individual (mentor, NCH regional coordinator, state office staff member, etc.).
- ☐ Apply for graduate school to be ready to register for required course when offered. If you have your master's degree and took a course like the one required, you may ask for an exemption review by AEEE designee. If you have questions about graduate school or anything related to taking classes, please refer those to AEEE designee.
- ☐ At the end of your first year, you will meet with your NCH regional coordinator, parish chair and regional director for your final quarter review. The state program director may be included in this meeting as well. At this point, if it is agreed that you have successfully met basic performance expectations, your parish chair will write a letter asking that you be removed from probation and submitted for permanent status. If it is agreed that you have not successfully met basic performance expectations, your probation may be extended by your parish chair and director. For an agent funded by special grants this process may be handled differently, so you would want to check with your NCH regional coordinator and regional director.

VISUAL CHECKLIST FOR FIRST SIX TO 12 MONTHS

What do I need to turn in? To complete and/or submit:	Where do I need to go? Whom do I need to know? People to meet and places to visit:	What do I need to read/watch to understand? To read/watch/ understand:	What do I need to set up? To organize/set up:
Author success story and submit it to your NCH regional coordinator for review. Once approved, submit it according to guidelines for the program(s) which you are assigned.	At the end of nine months, you will meet with NCH regional coordinator and parish chair for your third quarter review.	n/a	Seek out opportunities to become involved in community organizations, attend functions, etc., to become a part of the parish(es) you work and may live in order to build recognition and acceptance within the parish(es).
Complete impact report worksheet and submit it to your NCH regional coordinator for review. Once the worksheet is approved, submit Impact Report in the Impact Reporting System.	Participate in third NCH orientation session.	n/a	n/a
Apply for graduate school to be ready to register for required course when offered.	Continue to meet with your mentor and job shadow them and other agents as appropriate.	n/a	n/a
n/a	Continue to identify questions that you may have about your assigned program(s) and address those with the appropriate individual.	n/a	n/a
n/a	At the end of your first year, you will meet with your NCH regional coordinator, parish chair and regional director for your final quarter review.	n/a	n/a

YOUR SECOND YEAR

As you complete your first year, you should begin thinking about the areas where you feel you need additional training to strengthen your abilities and/or knowledge as an NCH extension agent. You can begin working on the activities listed on this checklist as soon as you complete your first six to 12 months checklist. As with the first six to 12 months, activities are not given in any particular order and do not have to be completed in the order listed. Y**ou should aim to complete all listed activities by the end of your second year.** As you go through your second year you should continue to reach out to the appropriate individuals to answer questions or provide additional training or instruction.

- ☐ Register to take the required course in graduate school. If you don't have your master's degree, you will want to meet with AEEE designee to discuss selecting a degree program and meeting with an adviser.
- ☐ Continue to meet with NCH regional coordinator as needed on topics you feel you need additional training or assistance with during the second year.
- ☐ Conduct a self-reflection of your first year using your Agent Performance Evaluation Portfolio as a guide. Once the self-reflection is completed, set personal goals for strengthening those areas that you feel were weak. Seek out assistance from the appropriate individuals to help you reach your goals.
- ☐ Review guidelines for promotion and tenure. Knowing these guidelines will help you as you plan your programming, outreach, etc., for your second and third years.
- ☐ Continue to participate in regional and state trainings as they are scheduled.
- ☐ Become an active member in Louisiana Extension Association of Family and Consumer Sciences (LEAFCS) by joining a committee or two, attending the state conference, submitting an award packet, etc.
- ☐ Become an active member in National Extension Association of Family and Consumer Sciences (NEAFCS) by registering to attend the annual session and consider joining a national committee. Check with your LEAFCS Regional Director about potential national scholarships for first-time attendees to annual session.
- ☐ Participate in other professional development opportunities related to nutrition, health, wellness, leadership, communication, teaching skills, etc. Opportunities may include webinars, online trainings or conferences, readings, etc.
- ☐ As part of your service to the LSU AgCenter, accept assignments to serve on committees, development teams, leadership roles, etc.

VISUAL CHECKLIST FOR YOUR SECOND YEAR

What do I need to turn in? To complete and/or submit:	Where do I need to go? Whom do I need to know? People to meet and places to visit:	What do I need to read/watch to understand? To read/watch/ understand:	What do I need to set up? To organize/set up:
Register to take the required course in graduate school.	Continue to meet with NCH regional coordinator as needed on topics you feel you need additional training or assistance with during the second year.	Conduct a self-reflection of your first year set personal goals for strengthening those areas that you feel were weaker than needed. See out assistance from the appropriate individuals to help you reach your goals.	n/a
Become an active member in LEAFCS by joining a committee or two, attending state conference, submitting an aware packet, etc.	Continue to participate in regional and state trainings as they are scheduled.	Review guidelines for Promotion and Tenure.	n/a
Become an active member in NEAFCS by registering to attend the annual session and consider joining a national committee. Check with you LEAFCS regional director about potential national scholarships for first time attendees to annual session.	Participate in other professional development opportunities related to nutrition, heath, wellness, leadership, communication, teaching skills, etc. Opportunities may include webinars, online trainings or conferences, readings, etc.	n/a	n/a
n/a	Accept assignments to serve on committees, development teams, leadership roles, etc.	n/a	n/a

AGENDAS FOR NCH REGIONAL COORDINATOR MEETINGS AND REVIEWS WITH NEW AGENTS

Initial Meeting

Below are suggested topics for the NCH regional coordinator to discuss with the new agent at the first visit conducted during the agent's first two weeks of employment.

- Job description.
- New agent goals.
- Completion of Agent Bio-Sketch.
- Plan of work and inputting into LERS.
- Calendar dates and sharing calendar.
- Microsoft Teams for NCH agents.
- Nutrition and Food Sciences Extension Team leadership list.
- Use of registered dietitian or other credentials.
- Answering questions. Only give research-based responses, it is OK to not provide client an answer if agent isn't able to provide an appropriate research-based answer, but let client know agent will reply after doing some research.
- Outside employment.
- Questions.
- Comments.

Second Meeting

Below are suggested topics for the NCH regional coordinator to discuss with the new agent at the second visit during the agent's first month of employment.

- NCH mentoring process.
- Job shadowing.
- Position Inventory.
- Agent expectations for program assigned.
- NCH Agent Performance Evaluation Criteria.
- Management of expense account:
  - Documentation for purchases, including receipt, educational demonstration form, recipe or activity sheet.
  - Tracking expenses.
  - Workday.
  - Spend authorizations for non-AgCenter in-state or out of state conference submitted prior to completing any travel arrangements or registration.
- Regional and state directories.
- Regional resources available for checkout.
- Charging fees for programming.
- Use of information and documents developed by other state extension services or other organizations; review the plagiarism tip sheet.
- Questions.
- Comments.

Regional Coordinator Quarterly Review: End of First Quarter

TO BE COMPLETED BY NCH REGIONAL COORDINATOR, PARISH CHAIR AND NCH AGENT

Below are suggested topics for the NCH regional coordinator and parish chair to review for completion or understanding with the new agent at the end of their first three months of employment. Topics from any quarterly review may be moved to another review based upon when employee begins employment and activities or programs that may have been required during the quarter being reviewed.

- Review of checklists (First Two Weeks, First Month, First Three Months) completion.
- Review Getting to Know Your Parish(es) document.
- Professional dress.
- Policy statements: Equal Opportunities in Employment and Programs, Americans with Disabilities Act, Affirmative Action, Civil Rights, Diversity, Inclusion and Opportunity and Health Equity.
- Professional development (HR orientation, NCH orientation session 1 in the Foundational Guide for NCH Extension Agents, regional and/or statewide trainings, calls with AEEE, professional extension association, history of extension, online modules, etc.).
- Understanding of LERS and reporting.
- Programmatic visit with state staff designee for program assigned.
- NCH agent Microsoft Teams site.
- Advisory Leadership Council.
- Probation procedure.
- Agent Performance Evaluation Portfolio.
- Questions.
- Comments.

Sign as verification that above items have been completed.

Agent _____ Date _____

Parish Chair _____ Date _____

NCH Regional Coordinator _____ Date _____

Regional Coordinator Quarterly Review: End of Second Quarter

TO BE COMPLETED BY NCH REGIONAL COORDINATOR, PARISH CHAIR AND NCH AGENT

Below are suggested topics for the NCH regional coordinator and parish chair to review for completion or understanding with the new agent at the end of the agent's first six months of employment. Topics from any quarterly review may be moved to another review based upon when the employee begins employment and activities or programs that may have been required during the quarter being reviewed.

- Review of checklist (First Six Months) completion.
- Understanding of LERS and reporting.
- Agent Performance Evaluation Portfolio.
- Writing goals and SMART objectives.
- Program evaluation.
- Writing impact reports and success stories.
- LSU AgCenter Healthy Communities initiative and PSEs and PSE guidelines for specific programs.
- Creating ADA-compliant documents and postings.
- Media utilization (mass media and social media).
- Professional development (NCH orientation session 2, regional/statewide trainings, online modules completion, mentoring and job shadowing, etc.)
- Questions.
- Comments.

Sign as verification that above items have been completed.

Agent _____ Date _____

Parish Chair _____ Date _____

NCH Regional Coordinator _____ Date _____

Regional Coordinator Quarterly Review: End of Third Quarter

TO BE COMPLETED BY NCH REGIONAL COORDINATOR, PARISH CHAIR AND NCH AGENT

Below are topics for the NCH regional coordinator and parish chair to review for completion or understanding with the new agent at the end of their first nine months of employment. Topics from any quarterly review may be moved to another review based upon when employee begins employment and activities or programs that may have been required during the quarter being reviewed.

- Review of progress toward completing checklist (First Six to Twelve Months).
- Success story and impact report submissions.
- Reporting to governing bodies.
- Parish Profile.
- Community involvement.
- Professional development (NCH orientation session 3, NCH mentoring and job shadowing, regional/statewide trainings, etc.).
- Understanding of LERS and reporting.
- Agent Performance Evaluation Portfolio.
- Questions.
- Comments.

Sign as verification that above items have been completed.

Agent _____ Date _____

Parish Chair _____ Date _____

NCH Regional Coordinator _____ Date _____

Regional Coordinator Quarterly Review: End of First Year

TO BE COMPLETED BY NCH REGIONAL COORDINATOR, PARISH CHAIR, NCH AGENT AND REGIONAL DIRECTOR.

Below are topics for the NCH regional coordinator, parish chair and regional director to review for completion or understanding with the new agent at the end of the agent's first year of employment. Topics from any quarterly review may be moved to another review based upon when the employee begins employment and activities or programs that may have been required during the quarter being reviewed.

- Review of checklist (First Six to Twelve Months) completion.
- Reflection of first year and setting personal goals for second year.
- Success story and impact report submissions.
- Professional development (any necessary makeup of NCH orientation session, NCH mentoring and job shadowing, regional/statewide/national trainings, etc.).
- Understanding of LERS and reporting.
- Agent Performance Evaluation Portfolio.
- Applied to graduate school.
- Probation ended or extended.
- Goals to reach during extended probation, if needed.
- Planning for promotion (if probation ends).
- Questions.
- Comments.

Sign as verification that above items have been completed.

Agent _____ Date _____

Parish Chair _____ Date _____

NCH Regional Coordinator _____ Date _____

PROTOCOL FOR NEW AGENT NCH ORIENTATION

Attendance at NCH Orientation Sessions

All new NCH extension agents, NCH extension associates, and state office staff are expected to attend three NCH orientation sessions within their first year of employment.

Attendance Guidelines

- NCH regional coordinators and state program directors will inform Nutrition and Food Sciences program leader of new agents and state office staff to be invited to training sessions.
- Formal invitation sent from Nutrition and Food Sciences program leader for each training session and copy NCH regional coordinators and regional directors.
- Sign-in sheet for tracking attendance. Tracking attendance will be kept and updated by the Nutrition and Food Sciences program leader's administrative coordinator. Document will be uploaded to the NCH agent Teams site under the regional coordinator folder.
- Tracking attendance is required in case a session is missed so we will know who needs to attend when that session is offered again.
- Agent must contact NCH regional coordinator if agent will be unable to attend a training session.
- Acceptable excused absences must be cleared with NCH regional coordinator and approved by regional director and Nutrition and Food Sciences program leader prior to training session. Acceptable absences would be allowed for a medical or family emergency.
- Agents must attend each session in its entirety and are expected to be actively engaged in the sessions. This means that they should not be taking phone calls, checking email, texting, etc.

Training Dates and Times

- Three sessions, one every four months.
- Dates will be set on a yearly basis and should be shared with new Agents and state office staff when they are set.
- Start time is 10 a.m. on first day. Ends by noon on second day. (Adjustments will be made if needed.)
- Sessions will be two days, including overnight travel, unless travel distance requires one overnight stay in length, travel distance requires an additional night stay before first day of training or travel distance is within single day travel.
- Field study will occur during first two years of employment and may occur simultaneously as individual sessions.

Location for Sessions

- New agent orientation sessions will rotate among the regions inclusive of LSU Campus.

Nutrition and Community Health Program Leader Will:

- Arrange for Nutrition and Food Sciences program leader administrative assistant to provide leadership for completion of necessary forms for travel/expenses and tracking attendance.
- Cover cost of travel expenses for new agents attending will be covered by School of Nutrition and Food Sciences.
- Cover cost of lunch on first day and light refreshments for breaks will be provided by the designated regional director.
- Cover cost of meeting location expense and supplies for presenters, if any incurred.

Local NCH Regional Coordinator Will:

- Make meeting, lodging and meal arrangements.
- Contact potential speakers for the agendas, create and print agenda.
- Develop evaluation for session. Have printed copies to be completed by the agent at end of session or email to attendees after session. Compile results and share those with speakers, other regional coordinators and Nutrition and Community Health program leader.

Presentation Resources:

- Training resources (PowerPoint presentation with notes) have been developed for presentations usually presented by Regional Coordinators and loaded to the NCH agent Teams site in the folder for regional coordinators. This includes an overview for each session.
- Speakers will be NCH regional coordinators, state office staff and/or LSU AgCenter department representatives.

Training Topics for Sessions

- Professional skills
- Program delivery
- Program planning and reporting
- Field study — job shadowing mentor or other agents to see outstanding programs

Field Study

- Work through NCH regional Coordinator and mentor to set up visits to job shadow mentor agent or other agents across the state who have outstanding programs.
- Outstanding programs will be identified by state office program directors and NCH regional coordinators.

AGENDAS FOR NCH ORIENTATION SESSIONS

Professional skills – Always held in Baton Rouge.

