**Ohio SNAP-Ed Program Assistant**

**Performance Standards FY20**

1. **At least 85% of all programming is comprised of a series of three or more classes. Length of classes should be targeted at 45 minutes for adults and 30 minutes for youth including preschools. *See direct and indirect program definitions doc below.***

**Be intentional about integrating Celebrate Your Plate materials in your programing. For example: share the link to the CYP newsletter and website; use CYP recipes to reinforce your programming; distribute CYP incentives; use the CYP tablecloth; consider participating on a CYP committee.**

1. **Required Trainings:**

**Participates in Navigating for Success and ServSafe Level 1 training within the first year of employment. Participate in Food Safety Refresher webinar every 5 years.**

**Systems Approaches for Healthy Communities Modules and Coaching Sessions (within the first year of employment.)**

**Bloodborne Pathogens Refresher Training (annually – information will be provided by RPS)**

**Complete Civil Rights Training (annually – information will be provided by RPS)**

**Complete Report = Support Training (annually – information will be provided by the University)**

**Complete Security Awareness Training (annually – information will be provided by University)**

**CITI Training (every 3 years when notified by email)**

**And other trainings when notified by your RPS or via a OSU email (check with RPS if questions)**

1. **Share Outlook Calendar with Regional Program Specialist keeping it current with work hours, programming details, lesson prep time (including shopping), leave time and other schedule details. Please post at least 2 – 3 weeks in advance. Calendar should be updated as additional programming is scheduled and whenever changes to the schedule occur.**
2. **Submits county SNAP-Ed program data weekly and no later than the *fifth* business day of the following month.**
3. **After completing monthly program data (#5), complete and turn in end of the month financial paperwork (travel, copy log) by the 15th of the following month. Turn in AMEX statement, receipts and email approvals for purchase within a week of receiving the statement.**
4. **Attends Ohio SNAP-Ed regional meetings, Mid-Year SNAP-Ed Meeting, other scheduled SNAP-Ed trainings and the All-FCS Annual Conference.**
5. **Submits a qualitative report (defined as a success story or Policy, Systems, and/or Environmental change intervention - PSE) each quarter (by December, March, June & September). At least one of these qualitative reports should be a PSE intervention. Shares these submissions with Regional Program Specialist and Regional Office Associate.**
6. **Send quarterly report to DJFS by the deadline specified each quarter (you will receive this from the state SNAP-Ed office).Copy your Regional Program Specialist and Regional Office Associate when you send the report to DJFS.**
7. **Minimum Programming Goals\* – Regional Program Specialist will discuss this with each PA and based on the county demographics, percentages of SNAP participants and other unique county considerations, an individual programming expectation will be set.**

**\*Based on 46 weeks a year**

1. **Conduct one advisory committee meeting per year (target late fall or early winter before beginning to work on grant materials for the next fiscal year) using one of the preferred methods listed below. This effort should be done as a team in counties where there is more than one PA/PC. Document your advisory committee report and the feedback you receive on the SNAP-Ed Advisory Committee Report form (available from your RPS.) *Share the completed SNAP-Ed Advisory Committee Report* with your Regional Program Specialist and Regional Office Associate.**

* **Hold a face-to-face SNAP-Ed advisory committee meeting with current and potential partners so that you can share what has been working and get feedback on other ways you might reach our target audience.**
* **Arrange with your county team to do a brief SNAP-Ed presentation for your county’s Extension Advisory Committee and ask for their input about additional ways to reach our target audience.**
* **Send an email survey to SNAP-Ed current and potential community partners to get feedback on a variety of questions related to SNAP-Ed programming. RPS can provide you with a sample survey that you can use and/or edit.**

1. **Performance Feedback**
   1. **In conjunction with your supervisor (RPS), arrange a lesson observation twice per year using the required “Lesson Observation Form.”**

**AND**

* 1. **Using appropriate EEET form, request an evaluation of lesson instruction by adult and/or teens program participants a minimum of 2 times per year. Share feedback with your Regional Program Specialist and Regional Office Associate.**

**AND/OR**

* 1. **For youth programs use “classroom teacher feedback form” at least 2 times per year.**

**NOTE - This can be a combined total of 2 types of feedback. The preference is to have at least one EEET and one classroom feedback form if possible.**

1. **Professional Development (Optional)**

* **Please share information/documentation on any approved webinars or in-service opportunities in which you take part.**

**County Stewardship Participation**

|  |  |
| --- | --- |
| B-3 County Plan of Work |  |
| B-4 Community Needs Assessment |  |
| C-3 Impact Focus and Reporting |  |
| D-1 Stakeholder Relations |  |
| D-2 Extension Advisory Committees |  |
| D-4 Digital Engagement/Technology |  |

For Office Use Only:

FY19 Self-Assessment Form –

Colleague Feedback Form –

**Direct and Indirect Education Checklist**

**SNAP-Ed is known by the work done through direct education!**

**Direct Education**

Interventions where SNAP-Ed participants are actively engaged in the learning process with evidence based practice and are being evaluated. At least 85% effort.

* Face-to-face interaction
* Two or more people, preferably a minimum of six and a maximum of fifteen participants
* Classes lasting for at least 45 minutes for adults and at least 30 minutes for youth
* 85% of all direct education interactions are designed as a series of 3 or more lessons
* Educational enhancements are to be used only at the end of a series
* Completed evaluation forms are required for a program to be counted as direct
  + Pre-school programs will be required to collect socio-demographics information only
* Majority of programming should be direct (85%)

**Indirect Education (Indirect Intervention Channels)**

Distribution of resources and materials (ie Celebrate Your Plate materials) to SNAP-Ed participants that do not meet the criteria of direct education. Indirect activities should be linked to another intervention such as direct education, PSE or social marketing campaigns.

* These are interventions to SNAP-Ed participants through a secondary and generalized strategy in an effort to reinforce, enhance, recruit and market SNAP-Ed direct education.
  + Factsheets
  + Newsletters
  + Bulletin Boards
  + Public service announcements
  + Displays at Farmers Markets accepting EBTs

**Clarification:** Doing a sample program for agency staff or other stakeholders is not considered an indirect program and should not be reported as such.

**Note**

A program cannot be counted as both indirect and direct. Any materials distributed, as part of a DIRECT education program (i.e. fact sheets given out during a lesson) is simply part of that lesson and should not be counted as an indirect program as well. Otherwise, we are double counting. An exception will be when doing a direct program for youth and newsletters are sent to parents. These newsletters can be counted as indirect because they are reaching another audience (parents) than the one being taught (youth).

A government “And Justice for ALL” poster (blue version) should be displayed by the SNAP-Ed program staff at every site. You can place it on a table, attach it to a wall, tape it to a cooler but it must be displayed even if the agency already has one posted. If you need a copy ask the RPS.