Day 1

10-10:15 a.m.	Greeting and Inclusion Activity – Regional Coordinator
10:15-11 a.m.	The NCH Extension Professional (Overview)
11 a.m.-Noon	Accountability/Workplace Ethics Lunch sponsored by LEAFCS
12:30-4:30 p.m.	Media Training (Working with Mass Media, Crisis Communication, Social Media, ADA Compliance, Mock Interviews, Overview of Communication Department)

Day 2

8-9 a.m.	Marketing and Promotion of Programs
9-10 a.m.	Adapting to Change
10-10:15 a.m.	Break
10:15 a.m.-Noon	AgCenter/Knapp/SNFS Tour and Wrap-Up

Program Delivery

Day 1

10-10:15 a.m.	Greeting and Inclusion Activity
10:15-10:30 a.m.	Overview of Program Delivery
10:30-11:30 a.m.	Comparison of Nutrition Education Programs
11:30 a.m.-12:15 p.m.	Tapping Into Available Resources
12:15 p.m.	Lunch
1-2:30 p.m.	Working with Diverse Audiences
2:30-3:30 p.m.	Learning Styles
3:30-3:45 p.m.	Break
3:45-4:30 p.m.	Experiential Learning Model

Day 2

8-9:30 a.m.	Presentation Skills/Food Demonstrations
9:30-10:30 a.m.	Putting Skills Into Practice Using Family Nutrition Kits or Another Curriculum
10:30 a.m.-Noon	Financial Resources for Programs: Grants, Cooperative Agreements, Memorandums of Understanding (MOU), Partnership Letters Wrap-Up

Program Planning and Reporting

Day 1

10-10:15 a.m.	Inclusion Activity
10:15-11 a.m.	Overview of Extension Program Planning Process
11 a.m.-Noon	Managing Advisory Leadership Council/Healthy Coalition Meetings – Facilitation of Meetings, Nominal Group Methods
Noon	Lunch
1-2:30 p.m.	PSE Changes and Healthy Communities
2:30-3 p.m.	Break
3-4:30 p.m.	Recruiting and Utilizing Volunteers: Recruiting, Getting People to Help, Ways They Can Help, etc.

Day 2

8-9:30 a.m.	Overview of Evaluation – Importance of Evaluating Programs, Using Evaluations in Place
9:30-10:30 a.m.	Telling Your Story – Impact Reports and Success Stories Panel and Q&A
10:30-10:45 a.m.	Break
10:45 a.m.-Noon	Tying It All Together – LERS to Portfolio

Wrap-Up

NCH MENTORING PROCESS

Overall Guidelines

Newly hired Agents/staff members are required to participate in the mentoring process where the new agent/staff member will be oriented to basic job responsibilities, skills and knowledge necessary to work with youth audiences, adults, families, healthy communities, volunteers and community leaders by one or more peer mentors. Guidelines for providing a positive mentoring experience include:

- The regional coordinator and regional director with input from state program director will select a mentor or mentors for the new agent/staff member within the agent's first month of employment. When considering mentor(s) from other regions all the appropriate regional director and NCH regional coordinator will be consulted and potential agent mentor(s) will be asked if they can take on this role prior to being committed to becoming a mentor.
- The mentoring process is a two-way street, and both the mentor(s) and protégé must realize that the responsibility of having a successful mentoring process occur depends upon the engagement of all parties.
- When the new agent/staff member arrives on the job, a letter of welcome from the regional director with the name of the agent's mentor(s) and the parish(es) and phone number(s) of the mentors will be emailed to the new agent/staff member prior to the agent's second month of employment (NCH regional coordinators, appropriate state specialist, mentor(s) and parish chairs will be copied).
- During the second month of employment, the mentor(s) will contact the new agent/staff member to welcome them to the organization and set up a meeting date (online or in-person depending on distance). New agent/staff members/mentor(s) within 2.5 hours (total round trip) distance are encouraged to meet in person at least once during the first year of the new agent/staff member's employment.
- The first meeting (online or in-person) is to take place during the first quarter of employment. New agent/staff members/mentor(s) who are over 2.5 hours round trip in distance are encouraged to hold meetings online.
- Additional meetings can be set up after the first meeting and can be online or in-person (where applicable). It is encouraged that new agent/staff members/mentor(s) utilize scheduling meetings either before or after existing regional or statewide meetings to be considerate of travel costs.
- Mentors should contact the new agent/staff member by phone, email or online meeting quarterly during the first year of employment.
- Mentors should provide feedback about mentor visits with NCH regional coordinator.

Visits

The mentoring process is intended for new agent/staff members to have mentors share ideas and seek guidance and feedback. It is imperative that the mentors communicate with the NCH regional coordinator throughout this process. For the process to be effective we ask that mentors commit to make a site visit within the second quarter of employment. For this reason, it is advised that mentors be assigned to new agent/staff members within 2.5 hours round trip distance when possible).

- Four contacts that could include face-to-face visits, online meetings, or regular phone or email communication will be made with the assigned mentor(s) (minimum one per quarter).
- The mentors should conduct at least one site observation visit in the second quarter of the first year of an educational program conducted by the new agent/staff member. A typed summary of the mentor's site visit should be sent to the NCH regional coordinator after the site observation. The regional coordinator will share this summary with the regional director and parish chair.
- Mentors should observe at least one educational program conducted by the new agent/staff member. Mentors can conduct more site visits when travel allows (travel within 2.5 hours round trip).

GUIDELINES AND SUGGESTIONS FOR MENTORS

DO FOR MENTORS ...

Be prepared to devote time and energy to the new agent/staff member. The most important factor in mentoring is the mentor's willingness to give time and attention to the new agent/staff member. The mentor accepts great responsibility in this relationship. Pitfalls can be averted by honest, open communication that establishes ground rules and clarifies the concerns of the new agent/staff member.

Here are some things the mentor should do in the mentoring relationship.

- Once assigned as a mentor, the mentor should take responsibility to initiate the relationship and establish communication within the first quarter of the new agent/staff member's employment.
- Set aside time for the mentoring process and keep all appointments.
- Copy the NCH regional coordinator and parish chair(s) on any communication and meeting coordination with the new agent/staff member.
- Report back with summary notes via email to the NCH regional coordinator after each meeting/call/communication.
- Provide opportunities for the new agent/staff member to talk about concerns and ask questions.
- Display professional behavior and dress.
- Schedule meetings and feedback sessions as appropriate.
- Create a positive environment: Be positive, enthusiastic and supportive. Establish open and honest communication and a forum for idea exchange.
- Make sure to defer to the goals and work objectives set by the NCH regional coordinator, state office specialist and parish chair(s). The mentor will not be setting job expectations for new agent/staff members.
- Be a good listener. Try to reframe any negative feedback to a positive direction.
- Foster creativity and independence.
- Should problems or concerns arise, such as work ethic, responsibilities, etc., with the new agent/staff member, mentors should inform the NCH regional coordinator. The regional coordinator will then inform the regional director and parish chair of the concerns.

DON'TS FOR MENTORS ...

Here are some things mentors should avoid in the mentoring relationship.

- Criticize.
- Try to give advice on everything.
- Have the new agent/staff member become dependent on you.
- Complain about your own problems.
- Agree with negative information from the new agent/staff member.
- Take responsibility for the new agent/staff member's programs or duties.
- Be negative.

GUIDELINES AND SUGGESTIONS FOR THE NEW AGENT/STAFF MEMBER

Here are some things the new agent/staff member should do in the mentoring relationship. Remember, your mentor is a coworker with respect and concern for you and your professional development and success. Plan to devote time and energy to the relationship, just as your mentor does.

DO'S FOR NEW AGENT/STAFF MEMBERS ...

Here are some things the new agent/staff member should do in the mentoring relationship. DO'S:

- Establish open and honest communication and a forum for idea exchange.
- Feel free to call upon your mentors at least quarterly or more often if assistance is needed.
- Gather a list of questions and call the mentors when appropriate.
- Make sure to defer to the goals and work objectives set by the NCH regional coordinator, state office specialist and parish chairs. The mentors will not be setting job expectations for new agent/staff members.
- Be on time, be attentive and ask questions when appropriate.
- Communicate your goals and aspirations to your mentors.
- Balance personal and professional relationship with your mentors.
- Understand that you have to give as well as receive from the relationship.
- Act on your mentor's advice when you feel it is applicable to your situation.
- Follow up with resources/references that your mentor gives you.
- Keep all scheduled appointments with your mentor and display professional behavior and dress.
- Be realistic; maintain a positive attitude.
- Be ambitious and enthusiastic.

DON'TS FOR NEW AGENT/STAFF MEMBERS ...

Here are some things the new agent/staff member should avoid in the mentoring relationship.

- Complain about other people or missed opportunities in an unprofessional manner.
- Commit yourself to obligations you cannot keep.
- Expect a mentor to do your job for you.
- Cancel meetings/visits with your mentor at the last minute.
- Call the mentor with questions or concerns that may be better addressed by parish chair or another parish staff member.
- Be negative.

NCH AGENT PERFORMANCE EVALUATION CRITERIA

Advisory Committee

Annually, between January and March, extension agents are tasked with organizing **at least one meeting** that encourages active involvement of the local community to identify both current and emerging issues impacting their parish. This initiative underscores the importance of community engagement and the need to address relevant challenges effectively. By fostering such gatherings, agents facilitate a platform for open dialogue and collaboration between the Extension service and the clientele, ensuring that programs and services remain aligned with the community's evolving needs and priorities. This process not only promotes a deeper understanding of local concerns but also enables Extension agents to develop targeted solutions and initiatives that address these issues in a meaningful way. Information collected is then included in the agents' plan of work and programmatic goals, as well as reported in LERS.

Program Development/Delivery/Management

Extension agents play a crucial role in optimizing community engagement and expanding outreach by offering a wide array of well-planned experiences and opportunities. They are expected to develop, implement and maintain a plan of work that is tailored to the needs of the clientele and the specific parish. This includes creating appropriate educational materials, providing leadership for programs delivered by volunteers and using a variety of effective teaching methods to reach diverse audiences. Agents are also encouraged to use time efficiently, base their programs on research-based information and ensure that their programs are inclusive and nondiscriminatory, welcoming individuals from all backgrounds. By adhering to these expectations, agents enhance the strength and impact of extension programs in the community, delivering valuable educational experiences that cater to a diverse range of participants.

Volunteer Development

Extension agents hold a critical role in their job description, which primarily revolves around the identification, recruitment, training and empowerment of adult volunteers to take the lead in different aspects of the parish extension program. In addition to this, they provide essential training for these volunteers and evaluate how their contributions have improved program delivery at parish, regional and state levels. The agents also ensure that volunteers receive the recognition they deserve for their efforts. Furthermore, they act as representatives of the LSU AgCenter, establishing connections with diverse stakeholder groups. This multifaceted role is exemplified through their work with 4-H, FCS and ANR, where they collaborate with a variety of stakeholders such as teachers, project leaders, healthy communities' coalitions and on-farm demonstrators to enhance program effectiveness.

Marketing

The primary role of an extension agent is to effectively promote and communicate the initiatives of extension within the local community. This task involves employing diverse marketing strategies to create awareness about the programs, services and educational opportunities available. Moreover, agents are essential in translating complex information into accessible formats to ensure that the community comprehends the value and relevance of the extension's offerings. They contribute to the annual parish profile, work towards increasing local awareness of LSU AgCenter's educational services, and engage and inform community, parish, state and national stakeholders regarding extension programs in the parish. Agents achieve this through various means, including newsletters, parish profiles, in-person interactions and addressing local government meetings and events, with the aim of fostering stronger community connections and understanding of the extension's impact.

Evaluation

Extension agents have a critical responsibility to evaluate their programs thoroughly, collecting data, measuring outcomes and assessing the effectiveness of extension activities. They produce comprehensive reports that highlight program successes, areas for improvement, and their overall impact on the community. These reports serve as valuable resources for refining and strengthening programming to ensure it remains relevant and positively influences the local population. Each agent is expected to develop and implement at least one parish-level program, collaborate with regional and state faculty, and report on regional and statewide evaluation metrics. The evaluation process should focus on measuring changes in knowledge, skills, attitudes, behaviors or best practice adoption. Agents prepare Impact Reports using the 3 R's model (relevance, response, results), which are uploaded to the LSU AgCenter Impact Reporting Database and included in the annual performance evaluation document. These reports are also shared with various stakeholders, including the parish chair, regional coordinators, regional director, program leaders and local governing bodies. Agents are required to maintain LSU AgCenter Extension Reporting System (LERS) reports, ensuring they are updated monthly and submitted in a timely manner, aligning with quarterly and annual reporting cycles. This process is integral to tracking progress and demonstrating the impact of extension activities.

Communication/Teamwork/Collaboration

Effective communication, mutual respect and collaborative teamwork are the foundation of a successful LSU AgCenter parish office. Fostering a culture of cooperation among staff members ensures active engagement and a comprehensive understanding of extension programming. Extension agents are expected to nurture transparent and effective communication with colleagues, parish chairs, regional coordinators, regional director, administrative coordinators and specialist/researchers to maintain clarity and coherence in programming at all levels. They should also engage in proactive communication and collaborative efforts with various stakeholders, including local governing bodies, community leaders, other agencies, non-profit organizations, industry partners and faith-based groups to address the diverse needs of the clientele. Furthermore, agents are encouraged to share and report collective accomplishments and impactful outcomes, highlighting the collaborative efforts and achievements within parish programming, thereby promoting the success of the LSU AgCenter.

Professional Development

Professional development is a fundamental component of an extension agent's role, aiming to enhance technical expertise, facilitate continuous learning and enable them to address the evolving needs of their communities effectively. Staying updated with the latest research, methodologies and technologies is vital, as it allows agents to provide accurate, evidence-based information and deliver impactful educational programs to individuals, families, and communities. Agents are expected to continue their professional development by staying current with research and its practical application in their assigned field, participate in professional development conferences, serve on regional and statewide committees and attend relevant training opportunities. Maintaining a high level of professionalism in various aspects, including appearance, conduct, productivity and job performance, is crucial. Agents should also stay informed about laws, regulations, policies and procedures relevant to extension programs, engage in marketing and public relations activities, complete an annual faculty portfolio (due April 1 each year), and be willing to undertake tasks assigned by supervisors at the parish, regional, and state levels. This commitment to ongoing professional growth ensures that extension agents can consistently meet the needs of their communities with excellence.

Professionalism

Professionalism is a core expectation for extension agents who serve as representatives of the LSU AgCenter. Upholding professional standards is essential to projecting a positive image and preserving the organization's credibility and integrity. Professionalism also fosters trust, enhances effective communication and ensures the delivery of high-quality services to the communities served by the Cooperative Extension Service. Agents are expected to maintain a positive and respectful demeanor, avoid obnoxious or intimidating behavior, refrain from gossip or defamation and exhibit self-control in all situations. They should maintain a professional and courteous attitude towards colleagues and stakeholders, fostering a supportive and inclusive environment. Demonstrating empathy, understanding, fairness, integrity and respect for others is crucial, as is promoting a culture of collaboration and teamwork within the LSU AgCenter. In all interactions, agents should conduct themselves in a manner that positively reflects the LSU AgCenter's reputation and values.

Administrative

Extension professionals are required to maintain positive and highly professional communication when interacting with colleagues, supervisors, peers and constituents. This expectation of professionalism is integral to all aspects of extension work. Additionally, all agents are expected to actively seek out and engage in professional development opportunities to enhance their skills and expertise. These core principles of effective communication, professionalism, and continuous growth are essential for ensuring the success of extension work, enabling agents to consistently deliver high-quality service and build positive relationships with all stakeholders.

Nutrition and Community Health

The Nutrition and Community Health (NCH) extension agent plays a pivotal role in enhancing the quality of individual and family life through education, research, and outreach, with a primary focus on the nutrition and health program area. Their mission is to improve the health and nutrition of Louisiana's residents by providing research-based health and nutrition educational outreach programs. A significant endeavor for NCH extension agents is the promotion of healthy communities by addressing the nutrition, and physical activity environments in the state, aiming to combat obesity through a systematic, community-driven approach. The agent's role is multifaceted, as they act as community educators, teachers, facilitators, and advisers, depending on the specific situation and community needs. They collaborate with state office specialists and staff to deliver various nutrition education programs and execute the advisory process to collect programmatic data, documenting meetings and efforts to address client-raised issues, thereby contributing to the improvement of community health and nutrition.

Expanded Food and Nutrition Education Program (EFNEP)

The Expanded Food and Nutrition Education Program (EFNEP) extension agent's role involves various key responsibilities: Supervision: The agent, under EFNEP supervision, establishes a vision for the local program in line with federal guidelines. They provide supervision to ensure program fidelity, integrity and outcome successes while collaborating with other agencies, nonprofits and faith-based groups to meet the nutrition needs of limited-resource EFNEP-eligible audiences. The agent communicates professional development, programmatic, and personnel needs to the state EFNEP director. **Programmatic:** Agents conduct training with EFNEP staff and deliver programs focusing on EFNEP core areas, including diet quality, physical activity, food resource management, food safety and food security. They actively participate in youth nutrition education programs, health fairs, community events and other outreach activities to disseminate nutrition information and promote EFNEP and LSU AgCenter's nutrition programs. **Evaluation and Reporting:** EFNEP agents are responsible for conducting evaluations of all educational programs using program-specific surveys provided by the state office. They plan programs and report activities in the state-specific reporting system, supervising the management and coordination of federal, state and local reports, including individual plan of works for EFNEP personnel and the annual parish EFNEP Outcome Report. **Healthy Communities/PSE Change Work:** EFNEP agents are expected to lead and report on Policy, Systems, and Environmental change (PSE) initiatives. They provide guidance, technical assistance, training and opportunities to create changes that improve nutrition and physical activity access in local communities.

Supplemental Nutrition Assistance Program Education (SNAP-Ed)

The Supplemental Nutrition Assistance Program Education (SNAP-Ed) agent focuses on providing nutrition education to limited-resource families and individuals, particularly those enrolled in the Supplemental Nutrition Assistance Program. Its primary objective is to educate this demographic on essential topics, including nutrition, diet and health, food buying, budgeting, food safety, gardening practices and food preparation skills. The ultimate goal of SNAP-Ed is to facilitate behavior change that promotes a healthy lifestyle, ensuring that participants are better equipped to make informed, nutritious food choices and improve their overall well-being. In essence, SNAP-Ed seeks to empower limited-resource communities with the knowledge and skills needed to achieve and maintain better health through dietary and lifestyle changes.

Flavors of Health (FoH)

The Flavors of Health (FoH) agent is responsible for planning, promoting and conducting programs and events with a focus on nutrition, healthy eating, physical activity and skill-building, all aimed at reducing chronic disease risk. These programs are primarily geared towards Louisiana's adult populations, although there's encouragement for youth programming when opportunities arise, and agent time permits. FoH programs are to be conducted throughout the year, ensuring a balanced schedule, and accommodating various audience availabilities by scheduling at different times and days. Agents are expected to use diverse presentation and teaching techniques to cater to various learning styles. The FoH agent's role also involves involvement in local media, mass media, social media, video shoots, advisory groups, school programs, summer programs, Ag fairs/events, health expos, recipe and resource development, networking, participant recruitment and more. Additionally, FoH agents are required to engage in Healthy Communities projects annually and can collaborate with SNAP-Ed and/or EFNEP agents, where suitable geographically and where efforts can be equally shared.

CDC High Obesity Program (CDC HOP)

The CDC High Obesity Program Agent's role encompasses several key areas: **Community Relations:** Agent maintains regular, face-to-face contact with partner organizations, local officials and key stakeholders in their assigned parish(es), fostering strong community relationships. **Healthy Communities Coalition:** Agent establishes Healthy Communities Coalitions in each assigned parish, comprised of key stakeholders and collaborators who understand the needs of the target audience. Monthly in-person meetings with these coalitions assess community needs, emerging issues and plan and implement policy, systems and environmental interventions to address the food and physical activity environment. **Program Implementation:** Agent plans and conducts programming; implements policy, systems and environmental changes; and provides technical assistance to fulfill grant priorities with parish audiences. They also plan and execute Healthy Communities PSE projects in each assigned parish, guided by a coalition of stakeholders and community members.

Local Food Systems Coordinator

The Local Food Systems Coordinator has a multifaceted role, summarized as follows: **Community Relations:** The agent maintains regular, face-to-face contact with farmers, partner organizations, local officials and other key food system stakeholders in their assigned parish(es), fostering strong community relationships. **Food Systems Development:** Agent plans and conducts programming, implementing policy, systems, and environmental changes (PSEs) to further grant priorities within their parish(es). They facilitate connection and collaboration among various food system stakeholders to achieve grant goals. **Asset Mapping:** The agent keeps an updated database of food system assets, including producers, institutional buyers, food retailers, farmers markets and more. They use this asset map data to inform stakeholders and community members about the local food environment and identify opportunities for improvement and stakeholder collaboration. **Technical Assistance (TA) and Educational Resources:** Agent works with the Communications Coordinator to develop educational publications and TA resources, distributing them to food system stakeholders. They also promote and host educational opportunities and trainings for stakeholders, providing TA and resources to other extension agents to assist with food system development in their respective parish(es). **Evaluation and Reporting:** Agent collects evaluations related to the food environment and submit the data to the state office. **Media and Marketing:** The agent communicates with key stakeholders and community members through various means, including electronic and social media. They market CDC Healthy Communities-related programs and PSE interventions and distribute marketing materials to food system stakeholders. Additionally, they publicize these activities through media outlets, such as newspapers, TV, radio and social media platforms.

AGENT BIO-SKETCH

PERSONAL INFORMATION

Name: _____

Date Hired: _____

Mailing Address: _____

Birthdate: _____

Position: _____ Parish: _____

Immediate Supervisor: _____

Cellphone: _____ Email: _____

EDUCATIONAL INFORMATION

Educational Background: _____

Undergraduate Institution: _____

Major: _____ Year Graduated: _____

Graduate Degree(s): _____

Major(s): _____ Year Graduated: _____

Additional Training/Certifications: _____

PERSONAL INTERESTS:

Personal Interests: _____

_____

_____

Hobbies/Leisure Interests: _____

_____

_____

Family: _____

_____

_____

GETTING TO KNOW YOUR PARISH(ES)

Learning basic information about your parish provides you with a sound basis for judgment as you begin to shape parish extension programs. Begin your parish awareness campaign in the first few weeks on the job; try to complete your checklist within the first month. If you are assigned two or more parishes to work, you will want to complete this checklist for each parish.

Knowing the basics about the parish(es) you are assigned to work will provide you with a knowledge of community needs and dynamics, resources available, etc. Community members need and want to know that a new Agent understands the needs and issues faced every day in the communities they serve. What do you need to know? Use the following as a springboard for your awareness campaign. Make notes about information found and check each area off as you complete your search. This document can be found on the NCH agent Teams site if you would like to print a working copy.

1. Identify the geographic characteristics of the parish.

- ☐ Location of towns, cities and other landmarks.
- ☐ Topography, including special geographic features such as lakes, rivers, parks and forests.
- ☐ Major roads, bridges and ferries.
- ☐ Also inquire about distance from parish office to certain parish locations (i.e., it might take one hour from office one way to get to this city/town).

2. Identify the social characteristics of the parish.

(References: www.kidscount.org and www.census.gov/quickfacts)

- ☐ School districts and educational programs. Where is the school board office? Are there preschool, senior centers, and/or community education programs and where are they located? Ask a 4-H Agent for an overview of 4-H Club program.
- ☐ Socioeconomic and educational levels. What is the average household income for the parish? What are the statistics related to level of poverty in the parish? Are there census tracts that fall into high poverty areas? What is the average grade of school completed by residents?
- ☐ Political characteristics. Is one party more prevalent than another? What is the data about political parties and undeclared voters?
- ☐ Public officials. What is the structure for the local governing bodies, including police jury, parish councils, towns, cities, villages, etc.? Who are the leaders for each of these governing bodies as well as the school superintendent and board members? Who are the administrative support personnel for each? Who are other people that are key decision makers for the parish? Get to know all of them personally. What are their parish interests/concerns?
- ☐ Local and state legislators. Who are the local representatives and senator that represent the parish in the state district? Who are the state representatives that serve in the U.S. Congress for the district? Where are the local offices for each of these? Who are their local support personnel?
- ☐ Active community organizations. Does your parish have active Rotary, Kiwanis, Lions, Elks, garden clubs, retired teachers, Order of Eastern Star, Divine Nine, Louisiana Volunteers for Family and Community (LVFC), Red Cross, etc.?
- ☐ Other service organizations. Does the LSU AgCenter work with Community Action, Council on Aging, senior food sites, commodity distribution, Children's Coalitions, Boys and Girls Clubs, YMCA, healthcare organizations, Women's League, food bank, housing authorities, and regional planning and community education programs? Who are the contacts for the organizations if they are present in the parish?

- ☐ Churches and other faith-based organizations. What are the denominations of the churches? Who are the ministers? Is there a faith-based alliance or other community alliance related to the churches?
- ☐ Family characteristics. Are single parent families prevalent? What is the percentage of adults who work outside the home? What do children do after school? What is the rate of telecommuting and home-based businesses?

3. Identify the economic characteristics of the parish.

- ☐ Types, locations and economic value of various industries.
- ☐ Major sources of employment. What types of industries are there and where are they located? What products are produced in the parish?
- ☐ Agriculture. What is the principal agricultural/natural resources products?
- ☐ Financial institutions. What financial institutions are available to families and businesses?
- ☐ Job opportunities. How are most people employed in the parish? What is the unemployment rate?
- ☐ Taxation. What are the tax issues — property taxes, income tax, sales tax, business, and industry taxes, etc.? Does the parish have a tax that provides funding support to the AgCenter?
- ☐ Tourism. What are the primary tourist destinations in the parish?

4. Identify the demographics of the parish.

- ☐ Population.
- ☐ Other census characteristics: age, gender, race, income, poverty level, etc.
- ☐ Housing. Where do most people live? Private homes, apartments, mobile home parks?

5. Identify the parish services.

- ☐ Tour the parish. A coworker, key volunteer or community stakeholder may be willing to take you on a tour.
- ☐ Health and medical facilities. Where are the hospitals and medical clinics?
- ☐ Fire and police protection. What is available? Are they volunteers or paid staff?
- ☐ Water supply, sewer and solid waste disposal. What types of services are available? What are the concerns in these areas?
- ☐ Pollution. Are there problems with air, water or noise pollution in the parish?
- ☐ Transportation systems. What are the modes of transportation available in the parish? Are there taxi or other car services, bus transportation, trains or airport service, etc.?
- ☐ Cultural and recreational facilities. Are there parks and/or recreational centers in the parish? Where do people go for entertainment and fun?
- ☐ Shopping. What is available for groceries, clothing, household items, etc.?
- ☐ Education. What types of educational institutions exist, such as community colleges, vocational or technical schools, universities, etc.? Who do they serve? What library services are in the parish and where is the main branch and additional branches, if any located? Who is the library director?
- ☐ Media. What types of local media are available, including television, newspaper, radio? Are there local magazines or other types of print media available?

6. Identify possible meeting locations.

- ☐ Facilities available within the parish
- ☐ Contact persons
- ☐ Cost and preferred method of payment
- ☐ Building accessibility
- ☐ Insurance certificate required
- ☐ LSU AgCenter policies/procedures for signing contracts

7. Get to Know the Parish NCH Program.

- ☐ NCH Parish Profile
- ☐ NCH programming contacts
- ☐ NCH parish volunteer contact list
- ☐ List of LVFC members and council, if active in parish
- ☐ List of NCH Advisory Committee and Healthy Communities Coalition members
- ☐ Enrollment forms, sign-in sheets, other reporting forms
- ☐ Policy, Systems and Environmental (PSE) changes underway in parish
- ☐ Parish NCH newsletter or other media projects
- ☐ NCH presence on parish website and social media account

Adapted From: University of Kentucky Extension and Louisiana New 4-H Agent Orientation Guide

POSITION INVENTORY

The purpose of this assessment is to help you identify professional development needs associated with your new position. You will want to discuss this assessment with your NCH regional coordinator; it will be a tool that will help you individualize your professional development experiences and orientation process. This assessment gives you a snapshot of where you are today and points out areas you might want to grow toward in the future.

Complete the inventory and share it with your NCH regional coordinator; it will be helpful when professional development and in- service training plans are formulated. This document can be found on the NCH agent Teams site if you would like to print a working copy.

Directions: For each category indicate the amount of experience you have had in implementing/using each task or function and the amount of training you have had in relation to that function. Indicate whether you believe you need additional training in that area.

Amount of experience you have had with this task or function:	Level of training you have had with this task or function:
4 = extensive experience; can teach all aspects of this process to others	4 = extensive training
3 = moderate experience; can use this process	3 = moderate training
2 = limited experience: understand the concepts and usually apply them; could use a slight refresher	2 = limited training
1 = no experience; require training before I could apply the concepts	1 = no training

Program Planning and Development

	Amount of Experience				Level of Training				Training Needed	
Understands and uses the Logic Model in program development.	1	2	3	4	1	2	3	4	Yes	No
Understands and uses informal and formal needs assessment.	1	2	3	4	1	2	3	4	Yes	No
Involves diverse individuals/groups in program planning process (committees, agencies, clientele).	1	2	3	4	1	2	3	4	Yes	No
Ability to identify target audiences.	1	2	3	4	1	2	3	4	Yes	No
Ability to develop a plan of work based on critical issues.	1	2	3	4	1	2	3	4	Yes	No
Builds program teams to address critical issues (state and field specialist, community resources).	1	2	3	4	1	2	3	4	Yes	No
Seems resources and/or grants to support program goals.	1	2	3	4	1	2	3	4	Yes	No

Program Promotion and Public Relations

	Amount of Experience				Level of Training				Training Needed	
Utilizes various communication methods include newsletters, e-newsletters, news columns, radio, television, social media and video conferencing to deliver educational programs and information.	1	2	3	4	1	2	3	4	Yes	No
Develops an understanding of the community and establishing working relationships with appropriate leaders.	1	2	3	4	1	2	3	4	Yes	No

Program Implementation and Teaching

	Amount of Experience				Level of Training				Training Needed	
Ability to match program delivery to clientele.	1	2	3	4	1	2	3	4	Yes	No
Ability to develop realistic program plans.	1	2	3	4	1	2	3	4	Yes	No
Ability to understand and apply adult learning theory.	1	2	3	4	1	2	3	4	Yes	No
Applies valid, reliable research/ information in program delivery.	1	2	3	4	1	2	3	4	Yes	No
Understands group dynamics.	1	2	3	4	1	2	3	4	Yes	No
Understands how to organize program events and activities.	1	2	3	4	1	2	3	4	Yes	No
Ability to delegate duties.	1	2	3	4	1	2	3	4	Yes	No
Uses technology to enhance program delivery and office management.	1	2	3	4	1	2	3	4	Yes	No
Understands group dynamics and ways learners are motivated.	1	2	3	4	1	2	3	4	Yes	No

Program Evaluation and Impact

	Amount of Experience				Level of Training				Training Needed	
Understands and develops measurable program objectives.	1	2	3	4	1	2	3	4	Yes	No
Ability to develop and use a variety of program evaluation instruments/ techniques.	1	2	3	4	1	2	3	4	Yes	No
Uses evaluation results to improve program and determine future program direction.	1	2	3	4	1	2	3	4	Yes	No
Documents and communicates program impacts for accountability to community leaders and the Extension system.	1	2	3	4	1	2	3	4	Yes	No

Personal and Interpersonal Skills

	Amount of Experience				Level of Training				Training Needed	
Understands the importance of teamwork philosophy and demonstrates skills to enhance team relationships.	1	2	3	4	1	2	3	4	Yes	No
Values and encourages diversity among people and programs.	1	2	3	4	1	2	3	4	Yes	No
Ability to empower people and to build consensus.	1	2	3	4	1	2	3	4	Yes	No
Ability to listen effectively.	1	2	3	4	1	2	3	4	Yes	No
Communicates effectively with clients, office staff and other colleagues both orally and in writing.	1	2	3	4	1	2	3	4	Yes	No
Manages time and other resources effectively.	1	2	3	4	1	2	3	4	Yes	No
Demonstrates a positive professional attitude and image.	1	2	3	4	1	2	3	4	Yes	No
Demonstrates flexibility and adaptability in the work environment.	1	2	3	4	1	2	3	4	Yes	No
Understands the importance of balancing professional and personal life.	1	2	3	4	1	2	3	4	Yes	No

Personal Growth

	Amount of Experience				Level of Training				Training Needed	
Understanding the role of feedback in professional growth and development.	1	2	3	4	1	2	3	4	Yes	No
Understanding the process for documenting teaching effectiveness and using results to improve teaching.	1	2	3	4	1	2	3	4	Yes	No
Seeking out and identifying appropriate opportunities to enhance professional growth (self-directed learning, in-service, course work).	1	2	3	4	1	2	3	4	Yes	No
Identifying goals for professional development.	1	2	3	4	1	2	3	4	Yes	No

Volunteer Development

	Amount of Experience				Level of Training				Training Needed	
Ability to identify, recruit, train, and utilize volunteers for a variety of program delivery modes.	1	2	3	4	1	2	3	4	Yes	No

Community Networking

	Amount of Experience				Level of Training				Training Needed	
Ability to build local leadership capacity.	1	2	3	4	1	2	3	4	Yes	No
Understands the local political process.	1	2	3	4	1	2	3	4	Yes	No

Adapted from LSU AgCenter New 4-H Agent Orientation Guide

SECTION 2: UNDERSTANDING OUR ORGANIZATION

NATIONAL INSTITUTE OF FOOD AND AGRICULTURE

Extension

Extension provides nonformal education and learning activities to people throughout the country — to farmers and other residents of rural communities as well as to people living in urban areas. It emphasizes taking knowledge gained through research and education and bringing it directly to the people to create positive changes.

All universities engage in research and teaching, but the nation's more than 100 land-grant colleges and universities have a third critical mission — extension. Through extension, land-grant colleges and universities bring vital, practical information to agricultural producers, small business owners, consumers, families and young people.

NIFA supports both universities and local offices of the Cooperative Extension System (CES) to provide research-based information to its range of audiences. As the CES federal partner, NIFA plays a key role in the mission by distributing annual congressionally appropriated formula grants to supplement state and county funds.

Improving lives in rural and urban areas

The hallmarks of the extension program — openness, accessibility and service — illuminate how cooperative extension brings evidence-based science and modern technologies to farmers, consumers and families. Through extension, land-grant institutions reach out to offer their resources to address public needs. By educating farmers on business operations and on modern agricultural science and technologies, extension contributes to the success of countless farms, ranches and rural businesses. Further, these services improve the lives of consumers and families through nutrition education, food safety training and youth leadership development.

Past, present and future

In 2014, NIFA and our land-grant university partners celebrated 100 years of Cooperative Extension in the United States.

The Smith-Lever Act formalized extension in 1914, but its roots go back to agricultural clubs and societies of the early 1800s. The act expanded USDA's partnership with land-grant universities to apply research and provide education in agriculture. Over the last century, extension has adapted to changing times and landscapes, and it continues to address a wide range of human, plant and animal needs in both urban and rural areas.

Today, extension works to:

- Translate science for practical application.
- Identify emerging research questions, find answers and encourage application of science and technology to improve agricultural, economic, and social conditions.
- Prepare people to break the cycle of poverty, encourage healthful lifestyles and prepare youth for responsible adulthood.
- Provide rapid response regarding disasters and emergencies.
- Connect people to information and assistance available online through extension.org.

The nation's transformation from a manufacturing to an information society raises questions as to how to best reach an intended audience. Extension educators use modern technology to disseminate knowledge and tools but also rely on traditional human values and relationships to gain the attention and trust from the people they serve. As residents of the communities in which they work, local extension agents bring credibility to their roles as educators.

High-Impact Outcome

Tomorrow's agricultural and natural resource workforce

Experiential learning is a great way to promote youth interest in adopting science, technology, engineering and mathematics (STEM) in their future careers. NIFA-supported 4-H programs touch over 6 million children across the country every year. Several projects supported by NIFA Smith-Lever funds and special funding from the U.S. Fish and Wildlife Service taught youth to learn and apply geographic information systems (GIS) mapping skills that support wildlife refuge systems from the Caribbean to the Pacific and Maine to Alaska. For example, youth in Iowa tested the effectiveness of mapping using iPhones compared with GPS units. This learning experience allowed them to map features such as fences, invasive species, oak stands and areas that need attention to conserve wildlife. Similarly, a project in Minnesota engaged teens on the White Earth Indian Reservation to conduct golden-winged warbler habitat and nesting cover mapping at the Tamarac Refuge. Such experiences help youth develop science skills and learn skills necessary for future employment.

Cooperative Extension History

In 2014, NIFA and our partners in the Land-Grant University System celebrated 100 years of Cooperative Extension in the United States.

In the century since its creation, this nationwide educational and outreach network has made significant contributions to American agriculture — particularly in rural areas — and improved lives across the country. NIFA plays a key role in the land-grant extension mission by distributing congressionally appropriated formula grants annually and by providing national program leadership.

Extension's roots go back to agricultural clubs and societies, which sprang up after the American Revolution in the early 1800s. In 1819, a pioneer agriculture journal, American Farmer, encouraged farmers to report on their achievements and their methods of solving problems.

The Smith-Lever Act formalized extension in 1914, establishing USDA's partnership with land-grant universities to apply research and provide education in agriculture. Congress created the extension system to address exclusively rural, agricultural issues. At that time, more than 50% of the U.S. population lived in rural areas, and 30% of the workforce was engaged in farming.

Extension's engagement with rural America helped make possible the American agricultural revolution, which dramatically increased farm productivity, allowing fewer farmers to produce more food.

World War I

The extension service's first big test came during World War I, when it helped the nation meet its wartime needs by:

- Increasing wheat acreage significantly, from an average of 47 million acres annually in 1913 to 74 million in 1919.
- Implementing its new authority — in partnership with USDA — to encourage farm production, marketing and conserving of perishable products by canning, drying and preserving.
- Helping to address war-related farm labor shortages at harvest time by organizing the Women's Land Army and the Boys' Working Reserve.

The Depression

Throughout the Great Depression, state colleges and the USDA emphasized farm management for individual farmers.

Extension agents taught farmers about marketing and helped farm groups organize both buying and selling cooperatives. At the same time, extension home economists taught farm women — who traditionally maintained the household — good nutrition, surplus food canning, gardening, home poultry production, home nursing, furniture refinishing and sewing — skills that helped many farm families survive the years of economic depression and drought.

World War II

Throughout World War II, the extension service again worked with farmers and their families, along with 4-H Club members, to secure the production increases essential to the war effort. Total food production increased every year for five years. In 1944, food production was 3% above the 1935-1939 average.

Post-World War II

Extension's role in extending new technologies to U.S. farmers and ranchers helped farm production increase dramatically: While the number of farms in the U.S. declined over the next five decades — from 5.4 million to 1.9 million — farm production dramatically increased. In 1950, one farmer supported the food needs of 15.5 people; in 1997, one farmer supported the food needs of almost 140 people.

Today

Over the last century, extension has adapted to changing times and landscapes. Less than 2% of Americans farm for a living today, and only 17% of Americans now live in rural areas. Yet the extension service still plays a significant role in American life — rural, urban and suburban. With its unprecedented reach — an office in or near most of the nation's approximately 3,000 counties — extension agents help farmers and ranchers achieve greater success, assist families with nutrition and home economics, and prepare today's youth to become leaders tomorrow. To reach an even wider audience, extension offers the eXtension website.

Source: NIFA website, nifa.usda.gov

INTRODUCTION TO THE LSU AGCENTER

Topics

- Why do we exist?
- Who are our leaders?
- Where are we located?
- Who are we?
- What do we do?
- Tools to help you.

Why do we exist?

Mission

To enhance the quality of life for people through research and educational programs that:

- Develop the best use of natural resources.
- Conserve and protect the environment.
- Enhance development of existing and new agricultural and related enterprises.
- Develop human and community resources.
- Fulfill the acts of authorization and mandates of state and federal legislative bodies.

In short ...

- The LSU AgCenter exists to serve people through research and education.

WHO ARE OUR LEADERS?

LSU AgCenter

Dean

Mathew Lee
LSU Vice President for Agriculture/Dean, College of Agriculture
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Associate Dean

Allen Rutherford
Executive Associate Dean
DRutherford@agcenter.lsu.edu

Directors

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Tara Smith
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Associate Director and Regional Director of the Louisiana Cooperative Extension Service
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Tracy Evans
Executive Director of Development
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Glen Gentry
Director - Central Research Stations
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Mike Stout
Associate Director of the Louisiana Agriculture Experiment Station/ Professor and Department Head of Entomology
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Associate Vice Presidents

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Frankie Gould	Associate Vice President Strategic Communication and Outreach FGould@agcewnter.lsu.edu
Hamp Grunewald	Associate Vice President and CAO HGrunewald@agcenter.lsu.edu
Lori Parker	Associate Vice President and CFO LHParker@agcenter.lsu.edu

Assistant Vice President

Ashley Gautreaux	Assistant Vice President of Human Resources AGautreaux@agcenter.lsu.edu

Administrative Unit Heads

Tobie Blanchard	Communication and Public Relations TBlanchard@agcenter.lsu.edu
Jan Bernath	Accounting Services JBernath@agcenter.lsu.edu
Marcy Fisher	Business Officer MFisher@agcenter.lsu.edu
Dale Frederick	Director/Facilities Planning DFrederick@agcenter.lsu.edu
Duane Nunez	State Livestock/Horse Show Leader/Management Operations DNunez@agcenter.lsu.edu
Fred Piazza	Chief Information Officer/Information Technology FPiazza@agcenter.lsu.edu
Bobby Soileau	Director/Ag Leadership Development BSoileau@agcenter.lsu.edu

Regional Directors

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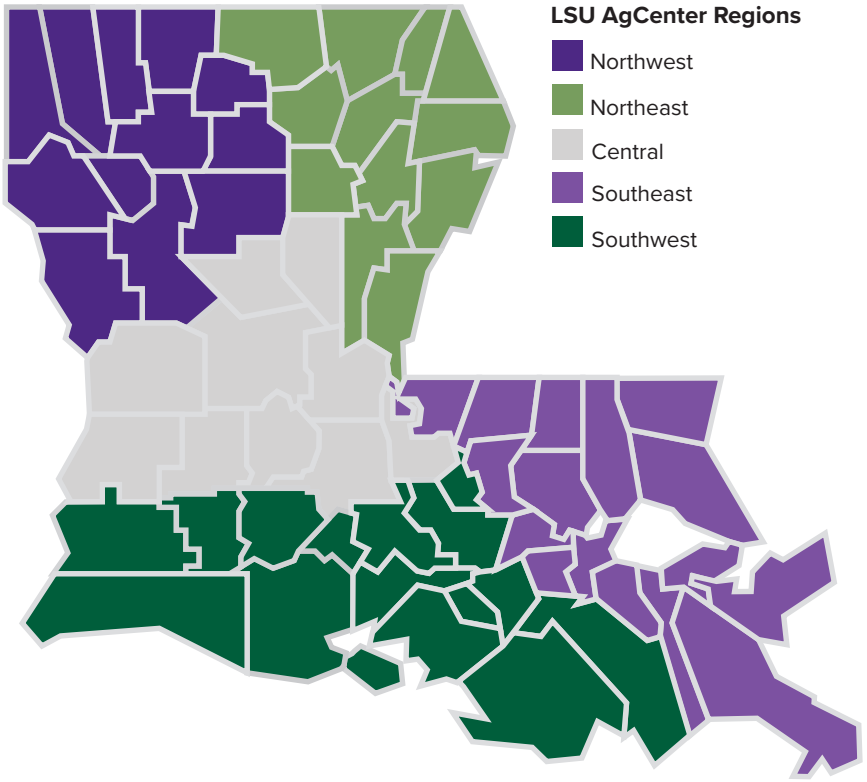
Melissa Cater	Northeast MCater@agcenter.lsu.edu
Ronald Strahan	Northwest RStrahan@agcenter.lsu.edu
Glen T. Gentry	Southeast GGentry@agcenter.lsu.edu
Kathryn Fontenot	Southwest KKFontenot@agcenter.lsu.edu

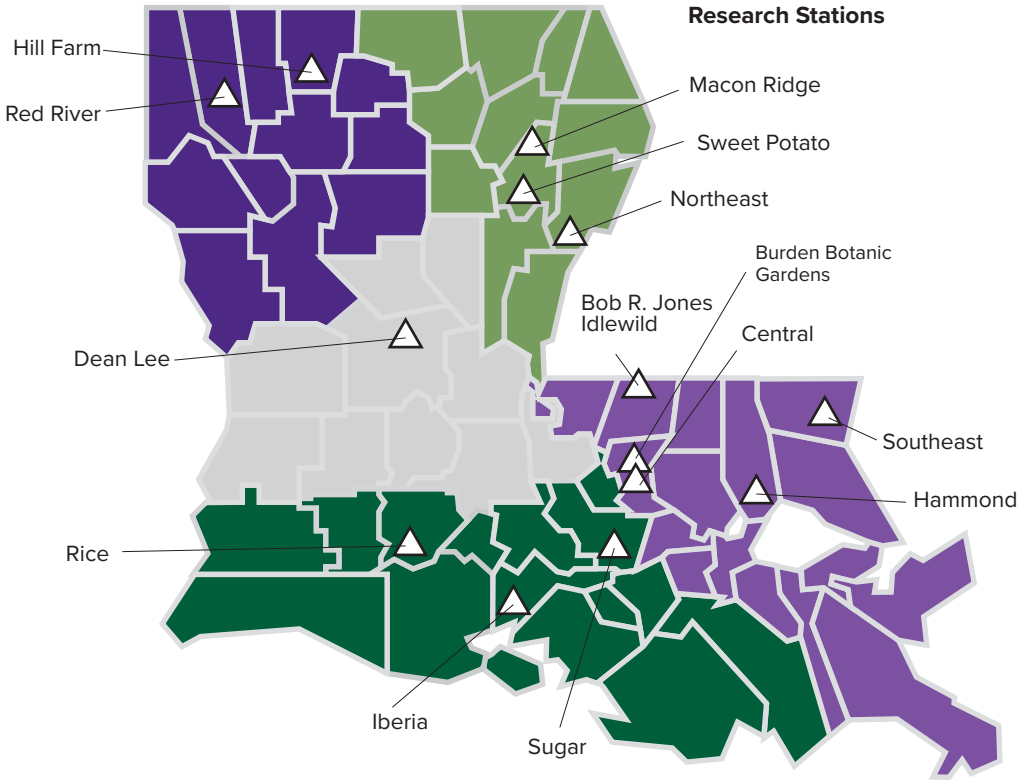
Regional

- **5 Regions:** Headed by regional directors (RD)
- **64 Louisiana parish seats:** Extension offices headed by parish chairs (PC)
- **14 Agricultural Experiment Stations:** Headed by resident directors or station coordinators
- **14 Campus Departments and Schools:** Headed by department heads or directors

14 Campus Departments and Schools

- 4-H Youth Development
- Agricultural Chemistry
- Agricultural Economics and Agribusiness
- Agriculture and Extension Education and Evaluation
- Animal Sciences
- Audubon Sugar
- Biological and Ag Engineering
- Entomology
- Experimental Statistics
- Nutrition and Food Science
- Plant, Environmental and Soil Sciences
- Plant Pathology and Crop Physiology
- Renewable Natural Resources
- Textiles, Apparel Design and Merchandising





Who are we?

- Professors (assistant, associate and full)
- Extension agents (assistant, associate and full)
- Research and extension associates
- Classified/unclassified
- Paraprofessionals
- Student workers
- Graduate assistants

Lifelong Learning for our Employees

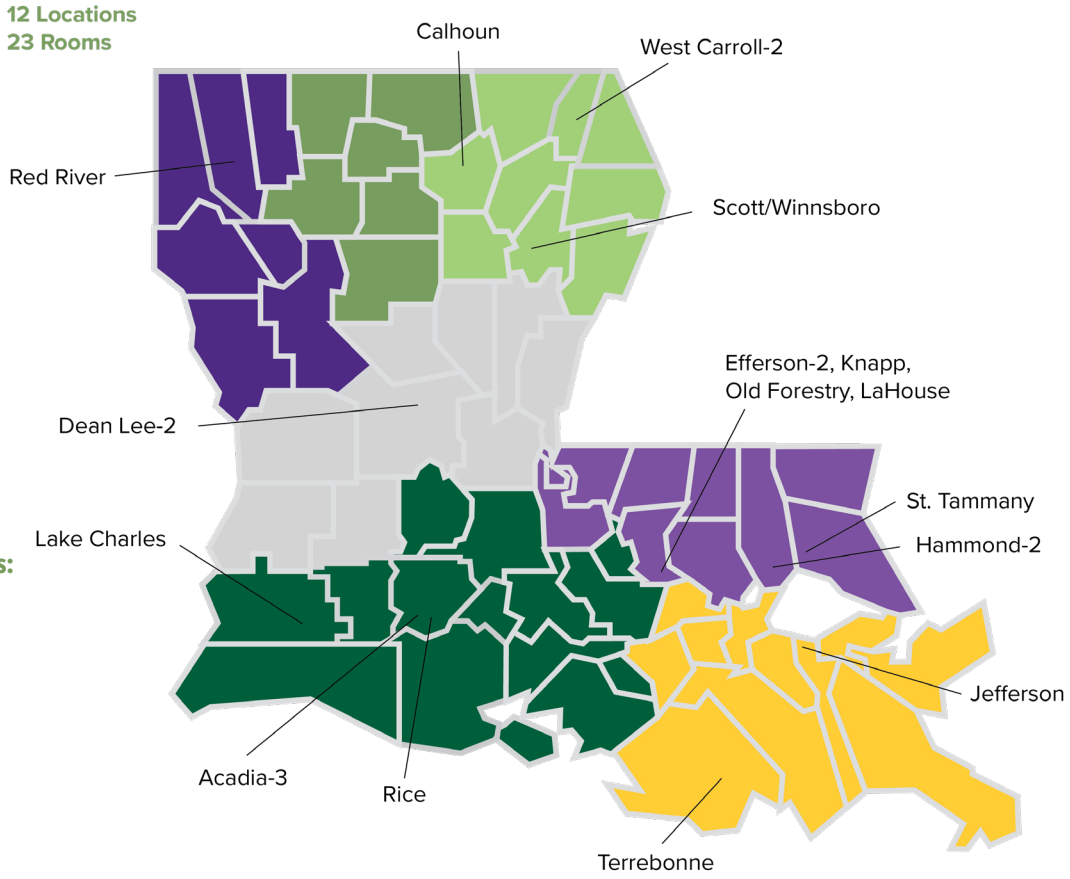
Professional development opportunities:

- Formal education and coursework toward degrees
- Professional associations such as LAE4-HA, LEAFCS, ESP, LCAAA, Gamma Sigma Delta, Chancellor's Staff Advisory Council, Chi Epsilon Sigma and Southern Association of Agricultural Scientists (SAAS)
- Assorted training in subject matter and process skills

Tools to Help You

- AgCenter Homepage: http://www.lsuagcenter.com
- AgCenter Intranet: http://www.lsuagcenter.net
- AgCenter Directory: http://www.lsuagcenter.net/directory
- Contact for Graduate Studies, Specialization, LERS System, Professional Development Training, Advisory Councils: 225-578-4059 (Lisa Arcemont)

The State Is Our Campus: Our Video Conferencing Network



What do we do?

- Conduct research and education in four major program areas:
  - » Animal Sciences and Natural Resources
  - » Plant and Soil Sciences
  - » Nutrition and Food Sciences
  - » Youth Development (4-H and FFA)
- Based on stakeholder involvement:
  - » ALS (Advisory Leadership System)
  - » ALCs (Advisory Leadership Councils)
- In a nondiscriminatory manner:
  - » Following ADA (Americans with Disabilities Act) guidelines
  - » Following EEO (Equal Employment Opportunity) guidelines
- Other Areas:
  - » Community Economic Development (CED)
  - » Leadership

OVERVIEW OF SUPPORT SERVICES

ACCOUNTING SERVICES

103 J. N. Efferson Hall/4189 Highland Road
Baton Rouge, LA 70803
Office: 225-578-4161
Fax: 225-578-0735

Jan Bernath	Director JBernath@agcenter.lsu.edu
Pat Broussard	Accounts Payable (LaCarte/Employee Reimbursements/LaCarte Applications and Maintenance) PABroussard@agcenter.lsu.edu
Monese Brown	Accounts Payable (PO Supplier Invoices/LaCarte/Employee Reimbursement Mbrown@agcenter.lsu.edu
Kallie Firmin	Accounts Payable (Travel/LaCarte) KFirmin@agcenter.lsu.edu
Lynn Jones	Accounts Payable (LaCarte/Direct Charge Supplier Invoices) LJones@agcenter.lsu.edu
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Kay Vidrine	Accounts Payable (LaCarte) KVidrine@agcenter.lsu.edu
Pauline Lathan	Manager (Deposits/Imprest Checking/Journals) PLathan@agcenter.lsu.edu
Jennifer Girod	Procurement Manager (Requisitions/Bids/Pos) JGirod@agenter.lsu.edu
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Ange'l Martinez	Procurement Manager (Requisitions/Bids/Pos) Angelmartinez@agcenter.lsu.edu

COMMUNICATIONS DEPARTMENT

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Tobie Blanchard	Director, Communications and Public Relations TBlanchard@agcenter.lsu.edu
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Craig Gautreau	Communications Specialist CGautreaux@agcenter.lsu.edu
Andy Gonzalez	Assistant Communications Specialist AGonzalez@agcenter.lsu.edu
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Tiffany Hess	Administrative Program Specialist A THess@agcenter.lsu.edu
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HUMAN RESOURCES DEPARTMENT

103 J. N. Efferson Hall/4189 Highland Road, Baton Rouge, LA 70803
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Denise Fontenot	Employee Relations Title IX, classified positions and employees, EAP, ADA, crisis leave pool, classified performance evaluations DeFontenot@agcenter.lsu.edu
Ryan Barnete	HR Manager Workers comp, employee benefits manager, retirement, annual enrollment, retiree issues, life insurance claims RBarnete@agcenter.lsu.edu
Jessica Chambers	HR Manager Workday security and process management, HRM policies, promotion and tenure, internal audits, data quality management JWinders@agcenter.lsu.edu
Rebecca Smelley	HR Manager FMLA, classified employee hiring, time and attendance monitoring, absence partner, AAP plans, awards, reporting, transient employees RSmelley@agcenter.lsu.edu
Brandi F. Frey	Training Specialist Annual training, training compliance, CPTP training coordinator, new hire orientation, training administration, training development and delivery BFFrey@agcenter.lsu.edu
Karen Bean	HR Specialist Employee onboarding, insurance enrollments and changes, employment verifications, tuition exemption, immigration (J visas). KBean@agcenter.lsu.edu
Ali Marrero	HR Specialist Academic and unclassified recruiting and hiring, grad assistants and students, immigration (H visas), WAE processing. AMarrero@agcenter.lsu.edu
Ashlyn Cole	HR Specialist Academic and unclassified employee processing, sabbaticals, honorifics and professorships, organizational charts ACole@agcenter.lsu.edu

INFORMATION TECHNOLOGY

Knapp Hall
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Recognizing that geographical and political boundaries are fading, and that the LSU AgCenter faces an increasing role in the broader university, Information Technology will work with administrators and visionaries to define and fulfill those roles. This will be accomplished in part by providing access for internal and external clients to data and information relating to all programs of the AgCenter.

SUPPORT

Support and infrastructure provides a wide variety of service to all faculty and staff of the AgCenter in the support of our effort to deliver research-based information to the citizens of Louisiana. These services include support of computer hardware, networking, software ("off the shelf" and custom applications) training. While we will attempt to provide the best possible support for all computer-related needs, our efforts will focus on Microsoft software and PC hardware.

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OFFICE OF SPONSORED PROGRAMS

The LSU Agricultural Center Office of Sponsored Programs (OSP) supports faculty and staff in their efforts to obtain external funding for research and extension service projects.

This support includes assisting faculty and staff with preparing and submitting proposals, including electronic submissions. OSP works with faculty, staff and LSUAC administration to ensure that the required institutional approvals are obtained. Additionally, OSP reviews and negotiates sponsor awards to ensure that funding received by LSUAC adheres to federal, state and university laws, regulations, policies and procedures.

Please contact any of our staff if you have questions or need assistance with your proposal or award.

Contact Information
Phone: 225-578-6030
Fax: 225-578-6032
E-mail: osp@agcenter.lsu.edu

Address
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Office of Sponsored Programs, 104 J. Norman Efferson Hall, Baton Rouge, LA 70803

Sponsored Programs and Intellectual Property

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Katerine Morris
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KaterineMorris@agcenter.lsu.edu

ORGANIZATION DEVELOPMENT AND EVALUATION (ODE)

The LSU AgCenter's Organization Development and Evaluation (ODE) office enhances the program delivery and accountability functions of the LSU AgCenter by providing personnel with the tools they need to design, implement, and evaluate sound educational programs and grow as professionals.

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Section 3: NCH Agent Essentials

BASIC OFFICE OPERATIONS

These guidelines are intended to provide a new agent with basic office policies and procedures from both the parish and LSU AgCenter. They are not intended to — nor should they be interpreted to — replace or supersede the established rules, policies, procedures or guidelines of either organization. If you encounter different rules, you should adhere to the more stringent rule or clarify the proper course of action with the parish chair.

Customer Service

Our customers are the public, whether they access us by phone, fax, mail, email, internet or walking in. They are always to be greeted with respect and with special attention paid to their needs. They are the reason we are here! Our phone greeting is: "LSU AgCenter, Parish, this is (your name). May I help you?" All efforts should be made to answer calls on the first ring, and you should end all phone calls with "Goodbye," "Thank you for calling," "Please call again," or a similar professional business ending to a call. No collect, person-to-person or other calls billed to the AgCenter are accepted. Walk-ins should be assisted promptly and should be referred to the appropriate faculty member in a timely manner if no appointment has been previously made.

This is the age of communication, and there have never been more avenues to send and receive information. The mission of the LSU AgCenter is to provide information in a timely and current manner.

Standards for Answering the Phone

1. Phone should be answered promptly (first ring preferred).
2. "LSU AgCenter, _____ Parish, this is (your name). May I help you?" is the official greeting that should be used.
3. When calls are received:
    - Contact should be made with the staff person before the call is transferred to them.
    - If contact cannot be made, the caller should be told the person is "away from his or her desk," and a detailed, written message taken and provided to the agent.
    - No person should be left on hold for an extended period of time.

Taking Messages

When taking messages, you are expected to document the full name of the caller, return phone number, time and date of call, full address if pertinent to the call and detailed notes about the purpose of the call. Incomplete or inaccurate messages result in dissatisfied customers and poor-quality service.

Additionally, take the time to learn the names of key local leaders, program area advisory committee members, Healthy Community coalition members, media, parish officials, state officials, extension specialists and administrators, and other key people. Agents should inform their support staff about the people for which they wish to be interrupted. Please afford these individuals the consideration they deserve by offering to check with agents before taking a message or making extra efforts to locate agents who are away from their desks.

Parish governing representatives, media representatives, state elected officials and state administrators should be given top priority and full service.

Referrals

All walk-in traffic should be served immediately and be provided with a comfortable place to be seated while an agent is contacted. You may also ask the person if he or she had an appointment so that you can provide this information to the agent. Please make every effort to ensure that walk-ins receive attention from a professional faculty member as appropriate. Agents should make walk-in customers a high priority and attend to them as quickly as possible. Phone inquiries should be directed to the agent once the general nature of the question is established. This is to minimize inaccurate referrals. Under no circumstances should a caller be transferred to a voice mailbox without the caller being given that option (example: "Mr./Ms. X is not in. May I take a message, or would you like his/her voicemail?"). Be aware that you may provide a special method in which you would like your calls directed to your office support staff and other agents.

AgTelecom- Microsoft Teams Phone

Microsoft Teams Phone is a cloud-based phone system that simplifies communication, allowing you to make voice and video calls outside your organization with ease.

Notes

- No long-distance charges
- Toll free available - incoming rate is $.03/minute
- Incoming calls do not count toward monthly allotted minutes
- Teams calls are free
- No fax option (keep at least one POTS line for fax/emergency)
- In some cases, network infrastructure will need to be upgraded before VoIP can be installed (QoS)
- Phones can be physically removed "off-site" and remain fully functional
- International calling available - rates vary - calculator - https://www.microsoft.com/en-us/microsoft-365/microsoft-teams/voice-calling#office-CustomSpacingTemplate-ky9uhze

More information:
https://docs.microsoft.com/en-us/MicrosoftTeams/calling-plans-for-office-365

Verify parish policy for long-distance calls and other phone use policies with your parish administrative coordinator or parish chair. Personal phone calls, even those taken on personal cell phones, are generally permitted but should be kept to a small amount of time and be kept to a minimum during a given business day. No personal phone calls should be made if they will result in costs to the parish or state (i.e., long-distance charges billed to the parish/state, collect calls, time spent on the phone that exceeds reasonable limits).

Social Media

If you plan to participate in social media for your work and programming efforts, it is best to have a separate account for your work page. When posting you will want to focus on your area of expertise. You will want to make sure you post meaningful, respectful comments; no remarks should be off topic or offensive. It is important to not share opinions, practices or products that you may follow or believe in personally but to share only research-based information. Make sure to reply to comments or messages in a timely manner when a response is appropriate. When disagreeing with another's opinions, keep your posts polite and civil. It is very important to follow ADA guidelines for every post as well as general page info and the "About" section. Know and follow the AgCenter's Social Media Guidelines. Make sure to include the LSU AgCenter's disclaimer on any blog, Facebook account or anywhere commenting is allowed. The disclaimer can be found on the Social Media site under Tech Resources on the internal LSU AgCenter Intranet website.

And remember, nothing created online is ever "private." The potential exists for anything that you post or that others post about you to be viewed by unexpected audiences. If you are not comfortable with something being seen by everyone you know, personally and professionally, do not post it.

If you wish to engage in social media for the purpose of professional activity related to the LSU AgCenter, you must register your site with the AgCenter using the Social Media Registration Form. The LSU AgCenter should be listed as an administrator on any Facebook page created. Visit the LSU AgCenter Communications SharePoint site to register your social media accounts: Social Media Registration (sharepoint.com).

For more information about using social media with your work, please refer to the AgCenter's Social Media Training videos, ADA Compliance and Best Management Practices information, which can be found on the LSU AgCenter Communications SharePoint site under Social Media: Social Media (sharepoint.com).

Agent Duties Outside the Office

Agents are considered to be on duty during posted office hours. It is the responsibility of the agent to advise the office support staff of their whereabouts during office hours and provide an estimated time of return, updating that time as needed. It is the responsibility of the office support staff to make reasonable efforts to maintain the whereabouts of the agent along with an estimated time of return. This information is important when handling phone inquiries, walk-ins, and to designate where you may be located, including leave taken. A sign-out system is recommended to advise internal staff that the agent is "at a meeting," "conducting a workshop," "away from his/her desk," "out," or any other appropriate reference. Each person, both agents and support staff, is individually responsible for ensuring that an agent's duties outside the office can be reasonably accounted for during business hours. If agents are on leave, that should be indicated along with the date the agent can be expected to return to work.

When answering a client asking about the whereabouts of an agent, staff should not say "I don't know," "that agent hasn't come in yet," "gone for the day," etc.

Mailing

A postage budget is provided to the parish by the regional office through budgeted state funds. Funds may be used to mail business mail as needed through the post office. If another type of mail service is required, such as overnight, express, etc., funds available should be verified with the parish chair and parish administrative coordinator before pieces are mailed.

Reporting

It is important that all required reporting be completed in a timely manner and by the assigned deadlines that may apply to specific reports.

Dress Code

Dress should be consistent with the job responsibilities. Office support staff shall dress in a manner consistent with a professional office environment. If a casual day is designated, it should be consistent with standards of office dress for other parishes. Agents should always dress professionally and in accordance with their duties for the day. Business dress is recommended for appearances before governing agencies, conferences and similar activities. Details regarding professional dress can be found in the document in your Foundational Guide for NCH Extension Agents on Professionalism. If in doubt, consult your supervisor or NCH regional coordinator.

Office Hours

The parish office should have posted office hours from 8 a.m. to 4:30 p.m. unless the parish sets different hours for its office. Offices should always be open during these posted work hours.

Opening and Closing

Unless alternative arrangements are made, it is the responsibility of office support staff to open the office and prepare it for the business day. Similarly, closing procedures should ensure that the office is safe and secure. This includes ensuring that all equipment not being used is turned off, all doors are locked, and that lights (except security lights) are off and security systems are activated if office has instructions to do so. A check for general hazards should also be conducted to ensure that appliances are unplugged as appropriate, that water is not running in the bathrooms, and other potential hazards are eliminated or identified and reported if safety is an issue.

Work Week

The standard work week for office support staff shall consist of 40 hours for full-time employees. The parish may have a different work week than the state. The work week for state wage employees is Monday through Friday. Program support staff, including nutrition educators, shall work not more than 40 hours per week, using a standard 8 a.m. to 4:30 p.m. schedule or other set schedule as requested by the supervising agent. Part-time staff work hours shall be determined by the regional director, parish chair and supervising agent. Agents will at times have to work nights and weekends to meet the requirement of providing programming to meet clientele needs.

Holiday Schedules

The parish office is closed on all days observed as holidays by the LSU AgCenter. Regional directors are responsible for submitting a regional holiday schedule in advance of upcoming fiscal year that includes any alternative dates that differ from state schedule.

Use of Motor Vehicles

All agents must have a valid driver's license and a vehicle for business use as a requirement of employment. Any vehicle driven in support of official business, whether compensated or uncompensated, must be driven by a licensed operator and must have liability insurance that satisfies state law. State or parish-owned vehicles should be used in accordance with applicable state or parish policy. Unless expressly allowed, official state vehicles should not be taken home or used for any nonbusiness purpose. Agents must comply with all aspects of the LSU AgCenter defensive driving and safety program.

Filing and Document Storage

A central file should be kept in each parish office to retain copies of documents and reports. With the exception of Human Resources or confidential files, these files should be kept in a location that is accessible to all faculty and staff and should house all administrative files along with subject matter publications. Agents may retain program files or working files, but personal files are not considered to be official agency files. All work files, regardless of whether they are printed or electronic and regardless of where they are kept, remain the property of the LSU AgCenter.

File Retention

Parish offices should follow parish policy for parish records and state policy for state records. In the absence of a parish policy, state policy should be used for guidance. Guidance for record retention related to monthly reports, personnel files, civil rights files, subject matter publications, and other documents can be obtained from the regional office. File retention does not apply to an agent's personal files. The length of time to keep programmatic files or reports for SNAP-ED, EFNEP, CDC, etc., will be dictated by these specific programs. Check with program directors or managers to find out how long files need to be kept.

Communication with Elected Officials

Communication with parish elected officials that are initiated by extension staff should be done with prior full knowledge and consent of the parish chair. When communication is done with state or federal elected officials, the parish chair should be advised in addition to the regional director.

Adapted from Texas Agrilife Extension.

PROFESSIONALISM

How your performance is measured

Agent performance is measured through the faculty performance evaluation system. Agents complete and submit a portfolio in the system. The portfolio is an instrument that breaks down the various domains deemed critical to effective performance. They include program implementation and effectiveness, community knowledge and partnerships, professional development, and scholarship to the organization. As a new agent, your progress will be reviewed by your NCH regional coordinator informally on a quarterly basis. An informal end of first year review is conducted by the NCH regional coordinator and parish chair to measure progress during the first year. Additionally, an agent's performance is formally evaluated annually by the agent's immediate supervisor and regional coordinator. If the end of an agent's first year coincides with the formal annual performance evaluation, the informal review does not occur as the formal process takes precedence. Extension uses performance measures as a basis for merit-based salary increases when they are approved by the Vice President of Agriculture and the Louisiana Board of Regents. It is recommended that Agents enter information and maintain their portfolio on an ongoing basis. Waiting to record all data in the portfolio just before the evaluation process is a monumental task that can result in lost or forgotten information.

Advancing in your career

Extension is a rewarding career that carries with it an affiliation with the Louisiana State University System and a variety of work environments, program areas and a landscape that covers the entire state of Louisiana. Beyond the various jobs available, we also have a career ladder system that provides salary increases to agents when they advance through the system. This system is a peer review system that advances and rewards agents throughout their career as they achieve milestones in the established performance domain areas. There are three levels (assistant agent, associate agent and full agent) and training is provided annually on the promotion and tenure process. The policy and written guidelines for promotion and tenure are available online on the LSU AgCenter website. The promotion and tenure policy is PS-42 LSU AgCenter Promotion and Tenure.

Academic personnel employed on a full-time or part-time basis by the Louisiana State University System to serve in the LSU AgCenter Extension Service to conduct educational programs on a parish, multi-parish/area, or regional basis shall be recognized by one of the following ranks:

Assistant Agent – An agent with zero to three years of extension work experience. A minimum of a bachelor's degree with an overall grade-point average of at least 2.5 in an appropriate subject matter field from an accredited college or university must be possessed. An assistant agent must have acquired at least 15 hours of successful graduate level coursework with an overall grade-point average of at least 3.0 and three years of extension work experience as of July 1 prior to submission of the promotion documents to be considered for promotion to the rank of associate agent. The maximum period a faculty member may serve at the assistant agent rank is eight years. Assistant agents who have not met all necessary requirements in time for promotion to the rank of associate agent by the end of seven years will be given one-year notice of termination.

Associate Agent – An agent with three to eight years of extension work experience. A minimum of a bachelor's degree with an overall grade-point average of at least 2.5 in an appropriate subject matter field from an accredited college or university and at least 15 hours of successful graduate level coursework with an overall grade-point average of at least 3.0 or three additional years of extension work must be possessed. An associate agent must have eight years of work experience and a master's degree in an appropriate subject matter field from an accredited college or university as of the July 1 prior to submission of the promotion documents to be considered for promotion to the rank of agent.

Agent – An agent with eight or more years of extension work experience and a minimum of a master's degree with an overall grade- point average of at least 3.0 in an appropriate subject matter field from an accredited college or university. Agents do not earn tenure and are appointed for a specified term not to exceed one year in length. Appointment is on a fiscal year basis unless a different term of appointment is stated on the personnel action form (excluding funds end dates).

Extension Associate – Position with zero or one or more years of extension experience. A minimum of a bachelor's degree in an appropriate subject matter field from an accredited college or university must be possessed. Preferred experience:

Demonstrated experience in community nutrition and/or public health; work with the public and evidence of effective human relation skills; excellent computer skills experience and demonstrated ability to communicate effectively, both in writing and public speaking among a variety of clientele.

Extension associates do not earn tenure and are not eligible for promotion. Associates are appointed for a specified term not to exceed one year in length. Appointment is on a fiscal year basis unless a different term of appointment is stated on the personnel action form (excluding funds end dates).

Expectations for Dress and Conduct

In general, extension agents are expected to dress and conduct themselves in a manner that brings favor upon the agency and the Louisiana State University System. Even when agents are not working (nights, weekends, etc.) it is important for them to remember that they represent the LSU AgCenter. Perceptions of who agents are that may be based on things away from work can often follow them and impact their effectiveness at work. Standards for dress vary depending on the setting and the nature of the work to be done. Below are general suggested guidelines for dress and should be applied to the situation. Dress at the parish office should be business casual.

Business Professional

Examples for Men

- Business suit with collared shirt.
- Nice slacks or pressed khaki pants with collared shirt.
- Sports coat or jacket and tie (can be removed when meeting/program is complete).
- Leather shoes/boots with matching belt.

Example for Women

- Business suit or tailored dress.
- Slacks or knee length skirt with blazer/blouse.
- Belt to match shoes, if appropriate.
- Leather flats, low-heeled shoes, pumps.

Business Casual

Examples for Men

- Nice slacks or pressed khaki pants.
- Collared shirt or polo/golf shirt.
- Sport coat.
- Leather shoes/boots with matching belt.

Examples for Women

- Slacks or skirt with blazer/blouse with belt to match shoes.
- Dresses or nice denim dresses.
- Dressy capri sets.
- Leather flats, low-heeled shoes, sandals or dressy boots.

Casual

Examples for Men

- Pressed khaki pants or clean, pressed jeans.
- Collared shirt or polo/golf shirt.
- Casual shoes or boots or athletic shoes.

Examples for Women

- Cotton pants, capri pants or jeans.
- Shirts, blouses or sweaters.
- Flats, sandals or athletic shoes (if appropriate for activity or setting).

A few thoughts on dress:

1. Dress one notch better than your audience.
2. There is no good reason for wearing shabby, soiled, torn or untidy clothes.
3. Avoid wearing clothing that is too revealing, has revealing or low-cut necklines or hemlines, or has suggestive or offensive wording. Avoid wearing rubber flip flops, house slippers or other inappropriate shoes.
4. Sandals or open-toed shoes are not to be worn when conducting food demonstrations; this is for safety and sanitation purposes.
5. An agent is always representing the LSU AgCenter and should consider himself or herself an extension of the university.

Suggested Professional Dress for Typical Professional Experiences

Professional Experience	Recommended Dress
Educational programs or events	Business professional or business casual (depending on audience)
Meetings with partner agencies	Business casual
Regional NCH professional development meetings	Business casual
Statewide trainings	Business causal (unless specified otherwise)
Office days	Business casual
Location work on PSE projects	Casual
Annual conference	Business professional
Local government presentations	Business professional

Joining Professional Associations

The LSU AgCenter supports a variety of professional associations. The professional extension associations in the state include the Louisiana County Agricultural Agents Association (LCAAA), the Louisiana Extension Association for Nutrition and Community Health (LEAFCS), the Louisiana Association for Extension 4-H Agents (LAE4HA) and Epsilon Sigma Phi (ESP), which is an honorary association of extension professionals that is open to extension faculty members at all levels and every program area. Each association has a national affiliate, and each has bylaws that govern membership and participation. Professional affiliation with these or other professional associations is critical to your professional growth and advancement in the organization. Agents are encouraged and should consider it a personal investment to join the association or another association related to their program area and actively participate in the many opportunities provided by the associations for recognition, development and advancement in an extension career. Membership fees vary, but up to $100 of your personal expense account can be used toward membership dues in a professional association of your choice.

Adapted from Texas Agrilife Extension and LSU AgCenter New 4-H Agent Orientation Guide.

TIPS FOR SUCCESS

- **Remember: You are ALWAYS representing the LSU AgCenter and the Louisiana State University System.**
- There are several people you can reach out to for assistance and answers to questions, including but not limited to your parish chairs, mentors, NCH regional coordinator, regional director and the program director for the program you are assigned to work. Do not be afraid to ask questions as it is better to get accurate answers to those questions than try to figure out what the answer might be on your own and possibly get it wrong.
- Clients think agents have the answers to all questions. Even if you do not have the answer, make sure to return all calls and emails within a reasonable time.
- Do not be afraid to tell a client, "I don't know, but I will find out."
- Never say, "I'm too busy," but tell clients that it does not fit in your plan of work.
- Be on time and start meetings on time.
- Do not gossip or betray a confidence. However, know that you are a mandatory reporter.
- Build a bond with your support staff and be appreciative of them. They can be your greatest supporters.
- Develop relationships with other parish agencies, the school district, etc.
- Consider joining a local civic club or other community organization.
- Join and become an active member in your program area's state association.
- Continue to make sure you are fulfilling the major job responsibilities on which you are evaluated.
- Dress for success and remain professional at all times.

Adapted from University of Kentucky College of Agriculture, Food and Environment Cooperative Extension Service.

NCH STATE STAFF DIRECTORY & INFORMATION

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ANSWERS TO NCH QUESTIONS

WHAT IS THE GOAL OF NUTRITION AND COMMUNITY HEALTH EXTENSION?

The goal of Nutrition and Community Health (NCH) Extension is to improve the quality of individual and family life through education, research and outreach. NCH Extension operates within an ecological framework of human development. This means that our programs are designed from the point of view that our lives are interrelated and influenced by our immediate family, our community and our culture. Professionals in Nutrition and Community Health Extension enable individuals and families to develop capacity for strengthening families and building community for an ever-changing society.

WHAT IS THE PURPOSE OF THE LSU AGCENTER NUTRITION AND COMMUNITY HEALTH PROGRAM AREA?

Nutrition and Community Health seek to enhance the lives of individual and families, strengthen communities and shape the future of Louisiana through researched-based educational outreach. Programs are based around the main program area of nutrition and health.

The focus of the LSU AgCenter nutrition and health program area of Nutrition and Community Health is to improve the health and nutrition of the people of Louisiana. We do this by providing various health and nutrition educational outreach programs to the citizens living in our communities throughout the state. One major effort for the NCH extension agents is building healthy communities by addressing the nutrition and physical activity environments in Louisiana through a systematic, community driven approach to reduce obesity.

We also participate in national programs related to nutrition and health that address children, adults, pregnant women, families and the elderly.

WHAT IS MY ROLE AS AN NCH AGENT?

Your role is multifaceted. Your primary purpose is to be a community educator sharing research-based NCH nutrition and health information with your clientele based upon the needs of your community. There are times you will be a teacher, facilitator and/or adviser, depending on the situation.

WHAT IS THE ROLE OF NCH STATE STAFF?

State staff includes extension associates, specialists and faculty who develop or lead teams to develop NCH materials for use statewide. They are the people you turn to for research-based information in their area of nutrition and health expertise.

It is important to remember that you can use materials developed by extension specialists from other states providing you give them credit for the original development of the materials. It is always best to have someone else review these materials for use in Louisiana, especially when it will be used across the state. Materials can be reviewed by your NCH regional coordinator, state office curriculum staff or specialist. If you use materials from other entities or state extension services, regardless of how it will be used, it is essential to credit the source. For example, you may want to write “Adapted from XYZ Extension Service” (publication, website, blog, article, etc.).

WHO ARE NCH CLIENTELE?

Everyone in your parish is your potential client. You will be expected to reach out and serve the loyal extension supporters, but also those who are hard to reach with information. Our materials are diverse and are designed for low-literacy, limited resource audiences, as well as a more educated clientele. The different programs (EFNEP, SNAP-Ed, CDC HOP, FoH and HBYB) have targeted audiences as specific clientele. Please check with your NCH regional coordinator and the appropriate program guidance for more information. It is important that you develop relationships within your community to understand the needs of all segments of the population so that you can be an effective community educator.

HOW IS MY ROLE DIFFERENT FROM MY COWORKERS (AGRICULTURE AND NATURAL RESOURCES, HORTICULTURE OR 4-H/YOUTH DEVELOPMENT AGENTS?

You are trained with specific NCH subject matter that makes you the expert in NCH-related content and the person responsible for implementing an NCH plan of work. If you have a fellow NCH coworker in your parishes, you would work with that person to plan a coordinated parish NCH program using the guidelines for each individual's effort based upon their assigned programs.

HOW IS MY ROLE THE SAME AS MY COWORKERS?

All extension agents are educators with the mission to bring research-based information to the community. The goal of all parish extension programs is to develop a coordinated effort, bringing each agent's expertise to meet the needs of the community. You will share the responsibility of coordination with your coworkers of joint programs and office operations under the direction of the parish chair and regional director.

WHERE DO I GET FUNDING FOR MY NCH PROGRAMS?

- **Parish program funds —** Each parish has designated program funds for specific needs such as office space, printing, etc., based upon the parish budget. Check with the parish chair to learn about the specifics of the funds and how they can be used.
- **Nutrition Education Program —** There are funds available for travel, supplies, food demonstrations, etc., for limited resource audiences in specific situations. Funds available vary among the different programs based upon their funding guidelines. Contact your regional coordinator to find out what your expense allotment is for these funds. Answers to specific questions regarding approved and unapproved use of funds can be found in program policy manuals or by contacting the appropriate state office staff. The state office provides many of the supplies and nutrition educational reinforcement items directly to Agents.
- **Community partnerships —** Much of your program fund potential can be met by the partnerships you build in the community. Different groups have various amounts of money and would be willing to become a sponsor or provide expertise, supplies, media, etc., if asked. Building your credibility as a person who follows through with excellent, timely and effective programming is the key to leveraging funds in the future.
- **Grants —** You can seek out and apply for grant funding from outside entities (private business, other community groups or government entities) working through the process with the LSU AgCenter Office of Sponsored Programs. Your NCH regional coordinator and regional director need to be advised when you are seeking grant funds and may be able to assist you in the process as well.

WHAT ARE THE EFNEP, SNAP-ED, FOH, CDC HOP AND HBYB PROGRAMS?

- **Expanded Food and Nutrition Education Program (EFNEP)** is designed to target limited resource families or caregivers at or below 185% of the federal poverty level living in primarily urban/suburban parishes with nutrition education. The goal is to educate limited resource parents, caregivers with young children or youth transitioning out of foster care to plan nutritious meals on a limited budget, acquire safe food handling practices, improve food preparation skills and change behavior necessary to have a healthy lifestyle. EFNEP also works with youth in school, where at least 50% of the enrollment participates in free or reduced meals. Money is appropriated each year through Smith-Lever funding in the federal budget to land grant colleges to support this program.
- **Supplemental Nutrition Assistance Program-Education (SNAP-Ed)** is also designed to target limited resource families and individuals with nutrition education. The goal is to educate Supplemental Nutrition Assistance Program clientele about nutrition, diet and health, food buying, budgeting, food safety, gardening practices, improve food preparation skills and change behavior necessary to have a healthy lifestyle.

Money is appropriated each year in the federal budget for funding this project. The program is designed to reach SNAP recipients and eligible applicants (people with gross incomes **at or below 130% of poverty level**). With an approved waiver on a project basis, **other low-income people** could benefit from the SNAP-Ed program as long as it is targeted generally to SNAP participants and applicants. Also, if **at least 50%** of a project target audience has a household income **at or below 185% of poverty level**, then the other 50% of the audience can be persons of any income levels. Schools where at least 50% of children receive free and reduced priced meals or the school participates in the Community Eligibility Provision are also considered eligible audiences.

- **Flavors of Health (FoH)** is the nutrition program that is targeted to any general public audience. It is an emerging LSU AgCenter community nutrition and health education program. It is in place to motivate and empower Louisianians to make healthy food and fitness choices and to live healthful lives. Each region within the LSU AgCenter has agents with high percentages of time assigned to FoH, while others may have only small percentages assigned to this specific program.
- **CDC High Obesity Program (CDC HOP)** is the systemic, community-driven approach that is expected to increase knowledge related to healthy behaviors, to promote healthier communities through community coalitions, and to increase community practices that promote healthy behaviors. These changes will improve physical activity and nutrition, reduce obesity, and prevent and control diabetes, heart disease and stroke among residents. The program is funded by grants received from the Centers for Disease Control and Prevention. The project is a partnership between LSU AgCenter, Southern University Ag Center, Pennington Biomedical Research Center and Louisiana Department of Health.
- **Healthy Beginnings for Your Baby (HBYB)** is the program conducted by Nutrition Educators or Agents dedicated to assisting the state of Louisiana implement Legislative Act 58 Section 231.5 that provides for skills education for Strategies to Empower People (STEP) program participants who are pregnant or have a child under age one. Healthy Beginnings for Your Baby is a program to help low-income families acquire the knowledge, skills and attitudes necessary for resource management and to contribute to their children's development. Pregnant women and parents (of children under the age of one) receiving TANF benefits and enrolled in the STEP program are referred by the Louisiana Department of Family and Child Services to the educator or Agent who then provides the series of classes.

WHAT IS AN NCH ADVISORY LEADERSHIP COUNCIL?

Each NCH agent is responsible for engaging an advisory council that gives direction for the NCH program in the local parish. Members of the advisory council should represent different socioeconomic backgrounds, NCH subject area specialties, local partner organizations and community perspectives. As a new agent the NCH advisory council can be invaluable in helping open doors in the community to build relationships and guide the first steps of understanding the community. The advisory council is an opportunity for clientele to become empowered to make healthy changes for the benefit of the community. It is essential to report back to advisory councils at least annually to keep members abreast of impacts and successes. The only agents who are not required to have an advisory council are agents working on the CDC High Obesity Program.

WHAT IS A HEALTHY COMMUNITIES COALITION?

Each agent is expected to engage a Healthy Communities Coalition to give direction to and implement policy, systems and environmental changes in a community. The Healthy Community Coalition is different from an advisory council. This group brings together a group of individuals and/or organizations with a focused interest who agree to work together toward a common goal of increasing community practices that promote healthy behaviors through a community-driven approach. It is expected that these changes will improve physical activity and nutrition, reduce obesity, and prevent and control chronic diseases such as, diabetes, heart disease and stroke, among residents in parishes across the state. Every agent is expected to have a Healthy Communities Coalition, but CDC Healthy Communities agents are expected to meet more frequently and in depth with their coalitions.

HOW DO I ORGANIZE ALL MY WORK COMMITMENTS?

If you do not currently own a planner, you may want to purchase one. There are lots of styles of planners available, or you can print a monthly calendar from your computer. If you have a smartphone, you can also connect your work email and calendar to your phone. Having a digital calendar is also a good method of communication because you can share your calendar and have access to calendars of other agents. This helps with organization and planning events throughout the program year. Some parish/regions may require you to load all your work into the electronic outlook calendar located on your email. Name of presentation/event, location address, contact name/phone number, lesson title, time and other information that might be helpful for reporting can be included in this.

MY PARISH HAS A LVFC PARISH COUNCIL AND CLUBS, SO WHAT IS MY ROLE AS ADVISER?

The Louisiana Volunteers for Family and Community (LVFC) is a volunteer organization that works to improve the quality of life for families and communities through leadership development, volunteer service and education. The LVFC has been a partner in NCH programming since their organization began over 75 years ago. Local NCH agents who have these organizations active in their parishes serve as advisers to the local parish council made up of officers, chairs and club presidents. Each parish organization has a different tradition for LVFC involvement within the community. LVFC members are a valuable resource to a new agent in learning the community and developing a leadership base of volunteers to share outreach opportunities in the parish.

Adapted from the document "Frequently Asked NCH Questions" by the University of Kentucky College of Agriculture, Food and Environment Cooperative Extension Service.

COMMON NCH ACRONYMS

Like other large organizations, the LSU AgCenter Cooperative Extension Service has developed its share of acronyms and uses terminology specific to its organizational culture and program area of Family and Consumer Sciences. The list of acronyms and terms used is extensive and continues to grow. Therefore, this list will be adapted as needed.

Common NCH Acronyms	Full Meaning
1862s	Land-grant institutions established by the passage of the first Morrill Act (1862)
1890s	Land-grant institutions established by the passage of the second Morrill Act (1890)
1994s	Land-grant Native American institutions
4-H	4-H Youth Development Program
AAP	Affirmative Action Program
ADA	Americans with Disabilities Act
AEEE	Agricultural and Extension Education and Evaluation
Ag	Agriculture
ALC	Advisory Leadership Council
ALS	Advisory Leadership System
ANR	Agriculture and Natural Resources
APLU	Association of Public Land-Grant Universities
ASRED	Association of Southern Region Extension Directors
CACFP	Child and Adult Care Food Program
CDC	Centers for Disease Control and Prevention
CES	Cooperative Extension System or Service
CEUs	Continuing education units
CFS	Community Food Systems
CNPP	Center for Nutrition Policy and Promotion
COP	Community of Practice (eXtension)
CPES	Classified Performance Evaluation System
CSFP	Commodity Supplemental Food Program
CSREES	Cooperative State Research, Education and Extension Service
CYFAR	Children, Youth and Families at Risk
DWD	Dining with Diabetes
EARS	Extension Accomplishment Reporting System
ECOP	Extension Committee on Organization and Policy
EDEN	Extension Disaster Education Network
EEO	Equal Employment Opportunity
EFNEP	Expanded Food and Nutrition Education Program

Common NCH Acronyms	Full Meaning
ERS	Extension Reporting System
ESP	Epsilon Sigma Phi (Honor Society Association)
eXtension	Interactive hub for learning, professional development and collaboration among extension professionals
FFVP	Fresh Fruit and Vegetable Program
FNS	Food and Nutrition Service
FoH	Flavors of Health
FSA	Food Security Act
FSIS	Food Safety and Inspection Service
FY	Fiscal Year
FTE	Full time equivalent
HACCP	Hazard Analysis Critical Control Point
HBCU	Historically black colleges and universities
HBYB	Healthy Beginnings for Your Baby
HC	Healthy Communities
HCC	Healthy Communities Coalition
HHS	Health and Human Services
HR	Human Resources
HRM	Human Resource Management
IT	Information Technology
JCEP	Joint Council of Extension Professionals
JOE	Journal of Extension
LAES	Louisiana Agricultural Experiment Station
LCES	Louisiana Cooperative Extension Service
LDH	Louisiana Department of Health
LEAFCS	Louisiana Extension Association of Family and Consumer Sciences
LGU	Land Grant University
LHCC	Louisiana Healthy Communities Coalition
LSU	Louisiana State University
LSU COA	Louisiana State University College of Agriculture
LVFC	Louisiana Volunteers for Family and Community
MOA	Memorandum of agreement
MOU	Memorandum of understanding
NCH	Nutrition and Community Health
NEAFCS	National Extension Association of Family and Consumer Sciences
NE	Nutrition educator
NEP	Nutrition Education Program
NFS	Nutrition and Food Science

Common NCH Acronyms	Full Meaning
NIFA	National Institute of Food and Agriculture
NPL	National Program Leader
NSBP	National School Breakfast Program
NSLP	National School Lunch Program
ODE	Organizational Development and Evaluation
PA	Physical activity
PBRC	Pennington Biomedical Research Center
PC	Parish Chair
PILD	Public Issues Leadership Development
PL	Program leader
PLN	Program Leaders Network
POW	Plan of work
PS	Policy statement
PSE	Policy System Environment
P&T	Promotion and tenure
RC	Regional Coordinator
RD	Regional Director
RRDC	Regional Rural Development Center
SARE	Sustainable Agriculture Research and Education
SNAP	Supplemental Nutrition Assistance Program
SNAP-Ed	Supplemental Nutrition Assistance Program – Education
SNFS	School of Nutrition and Food Sciences
SRDC	Southern Region Development Center
SRPLN	Southern Region Program Leadership Network
TN	Team Nutrition
USDA	United State Department of Agriculture
USDA RD	United State Department of Agriculture – Rural Development
WIC	Women, Infants and Children
WW	Wellness Wednesday

COMPARISON OF STANDARD NUTRITION EDUCATION PROGRAMS

SNAP-Ed (Supplemental Nutrition Assistance Program Education)	EFNEP (Expanded Food and Nutrition Education Program)	FOH (Flavors of Health General Nutrition Program)	CDC-HOP (CDC High Obesity Program)
Program overview: • SNAP-Ed is the evidence-based nutrition education and obesity prevention component of SNAP.	**Program overview:** • EFNEP teaches audiences with limited resources how to improve their dietary practices, increase physical activity and become more effective managers of available resources.	**Program overview:** • Flavors of Health provides information and teaches skills that support a healthful lifestyle by making small changes in routine behaviors and forming habits that improve diet, increase physical activity, and prevent or manage chronic diseases.	**Program overview:** • The CDC High Obesity Program (HOP) and LSU AgCenter NCH agents work with community partners to increase access to healthier foods and safe and accessible places for physical activity in counties (parishes) that have more than 40% of adults with obesity.
Programming locations: • Primarily rural parishes	**Programming locations:** • Primarily urban parishes	**Programming locations:** • Parishes throughout Louisiana	**Programming locations:** • Parishes with >40% adult obesity rates
Core areas: • Obesity prevention • Nutrition and physical activity education • Food resource management • Multi-level, community-based interventions, social marketing, and policy, systems and environmental change strategies to improve access to healthy food and physical activity	**Core areas:** • Diet quality and physical activity • Food resource management • Food safety • Food security	**Core areas:** • Healthful lifestyle to prevent or manage chronic disease • Incremental behavior changes to improve diet and increase physical activity • Habit formation techniques for long-term maintenance of positive behavior change • Food selection, preparation skills and techniques	**Core areas:** • Obesity prevention • Community-driven • Multi-level food systems, policies and environment interventions as it relates to increasing healthy food access • Multi-level physical activity systems, policies, and environment interventions as it relates to increasing access to physical activity

SNAP-Ed (Supplemental Nutrition Assistance Program Education)	EFNEP (Expanded Food and Nutrition Education Program)	FOH (Flavors of Health General Nutrition Program)	CDC-HOP (CDC High Obesity Program)
Clients: **Adults** • SNAP recipients • Emphasis placed on individuals with children living in their home • Household incomes at or below 185% of the Federal poverty level **Youth** • Youth from families receiving SNAP benefits • K-12th grade youth receiving free or reduced breakfast or lunch • K-12th grade youth attending schools where at least 50% students qualify for free or reduced breakfast or lunch	**Clients:** **Adults** • Parents or adult caregivers with children under 19 (emphasis on families with young children) • Receiving or eligible to receive federal food assistance • Household incomes at or below 185% of the Federal poverty level • Pregnant teens • Foster youth in transition **Youth** • Youth from families eligible to receive assistance • K-12th grade youth receiving free or reduced breakfast or lunch • K-12th grade youth attending schools where at least 50% students qualify for free or Reduced breakfast or lunch	**Clients:** **Adults** • Louisiana residents are primary target audience • Emphasis on healthful lifestyle (healthy eating and physical activity) **Youth** • Secondary target audience • Emphasis on cooking skills and preparation of healthful meals and snacks	**Clients:** Adults and youth in targeted parishes

SNAP-Ed (Supplemental Nutrition Assistance Program Education)	EFNEP (Expanded Food and Nutrition Education Program)	FOH (Flavors of Health General Nutrition Program)	CDC-HOP (CDC High Obesity Program)
Program objectives: • Help clients lead healthier lives through good nutrition including: » Making half your grains whole grains » Switching to fat-free and low-fat (1% fat or less) milk » Making half your plate fruits and vegetables » Encouraging child feeding practices that foster healthy eating habits • Help clients lead healthier lives through physical activity • Help clients stretch their food dollars further • Work with community partners to improve food and physical activity policies, systems and environments • Improve the likelihood that persons eligible for SNAP will: » Make healthful food choices on a limited budget » Choose a physically active lifestyle » Follow current Dietary Guidelines for Americans and USDA food guidance	**Program objectives:** • Focuses on food-related practices to help participants achieve personal and family wellness to: » Make healthful choices at the grocery store and while eating on the go » Plan and prepare easy, delicious, and healthful meals and snacks » Understand safe food practices, preparation, and proper storage » Cut food costs and strengthen food buying abilities » Build skills to manage food resources throughout the month » Be more physically active » Access other community resources to help them with nutritional needs • Children and youth will: » Develop healthy eating habits » Choose healthy snacks » Practice safe food handling » Increase physical activity » Strategies to be food secure	**Program objectives:** • Provide clients with competencies to develop and maintain healthier food behaviors • Help clients develop and maintain adequate physical activity routines • Improve the likelihood that clients and their families will: » Make healthful food choices » Participate in routine physical activity • Follow current Dietary Guidelines for Americans and USDA food guidance	**Program objectives:** Nutrition - Collaborate with partners to improve the food system to increase access to healthier foods: • Work with food vendors, distributors, producers to enhance healthier food procurement and sales • Establish healthy nutrition standards in key institutions • Make improvements to state and local programs/ systems (e.g., voucher incentive programs, increased electronic benefit transfer acceptance where food is purchased, improved public transportation routes) Physical Activity - Collaborate with partners to connect sidewalks, paths, bicycle routes, public transit with homes, early care and education, schools, worksites, parks, or recreation centers through implementing master plans and land use interventions: • Establish new or improved pedestrian, bicycle, or transit transportation systems (i.e., activity friendly routes) that are combined with new or improved land use or environmental design (i.e., connecting everyday destinations) opportunities

SNAP-Ed (Supplemental Nutrition Assistance Program Education)	EFNEP (Expanded Food and Nutrition Education Program)	FOH (Flavors of Health General Nutrition Program)	CDC-HOP (CDC High Obesity Program)
Programming methods: • Direct education lessons designed to be taught in series, but depending on the needs and availability of clients, classes may be taught in single sessions or in series of 2 to 12 or more • Lessons taught using primarily Let's Eat for the Health of It adult and youth curricula, but other approved curricula used as needed • Policy, systems, and environmental change strategies through community partnerships to improve where clients live, learn, shop and play	**Programming methods:** • Delivers research-based teaching through a series of interactive direct education lessons • Is taught by peer educators who live in the communities they serve • Series consists of a minimum of 8 lessons – adults: minimum of 6 hours; youth: (30-60 minutes) • Flexible scheduling to meet the needs of clientele • Lessons delivered in small or large groups • Cooking demonstrations and tastings included with nutrition lessons • Partners with community agencies to improve food and physical activity environments	**Programming methods:** • Direct education lessons: » Lecture and discussion, PowerPoint and video clips, demonstrations, hands-on activities to engage participants on a variety of levels and/or with a variety of learning styles » As a program series or single session topics » Traditional (face- to-face) or virtual classes • Curricula developed and/or field-tested within LSU AgCenter NCH Nutrition Program • Engagement with community partners to conduct activities that address local needs/issues to improve access to healthier food/fitness	**Programming methods:** • Community-building • Coalition and stakeholder meetings • Intervention implementation planning and execution • Food systems and "everyday destinations" Intervention demonstration days • Technical assistance to community partners on food and physical activity systems and environment interventions. • Education and awareness relative to food and physical activity policies, systems, and environment change interventions. • Economic development • Data collection

POTENTIAL COMMUNITY PARTNERS FOR NCH PROGRAMS

Educational Partners

- School board and superintendent
- Public schools
- Private schools
- Community colleges and universities
- Early childhood education providers and resources (e.g., Head Start, day care)
- Nonprofit organizations (e.g., Teach for America, retired teacher association)
- Technical training institutes or centers

Community Based Organizations

- Churches and faith-based organizations
- Housing authorities and other housing organizations
- Food banks and food relief organizations
- Advocacy organizations
- Social services
- Substance abuse services
- Emergency organizations
- Humanitarian aid (e.g., Red Cross, Samaritan's Purse)

Medical and Health Care

- Public and private hospitals
- Urgent care clinics
- Federally qualified health centers
- Private medical practices
- WIC offices
- Parish department of health
- Louisiana Public Health Institute
- Louisiana Healthy Communities Coalition
- Louisiana Well Ahead
- Pharmacies
- Physical therapy clinics
- Nursing or assisted living facilities
- Non-profit associations (e.g., American Diabetes Association, American Heart Association, etc.)

Food Retail

- Restaurants (sit down, fast casual, fast food, food trucks)
- Grocers
- Farmers markets and produce stands
- Convenience stores
- SNAP/WIC retailers

Agriculture

- Commodity groups
- Community gardens
- Youth programs
- AgCenter programs, county Agents, horticulture Agents and resources

Parks and Recreation

- Parks
- Recreation centers
- Municipal pools, playgrounds, pavilions, ballparks, and other courts
- Organized recreation leagues (e.g., baseball, softball, basketball, soccer, etc.)
- Walking, biking trails
- Public or private golf courses

Associations and Organizations

- 4-H
- Other youth organizations (e.g., Girl or Boy Scouts, Beta, etc.)
- Neighborhood associations and organizations
- Community centers
- Service organizations (e.g., Rotary, Lions, Kiwanis, Junior League, etc.)
- Sororities or fraternities
- Alumni associations
- Senior groups

Private Sector

- Banks
- Chamber of Commerce
- Business associations
- Local businesses
- Retail businesses (other than food)
- Private gyms and fitness centers
- Insurance companies

Local, State and Federal Agencies

- Libraries
- Council on Aging
- Government agencies (parish, towns, etc.)
- Planning and zoning departments
- Post office
- Police
- Emergency personnel (Fire, EMS)
- Transportation services and agencies (parish and regional)
- Government departments (state and federal)

DATA AND STATISTICS RESOURCES FOR NCH EXTENSION AGENTS

ALICE – HTTPS://WWW.UNITEDFORALICE.ORG

ALICE is an acronym for Asset Limited, Income Constrained, Employed, and represents the growing number of families who are unable to afford the basics of housing, childcare, food, transportation, health care and technology. These workers often struggle to keep their own households from financial ruin, while keeping our local communities running.

SOUTHERN REGION DEVELOPMENT CENTER - HTTP://WWW.SRDC.MSSTATE.EDU

The Southern Rural Development Center seeks to strengthen the capacity of the region's 30 land-grant institutions to address critical contemporary rural development issues impacting the well-being of people and communities in the rural South.

COMMUNITY TOOLBOX - HTTPS://CTB.KU.EDU/EN

Millions of people use the Community Toolbox each year to get help taking action, teaching and training others in organizing for community development. Dive in to find help assessing community needs and resources, addressing social determinants of health, engaging stakeholders, action planning, building leadership, improving cultural competency, planning an evaluation and sustaining your efforts over time.

UNITED STATES CENSUS BUREAU - HTTPS://WWW.CENSUS.GOV

The Census Bureau's mission is to serve as the nation's leading provider of quality data about its people and economy.

Census Quick Facts - https://www.census.gov/quickfacts/fact/table/US/PST045219

Easy to use site for finding the most requested information based on the census. Data can be retrieved by state, parish or large town. State data is automatically compared to national, and parish or town data is compared to the state. There is a link to more data sets for the requested location.

LOUISIANA PARISH PROFILES - HTTPS://LOUISIANASITESELECTION.COM/DEMOGRAPHICS

Louisiana Site Selection is a tool on the Entergy Louisiana Business Development webpage for use in site selection. The parish profiles include tabs for demographic, business, employment and other local information.

USDA ECONOMIC RESEARCH SERVICE - HTTPS://WWW.ERS.USDA.GOV

State fact sheets provide information on population, employment, income, farm characteristics, farm financial indicators and top commodities, exports and counties for each state in the United States.

BUREAU OF ECONOMIC ANALYSIS - HTTPS://APPS.BEA.GOV/REGIONAL/BEARFACTS/STATEBF.CFM

The Bureau of Economic Analysis (BEA) promotes a better understanding of the U.S. economy by providing the most timely, relevant and accurate economic accounts data in an objective and cost-effective manner. BEA's economists produce some of the world's most closely watched statistics, including U.S. gross domestic product, better known as GDP. It provides state and local numbers, too, plus foreign trade and investment stats and industry data.

FEDERAL POVERTY GUIDELINES - HTTPS://ASPE.HHS.GOV/POVERTY-GUIDELINES

Federal Poverty Guidelines issued by the U.S. Department of Health and Human Services.

NATIONAL CENTER FOR CHILDREN IN POVERTY - HTTP://WWW.NCCP.ORG

NCCP conducts research and translates the findings into actionable recommendations that advocates and policymakers use to improve the lives and futures of low-income children and their families.

LOUISIANA DEPARTMENT OF CHILDREN AND FAMILY SERVICES - HTTP://WWW.DSS.STATE.LA.US

DCFS is working to keep children safe, helping individuals and families become self-sufficient, and providing safe refuge during disasters.

LOUISIANA DEPARTMENT OF HEALTH - HTTP://LDH.LA.GOV

The Louisiana Department of Health (LDH) Office of Public Health's (OPH) mission is to protect and promote the health and wellness of all individuals and communities in Louisiana. In support of this mission, this data portal was developed to enable health, environmental, population and exposure information and data to be viewed and analyzed at this location: https://healthdata.ldh.la.gov

CDC ANNUAL REPORT ON HEALTH - HTTPS://WWW.CDC.GOV/NCHS/HUS

Health, United States is the report on the health status of the country, submitted by the secretary of the U.S. Department of Health and Human Services to the president and the Congress of the United States. Every year, the report presents an overview of national health trends organized around four subject areas: health status and determinants, utilization of health resources, health care resources, and health care expenditures and payers.

DATA RESOURCE CENTER FOR CHILD AND ADOLESCENT HEALTH - HTTPS://WWW.CHILDHEALTHDATA.ORG

Established in 2003, the mission of the Child and Adolescent Health Measurement Initiative's Data Resource Center for Child and Adolescent Health (DRC) is to expedite and support effective use of data from the National Survey of Children's Health (NSCH) to improve child, youth, family and community health and well-being in the U.S.

The National Survey of Children's Health (NSCH) provides rich data on multiple, intersecting aspects of children's lives — including physical and mental health, access to quality health care, and the child's family, neighborhood, school, and social context. It can be found at this site: https://www.childhealthdata.org/learn-about-the-nsch/NSCH.

ACTION FOR HEALTHY KIDS - HTTPS://WWW.ACTIONFORHEALTHYKIDS.ORG

Action for Healthy Kids is a nonprofit organization mobilizing school professionals, families and communities to take actions towards increasing healthy eating habits and physical activity and building healthier schools where kids thrive. It addresses the epidemic of overweight, sedentary, and undernourished youth by focusing on changes in schools. It is the only nonprofit organization formed specifically to address the epidemic of overweight, undernourished and sedentary youth by focusing on changes at school. The organization works in all 50 states and the District of Columbia to improve children's nutrition and increase physical activity, which will in turn improve their readiness to learn.

KIDS COUNT DATA CENTER - HTTPS://DATACENTER.KIDSCOUNT.ORG

KIDS COUNT is a project of the Annie E. Casey Foundation and a premier source of data on children and families. Each year, the foundation produces a comprehensive report — the KIDS COUNT Data Book — that assesses child well-being in the United States. The indicators featured in the Data Book are also available in the Data Center.

COUNTY HEALTH RANKINGS - HTTPS://WWW.COUNTYHEALTHRANKINGS.ORG

The County Health Rankings and Roadmaps program is a collaboration between the Robert Wood Johnson Foundation and the University of Wisconsin Population Health Institute. The goal is to improve health outcomes for all and to close the health gaps between those with the most and least opportunities for good health. This work is rooted in a deep belief in health equity, the idea that everyone has a fair and just opportunity to be as healthy as possible, regardless of race, ethnicity, gender, income, location or any other factor.

FOODDATA CENTRAL - HTTPS://FDC.NAL.USDA.GOV

FoodData Central is an integrated, research-focused data system that provides expanded data on nutrients and other foods components as well as links to sources of related agricultural, food, dietary supplement and other information. FoodData Central can be used by, and has benefits for, a variety of users, including researchers, policy makers, academicians and educators, nutrition and health professionals, product developers and others.

FoodData Central includes five data types. Two of these types, Foundation Foods, and Experimental Foods, provide data that have never been available previously. The three other types are the National Nutrient Database for Standard Reference Legacy Release (SR Legacy), Food and Nutrient Database for Dietary Studies 2015-2016 (FNDDS 2015-2016), and the USDA Global Branded Food Products Database (Branded Foods). Each of these data types was developed to meet specific needs and has unique characteristics.

Visit our website: www.LSUAgCenter.com

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